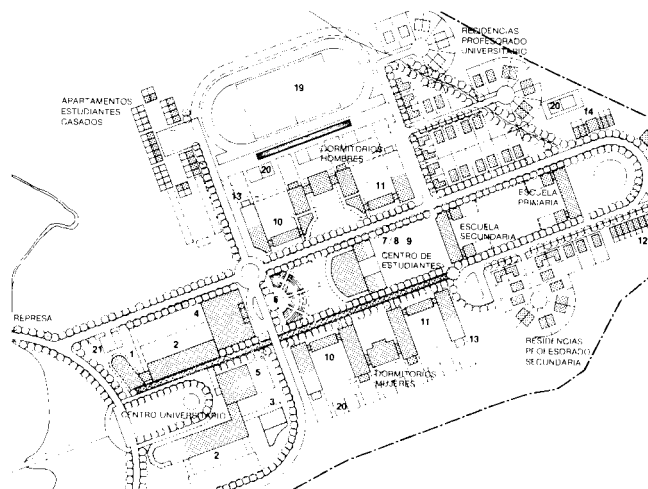


# Master Planning

## A Design for the Future

By Edward A. Streeter



**S**trong, able, and successful administrators are frequently perceived as individuals who have left major new structures as their legacy. But administrators who must struggle with austerity budgets, declining enrollments, and increased competition for students might leave their best legacy in the form of a well-formulated master plan that provides a dependable blueprint for the future.

Educational institutions, especially in the private sector, are under pressure "to change, replan, redesign or modify their campuses because the quality of a campus is seen as a recruiting factor" by administrators, prospective students, and parents. To meet the needs of a broad range of age groups in society, the campus itself may need to be redesigned to accommodate day, night, weekend, or year-round activities.<sup>1</sup>

The building boom of the 1960s and 1970s is over. Any required additions or necessary renovations must be carefully integrated into existing structures. This may be done by developing a master plan that provides for future planning.

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### Characteristics of a Good Master Plan

A good master plan reflects the institution's mission, educational program, land use, and facility development. It addresses immediate needs and long-range considerations in general and, in some cases, describes specific requirements. The master plan, if properly developed, will assure that immediate construction will not impede the desired long-range growth pattern. A master plan will also serve as a monitoring device for the board and the administration in their day-to-day decisions. It can serve as a symbol to the constituency and alumni, while at the same time being used as a recruiting factor.

The master plan is not an end in itself but a continuous process of updating, testing, modifying, and evaluating. It should specify land use, reserve sites for future construction, outline an effective circulation pattern, and ensure aesthetic and functional design for both present and future needs. Planners need to be careful to avoid projecting too much detail too far into the future, making advance commitments without sufficient or reliable data, or being too rigid and inflexible in a period of change and uncertainty.

### Format for a Master Plan

The format of a master plan may vary, but the following features should be examined and elucidated. A statement of philosophy and the mission of the institution should be developed. This often constitutes the most difficult aspect of master planning. When there are differences of opinion regarding the mission of the institution, this controversy should be resolved by a consensus of the board, administrators, faculty, students, and constituency. Absence of a statement of mission leaves the institution without direction or commitment by its personnel, with all concerned parties going in whatever direction seems most appropriate to them. In order to ensure that the proposed plan fits into the school's basic goals, the statement of mission should be referred to frequently as the master plan is developed.

The master plan should also describe the desired educational program. This need not be done in as great detail as in a curriculum framework, but some justification of the program should be given, in terms of staff needs, enrollments, major planned activities, and other features related to the program. Looking at the vertical dimension, consideration should be given to

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the type of institution desired: K-12, college, graduate or professional school. On the horizontal dimension, careful study should be given to the degrees or fields of study at each level and the number of majors or minors, from a cost-efficient point of view, that may be offered. Frequently, majors are proposed that are too costly or are designed from a competitive point of view.

Prayerful consideration must be given to such vital and unique Adventist concerns as spiritual life, social and cultural activities, student work programs, service commitments, and research undertakings. Enrollment and admission policies must be determined along with desired student-faculty ratios.

### Campus Design

Dober has pointed out that from a historical perspective, when an increased number of students must be accommodated in a period of change and uncertainty, a crisis in design tends to follow. This occurred with the waves of western migration in early American history and the "baby boom" following World War II.<sup>2</sup>

Architecture expresses what society prescribes. When ideological convictions are strongly entrenched in the curriculum, the architectural style remains relatively stable.<sup>3</sup> Excellent examples of this include Oxford and Cambridge universities, where the style of architecture remained constant over a period of hundreds of years because the curriculum was relatively stable.

When new educational concerns and methodology break away from the mainstream, so too does campus architectural design. As the concept of "educational opportunity for all" grew, architects such as Ramee of Union College (Schenectady, New York) rejected

the monastic self-containment of the Oxford and Cambridge traditions. For the first time in America, a new direction in educational thought was translated into a changed style of design. Jefferson, in designing the University of Virginia, promoted design change that was symbolic and revealed practical evidence of changing educational thought.

Unfortunately, however, Parkinson's Law often emerges when a donor's taste coincides with an ambitious college president's aspirations. Changes may follow fad or fashion rather than growing out of any aesthetic revolution. This was evidenced in the move from Greek to Gothic style to satisfy some English donors who objected to pagan Greek architecture.<sup>4</sup>

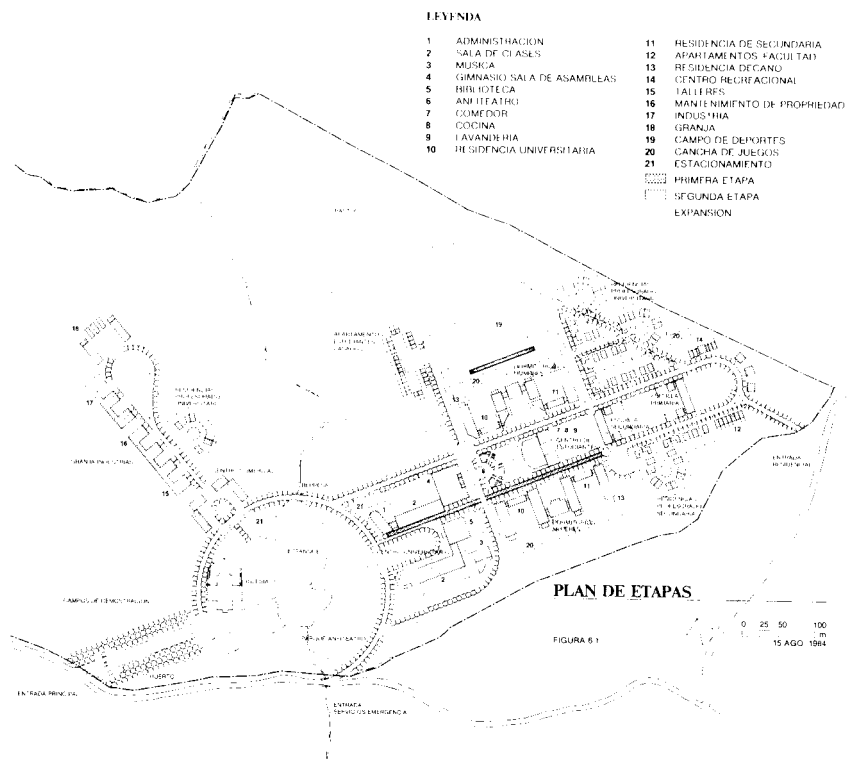
Antioch College (Yellow Springs, Ohio) was typical of the exuberance of the Gothic revival. It also set the style for many smaller boarding schools—a large administration/academic building

flanked by two dormitories—a style subsequently emulated by far too many Adventist colleges and academies.

Toward the close of the nineteenth century, the college lost ground to the university. As enrollments exploded, buildings were put up hastily without overall plans. Too often this produced campus design without form or flavor as universities and school systems progressed from small beginnings to large enterprises. Surveys of educational institutions across the United States have revealed that few universities or colleges had master plans. Two out of three had given no thought to needs beyond ten years and only one in four was able to indicate that any space utilization has been made—a basic consideration in any planning.<sup>5</sup>

Adventist colleges were not exempt from this problem. Not until the 1970s did Adventist col-

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Recent master plan for Colombia-Venezuela Institute, Colombia.

## Functional School Buildings

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In their publications, many state departments of education have indicated that educators must alert the community to the vital need of planning for flexibility in their schools by the use of educational specifications.

Literature on this topic forcefully emphasizes the need for all schools to be carefully planned and designed to meet present needs as well as future requirements. Most states indicate that the best way to achieve such goals is through the medium of educational specifications. Indeed, one could logically conclude that since all schools should be carefully planned, SDA schools—with their unique role and purpose—should be painstakingly developed in the most professional manner possible. Perhaps the main ingredient in this planning process is development of educational specifications. □

(To be concluded.)

### FOOTNOTES

<sup>1</sup> Edgar W. Knight, *Education in the United States* (Boston: Ginn and Company, 1941), pp. 416, 417.

<sup>2</sup> Basil Castaldi, *Creative Planning of Educational Facilities* (Boston: Allyn and Bacon, 1969), p. 11.

<sup>3</sup> \_\_\_\_\_, *Educational Facilities Planning, Remodeling, and Management* (Boston: Allyn and Bacon, 1977).

<sup>4</sup> *Ibid.*

<sup>5</sup> Raymond K. Wilkinson, "A Model for the Development of Educational Specifications for Small Schools," Ed.D. dissertation, Andrews University, Berrien Springs, Mich., 1978.

<sup>6</sup> Jean and Robert McClintock, eds., *Henry Barnard's School Architecture*, Classics in Education, No. 42 (New York: Columbia Teachers College Press, 1970), p. 6.

<sup>7</sup> *Ibid.*

<sup>8</sup> Council of Educational Facility Planners, International, *Guide for Planning Educational Facilities* (Columbus, Ohio: Council of Educational Facility Planners, 1976), p. D-6.

<sup>9</sup> Ralph V. Steeb, "Educational Specifications: First Phase in Facility Planning," *Man/Society/Technology*, 36 (November, 1976), pp. 40-41.

<sup>10</sup> Nicklaus Engelhardt, *Complete Guide for Planning New Schools* (New York: Parker Publishing Co., 1970).

<sup>11</sup> General Conference of Seventh-day Adventists, *Learners Live Here* (Washington, D.C.: General Conference of Seventh-day Adventists, Department of Education, 1977), p. 11.

<sup>12</sup> \_\_\_\_\_, *North American Division Education Code, K-12*.

<sup>13</sup> \_\_\_\_\_, *Standards for Seventh-day Adventist Elementary Schools*, p. 3.

<sup>14</sup> Martha Loustaunau, *Small Rural Schools CAN Have Adequate Curriculums* (Austin, Texas: National Education Laboratory Publishers, Inc., ERIC Document Reproduction Service, ED 100559, 1975).

<sup>15</sup> Jonathan P. Sher and Rachel B. Thompkins, *Economy, Efficiency and Equality: The Myths of Rural School and District Consolidation* (Washington, D.C.: The National Institute of Education, 1976).

<sup>16</sup> Stanton Leggett, C. William Brubaker, Aaron Cohodes, and Arthur S. Shapiro, *Planning Flexible Learning Places* (New York: McGraw-Hill Book Company, 1977).

<sup>17</sup> North Central Association, *The Small School—How It Can be Improved*, Working Paper for Small School Conference, March, 1974 (Cedar Falls, Iowa: University of Northern Iowa, 1974).

<sup>18</sup> Edward A. Streeter, "Developing Educational Specifications," *The Journal of Adventist Education*, 39:4 (April-May, 1977), pp. 16-18, 25.

<sup>19</sup> *Ibid.*, p. 17.

## Master Planning

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leges begin developing any master plans at all. Even then, most master plans that were developed were really academic master plans rather than overall master plans. In general, few schools attempted to plan their resources and finances beyond the current year. However, the recession of 1982-1983 helped to alter this myopic view. Economic strictures brought most construction to a halt. For the first time, many colleges and universities were forced, because of their financial condition, to take a hard look at planning and resources available to them.

### Design Considerations

In planning the campus design, the following questions should be answered:

1. Will the campus be an educational community where students and faculty live in close proximity, or will they commute?
2. Will the campus have a rural setting or become urban in appearance?
3. Will the campus be planned for pedestrians or vehicular traffic?
4. Will the campus be dominated by massive, monumental

buildings or residential-type structures?

5. Will the campus have a natural setting with minimum landscaping, or will there be expansive lawns with extensive parklike landscaping?

6. How can the campus achieve a harmonious integration of buildings and spaces that creates a distinctive educational environment?

7. Will the campus be constructed of materials that present a unifying design?

8. Will the campus provide interesting views from various locations on campus?

9. Will the campus provide a means for a dynamic spiritual/social relationship between faculty, students, and visitors?

10. Will the campus present a "statement" to the general public that this is a Seventh-day Adventist school of learning?

Although basically the responsibility of the architect, the architectural style for the campus must be selected in consultation with the planning committee. It should be in keeping with the location, culture, and type of educational program. The style should present to the general public, as well as the students, faculty, and administration, a statement of mission and the philosophy of belief of the educational venture.

### Space Relationships

The relationship between the various buildings on campus is, to a large extent, determined by the educational program and convenience to be afforded to students and faculty. Frequently used facilities should be located in close proximity to aid operational efficiency. The library and the student center, the latter of which usually includes the cafeteria, are focal points and should be centrally located. Academic buildings

should be clustered around the library. Too often the academic respectability of a discipline is measured by its distance from the library!

Student social and residential buildings should be located near the student center. Athletics and physical-activities buildings should be similarly situated. Married-student housing should be located near shopping facilities and park or recreational spaces. The areas used most frequently by visitors (administration, cultural, or athletic activities) should be placed near the campus entrance or on the periphery, thus limiting cross-campus traffic.

The location of the church, auditorium, and other worship areas should be carefully considered, since they present a statement to the general public and the school family. The church needs to be near the entrance to the campus. First impressions are important. Through them, visitors should recognize that the institution is a Christian school and that religious gatherings are a vital component of the educational experience. Likewise, worship rooms in residential halls should be placed in prominent locations.

Adequate space must be allowed for industrial and agricultural activities. The work program is a unique feature of Adventist education. Where such activities are located testifies to the importance placed on them. Direct external access to school industries is required, though not necessarily through the front entrance.

Locating facilities is often left to last-minute decisions and pressures of immediate needs. Careful consideration must be given to future expansion and requirements. The natural beauty of the campus, the ecology, and the distance between buildings are features that enhance

the efficiency and effectiveness of a campus. Care must be taken not to crowd buildings in the inner campus, thus hindering future expansion; but at the same time, not to spread buildings too far apart. Walking time between buildings that are farthest apart should not be more than seven minutes.

### Financial Planning

A critical component of any master plan is financing, yet this feature is often slighted or totally omitted. Even if an excellent master plan is compiled, it may be unrealistic unless resources are available for its implementation. Without financing, the plan may end up being nothing more than an academic exercise.

Fiscal constraints may require the master plan to be divided into phases or stages. This can be a positive step, as the cash flow or ability of the construction crew may limit the total development of the plan at one time. In such cases, the plan can be reassessed as it is implemented, allowing the planners to innovate and readjust to changing conditions. Also, the additional time may allow the school a better opportunity to raise money to staff the proposed plan. No school should build faster than it is able to staff the desired programs.

### In Conclusion

Change and ambiguity are elements of concern facing every educational administrator. Master planning is the logical response to these uncertainties. The two major components of master planning (academic and physical) are interrelated and interdependent. The physical aspect without the academic is subject to pure speculation, whereas the academic without the physical is meaningless

and ineffective. These two phases of master planning must also be supported by a realistic, yet all-encompassing, long-range financial plan. □

### FOOTNOTES

<sup>1</sup> *Campus Planning: Redesign, Redevelopment, Rethinking: Proceedings of a Professional Development Symposium* (Dallas: Myrick-Newman-Dahlberg and Partners, 1983), Introduction.

<sup>2</sup> Richard P. Dober, *Campus Planning* (New York: Reinhold Publishing Corporation, 1963), p. 13.

<sup>3</sup> *Ibid.*

<sup>4</sup> *Ibid.*, p. 28.

<sup>5</sup> W. Robert Bokelmand and John B. Rork, *College and University Facilities Survey, Part 2: Planning for College and University Physical Plant Expansion, 1956-1970*. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education (Circular No. 603), 1960, p. 7.

<sup>6</sup> Based on "Master Planning of College Campuses," a class paper presented by Amos Simorangkir, a graduate student, Fall, 1976, Andrews University, Berrien Springs, Michigan.

## The Christian Teacher, Politics, and Social Issues

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vention (2 Peter 3:10, 11). God's justice, not human justice, will be vindicated.

Though Christ has overcome the world and the final triumph of God's kingdom is assured, His lordship in no way implies that Satan is no longer prince of this world or that the earth has already been or is gradually being fully restored. It in no way guarantees that human beings and this world are gradually giving fuller expression to God's authority.

### Evangelism and Social Responsibility

In view of the current penchant toward church social involvement, one is entitled to ask, What is the relationship between evangelism and social responsibility? At the present time we see a polarization of views regarding Christian mission. The traditional view equates mission with evangelism, whereas the contemporary ecumenical view sees mission primarily as social