

16, 2007.³¹⁷ One of Frawley's significant goals was in the greater integration of these two campuses to create "one university."³¹⁸

With these changes, monetary modifications also took place. Student tuition cost saw an increase during the 2006-2007 school years, with in-state tuition rising by \$266 to \$3,072, and out-of-state tuition by \$1,004 to \$12,952.³¹⁹ During the Frawley administration, UMW ranked ninth out of fifteen state universities in relation to total cost of in-state students living on campus, and twelfth to out-of state students.³²⁰ The goal of this increase was to "cover costs while keeping the school affordable," as stated by then executive vice president Richard V. Hurley.³²¹ Other financial allocations occurred, such as the spending of \$400,000 in auxiliary funds. This included an upgrade in meal card software, and the remaining \$250,000 going toward installing an alarm system and other aspects to the Presidents home at Brompton.³²² Several Scholarships were also created.³²³ Students were successful in raising money for causes, such as UMW senior Shin Fujiyama who coordinated the Walkathon in 2006 for over "700 walkers [who] raised \$120,000 for Copprome, an orphanage in Honduras."³²⁴ Other events taking place at UMW included the 2006 founding of the Two Dollar Challenge, which has since been adopted at other colleges to "raise awareness of global poverty on campus through fundraising, but also to help change student perceptions of poverty."³²⁵

Administration changes also became evident during Frawley's administration. Very early into his presidency, Frawley appointed former colleague Nina Mikalesky into a newly formed role of vice president for strategy and planning. This chief planning officer was "one of several administrative recommendations spawned by UMW's three-year self-study, which culminated in 2003."³²⁶ Frawley called on each department to develop a strategic plan outlining its goals and objectives, and created the General Education Review Committee which undertook the wholesale reevaluation of the academic area.³²⁷ Similar to Anderson before him, Frawley "urged greater efforts toward minority recruitment."³²⁸ Other Academic projects included an

Make shift tent in Ball Circle for Two Dollar Challenge



agreement with the Naval Postgraduate School (NPS) in Monterey, California in October 2006, which would align both schools to work cooperatively on service, teaching, and scholarly activities. In 2007 further expansion academically occurred with a \$2 million purchase of land and design of a graduate school near the Dahlgren naval facility.³²⁹ Internationally Academics also expanded, with Frawley's personal contacts enabling fourteen Korean students to attend UMW for the 2007-2008 academic year, as well as a \$150,000 grant from the institute for Study Abroad Foundation which created "cultural envoy scholarships."³³⁰ Frawley was very connected with Alumni, often traveling to different locations in over 20 cities across the country to hold "town meetings."³³¹

During Frawley's administration several controversies also took place. His choice of 2007 commencement speaker, controversial Republican politician and former Speaker of the House of Representatives Newt Gingrich garnered complaints by students.³³² In addition, the resignation of longtime administrator Vice President for University Relations, Communication, and Legislative Affairs Ron Singleton, as well as Frawley's arrest for DUI charges, were factors that occurred during his administration.³³³ The board met in an emergency session after the last events and appointed Executive President Richard Hurley as acting president.³³⁴ On April 30, Frawley was fired "for cause," not requiring him to be convicted of any crime to be let go.³³⁵ During the Frawley affair, the mass shootings at Virginia Tech occurred, creating a "more profound impact" on the Mary Washington campus than the administrative happenings. Because of the security concerns UMW implemented an emergency siren system and text-messaging alert.³³⁶

Overall, the Frawley Administration oversaw many changes in administration, as well as in student and campus life. New faculty with different ideas, technological advances, as well as a reevaluation of campus space, turned this period into one of change or at least one of expected change. Monetary aspects were scrutinized and re-assessed during this time as well; leading to long term plans being discussed and created involving finances and projected changes in the campus.

HURLEY AS ACTING PRESIDENT 2007-2008

Acting President Rick Hurley displayed a poised manner and good impression following the firing of Frawley. Hurley grew up in a blue-collar neighborhood in New Jersey, joined the Army after High School, and only later went back to school at Richard Stockton College. He then earned a Master's Degree in Public Administration from Central Michigan University by taking weekend courses.³³⁷ In 1985 Hurley became vice president for administration and finance at Longwood University, and then through an unlikely chain of events, sparked by his reporter daughter interviewing UMW President William Anderson and mentioning her father, Hurley was brought to Mary Washington.

During his stay as acting President, student life at Mary Washington continued as usual throughout graduation. The ribbon cutting for the Centennial Campanile was revealed before graduation ceremonies.³³⁸ This 88-foot tall tower constructed at the start of campus walk, in memory for the late Carmen Culpeper Chappell '59, created a new visual on campus.³³⁹ Former President Bill Anderson returned for the dedication, and a reception was held on the roof of GW giving panoramic views of Fredericksburg.³⁴⁰

During the time, the Board authorized the process for selecting a new president, hiring the Florida Firm of Greenwood and Associates.³⁴¹

The campus of Mary Washington meanwhile was celebrating the centennial, and banners stating "UMW 1908-2008" were displayed on the porticos of all major buildings, and in smaller size on the lampposts.³⁴² Special celebratory events were dispersed throughout the year. Hurley provided through this time "a sense of confidence without an aura of arrogance."³⁴³ Greater diversity and significant campus expansion were accomplished, and the elimination academically of several general requirements bettered the student experience.³⁴⁴ Internationally the school expanded with the program called the Initiative to Educate Afghan Women, enrolling two Afghan women, with the goal that they would return home and improve conditions for women in their country.³⁴⁵ During this time the campus not only tried to attract students from abroad, but also created a The Rappahannock scholars program to encourage attendance from students more locally in the Northern Neck Counties.³⁴⁶



Richard V. Hurley as Acting President

The campus expanded its space as well during this time, acquiring the 1963 Strip Mall Park and Shop Center across Route 1.³⁴⁷ The UMW Foundation bought the twenty-one acre property with plans to create a mixed-use development in park-like setting. The first phase of development included housing for 350 to 400 students and would obviate the previous proposal of two new dorms on the existing campus.³⁴⁸ Campus life continued with the growth of Shin Fujiyama's Students Helping Honduras, Going Green movements by the Ecology Club, and the two dollar a day economic class challenge to live on Ball Circle in a makeshift "shanty town."³⁴⁹ There was also an apparent racism incident in Jefferson Hall, when a sign was found by cleaning crews.³⁵⁰

Centennial celebrations continued into Spring 2008, when former Vice President Bill Clinton made an appearance on campus when campaigning for his wife Hillary. Sports team successes and Founders Week events continued to be highlights. At the end of the Founders week, the new President for Mary Washington was announced as Judy Gayle Hample.³⁵¹ The Board of Visitors made this announcement stating Hample would begin her duties effective July 1, 2008.³⁵²

Aerial view of campus, 2008



This period during the time Hurley served as acting president the UMW Campus saw several physical changes. The addition of the Bell Tower was the most visible new addition, whereas the ongoing renovations of Lee Hall and the purchase by the UMW Foundation served as a reminder of things to come.

HAMPLE 2008-2010

Judy Gayle Hample was named the University's eighth president, and consequently the first female one.³⁵³ Hample had been the chancellor of the Pennsylvania State System of Higher Education. Hample was born in Tennessee and grew up on a large working farm. She received her undergraduate degree from David Lipscomb University in Nashville, and her master's and doctoral degrees in communication from Ohio State.³⁵⁴

Judy Hample (2008-2010)

Hample's goals for the university were expanding diversity and external fund-raising. The centennial celebrations continued after the announcement of her appointment with musical concerts and a black tie banquet on Palmieri Plaza.³⁵⁵ Virginia's United States Senator John Warner was the speaker for graduation.³⁵⁶ As Hample stated her vision was "that this great university will become a premier national university noted --and remembered -- for excellence in undergraduate liberal arts and sciences, undergraduate research, required study abroad and leadership development. While continuing to attract high caliber undergraduate students from Virginia and around the world, the university also will increase its service to the Northern Virginia region by partnering more closely with business and industry to meet the increasing regional and Commonwealth workforce needs."³⁵⁷



The University in September of 2008 found itself in the National spotlight with the Democratic presidential candidate Barack Obama holding a political rally on campus. Students stated that the rally helped to show that UMW is "moving forward as one of Virginia's premier institutions."³⁵⁸ During Hample's administration campus security also underwent scrutiny. In the Fall of 2008, a UMW student was assaulted and raped in the Parking garage on campus.³⁵⁹ This prompted a reward of \$10,000 for information as well as a reevaluation of security on Campus and in the parking

areas. In 2009 Hample directed the formation of a task force to address this campus safety, saying she wanted “university police to be more visible on campus.”³⁶⁰ Hample controversially used a UMW Emergency blue light phone in spring 2010 to make a test call to campus police, in order to test efficiency and response time.³⁶¹ Amongst a combination of reasons, Hample decided to step down June 30, 2010, two years into her five year contract.³⁶²

This shortened term led by Hample helped to bring many aspects of campus come to light. The centennial celebrations and decorations made use of the plazas and unique features of campus, and the safety of the grounds, especially parking areas, were brought to light as well. With the use of the green spaces such as Ball circle for graduation and other traditions, this school year also helped people realize their importance in the community, which was cemented with the use of the space for a popular presidential candidate rally. With many trials and tribulations, Hample’s administration era helped Mary Washington to realize what important factors it has and also to adjust the policies.

HURLEY 2010 – PRESENT

After Hample stepped down, Richard V. Hurley was appointed acting president effective April 1 through June 30, 2010.³⁶³ He Became the University’s ninth president July 1, 2010.³⁶⁴

Richard V. Hurley (2010-Present)



Hurley acted as the institution’s chief financial officer, and also served as treasurer of the University of Mary Washington Foundation where he was instrumental in developing Eagle Village, which became the University’s first public/private partnership.³⁶⁵ During his administration Hurley has also established the Town and Gown Committee and has strengthened the University’s relationship with the Fredericksburg Community by serving as the “chair of the board of directors of the Rappahannock United Way, a director of the Fredericksburg Regional Chamber of Commerce, a member of the board of the Fredericksburg Regional Alliance, and a member of the local BB&T advisory board.”³⁶⁶

Of the time that Hurley has been back as President, University life has kept moving. Noted developments included the completion in summer 2010 of Eagle Village, a mixed-use building complete with retail and restaurant space as well as residential areas.³⁶⁷ The school struggled to fill the available rental spaces;³⁶⁸ some saying the structure has a “hotel-like” atmosphere which was a debated positive or negative.³⁶⁹ A space meant for

Upperclassmen, the Eagle Village apartments were opened up to sophomores, with the Administration stating the economy as reason for the lack of enthusiasm.³⁷⁰ When speaking to many upperclassmen it can also be debated that the school did not listen to designs that Upperclassmen value, notably one of the major reasons to move off campus is to acquire a single room, which



Eagle Village

Eagle Landing does not offer. Eagle Village also saw growth in the completion of a new \$3.4 million dollar pedestrian bridge connecting campus across Route 1.³⁷¹ While many use the walkway, its placement downhill from the light, makes it still quicker and easier to use the more dangerous crosswalk when accessing food retailers like Giant.³⁷²

Security measures continue to be an issue, with a report of a student with a gun on campus in December.³⁷³ Continuing from the 2008 rape, that former student filed a \$10 million lawsuit against the school in the fall 2010.³⁷⁴ Other disciplinary news included the charge of fifteen students in a drug probe at UMW.³⁷⁵ Fall 2010 continued to be an eventful semester in social happenings around campus. After a popular Homecoming concert at the Battleground Athletic Complex on Hanover Street, President Hurley sent a letter to the school's neighbors mentioning a variety of subjects including UMW's upcoming planned outdoor events "in the interests of good community relations."³⁷⁶ While many disputed Hurley's apology for a well-liked spirit event among students, Hurley used the letter to mentioned other events such as upcoming Great Lives speakers' series to be held in GW Hall, the 50th anniversary of the "Freedom Rides" event to be held on campus, as well as various other concerts, art exhibits, and multicultural programs to be held in various spaces on campus.

The letter also mentioned the New Master Plan the school had been planning since the previous year, which until then students had struggled to be a part of with meetings being scheduled last minute and during class times. This Master Plan called for the razing of several important campus buildings including Seaco-

beck Dining Hall, Bushnell Hall, Jefferson Hall, Arrington and Alvey Hall, as well as other structures such as the small historical houses on campus. With an outpouring of student protest of “This Place Matters”, the University decided to rethink tearing down Seacobeck for the present,³⁷⁷ learning most students heartily dislike the food Sodexo serves at the site, and not the building itself.

This period continues to be one of growth and change with the addition of 7- by 7-foot large Eagle mascot decals made of thermal plastic on the streets of College Ave, at the cost of \$1,335 each, with for a total of \$16,020.³⁷⁸ Other purchases include the groundbreaking of UMW’s 3rd campus. Hurley stated that this Dahlgren campus isn’t “simply another construction project or a new academic building for the school [but something that] will serve the region, state and country.”³⁷⁹ With the approach of UMW’s 100th commencement in spring, the Administration has also agreed upon purchasing “green” graduation gowns. While still black in color to follow tradition, the new gowns at \$69.99 are \$15 dollars more than last year’s regalia, but promise to be made more sustainably.³⁸⁰

So far the beginning of Hurley’s Administration has been marked with tremendous change. Eagle Village developments, the purchase of a new campus, as well as the drafting of a new Campus Master Plan have all been taking place. Positive alterations that benefit the environment and community are always a good thing. However it is important to learning from the history of campus in creating such changes, such as the in building of Eagle Village, in that listening to students who utilize the spaces can be helpful as they will be

the ones to use it. Honoring the traditions that take place in existing areas are important aspects as well, which will hopefully be something the administration will honor with the upcoming changes and issues that are sure to come to UMW.

Freedom Rides Bus in front of Lee Hall

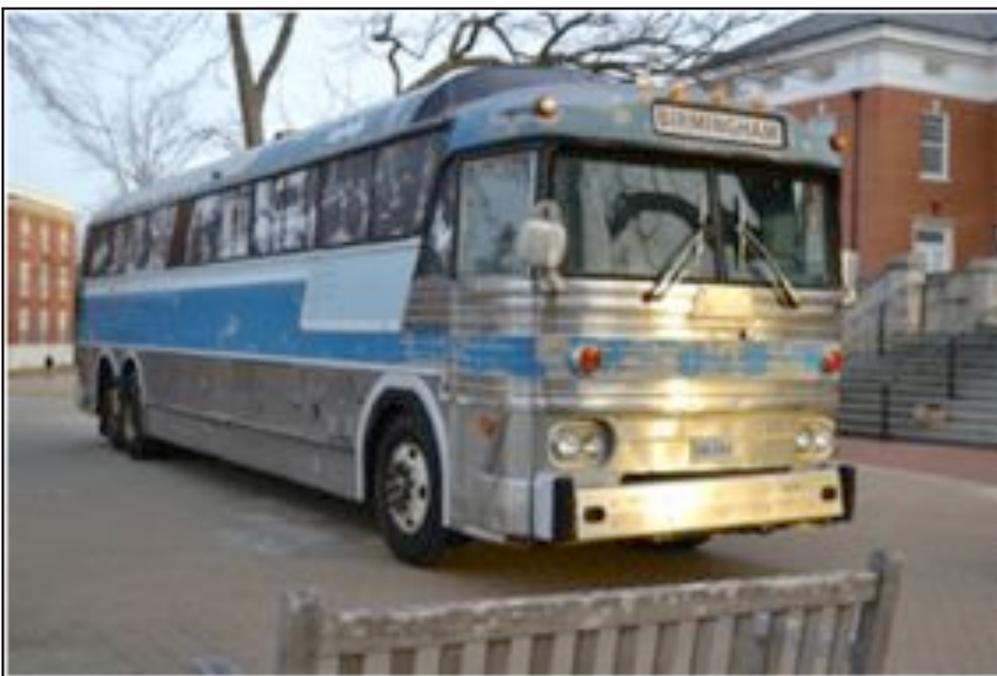
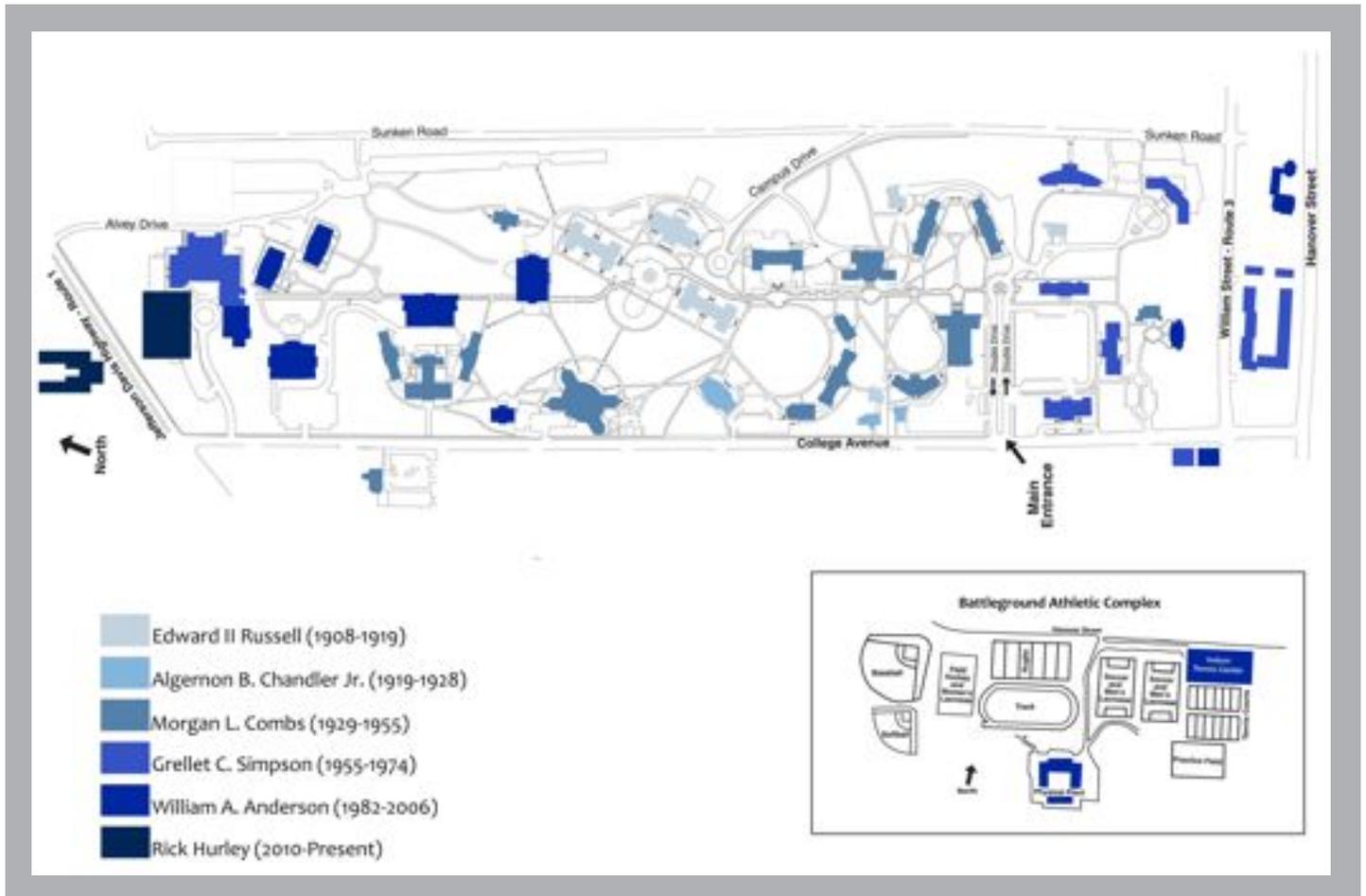


Figure 2, Building Map by Presidential Era



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SURVEY

S U R V E Y

M E T H O D O L O G Y

In order to narrow down what the student body finds important and significant to their campus, the laboratory students conducted a survey questionnaire. The goal of the survey, first compiled by a small group of five students then reviewed by their class, was to see if students at UMW are aware of the campus's history and significance, and to assess their priorities; such as what resources they value most within the campus. The survey group compiled questions based on history, feeling, green space, building specifics, and demographics. Question types included multiple choice, some allowing for multiple answers and an "other" option. Other question formats used were drop down menus with all available building options, and four point Likert scales. Those questions were then presented to the class and edited per the class and professor's instructions. A few students outside of the planning lab took the survey as a part of the pilot test in mid-February; their comments were helpful in that some of the questions were redundant, awkwardly worded, or needed to be better edited to avoid bias. Technical issues were addressed as well, such as layout, the order in which questions would appear, i.e. appearance, history, etc.

- Questions about appearance:
 - Surveyors wanted to see how important campus appearance is to students to determine whether it affects their decision to enroll.
- Questions about history:
 - Students were asked one general question about the history of campus to prove that they are aware of the history.
 - Students were then asked a question aiming to conclude whether or not the history is visible through buildings on campus, i.e. ranking how old specific buildings were by including one obviously newer building with two older buildings.
- Questions about materials:
 - Surveyors felt it necessary to figure out if students preferred newer materials to original, or visa verse, in order to help guide future construction efforts to restore original materials.

- o Questions were also asked pertaining to recent construction on campus: if students were happy with it and how they would feel the more historically significant buildings on campus were altered.
- Questions about building specifics:
 - o Drop down menu-type questions, in which all building options were available and split into residential buildings and academic/student life buildings, aimed to see which buildings best represented UMW's character.
 - o Later in the survey, follow up questions included which buildings they would most like to see demolished, least like to see demolished, most like to see altered and least like to see altered.
 - o With these questions, the lab group hopes that students' opinions will prove to the administration that they care about the historic structures on campus.
- Questions about green space:
 - o It is important to recognize that the green space on campus is just as important than the structures. Surveyors wanted to get the students' opinions on green space as well.
 - o Questions were asked about students' favorite aspect of their preferred outside space.

Careful thought went into how these questions were worded. Technical terms relating to preservation, architecture, or even construction could not be used for possible lack of understanding by the student body. We listed every building in the necessary questions in alphabetical order to avoid the possibility that the survey might be perceived as biased. The questions were written to be as simple and to-the-point as possible, and words denoting either a strongly positive influence or negative influence were vetoed because of their ability to sway answers. Lastly, a raffle was added to the survey providing an incentive for students to participate.

In efforts to spread the word about the survey, students in the lab posted the survey link on Facebook and/or Twitter pages. In order to remain objective, the link was not posted to groups associated with the Historic Preservation Department, such as the Historic Preservation Club or the S.O.S. Club. A Facebook event was made to advertise the survey as well. About eight students, the survey group plus three other classmates, reserved a table at the Eagles Nest (an on-campus dining option) during the weeks of February 21 and March 14. Stu-

dents had laptops available to students passing so they could take the survey immediately. This method was extremely effective as one quarter of participants were solicited through tabling at the Eagles Nest.

Using Survey Monkey, “How Do You Feel About Your UMW Campus?” was specifically aimed at students of UMW. A two-week window was allotted to collect results. The survey was open from February 18 to March 23, and once the survey was closed, the class collected and analyzed the results to see if the data would help support the Preservation Plan.

A N A L Y S I S

The following analysis summarizes the results of the survey. Seven hundred and forty one students responded to the survey and according to questions 24 and 25, their demographics represent the student population as a whole. Seventy-six and three-tenths percent of survey participants identified as female, 23.7% male. According to Mary Washington’s 2008-2009 COPLAC Data Collection for the Academic Years, 66% of UMW’s undergraduates identify as female, 33% male. Of all participants surveyed, 13.2% identified as “freshman,” 20.3% as “sophomore,” 26.3% as “junior,” and 31.6% as “senior.”

The results of question 1 show that students come to Mary Washington for a variety of reasons. The formatting of the question allowed participants to indicate multiple selections showing which influenced their decision in choosing Mary Washington. Seventy-six and seven-tenths of all participants indicated that they selected Mary Washington for academics. Sixty-four and one tenth percent of all participants indicated that they selected Mary Washington for campus aesthetics. These results indicate that academics, aesthetics, history, location (closeness to Northern Virginia and Washington DC) were more important to students when choosing UMW than sports or student life. Some of the most articulate “Other” selections for question 1 indicate the following:

- “The beautiful and historic buildings drew me to UMW. The central “Campus Walk” and Ball Circle gave me a feeling of togetherness on campus.”

The results of questions 2 and 3 show that survey participants represent a cross-section of the Mary Washington student community. Participants have experienced every aspect of the available campus housing options, as well as many off campus options. Results indicate that a great deal of the dorm selection at Mary Washington

results from random selection via lottery. Participants cited community as an important reason behind their choice of residence. Some of the most articulate responses for question 3 indicate the following:

- “I chose these dorms because they were charming and were close to the academic buildings I went to often. They also had a sense of community that was lacking in the newer buildings (Alvey and Arrington) and the apartments.
- “Like the feel of the older dorms, specifically the wood floors and high ceilings. I feel like they have character, like they’ve seen something. I like to think about all the girls who’ve lived on my hall for almost a hundred years.”
- “I love the beauty of Virginia, it’s central on campus, the rooms are big, and it is all freshman girls, so it provides a great community.”

In questions 4 and 5, participants were given four options ranging from very important to not important in which they were asked to assess the respective levels of importance of campus appearance and history when choosing to attend Mary Washington. The results show that history and appearance were important to students when they chose to attend Mary Washington. In question 4, only 12.2% of participants indicated one of the two negative options. Eighty-seven and eight-tenths percent indicated positively. In question 5, results indicate that 47.4% of participants ranked history as important in their decision to come to UMW.

The results of question 6 indicate that most participants are reminded of Mary Washington history on a daily basis in some way. Only 6.9% percent of participants indicated that they are “Not reminded of campus history.” The formatting of this question allowed participants to select multiple responses to indicate specifically how they are reminded. Eighty-eight and three-tenths percent of participants indicate that Mary Washington’s buildings remind them of UMW history on a daily basis. The next closest selection is “historic photographs” at 57.1%, then “outside space” at 39.7%. The results of question 7 indicate that 81.5% of participants indicated the correct answer, that Mary Washington is approximately 100 years old. The results of question 6 are presented in Figure 2.

The purpose of question 8 is to determine if participants recognized that Chandler Hall, which was built in 1928, was built before Trinkle Hall, which was built in 1941, but has been subject to several renovations. Participants were given three options ranging from “oldest”

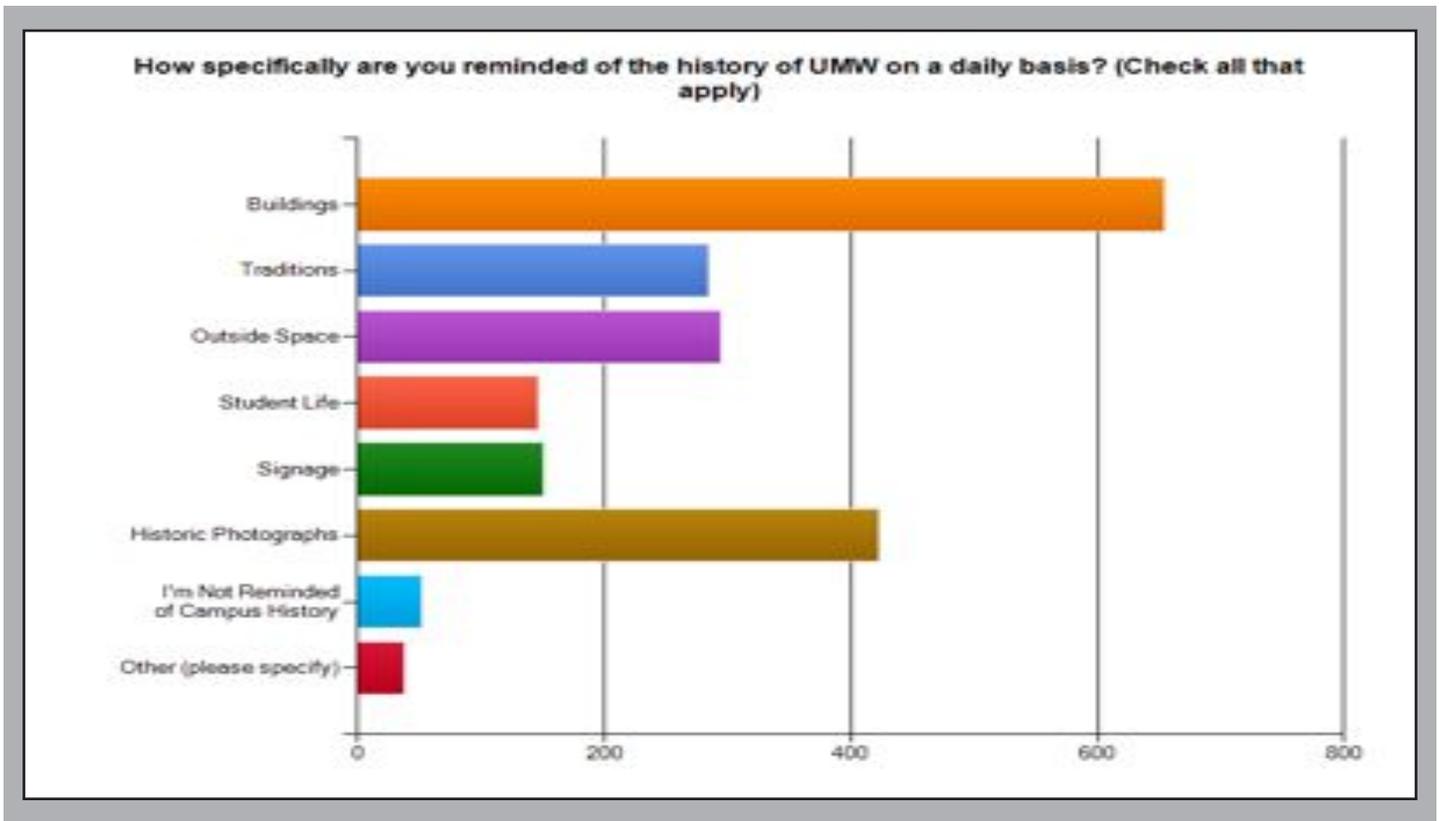


Figure 3

to “newest” in which they were asked to assess the order in which Chandler Hall, Combs Hall, and Trinkle Hall. The results show that 78.2% of participants incorrectly identified Trinkle Hall as “oldest” and Chandler Hall as second oldest, when in fact; Chandler Hall is 13 years older than Trinkle Hall. The results of question eight illustrate the fact that intrusive alterations to a historic building’s interior substantially affect the building’s appearance of relative age.

The results of questions 9 and 10 indicate that participants felt that Trinkle Hall (27%), Monroe Hall (21.1%), George Washington Hall (9.1%), Seacobeck Hall (7.2%), and Ball Hall (5.4%) are most representative of Mary Washington’s character. Some of the most articulate “Other” selections for question 10 indicate the following:

- “I attended this school before the renovations to Monroe Hall. Before renovations, the murals on the walls, the stairwells, and communal space was very oldies in comparison to the modern day layouts, which reminded me of true academia. That is why I think it did represent UMW character. Since it has been renovated, I feel that currently Trinkle represents the UMW character. The building holds it is original integrity even though it has been briefly modified. Rooms such as the seminar room and the study room creates a feeling of

academia that has been lost. That is why I currently feel that Trinkle as of now represents Mary Washington. It continues to represent the importance of academia that this campus once took pride in.’

- “I think Trinkle Hall shows UMW’s character by being directly on campus walk, has the common type of architectural styling and size of most buildings on campus, is surrounded by dorms and student services. When I am in or around Trinkle, I feel like I am definitely on and a part of UMW’s campus.”
- “Monroe, being the first academic building of the campus has had the longest to influence the character of UMW’s built environment. The addition and current facade of Chandler Hall, among others, mimics the precedent Charles Robinson set with Monroe and the original campus quad. Although it may not be 100% designed, the variability and undulation of the campus terrain also helps define the campus area. Had UMW been planned and built in the 1950s or later, even using the same buildings, the campus would look radically different because most of the terrain would have been flattened before construction. I’m disappointed to see what has happened to Monroe Hall. When I visited the school prior to attending, I was very impressed with the building and the history is communicated, unfortunately much of that character has now been replaced or covered in exchange for a more sterile-looking atmosphere.”
- “I have never been in another building like Seacobeck. At first it was slightly confusing, but it has become a part of my daily routine. I find it to be very unique in both its outside architecture and interior, which I think is an interesting reflection on Mary Washington. It may not be perfect, and certainly is not laid out in a way that would suggest otherwise, but I think it is the idiosyncrasy of it that makes it so unique. Likewise, I have found that our campus as a whole is not like other schools, both in the way that it is laid out and the people that attend it. That is one of the main reasons why I chose to go to Mary Wash, and one of the reasons why I decided to stay.”

Questions 11 through 13 deal with student use of green space on campus. In question 11, participants were given four options ranging from very important to not important in which they were asked to assess the level of importance of outside space in their daily lives on campus. Responses indicate that 92.6% of participants think

outside space is either “positive” or “very positive.” Responses for question 12 show that participants felt that Ball Circle best represents UMW’s character. This makes sense, given that Ball Circle is host to important events on campus such as graduation, as well as being the site of a President Obama campaign speech in 2008. The formatting of question 13 allowed participants to indicate multiple selections for the appreciated aspects of their preferred outside space. Eighty and six-tenths percent of participants indicated “scenery and views.” Sixty-three and one-tenth of participants indicated “available seating options.”

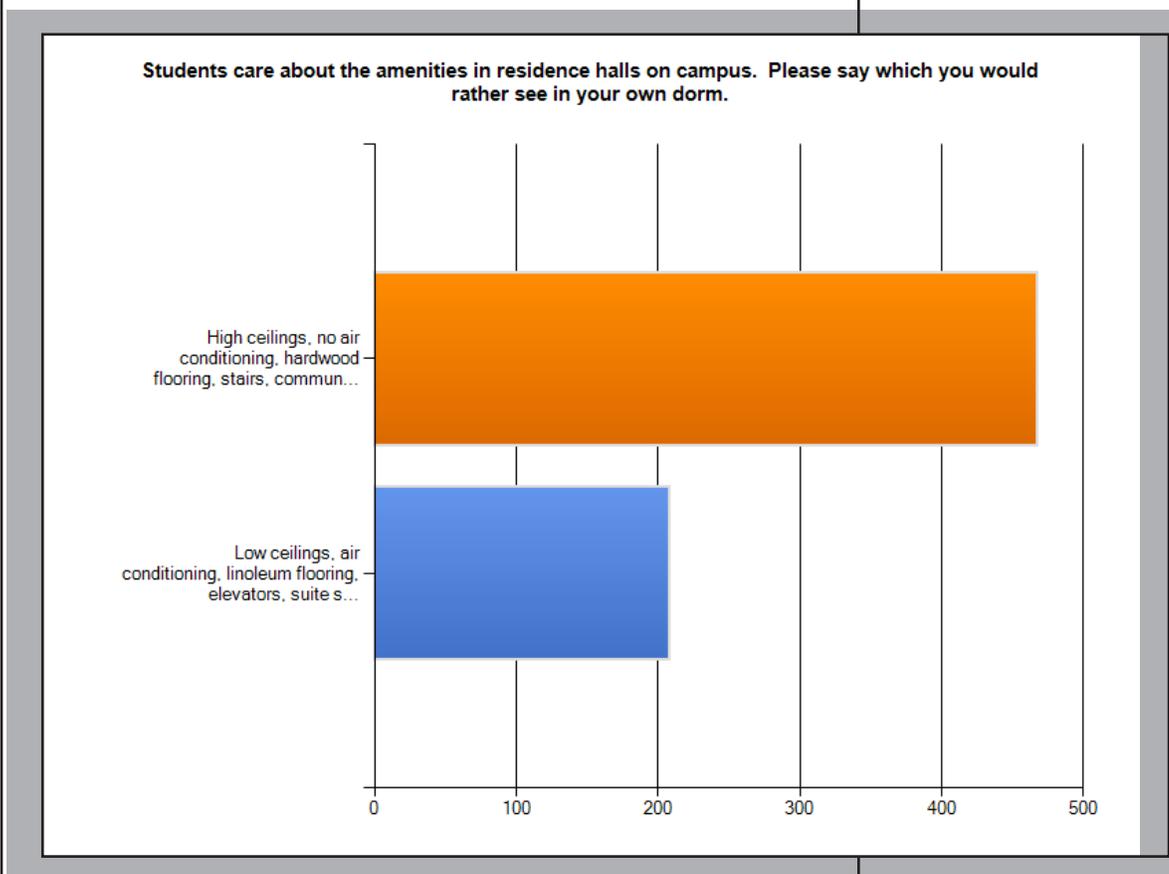
Questions 14 through 16 deal with student’s feelings about renovations on campus. In question 14, participants were given four options ranging from very positively to very negatively in which they were asked to assess their feelings about renovation efforts. Responses indicate that a slight majority of 51.8% of participants felt positively about renovations. In questions 15 and 16, participants were given four options ranging from very positively, to very negatively in which they were asked to assess their feelings in regards to some of the more iconic buildings on campus being renovated in the style of recent renovation efforts on campus. Sixty-seven and eight-tenths percent of students indicated they would feel “negatively” or “very negatively” if George Washington Hall or Trinkle Hall were renovated in a similar fashion to Lee Hall. Seventy-nine and four-tenths indicated, indicated they would feel “negatively” or “very negatively” if Virginia Hall, Ball Hall, or Westmoreland Hall were renovated in a similar fashion to Eagle Landing.

For question 17, participants reported that that they would most like to see Alvey Hall (16.3%) and Eagle Landing (11.0%) demolished of all residential buildings on campus, and they would most like to see Chandler Hall (11.9%) and Woodard Campus Center (9.8%) demolished of all academic / university life buildings on campus. In question 18, participants reported that they would most least like to see Ball Hall (24.3%) and Virginia Hall (21.8%) demolished of all academic buildings on campus, and they would least like to see Trinkle (34.4%) and Seacobeck (14.4%) demolished of all academic / university life buildings on campus. Participants reported in question 19 that they would most like to see the University Apartments (17.7%) and Willard Hall (13.7%) altered of all buildings on campus, and would most like to see Chandler Hall (17.2%) and Woodard Campus Center (13.7%) altered of all buildings on campus. Participants reported in question 20 that they would least like to see Ball Hall (21.9%) and Virginia Hall (21.2%) altered of all buildings on campus, and would least like to see Trinkle Hall

(30.8%) and George Washington Hall (12.9%) altered of all buildings on campus.

Questions 21 and 22 deal with student’s feelings about traditional dorm life and the use of original building materials on campus. As presented in Figure 3, the results of question 21 show that 69.3% of participants indicated that they would rather live in a traditional dorm with high ceilings, no air conditioning, hardwood flooring, stairs, communal style living, rather than a modern one with low ceilings, air conditioning, linoleum flooring, elevators, suite style living. The results of question 22 show that 63.5% of participants indicated that it matters if original building materials are replaced with new materials.

Figure4



In question 23, participants were given four options ranging from very positively, to very negatively in which they were asked to assess their feelings in regards to hypothetical major changes that would occur to the Mary Washington campus in the near future. The results show that 86.5% of participants indicated that they would feel “very negatively” or “negatively” about drastic alterations or changes being made to the UMW campus.

Questions 24 and 25 are demographic questions. The results indicate that participants represent a legitimate cross section of the overall Mary Washington student population and therefore, the data that was provided by this survey represents the feelings of the UMW student community as a whole.

Question 26 allowed participants to share personal experiences with the history and/or character of the UMW campus. Some of the most articulate responses for question 26 indicate the following:

- “I think that there can be positive changes to better the schools functionality, but I do not believe is compromising the school integrity in doing so. The University of Mary Washington takes pride in the fact that it is one of the most beautiful campuses in the nation. If we don’t preserve the unique atmosphere of academia this campus produces the future generations of Mary Washington students will not be able to relate or embody the persona of collegiates previous students loved about the school. In protecting, the classical exterior as well as the interior designs of our buildings should help students take pride in the uniqueness of this campus. I can’t stress enough how unique this campus is in comparison to other campuses around the nation; and in trying to modernize and become a cookie cutter image of other universities in the attempt to capitalize on what the administrators believe to be the remedy to success blinds them from seeing the damages that are done in the attempt to conquer such success. The administrators do not understand the value of the historical integrity of this campus and it’s buildings. In gutting a structure and only keeping a few of it’s original elements, does not keep or preserve the originality of the building. I would like to come back to this campus when I am older and be able to notice it.”
- “As I was going between two good academic schools, the history and historical character of the campus was the deciding factor in going to UMW. I loved the old buildings with the original windows and the community areas. All the buildings were classy and nice. When Lee was renovated I was horrified on how the interior and exterior was treated as it did not even consider the historic nature of the school. It was gutted. I feel that the university undervalues the historic buildings on campus. They are beautiful and if they disappear, this school will be like any other. Just some cookie cutter

campus with cookie cutter buildings. I feel that the history of this school has enriched my perspective on history and I have a profound appreciation for it after attending this school for 4 years. I hope that my 5th and final year helps foster my love for this campus rather than been disappointed in seeing it go away.”

- “While the alterations/renovations are needed to increase cost effectiveness of buildings and accommodate more students being accepted into the university, I would have to encourage the designers of the building interiors to not lose the classic feel. for example, eagle landing has been summarized as “a mix between a hotel and a hospital” the modern, sterile feel has definitely affected students and tarnished the ... classic style the university should strive to maintain.”
- “History is such an important part of UMW. Change is good is for some things, but UMW is already changing too much. I think the University should invest more in preserving the beauty it already has than trying to catch up to more mainstream universities. The majority of the students here and alumni think the master plan has been taken too far.
- “Brick, nature/ trees, the communal out door areas, campus walk are the M.O.s of Mary Washington.... A lot of buildings need to be gutted, but the general feel shouldn't change! (For example, if the entire campus ended up looking like Eagle Landing... the feel of the campus itself would change drastically.. not as homey/ comfortable, less personality).”

DISCUSSION

The results of this survey accredit justification in the form of raw data to the recommendations that are made in this report. Overall, Mary Washington students expressed the school's history, historic character, and green space are extremely important to the traditions, legacy, and character of the institution.

In order to determine students' priorities of places on campus, we asked questions ranging from which buildings students least wanted to be demolished or altered, to which buildings and green spaces students consider most representative of UMW's character. Question 1 determines that campus appearance is a driving factor behind why students decide to come to Mary Washington in the first place. Questions 6 and 7 deal with the visibility of UMW's history in day to day life on campus, and specifically how the buildings remind

students of the university's storied past and context within the Fredericksburg community.

Survey data consistently indicates that the most sacred places of campus heritage include Trinkle Hall, Seacobeck Hall, Monroe Hall, George Washington Hall, Ball Hall, and Ball Circle. This is observed in questions 9 and 10 in which students told us which buildings best represent UMW's character, and in questions 18 and 20 in which students selected which buildings they would least like to see altered or demolished. We also asked about green space in question 12. Students reported that Ball Circle is the most valued green space on campus. We used this data to aid in justification of the development of a tier ranking system by which buildings are classified, and recommendations are made. The buildings and places that students consider most sacred will be treated with a higher priority than all others will.

We find that new construction and rehabilitation on campus are regarded with mixed feelings in the student body. In question 17, students indicated that they would rather see Eagle Village demolished than any other building on campus. Again, feelings of negativity are expressed in question 15 where approximately two-thirds of students expressed they would not want to see George Washington Hall or Trinkle Hall renovated in a similar fashion to Lee Hall. This data contrasts the results of question 14. Fifty-one percent of participants indicate that they feel positively or very positively about renovations on campus. Survey data also allows us to conclude that students overwhelmingly want to see continuity in the built environment. In question 17, Eagle Landing and Woodard Campus center were selected as buildings students would most like to see demolished, even though the respective buildings are two of the newest on campus. Because of materials, construction quality, and appearance, neither of the structures contributes to the continuity of the campus build environment. This is also observed in question 22 where a significant majority of students reported that they care if original building materials are replaced modern ones.

The survey questionnaire and results are located in Appendix I and Appendix II.

PRESERVATION GUIDELINES

P R E S E R V A T I O N G U I D E L I N E S

TIER SYSTEM FOR BUILDINGS AND GREEN SPACES

Tier System for Buildings

The University of Mary Washington Preservation Plan uses a tier rating system. The National Register of Historic Places is the United State’s classification system for historic buildings. The National Register has a narrow categorization of historic significance that is based on a building’s age. In the National Register system a building can only be considered if it exceeds fifty years old. In the context of Mary Washington, the University’s buildings reflect unique qualities both historically and culturally. To best reflect our rich heritage, the National Register of Historic Places was not flexible enough to use as a rating system. Instead a more comprehensive system was needed.

The University of Mary Washington Preservation Plan uses tiers that are based on the English Heritage Categories of listed historic buildings. This system allows the Plan to better reflect the variable characteristics of campus, and encompass both historic integrity and importance to campus life and history. The University has lots of different buildings and structures that all deserve individual attention. The Plan allows all buildings fifty years or older to be uniquely placed in tiers. Tiers were used so that culture and historic integrity played equal roles in listing of the University of Mary Washington’s buildings.

The English System Categories, that the University of Mary Washington’s Preservation Plan is based on, are separated into “grades”. Grade I represents exceptional interest to the point of international importance in some building cases. Grade I lists only 2.5% of the total historic buildings in England. Then the Grade II* represents buildings of particular interest or importance, and hold 5.5% of listed buildings. Grade II holds 92% of listed buildings that are of national importance or interest. Grade II is the most common grade to be rated at for a homeowner or privately owned building. According to English Heritage guidelines, listing using the Grade system helps England acknowledge and understanding their shared history. The English strive to celebrate both the architectural and historic interest of a building, while considering planning for that building’s future

treatment. This attitude toward celebrating multiple interests is a major focus the University of Mary Washington Preservation Plan.

Adapting this system, the University of Mary Washington Preservation Plan uses digits as Tiers to delineate each building and space on campus in its cultural importance and historical integrity. As with the English system, older buildings that have the most historic integrity will be assigned to a higher tier. Older buildings that have been extensively renovated will be in a lower tier in the University of Mary Washington Preservation Plan.

Tier One Buildings

The University of Mary Washington Preservation Plan used the English Grade I as the template for Tier One. Tier One buildings are those that have high historic integrity, and are essential to campus life and history. Historic Integrity refers to the percentage of original, historic building materials still present in a building. Tier One buildings have a large percentage of original, historic materials. A small percentage of the buildings on campus are placed in Tier One, similar to the English System. To be listed in Tier One, a building must have high historic integrity. This means that a building should not have undertaken extreme renovations that compromised its historic integrity. A Tier One building must also be a highly valued building to the campus's culture.

Destruction or alteration of these buildings would have serious consequences to campus identity. Therefore additional care is required for these building. In the event of a proposed alteration or destruction of a Tier One building, there will be a separate approval process to resolve any conflict. As these buildings have the most historic integrity and are most important to the history and culture of the University of Mary Washington, their futures should be carefully and closely considered. The best practices discussed in the following plan should be strictly followed for Tier One buildings. Any deviation from these recommendations should be substantiated by research.

List of Tier One Buildings

Brompton (1836): Brompton was the confederate headquarters in the Civil War during the Battle of Fredericksburg. Many historic photographs feature Brompton and its grounds including the very famous shots taken by Matthew Brady. Although it not located on the main portion of campus, it has been home to the president of the Univer-

sity for many years and its grounds have been the cite of graduations, speeches, and campus events. Although the building has been renovated multiple times, it is historically and culturally very important to the University of Mary Washington and City of Fredericksburg.

Virginia Hall (1913): Virginia hall still maintains its historic integrity and is a point in the cross pattern of Seacobeck, Monroe and Willard Halls. It hasn't been significantly altered since 1926, and even that renovation respected the original fabric. Virginia Hall holds strong cultural ties as a girl's dorm, and has been home to many University gathering and activity spaces. In the survey distributed among the student body for the drafting of the University of Mary Washington Preservation Plan, 70% of students appreciated characteristics like wood floors, high ceilings, transoms, and historic value, as opposed to more modern features. These features are all displayed in Virginia Hall. Virginia Hall is still used for its original use and because of that has strong cultural significance to the University.

Seacobeck Hall (1931): Seacobeck hall is one of the original four buildings on campus, and is the base of the cross pattern between Willard, Monroe, and Virginia Halls. Seacobeck is strongly tied to the landscape in its link with the cross pattern, in its central placement on campus, and its unique architectural footprint that connects College Avenue to the rest of campus. Seacobeck Hall has a lot of historic integrity as well as two wing additions that seamlessly fit the architectural style and flow of the rest of the building. Seacobeck hall was the last building designed by Robinson and is designed in the distinctive style of the University of Mary Washington. Seacobeck Hall is still used for its original use and because of that has strong cultural significance to the University and highly recognized among current students and alumni.

Westmoreland Hall (1938): Westmoreland Hall was built with funds from the Public Works Administration as a residence hall. It has high historic integrity both because it is still used as a residence hall but also because it retains most of its original fabric. The front foyer and marble staircases and spatial situation have changed very little since Westmoreland's opening, as referenced by historic photographs.

George Washington Hall (1939): George Washington Hall's historic integrity still exists through its original building materials. Some examples of materials that still exist are the floors, interior decoration and features, windows, and in the floorplan. The building has maintained its historic use and purpose as administrative offices and houses Dodd Auditorium. George Washington Hall is one of the main buildings on campus that represents

the University's style, character, and prestige. Notable events have occurred in George Washington Hall and Dodd Auditorium including several notable speakers, bands and campus events.

Trinkle Hall (1940): Trinkle Hall is not used today for its original use, but holds a lot of historic integrity beside its use. Trinkle Hall was originally built as the University's Library. Today Trinkle Hall has been through minimal modernizations that have respected the historic features of the building. Both the addition of an elevator, technology rooms, and a small addition in the rear are all respectful of the original structure and have not taken away from the building's historic character. The foyer, floorplan, interior space and decoration are all as they were when the Hall was used as the library. The survey results conducted for the University of Mary Washington Preservation Plan showed that students identify strongly with the building as a representation of campus. Trinkle Hall's style is one of the most iconic structures on campus both from its exterior and interior.

Tier Two Buildings

Tier Two buildings use Grade II* from the English system as a template. Tier Two buildings are those that reflect one of two categories. The first category is buildings that are essential to the University of Mary Washington's history and culture but have compromised historic integrity. These buildings have had major renovations but are still iconic structures on campus. The second category is buildings that are important to campus history and culture, but still retain significant history integrity.

Tier One buildings should not take focus away from Tier Two. Some of the buildings in Tier Two are the most notable on campus, but due to compromised historic integrity, they cannot be considered Tier One. Because the historic integrity is compromised, Tier Two buildings have less restrictive guidelines for restoration, updating, rehabilitation and possible adaptive reuse. However they require more specific maintenance and repair guidelines. Because these buildings are still important to the culture of campus, the best practices discussed in the following plan should be closely considered for Tier Two buildings. Any deviation from these recommendations should be substantiated by research.

List of Tier Two Buildings

Willard Hall (1911): Willard Hall is the first building built on campus, and is a point in the cross pattern of central campus with Monroe, Seacobeck and Virginia Halls. Willard Hall's exterior still holds much of its historic integrity, but the interior and floor plans have been significantly altered in the past. The top two floors of Willard Hall maintain their historic use as living space, but the first and basement floors have been used for a variety of uses on campus. Willard Hall is integral to history of campus because of its age and extensive uses over time, but has lost a significant amount of historic integrity over the last 100 years.

Monroe Hall (1911): Monroe Hall is iconic to the University. Unfortunately, after the 2010-2011 renovations to the building, Monroe Hall has lost most of its historic integrity. Monroe is a point on the cross pattern created by Virginia, Seacobeck and Willard Halls. It is iconic to campus, but like its neighbor Willard Hall, has been renovated for a variety of uses over time.

Marye House (1911): Marye's House served as the first presidents house and is named in honor of the Civil War family that owned the land where the campus stands today. It was moved early in the history of campus, and used for many services including academic, administrative and supportive services. Marye's House is important to the University of Mary Washington's history, and holds most of its historic integrity.

Lee Hall (1928): As the first student center, Lee Hall was described as the first "comprehensive" building on campus. Students fundraised for the building itself. The building is iconic to the University, however Lee has been renovated multiple times (1946, '53, and '08). The last renovation in 2008 added a large rear addition that respects the historic character of the building on the exterior, but generally destroyed all historic integrity on the interior.

Framar House (1930): Framar still has its historic integrity because most of the original materials on the interior and exterior still exist today. It is one of the oldest buildings on campus. It is important to the history of the campus because the President of the University made Framar home for a few years before Brompton was used. About twenty students in the International Living Center reside in Framar. This community cannot exist in a typical residence hall. The nature of the building, with the main communal space, and close living, fosters a unique atmosphere for the international living community. The small size and closeness of the house is the reason why

the residents feel as if they are at home. This atmosphere is unique to Mary Washington and is not seen anywhere else on campus.

Ball Hall (1935): Originally, Ball, Madison and Custis Halls were built as a Tri-Unit. A Tri-Unit is a three building unit which presents Ball Hall in the middle and Madison and Custis Halls connected on either side by a brick colonnade. This grouping maintains historic integrity and use, therefore recognized as a Tier 2 unit. The center structure, Ball Hall, has retained historic use in that it continues to house residential students. The floor plan has remained the same but the building has experienced slight renovations in the past. The foyer features a large dome, circular staircase, library and study room, and beautiful Georgian architecture that have recently been added or restored. Ball Hall was not to be listed in Tier 1 individually due to the historic importance of the Tri-Unit.

Custis Hall (1935): Custis Hall retains its historic function and use as residential housing. Custis Hall has not been altered since its date of construction. The interior layout emphasizes small, family-style living that is a unique aspect of residential student housing. For further justification, please refer back to Ball Hall and the Tri-Unit justification.

Madison Hall (1935): Madison Hall retains its historic function and use as residential housing. Madison Hall has not been altered since its date of construction. The interior layout emphasizes small, family-style living that is a unique aspect of residential student housing. For further justification, please refer back to Ball Hall and the Tri-Unit justification.

Melchers Hall (1951): Melchers Hall is an iconic massing on campus with Pollard and DuPont Halls as the second Tri-Unit on campus. It visually represents the University of Mary Washington's architectural style. Melchers Hall maintains its historic use and has historical integrity both on the interior and exterior of the building.

Pollard Hall (1951): Pollard Hall is an iconic massing on campus with Melchers and DuPont Halls as the second Tri-Unit on campus. It visually represents the University of Mary Washington's architectural style. Pollard Hall maintains its historic use and has historical integrity both on the interior and exterior of the building.

DuPont Hall (1951): DuPont Hall is named after Jessie Ball DuPont who is a direct descendant of Mary Ball Washington. DuPont Hall houses Klein Theatre that hosts several plays a year that both the University and community attend. DuPont Hall is an iconic massing on

campus with Melchers and Pollard Halls as the second Tri-Unit on campus. It visually represents the University of Mary Washington's architectural style. DuPont Hall maintains its historic use and has historical integrity both on the interior and exterior of the building

Tier Three Buildings

Tier Three buildings use Grade II from the English System as a template. Tier three buildings are those that have severely compromised integrity, but still have some significance to the University of Mary Washington's history and culture. Maintenance and repair of the historic fabric or character that still exists should be a focus for Tier Three buildings.

List of Tier Three Buildings

Tyler House (1910): Tyler House was built right after the founding of the University of Mary Washington. As an independent house not built by the University Tyler House is not significant to the history of the campus. It has however kept its historic integrity.

Hamlet House (1920): Hamlet House was originally used as an original professor's residence. Today, its function has changed from residential to office space. Hamlet house has not received adequate maintenance in the recent past and has suffered because of it. As an independent house not built by the University Hamlet House is not significant to the history of the campus. It has however kept its historic integrity.

Fairfax House (1922): Fairfax House was home to the second president of Mary Washington, President Chandler. Since its use as a residence, Fairfax House has been used for many different purposes since then. It has been used for offices and residential halls for students. Fairfax House has maintained most of its historic integrity.

Brent House (1925): Brent house has lost most of its historic integrity over the years. Both the interior and exterior have been greatly altered and the use of the building has evolved with the campus as needs have changed. Most notably, the floor plan has been changed to suit the needs of the campus police department. It is significant to the University's history but as stated above, has been severely rehabilitated.

Chandler Hall (1928): Chandler Hall has been renovated and added on to both in 1938 and in the 1980s. Although Chandler Hall used to be a high school and the training school for the many education students that passed through the halls of Mary Washington, its historic integrity has been lost. The floor plans were first

changed in 1938. The main entrance was then changed from the front of the west of the building to the east, and in recent years the interior was removed and made completely unrecognizable to those who attended the University in the 20th century. Chandler Hall retains very little historic materials as a consequence of modern renovations, but is still considered to be important to the University of Mary Washington's history and culture.

Mercer Hall (1951): Mercer hall served as the first health facility on campus but is not significant to the University's history. It has historic integrity but is not used for its original purpose.

Mason Hall (1954): Mason Hall has no historic integrity due to the most recent 2010-2011 renovations. However, Mason Hall is important to the University of Mary Washington's history and culture. Mason Hall is visible from Double Drive, and prominent on Campus Walk. Paired with Randolph Hall, Mason Hall has maintained its use as residential housing. The Tunnel rooms that connect Mason and Randolph Halls for a short time housed the first male residential students the 1970s and were referred to collectively as Tyler Hall.

Randolph Hall (1954): Randolph Hall has no historic integrity due to the most recent 2010-2011 renovations. However, Randolph Hall is important to the University of Mary Washington's history and culture. Randolph Hall is visible from Double Drive, and prominent on Campus Walk.

Bushnell Hall (1959): Bushnell Hall is significant to the atmosphere and scale around Jefferson Square. The building has continued to serve as a dorm for residential students, but the interior has had many renovations since it was damaged in a fire in the 1980s. However, if demolished or moved, the scale and visual aspect of Jefferson Square would be drastically ruined. Bushnell Hall adds to the beauty and importance of Jefferson Square as a green space.

Russell Hall (1965): Russell Hall still has its foyers intact along with its original crescent floorplan. Russell Hall has a unique staircase that opens upon Sunken Road side of the building. Russell Hall as paired with Marshal Hall bring life on campus down the hill toward Sunken Road.

Heating Plant (unknown): The heating plant still functions as the UMW heating facility. The original smokestack had "MWC" painted on the bricks, but was lowered in the mid 2000's. The brick building has large windows which shows the interior. This heating plant is unique to our campus because heating plants today are not made to look like this structure. The heating plant is ev-

idence of Robinson’s impact on the school, as one of his patents was the use of one large heating plant with pipes running underground to many buildings as opposed to one boiler per building.

Non-Tiered Buildings

Those buildings on campus that are fifty years or younger, are not tiered. The Plan uses this qualification from the National Register of Historic Places.

- **1004 College Avenue**
- **1201 William Street / William House**
- **Alvey Hall**
- **Arrington Hall**
- **Anderson Center**
- **Combs Hall**
- **Cornell House**
- **Eagle Landing**
- **Fitness Center**
- **Goolrick Hall**
- **Jefferson Hall**
- **Jepson Alumni Center**
- **Jepson Hall**
- **Marshall Hall**
- **Phyllis Ridderhof Martin Gallery**
- **Physical Plant**
- **Simpson Library**
- **South Hall**
- **University Apartments**
- **University Tennis Center**
- **Woodard Campus Center**

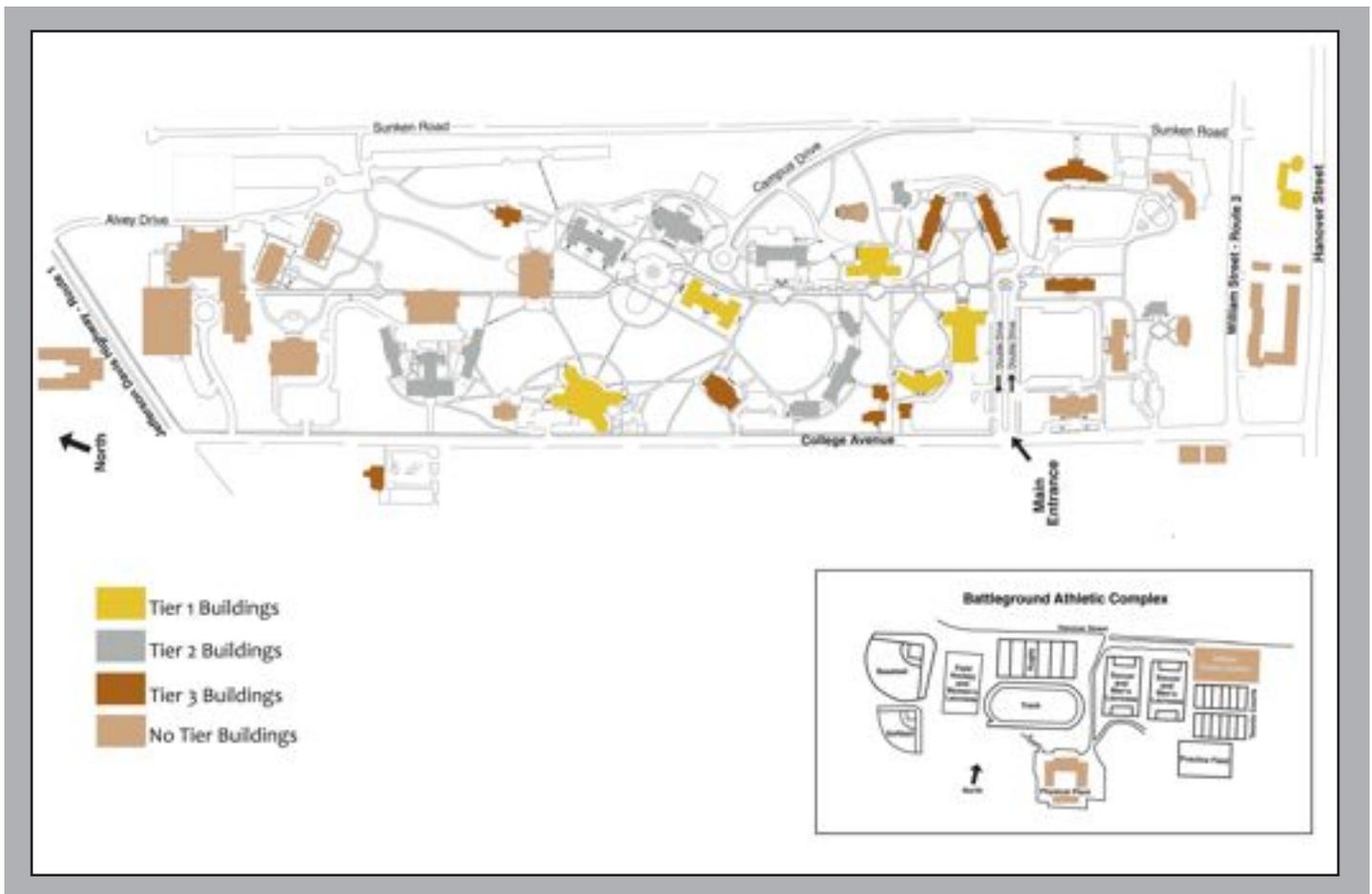
Importance of Maintenance and Repair

Maintenance and repair become very specific within each Tier. Tier one buildings have historic fabric that requires training to maintain and repair. As discussed further in the following sections of the University of Mary Washington’s Preservation Plan, maintenance personnel will be required to attend training in how this historic fabric should be handled. These skills will be applied to Tiers two and three where historic fabric and integrity still exist.

Tier Ranking Reevaluation

Each tier's assigned buildings do not have a permanent placement. Every five years, the Preservation committee at the University of Mary Washington will be required to reassess each building's tier. Those buildings that have become eligible to be placed in a tier due to their coming of age at fifty years old should be the first to be evaluated. Those buildings that are most recently added should be assigned a tier based on their historical integrity and their importance to the campus community. Buildings currently in a tier should be reevaluated for their historic integrity. Any drastic repairs or maintenance, taking place over the five-year period, may have compromised integrity. In this case tier assignment must be reevaluated.

Figure 5, Map of Campus Building Tier System



Tier System for Green Spaces

Introduction

Green spaces on the University of Mary Washington campus are some of the most valued spaces to students. Green spaces are where students and faculty congregate and build community. Most annual events on campus occur on green spaces. Because of their importance to campus, the University of Mary Washington Preservation Plan takes careful consideration in categorizing green spaces. Unlike ratings for buildings, there are not clear guidelines for rating green spaces. Criteria are not the same for buildings as they are for green spaces.

In particular, historic significance is important for green spaces, but centrality to campus life is even more important. For example a landscape from the Civil War is historically significant, but not necessarily essential to campus life. In the University of Mary Washington green space tier system the more historically significant spaces are tiered lower than those culturally important to campus. Also, pressures on green spaces are different than those pressures to buildings. While some spaces on campus could be more historic than others, they may have less development pressures. Reversely, spaces that have more development pressures may be tiered higher.

With these elements, the University of Mary Washington Preservation Plan green space tier system considers historic relevance to campus culture first, and relevance to student life second. Relevance to student life was derived from the student survey conducted for this Plan.

Spaces are categorized by their physical boundaries. When a clear physical boundary is lacking, green spaces are categorized based on a balance of features and history. Spaces are very important in the Plan when they are central to campus history and activities. The University of Mary Washington Campus is not segregated by use: there are no quads or spaces reserved exclusively for residents or employees in a certain area. As a result, green spaces on campus are widely used by all students, faculty and staff.

Tier One Green Spaces

Tier one, as inspired by the English System, is meant to represent not only historic significance but also meaningful spaces. While many spaces are historically important on campus, tier one is for those spaces essential to campus life.

List of Tier One Green Spaces

Ball Circle (1933-1935): Ball Circle is the most central green space on campus both physically and culturally. The circle hosts many annual events on campus as well as weekly and daily events. Ball Circle is an informal space that is completely open to the University of Mary Washington community. Students rated Ball Circle as the most important green space on campus.

Old Main Gates (1936): The Old Main Gates are located at the beginning of Campus Drive off of Sunken Road. Used as the main entrance to the University of Mary Washington until the entrance of Double Drive was created. They have kept their historic integrity, and use. The gates still welcome students and visitors to campus from the east side of Fredericksburg. The Old Main Gates are an iconic piece of history on campus, and serve as a daily reminder of the University of Mary Washington's rich history on the hill.

The Amphitheater (1923): The Amphitheater has served as an informal meeting space for students, and formal events since its construction. Many historic annual events, plays, programs, concerts and gatherings have occurred in the Amphitheater. Although lack of maintenance in recent years and relocation of annual events has brought focus away from the Amphitheater, it ranked very high in the student survey as an important space on campus.

Seacobeck Viewshed: The Seacobeck viewshed is a crucially important space that maintains the University of Mary Washington character on campus. The viewshed covers the interior space between the cross created by Monroe, Willard, Seacobeck and Virginia Halls. It also encompasses the natural spaces on either side of, and down the hill from Seacobeck Hall. This viewshed is historically important because of Civil War occupation, the Seacobeck tribe, and as a Robinson designed landscape.

Tier Two Green Spaces

Tier Two, represent one of two categories. Either tier two green spaces are especially important to history or historic events on campus, but are not central to campus life, or are important to campus life but are not as historic.

List of Tier Two Green Spaces

Brompton (1740): Brompton is the home of the University of Mary Washington President. The house served as the Confederate headquarters and the surrounding landscape is the Fredericksburg Battlefield of the Civil War.

The Lunette (1862): The Lunette is a Confederate earthwork that sheltered cannon and members of the Donaldson Artillery. The Lunette is very historic, but has no significance to culture on campus.

The Grove: The Grove is the historic space surrounding the Old Main Gates, the Amphitheater, and Sunken Road. The University has maintained this area with old growth trees, ivies, and shrubs. This space is a currently unthreatened area but could become threatened for development in the future.

Jefferson Square (1966): Jefferson Square is the second largest public green space on campus. It is less historic than other spaces, so is kept in Tier Two. Jefferson Square hosts annual campus events, pick-up sports games, and is a favorite place to lounge for students. Students in the Plan survey rated Jefferson Square very high as an important green space on campus.

Palmieri Plaza (1987): Palmieri Plaza is in the center of the cross pattern created by Monroe, Willard, Seacobeck and Virginia Halls. It also holds the fountain seen as a focal point on campus. Palmieri Plaza is a gathering space for students, and joins both ends of Campus Walk.

Tier Three Green Spaces

Tier Three green spaces have no historic importance but are important to campus history and culture.

List of Tier Three Green Spaces

Westmoreland Lawn: Westmoreland lawn is the green space that sweeps in front of Westmoreland Hall. Westmoreland hall used to host annual events for the University of Mary Washington campus community, but has recently been the location of academic trailers.

Campus Walk (1986-1988): Campus Walk is the main pedestrian vein for University students. Students and faculty also lounge along Campus Walk on the many benches and low walls that flank the bricked walk.

Athletic Fields and Tennis Center (2005): The Athletic Fields and Tennis Center are used by students and faculty, but have no historic significance to campus.

Bell Tower, Double Drive (2006-2007): The Bell Tower and Double Drive are iconic on campus. Not only used as the main entrance, the Bell Tower is a marker for campus that can be seen throughout Fredericksburg.

Simpson Lawn: Simpson lawn is the green space that sweeps in front of Simpson Library and terminates at the creek. This space is open for students to lounge on, and is the location of the graffiti wall.

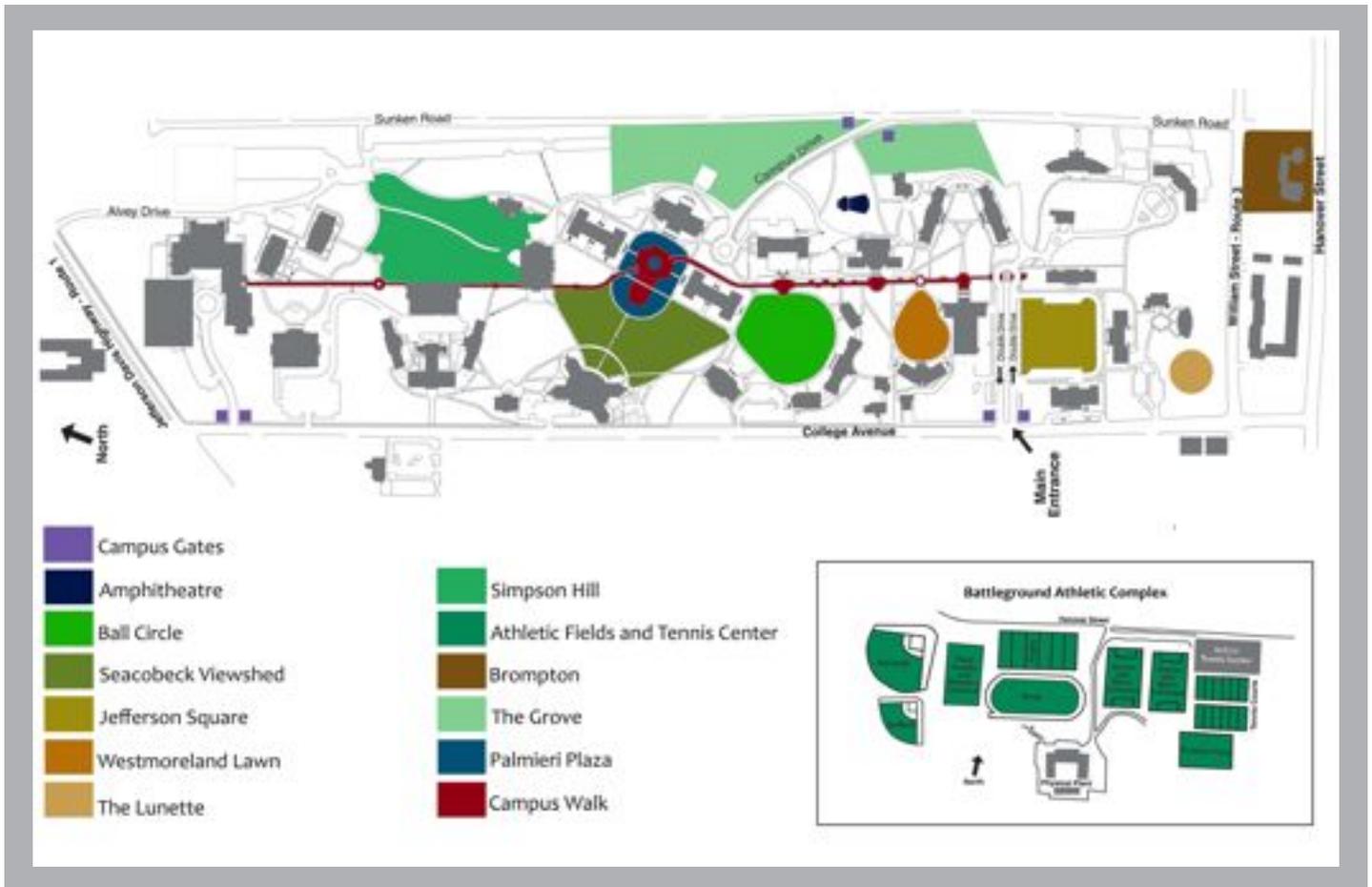


Figure 5, Map of Campus Green Space Tier System

GENERAL RECOMMENDATIONS

The University of Mary Washington should take into consideration a number of priorities when conducting any alterations or undertakings that could potentially affect the historic character of the campus. While historic preservation is of tantamount importance, it cannot be effectively implemented on its own. Sustainability and universal access are other progressive goals that should be taken into consideration. Indeed, these goals are increasingly emphasized in construction nationwide, particularly in University contexts. While other institutions are focused on complying with Federal regulations such as the American with Disabilities Act, this approach is limited and can lead to problems in the long term. Instead of minimal compliance, this preservation plan strongly recommends a holistic approach in encouraging green, accessible, and historically sensitive design. By proactively tackling potential sustainability and accessibility issues from the beginning phases of planning, unforeseen conflicts can be avoided. Furthermore, this will allow for forward-thinking rather than reactive planning overall and therefore encourage best practices to be used and developed.

The Secretary of Interior’s Standards for the Treatment of Historic Properties

Being that the campus has such a rich history, and much of that history is made visible by the structures on campus, it is crucial that proper measures be taken in preserving or restoring buildings with high integrity and those that are also essential to the history of the campus. The Secretary of the Interior’s Standards for the Treatment of Historic Properties (more commonly known as the Secretary of the Interior’s Standards) are commonly accepted as the Gold Standard of preservation practice, thus we have based our recommendations on this set of federal guidelines. All of our interests, along with the Standards’, are concerned with “best practices” for historic preservation. This includes doing what is best for the structures, their landscapes, as well as separate landscapes while taking into consideration the available historic resources. In addition to the Standards’ guidelines, recommendations will also be given pertaining to sustainability and universal access. Even in maintaining historic character, modern amenities and regulations must be put into place.

Preservation, rehabilitation, restoration and reconstruction of the University of Mary Washington should consist of maintaining the overall campus aesthetics through complying with the recommenda-

tions suggested in order to conserve and preserve the unique characteristics of the campus. The University of Mary Washington should identify, assess, and treat all current and potential campus structures according to the tier to which it has been assigned. Identifying and preserving historically important campus structures and sites is one of Mary Washington's main priorities. Both the historical structures and landscapes of the campus should be acknowledged and applied to the University's mission on all levels from academia to school traditions. Preservation, rehabilitation, and reconstruction are defined as the following per the Secretary of the Interior's Standards:

- **Preservation:** Is the application of necessary actions or processes taken in order to protect and sustains a historic properties form, integrity, and materials.
- **Rehabilitation:** Is the repair, alterations, and additions to a historic building to either update or maintain current conditions while preserving the original integrity that convey any historical, cultural, or architectural values within the structure.
- **Restoration:** In the process of restoring a historical structure, features should be accurately depicting the form, features, and character of the particular period of time. This can be achieved through removing particular features from other time periods that have been added to the structure and also reconstruct missing architectural features of the period. In the upgrading of code-required features such as
- **Reconstruction:** Is the depicting of a historical structure through the means of new construction. The form, features, and detailing of a non-surviving historic structure. The objective in using this particular method is replicating the appearance of a specific time period or architectural style of the time period within a historic location.

The following text is from the Secretary of the Interior’s website. For more information, please go to <http://www.cr.nps.gov/hps/tps/standguide/>

Standards for Preservation

1. A property will be used as it was historically, or be given a new use that maximizes the retention of distinctive materials, features, spaces, and spatial relationships. Where a treatment and use have not been identified, a property will be protected and, if necessary, stabilized until additional work may be undertaken.
2. The historic character of a property will be retained and preserved. The replacement of intact or repairable historic materials or alteration of features, spaces, and spatial relationships that characterize a property will be avoided.
3. Each property will be recognized as a physical record of its time, place, and use. Work needed to stabilize, consolidate, and conserve existing historic materials and features will be physically and visually compatible, identifiable upon close inspection, and properly documented for future research.
4. Changes to a property that have acquired historic significance in their own right will be retained and preserved.
5. Distinctive materials, features, finishes, and construction techniques or examples of craftsmanship that characterize a property will be preserved.
6. The existing condition of historic features will be evaluated to determine the appropriate level of intervention needed. Where the severity of deterioration requires repair or limited replacement of a distinctive feature, the new material will match the old in composition, design, color, and texture.
7. Chemical or physical treatments, if appropriate, will be undertaken using the gentlest means possible. Treatments that cause damage to historic materials will not be used.
8. Archeological resources will be protected and preserved in place. If such resources must be disturbed, mitigation measures will be undertaken.

Standards for Rehabilitation

1. A property will be used as it was historically or be given a new use that requires minimal change to its distinctive materials, features, spaces, and spatial relationships.
2. The historic character of a property will be retained and preserved. The removal of distinctive materials or alteration of features, spaces, and spatial relationships that characterize a property will be avoided.
3. Each property will be recognized as a physical record of its time, place, and use. Changes that create a false sense of historical development, such as adding conjectural features or elements from other historic properties, will not be undertaken.
4. Changes to a property that have acquired historic significance in their own right will be retained and preserved.
5. Distinctive materials, features, finishes, and construction techniques or examples of craftsmanship that characterize a property will be preserved.
6. Deteriorated historic features will be repaired rather than replaced. Where the severity of deterioration requires replacement of a distinctive feature, the new feature will match the old in design, color, texture, and, where possible, materials. Replacement of missing features will be substantiated by documentary and physical evidence.
7. Chemical or physical treatments, if appropriate, will be undertaken using the gentlest means possible. Treatments that cause damage to historic materials will not be used.
8. Archaeological resources will be protected and preserved in place. If such resources must be disturbed, mitigation measures will be undertaken.
9. New additions, exterior alterations, or related new construction will not destroy historic materials, features, and spatial relationships that characterize the property. The new work shall be differentiated from the old and

will be compatible with the historic materials, features, size, scale and proportion, and massing to protect the integrity of the property and its environment.

10. New additions and adjacent or related new construction will be undertaken in a such a manner that, if removed in the future, the essential form and integrity of the historic property and its environment would be unimpaired.

Standards for Restoration

1. A property will be used as it was historically or be given a new use which reflects the property's restoration period.

2. Materials and features from the restoration period will be retained and preserved. The removal of materials or alteration of features, spaces, and spatial relationships that characterize the period will not be undertaken.

2. Each property will be recognized as a physical record of its time, place, and use. Work needed to stabilize, consolidate and conserve materials and features from the restoration period will be physically and visually compatible, identifiable upon close inspection, and properly documented for future research.

3. Materials, features, spaces, and finishes that characterize other historical periods will be documented prior to their alteration or removal.

4. Distinctive materials, features, finishes, and construction techniques or examples of craftsmanship that characterize the restoration period will be preserved. Severity of deterioration requires replacement of a distinctive feature, the new feature will match the old in design, color, texture, and, where possible, materials.

5. Deteriorated features from the restoration period will be repaired rather than replaced. Where the se

6. Replacement of missing features from the restoration period will be substantiated by documentary and physical evidence. A false sense of history will not be created by adding conjectural features, features from other properties, or by combining features that never existed together historically.

7. Chemical or physical treatments, if appropriate, will be undertaken using the gentlest means possible. Treatments that cause damage to historic materials will not be used.

8. Archeological resources affected by a project will be protected and preserved in place. If such resources must be disturbed, mitigation measures will be undertaken.

10. Designs that were never executed historically will not be constructed.

Standards for Reconstruction

1. Reconstruction will be used to depict vanished or non-surviving portions of a property when documentary and physical evidence is available to permit accurate reconstruction with minimal conjecture, and such reconstruction is essential to the public understanding of the property.

2. Reconstruction of a landscape, building, structure, or object in its historic location will be preceded by a thorough archaeological investigation to identify and evaluate those features and artifacts which are essential to an accurate reconstruction. If such resources must be disturbed, mitigation measures will be undertaken.

3. Reconstruction will include measures to preserve any remaining historic materials, features, and spatial relationships.

4. Reconstruction will be based on the accurate duplication of historic features and elements substantiated by documentary or physical evidence rather than on conjectural designs or the availability of different features from other historic properties. A reconstructed property will re-create the appearance of the non-surviving historic property in materials, design, color, and texture.

5. A reconstruction will be clearly identified as a contemporary re-creation.

6. Designs that were never executed historically will not be constructed.