1997

Outline Concept Plan for Bryn Mawr College, Bryn Mawr, Pennsylvania

Venturi, Scott Brown, and Associates

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PHASE 3: RECOMMENDED DEVELOPMENT PLAN
A RANGE OF OPTIONS

OUTLINE CONCEPT PLAN
FOR
BRYN MAWR
COLLEGE
BRYN MAWR, PENNSYLVANIA

FEBRUARY 24, 1997
Venturi, Scott Brown, and Associates, Inc.
4236 Main Street
Philadelphia, PA 19127
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I. INTRODUCTION: OVERVIEW
I. INTRODUCTION: OVERVIEW

A. PURPOSE OF THE PLAN

College campuses maintain a unique spot in our imaginations. Linked to nostalgia for youth, they follow us in memory and thereby send their image throughout the country. This is especially true of a college of world standing such as Bryn Mawr, whose context is international, whose graduates are widespread, and whose image is of richly detailed buildings set in a rolling green landscape. Students, faculty, staff and others from the community, like the graduates, hold on to an image of the Bryn Mawr they love. They ask, essentially, “Can we grow to be more what we are, strengthening our heritage, traditions and ideals?”

What physical developments will help take Bryn Mawr's highest aspirations into the twenty-first century? How should physical plans be related to policy decisions in all areas of Bryn Mawr's growth and to evolving relationships on campus? To help the College's overall strategic planning efforts, this Outline Concept Plan:

- Sets out principles for the location of buildings and activities on campus to inform pragmatic decisions, helping them to be taken in ways that allow all systems and areas to fit together and support each other.
- Discusses the physical implications of academic and financial policies under consideration, suggesting which policies might trigger physical change.
- Suggests opportunities for activities and uses this heritage of buildings and landscapes offers.

The Commission on Facilities Priorities and Planning has identified five criteria central to the Bryn Mawr planning process:

- asset preservation
- enhancement of academic programs and student life
- non-academic operational effectiveness and efficiency
- efforts needed to implement the plan for financial equilibrium
- code compliance and life safety concerns.

These form the basis for evolving principles for the physical development of the campus and for evaluating options and priorities.

This document is structured to assist the College in setting priorities and sequences and devising action plans for immediate physical development and in evolving a strategic approach to long range possibilities and aspirations.

This introduction outlines the plan's key principles, options and near-term recommendations. These are described in greater detail in the remainder of the report.

B. BACKGROUND TO PLANNING

Bryn Mawr College has chosen to undertake its physical planning as its community is engaged in thinking about campus-wide issues in many spheres: an Agenda for the Future has recently been prepared, the implementation of its Five Year Plan for Financial Equilibrium is complete, and a program for systematically mapping the campus is in its second of five years.

New programmatic needs are beginning to emerge as the physical requirements of changing academic, administrative and social patterns and priorities become apparent. The Five Year Plan's recommendation to increase undergraduate enrollment to 1200 students will put new demands on campus facilities as well. At the same time, despite an active renovation program, the College has identified a number of campus buildings in need of repair and renovation, and some that require improvements to meet current life safety and accessibility codes.

Venturi, Scott Brown and Associates, Inc. (VSBA) has been asked to formulate a first approach to a concept plan that addresses specific issues and provides a framework for making decisions, accommodating expansion, and setting priorities among projects. The need for a concept plan has become apparent as Bryn Mawr has grappled with evolving immediate strategies for near term development. But there is also a request to think boldly of a long range plan that will be "issue driven" rather than "need driven." What should such a plan be?

The mandate of this project, as we understand it, has been to think strategically about the future rather than paint an idealized and fixed picture of campus buildings and landscapes at some future date.
C. KEY CONCERNS

What kinds and combinations of new and reconfigured spaces linked to new, expanded or existing uses can provide effective, gracious and well-related accommodations for the College in the next century? We have approached this general question by focusing, first, on several specific concerns around which are clustered many of Bryn Mawr's key planning issues:

- Pedestrian and vehicular circulation systems, particularly at campus entrances; the need to adjust existing movement ways to activity patterns and to envision clear, coherent and imageful gateways to the campus.
- Space allocations for offices and teaching in Dalton, Thomas and West House.
- A strategy for accommodating administrative offices, including admissions, financial aid and career planning, facilities planning offices and shops, and other administrative functions, possibly in conjunction with arts and performance spaces.

These specific concerns are related to broader development questions of access, linkage, growth, and conservation, as well as to needs the College has campus-wide for:

- Clearly defined, welcoming, and imageable entries to campus, and better connections across public roads to campus functions outside the College's traditional boundaries.
- Modest and incremental improvements for short-term growth based on the framework and understanding of the College's long-term principles, priorities and options.
- Improved circulation to suit changed and changing relationships among College functions.
- Clear separation between pedestrian and service paths, within an established pattern of vehicular access at the perimeter.
- Programmed space for administrative uses and academic offices, but also space for student activities and "hanging out."
- A plan for improving the physical condition and life safety provisions of certain buildings, including Dalton, while also providing for the continuous functioning of current occupants.

Relating the specific concerns to the broader issues, we have evolved some general principles for campus development, then suggested options for subareas of the campus where the specific concerns need to be addressed. At the end, the options for subareas are combined into alternative options for the campus as a whole. Recommendations for meeting the College's present needs are thus related to long-range options. Then possible first increments of development are suggested.

D. THE BRYN MAWR CAMPUS

1. Place and Precinct

The Bryn Mawr campus embraces a variety of qualities that make a rich and complex whole. This variety and richness must be articulated to be capitalized on.

The central and original campus is topographically a plane whose configurations of trees, buildings, and paths are essentially orthogonal in their forms and relationships, and fit on the three sides of an orthogonal street layout.

To the west, in beautiful contrast, is an undulating topography of lawns and woods, a Romantic valley landscape bordered by streets, straight and curving. Here the campus layout becomes geometrically complex as it conforms to the landscape, but part of the sloping topography is modulated to accommodate rectangular and level athletics fields. Houses at the southern and western edges relate to the street and the suburban community beyond.

Along New Gulph and Roberts Roads and the block south of Merion Avenue are new institutional buildings, former residences, and parking areas.

On campus, two academic architectural traditions are combined: the one of the American college perceived as a consistent whole, forming a kind of pedestrian superblock separate and distinguished from the surrounding community; the other of the urban Continental university, melded into the streets and spaces of the town to form an institutional precinct rather than a separate campus.

The Bryn Mawr campus is in and of the community, yet it is distinguishable as a place with its own perimeter and identified entrances. Within the core, Collegiate buildings and landscapes give image to Bryn Mawr's heritage and traditions. Fuori le mura - outside the walls - the campus is a pattern of distinguished old houses and landscapes, interspersed with some newer buildings (figs. 18 and 19). This peripheral area, more delicate in character than the academic core, is a Romantic landscape where relationships between uses are more loosely woven.

2. "Learning from Bryn Mawr"

The first built increments of a long-range campus plan can define the basic ambiance and fundamental relationships on campus and condition subsequent growth for years after the plans themselves have been altered or abrogated.

Bryn Mawr has had at least two such plans: by Frederick Law Olmsted and Ralph Adams Cram. Through these plans and the early Cope and Stewardson buildings, good basic decisions were taken that established or reaffirmed architectural character, forged important functional linkages and delineated directions for growth.

At the outset of this project, we discussed some lessons we could learn from the existing Bryn Mawr campus.

fig. 3. College Publication Commemorating its Fiftieth Anniversary Academic Year, 1934 (Bryn Mawr College Archives)
a. Character and Image

The picturesque long view of the campus - for example, the layers of towers visible from Merion and Wyndon - is offset by rich detail that is visible only upon closer inspection. Goodhart's ironwork and the Jacobean ornament on the mostly Collegiate Gothic Thomas are but two examples. The original buildings are primarily stone, but the newer perimeter buildings - the Gym, Haffner, Science - are largely brick, and the campus encompasses a variety of materials and styles in the houses it acquired. The long vistas, large green, and mature trees of the College landscape are at the core of the campus's appeal. Paths and walks are practical and unpretentious; lighting fixtures and benches are mostly attractive and not precious.

b. Patterns of Growth

By 1890, the pattern of defining the edge of campus along streets had been established by Merion, Dalton, Denbigh and Radnor Halls. The construction in 1894 of Pembroke Hall, designed by Cope and Stewardson (who had also designed Radnor and Denbigh) dramatically ratified this approach, adding an east-west axis and defining the campus' southern edge for more than half a century.

Olmsted's 1895 plan (fig. 4) extended the campus north to Roberts Road (with the exception of the northwest corner) and indicated additional linear dormitories extending from Pembroke west along the southern and western edges of the campus, broken only by an "audience hall" at the eventual location of Goodhart. Dormitories and a lecture hall were proposed for the Gulph Road edge of campus as well. A library was proposed at the eventual location of Thomas Hall. (It is interesting to note that Olmsted's plan shows vehicular access via an interior ring road; only the buildings along Gulph are presented with primary access along perimeter streets.)

Rockefeller Hall (Cope and Stewardson, 1897-1904), Goodhart Hall (Mellor, Meigs and Howe, 1924-1928), and buildings along the original north-south axis continued the definition of the perimeter, and Thomas Library joined Taylor Hall (one of the first campus buildings) in the campus "interior."

Ralph Adams Cram's 1934 plan - which hangs in Taylor Hall - introduced a denser, more formal series of quadrangles of different sizes connected by paths. The central axis through Pembroke arch was terminated by a laboratory building west of Radnor. Radnor and the proposed laboratory fanned the northern boundary of the plan. The demolition of Taylor was indicated to preserve the formality of Cram's green quadrangle. A large campus gate was placed at the intersection of Merion and Yarrow, and a chapel, infirmary and dormitory were proposed for the south side of Merion (at the eventual location of Haffner). The plan seemed to suggest that the interior of the campus between Pembroke and the northern terminus be closed to vehicular traffic.
The Green, Senior Row

Over the years, the campus grew beyond the planned core through annexing former private residences across perimeter streets. The Merion-Morris block was annexed incrementally but completely by the College. Bryn Mawr established toeholds for development across Roberts and New Gulph, and further afield at the Graduate School of Social Work on Airedale Road and at Glennede, about one-half mile east of the campus.

Bryn Mawr grew as well by more intensely using, reusing, and adding to its existing buildings.

c. Patterns of Use

There is a tradition on campus, begun by Cope and Stewardson, of defining the perimeter of the core with dormitories, with academic facilities interspersed and at the center. This pattern of uses helped to create the intimate scale of the campus. It was maintained by Erdman and Haffner Halls even as they expanded the limits of the campus, (see fig. 8) and it could help inform the location of future buildings.

Dining halls are in four dormitory buildings dispersed throughout the campus. Other student services — including mailboxes, the bookstore and a retail cafeteria — are in the Campus Center, on the major north-south pedestrian axis linking the Science buildings to the academic core.

The Gymnasium and athletic fields are concentrated in the valley in the northwestern part of campus, in the general area suggested by Olmsted’s 1895 plan and indicated in the earliest topographical plans of the campus (figs. 4 and 5).

The President, Provost and Deans are in Taylor Hall, the first, and most central, Bryn Mawr building. Along the southern edge of Merion Avenue, houses converted to office use form a zone of administrative functions. Other administrative uses are located throughout the campus.

d. Circulation

Vehicular circulation is largely limited to public roads at the perimeter of the core, and to Merion Avenue, which was at the edge of campus and now runs through it. Parking and service entrances are mainly from Roberts, New Gulph and Morris. This arrangement has permitted the development of a green, pedestrian-friendly campus interior, but it has also created problems as the College has grown; for example, difficult connections to uses beyond the core and a bypassing of identifiable campus gateways on Merion.

At one time cars entered the campus through Pembroke Arch and early plans show a ring road within the campus interior. The pedestrian system has been longer-lived. A 1894 topographical survey (fig. 5) indicates walkways connecting buildings within the core — including Radnor, Merion, Taylor, Denbigh, Dalton and Pembroke — and continuing to campus entrances at Pembroke Arch and the corner of Merion and Yarrow (the eventual location of Rockefeller Arch). The configuration of these paths has hardly changed over time, even though relationships between buildings and between the campus and its perimeter have been altered by changed uses, the addition of new buildings, and increased parking and service requirements.

e. Space Use

A resourceful practicality at work at Bryn Mawr has found new uses for existing buildings as College needs have shifted: the Campus Center, for example, is a former Gymnasium and the swimming pool became the Bookstore. A dance studio, drafting room and language laboratory are located in former dining halls. As space needs become acute, all available space is programmed for use. Some academic and administrative departments are in basements or renovated houses; bathrooms and meeting areas are converted to offices.

As a result, buildings are intensively used, alumnae fondly remember, for example, doing laps in what is now the Bookstore, and the costs of operating additional buildings are not incurred. Less fortunate results include a lack of spaces for holding meetings or impromptu discussions or for just “hanging out” — the kinds of incidental activities that help define and enrich a community.

f. Landscape

The landscape at Bryn Mawr helps make the campus a place where, in the words of a first-time visitor, “everywhere you look seems like a picture from a College brochure.” The character of landscape spaces is closely related to the campus’ varied topography: rectilinear quadrangles at level areas along New Gulph and Merion, and romantic landscapes in the valleys to the north and west. Coe Lee Robinson Roesch’s 1991 master plan for the campus identified important landscape spaces, including large scale spaces like The Green — Senior Row and the quadrangle greens — and Rhoads Beach, as well as more intimate landscapes such as Thomas Cloisters and the Taft Garden. There are problem landscapes as well, particularly around service and parking areas, like those at Merion Gate and the Haffner-Wyndham service yard. In some areas, the rolling hills and lawns that give the campus its visual appeal make for awkward pedestrian links to uses outside the core.
fig. 8. Development of the Campus: New and Acquired Buildings and Size of the Student Body
Acquisitions beyond perimeter
- CARTREF (President Rhoads' HELFARIAN (Dorgelly) acquired.
- WYNDHAM acquired, 1926
- WEST House purchased, 1951
- ENGUSH beyond ORIGINAl CAMPUS --32 acres
- BAnEN acquired, 1959 acquired, 1974 (former school perimeter and Yarrow
- Additions to DEANERY expanded, 1896
- THOMAS westwing
- New Buildings
  - TAYlOR Hall, 1882
  - PEMBROKE Hall - East, 1895
  - PEMBROKE Hall - West, 1895
  - POWER HOUSE (now Ward), 1903
  - ROGGEFELDER Hall, 1904
  - THOMAS Library, 1906
  - The GYMNASIUM, 1909
  - LOW Building, 1903?
- Change of activities of YARROW
- DALTON converted from WYNDHAM converted to
- Activities of
- Circulation and Parking
- OLD GYMNASIUM, 1909?
- Landscape
- Trees along Lombaert Street retained (eventually Senior Row), 1882
- Playing fields added, 1907
- Frederick Law Olmsted plan, 1895
- Ralph Adams Cram plan, 1925
- Douglas Orr plan, 1959
- Campus Plans
- pre-1894
- 1895-1909
- 1910-1924
- 1925-1939
- 1940-1954
- 1955-1964
- 1965-1979
- 1980-Present

Fig. 8. Development Patterns of the Campus. This chart includes examples of types of change and development undertaken by the College, but is not comprehensive. Dates are approximate, and have been extrapolated from drawings, aerial photographs, and other sources.
3. Organizational Axes

Over the course of this study we have mapped existing College-wide systems of circulation, use, and landscape, in part to study how these meet (or don't meet) campus needs today.

A strong north-south axis exists in the palimpsest of Lombaert Avenue. Along it, Senior Row leads from Pembroke Arch north, running beside a steep valley. Another double row of trees lies on the axis from Pembroke Arch to the main entrance of Erdman. This axial arrangement once served the most important College gateway, at Pembroke Arch (the former intersection of Merion and Lombaert), but other access points are more commonly used today and, for most of its length, this axis is a vista more than a circulation route; it gives little access laterally and leads to few destinations, as it is contained within campus boundaries by Erdman at the southern end, and Ward, Schwartz and a steep slope to the north. A subset of the major visual axis is created by the slope of the campus, from Taylor northwest to the playing fields and Faculty Row. This too is visual and does not reflect in circulation patterns.

Other, more workaday axes parallel Senior Row. The path to the east extends from Science, past the Campus Center, to Dalton and across Merion Avenue to Cartref and the Infirmary. The path to the west of Senior Row begins at a secondary entrance to Pembroke past Thomas and Canaday to the Gymnasium, and down a steep slope to the Roberts Road crosswalk to Brecon. This path could increase in use and importance if additional student uses are developed around Brecon.

An east-west path begins at Merion Gate, extends along Merion and Rhoads Drives, and ends at Goodhart and Rockefeller Halls. Unlike the major north-south axis, this one meets the campus periphery at both ends, and offers the possibility of extension across streets, to Bettws-Y-Coed to the west, and to the area between Russian and Arnecliffe (not all of which is owned by the College) to the east. We have identified this east-west axis as an area for improvement, owing in part to conflicts between pedestrian and service circulation and because the addition to Thomas may change patterns of circulation around it. Knitting together areas along this path could help improve the campus entrance from Merion Gate and also help make Goodhart feel more central.

Another workaday path roughly parallels the Merion-Goodhart path, formed by a series of entrances — including secondary ones — to academic buildings, including Dalton, Guild, Taylor, and Thomas, and leading to Rockefeller Arch. The character and "weight" of the renovation of Dalton and the development of the Bettws-Y-Coed site will affect the intensity of use of these east-west paths.

E. SUMMARY OF PRINCIPLES

From the Commission's response to earlier reports and from our further study of the campus, some physical planning principles have emerged. These we list here and elaborate in Section II:

- Understand and work with the campus's evolving development patterns and preserve its diverse architectural heritage.
- Locate activities to help reinforce existing patterns that serve the College's mission and policies, strengthen linkages between related uses, and support the character of the buildings and landscape inside and outside the campus core.
- When expanding, continue Bryn Mawr's parallel traditions of building at the perimeter, adapting existing buildings and spaces to new uses, and crossing perimeter streets to build some new buildings.
- Realize physical adjacencies with academic policies and pedagogical intentions, and continue to do so as priorities shift.
- Promote activity patterns that enhance academic programs and the quality of student life and encourage interaction and vitality on campus.
- Promote activity patterns that encourage interaction and vitality within buildings.
- Preserve and reinforce important landscapes.
- Strategically acquire key properties as they become available.
- Continue the pattern of vehicular circulation at the perimeter. Define the new campus gateways.
- Adapt paths to changing uses and circulation patterns.
- Locate uses to meet the College's current needs and support its present priorities, and also leave open options for the future.
- Prepare and continuously update a phasing plan that relates immediate needs, goals, and actions to middle and long-range aspirations and intentions.

KEY

MAJOR ORGANIZING CIRCULATION AXES
MAJOR VISUAL AXES

fig. 12. Major Axes
F. A RANGE OF OPTIONS

This report presents a range of options to meet Bryn Mawr’s immediate, key concerns (see C above). These options, developed with the Commission over the course of the study, include:

• A campus gateway building. Some possibilities are a new building near the site of the old College Inn; a new building near Wyndham; or reuse of the Owl. Each option is related to a new path to Pembroke Arch from the train and from visitor parking. (See Section IV.A.2.)

• The programs in Thomas, Dalton and West. Options for accommodating all programs include renovating existing buildings, clearing nonacademic functions out of academic buildings, and constructing new academic buildings. (See Section IV.B.)

• Administrative space. Options include reorganizing functions within existing buildings and constructing a new gateway building.

• Facilities-related administrative functions. Options include new buildings on the Batten-Brecon-Longmaid site or in the lower Science parking lot. Renovating the Ward building to meet some of the department’s needs may be an option, but requires further investigation to determine feasibility. (See Section IV.C.)

Other options investigated include student activities in the lower level of Radnor and Merton; uses for the Bettws-Y-Coed site; and further possibilities for Breen-Batten-Longmaid.

These options are evaluated in the report against the general principles for campus development outlined in E above. Then they are combined in various ways.

G. COMBINING OPTIONS

Considering the recommended projects as an integrated whole may offer broader appeal for support of its components. The combinations work to realign patterns of use and circulation with latter-day College needs and with campus-wide principles.

Meeting Bryn Mawr’s stated short-term physical needs would require a gateway building, the renovation of Dalton, and a new Facilities Services building. Other combinations, which meet only some of these, are possible. The most prospectively feasible of these fall into three main categories:

• A new gateway administrative building in tandem with a major renovation of Dalton Hall. This would accommodate most of the projected space needs of student-related administrative and academic departments included in this study, but would do little to improve facilities operations.

• A new academic building, with or without the renovation of Dalton Hall. This would meet the needs of the academic programs now in Thomas, Dalton and West. Options that include a new academic building with the renovation of Dalton would also provide space for administrative departments such as Career Development, Faculty Grants, and the Graduate Dean of Arts and Sciences. Admissions, however, would most likely remain in Ely.

• Renovation of existing buildings only. These could accommodate academic programs but would do little to ease the space crunch of administrative departments.

Most options include the renovation of Dalton Hall in the very near future, perhaps concurrent with other building or renovation projects.

All options for the renovation of Dalton Hall presume that Housekeeping will move from Dalton, either into a new facilities building or to renovated space elsewhere on campus. Housekeeping may have to move twice: once out of Dalton to temporary space, then again to a new facilities building or in Ward after a new facilities building is built.

Because development to meet present needs may limit some future opportunities, these options should be evaluated in tandem with longer-range, broader options. For example, should academic uses be concentrated in the core or should satellite academic precincts—around English, for example—be strengthened? Should parking be concentrated outside the core, or interspersed throughout campus?

A matrix of combined options and some longer-range options are discussed in Section V.

H. PHASING

Some options illustrated in this report can—and should—begin immediately; others may not be feasible for ten years or more, and some long-range combined options may envision, albeit imperfectly, a future some thirty years away.

Although at present there are at least several competing needs for space, the College’s resources are not unlimited. Phasing of near and mid-term options will be determined by:

• The College’s commitment to the Township to provide sprinklers at Dalton by 1998.

• The continuing deterioration of buildings, including Dalton, Rhoads and Bettws-Y-Coed.

• The College’s ability to undertake multiple projects concurrently.

• The availability of swing space

• The College’s ability to fund projects.

By assigning priorities to the principles and options in this report, the College could set goals for the near term (0-7 years), the mid-range (8-15 years), and the long term (16+ years). A plan related to these goals might include actions for implementing early increments, with provisions for funding and planning; initiation of further studies where more information is needed to make or enact decisions; and strategies for achieving near term goals. This action plan, and the priorities it derives from, should be updated yearly.

fig. 13. Dalton Hall (Bryn Mawr College Archives)

fig. 14. Planning Increments
I. A SUMMARY OF RECOMMENDATIONS

Our study has identified a number of specific actions the College can take in advance of, or concurrently with, new building or major renovation projects. These recommendations relate to the principles and strategies outlined in our study, and are discussed in greater detail in other sections of this report.

1. Building Sites

- Identify and reserve building sites within the campus perimeter -- particularly those related to the academic core -- for uses that must be centrally located.
- Prepare a strategic plan for future acquisition of property. For example, consider whether a physical link between the main campus and the Graduate School of Social Work and Social research is a priority; if so, acquire the property that can provide a connection.
- Acquire, as soon as it is available, the property between West and Pen Y Groes.

2. Campus Gateways

The College’s heritage includes beautiful turn-of-the-century gateways at Rockefeller Gate and Pembroke Arch, which are entrances to the historic campus Greens and are emblematic of the College as a whole.

As the College has grown outside this original core, new kinds of gateways are needed for pedestrians and people arriving by car. These new gateways should be coupled with reconfigured circulation and landscape plans that acknowledge the suburban character of the campus "outside the walls" while providing an auspicious entry to Bryn Mawr:

- Improve the pedestrian route from the train station and Morris parking lot to the campus core. (Section IV.A.1.)
- Build a gateway building in the area behind Wyndham to serve as the primary visitors' entrance to the College and to help lend coherence to the suburban landscape of the Merion-Morris block. A picturesque path with retaining walls, trees and other landscape elements in the "fuori le mura" spirit would provide a route from reconfigured visitor parking, along the gateway building, past Wyndham to Pembroke Arch. (Section IV.C.1.)
- Improve the campus edge along New Gulph Road. (Section III.A.5)
- Provide a coordinated system and hierarchy of signs to help knit together many elements of the campus, inside and outside the core -- especially new gateway signs. (Section III.A.4)
- Screen transformers and service areas from routes leading to parking, including Morris, Merion and Erdman lots.

3. Circulation and Parking

The following recommendations are based on suggestions by traffic consultant Robert L. Morris, the Commission's response to earlier reports, and discussions with Public Safety and others in the College. They are described in greater detail in Section II.C:

- Restrict Merion Avenue traffic between Yarrow and New Gulph to College-bound (and perhaps Shipley?) only. Make it one-way eastbound. Commission a traffic study to illustrate to the Township the regional effects of the restriction.
- Reroute pedestrian paths to avoid service areas wherever possible, especially at Wyndham.
- Where alternate pedestrian routes are not feasible, reconfigure service areas that conflict with paths, for example, at the Rhoads-Canaday service area, to improve pedestrian safety and amenity.
- Provide a hierarchy of path widths that reinforce activity patterns and the organization of campus buildings and landscape.
- Pave selected well-used mud paths.

- Provide visitor parking closer to visitor destinations by reserving some spaces in the Merion parking lot for visitors. Continue to reserve some visitors' spaces in the Morris and Erdman lots.
- Provide crosswalks at Bettws-Y-Coed that give safe access to the campus core -- from parking at present and from more intensive uses in the longer term.
- Provide auspicious, accessible routes between handicapped parking and major campus destinations.
- Reconfigure the pedestrian crossing from Russian-English to Merion Gate.
- Improve signal at Roberts Road pedestrian crossing.
- Request the Township eliminate several parking spaces on Morris to improve safety in exiting Morris parking lots. Include a study of sight lines from the lots.
- Consider long-term options for parking.
II. CAMPUS-WIDE PRIORITIES, PRINCIPLES AND STRATEGIES
4. Existing Buildings

- Conduct a survey and general inventory of existing on-campus storage. Determine which infrequently accessed items can be stored off-campus, and which — if any — stored items should be discarded.
- Commission a building conditions assessment and hazardous materials abatement report for Ward to determine the feasibility of its reuse.
- Consider a permanent addition to Helfarian in place of the trailer. The trailer has demonstrated the demand for office space in this location, but has outlasted its permit.
- If options for new building on the Bettws-Y-Coed site in the near term are not chosen, consider commissioning a building conditions assessment to determine the cost of rehabilitating the building.

5. Phasing

- Set goals for the near term (0-7 years), the mid-range (8-15 years), and the long term (16+ years) by assigning priorities to the principles and options in this report. Goals for the longer range should be aspirational and shifting, while those for the near term should include specific projects and actions.
- Make an action plan to achieve near term goals, assigning responsibility and costs. This action plan, and the priorities it derives from, should be updated yearly.

Phasing considerations for near and mid-range projects are discussed in Section V. Choices will depend, at least in part, on the College’s assigning weights to the priorities in this report. Most of the recommendations in this section (II) can be implemented immediately, limited primarily by the number of studies and projects the College is able to undertake at one time.

An action plan for the next year might include:
- **Dalton Hall Renovation Feasibility Study.** The College has committed to the Township to install sprinklers by 1998, and a feasibility study is needed to determine overall project scope and cost.
- **Planning and funding for gateway landscape and circulation improvements,** with or without a new gateway building.
- **Preliminary identification of temporary locations for Dalton departments during renovation.**
- **Traffic studies,** described above. These could occur immediately, or be postponed until other phasing decisions have been made.
- **Storage inventory,** described above. This, possibly alongside a study of the costs of salvaging Ward, could assist in programming new facilities spaces and could result in “found” program space or elimination of one or more of the trailers in the lower science lot.

fig. 16. Thomas Library (Bryn Mawr College Archives)
II. CAMPUS-WIDE PRIORITIES, PRINCIPLES AND STRATEGIES

Overall patterns of use and circulation, and the organization of buildings and landscape are the concerns of the campus-wide principals. Principles for enhancing and adapting these patterns must meet the general planning criteria identified by the Commission (see I.A.), but in addition, during this study, several related programmatic themes have been considered:

Building community and communities. Many we have talked with express a desire that the campus more strongly reinforce the College's sense of community. This has been related to a need for landscape and facilities that encourage faculty and staff to use the campus after hours, and to calls for loosely-programmed spaces throughout the campus that encourage "hanging out." Within individual departments, requests have been made to provide lounges and meeting spaces that encourage interaction; to group related academic or administrative departments; and to make adequate office and research space available for faculty to encourage them to conduct their research on campus.

Campus identity and visitor experience. Creating an auspicious sense of arrival on campus, providing visitor parking near destinations, and establishing pleasant routes from parking to the campus core have been identified as priorities.

Operational effectiveness. Providing adequate workspace and grouping together related departments -- such as Admissions and Financial Aid, or the various subsets of the Facilities Department -- have been identified as priorities.

Criteria for setting immediate priorities among campus-wide goals and options include:

Building conditions, life safety provisions and accessibility. Dalton and Rhoads require renovation in the near future. Ward is badly deteriorated. A decision must be made soon whether to stabilize, repair, or raze Bettws-Y-Coed.

Space needs. Faculty and staff frequently have inadequate room to conduct their work. In Thomas, for example, many faculty members share offices and e-mail, and lack space for meeting with students or each other. There is a great demand for student activities spaces and for loosely programmed "hang-out" space.

fig. 17. Aerial Photograph of Bryn Mawr, 1949 (Bryn Mawr College Archives)
A. OVERALL PATTERNS OF USE AND EXPANSION

- Understand and work with the campus’s evolving development patterns and preserve its diverse architectural heritage. Within the core are orthogonally organized Collegiate buildings and landscapes that give image to Bryn Mawr’s heritage and traditions. Outside the walls, the campus is a pattern of distinguished old houses and landscapes, interspersed with some newer buildings. This peripheral area, more delicate in character than the academic core, is a Romantic landscape where relationships between uses are more loosely woven.

- Locate activities to help reinforce existing patterns that support the College’s mission and policies, strengthen linkages between related uses, and support the character of the buildings and landscape inside and outside the campus core. For example, new uses related to the academic core could be related to existing circulation patterns, spaces between uses could be improved - through careful location of benches, site walls and landscaping - to promote interaction and “hanging out.”

- When expanding, continue Bryn Mawr’s parallel traditions of building at the perimeter, adapting existing buildings and spaces to new uses, and crossing perimeter streets to build new buildings. A tradition of building at the perimeter rather than within the core helps maintain the intimate scale of the campus. (See figs. 8 and 9) Expansion of uses across perimeter streets may be limited by the difficulty of crossing; the perception of a campus core bounded by Roberts, New Gulph, Morris, and Wyndon-Merion-Yarrow; and the resistance of the College's neighbors to new construction or uses in their midst.

- Realign physical adjacencies with academic policies and pedagogical intentions, and continue to do so as priorities shift. For example, group related departments, and provide loosely programmed spaces for intra- and interdepartmental interaction. Good generic buildings will outlast present policies and will change and adapt to new uses over time, as Dalton has.

- Promote activity patterns that enhance academic programs and the quality of student life and encourage interaction and vitality on campus. The campus center, for example, through its location and activities helps link the science buildings, English House and the Russian Center with the more central academic core around Taylor. Expanding campus-wide student activities into the basements of Merion and Radnor could help reinforce this without new construction.

- Promote activity patterns that encourage interaction and vitality within buildings. Some of the best-loved buildings on campus - Taylor and Thomas Library, for example - house a variety of campus uses, including administrative and academic functions, in one building. These mixed uses, evolved over time, allow familiarity and interaction to develop among students, faculty and staff from
different departments. Could new, or newly reformulated, buildings benefit from a planned mix of complementary uses?

- **Preserve and reinforce important landscapes (fig. 20).** Bryn Mawr's campus includes landscapes that are beautiful and full of tradition -- Senior Row, for example, or Rhoads Beach -- and others -- like the area between Haffner and Wyndham -- that do not contribute to the ethos or utility of the campus. Important landscapes should be maintained; those that need improvement should be knit into Bryn Mawr's patterns of space and circulation. The linkages set up in realigning building uses should support landscape patterns and vice versa. Some areas may need only slight improvement -- reconfigured paths or new planting for example. Others -- notably, the sequence from the Wyndham parking lots to the campus core -- may require resculpting of parking, paths, and landscape and perhaps new building, to integrate this important approach to Bryn Mawr into the campus framework. Buildings carefully sited at the edges of important open landscapes -- for example, a building on Merion at the southern edge of Rhoads Beach -- could help to reinforce the existing landscape.

- **Strategically acquire key properties as they become available.** For example, consider acquiring the property between West and Pen Y Groes, and the area between Arnecliffe and the Russian Center. If physical links between the campus core and the Graduate School of Social Work and Social Research are a priority, the property between Brecon and the graduate campus is also strategically important.

- **Relate pedestrian and vehicular circulation patterns to changed and changing activity patterns.** Gateways should acknowledge the expanded boundaries of the campus as well as increased use of automobiles at entrance points. Pleasant, auspicious paths should lead to campus activities from parking and public transportation, screened and separated from service access. Service to buildings should be direct and efficient.

- **Leave open options for the future.** Because requirements for large-scale future expansion will be based on conditions and necessities unknown today, development plans for the short term should leave open many options for the longer term. But first increments need not be bland. Bryn Mawr's extremely strong first (and later) buildings have influenced the campus ever after. The next projects could have that strength, but their influence would be beneficial only if they were evolved from well-based principles and guidelines, and if they provided a range of opportunities for the future. That range should be narrowed to preclude some unacceptable outcomes, yet it should allow Bryn Mawr's next generations to shift some distance from present visions, to meet their own mandates.
B. BUILDING AND SITE USES AND ACTIVITIES

- Move administrative uses from the basements of centrally located dormitories to provide space for student-related uses, perhaps including student activities offices, meeting places, and game rooms.

- Enhance the hub of student life around the Campus Center by using basements of Merion and Radnor for student activities or services. Provide entrances and toilets separate from those for residents. This is a way of enlarging the Campus Center without new building. The character of renovated basement space could be suited to student life activities.

- Reinforce academic goals by clustering related academic departments. Discussions indicate these might include a language learning center and a social sciences hub. Consider relocating English and Russian to the campus core if new academic space is built. Given the core's limited size, what long-term academic expansion opportunities should be considered? Into older Science spaces? Into central dormitories? On the lower Science lot? On the Green? Across Merion Avenue? Across New Gulph Road?

- In intensively-used buildings provide some loosely programmed space for meetings, incidental encounters, and "hanging out," to encourage interaction and a sense of community.

- Build new space (or buy an existing outbuilding, if available) for Facilities shops and Housekeeping offices. Ideally, all Facilities functions would be grouped in one area.

- Consider the Brecon-Batten site for Facilities shops and expansion of athletic facilities. The site would also be good for dormitories, but separated from Facilities uses. Site topography may facilitate such separation (fig. x1). Athletic expansion on this site would be limited by topography and building placement. Although crossing Roberts can be difficult, this site may be the largest expansion opportunity available to the College; use here should be carefully chosen and located to leave options for considerable growth in the long-range future. Consider, in tandem, improved crossing signals and circulation. Consider acquiring the one property that lies between Brecon-Batten and Social Work.

- Consider reserving the lower Science parking lot for growth of the sciences in the long term.

- Consider the property around Arnecliffe, Perry and Healy for future student housing.

- Identify and reserve areas for future parking, as the need for parking increases or as lots within the core are converted to building sites.

- Design a coordinated system and hierarchy of signs to help knit together elements of the campus inside and outside the core.

- Acquire property in strategic areas, including the houses between Pen-Y-Groes and West House and Russian and Arnecliffe. If physical links between the campus core and the Graduate School of Social Work and Social Research are a priority, acquire the property between Brecon and Airedale Road directly across from the graduate campus.

fig. 21. Possible Growth Directions of Activity Cluster
C. CIRCUIT AND PARKING

The following recommendations are based on suggestions by traffic consultant Robert L. Morris, the Commission's response to our earlier reports, and discussions with Public Safety and others in the College. (See Morris' report in the Appendix below, and map of existing campus circulation, fig. 11.)

- Continue the pattern of vehicular circulation at the perimeter. Vehicular circulation is largely limited to the public roads surrounding the campus core and to Merion Avenue, which was at the perimeter of campus and now runs through it. Parking and service entrances are mainly from Roberts, New Gulph and Morris. This arrangement has created problems as the campus has grown, including a bypassing of identifiable campus gateways on Merion, but it has permitted the development of a green, pedestrian-friendly campus interior. Exceptions to this arrangement should be carefully considered. Today's de facto campus gateways should be redesigned to suit their purpose.

- Close Merion Avenue to through traffic. The College should petition the Township to vacate Merion Avenue between New Gulph and Yarrow. The avenue should operate one-way eastbound, with entry restricted to the bi-college and tri-college shuttles, faculty/staff (and perhaps Admissions visitors) parking, and emergency vehicles. Parking should be on the south side only, parallel to the curb.

- Commission a traffic study to illustrate to the Township the regional effects of restricting Merion Avenue to College traffic and making it one way. The study should consider a geographical area that includes Lancaster and Montgomery Avenues, traffic movements related to Bryn Mawr College and the Shipley and Baldwin Schools, and routes from residential neighborhoods to major traffic arteries. Signage should also be considered in the context of a traffic study.

- A study of sight lines from the Morris parking lots should be included, to support a request to the Township to eliminate several parking spaces along Morris to improve safety in exiting the lots.

- Adapt paths to changing uses and circulation patterns. An 1894 topographical survey shows pathways connecting buildings within the core and from the core to campus entrances at Pembroke Arch and the corner of Merion and Yarrow (the eventual location of Rockefeller Arch). The configuration of these paths has hardly changed, even though relationships between buildings, and between the campus and its perimeter, have altered over time. As a result, some newer buildings and uses are not well-integrated into the campus. Campus systems -- including pedestrian paths -- should be adapted gracefully over time to changing uses.

- Provide a hierarchy of path widths that support present activity patterns and the organization of campus buildings and landscapes. Align plans for snow removal with the most important paths.

fig. 22. Summary of Traffic and Parking Recommendations (Based on those suggested by traffic consultant Robert L. Morris and on the Commission's response to earlier phases and subsequent discussions with Public Safety and others in the College community.)
Between Dormitories and Academic Buildings

From Classrooms to Campus Center and Dining, and Between Dormitories and Dining

From Parking to Dormitories, Academic and Administrative Uses

fig. 23. Existing Pedestrian Circulation Patterns
• Pave well-worn mud paths. Mud paths -- for example, between Denbigh and Guild -- connect old buildings with new uses, and should be paved to provide more easily accessible routes and allow snowplowing.

• Reroute pedestrian paths to avoid service areas where possible. Paths from visitor parking, train stations and bus stops to the campus core should be particularly auspicious. For example, provide a path from the corner of Morris and Yarrow, around Wyndham, to Pembroke Arch (See Section IV.A.1).

• Where alternate pedestrian routes are not feasible, reconfigure service areas that conflict with paths, and landscape to reinforce pedestrian use. Remove ad hoc parking spaces from the Canaday service area and relocate the Rhoads-Canaday dumpsters to the Canaday side of the service road, to improve pedestrian circulation around the entrance to Rhoads, and strengthen the connection between the Green and Rhoads Drive.

• Provide crosswalks at Bettws-Y-Coed. Pedestrian crossings should be carefully placed to maximize sight distances at the sharp curve in Merion Avenue opposite Rockefeller Arch. (Sight lines from the Bettws-Y-Coed driveway exit are severely restricted in both directions.) Flashing advisory signs should be installed curbside on Merion and Yarrow in advance of the crosswalk, where they can be easily seen.

• Reconfigure pedestrian crossing from Russian-English to Merion Gate. The existing crossing requires pedestrians to walk in the street to reach it. Replace it with a diagonal crosswalk between the steps on the east side and the driveway on the west side. Improve the visibility of flashing advisory signs in both directions. (Extensive ramping and landscaping would be required on both sides of the street to make it the existing or the proposed crossing accessible to the handicapped.)

• Improve signal at Roberts Road pedestrian crossing. The existing flashing caution light is high overhead and easily missed. Replace it with roadside flashing signs.

• Provide efficient, maneuverable service and emergency access, particularly to new buildings, within Bryn Mawr’s tradition of circulation at the perimeter.

• Improve signage. Develop a comprehensive signing program tuned to visitors (particularly drivers) who may be unfamiliar with the campus.

• Provide visitor parking closer to visitor destinations. Most visitor parking is in the upper Wyndham lot, convenient to those visiting Admissions or the restaurant in Wyndham. Limited parking along Merion Drive is available to visitors using the library or attending lectures, and three spaces are available in the Erdman lot. Consider assigning some visitor spaces in the Merion lot.

• Provide auspicious, accessible routes from handicapped parking to major campus destinations. Relate the College’s accessibility policies to plans for physical development.

• Provide parking within walking distance to all campus destinations. How long a walk from major parking areas to campus buildings and events is desirable and for which users? For example, should parking be located closer to tennis courts?

• Consider long-term options for parking. As buildings replace parking on, for example the lower Science lot, existing parking needs to be replaced and new parking provided. Should new parking be within the perimeter streets or outside the core? Could some land along New Gulph, screened from the street by existing residential buildings, be acquired and reserved for parking in the long term? Should space be reserved now for possible future structured parking?

D. POSSIBLE FUTURE SITES

The patterns of future growth identified in earlier reports -- within the campus core; across Roberts, New Gulph, and Merion; within existing and new buildings -- were not rejected by the Commission, although several specific building sites were rejected. From this we infer a goal to continue to plan growth pragmatically, choosing patterns to suit new needs, changing relationships and available resources -- but aided now by a concept plan and principles.

Potentially feasible sites for long-term development are indicated in fig. 25, with their possible uses. Most development within the academic core should be by assigning new uses to old buildings because building sites here are few and precious. (This type of expansion is not shown in fig. 25, but is considered in Section IV and V below.) Using core buildings for activities that do not need a core location may limit future options as unforeseen needs emerge.

Growth at the periphery should include a mix of adaptive reuse and new building. New buildings must be compatible in spirit and scale with the buildings and landscapes of the campus periphery, yet also emblematic of the College, in design and in quality of materials and construction. This challenge is no less daunting than that to build new at the core, yet, within a carefully woven landscape, the juxtaposition of old houses with new buildings, of residential landscapes with institutional access, could be rich indeed. (See Section I.)

Possible future building sites include:

• Batten-Brecon-Longmaid. Depending on use, development here would increase the intensity of use and hierarchical importance of paths leading from the core across Roberts Road. Large and topographically varied, this site offers opportunities for multiple uses, with the slope separating disparate functions. Because future physical links to the Graduate School of Social Work and Social Research may be desirable, plans for this site should not pre-empt this possibility.

• Bettws-Y-Coed, the area between Haffner and the Owl, and the edge of Rhoads Beach adjacent to Goodhart. Buildings on these sites could, with Rockefeller and Goodhart, help define the southwestern edge of campus, perhaps with College uses that have appeal to a wider community, as Goodhart does.
• Near Wyndham: A small administrative building, related to paths and landscape, could help articulate the Romantic qualities of the campus fuori le mura.

• The area between West House and Pen Y Groes. This property, part of which the College does not own, is within the campus perimeter yet perceptually far from the academic core. Should it be considered for an athletic field? Housing?

Locations for change and growth should be related to long-range institutional policies. For the character and spirit of the College to be reinforced in its buildings and landscape, site selection must be based on policies about academic issues and student life as well as policies for preservation of physical assets. Some examples of policy questions that may affect site selection include:

• For which uses should growth within the campus core be reserved?
• How should students' residential life relate to their academic life?
• Are physical links between the campus core and the Graduate School of Social Work and Social Research a priority?
• Where should Math be taught on campus? Computer Science?

Decisions made for the near term should leave open as many long-term options as possible.

E. ZONING CONSIDERATIONS

Any new construction on Bryn Mawr's campus requires a strategic approach to zoning and careful negotiation with the Township. The following may affect the options for near term development described in Section IV of this report:

• The campus lies within areas zoned residential; any use by the College requires authorization as a special exception.
• The code sets height, total building area, and impervious surface limits, and imposes a reduction in allowable impervious surface coverage for lots with average slope greater than 10%.
• At Bettws-Y-Coed, allowable impervious surface coverage is severely restricted owing to the steep slope of the site. The allowable amount is less than present coverage; for the purposes of this study we have assumed that an exception allowing lot coverage equal to existing could be negotiated with the Township.
• Existing buildings, paths and parking on the Merion-Morris block exceed the impervious surface coverage allowed by the Code. Any new construction would require careful study of drainage and retention patterns, and negotiation with the Township.

Code formulas for required parking are determined by building use. However, some types of college buildings do not clearly fall into listed categories. It is our understanding that the College has in the past negotiated parking requirements on a case-by-case basis and will continue to do so.

Zoning issues are described in greater detail in the Appendix of this report.
III. SUBAREA PRIORITIES, ISSUES AND NEEDS
III. SUBAREA PRIORITIES, ISSUES AND NEEDS

Campus subareas and subsystems identified by the College as needing immediate attention are considered here. This section, together with the campus-wide principles and strategies of Section II, provides the background for the options presented in Section IV.

A. CAMPUS GATEWAYS

The College’s heritage includes beautiful turn-of-the-century gateways at Rockefeller Gate and Pembroke Arch. These entrances to the historic campus Greens are emblematic of the College as a whole. But Bryn Mawr has grown outside this original core, and now for most campus visitors, the entrance to parking lots is the first campus threshold crossed. Parking lots and the pedestrian routes leading from them are the main gateways to the Bryn Mawr campus.

These goals have been identified for campus gateways:

- Provide the Bryn Mawr community and visitors with clear, logical and auspicious sequences of spaces from public streets to parking lots and along pedestrian paths to campus buildings.
- Emphasize a sense of Bryn Mawr identity at key vehicular and pedestrian entrances.
- Devise memorable and accessible campus thresholds; strengthen a sense of arrival to campus for students, visitors and staff.
- Screen and separate service access from pedestrian paths.

1. Relation to Campus Circulation System

Since entrances to parking lots are the de facto campus gateways, how do they relate to major pedestrian paths?

- The Wyndham lots, entered from Morris Avenue, are near the heart of campus, but require walking through the Wyndham-Haffner service yard and another parking area before connecting to major campus pedestrian routes. An option that links the lots to the north-south path that passes through Pembroke Arch is described in Section IV.A.1. The Wyndham lots are the only large lots within five-minute walking distance from Goodhart Hall.

- Those entering the College from the Merion lots pass between buildings into the workaday life of the campus, intersecting the north-south path that extends from the Science buildings to Dalton, across Merion to Cartref and the Infirmary. Those going to the Campus Center can enter the building directly, without passing through to the “campus” side of the building.

- The Erdman lot is at one end of the busy axis that extends north to the Science building, but is separated from it by a narrow, steep set of stairs.

- The Science lots are cut off from the most important campus circulation axes by the Science buildings and a steep slope. We suspect that, at present, most people using these lots enter Science buildings directly. Depending on the future development of the northern campus, this area may remain perceptually isolated or grow in importance as a more general gateway.

As new buildings and uses reorder the intensity of campus paths, parking lots and gateways should be reevaluated. For example, could development with parking at Brecon help create a gateway to campus athletic facilities and the “lower Green” from the north? Would intensification of uses across New Gulph increase the importance of Merion Gate, or even create new gateways along the eastern edge?

2. Function

Entrances to perimeter parking lots are now the main access points for most users. These are convenient to regional arteries, including Lancaster and Montgomery Avenues, but circulation within them can be confusing, especially for first-time visitors. Their capacity is limited by the amount of impervious surface allowed by Township Zoning, and having been inserted expediently over the years where space could be eked out, they appear to have grown like Topsy and without relation to campus activities:

- Entrances along Morris to the Wyndham lots, in addition to providing the main visitor parking on campus for the Wyndham restaurant and uses in the core, provide the only large concentration...
of parking within five-minute walking distance of Goodhart Hall. Neither in their access from the street and parking arrangements nor in their continuation to the campus do they provide the clarity their importance on campus requires.

- The Merion lots fill the area between campus buildings and New Gulph Road. Together with the steeply sloped embankment of the road, it extends a barrier to links with English and Russian on the east side of New Gulph. The Merion Gate is the only pedestrian access to the campus core along this edge. Capacity of the Merion lots is limited to the narrow band of frontage on New Gulph, between Radnor and Science.

- The Erdman lot is well-located for use by students and staff, but its capacity is limited by buildings, topography, and Township codes. The lot is close to the Personnel Department in the Pagoda -- we assume the three visitor spaces are primarily for job applicants -- but no handicapped accessible route to that building exists.

- The Science lots are large, but seem remote from the core because they are not closely linked to campus pedestrian paths. At present, Facilities Services storage trailers are parked in the lot.

3. Gateway Character and Image

When Merion Avenue was the College perimeter, Pembroke Arch and Rockefeller Arch were clearly its gateways -- explicit, imageable entrances to the original campus core, emblematic of the College as a whole. The new parking-entry lots, in their pragmatic, incremental expedience, are less intrusive on campus than some more rationally engineered parking solution might have been, but they have a back-door feeling and do little to announce Bryn Mawr or define its character at the onset of a visit.

Erdman Hall high on a grassy hill projects an important gateway image of Bryn Mawr to those approaching on Morris or on New Gulph, but there is little to signal the institution's presence from the north or west. Important places for new gateway images are on Morris at the entrance to visitor parking and at Merion Gate. How can the College strengthen its image at these important points? Rockefeller and Pembroke Arches are collegiate archetypes explicit in their gateway symbolism. How can gateways outside the traditional core be emblematic of the College yet compatible in spirit and scale with the landscape of the campus periphery?

- Provide imageable and coherent entrances to parking areas and from these, design auspicious and accessible pedestrian routes to the campus core. At Morris, the first images of the College should be in the spirit of fuori le mura, modest yet institutional in scale and image, and landscaped in the English and American Romantic landscape tradition.

fig. 27. Areas within Five-Minute Walking Radius of Parking Lots
• Reinforce the identities of Pembroke and Rockefeller Arches. Provide pedestrian routes that lead first-time visitors from Wyndham lots through Pembroke Arch, and to the Green, where the organization of the campus becomes immediately clear, and the most historic College buildings are visible. Rockefeller Arch leads to a relatively narrow quadrangle between Thomas and Rockefeller and seems like a side entrance to the campus. Also, the steps at Rockefeller Arch make it less accessible. The reinforcing Rockefeller to proposed street-crossing changes and to plans for the Beitos-Y-Cooed site.

• Create a stronger, more imageable presence at the corner of Morris and Yarrow. For people arriving from the train or from Lancaster or Montgomery Avenues, this corner is the first image of the campus. A small sign identifies the College, but it is too subtle to be seen by passing motorists. The Owl, a handsome house, now the alumnae used-book store, typifies Bryn Mawr's reuse of old houses. However, it is obscured from Morris by foundation planting, and a privet hedge at the sidewalk reinforces the building's residential character. Relandscaping its surroundings to accommodate and define its public function could help make the Owl a more imageable landmark.

• Provide pedestrian routes that lead first-time visitors from Wyndham lots through Pembroke Arch, and to the Green, where the organization of the campus becomes immediately clear, and the most historic College buildings are visible. Rockefeller Arch leads to a relatively narrow quadrangle between Thomas and Rockefeller and seems like a side entrance to the campus. Also, the steps at Rockefeller Arch make it less accessible. The reinforcing Rockefeller to proposed street-crossing changes and to plans for the Beitos-Y-Cooed site.

• Provide visible gateway signage. (See 5 below.)

• Provide a better landscaped, more cohesive image along New Gulph. (See 5 below.)

4. Signage

A coordinated system and hierarchy of signs could provide a thread to help knit together many elements of the campus, within and beyond the core. Gateway signs are an important subset of the campus signing system because they communicate with many users and with visitors who are unfamiliar with the campus. They may be the first communication the visitor has from the campus. Kinds of gateway signs include:

• Identifiers of important thresholds. Although Rockefeller Arch and Pembroke Arch are explicit gateways to the core, the actual thresholds of campus are:

At the corner of Morris and Yarrow. Here the sign identifying the College is small, subtle, and easy to miss. A larger, more imageable one would help visitors realize they have reached the campus.

Morion Gate. Long a main entrance, it appears on an 1894 topographical map of the campus. It is a major gateway for visitors attending lectures or using the library, and a daily threshold for many in the campus community. The stone marker is easy to miss, and the sign is the same size and type as those identifying other parking areas. A visible, iconicographic marker combined with functional signs is needed here.

The parking lots off Morris are major entrances to the campus, particularly for visitors. Signs near these lots should convey the spirit of the campus periphery and the ethos of the institution at the turn of the twenty-first century.

Site-specific sculpture at certain locations could help communicate the character of the College as well as identify its gateways.

• Functional signage that helps find specific destinations. Even first-time visitors should be able to find visitor parking and Admissions. Parking locations for public performances and lectures, sporting events, and the Library should also be clear.

The size and scale of signs identifying the College or directing motorists to parking lots should make them easily visible from a moving vehicle.

A large, imageable marker, visible from a distance, should be located west of the entrance to visitor parking along Morris.

Signs should be anticipatory ("Visitor parking next left"). Parking signs, in particular, should allow drivers adequate reaction time to make turns.

Signs should be specific ("Parking for Admissions visitors"). Campus parking policies that apply to the public should be clearly spelled out ("Visitor parking after 5:00 p.m.").

• Campus maps. Maps should help visitors looking for specific destinations, and give a sense of the organization and extent of the College campus.

• Clear and beautiful graphics should convey directions and also the quality and spirit of the College.

• Sign locations should be readily visible from visitor parking and from pedestrian routes between parking or the train station and the central campus.

5. Enhancing Gateways at Parking Lots

Parking lots along New Gulph provide thresholds to the campus core; those along Morris bring visitors through the delicate landscape within the lots.

Two previous attempts to improve the path have failed; pedestrian circulation should be re-routed to bypass this area entirely.

Erdman parking lot. Three visitor parking spaces are located in the Erdman lot. The route from parking to campus buildings (other than Erdman) includes a fairly narrow flight of steps, and is adjacent to electrical transformers. Transformers should be screened from the public path, and improvements to stairs should be considered.

See Section IV.A.1 for ideas on reformulating parking and pedestrian paths in the gateway parking area.

fig. 28. Pembroke Arch, c. 1910 (Bryn Mawr College Archives)
B. DALTON, THOMAS, WEST, AND RELATED ACADEMIC SPACES

The current space crunch in Thomas and the need to renovate Dalton have presented the College with an opportunity to realign physical adjacencies with academic policies and pedagogical intentions. These buildings are among the oldest, most central buildings on campus. They have been renovated and altered over time, and remain — with Taylor — the heart of the academic core. What new sets of uses and relationships can best be accommodated in these buildings? Options for reconfigured uses and possible new academic spaces are outlined in Section IV.B of this report.

Although West House is on the westernmost corner of campus, it is intimately related to Dalton by use, and is included in this section.

1. Description and Background of Buildings

a. Dalton

History. Dalton was the second academic building on Bryn Mawr's campus, designed by C. Francis Osborne of Cornell (with, according to the Bryn Mawr Historic District's nomination form, Cope and Stewardson) and built between 1891 and 1893. Dalton was originally Bryn Mawr's science building, and served that function until Park Hall opened in 1938.

Historical certification. The building is listed on the National Register of Historic Buildings.

Existing Use. Dalton now houses Anthropology on the first floor, Psychology on the second through fourth floors, and administrative uses (Housekeeping) in the basement. The fifth floor has a small amount of storage and lab space related to the Psychology department, but is mostly unused. Two general classrooms are located in the building, on the first and second floors.

Expected changes in existing uses. The Psychology library is scheduled to move from Dalton to Canaday, and the need for Experimental Psychology laboratory space is expected to be reduced by about half within the next several years.

Areas, functions and service. Some parts of the building — particularly laboratory space — are less intensively used than other spaces on campus, but there is little unassigned lounge and gathering space for students.

The elevator is old and inadequately sized to suit the needs of the laboratories. Stairs at level changes make service and wheelchair access to the third floor east and west wings problematic. There is no nearby parking to accommodate Housekeeping shift changes.

fig. 29. Dalton Hall Third Floor Laboratory, 1890's (Bryn Mawr College Archives)

Structural flexibility. Visual evidence and old photographs suggest that the building was originally organized with large open laboratory spaces at either end and a double-loaded corridor for offices and seminar rooms between. Laboratory spaces have been divided, sometimes higgledy-piggledy, into smaller classrooms, offices and laboratories. Circulation between some of these smaller spaces is circuitous, and should be simplified and coordinated with the overall logical organization of the building.

The original third floor laboratory spaces were double height, with exposed trusses. Intermediate floors have been added in these spaces; some mechanical space is located at "truss level." Programmed use of this added level — roughly at the fourth floor level — is mostly likely precluded by truss configurations.

Ideally, original lab spaces could be restored to again house large scale uses. This possibility seems unlikely as the College has many large spaces it no longer intensively uses. Nevertheless, spaces should be divided in a way that acknowledges the logic of the building.

Building condition and restoration requirements. Because of its deteriorated condition, Dalton has been identified by the College as needing extensive renovation. The basement walls, for example, leak mud, water and radon; mechanical systems are unreliable; and interior and exterior materials are deteriorating. The building would require a complete renovation, including new partitions, finishes, vertical circulation, and building systems, as well as repairs to the envelope. In addition, the College has committed to the Township to add sprinklers by 1996.

Code considerations. Only one, unenclosed stair connects levels, and fire escape access at either building end is through small windows. Areas of the building are not accessible to the handicapped. Renovations must meet all current life safety, fire and accessibility codes, although the building's historic designation gives code officials some leeway in interpreting codes. Alterations must comply with the sections of the Americans with Disabilities Act (ADA) that apply to alterations and historically certified buildings.

Location. Dalton is at the easternmost edge of the academic core, and could provide a link between the core and future academic uses across New Gulph Road. Proximity to Guild suggests the possibility of a future link between buildings at the lower level.

Other considerations. The magnitude of the renovation of Dalton Hall may require that the work be phased, in order to keep the building's "down time" to one year. Phasing the work — for example, performing masonry repairs and other work to the building envelope while the building is occupied — will add to the project cost.

A feasibility study for Dalton Hall is included in the College's list of facilities budget priorities.

b. M. Carey Thomas Library

History. Construction of the Thomas Library, designed by Cope & Stewardson, began in 1903. The library design was greatly influenced by Thomas, who stipulated that the building have an enclosed cloister at the center and seminar rooms adjoining professors' offices for graduate work. The entrance porch was copied from Oriel College and the reading room (now the Great Hall) was adapted from the dining hall at Wyndham College, both at Oxford. [Helen Leifowitz Horowitz, Alma Mater: Design and Experience in Women's Colleges From Their Nineteenth Century Beginnings to the 1930s, University of Massachusetts Press, 1984.]

Although the cloisters enclosed the courtyard when construction was completed in 1907, the west wing was not added until 1940. In 1970, most of the library's holdings were transferred to the Marim Cofin Canaday library, and Thomas was renovated to house the books, study materials, faculty offices and classrooms for the departments of Art History and Classical and Near Eastern Archaeology. A further addition to the west wing is at present under construction.

Historical certification. The building is listed on the National Register of Historic Buildings (1979), and has been declared a National Historic Landmark (1991).
Existing Use. Thomas now houses the Art and Archaeology collections; classrooms; faculty offices for seventeen academic departments; the social sciences computer laboratory; the Quita Woodward Memorial Room for recreational reading; and Career Development offices. The Great Hall is used for lectures, concerts, and other gatherings, and serves as a sort of "living room" for the College.

Expected changes in existing uses. The new addition will house primarily the Art History and Classical and Near Eastern Archaeology libraries, including six closed carrels for visiting or emeriti faculty. Five new seminar rooms will also be added, and Visual Resources will move from Thomas to the addition. Career Development is expected to move out as soon as another space is identified for the department.

Areas, functions and service. Almost every group interviewed during this study identified the space shortage for the departments in Thomas as a severe problem. Faculty must share offices – including computers and e-mail – and there is little or no space for incidental interaction between faculty and students and just "hanging out." Because of inadequate work and research space, many faculty members work at home, detracting from the sense of the building as part of a larger community of scholars.

Service to the building – particularly to the Great Hall – is awkward, and will not be improved by the new addition.

Structural flexibility. The overcrowding of Thomas may be in part due to the fact that its simple office and seminar rooms of relatively modest proportions, in a regular, modular configuration, are the type of space most in demand on campus.

The north and south wings include a series of spaces of equal depth, ideal for offices and small seminar rooms. Originally, each office was one "unit" wide and adjacent to a seminar room, two "units" wide. All but one seminar room along the north and south sides of the cloister have been divided into offices. Ideally, some of these partitions would be removed to create more seminar rooms and lounges, and more generous office spaces.

The east and west wings are less regular. The east wing, for example, houses classrooms on the first level, and the Great Hall above.

Building condition and restoration requirements. Thomas was renovated in 1980, the Great Hall was refurbished in 1991, and the College has not identified Thomas as needing extensive renovation or deferred maintenance beyond replacing cloisters doors. However, the only existing toilets are on the basement and first levels. Also, air handling units on the cloisters roof are visually distracting.

Location. The building, with Taylor, defines the heart of the academic core, and is at the geographic center of campus.

c. West House

History. West House was purchased by the College in 1951 and converted from residential use. The building is outside the Bryn Mawr College National Historic District.

Existing Use. West House is used for Clinical Psychology faculty offices, laboratories and a seminar room, and houses the Phebe Anna Thorne School for preschoolers. Its functions are closely related to those of the Child Development Institute directly behind it.

Expected changes in existing uses. Although moving West faculty offices to Dalton has been discussed as a way of uniting the Psychology department, the separation of faculty from their clinical work may be impractical.

New programs and expansion of existing programs – such as the Early Intervention Language Enrichment Program – may be desirable, but there is no space.

Structural flexibility. Rooms are a generous residential scale and well-suited to their current uses, but would not be easily adaptable to larger-scale use.

Building condition and restoration requirements. The College does not expect a major renovation of West in the near term.

Code considerations. Uses above and below grade level are limited by the single stair and absence of elevator.

Location. West House is at the westernmost corner of campus, convenient to clinical clients and students at the Phebe Anna Thorne School but far from the main academic hub of campus. Playing fields to the east, a non-College residence to the south, and an absence of paths, isolate West from other academic functions.

The Applebee Barn. Future growth of the clinical programs is likely, and the Applebee Barn has been discussed as a possible location for after-school programs. Uses for the Barn should be carefully selected; depending on its use, it could provide a modest link to the campus core or further isolate West. Vehicular and pedestrian access to the Barn should be considered in tandem with the possible future use of sites along the campus periphery.
2. Academic Groups

Members of the Commission identified several possible clusters of academic departments related to the scope of this study:

Language Learning Center. Modern languages would be grouped with a language laboratory. This long term goal could be considered near term if space were available.

Social Sciences. Economics, Political Science, Sociology, and Anthropology would ideally be located in one building. This, too, may be a long term goal.

Thomas Cluster. Archaeology, History of Art, and Growth and Structure of Cities should remain in Thomas with their collections. Classical Languages – Greek and Latin – are closely allied with Archaeology and would also remain in Thomas. Philosophy and History would also probably remain.

Psychology. Given its need for laboratory space, Psychology Dalton is the only existing building on campus appropriate to. Clinical laboratories and the Thorne School are likely to remain in West House.

English House. Although a major renovation to this building is planned for Summer 1997, moving English into the campus core may be desirable at some point in the future.

How will the growing impact of computers on academic teaching and research affect these identified academic clusters, and the spaces required to accommodate them?

3. Thomas, Dalton and West in the Concept Plan

Based on the Commission’s response to our earlier reports and subsequent discussions, we infer:

- Academic departments are not expected to grow substantially in the foreseeable future.
- As soon as a new location is available, Career Development should be moved out of Thomas to free office space for academic departments.
- Moving Housekeeping from Dalton’s lower level is a high priority.
- Experimental Psychology research laboratories will decrease by about half their present size in the next several years; the size of teaching laboratories will remain about the same.
- Given the Psychology department’s need for laboratory space, Dalton is the only existing campus building in the academic core that can accommodate it. Therefore, options for Psychology are limited to Dalton (or a combination of Dalton and West) or a new academic building. As we understand from the Commission’s response, a new academic building would not be a priority at this time unless there is demonstrated need.
- The College has not made a decision whether or not to expand Psychology’s clinical research component. Facilities for expansion of clinical programs have not been included in this report.
- West House meets the current office requirements of Clinical Psychology, and houses the Thorne School. Even if academic offices were moved to Dalton to consolidate the Psychology department, the Thorne School would remain in West and other uses would be unlikely to move in. For this reason, we have not considered other uses for West.
- The Language Laboratory could remain in Denbigh, although it would be better located in a cluster with foreign languages.
- If Admissions moved to a new gateway building, Ely could provide at least short-term space to small academic departments.
• Converting a central dormitory, Denbigh, for example, to academic use (or combined administrative-academic use) could provide offices and seminar rooms, but was not considered a desirable option by the Commission.

• Uses for Applebee Barn should be considered in tandem with the possible future acquisition and use of the property between West and Pen Y Groes, and related to desirable connections between the western corner of campus, the Green and the academic core.

4. Staging and Swing Space

Moving departments into temporary space is expensive and inconvenient, as activities are disrupted twice. When is swing space worth the cost and effort? To avoid moving Psychology and Anthropology more than once, for example, new academic space would need to be built in advance of Dalton’s renovation — either for these departments or for others that would vacate space into which these could move. At this time, a new academic building in the near term does not seem to be a College priority, so the inconvenience of temporary space and the disruption of two moves may need to be tolerated.

ACADEMIC SPACE REQUIREMENTS FOR DEPARTMENTS IN THOMAS

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<td>4</td>
<td>4</td>
<td>8</td>
<td>1 (Additional Needed)</td>
<td></td>
</tr>
</tbody>
</table>

Sub-total required spaces 64 4

Language Learning Center
Part-time faculty
Drill Instructor
Social Sciences Computer Lab
Museum and field work space
Drill instructor

fig. 35. Thomas Cloisters

fig. 36. Space Needs for Academic Departments in Thomas and West (Source: Office of the Provost)
The largest need for academic swing space will occur when Dalon Hall is renovated. The scope of necessary renovation is very unlikely to permit phasing over several summers; the building will be closed for an entire year -- and work may still require phasing to keep the "down time" to one academic cycle. How much swing space will be needed, and where can it be found?

Swing space required during the Dalon renovation is likely to include:
- Offices and research space for four professors and a laboratory assistant in the Psychology department, plus clerical space. We assume the Psychology library will be moved to its new permanent location in Canaday when Dalon is closed.
- Offices for seven faculty members in the Anthropology department, plus laboratory and collections space and clerical support.
- Offices and storage for the Housekeeping department.

Possible ways of reducing the need for temporary space include:
- Moving Housekeeping to a new, permanent location.
- Timing renovation to coincide with sabbaticals, particularly of Psychology professors requiring large amounts of research space.

Some options for temporary space include:
- Accommodating one or two Experimental Psychology faculty on the third floor of West House. This will cause some inconvenience to Clinical Psychology, because an adjunct office, laboratory office and student space would be temporarily displaced.
- Using the basement of Thomas, including several small offices near the western corner and the large room adjacent to the Social Sciences computer lab, perhaps for some Anthropology offices and labs.
- Using space in the Science buildings temporarily vacated by faculty on leave, perhaps for Psychology faculty offices and laboratories.
- Assigning space in the Thomas addition to temporary uses before turning it over to permanent occupants. Except for two large classrooms on the lowest level, most space in the new addition is within the library security zone.
- Using the game room in Canwyll for faculty offices.
- Renovating the two vacant rooms on the Owl's lower level. These rooms are visible from the building's exterior and have outside access separate from the bookstore's circulation. Whether they have access to toilet rooms could not be determined. Although outside the academic core, this space may be useful if space available elsewhere is inadequate.

If adequate temporary space cannot be found within the campus core, underused areas of Glenmede or the Graduate School of Social Work and Social Research, if any, might be considered.

Another staging option might be to arrange the order of projects to allow new construction to provide swing space for renovation projects. For example, if a new building is planned for the near term, it may be possible to delay all but the most pressing changes to Dalon until after new academic or administrative space is built. This new space could provide temporary or permanent homes for projects displaced by a more complete Dalon renovation before accommodating its planned occupants. Disadvantages to this strategy include:
- Possible redundancy of work on Dalon. For example, sprinklers added in advance of a complete renovation may need to be completely reorganized to suit new spatial configurations.
- Delay in improving life safety provisions in Dalon. In addition to sprinklers, new fire stairs will be required in a renovation.

### ACADEMIC SPACE REQUIREMENTS FOR DEPARTMENTS IN DALTON & WEST HOUSE

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>FACULTY OFFICES</th>
<th>FACULTY OFFICE SPACE</th>
<th>SHARED SPACE</th>
<th>CLERICAL OFFICES</th>
<th>LAB SPACE</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCHOLOGY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Psychology</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>1</td>
<td>Clinical lab</td>
<td>Thorne School Spaces, Child Study Institute</td>
</tr>
<tr>
<td>Experimental Psychology</td>
<td>5</td>
<td>4*</td>
<td>5</td>
<td>1</td>
<td>Teaching lab, Experimental lab</td>
<td>Including lab coordinator</td>
</tr>
<tr>
<td>SOCIAL SCIENCES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td>10</td>
<td>10</td>
<td>1</td>
<td>Multi-purpose room, Senior conference lab, Archaeology lab</td>
<td>Storage; student reading room; lounge</td>
<td></td>
</tr>
</tbody>
</table>

Sub-total required spaces: 22

![fig. 37. Dalton Laboratories, 1890's (Bryn Mawr College Archives)](image-url)

![fig. 38. Space Needs for Academic Departments in Thomas and West](image-url)
C. ADMINISTRATIVE SPACE

Administrative uses that have direct contact with students need, in general, to be located in or near the academic hub of campus, while facilities-related functions need access to all parts of campus, but do not need to be located within the core. In addition, some facilities functions need shop spaces and outdoor storage that are not compatible with student-intensive locations.

1. Student-related

As we understand it, there are at least several groups of student-related administrative functions:

- The President, Provost, Dean's Office, and the Office of Institutional and Cultural Diversity are located within the academic core in Taylor, the first College building. These departments are appropriately located, but are short of space and inaccessible to the handicapped.

- The Office of Faculty Grants and the Dean of Graduate Arts and Sciences, now located in Taylor, could move to an academic building -- Thomas, for example -- to ease the space crunch in Taylor.

- Gateway functions -- Admissions, Financial Aid and perhaps Student Financial Services -- should be related to but not necessarily in the campus core. Options for a new gateway building are outlined in Section IV.A of this report.

- Some administrative functions are located in former houses on the Merion-Morris block, including Development and Alumnae Affairs.

- Career Development and Community Services would ideally be located near each other in a high-traffic location that encourages student drop-ins.

Moving some functions out of existing spaces to allow other administrative, academic and student activity spaces to grow will set in motion a game of musical chairs. For example:

- Pressures for academic space within Thomas will probably require that Career Development move to another location.

- If Admissions moves to another location, Ely would be free for other uses.

- A new fund-raising campaign will probably require that Financial Aid move from the Helfarian trailer to accommodate additional Development staff. The trailer has demonstrated the need for office space in that location; a permanent addition to Helfarian might be considered or, if there is large enough need, a new administrative building behind Helfarian.

GATEWAY ADMINISTRATIVE USES

<table>
<thead>
<tr>
<th>Use</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>3085 s.f.</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>1000 s.f.</td>
</tr>
<tr>
<td>Student Financial Services</td>
<td>1000 s.f.</td>
</tr>
</tbody>
</table>

NET AREA OF GATEWAY FUNCTIONS: 5285 s.f.

GROSS AREA OF GATEWAY FUNCTIONS: 8131 s.f.

KEY

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fig. 39. Administrative Functions: Relationships (Chart is based on meetings with staff. Not all administrative departments are represented.)

fig. 40. Summary of Student-Related Administrative Space Requirements
2. **Facilities-related**

Facilities spaces are dispersed throughout the campus. Some Facilities functions are noisy, require large open spaces and make special environmental demands. These should be grouped and located away from, but accessible to, the campus core.

The Committee's response to our previous reports indicates general consensus that, ideally, all Facilities departments (and Purchasing) should be in one location, however, some needs are more urgent than others:

- **Housekeeping** should be moved from Dalton to a location that can better accommodate the traffic at shift changes. (In the interim before new space is found, it may be worth investigating whether changes to the process of checking in and out are feasible.)

- **Mechanical trades shops** should be moved from the basement of Radnor. These require semi-industrial space, and need yard storage. The shops create noise which disturb residents and cause problems with service access and safety requirements.

- **Storage.** Stored items of many kinds are located throughout campus, including in basements, attics, and trailers parked in the lower Science lot. An inventory and assessment of stored items may result in the disposal of some; those which are rarely needed can be stored off-site.

**CAMPUS SERVICE VEHICLES**

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>VEHICLE TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Maintenance and Repair</td>
<td>Pick-up Truck</td>
</tr>
<tr>
<td></td>
<td>Minivan</td>
</tr>
<tr>
<td>Custodial Services</td>
<td>Club-car cart</td>
</tr>
<tr>
<td></td>
<td>Van</td>
</tr>
<tr>
<td>Grounds Keeping</td>
<td>Pick-up truck</td>
</tr>
<tr>
<td></td>
<td>Dump-truck</td>
</tr>
<tr>
<td></td>
<td>Riding mower</td>
</tr>
<tr>
<td></td>
<td>Frt and loader</td>
</tr>
<tr>
<td>Public Safety</td>
<td>4x4 Patron v.</td>
</tr>
<tr>
<td></td>
<td>Shuttle van</td>
</tr>
<tr>
<td>Purchasing Services</td>
<td>Cabriolet car</td>
</tr>
<tr>
<td>Transportation Services</td>
<td>Passenger van</td>
</tr>
<tr>
<td></td>
<td>Accessible van</td>
</tr>
<tr>
<td></td>
<td>Bus</td>
</tr>
<tr>
<td></td>
<td>Minibus</td>
</tr>
<tr>
<td>Campus Mail</td>
<td>Van</td>
</tr>
</tbody>
</table>

**FACILITIES SERVICES: EXISTING SPACES**

<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>APPROX. AREA</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building maintenance and repair shops</td>
<td>425 s.f.</td>
<td>Shop building</td>
</tr>
<tr>
<td>Lock shop</td>
<td>40 s.f.</td>
<td>Shop parking</td>
</tr>
<tr>
<td>Carpentry shop</td>
<td>1,365 s.f.</td>
<td>Shop building</td>
</tr>
<tr>
<td>Carpenter Supervisor</td>
<td>170 s.f.</td>
<td>Shop building</td>
</tr>
<tr>
<td>Mechanical Supervisor</td>
<td>125 s.f.</td>
<td>Shop building</td>
</tr>
<tr>
<td>Energy Management</td>
<td>125 s.f.</td>
<td>Shop building</td>
</tr>
<tr>
<td>Plumbing shop</td>
<td>675 s.f.</td>
<td>Shop building</td>
</tr>
<tr>
<td>General Mechanics</td>
<td>300 s.f.</td>
<td>Shop building</td>
</tr>
<tr>
<td>Heating</td>
<td>270 s.f.</td>
<td>Shop building</td>
</tr>
<tr>
<td>Electrical</td>
<td>150 s.f.</td>
<td>Shop building</td>
</tr>
<tr>
<td>Top team</td>
<td>125 s.f.</td>
<td>Shop building</td>
</tr>
<tr>
<td>Mechanical shop storage</td>
<td>425 s.f.</td>
<td>Shop building</td>
</tr>
<tr>
<td>Carpentry shop storage</td>
<td>240 s.f.</td>
<td>Shop garage</td>
</tr>
</tbody>
</table>

**HOUKEEPING SUBTOTAL**

<table>
<thead>
<tr>
<th>HOUSEKEEPING SUBTOTAL</th>
<th>3,065 s.f.</th>
</tr>
</thead>
</table>

**Administrative office**

<table>
<thead>
<tr>
<th>Office</th>
<th>875 s.f.</th>
<th>Ward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities Planning</td>
<td>406 s.f.</td>
<td>Ward</td>
</tr>
<tr>
<td>Groundskeeping - interior</td>
<td>1,156 s.f.</td>
<td>Ward</td>
</tr>
<tr>
<td>Shop</td>
<td>885 s.f.</td>
<td>Ward</td>
</tr>
<tr>
<td>Work/tool storage</td>
<td>185 s.f.</td>
<td>Ward</td>
</tr>
</tbody>
</table>

**GROUNDKEEPING SUBTOTAL**

<table>
<thead>
<tr>
<th>GROUNDKEEPING SUBTOTAL</th>
<th>3,510 s.f.</th>
</tr>
</thead>
</table>

**Purchasing**

<table>
<thead>
<tr>
<th>Office</th>
<th>220 s.f.</th>
<th>Ward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storage</td>
<td>1,250 s.f.</td>
<td>Ward</td>
</tr>
</tbody>
</table>

**PURCHASING SUBTOTAL**

<table>
<thead>
<tr>
<th>PURCHASING SUBTOTAL</th>
<th>1,480 s.f.</th>
</tr>
</thead>
</table>

**Other storage**

| Common spaces         | 2,000 s.f. |
|                       |            |
|                       | 1,000 s.f. |
|                       | 3,000 s.f. |

**OTHER STORAGE SUBTOTAL**

<table>
<thead>
<tr>
<th>OTHER STORAGE SUBTOTAL</th>
<th>3,000 s.f.</th>
</tr>
</thead>
</table>

**Common spaces**

| Lounge                 | 320 s.f.   | Radnor basement |
| Conference room        | 185 s.f.   | Radnor basement |
| Kitchen                | 185 s.f.   | Ward |

**FACILITIES SERVICES TOTAL**

<table>
<thead>
<tr>
<th>FACILITIES SERVICES TOTAL</th>
<th>17,275 s.f.</th>
</tr>
</thead>
</table>

**GROUNDKEEPING EXTERIOR STORAGE**

| GROUNDKEEPING EXTERIOR STORAGE | 25,000 s.f. |

Moving Housekeeping, Facilities shops and Public Safety from valuable basement space in the campus core would allow student-related activities in the lower levels of Merion and Radnor and academic functions in Dalton basement space.

How much space would be needed to accommodate Facilities in a consolidated location? A 1995 study by Michael Pardoe Erdman, Consulting Architect, indicated 8,795 square feet current net usable area allocated to Facilities functions in Ward, Radnor and the Shop building and to Purchasing functions in Ward. This figure includes circulation areas within offices, and excludes Housekeeping in Dalton, and storage in trailers and various other locations around campus. Our rough tabulation of existing spaces is described in fig. 43.

D. **OTHER FUNCTIONS**

Other existing needs that have been identified include:

- A competition-size playing field.
- A **teaching theater.** John Milner Associates' 1995 feasibility study for Goodhart Hall supports the need for this function, and indicates that the northwest corner of Goodhart may be able to accommodate an addition. A small theater was originally proposed for this location, prior to the construction of Rhoads.
- **Additional dormitory rooms.** Accommodating these within existing residence halls is already being studied by the College, and has not been included in the scope of this project.
IV. SUBAREA OPTIONS
IV. SUBAREA OPTIONS

This section describes various options under consideration for campus priority areas, and outlines their advantages and disadvantages, as a guide to the College in decision-making. Where decisions require more information than the scope of this study can provide, we suggest specific areas for further study.

A. CAMPUS GATEWAYS

i. The Zero Increment: Circulation and Parking

Many in the Bryn Mawr community walk through Pembroke Arch and Rockefeller Arch each day, but arrival on campus by automobile has increased and cars no longer pass through Pembroke Arch.

Pedestrians who enter through Merion Gate filter between buildings to reach the Green, or enter some buildings -- like the Campus Center -- directly from parking. Recommendations for improving these sequences include a more visible iconographic marker at Merion Gate, screened service areas, and improved landscape; these are discussed in Section III of this report.

Those who park in the Wyndham lots or walk from the train station enter a campus area where paths, buildings and landscape seem unrelated and ad hoc, especially in the western half of the block. Here, the route from parking to the campus core leads through the Haffner-Wyndham service yard, an area that is visually unappealing and smells bad.

The Merion-Morris block presents both an opportunity and a need to reconfigure the landscape to provide clear access to Wyndham and beyond, and to intensify the picturesque qualities of this entry site. A gateway building near Wyndham could help shape a redirected pathway, but the reconfiguration of parking, access and landscape should be implemented with or without a new building:

- The reconfigured and extended pedestrian path would begin at the Owl, pass through the green landscape in front of Wyndham, and connect with the existing path to Pembroke Arch (fig. 45)
- The entry off Yarrow Street would become a service-only drive, disconnected from the Wyndham lot.
- Service access to Wyndham and Haffner would be screened by landscape.
- The general orientation of the parking, fitted to landscape contours, and divided into smaller lots with green areas between, seems appropriate, although some reorganization would be in order, to locate and clarify visitor parking in relation to the reconfigured access paths. Better signage to direct visitors through the lots is needed.

KEY

VEHICULAR GATEWAYS  
PEDESTRIAN GATEWAYS  
SYMBOLIC GATEWAY  
SYMBOLIC CAMPUS THRESHOLD  
ACTUAL THRESHOLD  
ADMISIONS BUILDING ENTRANCE  
ADMINISTRATION BUILDING

fig. 44. Gateway Building Options
needed. Recommendations for improving parking entrances are discussed in Section III.

This access reconfiguration might suggest keeping the entrance to Ely on its north facade, rather than moving it to the south as proposed in current renovation plans.

2. Gateway Building Options

The College's interest in a gateway building initiated our current study. The Commission favors a new building housing Admissions, Financial Aid, and Student Accounting. This project could meet College space needs while providing an opportunity to reformulate the visitor's introduction to the Bryn Mawr campus.

Although initial consideration was given to the Bettws-Y-Coed site, the options illustrated are for sites within the Merion-Morris block. They are based on a relatively modest program of about 10,000 gross square feet in two above-grade stories. About 8,100 square feet would be occupied by the three gateway departments; other area is unassigned. (See fig. 40 for a preliminary summary of program requirements.) In each option, the service yard and visitor parking near Haffner and Wyndham have been reconfigured to allow a more auspicious route to the campus core for those who arrive by train or park in the Wyndham lot.

One long-range possibility, not illustrated, would be to use Wyndham as a gateway building, if Alumnae House were to move to a new building, perhaps at Bettws-Y-Coed.

Zoning controls (see II.C and Appendix) will affect new building on the Merion-Morris block:

- By strict interpretation, all new campus buildings require variances for nonresidential use.
- Parking, paths and buildings on the Merion-Morris lot already exceed allowable coverage ratios. Water run-off would need to be carefully studied, and perhaps new retention patterns proposed, before application to the Township for permission to build.
- Assuming three-quarters of the building's gross area were above grade, about 38 parking spaces would be required, although no additional staff or visitors would use the campus as a result of the building. As we understand it, the College has in the past negotiated the amount of parking associated with new buildings with the Township, and will continue to do so. For this reason, options make varied assumptions about the numbers of new parking spaces to be provided.

Advantages of a new gateway building include:

- Admissions and Financial Aid, which share a director, would be housed in the same building. This would allow greater operational
efficiency, as well as "one stop shopping" for prospective students and their parents.

- Space in Ely would be made available, most likely for other administrative uses, perhaps Career Development and Community Service.

- The Helfarian trailer would be freed for other occupants or removal.

- The new building could provide a needed symbolic entry point to the campus for first time visitors, and help reshape relationships and paths on the Merion-Morris block.

- It could convey the College's highest aspirations at the turn of the twenty-first century to prospective students and future generations of Bryn Mawrers.

a. College Inn Site

This option indicates gateway functions in a new building parallel to Helfarian along the former Lombaert Avenue, near the former location of the College Inn. Ideally, Merion Avenue would be restricted to College use (Section II.C), and Admissions visitor parking would be reserved along the street, or perhaps in spaces added along a widened Infirmary Drive. Alternately, parking could be in the Erdman lot, with improved connections between the lot and campus; handicapped parking would be reserved along Merion Avenue.

Possible variations of this option, illustrated in the Phase 2 report, include:

- Gateway building at College Inn site, related to Erdman Hall, with visitor parking at the Erdman lot.

- Gateway functions in Helfarian, with or without an addition, with visitor parking along Merion or in the Erdman lot. This assumes a new building for Development, either near Helfarian (in the position identified as a gateway building in fig. 46), at Bettws-Y-Coed, or at another location. An initial comparison of the gateway building's requirements with plans of Helfarian indicate that an addition would not be needed to accommodate the program. However, only the first level of Helfarian is handicapped accessible.

Pro

- An auspicious, imageful path would lead from Admissions to the campus core. Prospective students would enter the campus through its "front door," Pembroke Arch. Once on campus, visitors would not have to exit again to enter the academic core.

- A new building in this location would reinforce the tree-lined axis between Erdman and Pembroke Arch.

- There have historically been buildings in this area.

fig 46. Gateway Building Near College Inn Site
- Admissions, Financial Aid and Student Accounting would be located near other administrative functions.

- If Admissions visitor parking were on Merion Avenue or Infirmary Drive, the route from major circulation arteries to parking would pass Rockefeller and Pembroke Arches. The visitor would arrive at the threshold between the campus core and the campus perimeter.

- The site on the path between the academic core and Erdman Dining, might – if its entrance were oriented to student paths – provide a suitable location for Career Development and Community Service as well as gateway functions.

**Con**

- Subject to zoning negotiation, the site could accommodate a larger building than is needed by the gateway functions, although there could be resistance from the College community to new building here. (See Section V.B for other possible uses for this site.)

- Directions from major regional arteries to visitor parking along Merion are difficult to describe.

- A new building may be difficult to find from visitor parking, and from Merion may seem to be hidden behind Helfarian. The sub-option that locates gateway functions in Helfarian might somewhat mitigate this.

In sum, we believe this a good site for a future building, but not the best available site for a building to serve first-time visitors.

---

**b. The Owl**

This scheme illustrates reuse of the Owl as an Admissions gateway building, with a possible addition to the east providing an opportunity to present a more auspicious, public facade to reconfigured public parking.

According to historian George Thomas, the original Owl building was designed in Frank Furness' office, and the addition and interiors were by William Price. Price's brother, Frank, worked in Furness' office and may have provided the link between projects. The combination of Furness and Price in one building is unusual, perhaps unique.

Because no drawings of the building are available, and our access was limited to its public rooms, we do not know whether the Owl alone would be large enough to accommodate the gateway departments. Based on visual observations and the footprint of the building on topographical maps, we surmise that:

- The building would probably be large enough to accommodate gateway functions if all levels, including the third floor, were available. But the arrangement of spaces would not be ideal. If the College decided to pursue this option, a brief study, including rough measured drawings, would be needed to confirm feasibility.

- Handicapped access to most of the building would not be feasible without the addition of an elevator.

- The gross area is about 10,000 square feet.

- Two rooms in the basement, which appear from the exterior to be vacant and in need of renovation, may be available for use even if the Alumni Bookstore remains in the building. These have separate outdoor access but no handicapped accessible entrance is apparent.

- Emergency exits would need to be provided. The College's 1996-97 Renovation and Renewal Budget, dated October 25, 1995, includes fire escapes for the Owl as a priority.

- Repairs may be necessary, regardless of use. Some water damage is evident on the second floor, and there is moss on the roof. Open mortar joints are visible at brick foundation walls and chimney, and some wood shingles are missing.

**Pro**

- The Owl is the first College building people see when coming from Montgomery Avenue, Lancaster Avenue or the train station.

- Its generously proportioned rooms and fireplaces and ornate millwork would provide a gracious introduction to Bryn Mawr.

- It may be underused at present; the bookstore is open only 17 hours per week.
Con

- Visitors must pass by the Owl to enter visitor parking at Wyndham, then enter the building from the rear.
- Visitors to Admissions in the Owl would logically enter the campus core through Rockefeller, not Pembroke, Arch. But to enter at Rockefeller from the Owl, one must go "off" the campus and re-enter it.
- A new location would need to be found for the Alumnae Bookstore, as it currently occupies the entire building above grade. There may be resistance from the College community to moving this function, and its limited hours may make a new building financially unfeasible.
- Extensive renovations to the Owl would be required to accommodate gateway functions. Renovation costs may not differ significantly from those of a new building. (See Section V, fig. 52.) If further analysis of the Owl’s capacity and the gateway program indicates an addition would be required, construction costs would be greater than those for new building options.
- The configuration of rooms in the Owl may not efficiently accommodate "back office" tasks of the Admissions office.

A variation of this option would be a new building near the Owl, for gateway functions or for the Alumnae Bookstore. A new, well-designed gateway building in this location could take advantage of the Owl's prominent location, while providing efficient office space, gracious reception areas, and a better relationship to visitor parking. However, the most likely site, between the Owl and Haffner, could accommodate a much larger building, subject to zoning negotiations with the Township. The College may wish to reserve this location for a larger future use. (See Section V.)
c. Near Wyndham

In this option, a gateway building and pedestrian path reshape relationships on the Merion-Morris block. A picturesque path with lawn, trees and other landscape elements in the *fuori le mura* spirit would provide a route from reconfigured visitor parking, along the gateway building, past Wyndham to Pembroke Arch.

**Pro**

- This option would provide a coherent and auspicious route from visitor parking to Admissions, then on to the core campus through Pembroke Arch.
- The option could help to define a coherent identity for a part of the campus that needs one, through a modest building of quality materials that makes common cause with Wyndham yet is appropriately designed for our time.
- The Haffner-Wyndham service yard would provide service to the new building, yet would be screened from pedestrian paths and visitor parking by the building and its landscape.
- The building program is well suited to the site, which could not gracefully accommodate a larger building.
- This option would provide an opportunity to reconfigure an important gateway and parking area to suit present requirements and relationships; this needs to be done in any event.

**Con**

- There may be resistance from the campus community to building on this site.
- A spring near the westernmost corner of Erdman may place restrictions on the location of the building.

This option, we feel, would most closely meet Bryn Mawr's dual needs for a visible and welcoming Admissions buildings and an auspicious main entry to the campus from Morris Avenue.
Assigning Costs

According to cost estimators International Consultants, Inc., construction costs for a new gateway building, in 1997 dollars, would be between $235 and $300 per square foot, including sitework, or about $2,350,000 to $3,000,000 for a 10,000 square foot building. Costs would vary by site:

- Foundations of demolished buildings might be present at the College Inn site; this may raise unit costs by about $2 to $5 per square foot, or about 4% to 2%.
- Building on the gentle slope of the Wyndham site would add about $2 per square foot; if an underground drainage system related to the underground spring were required, another $3 to $5 may be added to the unit costs. Combined, these might add 1-1/2% to 3% to the construction costs.
- The steep slope of the Bettws-Y-Coed site, considered in previous reports for a gateway building and in Section IV.D of this report for other uses, would add about $5 to $10 per square foot, or about 1-4% percent to over 4%. This is in addition to demolition of existing buildings.
- Construction costs for renovating the Owl would range from $180 to $240 per square foot, or — assuming the building is about 10,000 square feet — about $1,800,000 to $2,400,000, excluding parking. A small addition to the building, if necessary, would cost about $260 to $350 per square foot. An added cost would be that of relocating the Alumnae Bookstore.

Landscaping costs would vary by site, with landscaping on the Wyndham site perhaps ranking highest. However the expensive aspect of this landscaping — constructing a pathway across the slope south of Wyndham — belongs with all options and should be implemented in any case.

3. Recommendation

We believe the area near Wyndham offers the best location for a gateway building because it relates to a main campus entrance and particularly to visitor parking, yet does not use a site that could be reserved for a larger building. It also offers an opportunity to make explicit and coherent the Romantic, picturesque qualities of the Merion-Morris block.

In any case, we recommend that the “zero increment” option — reshaping circulation through restructured paths, site walls and landscape — be implemented.

B. DALTON, THOMAS, WEST AND RELATED ACADEMIC SPACES

1. Options for Thomas and Dalton

These options are based on the Commission’s response to our Phase 2 report and on our subsequent conversations with members of the College.

a. Dalton Renovation

In this option, Dalton would be completely renovated, including life safety improvements. The Psychology Department would be housed on the third and fourth floors; additional space on the fifth level may be available. Sociology, Economics, and added lounge and clerical space would be accommodated with Psychology and Anthropology in the renovated building.

Pro

- Academic functions would be housed within existing buildings, requiring no significant increase in operating costs and reserving building sites related to the academic core for future uses.
- Using Dalton intensively for academic uses would help keep the academic core compact.
- Dalton would meet life safety codes for historic buildings, and building conditions would be greatly improved.
- Circulation within Dalton could be simplified, and made more compatible with the structural and architectural organization of the building.

Con

- Two departments from Thomas — Economics and Sociology — could move into Dalton, freeing space in Thomas.
- Psychology and Anthropology would need to be relocated during the renovation, and Housekeeping would require permanent relocation. Some renovation — for example, exterior work — may need to be phased and completed before the building is closed, to keep "down time" to one year.

b. Dalton Renovation, Career Development Remains in Thomas

This option would be the same as a. above except that Career Development would be kept in Thomas. This may be an interim phase until new administrative space is built or renovated for the department. Academic departmental office needs would be met, but lounge, seminar and "hang out" space in Thomas would remain limited, and Career Development space would not be expanded. Because Career Development, the offices of Faculty Grants, and the Graduate Dean of Arts and Sciences require about the same amount of space, this option also illustrates the situation if Faculty Grants and the Graduate Dean move into Thomas, as suggested by the Commission’s response to the Phase 2 report.
c. New Modern Languages Building

This option for Dalton and Thomas assumes that all modern languages plus the Language Learning Lab move to a new building, at the Bettws-Y-Coed site or another location. As illustrated, a new languages building could be considered in tandem with a renovation of Dalton. (Alternatively, changes could initially be limited to Thomas and the new building, making only the required life safety improvements to Dalton and delaying a complete renovation until the new building is complete and able to provide swing space. This alternate, however, risks further deterioration of Dalton.)

Pro
- Significant space in Thomas would be freed to better accommodate remaining departments.
- A social sciences hub could be formed in Thomas (but would exclude Anthropology).
- Individual offices could get larger; some could be used as social science lab space. The amount of shared lounge and meeting space would increase.
- The new building could house a film library, multi-media center or other desired academic function for which there is now no space.
- The current location of the Language Learning Lab, in Denbigh, and the Russian Center would be freed for alternate uses.
- No departments would be displaced during the construction of the new building.
- An important new academic building with campus-wide use could help link the Bettws-Y-Coed site to the perceived “core” buildings, if this were desirable.
- If Dalton were renovated, space for Guild expansion and other academic or administrative uses would be available in Dalton. (Determining the feasibility of an underground link between Dalton and Guild would require further study.)

Con
- Construction costs and the cost of operating an additional building would represent a major financial investment.
- A new Social Sciences building that included Anthropology would probably not fit on the Bettws-Y-Coed site.

d. New Modern Languages Building, but Career Development Remains in Thomas

This option parallels that described in b above, and has the same advantages and disadvantages.

e. New Social Sciences Building

This option for Dalton and Thomas assumes that the social sciences and the Social Sciences Lab move to a new building. As illustrated, a new Social Sciences building could be considered in tandem with a renovation of Dalton.

Pro
- A language hub in Thomas, including Russian, could be created. The Learning Lab could stay in Denbigh or move to Thomas' lower level.
- Significant amounts of space would be available in Dalton for other uses. If Anthropology were included in a new Social Sciences building, more than half of Dalton would be free for new uses. This is an advantage only if a need for space in this location exists.

Con
- Construction and operating costs of an additional building would represent a major financial investment.
- A new Social Sciences building that included Anthropology would probably not fit on the Bettws-Y-Coed site.

f. New Social Sciences Building, but Career Development Remains in Thomas

This option has the advantages and disadvantages described in b above. Russian would stay where it is.

2. New Academic Building Options

What available sites for a new academic building would reinforce the academic core?

- A new building immediately northwest of, and parallel to, Canaday Library could reinforce the Green while allowing views west over the athletic fields and to the sunset beyond.
- An academic building at Bettws-Y-Coed could, if intensively used, extend the pattern of academic activity across Merion Avenue, but the site and zoning would limit the building size. (See Section IV.D.2)

See Section V for a discussion of the use of these and other sites in relation to the campus as a whole.
(Sub-Basement not shown: Art & Archaeology Library and five classrooms)
fig. 55. Existing Uses and Uses in Thomas Addition Under Construction
fig. 56. Academic Option A: Dalton Renovation
Thomson Core, Foreign Languages and Language Learning Center in Thomson,
Economics, Sociology, Anthropology and Psychology in Dalton.
fig 57. Academic Option A-1: Dalton Renovation, but Career Development remains in Thomas; Thomas Core, Foreign Languages, Language Learning Center and Career Development in Thomas; Economics, Sociology, Anthropology and Psychology in Dalton (Dalton Hall and Thomas Basement same as Option A)
fig. 58. Academic Option B: New Modern Languages Building
Thomas Core, Social Sciences and in Thomas; Anthropology and Psychology in Dalton
fig. 59. Academic Option B-1: New Modern Languages Building, but Career Development remains in Thomas
Thomas Core, Social Sciences and Career Development in Thomas; Anthropology and Psychology in Dalton
(Dalton Hall and Thomas Basement same as Option B)
BASEMENT

SECOND FLOOR

FIRST FLOOR

FOURTH FLOOR

THIRD FLOOR

FIFTH FLOOR

M? POTENTIAL OCCUPIABLE SPACE?

DALTON

THOMAS
DEPARTMENT KEY

- French
- Spanish
- German
- Italian
- Russian
- Philosophy
- History
- Commentaries
- Russian
- Ukrainian
- Chinese
- Russian
- Philosophy
- History
- Economics
- Anthropology
- Psychology
- Political Science
- Sociology
- General
- Unassigned

ROOM USE KEY

1. Classroom
2. Office
3. Seminar Room
4. Computer Lab
5. Lab
6. Library
7. Storage
8. Lounge
9. Files / Copies / Workspace
10. Conference Room

OPTION C:
DALTON & THOMAS

fig. 60. Academic Option C: New Social Sciences Building
Thomas Core and Foreign Languages, including Russian, in Thomas; Psychology in Dalton
DEPARTMENT KEY

- Archaeology
- Greek
- Latin
- Jewish Studies
- East Asian Studies
- Cities
- History
- History of Art
- Economics
- Anthropology
- Psychology
- Political Science
- Sociology
- General
- Shared Space/Unassigned
- Career Development (or Faculty Grants)
- Mellon Post-Doctorate Education
- Shared Space/Unassigned
- Career Development (or Faculty Grants)

ROOM USE KEY

1. Classroom
2. Office
3. Seminar Room
4. Computer Lab
5. Lab
6. Library
7. Storage
8. Lounge
9. Files/Copies/Workspace
10. Conference Room
M. Mechanical
T. Toilet Room
L. Leave Replacement
TA. Teaching Assistant

OPTION C-1: THOMAS

fig. 61. Academic Option C-1: New Social Sciences, but Career Development remains in Thomas. Thomas Core, Foreign Languages, and Career Development in Thomas; Psychology in Dalton. (Dalton Hall and Thomas Basement same as Option C)
fig. 61. Ely House: Academic Use

fig. 62. Ely House: Career Development and Community Services

KEY

ECONOMICS
POLITICAL SCIENCE
COMMUNITY SERVICES
CAREER DEVELOPMENT
UNASSIGNED (POSSIBLE POST-BACCALAUREATE & PRE-MED ADVISING)
SHARED SPACE

1. CLASSROOM
2. OFFICE
3. [2] = CLERICAL
4. SEMINAR ROOM
5. COMPUTER LAB
6. LAB
7. LIBRARY
8. STORAGE
9. LOUNGE
10. FILES / COPIES / WORKSPACE
11. CONFERENCE ROOM
3. Other Options

There may be opportunities for academic uses in other existing buildings. For example, if Admissions moved from Ely to a new gateway building, Ely could – at least temporarily – house some academic functions (fig. 61).

4. Conclusion

It appears academic program needs can be met in existing buildings, provided Housekeeping and Career Development are relocated from Dalton and Thomas, respectively. Intensifying academic uses in existing buildings would help keep the academic core compact.

Because building sites in this core are few and precious, it may make sense – unless there is a strong need within the institution for a particular new academic building now – to reserve such sites for future use. As Dalton will require renovation in the near term in any event, adapting existing buildings to meet expanding academic space needs is likely to be the most economical solution.

C. ADMINISTRATIVE SPACE

I. Student-Related

a. Options for Career Development and Community Service

Two possible locations have been identified for Career Development and Community Service. In each option, the office space in the Campus Center now used by Community Services is made available for student activities or expansion of the office of Student Life.

i. Ely House

- This option assumes that Admissions moves to a new gateway building, vacating Ely.
- Several configurations of Career Development and Community Service are possible within the building, one of which is illustrated in this report (fig. 62). A small number of offices would be available for other uses, perhaps pre-med and post-baccalaureate advising, now in Canwyll House.
- Career Development and Community Service would be near Alumnae Affairs in Wyndham, reinforcing the ties between these departments.

b. Other Options

- Post-baccalaureate and pre-med advising could move, perhaps to Ely or to space in the Science building, freeing Canwyll for another use, perhaps Public Safety. If Facilities shops are consolidated in a new location, advising functions could possibly move into the Shop building, in close proximity to Science.
- Options for relocating gateway functions – Admissions, Financial Aid and Student Accounting – are considered in Section IV.A.2.

• If, as suggested in this report, the pedestrian path from visitor parking is rerouted from the Wyndham-Haffner service yard, the main entrance to Ely should remain on the north side of the building rather than move to the south as proposed by current renovation plans. The north entrance, along Merion, would be more accessible to greater volumes of student traffic.

ii. In Academic Buildings

- Depending on the option developed for academic uses in Dalton and Thomas (Section IV.B.), space may be available in academic buildings for Career Development and Community Services.
- Locating Career Development and Community Service on the main floor of an academic building would put the departments in the path of a large number of students.

b. Other Options

- Post-baccalaureate and pre-med advising could move, perhaps to Ely or to space in the Science building, freeing Canwyll for another use, perhaps Public Safety. If Facilities shops are consolidated in a new location, advising functions could possibly move into the Shop building, in close proximity to Science.
- Options for relocating gateway functions – Admissions, Financial Aid and Student Accounting – are considered in Section IV.A.2.
2. Facilities-related
   
a. Batten-Brecon-Longmaid Site

   The Batten-Brecon-Longmaid site may be suitable for Facilities use owing to its location and large size. The Commission has indicated that dormitories and athletic facilities might also be good uses for the site, but that these should be separate from Facilities functions. Given the site's strategic role as the largest space for expansion on campus, all uses should be tightly planned and arranged to leave room for growth to the northwest.

   Fig. 64 illustrates an option for placing Facilities functions in two simple shed buildings with a service yard between, separated from other uses by circulation and topography. Future development of the site could include new dormitories located near Brecon, with tennis courts (or other medium-scale athletic use) and terraced parking (about 100 spaces) behind.

   • Grade at Facilities entrances would be more than twenty feet below the dormitory lawn, and screened from view by trees and retaining walls. The facilities roof would be below eye level of people in or around the dormitories. The buildings could be at least partially screened from the street.

   • Facilities buildings illustrated have a combined footprint of about 17,300 square feet. If more space were required, an additional story above or below grade, could be added to one or both buildings.

   • Circulation patterns appear to support Facilities uses on this site. A vehicular curb cut from Roberts Road already exists and, although there is a pedestrian crossing on Roberts Road in front of Brecon, poor connections to the eastern part of the site limit its use for student-intensive functions.

   • Although Facilities uses are located as far from neighboring houses as possible, neighbors may oppose the zoning variances required to build non-residential buildings on this site.

b. Lower Science Lot

   A Facilities building on the lower Science lot, within the campus perimeter, would create a need for replacement parking in the near term and limit options for growth of the Science complex in the long term.

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Fig. 64. Possible Development of the Batten-Brecon-Longmaid Site for Facilities, Housing and Athletic Facilities.
The Ward Building

i. Prior Studies

The College commissioned two separate feasibility studies for the reuse of the Ward building:

- The first study, completed in 1992 by Casaccio Architects, investigated the feasibility of adding a new second floor level and addition to Ward in three phases. The first phase would add a partial second level of about 865 gross square feet for the Housekeeping department. (Requested net area for Housekeeping was 650 square feet.) A second phase addition to the building would house the Grounds department. In the third phase, a new floor would expand the building to what is now vehicle storage for the Grounds department. The architect described the scheme without the addition as "too restrictive." Costs for the scheme with the small addition were estimated at $949,573 (1995 dollars, including contingencies and sprinklers throughout the building, but not HVAC for the Groundskeeping garage area or any improvements to the garage beyond clean-up and reinstallation of lighting were not included in the estimate.

- The second study, completed in 1995 by Michel Pardee Erdman Consulting Architect, provided two alternative plans for locating the whole Facilities Department — other than Housekeeping, which was to remain in Dalton — in the Ward Building. One of these schemes proposed a modest addition to the building; both proposed a new second floor level. The architect described the scheme without the addition as "too restrictive." Costs for the scheme with the small addition were estimated at $949,573 (1995 dollars, including contingencies and sprinklers throughout the building, but not HVAC for the Groundskeeping garage area or any improvements to Purchasing.) Neither study covered the cost of repairing the building envelope, although an engineering report in the 1992 study noted masonry problems including separation between bricks in arches, failing pointing, and a portion of the west wall of the north wing out of plumb; water infiltration below grade including standing water in tunnels under the north wing; spalled concrete revealing corroded reinforcing steel; and signs of water infiltration through the north wing roof, including rusted metal decking and rusted trusses.

ii. Demolition Considerations

The Ward Building was built as the campus Powerhouse in 1903, but is outside the boundaries of the Bryn Mawr College National Historic District. Its demolition would include costs related to the protection or relocation of existing electrical substations and abatement of hazardous materials.

- According to the Facilities Services Department, prior studies indicate that hazardous material abatement costs would be in excess of $200,000.
- According to International Consultants, Inc. (ICI), a very preliminary order of magnitude cost estimate for relocating the substations while providing continuous operation is about $1,500,000 to $2,000,000, in 1997 dollars.
- The substations remain in place, only the north wing of the building would be demolished, and demolition costs would need to include protection and enclosure of the substations or replacing the present equipment with weatherproof equipment.

iii. Discussion

Previous studies illustrate that Ward alone cannot meet all the needs of the Facilities Department. Should the building be renovated — possibly adding a second level within the present garage — to meet some of the department's needs? A new building, housed on the Batten-Brecon-Longmaid site or on the lower Science lot, could supplement Ward's functions.

Should the College consider moving the substations across Roberts Road at some point in the future? What is the life expectancy of existing equipment?

iv. Recommended Next Steps

At least two previous studies have determined, in a preliminary way, that the renovation of Ward may be technically and financially feasible. Verifying these assumptions is critical to choosing a course of action, but it is not within the scope of this study. We recommend a preliminary engineering and building conditions study to determine what remedial measures, if any, are required to make the building weathertight and structurally sound; the extent of hazardous materials abatement required in a complete renovation of the building; and the associated costs of these remedial measures. Once these are identified and compared with the costs of demolishing the building, the feasibility of reusing Ward — for Facilities or even another use — can be more readily determined.

The College must consider the substations across Roberts Road at some point in the future. What is the life expectancy of existing equipment? Should the College consider moving the substations across Roberts Road at some point in the future? What is the life expectancy of existing equipment?

v. Other Options

One solution, at least for the short term, might keep some Facilities functions in Ward and move others — Housekeeping and the mechanical trade shops, for example — to space in existing buildings. At this time, however, no available existing buildings have been identified. (Canwyll House or the Shop building would meet Housekeeping's needs for space and accessibility to parking, but neither is currently available.)
3. Other Administrative Uses

- Either the Shop building or the south wing of Canwyll House might be suitable for use by Public Safety, which requires a fairly central location and close proximity to parking.
- The offices of Faculty Grants and the Graduate Dean of Arts and Sciences could move to relieve a too-tight fit in Taylor. The Commission suggested that Thomas might be a good location (Section IV.B). Other options include Ely House, either for one department (if Career Development and Community Services are located there also) or both (if Career Development and Community Services are located elsewhere); and Dalton Hall, if a new academic building makes space available (Section IV.B).

D. OTHER

1. Student Activities in Basements of Radnor and Merion

Intensive use of the Campus Center has resulted in a change of activity patterns and circulation paths within the campus core. A hub of student-oriented activities around Merion Green related to the Campus Center could help meet the need for student space and provide an opportunity for wider student uses in the campus core. Facilities shops would move from Radnor basement and Public Safety would move from Merion, making the lower levels of these buildings available for student activities offices, meeting spaces or game rooms.

Access separate from residents' entrances could be gained by lowering grade level slightly in certain approach areas, and providing steps and a ramp down to building entrances. Separate toilet facilities would need to be provided.

A more detailed feasibility study is needed to identify the scope of work required and to estimate costs.

2. Bettws-Y-Coed

The Bettws-Y-Coed site is visually prominent, and affords beautiful views of the campus. A new building close to the street, along the allowable building line, could be related to Goodhart Hall and Rockefeller Gate. However, the site is separated from the campus core by Merion Avenue and a configuration of streets and topography that makes pedestrian crossing difficult. It is also landlocked from future expansion by the Shipley School, and the various provisions of the zoning code may curtail the lot coverage of a new building to less than that of the present one (see Appendix).

The Bettws-Y-Coed site had been considered for the gateway administrative functions, but it is too far from the heart of the campus and from existing vehicular gateways to be available to first-time visitors to Bryn Mawr.

The rehabilitation of Bettws-Y-Coed has been described by the Commission on Facilities Planning and Priorities as infeasible. The building has been vacant for years, it is in poor physical condition and does not, in its current configuration, meet the College's needs.
Because the building's condition warrants immediate attention, the Commission has asked VSBA to consider possible future uses for the site. In what follows we have assumed that a zoning exception could be negotiated with the Township.

### a. Actions for the Near Term

The timing of a new use for the Bettws-Y-Coed site will help determine immediate actions:

- **Stabilization and repair** of the building to prevent further deterioration might be an appropriate "holding action" if the time frame for the site's re-use is in the near-to-midterm or cannot be determined.

- **Razing the building for new building construction** in the near future may be possible, but does not seem likely. According to the Facilities Services Department, previous studies estimated the demolition of Bettws-Y-Coed at about $100,000.

- **Razing the building for the construction of a parking lot** might be an option if the new building on the site were feasible only in the very long term, or if the new lot were part of a larger plan for the site that included a building. However, car access off Merion Avenue is not easy and the safest location for a curb cut bisects the site unfortunately (fig. 68). And once the site has been converted to parking, it may be difficult to supplant cars with a building without adding parking in close proximity.

Before razing Bettws-Y-Coed, it may be useful to investigate further whether the building is indeed salvageable. One option for reuse, perhaps with an addition, might be for activities currently in buildings that could be suited to gateway administrative use:

- **Locating the Alumnae House and Restaurant** in a renovated and enlarged Bettws-Y-Coed would allow dedicated parking for restaurant visitors and overnight guests, and would provide a strong relationship with events at Goodhart and the President's house. Wyndham would be free for gateway administration functions, with a strong relationship to both the Morris parking lots and Pembroke Arch.

- **Moving Development** to a renovated and perhaps enlarged Bettws-Y-Coed would free Helfarian for gateway administrative uses in close proximity to Pembroke Arch.

The feasibility of moving these functions, and of renovating Bettws-Y-Coed, have not been determined.

### b. Potential New Uses

Depending on use, the maximum size building permitted by zoning regulations may not be much – if any – bigger than the existing houses. (The combined footprint of the existing buildings is about 5700 square feet.)

The site's location and capacity suggest that its most suitable use would be for an activity with modest space needs but a strong identity that relates to the community as a whole. The valley landscape offers an opportunity for relating a new building to an outdoor use, such as a botanical garden, amphitheater, or garden restaurant. Possible uses of the site include:

- **Moving Development** to a renovated and perhaps enlarged Bettws-Y-Coed would free Helfarian for gateway administrative uses in close proximity to Pembroke Arch.
• An academic function with enough intensity of use and "weight" within the College's academic policies to extend the academic core west across Merion, if this is considered desirable. An academic building — perhaps for modern languages, or for an as-yet unidentified, small but strong graduate program — could continue a roughly east-west pattern of academic building entrances that includes Dalton, Guild, Taylor, Thomas and Goodhart. (fig. 68)

• A small teaching theater. A 150-200 seat teaching theater could be related to Goodhart Hall, and a small outdoor amphitheater could be developed in the valley of the site. However, John Milner Associates' 1995 report for Goodhart Hall notes that a small teaching theater at Goodhart's northwest corner was included in Mellor, Meigs and Howe's original plans, but never built, and that an addition at that location would still be the best place to add to the building. If a small theater could be accommodated in an addition to Goodhart, which requires renovation in the near term in any event, operating costs would be less those for a separate building, and Bettws-Y-Coed would be available for another use. (fig. 69)

• Housing — apartments for undergraduates, graduate students, faculty, or perhaps even alumnae. (fig. 70)

• An alumnae house and restaurant. The location of Bettws-Y-Coed — near the president's house and related to the historic core of campus, with beautiful views of the campus — would be well-suited to this function. Wyndham would then be free for more central uses, perhaps a gateway building.

3. Athletic Field

The addition of a competition-size playing field near Brecon has been identified by the Commission as a College priority. The site is near the Gymnasium, and there are few — if any — other open spaces on campus that are not steeply sloped. The College has already commissioned at least two prior studies to determine the feasibility of a field in this location:

• A sketch by Momenee and Associates, dated August 29, 1995, shows a hockey field behind Brecon (fig. 71).

• A sketch by Hummer Turfgrass Systems, September 1995, shows a combination softball and soccer field behind Brecon (fig. 72). A cover letter notes the need for an additional 10 to 15 foot apron on all sides of the soccer field, and that grading and other site obstacles may further limit field size. The preliminary budget was estimated at $125,000 to $175,000.

Both schemes limit service access to Brecon, and neither provides an apron around the field or explicitly sets aside space for spectators. Proximity to neighboring residential properties (within 20 feet for the field hockey scheme and within 10 feet in the soccer field sketch) may be likely to draw opposition from neighbors.
V. COMBINING OPTIONS
V. COMBINING OPTIONS

The College clearly has need of several kinds of space and has options for obtaining them via various specific projects discussed in IV above. In which options should the College invest money, effort and -- perhaps most precious -- building sites? What projects and combinations of projects would best meet Bryn Mawr’s space needs, reinforce the positive aspects of the campus, and leave open avenues of growth for the future? How can the principles outlined in this study help the College choose among options and combinations of options?

In this section, we endeavor to put together internally coherent systems of options for the medium and long run future, as an aid to formulating recommendations and plans for the immediate and short term future. To do so, we return to the broad brush development concepts and strategies with which we began this process. First we outline variables for long range patterns of growth (16+ years). Then we illustrated combined options for the mid-term (8-15 years). Thereafter, we discuss which combinations of early increments (0-7 years) meet the College’s stated needs. We outline order-of-magnitude costs and phasing issues, and relate early phase suggestions to campus-wide principles and options for mid-range and long term development.

Deciding which decisions or sites to reserve for the future will help narrow the range of options available to meet present needs, but because none of us is a prophet, near term development should leave available many directions of growth for the mid and long term, precluding only the least desirable.

A. LONG RANGE PATTERNS OF GROWTH

How might Bryn Mawr develop in the long term? What avenues of growth should be left open, and which can or should be closed? Variables for the future to be considered now, include:

- Size of student body. Will the undergraduate student population continue to grow at the same rate as it has over the past ten years? the past forty?
- Departmental growth. Might the sciences expand in the foreseeable future? Are there other groups of programs, foreign languages perhaps, that will gain in importance?
- Graduate programs. In 1996, the ratio of graduate students to undergraduates was the lowest in over two decades. Will graduate programs be expanded? Reduced? Might there be programs in the future that, like the Graduate School of Social Work and Social Research, warrant a satellite campus? How should graduate programs be integrated with undergraduate student life?

A view back over the last 16 years will suggest the futility of basing predictions beyond the next 16 years on present projections. Trends change, discontinuities are unpredictable. But Bryn Mawr’s campus has survived several generations of pedagogical principles and practice and various technological revolutions - cars, computers. Something about it has helped it survive and flourish in these circumstances – mainly ample space and sturdy generous structures.

If this is so of Bryn Mawr’s buildings and spaces, does it hold for the campus as a whole? Is there a generic system to be understood here, one subject to various conceptions and options for growth?

Fig. 73 suggests a simple ideogram of Bryn Mawr’s core and satellite systems. Accepting this as a base (that is, no one is suggesting moving to Arizona) the options become, simple-mindedly, consolidation at the core; emphasis on satellites; or a mixture of both.

Over the long range the College has done and probably will do all three. At any one time one option may be emphasized, and in this study a particular type of emphasis has been placed on Option A, through our recommendations for changing uses of core buildings to consolidate academic activities at the core. As principles and priorities shift over time, the options for the long-range future should be re-evaluated and the planning principles reapplied as an aid to judgment.

A.

fig. 73. Options for Long-term Development

B.

C.

fig. 74. Bryn Mawr Student Population Growth

A.

fig. 75. Consolidation at the Core

B.

fig. 76. Emphasis on Satellites

C.

fig. 77. Emphasis on Core and Satellites

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B. THE MID-TERM

The options for the mid-term can be more detailed. Possible building sites are linked to new uses in figs. 76-80. These, together with projections for existing buildings, suggest activity patterns that can be evaluated against the principles for expansion suggested in Section II:

- **The academic core and cores.** The present situation includes an academic core in the oldest part of the campus, and satellites at relatively close range for the sciences, English and Russian. The Campus Center helps knit these together. The Graduate School of Social Work and Social Research is more remotely located. Should additional expansion occur in satellite locations? Should some programs move into the core?

- **Residential life.** Should dormitories be grouped or interspersed with academic functions? Where on campus should faculty live? Fewer than ten percent of the faculty now live on campus; should more faculty housing be a goal? Should graduate housing be intensified at Glenmede or interspersed with other campus uses?

- **Circulation patterns.** Should existing paths be strengthened? Should some new paths be planned to link remote areas of campus? How should parking and other uses relate to these paths?

- **Linkages.** Should all campus functions be strongly linked to the historic core, or should some - West House, for example, or the Graduate School of Social Work and Social Research - remain distinct? Should stronger links from GSSWSR to the campus core be a priority? Only Airedale Road and one property separate the satellite from the Brecon property. What kinds of uses on the Brecon site might encourage use of both graduate students and undergraduates?

- **Parking.** Should parking be, as it is now, scattered - around the perimeter of the campus core and in the periphery as well - or should it be consolidated in two or three peripheral locations? What is a reasonable distance from parking to destination? How might this vary by destination? Is structured parking feasible? Might new campus gateways emerge as parking grows and changes to suit new uses and growth? At present, students pay for parking, while employees do not; are there other policies that might limit the need for new parking?

Three of the many possible combined options for growth in the next 10 to 20 years are illustrated beginning on page 62:

- **Option A** illustrates greater consolidation of the academic core. A new central academic building would be constructed north of Canaday Library, and English and Russian would move into the core.

- **Option B** shows academic growth linked to existing satellite locations, including new buildings and acquisition of property around English House and the Russian Center, further growth of the sciences, and a new academic building - perhaps one with a semi-public function - near West House.

- **Option C** illustrates perhaps a more pragmatic approach, with growth of academic functions both in and around the original campus core. Except for West House and the Graduate School of Social Work and Social Research, distances between academic buildings are limited to a ten minute walk.

Each of these takes as its starting point the same early increments, including a gateway building at Wyndham, the renovation of Dalton, and a new facilities building at the Batten-Brecon site, possibly in combination with continued use of Ward.

Mid-range options should help guide the College's near term decision-making, to avoid pre-empting future avenues of desirable growth.
USES

ACADEMIC
- Classrooms/Offices
- Science Classrooms/Labs/Offices
- Performing Arts
- Library
- Athletic
- Gymnasium
- Playing Fields
- Administration
- Facilities
- Other Administration

RESIDENTIAL
- Student Housing
- Faculty Housing

PERFORMING ARTS
- Drama
- Dance

STUDENT SERVICES
- Academic Administrative and Alumnae
- Student Housing
- Faculty Housing
- Performing Arts
- Drama/Dance
- Student Services
- Alumnae House
- Facilities

POTENTIAL AND EXISTING USES

fig. 76. Potential and Existing Uses
To Graduate School of Social Work and Social Reform and Athletics

To Graduate School of Social Work and Social Reform and Athletics

New South Road

Fig. 80. Mid-Range Option C: Growth in and Near the Core
C. EARLY INCREMENTS

1. Desirable Projects

To meet the near-term needs of gateway functions, academic programs and facilities-related administration, several major projects, more completely described in earlier sections of this report, have been identified as necessary or desirable early increments of the implementation plan.

- **Dalton sprinklers.** The College has committed to the Township to install these by 1996.
- **Dalton renovation.** Dalton is deteriorating, has outdated life safety provisions, and is in need of a complete renovation. Also, the Psychology Department, which currently occupies three floors of the building, has submitted to changes - including moving its library to Canaday and reducing the number of experimental laboratories - which will free space in the building for other uses.
- **New gateway building.**
- **New facilities building,** with or without maintaining some space in Ward.
- **New academic building.** This would be needed if options for academic space that include only building renovations (Options A and A-1, Section IV.B.1) are considered too restrictive; it may also allow more economical phasing of projects.

Other desirable projects described in this report - for example, renovation of basement space in Radnor and Merion for student activities spaces or renovation of Ely House - depend on at least one of the above project's being completed.

A "zero increment" including reformulating circulation in the Merion-Morris block (Section IV.A.1) is recommended, and possible in advance of new building.

2. Relationship to Campus-wide Principles

These projects may have greater appeal for support and fundraising if they are considered as components of a broader, integrated whole that works to realign patterns of use and circulation with campus-wide principles. The renovation of Dalton Hall, a Gateway building, and a Facilities Services building individually meet the College's specific needs for space. Combined with the "zero increment" they help to improve the overall quality of academic and student life on campus:

- Helping preserve the College's architectural heritage by renovating Dalton Hall.
• Relocating activities to help reinforce patterns that serve the College’s mission and policies, strengthen linkages between related uses, and support the character of the buildings and landscape inside and outside the campus core.
• Continuing Bryn Mawr’s parallel traditions of building at the perimeter, adapting existing buildings and spaces to new uses, and crossing perimeter streets to build some new buildings.
• Helping realign physical adjacencies with academic policies and pedagogical intentions.
• Promoting activity patterns that enhance academic programs and the quality of student life and encourage interaction and vitality on campus.
• Promoting activity patterns that encourage interaction and vitality within buildings.
• Interpreting and reinforcing important landscapes, such as the landscape of fuori le mura.
• Defining the new campus gateways.
• Adapting paths to changing uses and circulation patterns.
• Locating uses so as to meet the College’s current needs yet leave open options for the future.

In support of these principles, the recommended early increment projects:
• Renovate Dalton Hall, improving paths and landscape in the Merion-Morris block, and providing an auspicious, coherent experience of the campus for first-time visitors.
• Provide needed space — including “hang-out” space — for academic departments by reorganizing Dalton and moving Career Development from Thomas, while allowing grouping of related departments.
• Provide space for student activities grouped around the Campus Center by moving administrative uses from dormitory basements.
• Remove incompatible administrative uses from academic and residential buildings.
• Improve life safety by renovating Dalton Hall and providing facilities shop spaces with appropriate life safety and occupational health and safety provisions.

A new academic building, if necessary to meet the College’s space needs (Section IV.B.1) should also be located and designed to support campus-wide principles.

3. Assigning Costs

Fig. 82 assigns order-of-magnitude costs to some projects the College is considering for the near term.

The Dalton Hall renovation is the project likely to have the highest construction cost and probably also the most necessary project — to reorganize much-needed academic space, without increasing operating costs, and to halt further deterioration of an important campus landmark.

This project may be an effective fundraising flagship for the recommended first increment, and for a series of needed renovations to the College’s most historic buildings.

4. Phasing Considerations

Even if the College were financially and organizationally prepared to proceed with all recommendations concurrently, there would still be phasing implications from the projects themselves:
• Dalton sprinklers installed in advance of a major building renovation. This might be useful as part of a strategy of building swing space before closing Dalton, but it would involve some duplication of work and additional costs; and life safety provisions, although improved, would not be brought up to current standards.

<table>
<thead>
<tr>
<th>Gateway administrative building</th>
<th>Site/parking</th>
<th>Total</th>
<th>Construction cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>High</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Building construction (per g.s.f., 1997 costs)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small (10,000-12,000 g.s.f.)</td>
<td>$225 $275</td>
<td>$10</td>
<td>$25</td>
</tr>
<tr>
<td>Medium (20,000 g.s.f.)</td>
<td>$210 $260</td>
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</tr>
<tr>
<td>Academic building</td>
<td>$248 $303</td>
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<td>$25</td>
</tr>
<tr>
<td>Small (10,000-12,000 g.s.f.)</td>
<td>$231 $286</td>
<td>$10</td>
<td>$25</td>
</tr>
<tr>
<td>Medium (20,000 g.s.f.)</td>
<td>$263 $325</td>
<td>$10</td>
<td>$25</td>
</tr>
<tr>
<td>Theater building</td>
<td>$281 $344</td>
<td>$10</td>
<td>$25</td>
</tr>
<tr>
<td>Small (10,000-12,000 g.s.f.)</td>
<td>$263 $325</td>
<td>$10</td>
<td>$25</td>
</tr>
<tr>
<td>Medium (20,000 g.s.f.)</td>
<td>$75 $125</td>
<td>$10</td>
<td>$25</td>
</tr>
<tr>
<td>Facilities building</td>
<td>$6.50 $10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(about 20,000 g.s.f.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parking lots</td>
<td>$5 $10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(including grading, lighting, drainage)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sprinkler existing building</td>
<td>$150 $200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Historic including shell</td>
<td>$150 $200</td>
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<tr>
<td>Historic including shell (small building)</td>
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<td>$6,097 500</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Interior only (small building)</td>
<td>$5 $10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demolition of existing buildings</td>
<td>$5 $10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Costs given are for first quarter 1997, and should be escalated 4-5% per year (compounded) to the midpoint of construction.

Fig. 82. Order-of-Magnitude Construction Costs Summary
Swing space. Can the College provide adequate swing space for the departments in Dalton in advance of new construction elsewhere on campus? See Section II.B.4.

- New gateway building. A new gateway admissions building would free Ely for other uses, and the Helfarian trailer for another use or removal. Ely could provide academic space directly, or indirectly by accommodating Career Development, thus freeing space in Thomas.

- New facilities building. A new Facilities Services building would include space for shops and Housekeeping, freeing the Shop building, Radnor basement and Dalton basement for other uses. If Public Safety then moved to the Shop building, the basements of Merion and Radnor would be free for development as student activities spaces.

- New academic building. Building a new academic building would provide a permanent facility for at least several of the departments now in Thomas. This might be considered in advance of Dalton's renovation if current academic space is so tight that temporary relocation of Dalton's residents in existing buildings for the duration of the renovation would be intolerable. However, a new building would be a very expensive solution, in both construction and operating costs, and should probably be considered only if it meets long term College needs; for example, if options for academic space without a new building (Options A and A-1, Section IV.B.1) are too restrictive.

5. Setting Priorities

Meeting the needs of gateway functions, academic programs, and facilities-related administrative functions would require a gateway building, the renovation of Dalton, and a new Facilities Services building in the near term. Can the College produce the financial and organizational support for three concurrent or overlapping projects?

If this is not feasible, choices between these must be made, and combinations which meet only some of these needs implemented in the near term. The most prospectively feasible of these fall into three main categories:

- A new gateway administrative building in tandem with a major renovation of Dalton Hall. This would accommodate most of the projected space needs of both student-related administrative and academic departments included in this study, but would do little to improve facilities operations.

- A new academic building, with or without the renovation of Dalton Hall. This would meet the needs of the academic programs now in Thomas, Dalton and West. Options that include a new academic building with the renovation of Dalton would also provide space for administrative departments such as Career Development, Faculty Grants, and the Graduate Dean of Arts and Sciences. Admissions, however, would most likely remain in Ely.

- Renovation of existing buildings only. These could accommodate academic programs but would do little to ease the space crunch of administrative departments.

All options for the renovation of Dalton Hall presume that Housekeeping will move from Dalton, either into a new Facilities building or to renovated space elsewhere on campus. Housekeeping may have to move twice: once out of Dalton to temporary space, then again to a new Facilities building or space in Ward after a new Facilities building is built.

Options that most closely align with the Commission's criteria of preservation of assets, code compliance and life safety include the renovation of Dalton Hall in the very near future, perhaps concurrent with other building or renovation projects.
D. RECOMMENDED ACTION PLAN

An action plan for the immediate future might include:

- **Dalton Hall Renovation Feasibility Study.**
- **Gateway landscape and circulation.** Planning and funding for improvements, with or without a new gateway building.
- **Identification of temporary locations** for Dalton departments during renovation.
- **Traffic studies,** as described in Section II.C. These could occur immediately, or be postponed until other phasing decisions have been made.
- **Storage inventory,** described in Section III.C.1. This could assist in programming new facilities spaces and could result in “found” program space or elimination of one or more of the trailers in the lower science lot.
- **Ward Building Conditions and Hazardous Materials Study,** described in Section IV.C.2. Determining whether Ward is salvageable could assist in defining the scope and size of a new Facilities Services building.
- **Study of the feasibility of reusing Bettws-Y-Coed** may be desirable, depending on the Commission’s response to the options in this report.
- **Phasing schedule and funding plan** for projects to be completed within the next seven years. Based on the information in this report and results of the studies outlined above. These might include the renovation of Dalton Hall, a new Facilities Services building, and a new gateway building following, or concurrent with, improvements to landscape and circulation on the Merion-Morris block.
VI. CONCLUSIONS
VI. CONCLUSIONS

In this last report of our study, we have set out principles, recommendations and a range of options for Bryn Mawr’s development. We have suggested possible combinations of options, and have outlined actions that can be taken now to initiate their implementation.

A “zero” increment that could be completed in advance of new building would include:

- Reconfigured paths and landscape related to campus gateways on the Merion-Morris block (IV.A.1).
- Improved circulation and crossings (II.C).
- A coordinated hierarchy of campus-wide signage (III.A.4).
- Studies of Merion Avenue, and the Ward and Bettws-Y-Coed buildings.

Recommended options for a first increment of development include a coordinated program of projects that meet specific needs while also freeing space in existing buildings to allow reorganization of uses in a pattern compatible with campus-wide principles:

- A new gateway administrative building related to improved circulation near Wyndham (IV.A.2).
- Renovation of Dalton Hall to accommodate Psychology, Anthropology, Economics and Sociology (IV.B.1).
- A new Facilities Services building on the Batten-Brecon-Longmaid site, perhaps in conjunction with renovated space in Ward (IV.C.2).

Development of these first increments could lead to other desirable projects in the near-term:

- Renovation of Ely House to accommodate Career Development, Community Services, and perhaps pre-med and post-baccalaureate advising (IV.C.1).
- Development of the Shop Building or Canwyll House for Public Safety offices (IV.C.3).
- Development of the basements of Merion and Radnor as student activities spaces related to the Campus Center.

Assigning priorities to the principles and options in this report can help the College evolve a vision of campus development in the mid term and long term. We have portrayed the long range options in a simple ideogram, and options for the mid range in a series of possible combinations of activities at sites.

It may seem that this “outline concept plan” has been a long wade through muddy waters with clarity revealed only slowly and partially.

More information is needed before real decisions can be taken, but the report in toto should convey a sense of Bryn Mawr’s physical reality today, set within the context of the College’s vision of and for its campus. This should help day-to-day decision-making, not only on problems of immediate concern now but on others that arise over the decade.

As for clarity, functional and visual, on the campus itself, we feel the changes recommended — intensifying academic uses at the core, renewing Dalton, and reinterpreting for today the notion of a campus gateway — would, if built, help Bryn Mawrters and their visitors gain a grasp of the campus and redefine its essence for a new era.

The aim is to support what has lasted so well with new increments in the same spirit, strong enough to charm and set a tone, while pointing to a future that cannot be predicted. For this uncertain long range, we feel a contingency plan with options can be a better guide than a static vision of the future, no matter how beautiful.
VII. APPENDIX
VII. APPENDIX: ZONING

The following zoning considerations, from Chapter 155 of the Code of the Township of Lower Merion (1996), may affect the options for near term development described in Section IV of this report:

- The campus is in residential use areas; any use by the College would require authorization as a special exception (155-11 Use Regulations, § 3 Private educational institution).
- The Code sets height, total building area, and impervious surface coverage limits, and imposes a reduction in allowable impervious surface coverage for lots with average slope greater than 10%.
- Formulas for required parking are provided in the Code, and are determined by building use. However, some types of college buildings do not clearly fall into listed categories. It is our understanding that the College has negotiated parking requirements on a case-by-case basis and will continue to do so.
- Special provisions apply to wooded lots, including Betwys-Y-Coed and Batten-Brecon-Longmaid. For each six-inch caliper tree in excess of 25% removed from the site another (four-inch caliper or greater) must be planted.

This Appendix illustrates, in a preliminary way, zoning issues related to sites under consideration for near-term development. In addition to the Code, the following sources were consulted:

- Property lines are based upon tax assessment maps 9B and 10B from the Township of Lower Merion.
- Flood plain district information has been taken from Lower Merion Township Topographic Maps B9 and B10 plotted October 1973.

A. PARKING

Required parking has been calculated based on Article XX, Off-Street Parking Facilities:

- For apartment buildings, two parking spaces for each apartment. (Up to 25% of parking may be in the form of concrete grass pavers or "other similar device.")
- For theaters, at least one parking space for each five seats.
- For auditoriums, schools and other places of private or public assembly, at least one parking space for each five fixed seats or for each 50 square feet (s.f.) of floor area where fixed seating is not installed.
- For office buildings, at least one parking space for each 200 square feet of gross office and storage space, exclusive of basements if not used for office or storage areas.
- For student residential buildings ("nonrecreational club or lodge, fraternity or sorority") and homes for the aged, at least one parking space for each 750 square feet of gross floor area.
- For facilities building, unable to determine based upon listed categories.
- For athletic field, unable to determine based upon listed categories.

Some examples:

- New gateway building (office use). Assuming a total gross building area of 10,000 square feet with 75% of this area above grade (or below grade but used for offices and storage), 38 parking spaces would be required.
- Modern Languages Building. Although this program does not fall clearly into one of the listed categories, parking requirements would probably be negotiated with the Township based on a combination of office and assembly use. Assuming a gross area of about 13,000 square feet with 75% of this area above grade (or below grade but used for offices and storage) and an office use designation, about 49 parking spaces would be required.
- Social Sciences Building. This program also does not fall clearly into one of the listed categories. Assuming a gross area of about 16,000 square feet with 75% of this area above grade (or below grade but used for offices and storage) and an office use designation, about 60 parking spaces would be required.

The area required for parking, turning and maneuvering would be about 300 to 325 square feet per parking space.

B. SITES

1. Betwys-Y-Coed
- Zoned R3
- Lot area: 71,000 s.f. (approximate)
- Allowable building area on site: 20% = 14,200 s.f. (Note that this exceeds allowable impervious surface coverage.)
- Height limitation: three stories or 35 feet (for each foot above 35 feet, not to exceed 65 feet, the front, rear and side yards must each increase by a foot.)
- Allowable impervious surface area of site: 15% = 10,650 s.f. Impervious surface is severely restricted owing to the steep slope of the site (Code Section 155-166). The allowable amount is less than present coverage, 16,600 s.f., or 23%. For the purposes of this study we have assumed that an exception allowing lot coverage equal to existing could be negotiated with the Township.

fig. A.1. Betwys-Y-Coed: Required Setbacks
2. **Merion-Morris Block**
   - Zoned R2
   - Assumed use: Office building (gateway administrative functions)
   - Height limitation: three stories or 35'
     (for each foot above 35 feet, not to exceed 65 feet, the front, rear and side yards must each increase by a foot.)
   - Existing buildings, paths and parking on the Merion-Morris block exceed the impervious surface coverage allowed by the Code. Any new construction would require careful study of drainage and retention patterns, and negotiation with the Township.

3. **Batten, Brecon, Longmaid**
   - Zoned R1
   - Lot area (including all parcels): 634,877 s.f.
   - Allowable building area on site: 15% = 95,231 s.f.
   - Allowable impervious surface area of site: 21% = 133,324 s.f.
   - Height limitation: three stories or 35 feet
     (for each foot above 35 feet, not to exceed 65 feet, the front, rear and side yards must each increase by a foot.)
   - Flood Plain District (shown shaded): no building allowed in this area
   - Construction of a new Facilities Services building would need to be negotiated with the Township as a facilities use is not outlined under acceptable uses for an R1, R2, or R3 site.