

**Rowan University
Campus Master Plan Committee**

Guiding Principles

This document provides a set of guiding principles that clearly articulate the values and needs of the campus community with respect to campus planning.

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Campus Master Plan Committee
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1. General

This document provides a set of guiding principles that clearly articulate the values and needs of the campus community with respect to campus planning. The following overarching principles apply to all Rowan University campuses and provide a foundation for the remaining principles under each of the subheadings.

- 1.1 All components of the Rowan University Campus Master Plan (“Campus Master Plan”) will support the accomplishment of the University's mission and vision.
- 1.2 Rowan’s Campus Master Plan will integrate with and complement other master plans related to the mission and vision of the University.
- 1.3 Rowan’s Campus Master Plan will define a university environment that inspires and educates the campus, community, and region through architecture, landscaping, public art, sustainable design, and energy efficiency. Rowan’s campuses should become models to which others turn for information, education, and inspiration.
- 1.4 New and renovated facilities will:
 - Alleviate programmatic shortcomings of current facilities,
 - Incorporate plans to meet the future needs of affected departments and programs,
 - Consider the future technology requirements and potential future uses of facilities, and
 - Address University-wide plans, such as the Five-Year Strategic Objectives, Long-term Staffing Plans and College Vision Statements.
- 1.5 The Campus Master Plan will strive to create an integrated plan in which the individual components are interwoven and coordinated. Campus Master Plan decisions and activities will be coordinated through the following subcommittees: Academic Facilities; Building Design Standards; Landscaping and Campus Image; Land Use, Building Siting and Environment; Pedestrian Safety, Transportation and Parking; and Student and Athletic Facilities. The Campus Master Plan Steering Committee (“Steering Committee”) will establish a system of cross-coordination among the individual elements of the overall plan.
- 1.6 Whenever new facilities or changes to the Campus Master Plan are proposed, all affected constituencies of the campus community will be consulted. Appropriate feedback will be solicited through a variety of means, such as broadcast email, open forums and focus groups, with enough time provided for thoughtful response to proposals. Special efforts will be made to involve students at every level of planning and decision-making. The Master Plan Steering Committee, Senate Executive Committee, Facilities Planning, and President’s Cabinet will aid in identifying appropriate constituencies.
- 1.7 The Campus Master Plan Committee will evaluate and recommend sequencing of projects in consultation with other campus constituencies. Project sequencing will be coordinated in a manner to optimize access and use of existing facilities, minimize disruption of the campus environment and achieve institutional goals.
- 1.8 The Steering Committee will inform the University community on a regular basis of all changes and developments regarding the Campus Master Plan, using technology to support the dissemination of information when appropriate.
- 1.9 The University will coordinate all relevant issues with municipal, county and state agencies.

- 1.10 The Campus Master Plan Committee will review and update these Guiding Principles and the Campus Master Plan at least every five years. *Details on the review process are included in Appendix A.*
- 1.11 These guidelines and principles will be applied through a collaborative process of review, discussion and resolution/recommendation. Acknowledging that these principles may at times need to be applied with flexibility, such resolutions will:
- Maintain the integrity of the subcommittee principles and guidelines,
 - Be fiscally responsible, and
 - Encourage creative design and problem solving.

The following guiding principles are specific to the areas outlined by the subcommittees. Areas of overlap are indicated in parentheses, using the following abbreviations:

AF - Academic Facilities
BD - Building Design Standards
LC - Landscaping and Campus Image
LU - Land Use, Building Siting and Environment
PS - Pedestrian Safety, Transportation and Parking
SF - Student and Athletic Facilities

2. Academic Facilities

Academic facilities will maximize opportunities for the delivery of exceptional educational programs and for faculty/student interaction, research and creative activity.

- 2.1 Academic programming will drive the planning and design of academic facilities.
- 2.2 New academic buildings will consider and balance the academic, staffing and technology needs within the facilities.
- 2.3 All facilities will consider programmatic proximity and intentional adjacencies. Facilities will also consider the need for and location of general-purpose classrooms, to enhance the University's mission for providing a collaborative, learning-centered environment. (LU)
- 2.4 All facilities will consider the needs and comfort of faculty, staff and students. Examples include areas where collaborative learning can take place, informal gathering spaces and accessibility of food service.
- 2.5 Office space for all faculty, including adjuncts, and professional staff will be part of this plan.
- 2.6 All facilities (new and existing) will be adequately maintained and updated to allow programs to remain current.
- 2.7 Any proposal to create or change an academic program that requires Board of Trustees' approval will identify the short-term impact on facilities requirements and project its impact on future needs.
- 2.8 The West Campus, including the South Jersey Technology Park, will integrate with the main campus and support the mission of the University. (LU)

3. Planning and Design Standards

Planning and design standards are established and used to direct project planning, programming, and design activities. These standards will:

- 3.1 Establish requirements and guidelines for new facilities, renovations, campus landscape, signage and furnishings. (LC)
- 3.2 Provide for changes, additions and modifications to the standards in response to the continued interpretation, application or development of the Guiding Principles.
- 3.3 Facilitate maintainability, sustainability and energy efficiency. (LU)
- 3.4 Maximize the contribution that natural and built environments can make to the life and learning experience of the University community. (LU)
- 3.5 Demonstrate a proactive approach to accessibility and use of facilities by Rowan's differently abled population.
- 3.6 Enhance the prevailing character of the campus, promoting an attractive and visually appealing campus. (LC)
- 3.7 Provide a sense of place and orientation while minimizing visual liabilities and unattractive areas. (LC)
- 3.8 Promote the careful and deliberate evaluation of siting alternatives to ensure responsible land use and placement within the fabric of the campus. (LU)
- 3.9 Provide for and encourage pedestrian movement to and about buildings and promote outside gathering to enhance camaraderie and collaboration among the University community. (PS)
- 3.10 Maximize building and space flexibility and long-term adaptable reusability.
- 3.11 Provide a comfortable, secure and livable environment.
- 3.12 Develop and maintain a coherent architectural character that promotes the attractiveness of the campus through continuity and consistency. This includes common visual and material elements (e.g., brick, mortar color, etc.) and landscaping following Rowan standards. (LC)
- 3.13 Improve the visual organization of the campus, including its facilities, open spaces, circulation, site furnishings and parking areas. (LC)
- 3.14 Minimize negative impact of individual projects on the natural environment, blending the natural environment with the built environment. (LU)
- 3.15 Achieve an appropriate balance between aesthetic considerations, operation and maintenance costs, energy conservation measures and systems life.

4. Landscaping and Campus Image

An attractive and visually appealing campus is critical to creating a learning environment and the ability to recruit students, faculty and staff. An inviting, pleasant environment can improve community relations, attract visitors and provide a welcoming environment for all members of the campus community.

- 4.1 The landscape plan of any new building will seamlessly integrate and coordinate with the general landscape element of the university master plan. (LU, BD)
- 4.2 The campus environment in general (and the Route 322 corridor in particular) will be designed and landscaped in a manner that presents an attractive and inviting campus image to visitors and the campus community. (PS)
- 4.3 A formal main entrance or entrances for the campus will be designed and maintained to better define the University and foster a sense of place. (LC)
- 4.4 Campus signage (interior and exterior) will be consistent and attractive and will reflect a “visual signature” for the University. (BD)
- 4.5 Standard materials for landscaping and outdoor construction (e.g. benches, lamp posts) will be used to provide a consistent campus image. (BD)
- 4.6 Landscape initiatives, including maintenance and repair, will be coordinated with new construction projects. (BD)
- 4.7 Permanent landscaping will make use of attractive plantings that are suitable for this climate and soil conditions. An intentional effort will be made to include plants native to the region. (LU)
- 4.8 Building and landscape projects will anticipate and address long-term maintenance and operation needs, including staffing, equipment and materials. Maintenance and upkeep of existing landscape and facilities will be conducted in a timely fashion. (BD)
- 4.9 A Campus Landscape Management Plan will be developed to address long-term sustainability of the campus grounds. This plan will address successional replacement of mature trees and plantings, as well as replacement of trees removed for other reasons. (LU)
- 4.10 Facilities and areas of the campus with historic or cultural significance will be preserved, maintained, and enhanced where appropriate. (LU)
- 4.11 The Arts Inclusion Act (AIA, also referred to as the “1% for Art”) requirement for a newly constructed building will consider integration with campus landscaping and will enhance the overall campus image as well as the constructed building. The University will follow an institution-wide standard process for implementation of the AIA provision.
- 4.12 Natural buffers around stream corridors and water bodies will be marked in an aesthetically pleasing manner and identified with educational signage. (LU)
- 4.13 Appropriate infrastructure will be included in all campus development to allow proper care of the campus landscape (e.g., sprinkler systems for grassed areas, faucets for hose connection on all sides of buildings, etc.) (BD)

5. Building Siting, Land Use, Environment

As the nation's most densely populated state, New Jersey is under intense development pressure. The choices made for land use and location of buildings impact both the natural and built environment. These interrelated issues will be addressed through the following principles, grouped into three broad areas.

Environmental Protection:

Preservation and protection of the natural environment is a priority. Because fiscal and environmental responsibilities are interconnected, both initial project costs and long-term operating costs will be considered.

- 5.1 Elements of the Campus Master Plan will strive to minimize adverse impacts to the natural environment and to enhance environmental conditions whenever possible.
- 5.2 Master planning decisions will be consistent with the University's commitment to the New Jersey Higher Education Partnership for Sustainability (NJHEPS) to lower greenhouse gases and protect limited natural resources on college campuses. *The mission and goals of NJHEPS are shown in Appendix B.*
- 5.3 The Campus Master Plan will be an outstanding example of sustainable development and long-term sustainability. In this effort, future development will strive to meet the highest attainable green design, epitomized by the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) environmental performance standards. *A description of LEED standards is shown in Appendix B. (BD)*
- 5.4 Environmental priority and special attention shall be given to the following goals. *(Definitions of these environmental goals are found in Appendix B.)*
 - Watershed Protection – The Chestnut Branch and other impacted watersheds will be preserved and enhanced.
 - Energy Conservation – All new buildings and renovations will be energy-efficient, striving for the goals and ideals proscribed by NJHEPS. (BD)
 - Pollution Prevention – All projects will be constructed and will function with minimum generation of waste and maximum pollution prevention to waterways, soil and air. Noise and light pollution also will be taken into consideration, and minimized to the greatest practicable extent. (BD)
 - Natural Resource Protection – The development of Rowan campuses will strive to protect, preserve and enhance wetland areas, natural wildlife habitats and existing trees as well as forest system integrity and diversity. To aid in this process, the University will conduct an environmental resource inventory.

Land Use:

The Campus Master Plan will develop a pattern of land use that minimizes sprawl and follows the principles set forth by the Office of Smart Growth of the State of New Jersey Department of Community Affairs. *Definitions of sprawl and strategies to avoid sprawl are shown in Appendix B.*

- 5.5 Integrated Planning – The Rowan University Campus Master Plan will integrate with plans for the West Campus (including the South Jersey Technology Park), the Borough of Glassboro Central Business District Redevelopment Plan and other relevant development plans in surrounding communities.
- 5.6 Responsible and Integrated Community Design – The Campus Master Plan will follow New Jersey’s principles of smart growth, such as mixed land uses; compact, clustered community design; distinctive, attractive communities offering a sense of place; future development directed to existing communities using existing infrastructure; and community and stakeholder collaboration in development decision-making.
- 5.7 Anti-Sprawl – The Campus Master Plan will avoid or mitigate designs that embody the characteristics of urban sprawl suggested in Appendix A, such as explosive growth impacts, low-density land use, leapfrog development and encroachment upon sensitive open space.
- 5.8 Redevelopment of Existing Areas Before Development of Open Space – The Campus Master Plan will first thoroughly consider redevelopment and infill before developing open space and forest areas.
- 5.9 Open Space Coordination– The Campus Master Plan will support and integrate with the network of open space within the region, including parks, recreational fields, farmland, wildlife reserves, wildlife management areas, bike paths, rails-to-trails, stream corridor greenways, municipal open space plans, and other green infrastructure.

Building Siting:

The Campus Master Plan will strive to create the highest quality human and built environments. Building siting and placement coordinated with landscape design and pedestrian pathways will create an integrated human-scale campus environment that accomplishes the following goals:

- 5.10 Safety – Buildings, outdoor gathering areas and pedestrian corridors will be designed to provide a safe and secure environment for the campus community. (PS, BD, LC)
- 5.11 Locational Context – Buildings will be placed in a manner to make best use of natural lighting, solar exposure and site-specific conditions. (BD)
- 5.12 Pedestrian Scale – By integrating building densities, locations, uses and proximities, the Campus Master Plan will encourage walking, biking and use of public transportation. (PS)
- 5.13 Balance Clustering of Functions While also Encouraging Mix of Land Uses – Buildings will be sited to create intentional and appropriate groupings while maintaining accessibility to a variety of necessary and desirable services and facilities. (AF)
- 5.14 Community Focus – Building siting and design will create a sense of place, foster community and relate to the surrounding local communities. (AF, BD, LC)
- 5.15 Aesthetic/Inspirational – The Campus Master Plan will create a land use pattern and campus environment that is aesthetically pleasant and inspirational. Placement of individual buildings, artwork, outdoor features and pedestrian corridors will be carefully designed to consider the aesthetic effect of the campus at large. (LC)
- 5.16 Social Gathering – Design and location of buildings, courtyards, indoor and outdoor gathering places, pedestrian corridors and open spaces will foster the development of social ties by creating an atmosphere in which the entire university community is encouraged to gather and socialize on campus and within the surrounding area. (AF, LC)
- 5.17 Streetscape Design – Factors affecting building and street relationships such as sidewalk widths, on-street parking, street trees, benches and crosswalks will be designed to provide a safe, integrated and aesthetically pleasing presentation of Rowan University to the general public. (BD, LC)

6. Pedestrian Safety, Transportation and Parking

The Campus Master Plan will include a coordinated, efficient and responsive transportation system. Designing pedestrian- and bicycle-friendly facilities, promoting the use of mass transit and reducing automobile use will result in a transportation system that unites the campus physically and responds to student, faculty, staff and visitor needs.

- 6.1 Pedestrian movement will be given high priority in campus planning activities. Safe, attractive and logical pedestrian connections will be thoughtfully designed to integrate and connect buildings, activity centers, athletic facilities and the surrounding communities.
- 6.2 Planning decisions will be made to minimize reliance on automobiles. Pedestrian connections, bike routes and racks and public transit accessibility will be considered priorities in all campus planning decisions. All capital building projects will strive to make it easy, safe and appealing to travel on campus with minimal use of an automobile.
- 6.3 Pedestrian walkways, plazas, and parking areas will be adequately and appropriately illuminated at all times. (BD, LC, LU)
- 6.4 Crime Prevention Through Environmental Design standards for the design of parking lots and buildings will be adopted where practical. (BD, LC, LU)
- 6.5 Designs for new buildings will incorporate plans for how pedestrian and vehicular traffic, including service and emergency vehicles, interact with the buildings from all points on campus.
- 6.6 During the planning and construction of new buildings, the impact on transportation and parking will be minimized.
- 6.7 Landscaping will be used effectively to enhance safety and parking and to direct all types of traffic. (LC)
- 6.8 The most efficient use of parking areas will be a consideration in scheduling class times and other activities. (AF)

7. Student and Athletic Facilities

Student and athletic facilities will in all ways keep the quality of student life as the primary focus. Addressing the students' needs and desires for facilities that are technically state of the art, comfortable, attractive and safe will drive the design process.

Student Facilities:

Any student facilities (housing, dining, recreation, etc.) will adhere to the following guiding principles:

- 7.1 Institutional goals regarding both total enrollment and residential/commuter student ratios will guide any building of new student facilities.
- 7.2 Until such a time as projected enrollment figures and a desired residential/commuter student ratio is developed, any new student facilities will address:
 - Current housing shortages,
 - Current student needs in the area of food service,
 - Current student needs in the area of recreation, and
 - The needs for academic, cultural and social programming.
- 7.3 All proposed student facilities will be designed with student development as a primary consideration. Both best practices in the field of student affairs and student development theory will be used as guidance.

Athletic Facilities:

Any athletic facilities will adhere to the following guiding principles:

- 7.4 While athletic facilities will be designed to provide a venue for Rowan University athletic programs as the first priority, their potential as a regional resource for southern New Jersey and the surrounding area also will be considered.
- 7.5 Location and siting of athletic facilities will integrate with other aspects of the overall campus environment and land use. (LU)
- 7.6 Institutional goals regarding overall campus enrollment will guide the planning and building of new athletic facilities.
- 7.7 Any new athletic facilities will address the following:
 - Current shortages of athletic or intramural facilities and
 - Substandard or hazardous conditions of existing facilities.
- 7.8 All athletic facilities will be designed with the development of the student athlete as a primary consideration. Best practices in the field of college athletics, NCAA standards and student development theory will be used as guidance.

APPENDIX A

Assessment of Master Plan Performance

The performance of the Campus Master Plan and individual campus development projects will be evaluated based upon adherence to these Guiding Principles. Evaluation will occur at three levels:

1. Initial Master Plan Review: The current Campus Master Plan and Landscape Master Plan will be evaluated to determine how well the plans follow these Guiding Principles. This evaluation will inform the next revision of the Campus Master Plan, which will integrate both the facilities and landscape aspects of the campus into one unified plan. The Campus Master Plan Steering Committee, in conjunction with outside consultants, will conduct this review.
2. Review of Individual Projects: Whenever new capital construction or major renovation projects are undertaken, the Guiding Principles will be provided to the design architects and planners. During the conceptual design and design development phases these projects, the Campus Master Plan Committee will review the project designs to evaluate whether or not the designers have followed the Guiding Principles.
3. Periodic Campus Development Review: On an annual basis, the Campus Master Plan Steering Committee will reflect upon recently completed and ongoing campus development and renovation projects, to assess how well Rowan University has met these Guiding Principles.

APPENDIX B

Detailed Description of Environmental Objectives

Sustainability – Sustainability is defined as the ability to provide for current needs without jeopardizing the ability of future stakeholders to provide for their needs. The Campus Master Plan will strive to be an outstanding example of long-term sustainable development in its plan and implementation. Our measures of sustainability will be gauged by our participation in NJHEPS and LEED environmental performance standards.

NJHEPS – The New Jersey Higher Education Partnership for Sustainability is a consortium all 55 higher education institutions in New Jersey. The mission of NJHEPS is to:

- transform the higher education community,
- to consistently practice sustainability,
- and to more effectively contribute to the world's emerging understanding of sustainability, through teaching, research, outreach, operations, and community life.

The goals of NJHEPS are:

1. To advance sustainability through facilitating communication and disseminating knowledge and information from and to the various constituencies of NJHEPS.
2. To develop the understanding of sustainability among the wide spectrum of NJHEPS constituencies as well as other individuals and groups of similar values and goals.
3. To promote partnerships for advancing sustainability among the wide spectrum of NJHEPS constituencies as well as other individuals and groups of similar values and goals.
4. To increase capacity for the practice of sustainability on campus and among NJHEPS constituencies, through building skills, transforming attitudes, and providing resources.

The **LEED** (Leadership in Energy and Environmental Design) Green Building Rating System™ is a voluntary, consensus-based national standard for developing high-performance, sustainable buildings. Members of the U.S. Green Building Council representing all segments of the building industry developed LEED and continue to contribute to its evolution. LEED provides a complete framework for assessing building performance and meeting sustainability goals. Based on well-founded scientific standards, LEED emphasizes state of the art strategies for sustainable site development, water savings, energy efficiency, materials selection and indoor environmental quality. LEED recognizes achievements and promotes expertise in green building through a comprehensive system offering project certification, professional accreditation, training and practical resources.

Watershed protection – The Glassboro campus exists within the Chestnut Branch sub-watershed of the Mantua Creek. Land use activities have a widely documented direct and indirect link to water-quality issues. Every effort will be made to minimize the impact to water quality of the Mantua Creek watershed through environmentally sound planning initiatives, best management practices and minimization of impervious surface creation. Special attention and protection will be given to the two ponds on the Rowan campus, Chestnut Branch stream and the groundwater table when new buildings/projects/structures are constructed. The watershed should be preserved and enhanced as part of the Campus Master Plan execution.

Wetland areas – Wetlands are a particularly important land resource, providing flood control, water quality enhancement, and habitat. Although they have a measure of protection from state and federal law, wetlands still are being widely impacted. The development of the Rowan

campus will strive to protect the integrity and function of wetland areas potentially impacted by campus development activities.

Habitat protection – Habitat includes areas and networks in which wildlife species are able to sustainably exist. The protection of wildlife habitat is essential for the long-term viability of New Jersey's wildlife species. Although habitat protection is not the primary mission of the University, the campus will strive to develop in a manner that avoids the destruction and promotes the enhancement of natural wildlife habitats as educational and cultural resources.

Tree and forest integrity/diversity – Trees are an integral part of the Rowan University campus identity. They provide aesthetic, environmental, and cultural benefits. The University will strive to protect existing trees. However, sometimes the loss of significant trees is unavoidable. When trees are removed from campus, new trees will be planted in accordance with the Campus Landscape Master Plan to maintain the overall aesthetic and environmental integrity of the campus. Particular importance and priority will be given to mature forest areas, which must be understood as much more than a collection of individual trees. The Campus Master Plan will strive to preserve forest integrity and diversity.

Definitions of Urban Sprawl and Strategies to Avoid Sprawl

Urban sprawl is a dispersed, inefficient and problematic pattern of urbanization. While all urbanization embodies certain environmental and social cost, the identification of the following characteristics provided a means of gauging the degree of sprawl embodied by any given urban expansion. ***By avoiding these characteristics, Rowan will be striving toward a development pattern of smart growth.***

Explosive growth impacts – The development of the Rowan campus will consider its impact on the growth trajectory of the surrounding communities. Analysis will be conducted of the impact on traffic congestion, service demands and any potential impacts that a particular plan may impose on the region. Efforts will be made to minimize negative effects from Rowan's growth through integrated community design and community outreach through efforts to keep abreast of local planning and governmental issues.

Impervious surface impact – Impervious surface is one of the most significant landscape impacts of urbanization with serious implications for degradation of water quality, flooding and interference with ground water aquifer recharge. Every effort will be made to minimize the creation of and adverse impacts of impervious surface. This has important implications for building design, location, transportation and parking infrastructure and coordination of parking demand schedules. Furthermore, as the campus is redeveloped and landscaped, efforts will be made to remove already existing unnecessary impervious surfaces to be replaced with environmentally appropriate surfaces whenever feasible. (BD, LC, PS)

Low-density land use – Land will be developed at an appropriate density for a college campus to efficiently utilize land and to allow a critical mass of activity and accessibility among the various uses. Land will not be utilized in a wasteful or unplanned fashion. The appropriate densities will be determined by comparative analysis with other campuses that Rowan wishes to emulate.

Leapfrog development – Leapfrog development jumps into the countryside, fragmenting rural lands. New campus development, including buildings, sports complexes and parking facilities, will progress in a contiguous manner out from the existing campus to maintain connection to the existing campus and to avoid the undesirable consequences of scattered growth. The leapfrog threshold will be considered to be reasonable walking distance.

Segregated land use – Campus planning will strive to allow a mix of land uses within walking distance of other land uses and activities. For example, residence halls should be located within walking distance to academic buildings as well as social gathering places.

Highway-strip development – Campus development will avoid a highway-strip type of development that relies on automobile access along a highway corridor. Highway-strip development is aesthetically destructive and has implications for transportation efficiency and safety.

Regional planning inconsistency – Campus development will be consistent with the New Jersey State Development and Redevelopment Plan.

Road infrastructure inefficiency – Campus development will occur with the most efficient network of roads and pedestrian pathways, including internal roads and those connecting to the surrounding community. (PS)

Alternate transit inaccessibility - Campus development will strive to connect with alternate modes of transportation such as pedestrian, rail, bike and bus routes. Special attention will be given to supporting a light-rail link of the university along the existing rail lines adjacent to campus that could link the Glassboro campus with the Camden campus and Philadelphia.(PS)

Community node inaccessibility– Accessibility to important community nodes/destinations (*e.g.* on-campus destinations such as dining, recreation, and library facilities, and off-campus facilities such as retail shopping, restaurants, grocery stores, and transit stops) will be considered in building placement and design. Locations that have better access to community nodes will be promoted over locations with poor access to community nodes. (PS)

Land resources consumption – Development of the Rowan campus will strive to minimize consumption of important land resources such as prime farmland, wetlands, aquifer recharge areas and wildlife habitats.

Sensitive open space encroachment – The development of the Rowan campus will strive to avoid encroachment on sensitive open space such as endangered wildlife habitats and farmland. If development does occur adjacent to these sensitive lands, efforts will be made to integrate design and landscaping to best coexist with the sensitive land features.