

8. SOCIAL AND ACADEMIC PROGRAMS

ACADEMIC SPACE PLANNING

The Master Plan attempts to provide a coherent strategy for the consolidation of academic departments at Middlebury College and for the “right-sizing” of classrooms individually and collectively. It recommends the optimal number of general assignment classrooms based on the need to accommodate regular academic classes as well as events, and it does this with the understanding that the needs of the Language Schools should be recognized when decisions regarding planning for the regular academic year are made.

With the scheduled completion of the Axinn Center at Starr Library in the summer of 2008, there will be a significant increase in the College’s academic facilities. The Axinn Center will relieve the present scarcity of offices, provide the opportunity to consolidate existing academic departments through a multiple-step process of backfilling of offices, and allow for the renovation of existing academic facilities. Many of these needs are short-term; the Master Plan’s focus is long-range, but the Plan creates a framework in which these more immediate decisions can be made. Concurrent with the conclusion of the Master Plan, a separate but related office “migration” study is planned. That study will address the more specific steps required to reach some of these long-range goals.

The goals of the Academic Space Plan are to:

- *Consolidate academic departments*
- *Reduce the number and frequency of office moves*
- *Create open, shared departmental space*
- *Determine the best use, size, and number of classrooms*
- *Integrate Language Schools needs with the academic year*

Offices

As of the fall 2007, Middlebury College has a total of 830 offices, including administrative departments both on campus and in town—463 in administrative departments and 367 in faculty and academic administrative staff offices. The fall 2007 demand for offices is 843, resulting in a deficit of thirteen offices. The current vacancy rate is less than 1%, and short-term strategies are typically implemented to provide the necessary number of offices each academic year—such as the interim reallocation of the offices of those faculty members on leave. Besides the inconvenience to

these faculty members and their departments, significant time, effort, and cost are associated with moving faculty from office to office at the beginning and end of each year.

The Axinn Center at Starr Library will add fifty-six offices to the campus, giving the College a total of 880 offices resulting in a surplus of thirty-seven offices—this number includes the loss of six existing offices at 121 South Main Street that must be vacated in academic year 2008 by agreement with the Town. (The American Studies, English and American Literatures, Film and Media Culture, and History departments will occupy the Axinn Center.)

As of the fall of 2007, there are forty-four faculty and staff members in academic centers or administration offices. It may not be necessary to provide offices for all of these faculty and staff in their respective academic departments in addition to their existing offices; for planning purposes, however, 25%, or an additional eleven offices, are recommended to accommodate the variations that may arise when faculty members leave or retire. (For example, a faculty member in Economics who has an office in Robert A. Jones House may be replaced by a new faculty member who does not have an affiliation with the Rohatyn Center for International Affairs. This would require that there be an office available elsewhere for the new faculty member.) The detailed office “migration” plan will clarify the need for flex space and the total number of flex offices required.

Over the course of the next ten years, the College anticipates adding twenty-five faculty at a rate three per year along with five associated staff. This will bring the demand for offices to 884 including the eleven flex space offices for academic centers and administration offices. If a suggested vacancy or flex space rate of 5% of the academic offices (or twenty offices) is factored in, the total demand for offices is 904. This would give the College a deficit of twenty-four offices (880 supply minus 904 demand). Recommended renovations to certain academic buildings such as Munroe will increase the supply of offices by twenty-seven for a total of 907 offices. Ten offices currently in academic houses may be potentially lost due to new dorm construction and up to thirty existing offices may be converted into shared departmental space for a combined loss of forty offices, and a net long-term supply of 867 offices. The net result of all these actions is a long-term deficit of thirty-seven offices (867 supply and 904 demand).

FIGURE 1

Fall 2007 distribution of Middlebury Academic Departments:

Axinn Center at Starr Library: English & American Literatures, American Studies, Film and Media Culture, History

23 Adirondack: Film and Media Culture, Psychology, Sociology/Anthropology

Adirondack House: American Studies, English & American Literatures, Film and Media Culture

Carr: English & American Literatures, Sociology/Anthropology

Chellis House: Sociology/Anthropology, Women's & Gender Studies

Farrell House: Arabic/International Studies, Economics

Freeman International Center: German, History, Japanese, Mathematics, Russian, Women's & Gender Studies

Gamaliel Painter House: English & American Literatures, Philosophy, Political Science, Religion

Hesselgrave House: American Studies, Art/Studio Art, English & American Literatures, History, Sociology/Anthropology

Hillcrest Environmental Center: Economics, English & American Literatures, Environmental Affairs/Studies, History, Political Science, Religion

Johnson Memorial Building: Art/Studio Art, History of Art and Architecture

Le Chateau: French

Library: American Studies, Chinese, English & American Literatures, French, History, Philosophy, Political Science, Psychology, Spanish

Mahaney Center for the Arts: Dance, History of Art/Architecture, Music, Theater

McCardell Bicentennial Hall: Biology, Computer Science, Environmental Studies/Affairs, Geography, Geology, Physics, Psychology

Mead Chapel: Music, Emeritus Faculty

Meeker: Administration; current academic department affiliations of administrators are: American Studies

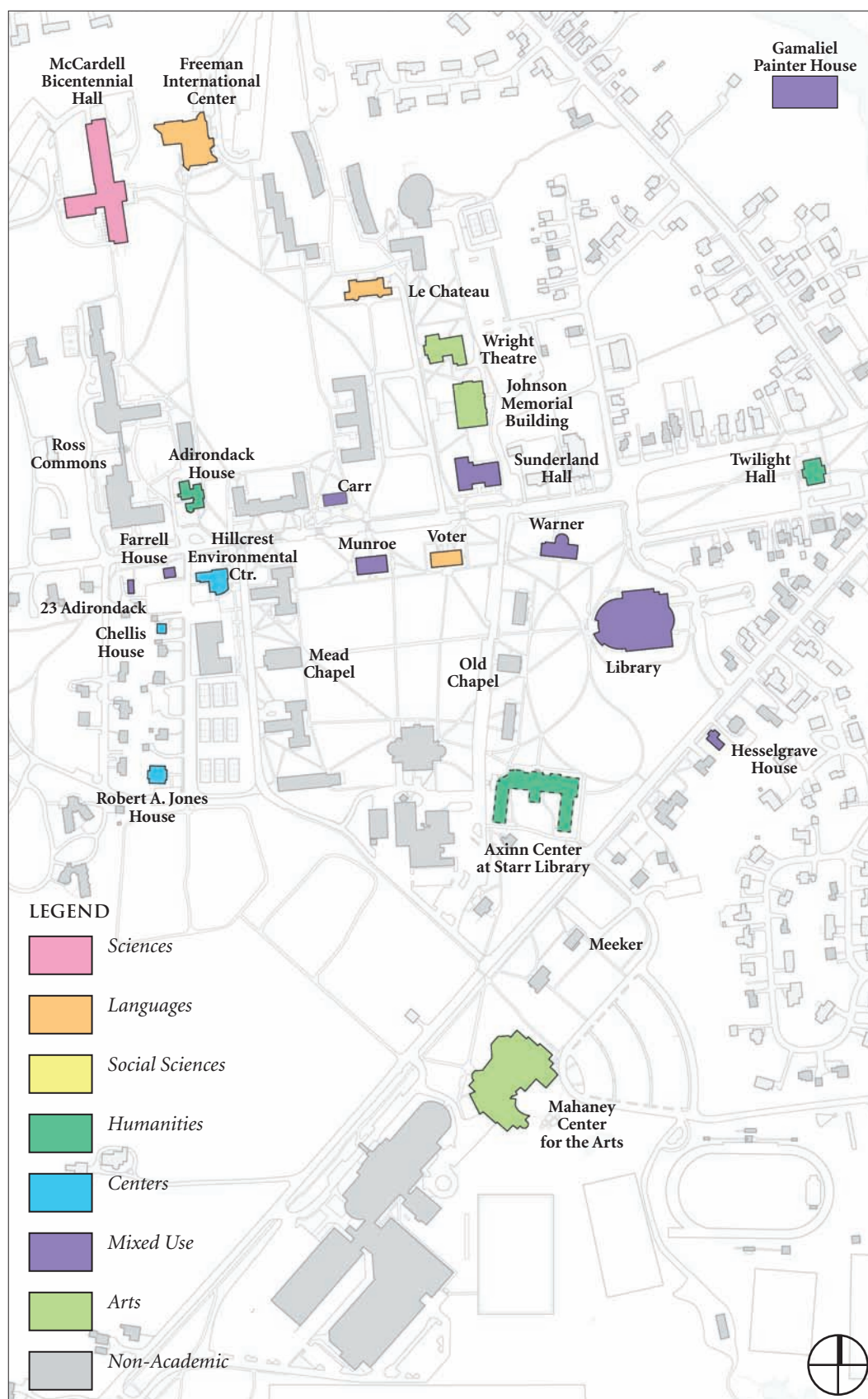
Munroe: American Studies, Classics, Economics, English and American Literatures, History, Political Science, Religion, Sociology/Anthropology

Old Chapel: Administration; current academic department affiliations of administrators are: Economics, English & American Literatures, Geography, Mathematics, Psychology

Robert A. Jones House: Economics, French, History, International Studies/Affairs, Political Science, Sociology/Anthropology

Ross Commons: Biology, Mathematics

Sunderland Hall: Biology, Administration (German), Political Science



Twilight Hall: Classics, English & American Literatures, Philosophy, Teacher Education

Warner: English & American Literatures, Economics, History, Mathematics, Philosophy, Religion, Sociology/Anthropology, Spanish

Wright Theatre: English & American Literatures, Film and Media Culture, Music, Theater

Voter: Chinese, Italian, Spanish

Shared Departmental Space

To strengthen the physical identity of its academic departments, the College plans to create more shared, public space adjacent to departmental offices—open space within which faculty can meet formally and informally and where students can obtain departmental information. This most likely will be achieved by converting existing office space into open departmental space.

Departmental Consolidation

Many of the College’s academic departments have become dispersed among different buildings. Eight departments have facilities in three or more buildings, and two departments, English & American Literatures (ENAM) and History, are in six different buildings. Some of this distribution may be the result of departmental or faculty preference or the result of interdepartmental programs, but not all of the fragmentation is desired. The ENAM and History departments are scheduled to move into the Axinn Center. Other dispersed departments—Sociology/Anthropology, French, Political Science, Art/Studio Art, Economics, and Spanish—can be consolidated into at most two separate buildings after the Axinn Center is completed by a process of backfilling vacant offices and redistributing existing offices.

The long-range academic space plan recommends relocating currently dispersed academic departments, consolidating each department within one building. Where possible, departments with similar facility needs, such as lab space for Economics and Geography, are located within the same building. The plan also makes initial recommendations on co-locating departments whose scholarship and teaching may benefit from the daily interaction created by being in the same building; the migration plan will further investigate these relationships.

The plan also recommends the conversion of Twilight Hall into the Admissions Office. (Concurrently, the plan recommends that the existing Admissions Office, Emma Willard House, become overflow offices for the departments in the Axinn Center; Classics and Philosophy move to Adirondack House, and Teacher Education moves to Munroe Hall.) From the larger campus plan perspective, this will create a greater public identity for Twilight Hall and emphasize the College Street entrance to campus.

Classroom Utilization

A Classroom Utilization and Needs Report, conducted separately for the College in 2006 prior to the Master Plan, analyzed data from the academic year fall 2005 semester. A subsequent report analyzed the use of general assignment classrooms for events during the academic year and the Language Schools’ use of facilities both for events and classrooms. These reports serve as the basis for the Master Plan’s classroom analysis.

The first major conclusion of the reports is that Middlebury’s average classroom utilization rate during the academic year—the number of hours that a given classroom is used compared to the number of hours available for use—is extremely low (see Figure 2). This rate is only 42% of the 38.15 daytime hour course-week at Middlebury and 33% of the 48.5 hour course-week including nighttime hours, as opposed to a generally recommended 67%. Just eight rooms were used at least 67% of their available daytime hours; only two rooms were used 67% of the 48.5 course-week. Increasing the classroom utilization rate would allow the College to take some underutilized and less desirable classrooms off-line and convert them for other use.

The academic year report also indicated that many classrooms were larger than necessary. In the fall of

FIGURE 2
Classroom Utilization Rates by Room Type

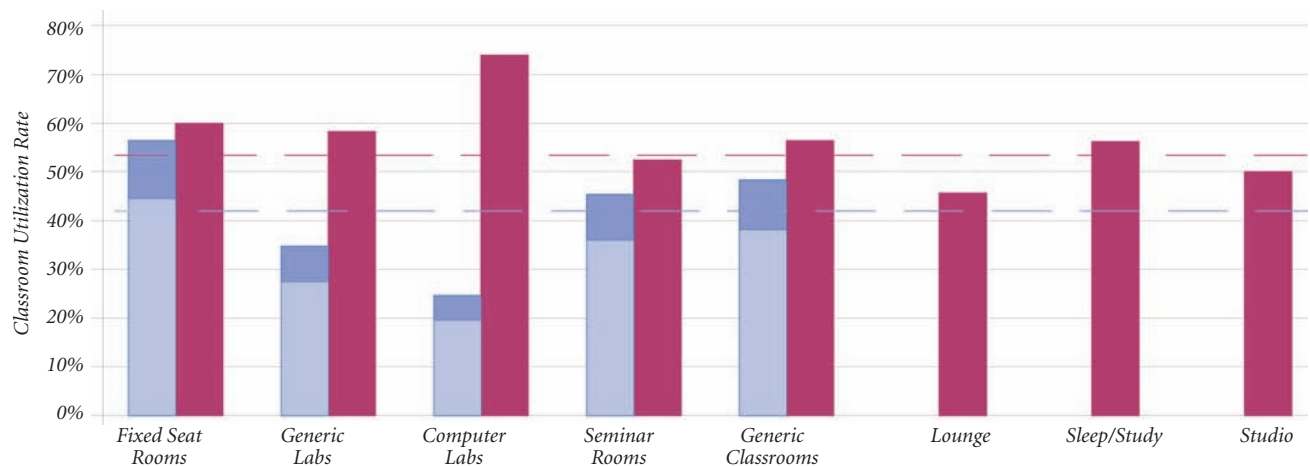
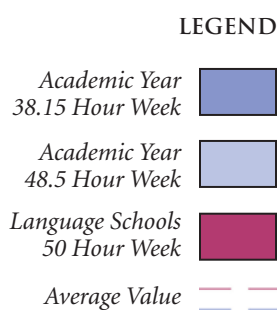


FIGURE 3

Sample redistribution of offices to better consolidate the College's Academic Departments:

Adirondack House: Classics, Philosophy

Axinn Center at Starr Library: American Studies, English & American Literatures, Film and Media Culture, History

Carr: Academic Center

Chellis House: Women's & Gender Studies

Emma Willard House: American Studies, English & American Literatures, Film and Media Culture, History

Freeman International Center: Library and Information Services (Non-Academic)

Gamaliel Painter House: To be determined

Hesselgrave House: Art/Studio Art

Hillcrest Environmental Center: Environmental Studies/Affairs

Johnson Memorial Building: Art/Studio Art, History of Art and Architecture

Le Chateau: French

Library: No academic departmental offices proposed

Mahaney Center for the Arts: Dance, Music, Theater

McCardell Bicentennial Hall: Biology, Chemistry, Computer Science, Geology, Physics, Psychology

Mead Chapel: To be determined

Meeker: Dependent upon academic department affiliations

Munroe: Arabic, Jewish/Hebrew Studies, Political Science, Sociology/Anthropology, Teacher Education

Old Chapel: Dependent upon academic department affiliations

Robert A. Jones House: International Studies

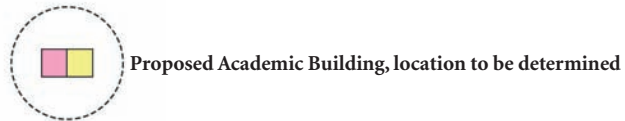
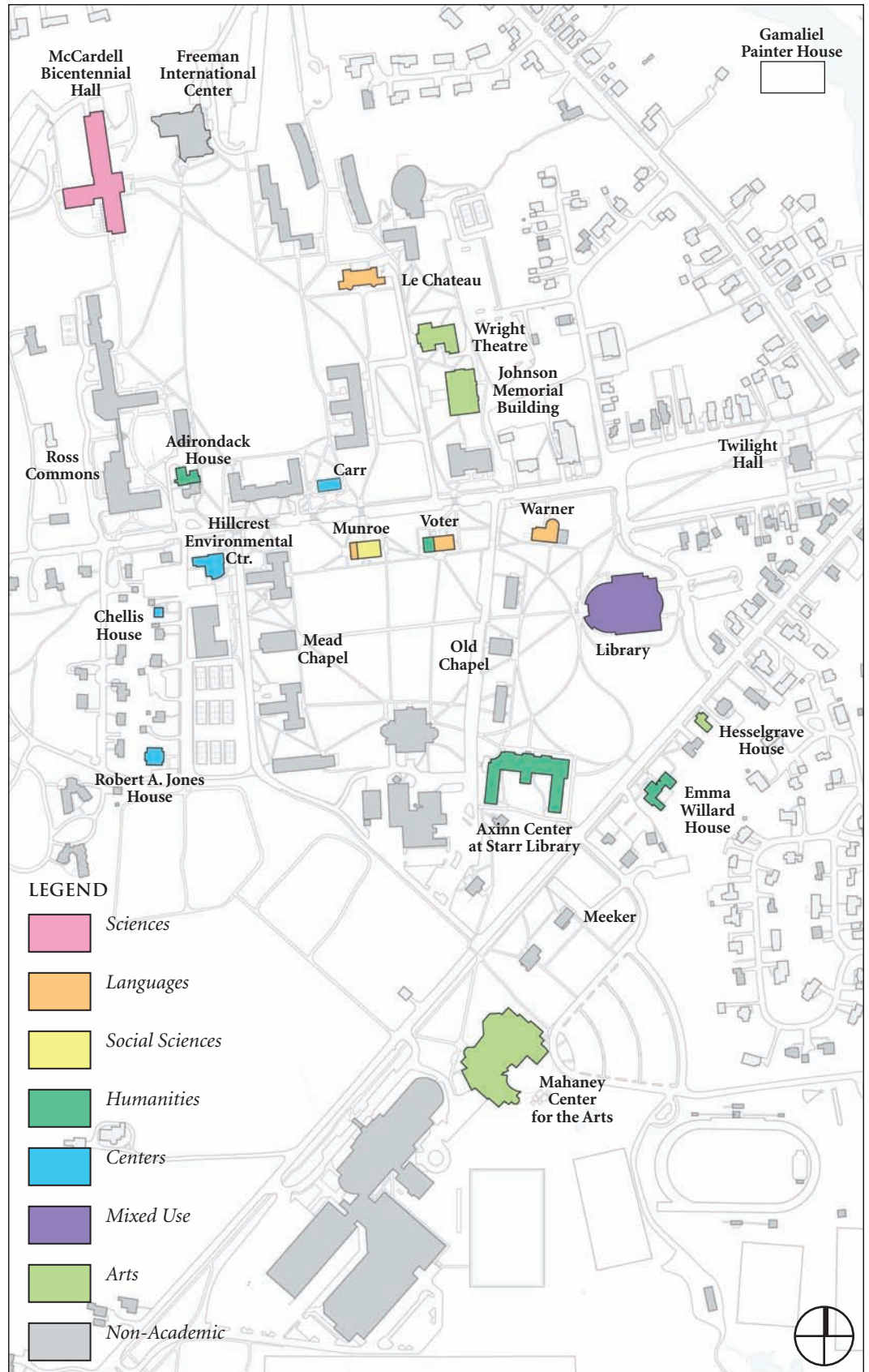
Ross Commons: Dependent upon faculty head academic department affiliation

Voter: Chinese, Italian, Religion, Russian

Warner: German, Japanese, Spanish

Wright Theatre: Dance, Theater

Proposed Building: Economics, Geography, Mathematics, Classrooms



2005, the average seat occupancy rate for classrooms was 60%, close to the recommended 67% average seat occupancy rate (see Figure 4); 42% of classrooms had a seat occupancy rate less than 60%, and 31% of classrooms had an occupancy rate greater than 70%. Computer Labs had the highest occupancy rates, at 83%, and Fixed Seat rooms the lowest, 40%. Almost 70% of classes had fewer than twenty students, yet only 50% of the College’s classrooms were sized for eight to twenty students. The Report therefore recommends the “right-sizing” of the College’s classrooms—aligning classroom size with the size of classes, by reducing or adding seats to achieve a proposed average of thirty to thirty-five square feet per seat.

Unlike the academic year, which theoretically has both more and larger classrooms than necessary, there is generally an inverse relationship between classroom utilization rates and seat occupancy rates for the summer Language Schools. The Language School classroom utilization rate was 53% of all scheduled rooms (see Figure 2) and 56% of general assignment classrooms (over a fifty-hour course week), an improvement compared to the 42% and 33% utilization rates in the academic year; it was also higher than the academic year for each type of classroom—fixed seats, general classroom, computer lab, generic lab, and seminar room. The utilization rate most likely would have been even higher except for the constraints put on room availability because of the need to separate each language—fifty-four rooms, or 39% of all scheduled rooms, were restricted to

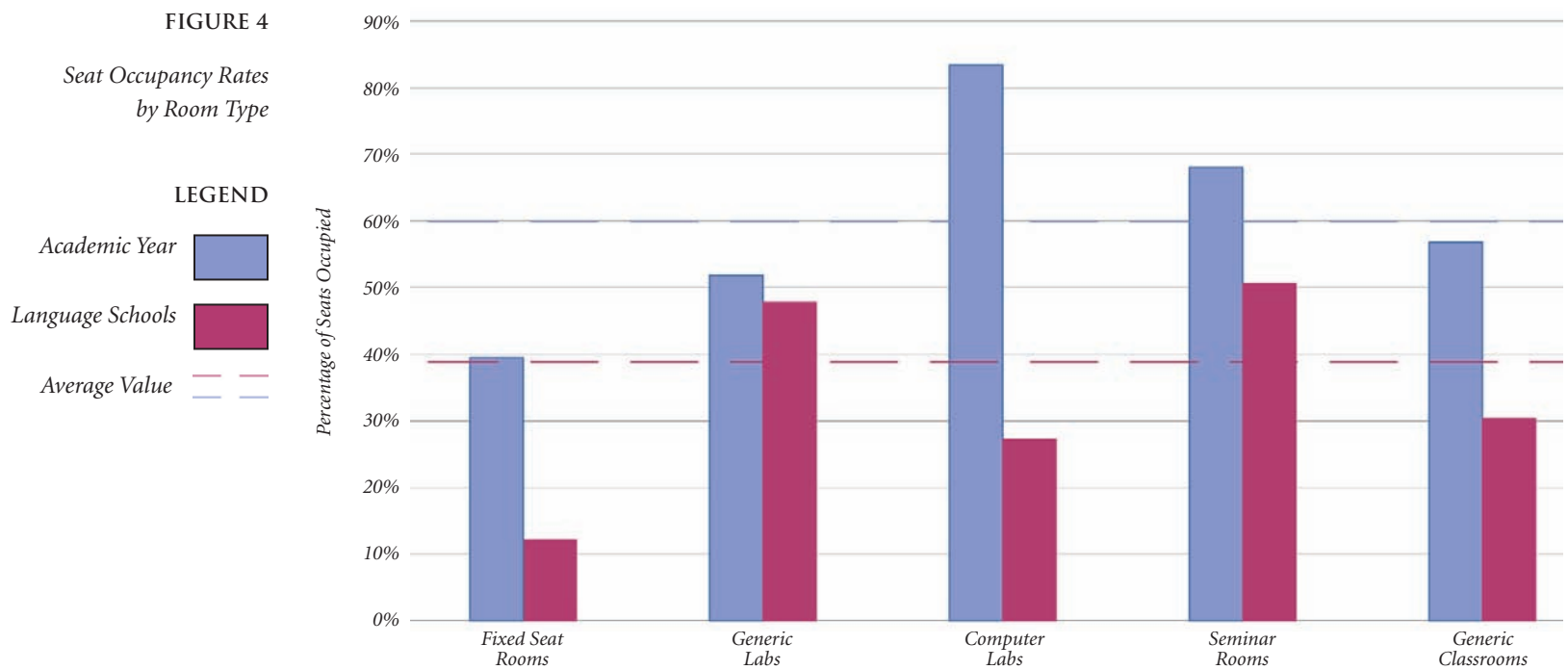
a single language program. Of those, only twelve were in general assignment classrooms.

Including all spaces used for teaching, the Language Schools seat occupancy rate is only 42%—39% in general assignment classrooms (see Figure 4). There is a significant mismatch between class enrollments and classroom capacity. Almost all the classes are in the one- to twenty-student range; 50% have enrollments of seven or fewer students, yet there are no regularly scheduled classrooms specifically designed for that small a capacity. Even generic classrooms are large for the typical class, with a seat occupancy rate of only 31%. Partly because of this, the Language Schools use more space than in the academic year.

Quantity and Type of Classroom

As of the fall of 2007, there were eighty-four general purpose classrooms comprising 60,738 assignable square feet (asf). After the opening of the Axinn Center at Starr Library, there will be an additional 10,455 asf in nine classrooms for a total of 71,193 asf in ninety-three general assignment classrooms. (Axinn’s classrooms are relatively large—all more than 1,000 asf—and six rooms have a right-sized seat capacity greater than 40 people.) This includes six auditoriums that seat more than ninety-six.

There were 140 rooms scheduled for the Language Schools courses, 81 in regularly scheduled classrooms and 59 in spaces used for other functions during the academic year.



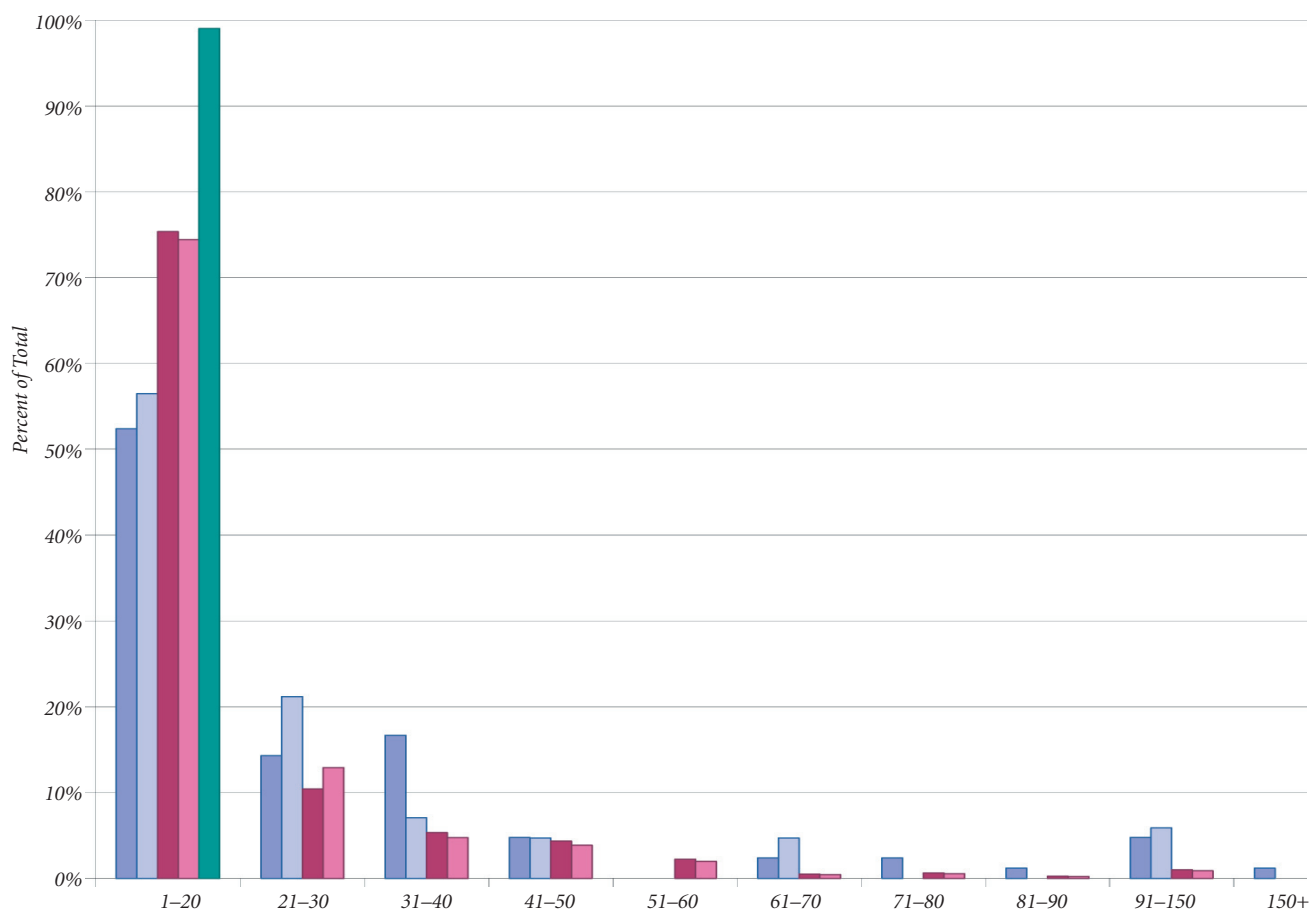


FIGURE 5
Existing/Proposed Distribution
of Classrooms and Classes

LEGEND

- Academic Year—Existing Classroom Capacity
- Academic Year—Proposed Classroom Capacity
- Academic Year—Existing Class Size
- Academic Year—Projected Class Size
- Language Schools Class Size

5

Approximately 88,600 sf of space was used, which is 46% more space than in the current academic year.

A classroom analysis conducted as part of the Master Plan studied the number of course hours offered in the fall of 2007 and estimated the number of hours to be offered after the addition of twenty-five faculty members. From this data, the minimum number of classrooms necessary to support the curriculum can be approximated. In 2007, there were a total of 1,564 course hours. The anticipated increase of twenty-five faculty over the next ten years is expected to add 200 course hours (assuming two courses per faculty member per semester and four hours per course), for a total of 1,764 course hours.

Course hours are calculated as follows:

- 38.15 hour scheduling window x 67% utilization = 25.5 weekly hours per room
- 25.5 hours / 2 hours per course = 12.75 courses per room
- 807 day courses / 12.75 courses per room = minimum 63 rooms needed
- Or 1,564 course hours / 25 hours per room = minimum 63 rooms needed

Factoring in the twenty-five anticipated additional faculty:

- 1,764 course hours / 25 hours per room = minimum 70 rooms needed

Given the demand for event space at Middlebury and the desire for additional flexibility in classroom scheduling, it is recommended that the pool of classrooms at Middlebury exceed this minimum number of rooms. The long-range plan also considered the “repurposing” of certain classrooms due to a combination of lack of use, poor quality, departmental needs within buildings (such as the studio needs in Johnson Memorial Building), or location relative to proposed occupancy. Seventeen classrooms are recommended to be taken off-line, with seventy-six classrooms remaining, totaling 59,928 sf. These classrooms and their recommended repurposing are:

- Le Chateau 107—creation of additional faculty offices
- Johnson 207 and 304—creation of senior studio space
- F.I.C. Cook 1&2, Freeman 1&2, Hamlin—creation of administrative offices
- Munroe 403—creation of faculty offices
- Twilight 110, 201, 204, 206, 301, 302, 303, and 305—creation of Admissions offices

Both the 2006 and 2007 classroom studies indicate that classroom size (number of seats) and class size (enrollments) are not evenly distributed (see Figure 5); classes are often placed in rooms that hold many more seats than needed. Adjusting the room capacities in those classrooms that require right-sizing—removing seats to achieve closer to thirty square feet per seat for seminars and generic classrooms—addresses some but not all of the imbalance. Based on mock scheduling runs conducted by the College and taking into account the right-sizing of rooms, it is recommended that seven seminar rooms of twenty-seat capacity and three classrooms of forty-seat capacity be created as part of new construction. This will lessen the disparity between classroom size and classes, particularly for those classes with fewer than forty students. Because smaller classes can be placed in larger classrooms (but not the converse) an exact one-to-one ratio of classroom size to class size is not needed for each size category. After the repurposing of seventeen classrooms and the addition of ten right-sized classrooms, there will be a total of eighty-six classrooms comprising approximately 67,700 square feet—two more classrooms and 6,962 more square feet than in the fall of 2007.

Classroom Technology

The College currently budgets \$200,000 annually to provide technology upgrades to classrooms. As of the fall of 2007, fifty-four classrooms are fully “smart,” having at a minimum both computer and video projection capabilities; seven have projection only. There are five classrooms scheduled to be renovated in 2008, and six to seven are scheduled to be renovated in 2009. Of the approximately ten remaining classrooms without any capability, four are in Twilight. These four classrooms are not good candidates for upgrades given their configuration, and they will potentially be

converted into offices in any event if Twilight becomes the Admissions office.

Classroom utilization and seat occupancy rates for smart classrooms are higher than for non-smart classrooms. In 2005, the utilization rate for smart classrooms was 54% of the daytime course-week, compared to a 35% utilization rate for non-smart classrooms. The seat occupancy rate was 65% for smart classrooms and 59% for non-smart classrooms. Planned technology upgrades are expected to increase the utilization rate of those particular rooms.

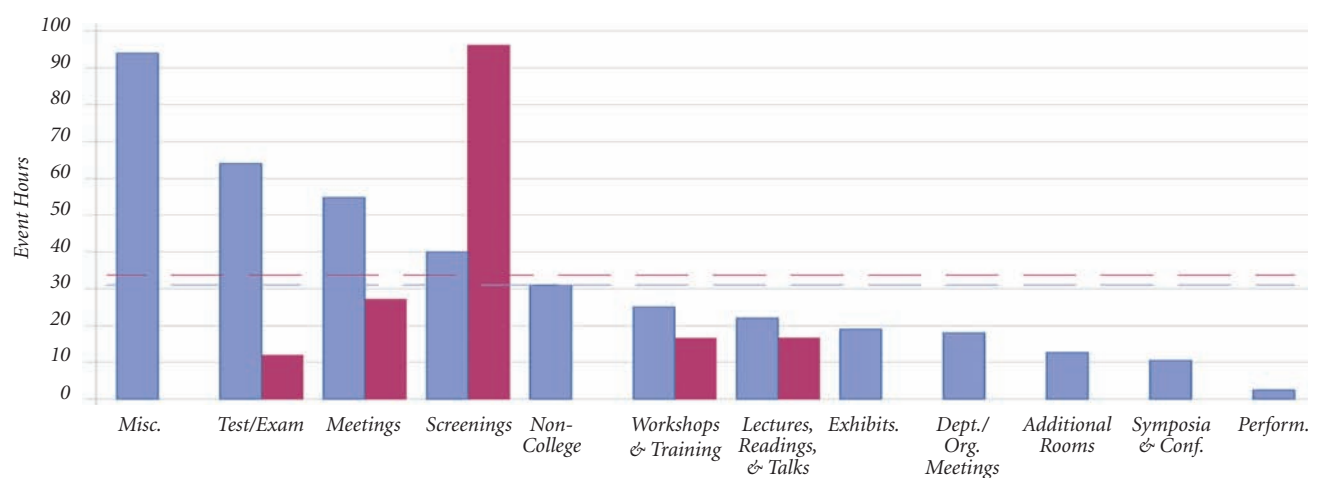
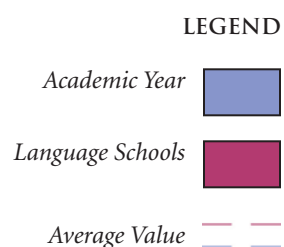
New Academic Facilities

Given the long-term projected deficit of thirty-five offices and the need to create right-sized classrooms, it is recommended that one additional academic building of 20,000 to 25,000 gross square feet be constructed.

Events

The 2006 *Classroom Utilization: Events & Summer Programs Report* analyzed the type, frequency, and location of events in general assignment classrooms. Events held outside of the general assignment classrooms, such as in the Athletics Center or McCullough Hall, were not specifically analyzed as part of this report. Events held outside of general assignment classrooms are discussed in more detail in the Student Activities section of the Master Plan report. For the purposes of the report, events are defined as both academic and non-academic gatherings that take place in general assignment classrooms outside of regularly scheduled classes, including lectures and readings, exhibitions, departmental meetings, exams, and screenings. (The data recorded by the College does not track as many types of events in the summer as it does for the academic year. See Figure 6.)

FIGURE 6
Number of Event Hours per Week by Event Type



During the 2005–2006 academic year, the demand for classrooms outside of regularly scheduled classes was significant—an additional 31% of hours. A total of 18,829 event hours took place in the eighty-one general assignment classrooms—an average of 483 event hours per week, or six event hours per classroom, based on a thirty-nine week period. Hillcrest Room 36 (since replaced by new public space as part of the building’s recent renovation) had the most events hours, an average of 18.6 hours per week. McCardell Bicentennial Hall 405 (a Generic Lab) had 18.4; Chellis Seminar had the fewest, an average of 0.1 hours per week. Generic Labs had the highest average use per week, 11.9 hours; Computer Labs the least, an average of 2.5 hours. Despite their large seat capacity and media technology, auditoriums only averaged 9.4 event hours in 2005–2006.

The average general assignment classroom was scheduled a combined twenty-five hours per week (using the 2007 data for regularly scheduled classes). Although classrooms can be used well into the night for events, many users want to schedule events during daytime hours, maintaining constant pressure on room availability. While the availability of any given classroom for events is dependent on the frequency of use by regularly scheduled classes, it is not readily discernible from the data to what extent classrooms that are in high demand for events are so because of their general availability or because of the desirability of the rooms themselves.

During the summer of 2005, 2,014 event hours took place in general assignment classrooms—an average of 201 event

hours per week or 3.4 event hours per classroom, based on a ten-week period (see Figure 7). The Language Schools’ use of general assignment classrooms for events was not evenly distributed. Fixed seat classrooms were in greatest demand, an average of 10.7 hours, most likely due to room layout and available screening technology—48% of summer event hours were for screenings. LaForce Room 121, a classroom within a dorm and near to dining facilities, had the highest average usage for events, 26.3 hours. Thirty-one classrooms were not used for any type of event.

Public Space

Given the demand for event space, the multiple clubs on campus, and the goal of integrating academic and residential life through the Commons system, there is an increasing need for shared public space on campus, such as practice rooms, rehearsal space, lounges, and informal gathering spaces. The long-range plan for the development of the Commons System provides space within each Commons to accommodate these needs. These spaces could also be used to relieve some of the summer Language School demand for both teaching and informal space.

Language Schools

From June through August of every summer, the Language Schools bring students, visiting faculty, and their families to Middlebury College for six- to nine-week immersive programs in nine different languages. With approximately 1,300 students, on-campus faculty housing, innumerable cultural activities, performances, and programs, the Language Schools use the Middlebury campus facilities to the fullest.

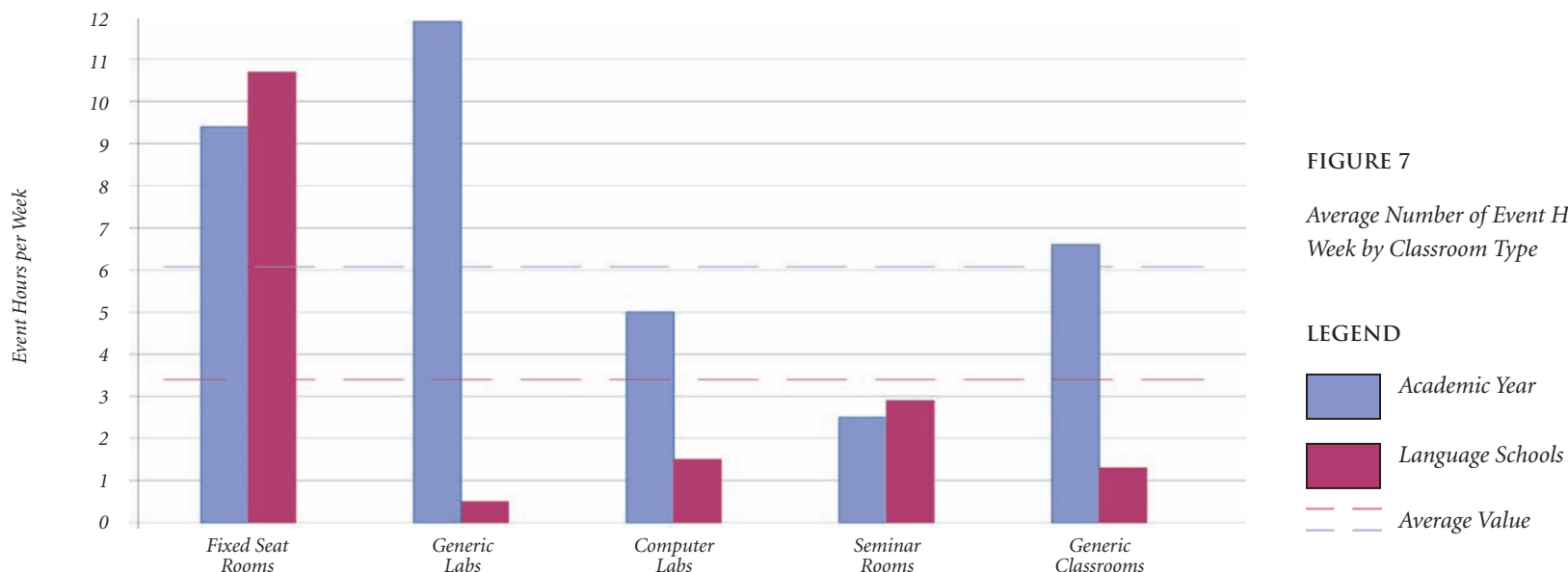


FIGURE 7
Average Number of Event Hours per Week by Classroom Type

LEGEND

- Academic Year
- Language Schools
- Average Value

The College's resident academic year population is considered to be stable at approximately 2,350 students; the Language Schools, however, anticipate adding languages over time (for instance, the new School of Hebrew beginning in summer 2008), so that the number of students and demand on the College's facilities will continue to increase. Ultimately, the size of the Middlebury summer campus will be limited by the appropriate size for the undergraduate campus. Any significant expansion of the Language School programs on campus will be dependent on expansion of the existing academic year facilities.

The academic year and the Language Schools share many fundamental needs, including the need for small and technologically "smart" classrooms, more informal spaces to support the integration of living and learning, spaces that support the performing arts, and better-defined outdoor spaces that increase their usage and promote serendipitous interaction. In those areas where the needs of the academic year and the Language Schools diverge, the College should nevertheless give consideration to Language School needs even while it prioritizes the academic year, and where possible choose those options that best serve the Language Schools.

Although there are fewer Language School students than undergraduate students, the College's classroom and residential facilities are used to capacity in the summer. There are several reasons for this, including a higher faculty-to-student ratio; smaller class sizes and more classes compared to the regular academic year; the need for language-segregated residence halls, dining halls, and classrooms; and on-campus housing for faculty members and their families.

The intensity and variety of activities—including standard classroom learning, co-curricular activities, departmental announcements and ongoing learning while dining, and plays and movies at night—require a constant juggling of space. In order to compensate for insufficient classroom space, Language School administrators typically convert lounges and a large number of dorm rooms for classroom use. The logistical implications of converting these rooms into classrooms are significant, and still frequently leave these rooms short of the "smart" audiovisual equipment desired for all classrooms. The Language Schools' demand for technology is particularly apparent in the utilization and

occupancy rates for the Computer Labs—the Lab utilization rate was 74% and the Lab seat occupancy rate was 27% (the comparable academic year rates were 25% and 84%).

In the short term, there are several relatively inexpensive, small-scale improvements that would increase the Language Schools' use of existing spaces. Existing lounges should be outfitted to allow for their better transformation into summer classroom spaces. This would include providing a lockable area for an LED projector, provisions for audio technology, adequate overhead lighting, folding partitions to provide better acoustical and visual isolation, and carpeting for better acoustical properties. Master Plan recommendations to enhance the campus landscape, in particular the creation of more defined outdoor spaces, will to a lesser degree also improve Language School facilities by promoting outdoor teaching and events.

Over the long term, the College should consider any new building projects as an opportunity to improve space for the Language Schools. In particular, the College anticipates building a small number new of residential Commons buildings. These will provide additional housing for Language School students and faculty; additionally, the recommended seminar rooms, lounges, and other public spaces as part of new residence halls will provide more and better "spillover" Language School classrooms. As with existing lounges, these new spaces should be outfitted for summer classroom use.

The twelve-month operational aspect of the campus contributes much to the diversity and character of the College; however, it also presents certain logistical obstacles and complications. Routine maintenance that typically occurs over the summer months at other institutions is not so easily resolved at Middlebury. In its 2006 Strategic Plan, the College underscored the importance of considering the impact of construction and renovation projects on both the undergraduate programs and the summer language programs. Several older residence halls are in need of renovation, which may require taking as many as one hundred beds off-line for up to a year. In anticipation of this, construction of a new swing space residence hall should be planned in advance of major renovation projects. The building should be sized so that neither the academic year nor the Language Schools will have to reduce enrollment due to renovation projects.

Of particular need for the Language Schools is one dining hall large enough to seat the largest language programs, French and Spanish—approximately 400. Proctor Hall, the oldest dining facility, is the only one that currently accommodates this need; however, the building needs significant renovation, and the Master Plan recommends its eventual replacement. With only three dining halls in operation, dining for most of the language programs occurs in several shifts to accommodate everyone. This shortens the actual sit-down conversational time for participants, and detracts from the academic component of dining.

Any additional dining facilities should be built with careful attention to acoustics, as the “loud” surfaces inside the new Atwater and Ross dining halls are problematic for the dialogue-centered Language School function. The peak classroom hour use of dining halls would increase if the servery and kitchen could be physically and acoustically separated from the dining area. Additional technology would allow the dining area to be used for lectures and other events.

As with the academic year, appropriate spaces for performances are in high demand during the summer. With a full schedule of plays, concerts, and other performance events throughout the summer, the Language Schools will benefit greatly from any improvements to the College’s performance venues, most particularly the McCullough Social Space. Related to this is the constant demand for rehearsal space—true as much for the summer as during the academic year.

Thermal comfort, or the lack thereof, greatly impacts the Language Schools’ ability to function at a high level. Current Language School policy is to provide cooling to equipment rooms and classrooms, including those lounges and dorm rooms temporarily converted into classrooms for summer use. Provisional cooling is provided by window units and temporary chillers where central cooling systems are not in place. It is recommended that less efficient temporary units should continue to be most appropriate for makeshift classrooms only, while truly academic buildings should become centrally cooled. A strategy for the possible cooling of all academic buildings is outlined in the Infrastructure Systems portion of this report.

Recommendations

1. *Consolidate academic departments*
2. *Increase classroom utilization rate*
3. *Convert underutilized classrooms into office space*
4. *Build new classroom / office building*
5. *Balance consideration of Academic Year needs with those of the Language Schools, and whenever possible choose options that address the needs of both*
6. *Build swing-space residence hall to allow for building renovations*
7. *Use residence hall completion as opportunity to expand Language Schools*
8. *Include public space in new residence halls to serve as overflow Language School classrooms*
9. *Size Proctor Dining Hall replacement to hold largest Language School functions, with appropriate acoustical treatment*
10. *Provide thermal comfort for Language School classrooms as efficiently and sustainably as possible*



FIGURE 8

Language School students take advantage of a beautiful afternoon in the Main Quad. Recreation is as much a part of the Language School experience as formal study.

ATHLETICS

Middlebury’s athletic facilities have undergone significant expansion and renovation over the past twenty years. Recent improvements include a Natatorium, fitness center, and a new ice rink, Kenyon Arena. At present the College has approximately 180,000 gross square feet of indoor athletic space and 89 acres of outdoor playing and practice fields. The indoor athletic facilities are occasionally used for College-wide non-athletic events.

For the most part, athletic needs involve the improvement of existing facilities rather than the addition of new ones. The Athletic Department’s immediate priorities for improving campus facilities are a new Field House, additional tennis courts, improved drainage and lighting for practice fields, and expansion of the Fitness Center.

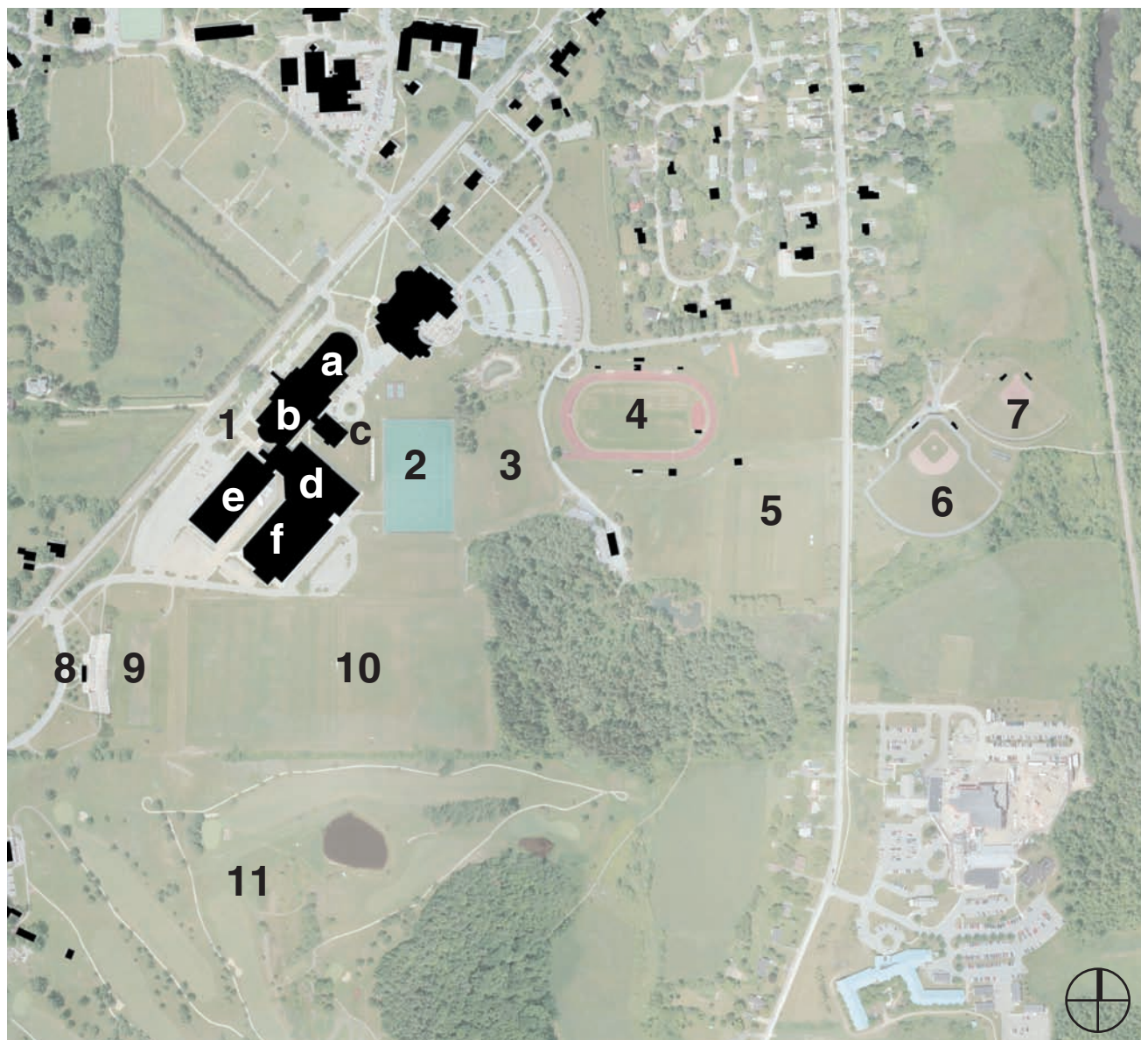
Field House

The College’s current indoor track and field facility is the Bubble, a pneumatic structure erected in 2003 as a replacement for the Fletcher Field House. It houses a three-lane indoor track, which is not large enough to be used for intercollegiate track and field events, with four tennis courts and five squash courts in the track infield. Originally intended as a temporary structure, its permit must be renewed after ten years. Because of the large amounts of energy required to inflate the structure and the energy loss associated with its double-wall canvas enclosure, the College should plan to replace the Bubble at the end of its permit with a permanent structure. This is an opportunity not only to build a larger, intercollegiate-standard facility, but to investigate the potential for energy generation, such as photovoltaics or solar hot water, to support not only the Field House but the entire athletics complex.

FIGURE 1

Existing Athletic Facilities

- 1. Peterson Family Athletics Complex:
 - a. Nelson Recreation Center
 - b. Pepin Gymnasium
 - c. Fitness Center
 - d. Natatorium
 - e. The Bubble
 - f. Kenyon Arena
- 2. Kohn All-Weather Field
- 3. Lighted Turf Field
- 4. Dragone Track & Field Complex & Women’s Soccer Field
- 5. Men’s Soccer Field
- 6. Forbes Baseball Field
- 7. Softball Field
- 8. Alumni Stadium
- 9. Youngman Field
- 10. Practice Fields
- 11. Ralph Myhre Golf Course



It is the recommendation of the Master Plan to build the new Field House on the footprint of the existing Bubble. An alternative site on the southeast side of Kenyon Arena has also been proposed for the Field House. This site has the advantage that the existing track and field facility could remain in operation during construction of a new facility. However, extending the athletic facilities further to the southeast would encroach on existing practice fields and significantly obstruct the magnificent view of the Green Mountains from the Alumni Stadium. Building a new Field House on the site of the existing facility not only preserves views of the mountains but enhances the visibility of the College, giving the Athletic Department a prominent feature for campus visitors approaching from the south along Route 30. This location also gives the facility direct access from the entrance to the Peterson Family Athletics Complex, rather than forcing users to walk through the entire complex to access the Field House.

Tennis

The College is actively considering the addition of six to twelve new outdoor intercollegiate-level tennis courts. One proposed location is the existing practice field south of the track facility, currently used for ultimate frisbee. Because it is somewhat protected from prevailing winds by surrounding trees, this site is preferred by the Athletic Department.

Another nine tennis courts south of Proctor Hall have recently been resurfaced and the playing areas expanded to make them more suitable for recreational and intercollegiate play. The College also has two tennis courts behind Allen Hall, used recreationally by students.

Practice Fields

There is a strong demand for playtime on the College’s practice fields. Because of poor drainage, field use is limited after heavy rains and during the spring thaw season.

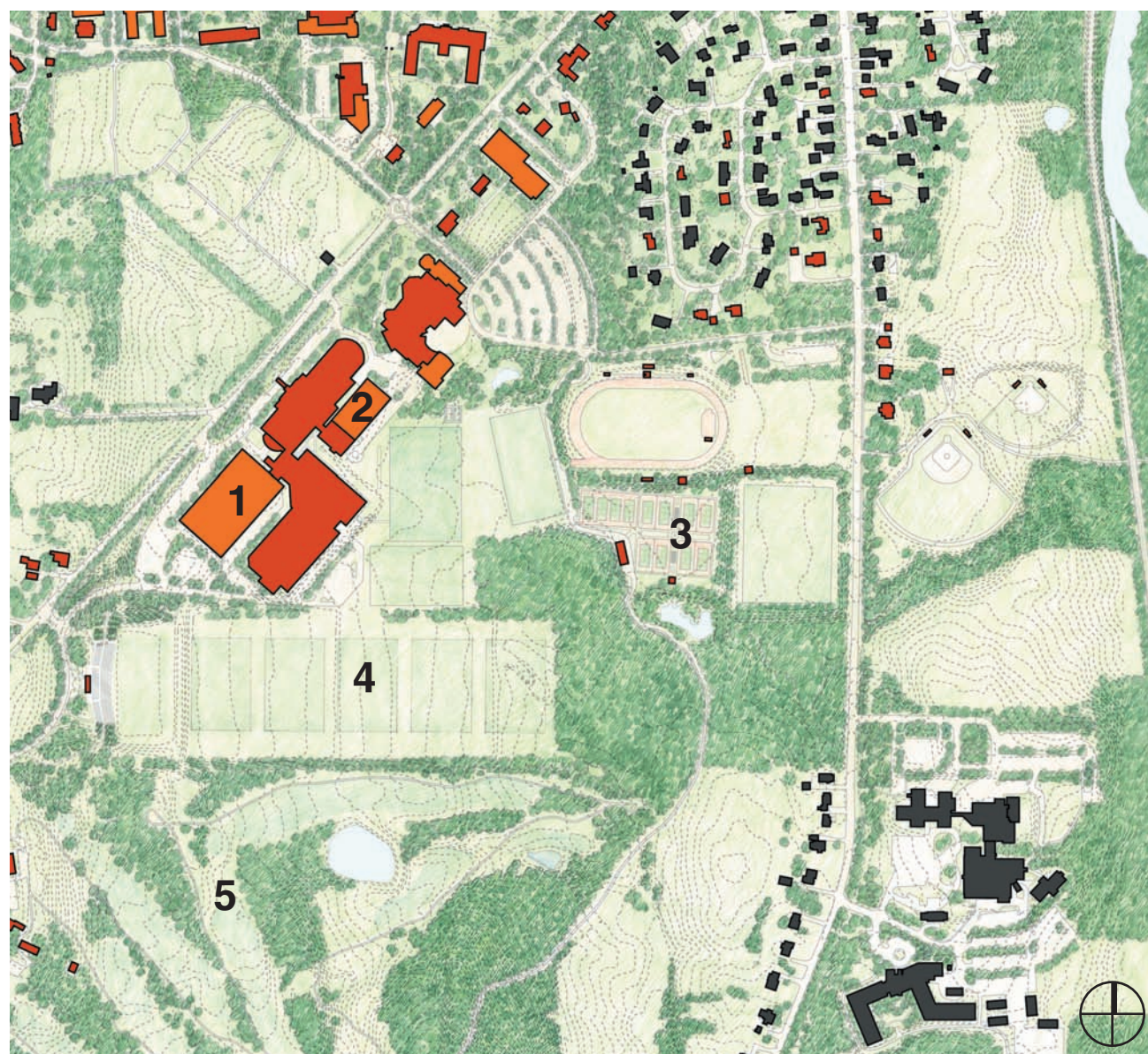


FIGURE 2
 Master Plan proposal for Athletics
 1. New Field House
 2. Fitness Center expansion and squash facility
 3. New outdoor tennis courts
 4. Soil reconstruction of practice fields
 5. Renovated golf course

Improving the drainage of turf fields by soil reconstruction will greatly increase the usability of these fields. The College also has two artificial turf fields. Kohn Field, an all-weather field immediately behind the athletic complex, is used for men’s and women’s lacrosse and field hockey, and a new all-weather field was installed in the summer of 2007 for men’s soccer.

The football team practices on four of the College’s practice fields during the fall. Youngman Field at Alumni Stadium has a natural grass surface and is currently used only for game play. A project to replace the existing turf with an all-weather surface is scheduled for the summer of 2008. This will enable the football team to practice as well as play on the field in the fall and will also allow the men’s lacrosse team to practice and play there in the spring. This is expected to take significant pressure off the scheduling and use of other practice and playing fields, allowing for greater use of those fields for intramural activities.

FIGURE 1

View from Alumni Stadium onto Youngman Field, with practice fields and Green Mountains beyond

In addition to improved drainage, another way to increase use of the College’s practice fields is the addition of exterior lighting. Currently, lighting is provided to only one practice

field, adjacent to the all-weather field. Given the limited daylight hours after classes, particularly in the late fall and early spring, available practice time is severely restricted; there is a significant discrepancy between the potential use of the practice fields and their actual use. The addition of exterior lighting would enable the existing practice fields to also be used for intramurals and recreational athletics, and the need for additional fields would thereby be greatly reduced. There are, however, legitimate concerns about additional field lighting on campus. Exterior lights of this type produce light pollution that impedes observation of the night sky. Special fixtures are available that minimize upward light spillage, and existing campus lights have recently been retrofitted to reduce this problem; however, such fixtures cannot prevent light from reflecting off the field surface and producing some sky-glow. Moreover, increased energy use associated with additional exterior field lighting would increase the College’s carbon emissions. For these reasons there is some opposition in the College and Town to the addition of exterior field lights. It is recommended that this issue be considered judiciously by the Middlebury community, keeping in mind that exterior lighting restrictions may increase the need for additional practice fields.



Golf Course

Situated south of the athletic fields, the Ralph Myhre Golf Course has beautiful views of the Green Mountains. Because the course is located primarily on clay soils and bedrock, however, it suffers from poor drainage, and surface water is a frequent problem. Studies are currently underway to evaluate the feasibility of either renovating the course or relocating it. A renovation would include improvements to the course's drainage as well as to its tees, greens, and irrigation system. If instead a new course was constructed in the area to the south of the existing course, the existing course could remain operational during construction of a new course. Once construction was completed, the site of the existing course would be available for an expanded athletic area. However, the Master Plan recommends that the course be renovated rather than relocated. This would be a more responsible use of College lands, and would curtail further southward sprawl of the campus.

The renovation of the course should be undertaken as an opportunity to improve its sustainability along with its playability. The amount of lawn should be reduced by allowing meadow growth and planting trees between

fairways. This will minimize irrigation and mowing, decrease and improve the quality of surface run-off, increase carbon sequestration, and provide habitat and wildlife corridors. It will also enhance the beauty and variety of the course and serve as a model for other courses in the region.

Recommendations

1. *New Field House on the site of the Bubble*
2. *Expansion of the Fitness Center*
3. *Addition of new outdoor tennis courts*
4. *Soil reconstruction of practice fields*
5. *The Golf Course should be renovated on its existing site*
6. *Environmental concerns should inform the design and maintenance policies for the Golf Course*

FIGURE 2

The Middlebury Panther stands guard over the athletics complex



FIGURE 1 RESIDENTIAL LIFE

Residential Commons at Middlebury compared to classic Commons Typologies

There is a great variety of student housing types at Middlebury College: college-owned houses, some of them on or adjoining the core campus, some of them elsewhere in town; special academic interest houses; prefabricated houses (the “mods”); social houses; mixed-use buildings containing housing; traditional residence halls, both large and small; and suite-type residence halls that are more like apartment buildings. The Middlebury campus does not have a designated residential district. Traditional residence halls are distributed throughout the academic core of the campus, while the other housing types are generally peripheral to the academic core. Almost all Middlebury students live in College-owned housing, with approximately 86% of students living on-campus in residence halls. There are three dining halls on campus: Proctor, Atwater, and Ross. Ross is the only dining hall directly attached to a residence hall.








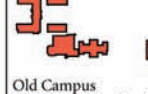







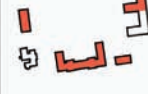






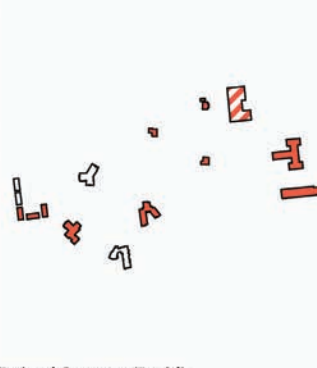
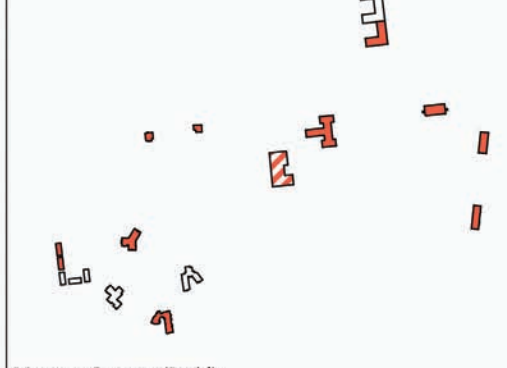
The Commons System

In 1998, Middlebury College adopted the Commons System and established five Commons: Ross, Atwater, Cook, Wonnacott, and Brainerd. These Commons were intended as socio-academic communities, physically identifiable and scaled so as to create a sense of community, similar to their classic predecessors, the houses and colleges at Oxford, Cambridge, Harvard, and Yale.

These classic precedents for the Commons have many different stylistic characters, but several similar characteristics. The fundamental model is that of the monastery: buildings grouped around a semi-private open space; adequate, but not extravagant rooms, to encourage public life; integral dining halls, with required dining participation; living rooms, libraries, and other public spaces; and both structured and informal programs for socio-academic activities. In other words, there is a fit between the physical form and the community ideal. Finally, continuous participation and affiliation was encouraged throughout each member’s academic career.

To a large degree, the physical form of housing, and to an important degree, the socio-academic culture of Middlebury College, were both at odds with this classic precedent when the Commons System was implemented.

First, the housing infrastructure did not support the classical model. Most existing dormitories were relatively small, block-like, detached buildings that were not arranged to define courtyards—as in a monastery. These dormitories were also dispersed over a very large area. Second, socio-academic systems in place at the College worked against the intended living-learning community of a Commons. Most first-year students were housed together in “First-year Dorms,” and the “Junior Year Abroad” program removed 60% of third-year students from the continuity of campus life. When these students returned, they were changed, with higher expectations regarding privacy and the amenities of their domestic arrangements. Third, the College’s dining infrastructure conflicted with the Commons model. Most dining was in Proctor, which for years had been the tattered but de facto student center. Fourth, the existing residence halls lack sufficient public spaces to foster the public dimension of life fundamental to the “commons experience.” Thus, the forced superimposition of an implicitly classic Commons system over the overtly anti-classic condition at Middlebury presented a challenge, to say the least.

COMMONS TYPOLOGY	UNIVERSITY OF CAMBRIDGE	HARVARD UNIVERSITY	YALE UNIVERSITY	PRINCETON UNIVERSITY	MIDDLEBURY COLLEGE
ENCLOSED 	Trinity College 	Lowell House 	Saybrook/Branford College 	Rockefeller College 	
CONTIGUOUS 	Newnham College 		Old Campus Freshman Dormitories 	Forbes College 	Ross Commons 
DETACHED COURTYARD 	Downing College 	Winthrop House 	Stiles/Morse College 	Mathey College 	Cook Commons (Partial) 
MULTIPLE BUILDINGS 	Selwyn College 	Quincy House 		Wilson College 	Atwater Commons 
RANDOM 	Brainerd Commons (Partial) 		Wonnacott Commons (Partial) 		

Like electoral district boundaries redrawn against geographic logic, five Commons districts were delineated and buildings were assigned to each. The ambitious 1998 plan to build out all five Commons proved not to be financially feasible within the original timeframe, and only two were built out as complete Commons, Ross in 2002 and Atwater in 2004. Unlike Brainerd, Wonnacott, and to some degree Cook, both Ross and Atwater are composed of grouped buildings. Ross and Atwater also both have new suite-type senior residence halls that are more like apartment buildings than dormitories. However, there are significant differences between the new Ross and Atwater Commons.

Ross Commons comes close to the classic precedent in its form and function. It is composed of relatively small buildings, linked and related to each other to form courtyard spaces. Dining is within the complex, and is linked to multi-use space on the ground floor. First-year Ross students are grouped together, but housed within the complex.

Atwater Commons is another story entirely. It is composed of a group of six relatively small-scaled buildings, yet these buildings have no formal relationship with each other. They are different in form and character, and do not make a legible exterior space that can be associated with Atwater Commons. The dining hall is a separate, free-standing building with no contiguous multi-use space, and the dining hall itself is limited as a multi-use space. The new residence halls have become very desirable senior housing because of their generous apartment-like suites, but this coupled with a paucity of public space contributes negatively to Atwater's performance as a residential college community.

Cook, Wonnacott, and Brainerd Commons have remained administrative constructs with no formal Commons infrastructure. None has an identifiable pattern of buildings, much less an associated outdoor courtyard, or associated dining. Moreover, first-year students in Cook and Wonnacott Commons are not housed according to their Commons but grouped together in Battell Hall.

Even for those Commons that have associated dining, this component is not used to reinforce relationships within the Commons. College dining is not formally assigned by Commons. Students are free to dine in Proctor, Ross, or Atwater, regardless of Commons affiliation.

These circumstances are significant impediments to the Commons system at Middlebury College. The fact that it has not only survived, but in some instances flourished, against great odds, is surely due to the active socio-academic administration by the Commons Deans and Faculty Heads.

Commons Program

A focal point of Middlebury College's 2006 Strategic Plan is the completion of the Commons. Thus, the original charge to the Master Plan was to develop a plan to complete the remaining three of Middlebury's five Commons—i.e., to complete Brainerd, Cook, and Wonnacott—each with dining. Toward that end, briefings were conducted with the administration, the Commons Deans and Faculty Heads, RA's, and various student representatives. The basis for discussion was the assumption that all five Commons would continue, and be completed with dining, and that it would be a four-year system. Three major issues emerged. In order of importance, they were:

1. The need for more multi-use public space
2. The need for more equitable senior housing
3. Dedicated dining for each Commons is less important

As a basis for planning, it was also assumed that over time students would be decanted from the modular houses and from the non-academic-interest houses in town, and be housed in their respective Commons.

An ideal Commons program was developed to provide equitable senior housing, adequate public space, and dining for each Commons. The College's various senior residence halls were analyzed by size (average gross square feet per bed), by type (suite with or without kitchens, singles, etc.), by desirability, by public space, and by contribution to community life to determine the appropriate level of Commons senior housing. This ideal program includes the public spaces needed to support the public dimension of life in a residential commons: lounges, seminar rooms, music practice rooms, dance/rehearsal rooms, multipurpose rooms, studies, and much needed rooms to accommodate 40–50-person events such as dinners and lectures. All of these public spaces should be fitted out to allow their use as classrooms during the summer language program.

This provided a program to gradually bring Brainerd, Cook, and Wonnacott up to parity of senior housing choices with Ross and Atwater, consolidate students on campus within

their Commons, free up non-academic-program houses in town for faculty and staff, and provide much-needed additional public space. This program was divided into two phases: a “minimum” series of new residence halls to complete the three Commons, leaving some students in the modular dorms and the non-academic-houses in town, and a “maximum” series of residence halls to completely house all students on campus within their Commons. A physical plan was developed for the minimum and maximum schemes based on the following principles:

1. Building increments should be small, and compatible in form and character with the most revered historic campus buildings
2. Buildings should define the major civic spaces—quadrangles—of the campus
3. Buildings for each Commons should define a legible exterior space or courtyard associated with that Commons
4. No street or road should pass through contiguous Commons buildings
5. Groups of buildings should be more important than individual buildings
6. Additional buildings should be carefully and compactly inserted into the core of the campus rather than at the periphery, but care should be taken to preserve and enhance outward views to the surrounding landscape

These minimum and maximum build-out plans fall well within the statistical growth projections for the next fifty years, as discussed in the Campus Growth section of this report.

Despite the salutary effects of this plan on multi-use space, more equitable senior housing choices, and campus civic structure, several nagging internal problems were not addressed—at least in the short term. Because the minimum plan addressed senior housing first, first-year Wonnacott and Cook students were still housed together in Battell rather than with their respective Commons; Cook Commons did not initially have adequate sophomore housing; and seniors returning from junior year abroad had less inclination to participate in the Commons system. In short, this plan was a “top down” solution that could work in the long run with the maximum build out, but left many issues unresolved in the short run.

Two-Year Commons

In early 2007, President Liebowitz proposed a “bottom up” or “4/2” Commons strategy based on mandatory first- and second-year residency. The population of each Commons should be equalized; all first-years and sophomores should be housed within their respective Commons, with first-year students grouped together; and juniors and seniors should continue their administrative affiliation with their Commons, but be free to choose housing anywhere on campus through open room draw. Conceptually, this solves the major socio-academic issues with the Commons system, and provides an economically achievable first phase toward a full build-out of the Commons.

To accomplish this system, there is an immediate need for one residence hall of approximately sixty beds, to accommodate Wonnacott seniors displaced as a result of Wonnacott first-year students being relocated from Battell. In addition, there are currently several older residence halls in need of major renovations, most particularly Forest Hall, Stewart Hall,

FIGURE 1
Residential Commons: Housing by Commons and Academic Year, Fall 2006

<i>Academic Year</i>	<i>Atwater</i>	<i>Brainerd</i>	<i>Cook</i>	<i>Ross</i>	<i>Wonnacott</i>	<i>Social Houses</i>	<i>Total</i>
First Year	109	148	138	92	85	0	572
Sophomore	111	124	109	154	145	0	643
Junior	83	68	58	91	103	20	423
Senior	156	95	111	118	132	37	649
<i>Total Assigned</i>	<i>459</i>	<i>435</i>	<i>416</i>	<i>455</i>	<i>465</i>	<i>57</i>	2,287
Unassigned	7	20	7	20	29	5	88
Total	466	455	423	475	494	62	2,375

Hepburn Hall, and Battell Hall. There is currently, however, no way to do significant renovations to needy residence halls: none can be taken off-line because they are occupied not only in the academic year, but also in the summer by the Language Schools. Serious consideration should be given to constructing a second residence hall as swing space to accommodate major required renovations. These residence halls could be paired to define a courtyard and serve as the nucleus for Wonnacott Commons. If located across College Street from LaForce, they would also form a western gateway to the campus.

Phase two of this strategy could be the provision of more equitable or desirable senior housing, and Phase three could be to move students out of the modular dorms and the non-academic-program houses in town. Thus, the “4/2” Commons strategy allows for a more incremental and affordable series of choices than the previous four-year strategy, strengthening the socio-academic function of the Commons for first- and second-year students without negating the possibility of a four-year Commons system in the future.

Dining

The 1998 plan for the Commons called for five separate dining halls, one for each of the Commons. It has become clear, however, that individual Commons dining is the least important aspect of the Commons and the one most at odds with the physical form and culture of the Middlebury campus.

The College’s three dining halls—Ross, Atwater, and Proctor—are currently open to all students and faculty regardless of Commons affiliation. Individuals therefore choose a dining location according to which is most convenient or has the most appealing menu. Although communal dining is a potential way of reinforcing Commons identity, there is no strong desire for this among either students or faculty and staff. There is much stronger interest in providing fifty-person rooms for smaller Commons dinners than in dedicated dining halls. Moreover, the construction of two additional campus dining halls has significant associated costs—not only construction of the new facilities but also staff increases, maintenance costs, and increased energy use associated with mechanical systems, food preparation and storage equipment, and additional deliveries. Finally, the need for a large, 400-person dining hall for the largest Language School programs requires the College to maintain one dining hall significantly larger than required for an individual Commons.

It is therefore recommended that the administration give careful thought to how dining—and the College’s dining halls—support the Commons program.

The College’s oldest and largest dining hall, Proctor, is in poor condition. Although it is scheduled to be renovated for another ten to fifteen years of use, the College should begin considering the best location for its eventual replacement. One possible location is near the Proctor site, in the new Hillcrest Residential area. In this case, the dining hall should not be a free-standing structure but be incorporated into a new residential building, in the tradition of classic residential colleges. This approach is more resource and energy efficient, allowing the dining hall to share resources with the residence hall; it promotes community; and it provides an opportunity to create multi-use space to further social life on campus. The hall should be designed so that cooking and serving areas may be closed off from the dining room itself, enabling the room to host a variety of functions in the evening.

The Hillcrest Residential area is a good location for a new dining hall, but it leaves the College with no central dining facility. Atwater and Ross are at the extreme east and west periphery of the North Campus, tucked into residential areas, and the Hillcrest site is uphill and away from the Main Quad, Library Park, and especially the Athletics complex. To more evenly distribute dining around campus, the College should consider renovating the McCullough Student Center as a dining hall. While still in the vicinity of the Hillcrest area, this location brings dining significantly closer to classrooms and offices in the central part of campus and provides an opportunity to bring students, administrators, and faculty together during the day. Most particularly, it allows for a dining venue within reach of the South Campus. This would address students at the Mahaney Center for the Arts and especially those students on their way to or from activities at the Athletics complex. The renovated hall should be sized to hold the largest Language Schools and be designed so that kitchen and servery space may be closed off from the rest of the room.

Recommendations

1. *Build one new residence hall for Wonnacott Commons*
2. *Build one new residence hall for swing space*
3. *Decant the modular dorms and the non-academic-program houses in Town*
4. *Provide equitable senior housing*

THE ARTS

A college’s art departments are among its foremost and most natural ways of bringing the college together and reaching out to the broader community. Performing and visual arts events attract local residents, faculty, staff, and students alike. In fact, Middlebury students, notorious for their enthusiasm and extra-curricular involvement, are as likely to be participants in one of the College’s many performances and exhibitions as they are to be spectators.

Middlebury College has sought to foster interaction among its arts programs by commingling several different departments in the same building—first in Johnson Memorial Building and now in the Mahaney Center for the Arts (CFA). Originally built for music and visual arts, Johnson is now home to Studio Art and History of Art and Architecture. The CFA is shared by Music, Theater, Dance, and the Museum.

However, the move to the CFA has created several problems for the arts at Middlebury. Rather than building on the small arts district previously established with Johnson Memorial Building and Wright Theatre, the CFA is situated at the extreme southern end of the campus—not only several minutes’ walk from the other art departments but across a major state highway. This is an inconvenience for art students—for instance, History of Art and Architecture students who regularly visit the Museum as part of their curriculum—but is also detrimental to all students and to the greater community. Far from being a visible,

accessible part of the campus, the arts—at least in terms of infrastructure—have become insular and remote from the rest of the College. An estimated three quarters of Middlebury students never use the Museum.

The CFA’s South Main Street location is in a way a prominent one for the town of Middlebury; however, the building’s most public-oriented piece, the Museum, is furthest from its front entrance and has little to no street presence. Moreover, circulation and access to the Museum and performance spaces is confusing for guests unfamiliar with the building.

As part of its 2006 Strategic Plan, the College expressed a desire for the arts to become a more visible presence on campus, recognized the space needs of its art departments, and also acknowledged the growing need for non-departmental space. Specifically, the Strategic Plan recommended that extra-curricular rehearsal and performance spaces be incorporated into the Commons System. This would strengthen the individual Commons communities and better integrate the arts with student life in general. Meanwhile, strategies to expand departmental facilities should be carefully considered so as to not only solve space needs but to establish a stronger presence for the art departments and to tie this important piece back into the Middlebury Campus.

Pursuant to the direction of the Strategic Plan, the Master Plan conducted a study of the arts at Middlebury, with the specific goals of resolving the space needs of

FIGURE 1

The Mahaney Center for the Arts (left) viewed from across Route 30—with Athletics beyond—is isolated from the original Arts District composed of Wright Theatre (center) and Johnson Memorial Building (right)



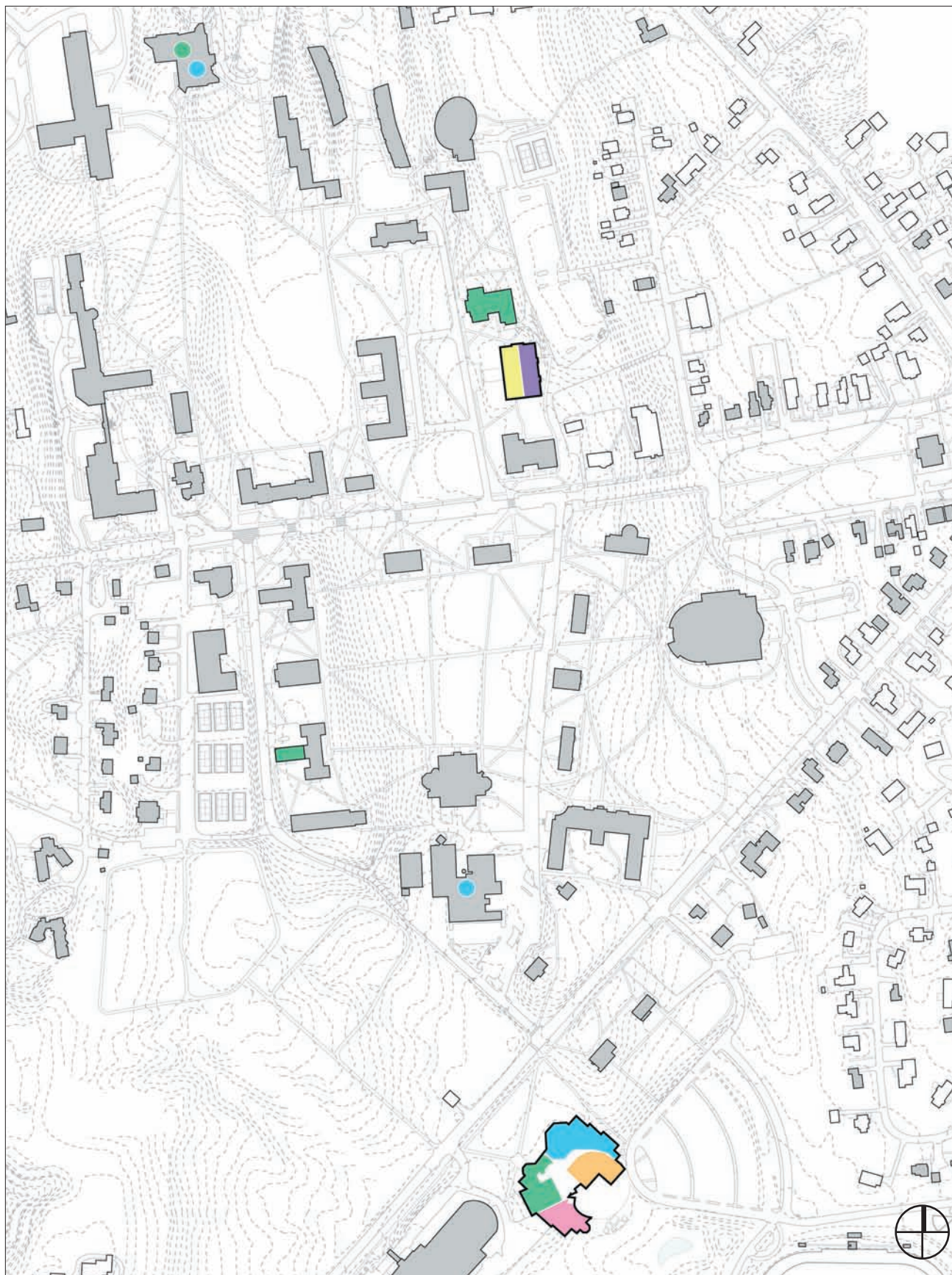


FIGURE 2

*Existing Arts Distribution
by Department*

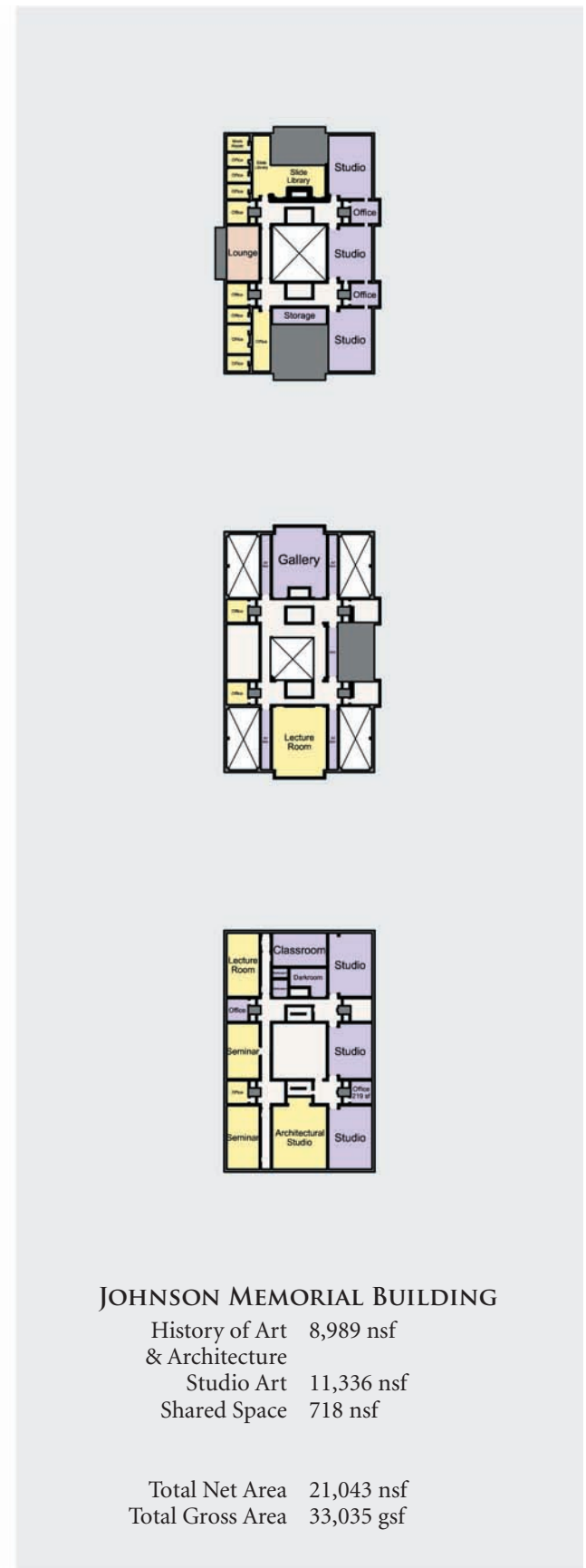
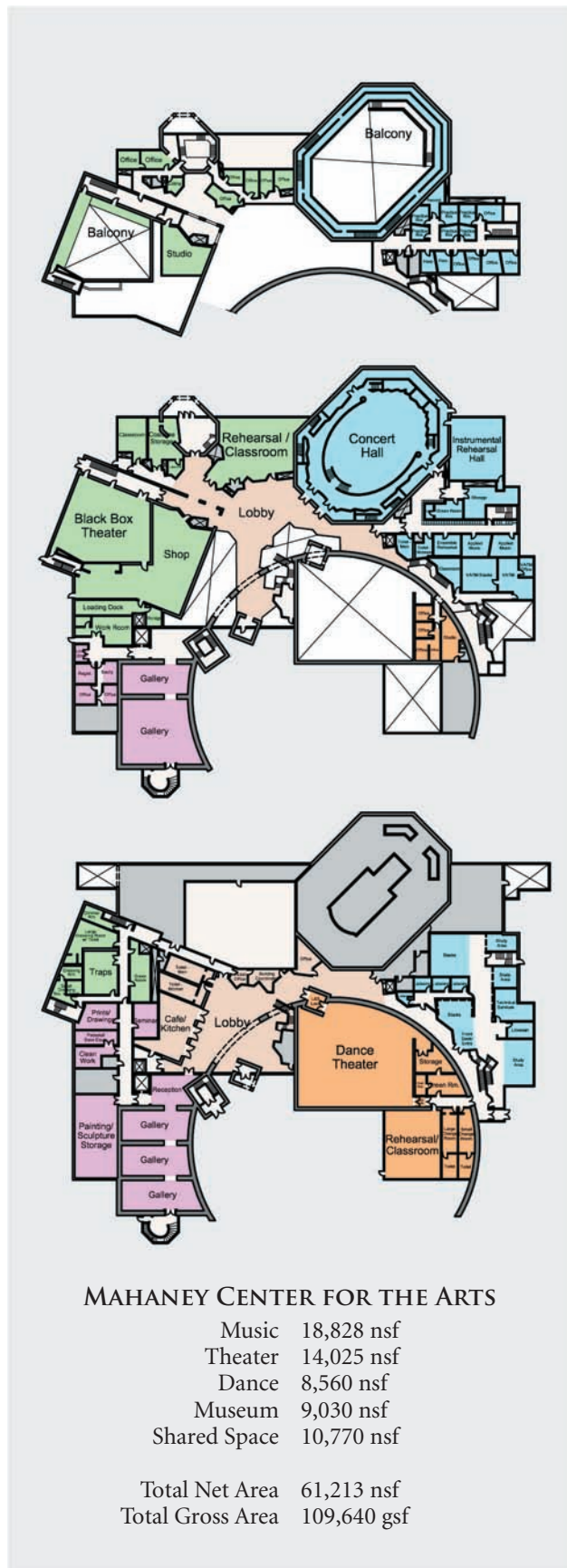
LEGEND

- Music
- Theater
- Dance
- History of Art and Architecture
- Studio Arts
- Museum
- Other College Building

2

the art departments and of making the arts a more visible piece of the Middlebury campus. To establish a comprehensive picture of the current situation and major perceived problems, a series of meetings was held with the administration; art department heads, faculty, and staff;

and representatives from student performance groups. This was not a comprehensive programming study for the arts, but a brief evaluation of current and anticipated needs within the broader context of the campus.



1 Within their respective facilities, each of the art departments has grown and now faces additional space needs, most particularly the Museum. With much of its collection currently in storage and a growing need for events and lecture areas, the Museum is looking to more than double in size. The Theater Department is desperately in need of storage and rehearsal space, and the Music Department is short on large and small rehearsal spaces as well as teaching space. The Music Department is further hampered in the CFA by poor acoustic isolation, which precludes the simultaneous use of adjacent performance and rehearsal space. A less tangible but equally problematic concern

is the perceived tension between the Museum and the building's other departments. Students feel inhibited by the presence of Museum guests in the CFA's public lobby, avoiding the space rather than using it for creative, cross-departmental interaction.

Studio Art and History of Art and Architecture both use their facilities in Johnson Memorial Building to capacity. They are unable to expand their departments without additional space. Studio Art is especially in need, with thesis and independent study students currently consigned to makeshift spaces elsewhere on campus, and new faculty

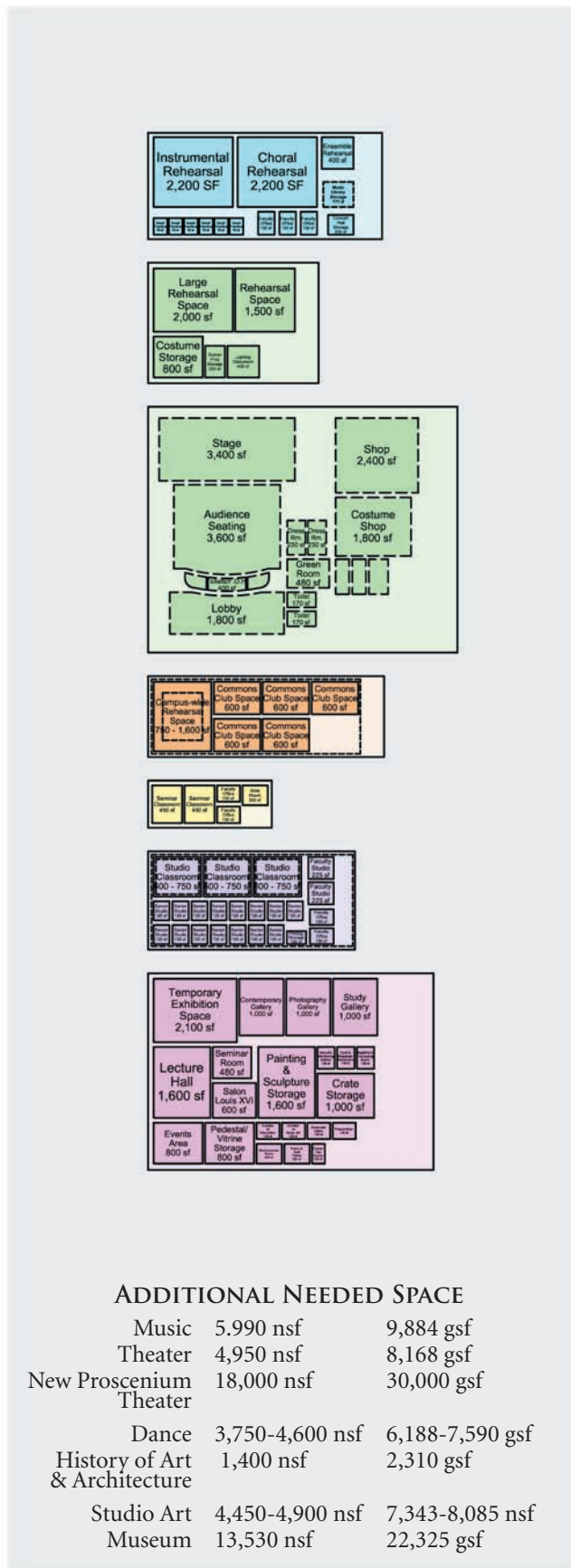
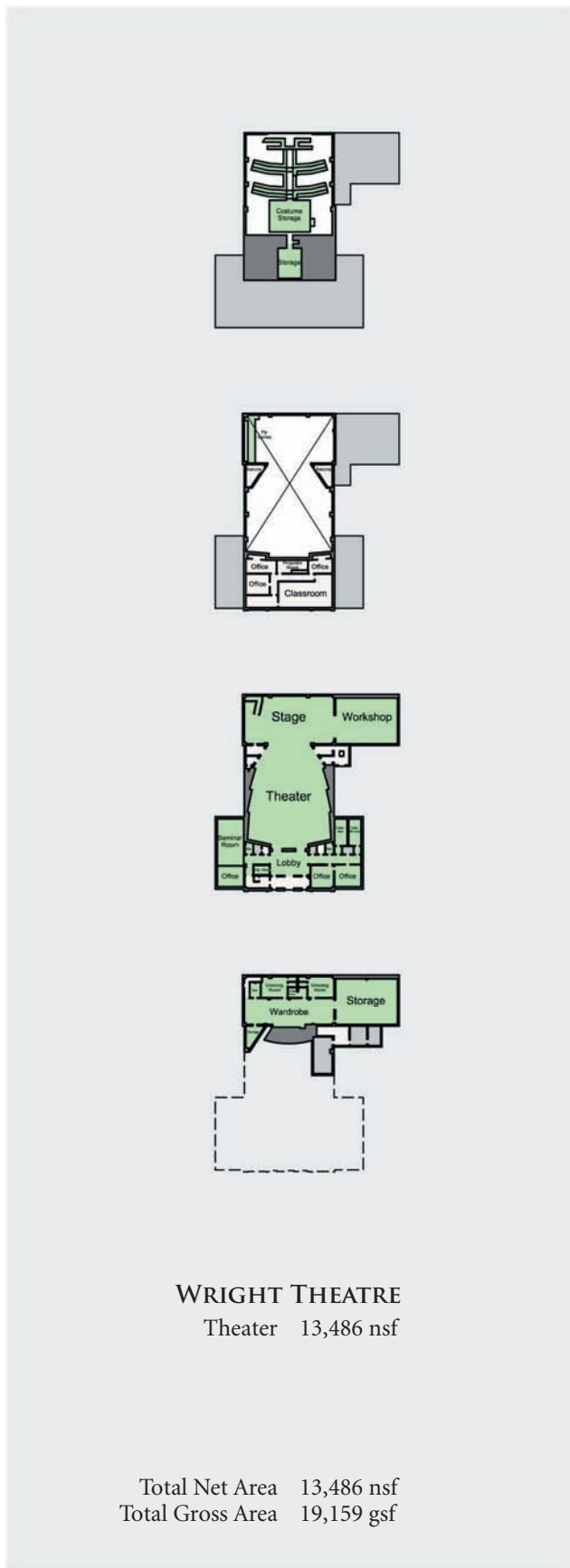


FIGURE 1

Existing Art Department Distribution within Campus Buildings, and Additional Needed Space

LEGEND

- Music
- Theater
- Dance
- History of Art and Architecture
- Studio Arts
- Museum

hires forestalled due to insufficient office and studio space. Finally, the stage in Wright Theatre is too small and its proscenium too low and narrow for the Theater Department's needs. Support space in Wright is no longer sufficient, yet it is difficult to rely on the department's other facilities for support, given its remoteness from the CFA.

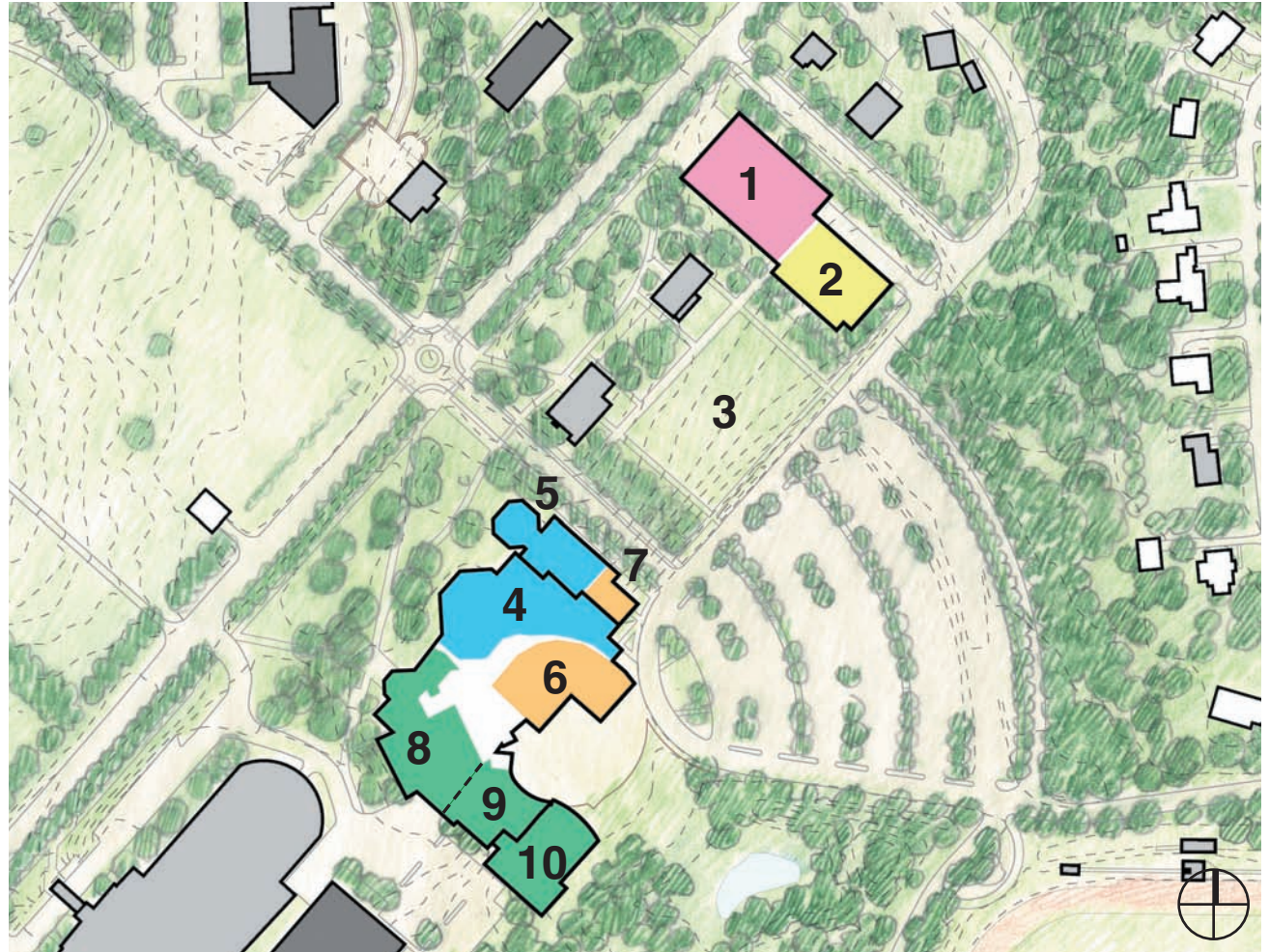
Aside from departmental needs, space for non-curricular students to practice instruments or to participate in dance and other performance-oriented clubs is almost nonexistent at Middlebury. Movement and performance-type student groups have access to curricular rehearsal rooms only on

off-hours, and due to heavy demand on these spaces, groups frequently resort to practicing in lounges and lobbies around campus. This leads to dangerous circumstances, such as use of rooms for dance with inappropriate and unsafe flooring. It further creates a de facto separation between curricular-based programs and student-initiated groups. There is a real need for several non-programmed spaces around campus, appropriate for various types of dance rehearsal and informal performances. Possible strategies for resolving these non-departmental needs, both short-term and long-term, are discussed in the Student Activities and Social Life section of this chapter.

FIGURE 1

Proposed New Arts District:

- 1. *Proposed Museum*
- 2. *Proposed History of Art & Architecture Building*
- 3. *New Arts Quadrangle*
- 4. *Existing Music Department*
- 5. *Proposed Music Addition*
- 6. *Existing Dance Department*
- 7. *Proposed Dance Addition*
- 8. *Existing Theater Department*
- 9. *Additional Theater Department (Currently Museum)*
- 10. *Proposed Proscenium Theater Addition*



1

A three-phase strategy was agreed upon to best accomplish the goals of resolving space needs, improving the functionality of Art Department buildings, and making the arts a more visible piece of the Middlebury campus. A new building for the Museum and the History of Art and Architecture department should be built on South Main Street. Public Museum space will have frontage on the street, while the History of Art and Architecture wing will form one edge of a new quadrangle for the arts district, with possible future expansion for the Museum to the northeast. Programming for the Museum should consider the inclusion of general purpose classrooms and other public space to draw not only art students but all students to this important campus amenity.

The Mahaney Center for the Arts (CFA) will thus become the Mahaney Center for Performing Arts (CFPA), with its vacated museum space renovated as necessary for the Theater Department. A small addition on the northeast side of the CFPA—the facade of the building most amenable to addition—forms the other edge of the Arts Quadrangle and provides additional space for the Music Department and any additional space the Dance Department may

require. Internal measures to improve acoustic isolation should be considered at the time of this addition.

Studio Art should expand into vacated History of Art and Architecture space within the Johnson Memorial Building. An addition on the west side of Johnson fronting the renovated Le Chateau Quadrangle will provide additional architecture studio space and possibly other desired academic space for the College. Finally, a new proscenium theater should be built for the Theater Department. It is recommended that the best location for this is as an addition to the southeast side of the CFPA, with a public entrance lobby off the building's south courtyard. Locating the theater adjacent to the building's black box theater will allow both performance venues to share support space such as green room, dressing rooms, and most significantly the scene shop and loading area. A service elevator for the building should be included as part of this addition. It is recommended that initial renovations to vacated Museum space for the Theater Department proceed in anticipation of the building's ultimate build-out, so that necessary future internal connections to the proscenium theater can be made.

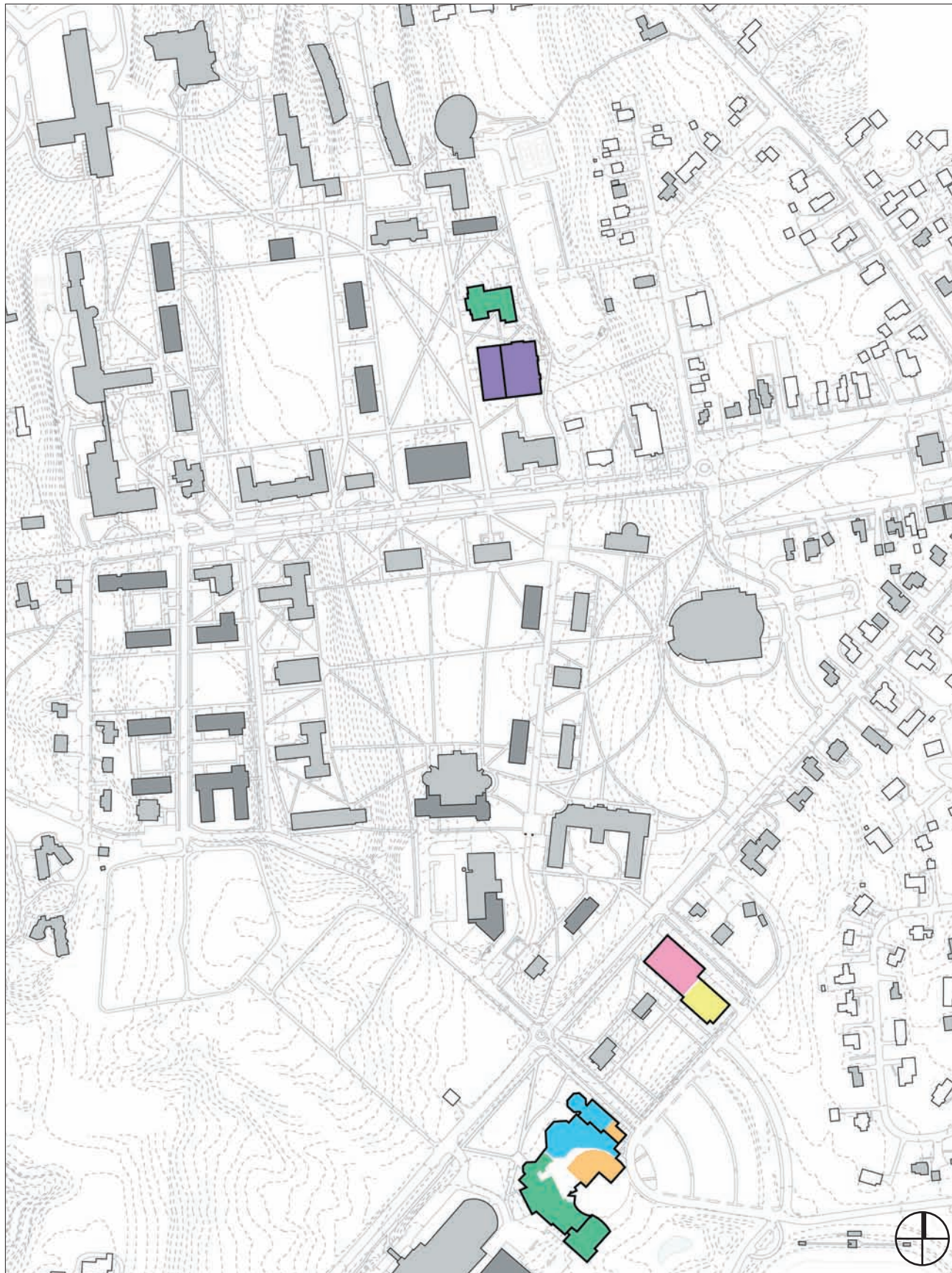


FIGURE 2

*Proposed Arts Distribution
by Department*

LEGEND

- Music
- Theater
- Dance
- History of Art and Architecture
- Studio Arts
- Museum
- Other College Building
- Other Proposed Building

2

Recommendations

1. New Museum/History of Art and Architecture building
2. New Arts Quadrangle
3. Expand Theater Department into vacated Museum space in CFA
4. Expand Studio Art Department into vacated History of Art and Architecture space in Johnson
5. Addition to CFA for Music and Dance Departments
6. New Proscenium Theater addition to CFA

STUDENT ACTIVITIES AND SOCIAL LIFE

One of the observations most frequently made about the Middlebury campus is its lack of a center. This is true both geographically and functionally. The College's major destinations—the Main Library, McCardell Bicentennial Hall, and the Peterson Family Athletics Complex—are located at extreme ends of the campus, drawing activity to its periphery rather than consolidating it at a center. Likewise, student activities and public gatherings are dispersed, struggling for available space within the College's limited student activities facilities.

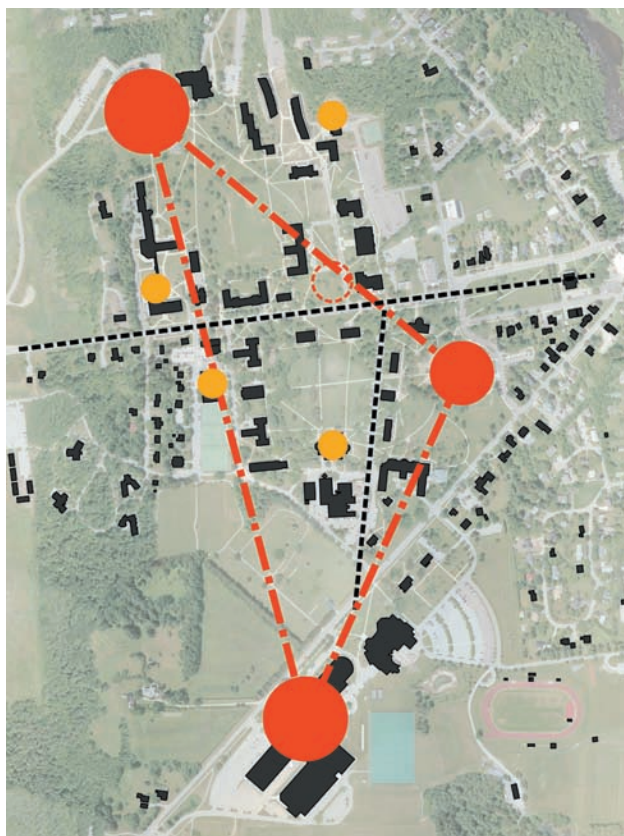
Student Activity Space

Middlebury's student population is heavily involved in extra- and co-curricular activities. The College has over 130 student organizations bringing together students with shared social, cultural, artistic, athletic, and intellectual interests. These smaller communities enrich the campus as a whole in innumerable ways but also place a demand on and are limited by the College's facilities. Student activity groups require spaces not only for regular meetings, but also for rehearsals, storage, and for hosting events and performances.

Given the large number of student groups, it is not surprising that the College's facilities are insufficient.

FIGURE 1

Campus Diagram showing primary and secondary destinations and major pedestrian pathways



1

Spaces that work well for performances and rehearsals, such as the McCullough Social Space and off-hour curricular rehearsal rooms, are in heavy demand. Rehearsals in the Social Space are typically scheduled as late as midnight to accommodate as many groups as possible. Groups who cannot get access to an appropriate space are often consigned to using lounges and lobbies instead. This is problematic because it removes these informal gathering spaces from their intended public, social role. Further, the use of lounges and other impromptu spaces for dance and movement groups poses a potential risk to students, as the flooring in these rooms is inappropriate, and therefore unsafe, for this type of rehearsal.

Students have estimated that one new non-curricular dance and movement rehearsal room on campus would significantly improve this situation. An ideal space should be about 40 feet by 60 feet, clear of columns, with a sprung dance floor and one mirrored wall. Given the large number of performance-oriented student groups at Middlebury, another two or three smaller such rooms, about 20 by 30 feet, should ultimately be found or created on campus to best fulfill the needs of these groups and relieve demands on the McCullough Social Space.

There is also a lack of adequate space for individual students pursuing extra-curricular interests in art and music. The College needs more small, acoustically isolated spaces appropriate for music practice, ideally distributed throughout campus. Additionally, there is strong interest in a wood shop and industrial arts studio for the use of non-art majors without access to departmental facilities in Johnson Memorial Building.

As new residence halls are built, music practice rooms and multi-use spaces that would work for dance and theater rehearsal should be included. However, in the short term, the College should consider finding space for these needs in its existing buildings. A possible source of space is the basement of the Proctor Dining Hall should the bookstore be relocated. Although Proctor is expected ultimately to be replaced by a new facility, plans are underway to renovate the building for at least another ten years of use. Including much-needed rehearsal space in that renovation would help the College bridge the gap until permanent spaces can be provided in other buildings.

Campus Center

McCullough Hall provides space and support for student social life and organizations. However, there is a discrepancy between the building's facilities and student needs. Originally built as the College's gymnasium and pool and expanded over time to function as a student center, McCullough is internally ill-suited for this application and has failed to become a true social hub for students. The building lacks the one space most critical for achieving an effective student, or campus, center: a large, campus-scale living room to organize circulation and foster spontaneous encounters and interaction among Middlebury's students, faculty, and staff. Primary entrances to the building are obscure, and circulation is labyrinthine and confined. This is disorienting for the building's many visitors and for students alike, as not only offices, but also major public spaces are difficult to find.

Students further feel constrained in McCullough by the dominant presence of staff, faculty, and campus visitors in supposedly student-oriented spaces, most particularly the Grille and Juice Bar. This perhaps has less to do with the shared nature of the building than with an insufficient variety of spaces. Providing several different types of spaces would allow students the option of socializing in truly student-centered, if not student-exclusive, spaces as well as provide the opportunity for student/faculty interaction.

McCullough's grandest room, and one best suited to its current use, is the beautiful, historic Social Space located in the building's original gymnasium. A double-height volume facing the campus's Main Quad, the scale and formality of the room are appropriate for the dances, concerts, and lectures it hosts throughout the year. However, the Social Space is less functional and versatile than it could be, largely due to the 1991 addition of a mezzanine and thrust stage. These detract from the historic beauty of the room, throw much of the space into shadow, and the asymmetrical stage poses something of a hazard, particularly for dance groups. Lack of tiered seating is also problematic, with poor sightlines for all but the closest audience members.

Finally, McCullough is poorly sited relative to campus to serve as a center. Approximately 60% of classrooms are currently in McCardell Bicentennial Hall, at the extreme northern edge of campus. Although the new Axinn Center at Starr Library will bring several additional classrooms—

and therefore students—to the area, the balance of activity has shifted to the North Campus, and McCullough remains remote for most students during classtime hours. Situated between the Service Building and Old Chapel, it is much more a natural center for faculty and staff than for students. This will be even more so with the addition of the Axinn Center at Starr Library, which brings approximately fifty additional faculty offices to the area.

Consequently, McCullough has not become a social center for students or the campus at large. Students visit the building on a regular basis to collect mail, and evening events in the Social Space and Grille are heavily attended; however, few students spend time in the building during the day. Some additions and improvements are possible, and a separate study is underway to explore these possibilities, but the building cannot grow indefinitely. Limited by the scale and proximity of other College buildings, McCullough cannot expand to fully accommodate the growing needs of the College's many student organizations.

In the long run the College should create a new Campus Center in a more central location. Ideally it should be sited at the southern end of Le Chateau Quad, fronting the improved, tree-lined College Street. This is not only more central for students but it increases the College's presence along this major street, and enhances the connection between the Main Quad and North Campus. The building should have a large central organizing space connecting from College Street through to Le Chateau Quad, with outdoor terraces addressing both spaces. It should include a multi-use campus ballroom, large enough for up to a thousand people, but sub-dividable for smaller functions. The Campus Center should also have several different kinds of venues; students have requested a coffee shop, restaurant, and pub, each sized to host small performances. Finally, a new Campus Center is an opportunity to centralize spaces for student activities, including offices, storage, and flexible rehearsal space, along with student mail and the College Store.

Recommendations

1. *Include student rehearsal space in Proctor renovation*
2. *Include student rehearsal space in future residential buildings*
3. *Consider renovations to McCullough*
4. *Consider a new student center at Le Chateau Quad*