UNIVERSITY OF WISCONSIN WHITEWATER

Comprehensive Campus Master Plan

DFD Project No. 1211D

PDF Part 1: Executive Summary


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WHITEWATER
Office of the Chancellor

The 2014 Campus Master Plan provides an ambitious framework for the University's physical campus over the next twenty years. Establishing the foundation for campus's growth and development has been an important undertaking. Our physical campus is one of our great assets. This plan ensures we are responsible stewards of our campus, enhancing the collegiate experience for future generations. The plan recognizes the critical importance of shaping a community through the development of spaces for our students to live, work, and learn.

As described on the following pages, the plan envisions:

- Identifying facility renewal and growth necessary to provide the high quality teaching and learning spaces necessary to support our University mission.
- Providing opportunities for residential growth, creating new living and gathering spaces that enhance student quality of life and reinforce a strong sense of community.
- Making our campus more welcoming and accessible by enhancing connections between buildings and grounds and establishing clear campus gateways.
- Establishing a new entry sequence for first time visitors with the addition of consolidated student services in a new facility centrally located along a primary pedestrian mall.
- Enhancing and preserving the natural features unique to campus, promoting efficient use of resources, and connecting people with each other and with their environment.

The plan balances new development with facility renewal and the preservation of abundant green space that is a defining characteristic of campus. The long-term strategy takes into account needed new infrastructure, utilities, and open spaces while establishing architectural and landscape design guidelines to help define a coherent sense of place. This integrated approach defines a more efficient campus for years to come.

I look forward to our continued work together as we continue to realize the aspirations of the plan.

Sincerely,

Richard J. Telfer, Chancellor

Hyer Hall, Suite 420 | 800 West Main Street | Whitewater, WI 53190 | www.uww.edu | p 262-472-1918 | f 262-472-1518

Table of Contents

Executive Summary.....1

ANALYSIS OF EXISTING CONDITIONS.....2
Campus Profile
Natural Systems
Built Systems
Classroom Utilization and Space Needs Summary
Building Renovation Assessment Summary
Residence Life Strategy

CAMPUS MASTER PLAN.....12
University Mission Statement
Guiding Principles
Key Recommendations

Analysis of Existing Conditions.....19

CAMPUS PROFILE.....20
UW System Context
Planning Context
Enrollment Growth Projections
Context and History

NATURAL SYSTEMS.....26
Natural Features and Topography
Open Space

BUILT SYSTEMS.....30
Building and Land Use
Vehicular and Bicycle Circulation
Pedestrian Circulation
Entry and Arrival
Residence Life Strategy

Master Plan Proposals.....45

GUIDING PRINCIPLES.....46
Support Strategic Plan
Optimize Space
Strengthen Identity
Engage with Community
Make Robust Connections
Embrace Sustainability

KEY RECOMMENDATIONS.....50
Illustrative Plan
Academic Facilities
Athletic Facilities
Residence Halls
Student Life Facilities
Facilities Reinvestment
Parking

CAMPUS SYSTEMS.....62
Building and Land Use
Open Space
Pedestrian Circulation
Bicycle Circulation
Vehicular Circulation
Entry and Arrival
Parking and Service
Utilities Infrastructure
Sustainability
Campus Planning Boundary

Phasing and Implementation.....75

NEXT STEPS - PLANNING.....76

Academic Strategic Plan
Athletics and Recreation Master Plan
Migration Plan
Pre-Design Studies
Sustainability Plan
Long Range Transportation Plan

IMPLEMENTATION STRATEGY.....77
Currently in Progress
Near Term
Mid Term
Long Term

Design Guidelines.....85

DESIGN GUIDELINES.....86

CAMPUS ARCHITECTURAL DESIGN GUIDELINES.....88

BACKGROUND AND HISTORY.....88
Campus Districts

CHARACTER.....91
Historical
Academic I
Academic II
Academic III
Academic IV
Residential
Athletic

SCALE, FORM, MATERIALS.....104
Scale
Character of Public Spaces
Massing
Form
Walls
Roof
Entrances
Transparency
Materials

LANDSCAPE DESIGN GUIDELINES.....114

Acknowledgements.....117

Technical Appendices.....121

Appendix A - Technical Report Summary

CIRCULATION A-1
PARKING.....A-5
STORMWATER A-8
WATER SYSTEM A-15
CAMPUS UTILITIES A-18

Appendix B - Building Condition Assessment and Repurposing

Appendix C - Cost Information

Appendix D - Fiber Optic Replacement Pre-Design Report

Appendix E - Campus Utilities Digital Appendix


This movie consists of 2.5 million individual
images that have been combined into one panorama.

Executive Summary

The Comprehensive Campus Master Plan establishes a framework for the next 20 years of development at the University of Wisconsin-Whitewater. It outlines an approach for buildings and land use, open space, pedestrian and vehicular circulation, parking and service, utilities infrastructure, stormwater management, campus sustainability, and space needs for a growing student body. The plan also includes guidelines for the design of future buildings and landscapes. Proposals integrate conclusions drawn from previous planning efforts for Residence Life, Dining and Athletics into a cohesive whole. Projects are prioritized within a 20 year horizon comprising three six year increments.

In alignment with the Campus' Strategic Plan and Enrollment Management Plan, the University of Wisconsin-Whitewater student body is anticipated to grow from 12,030 students to 13,875 students over this time. The Comprehensive Campus Master Plan aligns the physical campus with the University's mission by providing the space to support teaching, learning, scholarly activities, and extracurricular activities. Plan proposals reinforce a discrete and inviting campus environment, particularly for students with disabilities, while enhancing student experience with residence life and student spaces that promote community.

ANALYSIS OF EXISTING CONDITIONS

Campus Profile

The University of Wisconsin-Whitewater was founded in 1868 as a primary school, Whitewater Normal School, with 48 students attending classes in one building. Today, it is one of 26 campuses in the University of Wisconsin System and consists of 40 buildings on 404 acres. In Fall 2012 there were 12,034 students and 383 members of the faculty. 89.3% of the students were undergraduates, and 85.6% of students were from the state of Wisconsin. The total number of staff on campus was 786.

FIGURE 1: UNIVERSITY OF WISCONSIN SYSTEM

- 4 YEAR UNIVERSITY OF WISCONSIN SYSTEM CAMPUS
- 2 YEAR UNIVERSITY OF WISCONSIN SYSTEM CAMPUS
- UNIVERSITY OF WISCONSIN-WHITEWATER CAMPUS

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Natural Systems

Prairie landscapes and glacial drumlins, geologic formations accompanied by significant changes in topography formed by the movement of glacial ice across the underlying ground, distinguish the UW-Whitewater campus and reflect the regional character of southeastern Wisconsin. The landscape character is evident in both the sixty-acre nature preserve and the more developed areas, including the drumlin and the arboretum.

In addition to the natural landscapes, defined open spaces support campus life. Spaces for active and passive recreation are organized along the axes of the Carter and Wyman pedestrian malls, but the campus has limited flat open lawn area for gathering. While the athletic field facilities clustered largely in the northwestern portion of campus are of high quality, the network of open spaces is not continuous and thus the residence halls and other uses at the campus edge can feel disconnected.

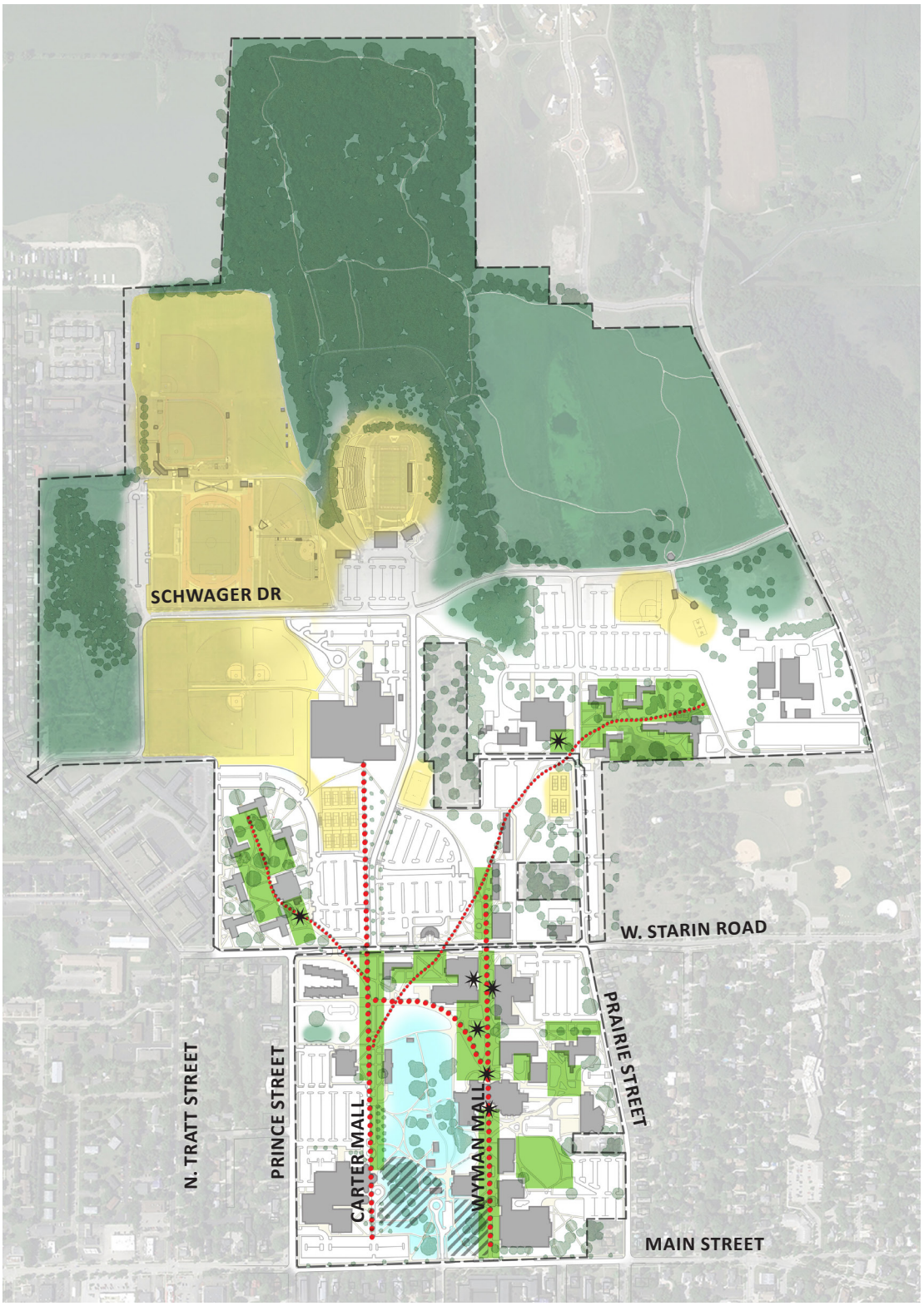

FIGURE 2: NATURAL SYSTEMS

- NATURAL AREAS
- ATHLETIC FIELDS
- DRUMLIN
- DEFINED CAMPUS GREENS
- PLAZA
- ARBORETUM
- AXIS

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Built Systems

The existing campus core has a compact mix of academic and administrative uses situated within a distance that can be navigated comfortably in five minutes. The pedestrian malls create linkages between the southern academic core and the northern student life district of campus. The Wyman Mall area has been developed more robustly than the Carter Mall area, which feels more isolated. The drumlin, a geologic formation accompanied by a significant change in topography formed by the movement of glacial ice across the underlying ground, exaggerates the separation of these two malls by acting as a vertical barrier between the two areas. Starin Road is a major organizing element on campus, serving as the boundary between the academic core to the south and the athletic and residential districts to the north.

Due to limited alternative transportation options and long-standing patterns of behavior, automobile circulation is the dominant mode of vehicular transportation to campus, impacting the University's carbon footprint and requiring a significant amount of land dedicated to parking. No single route dominates as a main entry to campus, and the majority of vehicular circulation is at the edges. Although this layout preserves the pedestrian environment within the campus core, it fosters increased conflicts between automobiles and pedestrians where Starin Road passes through campus. Indeed Starin Road is an important thoroughfare in the City circulation network as one of only a few east-west routes.

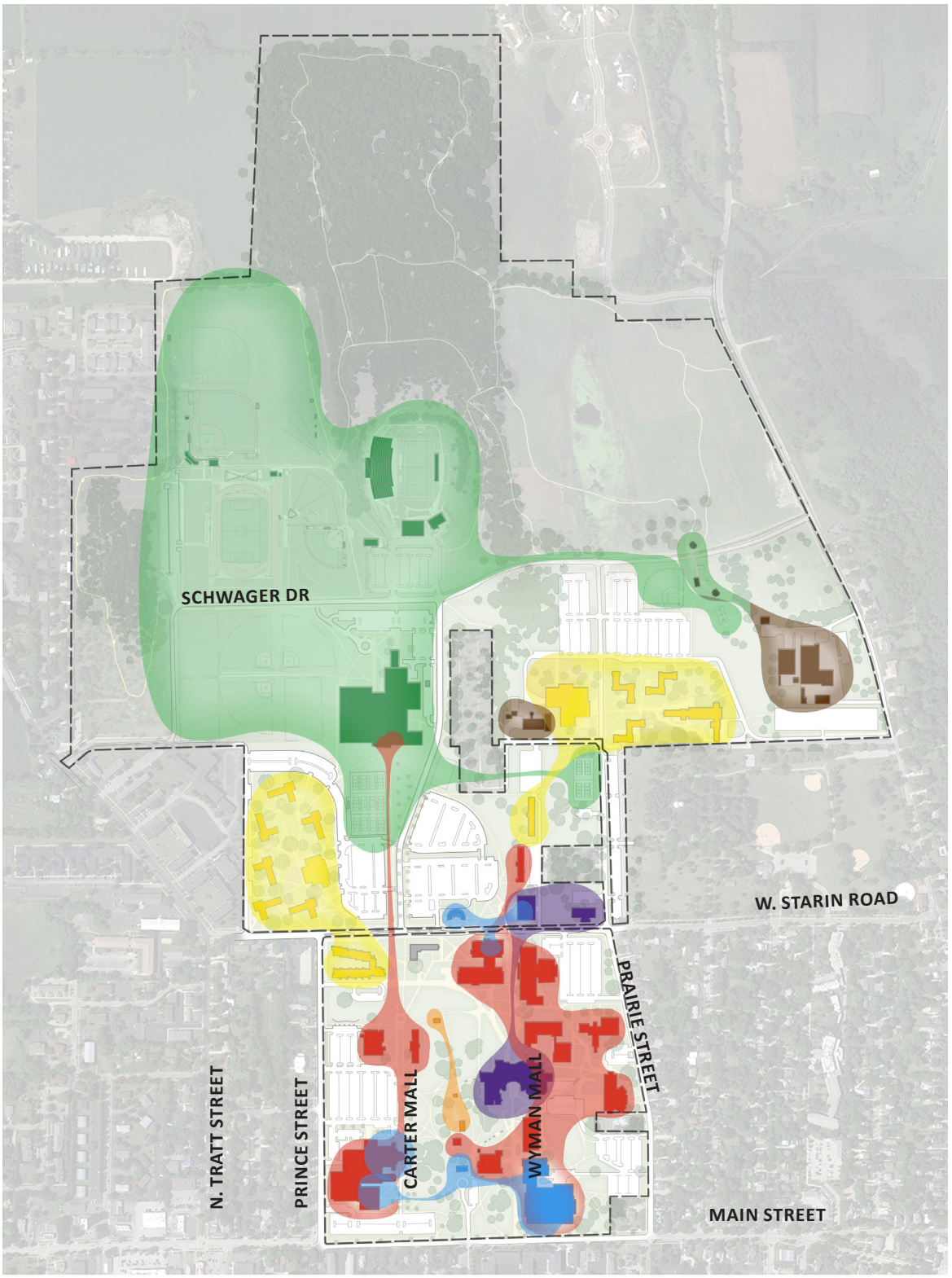

FIGURE 3: BUILDING USE

- ACADEMIC
- LIBRARY AND PUBLIC INTERFACE
- STUDENT LIFE
- RESIDENCE HALL
- ATHLETIC
- SUPPORT / OTHER
- HISTORIC LOG CABIN AND SCHOOL HOUSE

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The extensive network of pedestrian paths in the core becomes less robust at the edges. Recreational trails through the nature preserve are an amenity but not intuitively integrated, and some paths around and across the drumlin are not accessible for those with limited mobility. Particularly for those with vision impairments, it can be difficult to differentiate the main circulation routes from secondary paths.

Finding and navigating the campus can prove challenging for visitors due to inadequate interior and exterior signage. City signage directs visitors to routes that are not intuitive or direct. Directional signage on Main Street directs visitors to turn on North Tratt Street, a residential street with no University presence. The Visitors Center is undersized, difficult to locate initially, and does not project a collegiate sense of welcome or campus identity.

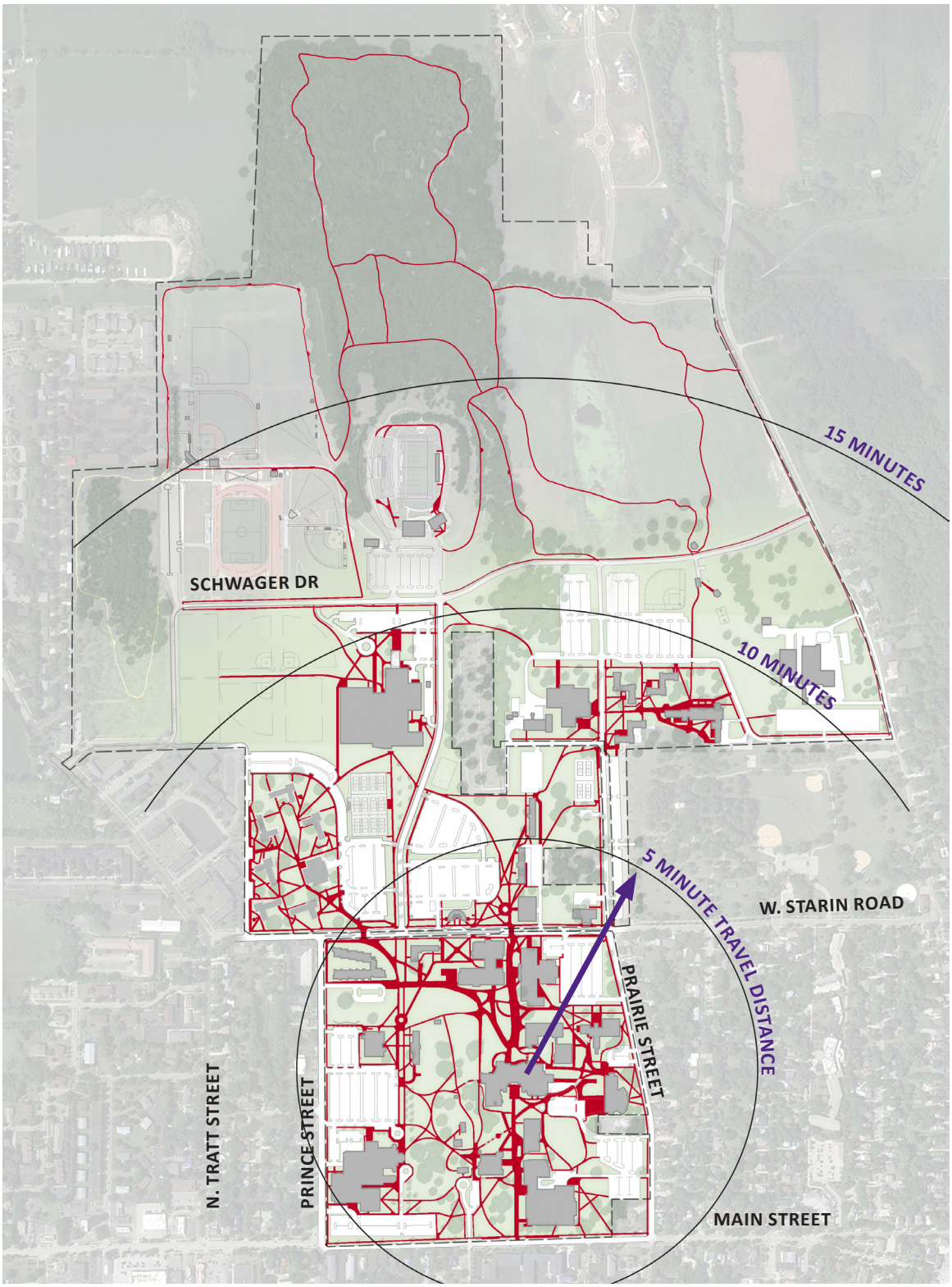

FIGURE 4: PEDESTRIAN CIRCULATION

PEDESTRIAN PATH

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Classroom Utilization and Space Needs Summary

As part of this campus master planning effort, the planning team conducted a space needs assessment. The assessment quantifies the amount of space the University currently has including how much space the University will have after current construction and renovations are completed. The assessment then compares how much space UW-Whitewater has now to how much will be needed at the planned enrollment level. The space overage (surplus) or space need (deficit) was generated from this comparison. The resulting assessment report is prepared by space category and then distributed by primary unit. The space needs assessment is quantitative; while space quality is addressed in the rest of the master planning process.

The data used in the assessment were provided by the University using Fall 2012 as the snapshot in time. All data were reviewed for accuracy by not only the planning team but by the deans of the colleges, vice chancellors, and the Provost.

Assumptions

- Enrollments are expected to increase by 15% from 12,030 student head-count to 13,875 student head-counts representing a 13% growth in Undergraduate students and a 33% growth in Graduate students.
- No change in student faculty ratio is expected. Therefore, the number of employees are expected to grow as follows: 15% increase in faculty and an 8% increase in staff.

FIGURE 5: CAMPUS CLASSROOM

- A very conservative growth in library holdings is expected at about 0.75% per year.
- The future amount of space includes: (1) the expansion and renovation of Laurentide Hall; (2) White Hall and McCutchan Halls eventually coming off-line; and (3) the reallocation of space in Winther, Heide, and McCutchan Halls. (For details of this space reallocation, refer to the section on Study Assumptions). White and McCutchan Halls will be used as swing space for renovations until such time as they are permanently taken off-line.

Overview of Outcomes

Classroom and Class Laboratory Utilization

- On average, the University schedules its 124 classrooms for 31 hours per week at a 60% seat fill rate. This equates to about 18.4 weekly seat hours. Currently the University of Wisconsin System classroom utilization targets are 35 hours per week with a 70% seat fill rate which is 24.5 weekly seat hours. UW-Whitewater schedules its classrooms 25% less than the existing UW System target.
- Class laboratories are scheduled an average of 20 hours per week with a 76% seat fill rate for a 14.8 weekly seat hour average. UW-Whitewater's existing utilization rate is 23% less than the current UW System utilization targets, which is 24 hours per week with a seat fill rate as close to capacity as possible.
- The Classroom Demand analysis shows that currently there is a 14 to 15 classroom surplus in the capacity range of 61 to 75.
- Peak times on campus are from 9:30 AM through 3:00 PM, Monday through Thursday.

Space Needs Assessment

- For Fall 2012, the space needs assessment shows an 8% deficit of space. This deficit could be interpreted that UW-Whitewater is in relative balance for space.
- The largest needs for space are in athletics and recreation, physical plant, and other academic space.
- At the future scenario of 13,875 students, the assessment shows an increased space deficit of 18.5%. All space categories have a demonstrated deficit.
- The initial identified need for Athletics/Recreation/PE indoor space will be met by a new indoor tennis facility. As this assessment was concluding, it was brought to the attention of the consultant team that there were additional athletic and recreation facility needs that require further study.
- Physical Plant is short about 33% space. Needed are additional shop and central storage space along with covered parking for its vehicles.
- Using current UW System utilization targets, classroom space shows an overage for Fall 2012 of about 8,500 Net Assignable Square Feet (NASF) which turns into a deficit for the future enrollment level of about 10,800 NASF.
- Currently, class laboratories are in relative balance with an overage of about 1,100 NASF. For the future scenario, this overage turns into a need of about 11,000 NASF. The guideline NASF was calculated using the UW System's existing utilization targets.
- While there is a current overage of class laboratories, the following units have needs: Communication, Management Computer Systems (L&S), and the College of Education. In particular the Management Computer Systems program has need of some dedicated computer labs. Currently they are using general/open access computer labs.
- Most of the sciences show an overage of class laboratory space for Fall 2012. An overage is also shown for the future scenario with the exception of Biological Sciences, which shows a small deficit.
- A need currently exists for more research laboratory space as well as in the future scenario. The majority of this need is in the sciences and can be offset by the overage of class laboratory space in the sciences. The reality is that many of these labs are currently dual purpose labs and are used for both instruction and research.
- Both academic and administrative offices are in balance with small overages. As the employee base grows reflective of the student growth, there will be a need for more office space.
- Library and Study space is in relative balance for Fall 2012. The current and future needs are for additional study or collaborative learning spaces dispersed across the campus rather than study space contained within the main library.
- The auxiliary spaces show that they are in relative balance for Fall 2012. At the future scenario, space deficits exist for both student center space and health care facilities as the guideline NASF is reflective of the increase in students.
- The major units requiring the most space correspond with the top two space category needs. The majority of the need for athletics/recreation/PE space can be found under the College of Education and Professional Studies and the need for physical plant space can be found under the Vice Chancellor for Administrative Affairs.
- The College of Letters and Sciences shows a demand resulting from the need for both instructional and research laboratory space.
- The Provost and Vice Chancellor for Academic Affairs non-college units show a space deficit resulting from needs in Information Technology and Andersen Library, and resulting from the NASF guideline being allocated to the Provost for expansion of academic programs such as the Intensive English Institute.
- The Vice Chancellor for Student Affairs shows an increased need for space at the future scenario reflecting the deficit of student center space.

Opportunities for Greater Space Efficiency and Recommendations

- While there are space needs at UW-Whitewater, the University has opportunities to solve some of the issues within their existing space portfolio immediately by strategically re-purposing space to satisfy urgent needs. For example, some study and collaborative space needs can be met by creating innovative corridor spaces.
- A review of scheduling practices and policies should also be conducted by the University. In particular, the practice of departmentally scheduled classrooms should be reviewed. A more common practice is to provide departments with initial priority of scheduling preferred classrooms (but only if they have an appropriate course section size) and then at a certain point in the scheduling cycle, those rooms are open to others for optimum scheduling. Other policies to be considered, if they are not already, include: a limit as to the number of courses a department can schedule during prime times; course enrollment size must be within an acceptable range of the room's capacity; and course conformity to a common scheduling time grid.
- Classroom capacities should be reviewed and right-sized. Some spaces could benefit by removing extra seats (right-sizing) and upgrading the furniture styles and arrangements which would create more flexible learning environments and support desired pedagogies.
- Examine existing office environments to determine if space organization and types could be provided more efficiently and support administrative and academic needs.
- Implement and enforce basic space management policies. This can be accomplished with a space management committee. Issues that are typically addressed are: vacating spaces for new space; allocating research space based on funding rather than seniority; and allocation of office space.
- As the University grows, a deficit of instructional spaces may exist if higher utilization rates are not achieved and no changes to the current instructional paradigm occur. For Fall 2012, about 40% of the overall space need for the University can be met by achieving higher utilization rates and then re-purposing the excess instructional space to other areas of need.
- The Andersen Library building is awkward to navigate. In many cases one cannot get from one part of the building to another without going outside or taking a circuitous path. The Library should be reinvented to achieve greater modernity.
- Student services are fragmented. A one-stop center would go a long way to making these services more accessible, efficient, and convenient to students.
- Additional athletic and recreation facility needs should be identified in a more detailed fashion through an athletics master plan.

Building Renovation Assessment Summary

The renovation potential of six buildings identified by Campus was assessed including Andersen Library, Greenhill Center for the Arts, Heide Hall, Williams Center, Winther Hall, and Roseman Building. They are in good condition but have obsolete mechanical, electrical, and plumbing (MEP) systems, as well as internal circulation challenges, severe lack of daylight, outdated classroom technologies, worn finishes averaging 40 years of age, and poor accessibility. Improvement to the quality of existing space regardless of re-purposing goals is needed in all cases.

Neither Greenhill Center for the Arts, Williams Athletic Center, nor the Winther Hall office tower are good candidates for re-purposing due to basement and/or internal rooms with no opportunity for daylight, concrete block partitions that are very costly to modify, and multiple level changes that impede accessibility. The Winther Hall classroom wing has potential for future modern classrooms with technology upgrades and improvements to accessibility. Heide Hall and Anderson Library have building superstructures and building footprint shapes that would accommodate a variety of re-purposing uses.

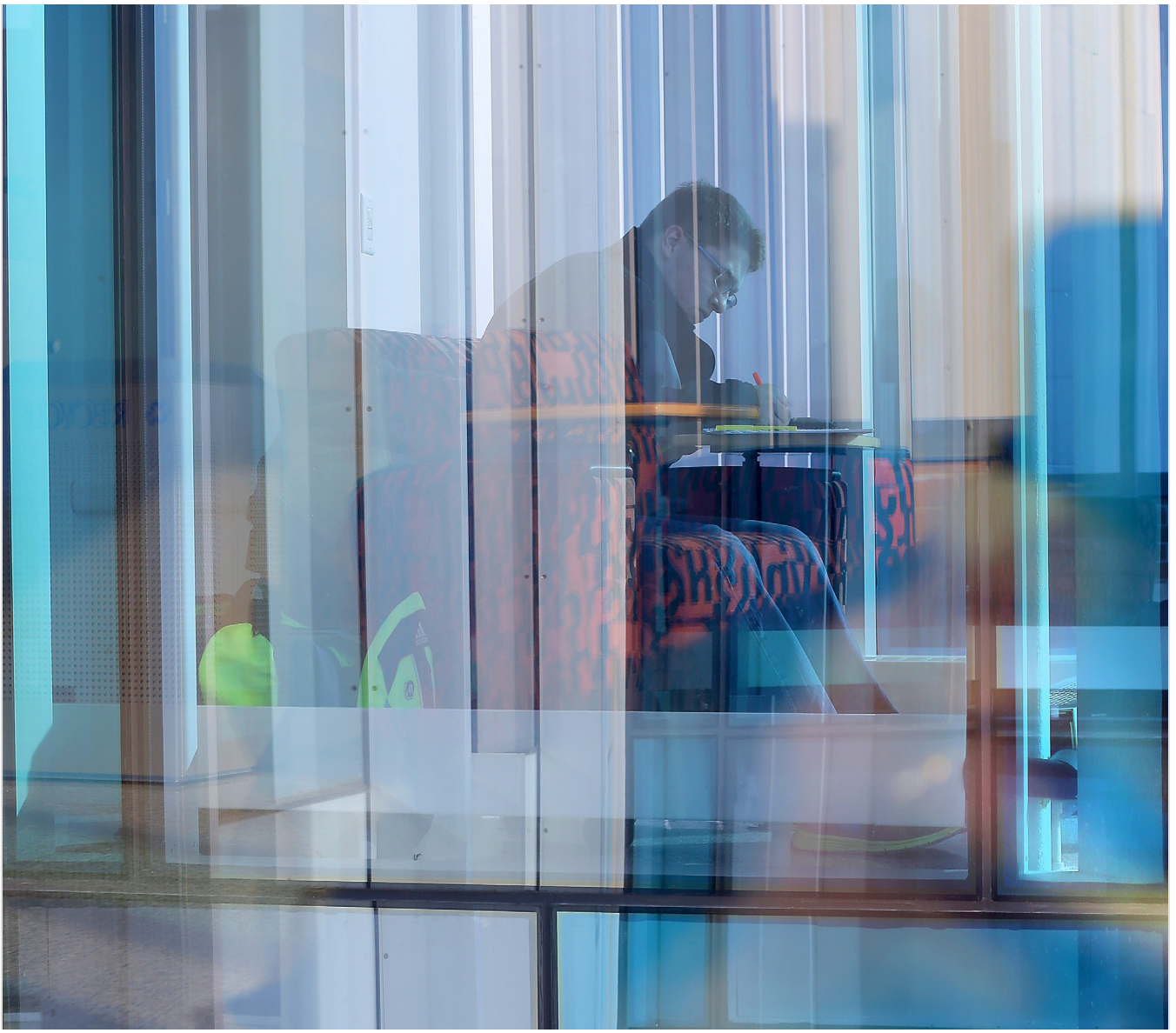

FIGURE 6: STUDYING IN THE HYLAND ALCOVE

Residence Life Strategy

Approximately 3,730 students currently live on campus in two districts in the northwest and northeast. The University has explored several options via studies with Architectural and Engineering teams to address insufficient quantity of housing and dining space to meet demand and quality issues related to universal accessibility and modernization. These recent studies concluded that Wells Hall and Esker Dining Hall should be replaced due to the significant costs required to renovate the facilities appropriately. The University plans to build a total of five new residence halls and a replacement dining hall while continuing to renovate the remaining halls over time. The first of the proposed new residence halls allows campus to meet its current demand for housing. The second proposed residence hall provides an opportunity for an increased percentage of students to be housed on campus. The last three of the proposed residence halls provide the 1200 beds needed to replace Wells Hall.

CAMPUS MASTER PLAN

University Mission Statement

The mission of the University of Wisconsin-Whitewater is to:

Provide a range of undergraduate programs and degrees, including interdisciplinary programs, in letters, sciences, and the arts as well as programs and degrees leading to professional specialization.

Offer graduate education built clearly upon its undergraduate emphases and strengths with particular emphasis in the fields of business, education, communication, and human services.

Engage in scholarly activity, including research, scholarship and creative endeavor that supports its programs at the associate and baccalaureate degree level, its graduate programs, and its select mission.

Create and maintain a positive and inviting environment for multicultural students, students with disabilities, and nontraditional students, and provide support services and programs for them.

Serve as a regional cultural and economic resource center through its service initiatives.

Provide continuing education and outreach programs as integrated institutional activities.

Provide a variety of co-curricular activities to enhance out-of-class learning opportunities.

Encourage and maintain a high level of personal and professional integrity in all University life and activities.

Approved by the UW System Board of Regents, February 11, 2005

FIGURE 7: UNIVERSITY CENTER

Guiding Principles

Resonant themes from listening sessions with the campus community were adapted into guiding principles.

- **Support Strategic Plan:** Align the physical campus with the University's mission and values and support the objectives outlined in the Academic Strategic Plan.
- **Optimize Space:** Address existing and projected space deficits and ensure consistently high quality space campus-wide.
- **Strengthen Identity:** Build on existing strengths to further distinguish the University of Wisconsin-Whitewater through its physical campus; define campus edges and a clear arrival experience to welcome and encourage engagement with the community.
- **Engage with Community:** Develop a compact, residential campus with amenities for students, faculty, and staff that promote interaction, enhance quality of life, and accommodate activity seven days a week.
- **Make Robust Connections:** Create a dynamic campus with well-defined and accessible pathways that flow naturally between buildings and grounds.
- **Embrace Sustainability and Stewardship:** Further sustainable practices and lay the groundwork for additional sustainable initiatives by highlighting natural features unique to Whitewater, promoting efficient use of resources, and connecting people with each other and with their environment.

FIGURE 8: FALL FOLIAGE ON THE DRUMLIN

Key Recommendations

The Comprehensive Campus Master Plan leverages new and renovated facilities in support of the University's mission. Individual projects executed over the twenty year planning horizon resolve independent project needs and also contribute to campus wide initiatives that have a greater positive impact to the campus as a whole. New buildings and open spaces expand the network of interconnected open spaces that define the University of Wisconsin-Whitewater's campus, reinforce the Wyman and Carter Malls, extend the pedestrian network north of Starin Road and create cross connections between pedestrian malls. Thus disparate parts of the campus are pulled together.

Three new academic facilities in the core campus will meet the projected need for new academic space, while five new 400-bed residence halls and a new dining facility transform the residential precinct. Expansion of existing athletic facilities, the addition of an indoor tennis facility and a replacement of the Roseman gymnasium ensure continued excellence in this area.

Many existing buildings require renovation to facilitate modern pedagogy and universal accessibility. Other aging buildings in the core have short-term value as swing space to facilitate renovation but will ultimately be removed and returned to open space in the future.

The Comprehensive Campus Master Plan clusters new development close to the core campus to preserve sensitive natural features. This strategy displaces surface parking to accommodate new buildings in many instances. A new 600-car parking structure in the core replaces some of the lost parking capacity. Additional operational strategies will be needed to address the balance of this parking deficit over time.

FIGURE 9: COMPREHENSIVE CAMPUS MASTER PLAN

Many near term solutions can provide some immediate space relief by more efficiently using the existing space. Scheduling existing space earlier in the morning, later in the afternoon, and at other off-times provides additional meeting capacity without the addition of new space.

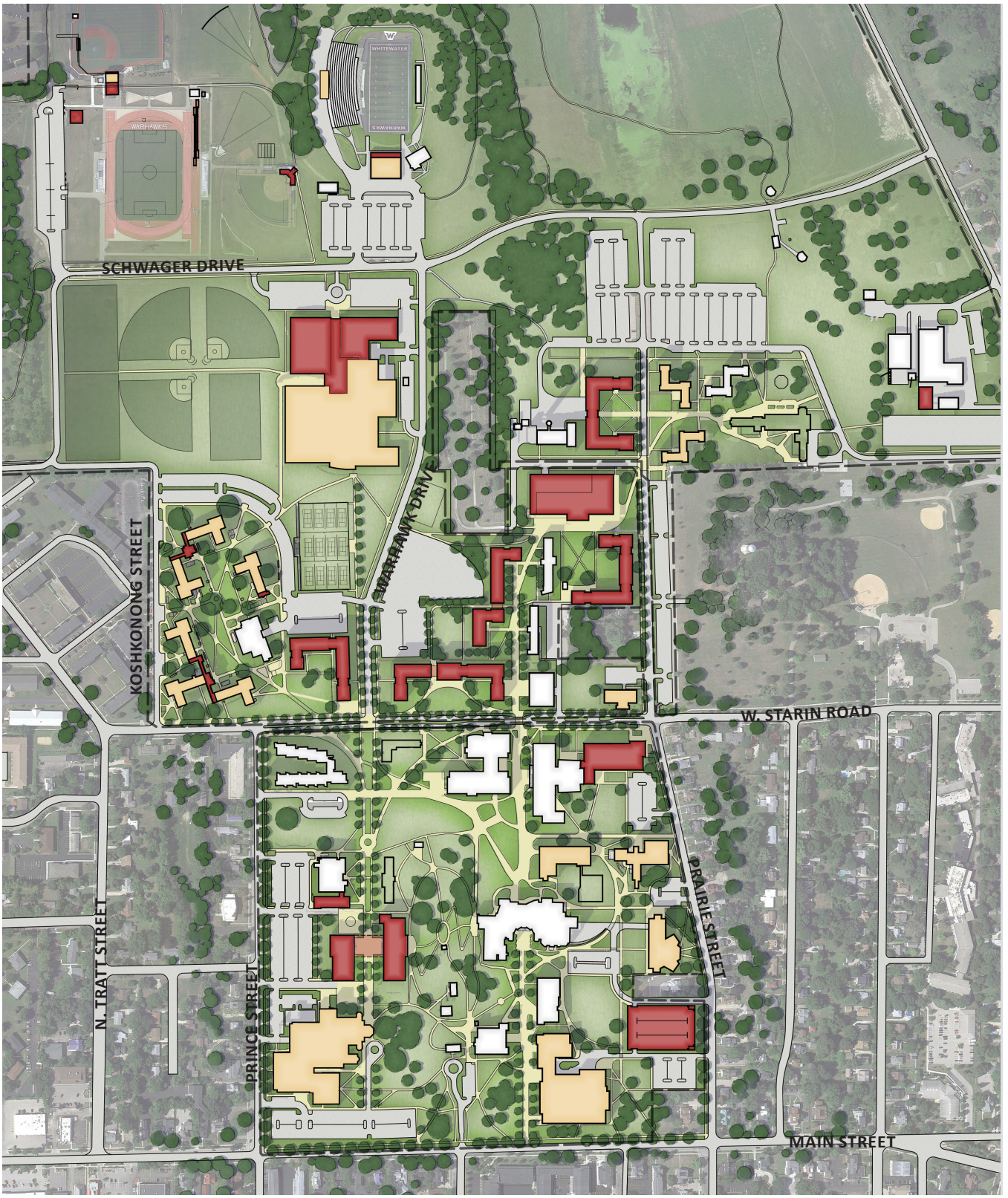

FIGURE 10: COMPREHENSIVE CAMPUS MASTER PLAN DETAIL

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FIGURE 11: MINNEISKA SPRINGS AT WYMAN MALL

Campus Systems

Building and Land Use
The Comprehensive Campus Master Plan reinforces the compact campus framework of an academic core south of Starin Road, residence life facilities north of Starin Road, and athletics, recreation, and natural landscape at the northernmost edge. Within the academic core, new buildings activate portions of campus that previously felt isolated. North of Starin Road, new residence halls and student life facilities connect two distinct residential communities into one cohesive district. Consolidating new athletic facilities alongside the existing athletic complex facilitates efficient operations and convenience.

Open Space
Consistent use of native plants and naturalistic planting design reinforce the regional landscape character of the natural areas in more developed areas of campus. The open space network establishes a series of interconnected open spaces comprising a variety of scales and types, including quadrangles and plazas.

The Wyman and Carter pedestrian malls serve as major organizing elements that extend north, connecting the core campus to the residential and athletic precincts and the nature preserve. The pedestrian network will be simplified and clarified to emphasize major paths and prioritize accessible routes, particularly around the drumlin where a new academic building will provide an upper-level connection.

Sustainability
The University's commitment to sustainability plays out across many aspects of its operations, including the Comprehensive Campus Master Plan. The plan focuses new construction in previously developed areas, and increases pervious surface through redevelopment of surface parking into open space. It accommodates new bicycle infrastructure and transportation demand management (TDM) measures to decrease dependence on automobiles. New building orientation is optimized to minimize energy usage and existing buildings are reused to reduce waste and resource consumption.

FIGURE 12: FALL SCENE ON CAMPUS

Master Plan Consultant Team:

Ayers Saint Gross
Eppstein Uhen Architects
Ring and DuChateau Engineers
Strand Associates, Engineers
Middleton Construction Consulting
Ken Saiki Design