



# UNIVERSITY OF WISCONSIN WHITEWATER

COMPREHENSIVE CAMPUS MASTER PLAN

DFD PROJECT NO. 1211D







ANDERSEN  
LIBRARY





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

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# Design Guidelines

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## DESIGN GUIDELINES

### *Introduction*

The University of Wisconsin-Whitewater has a special emphasis to provide higher educational opportunities for students with disabilities. Central to this emphasis is UW-Whitewater's Center for Students with Disabilities (CSD). The CSD is a tremendous resource for campus design consultants; [www.uww.edu/csd](http://www.uww.edu/csd). A close collaboration with the CSD will provide valuable insight into the wide range of needs and preferences for students with disabilities, and will further the development of CSD's research database and toolkit. This collaboration, early in the design process, will also minimize the project cost impact of universal design.

### *Universal Design*

The University of Wisconsin-Whitewater is committed utilizing the principles of Universal Design for all new buildings and building renovations. (<http://www.ncsu.edu/project/design-projects/sites/cud/content/principles/principles.html>)

The University recognizes that best practices are continually evolving and improving, therefore, an evaluative process, considering all of the Principles of Universal Design, must be applied to each new project, and to existing situations to continue to improve efforts and conditions at UW-Whitewater. The Principles of Universal Design will be integrated into a collaborative process with each project committee, students, faculty, staff, alumni and the community at large.

The Principles of Universal Design are:

1. Equitable Use-provide the same means of use for all users, identical where possible, equivalent when not.
2. Flexibility in Use-provide choice in methods of use.
3. Simple and Intuitive Use-use is easy to understand regardless of users' experience, knowledge, language skills, concentration level.
4. Perceptible Information-communicates necessary information regardless of users' sensory abilities.
5. Tolerance for Error-minimizes

hazards and adverse consequences of accidental or unintended actions.

### 6. Low Physical Effort

7. Size and Space for Approach and Use-ability to approach and use regardless of body size, posture or mobility.

These principles are further described with additional guidelines and examples at the web site.

There is a large body of work including design guidelines, standards, indeed, statutory regulations and requirements for physically disabled people, particularly related to building and interior design. There is less information related to site and landscape design for physically disabled; and even less addressing learning and emotional disabilities. Given UW-Whitewater's emphasis, design guidelines of this master plan intend to direct campus design consultants toward a heightened awareness of the issues designing for a diverse population, and the provides the opportunity to explore an underdeveloped area of practice particularly related to considerations for learning and emotional disabilities.

This exploration begins with consideration of the Principles of Universal Design, and searches for solutions and considerations at the intersection of disability and function.

Disabilities (partial list):

- Sensory; hearing, sight

- Physical/Mobility
- Learning; ADHD, ADD
- Emotional; psychological, PTSD, Autism spectrum

Activities and Functions (partial list):

- Wayfinding
- Access/Assistance
- Safety/Security
- Socialization/Collaboration
- Learning/Teaching
- Convenience/Comfort

The exploration of design solutions in the context of Universal Design furthers the University of Wisconsin-Whitewater’s emphasis in considering the needs and preferences for students, faculty and staff with the wide range of disabilities, the work of the Center for Students with Disabilities and the overall body of work in this arena.



FIGURE 67: PERCEPTIBLE INFORMATION IN THE CLASSROOM



FIGURE 68: UNIVERSAL DESIGN ON CAMPUS



## CAMPUS ARCHITECTURAL DESIGN GUIDELINES

The following architectural guidelines identify the criteria by which new building and building expansion/renovation projects will be guided to work both individually and collectively to achieve a desirable campus character. These guidelines represent the university's commitment for future building projects.

The guidelines are not intended to be so limiting that they inhibit creativity. Their purpose is to raise the bar in design and achieve a balance between the prescribed criteria and the mutual decisions that must be reached throughout the project development. The skillful use of these guidelines will help guide the development of new buildings on campus in a way that elevates the level of functionality and aesthetics beyond the bland, "one size fits all" buildings of the 1960's.

Architectural and Site Design shall incorporate Universal Design principles. Universal design (often inclusive design) refers to broad-spectrum ideas meant to produce buildings, products and environments that are inherently accessible to older people, people without disabilities, and people with disabilities. Included as part of the Campus design process UW-Whitewater Center for Students with Disabilities (CSD) will actively collaborate to create an inclusive, accessible university experience.

## BACKGROUND AND HISTORY

The UW-Whitewater campus is currently identified by three distinct Architectural eras. The first is the Historical era (1900 to 1925) characterized by Hyer Hall which is the last remaining section of the Old Main Building c1925. This historic style is characterized by elements from the French/Italian Renaissance period. Basic building composition identifies a base, middle, and top. Building entrances are depicted by a strong, solid composition of stone.

The second era, called the "Academic Modern" period, extends from 1950-1970. Buildings in this era are characterized by simple geometry and use of natural materials in light to mid tone color ranges. Glazing openings were minimized to increase the energy efficiency of the buildings.

Finally, the Modern period extends from the 1980's to present. Buildings in this period are organized with simple geometry using warm mid-earth tone materials. Material mixes are composite metal panel, masonry, and precast concrete. Natural daylight is increased into the public building spaces through large glazed openings.



OLD MAIN BUILDING 1911, 1925, 1987



WELLERS HALL, 1966, 2013



STARIN HALL, 2010



HYER HALL, 1925



ANDERSEN LIBRARY, 1952, 1965, 1969



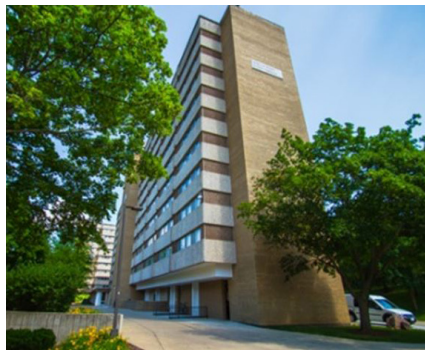
HYLAND HALL, 2009

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FIGURE 69 & 70: HISTORIC STYLE ARCHITECTURE

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FIGURE 75 & 76: MODERN PERIOD ARCHITECTURE



WELLS HALL WEST, 1967



WINTNER, 1969

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FIGURE 71, 72, 73 & 74: ACADEMIC MODERN ARCHITECTURE



### Campus Districts

The UW-Whitewater campus contains several distinctive use districts, which are further broken down below to identify design related groupings of similar styles, materials, massing and age within each district. Academic Districts are South of Starin Road extending to Main Street to the south and bordered by North Prince Street and North Praire Street. With the exception of Starin Hall, the Residential Districts will be north of Starin Road, and future residential buildings will also be north of Starin Road. The architectural

character of this district should reflect the use. The Athletic District is situated directly to the north of the Residential District. Buildings within these locations should develop a design unity between the buildings and adhere to the campus master plan principles and City of Whitewater Zoning. Materials incorporated in each district are not required to match existing, but should correspond to a similar quality, texture, and color.

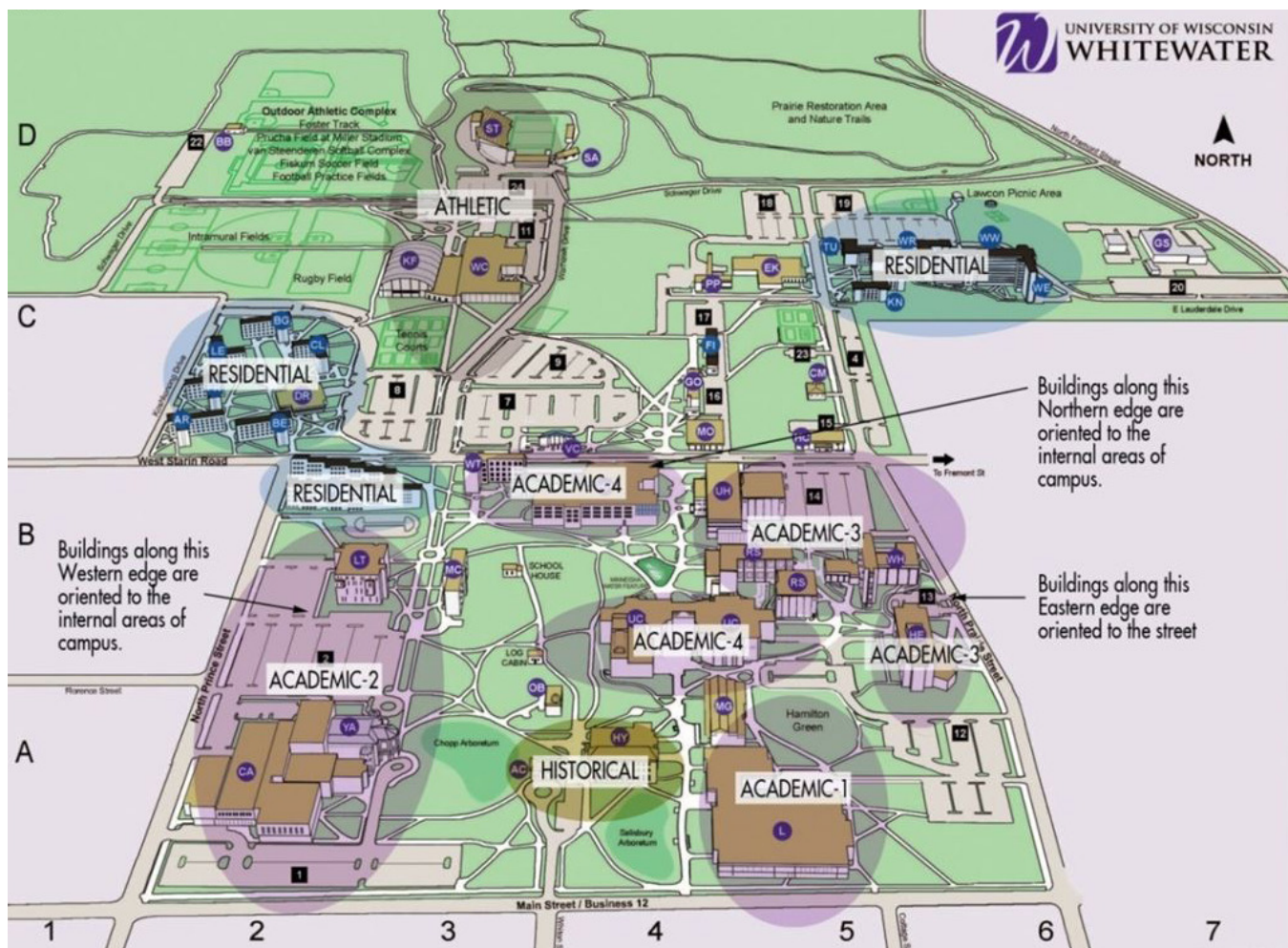


FIGURE 77: CURRENT CAMPUS PLAN

## CHARACTER

Central to the idea of accepting and embracing an eclectic design sensibility across campus is the need to develop clear relationships to existing buildings in addition to creating a more contemporary expression. These ties involve the building characteristics such as size, massing, shape, material, color, etc. The challenge of the new architecture is to contribute to the visual unity of the campus while expressing its own design character. New construction within the zones should employ methods to maximize natural daylighting. New buildings, remodelings, and additions should build on the contemporary aesthetic established by the existing campus architecture that reflects several styles of “modern” architecture (as opposed to reflecting Vitruvian classical design elements). Building design should be representative of its time, expressing individual character while enhancing the natural landscape which is signature to UW-Whitewater. To maintain view corridors and appropriately scaled outdoor spaces, buildings should not be located closely adjacent to existing structures.

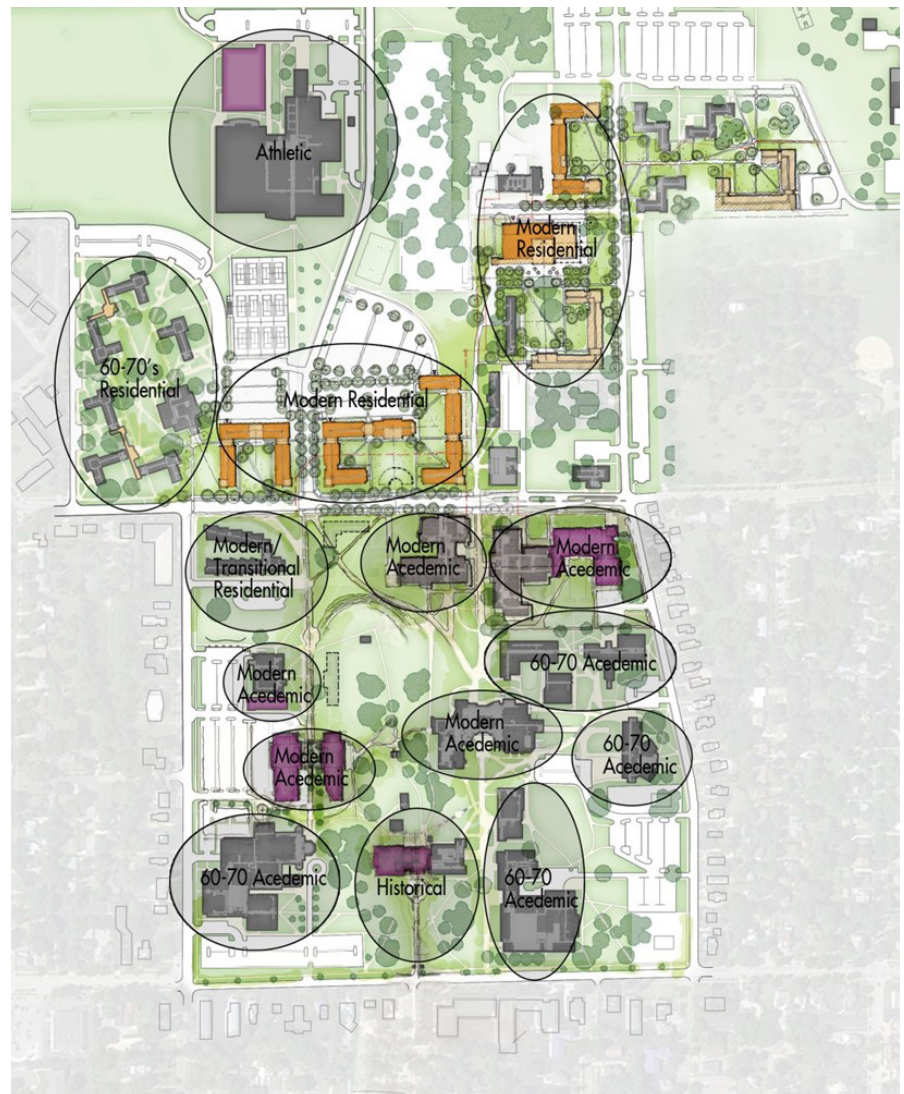


FIGURE 78: PROPOSED FUTURE CAMPUS DEVELOPMENT



**Historical**

Buildings in this district should maintain the scale and proportion appropriate to this era. Expression of a base, middle, and top is required. Hyer Hall which is the last remaining section of the Old Main Building is an example of this organization. Materials may vary but are required to relate to the existing materials. Roof forms in this district may be articulated with a slope or hip as seen on Hyer Hall. Exterior wall details must be in the spirit of this Historic Style. Glazing is to be Tinted Insulated Units in accordance with the Wisconsin Department of Facilities Development (DFD) Standards, and shall use clear, champagne, or medium bronze anodized window frames.



FIGURE 79: HYER HALL

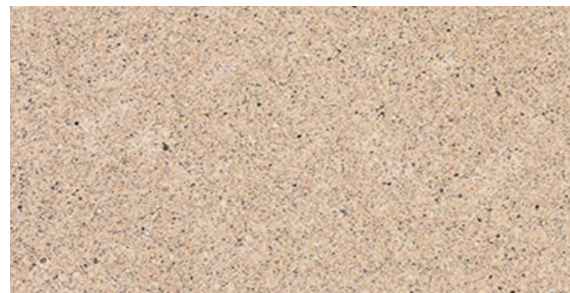


FIGURE 80: PRECAST WINDOW SILLS AND TRIMS CAN BE A BUFF ACID WASH FINISH

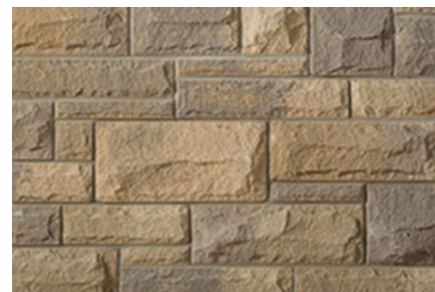
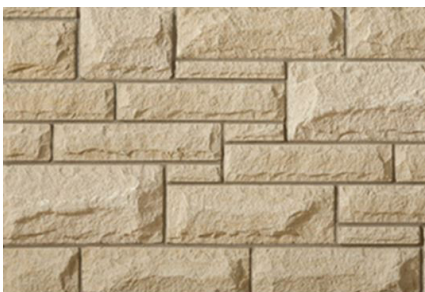


FIGURE 81, 82, 83: STONE LIGHT RANGE, STONE MEDIUM RANGE, STONE DARK RANGE (LEFT TO RIGHT)

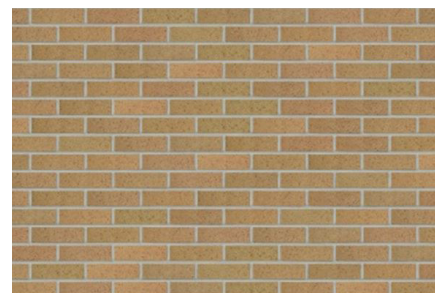
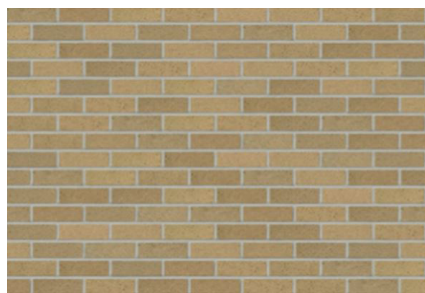
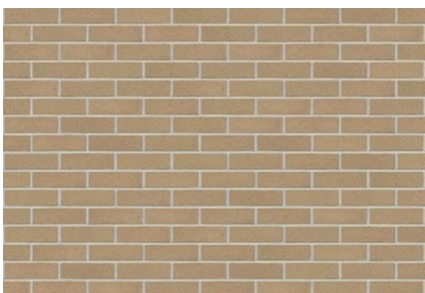


FIGURE 84, 85, 86: BRICK LIGHT RANGE, BRICK MEDIUM RANGE, BRICK DARK RANGE (LEFT TO RIGHT)



**Academic I**

Buildings in this District date from 1960 to 1970. Stone in an Ashlar Pattern is the dominant wall material. Limited areas of dark brick are used as the base of the Andersen Library Building. Materials used in this area should be predominantly Rock Faced Stone in an Ashlar pattern. A honed face may be used as accents in limited areas. Glazing is to be Tinted Insulated Units in accordance with DFD Standards with Clear, champagne, or medium bronze anodized window frames.



FIGURE 87: ANDERSEN LIBRARY



FIGURE 88: ANDERSEN LIBRARY MAIN ENTRANCE

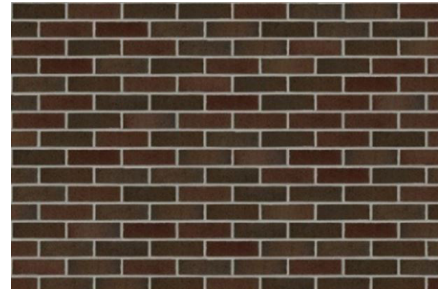
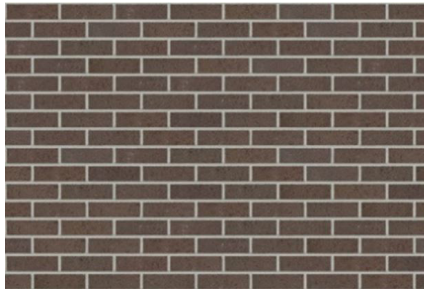
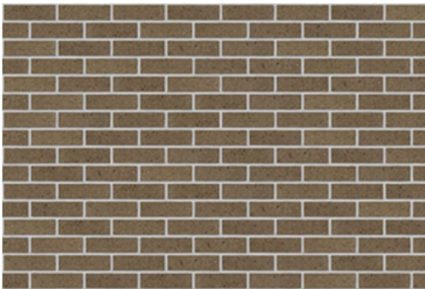


FIGURE 89, 90, 91: BRICK LIGHT RANGE, BRICK MEDIUM RANGE, BRICK DARK RANGE WITH VARIATION (LEFT TO RIGHT)

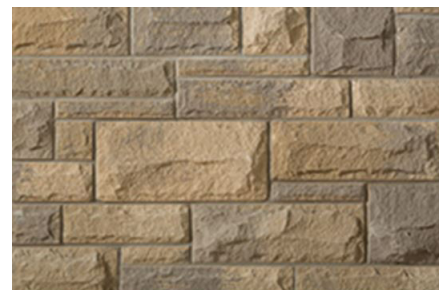
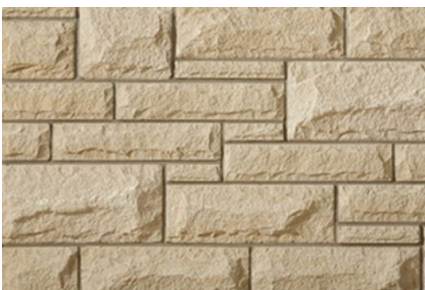


FIGURE 92, 93, 94: STONE LIGHT RANGE, STONE MEDIUM RANGE, STONE DARK RANGE (LEFT TO RIGHT)



FIGURE 95, 96, 97: PRECAST CONCRETE LIGHT RANGE, PRECAST CONCRETE MEDIUM RANGE, PRECAST CONCRETE DARK RANGE (LEFT TO RIGHT)



*Academic II*

Buildings in this location are considered 1960's/1970's Modern. Wall detailing is minimal with limited daylight areas. New buildings in this area should consider daylight and first floor transparency as opportunities to accentuate internal public program spaces. Additional wall detailing should be considered to break down scale of buildings and break up large expanses of wall. Any change in wall materials must adhere to DFD standards of construction and detailing. Glazing shall be Tinted Insulated Units in accordance with DFD Standards with clear, champagne, or medium bronze anodized window frames. Composite Metal panel may be incorporated into building additions and renovations in this area. However, the predominant building material should be brick. Existing brick is modular size (nominal 2.66" x 4" x 8") in a running bond pattern. If other brick sizes, coursing and patterns are considered they should be carefully studied to confirm compatibility with this district.



FIGURE 98: GREENHILL CENTER OF THE ARTS



FIGURE 99: YOUNG AUDITORIUM

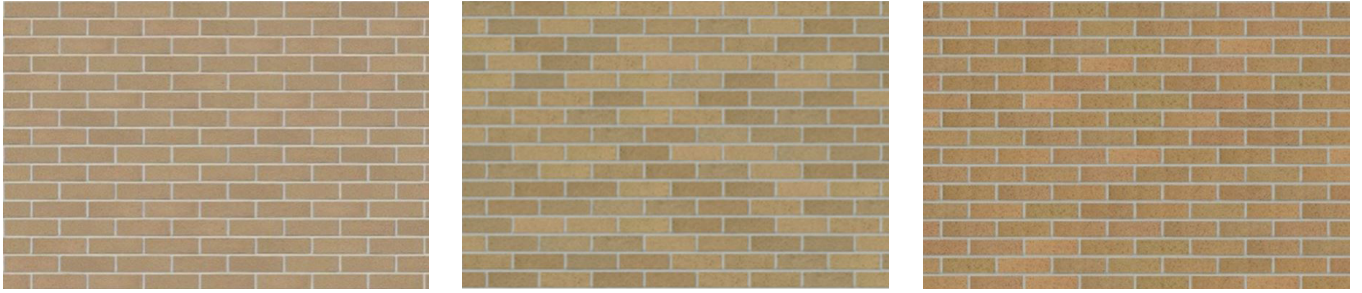


FIGURE 100, 101, 102: MEDIUM BRICK: BRICK LIGHT RANGE, BRICK MEDIUM RANGE, BRICK DARK RANGE WITH VARIATION (LEFT TO RIGHT)

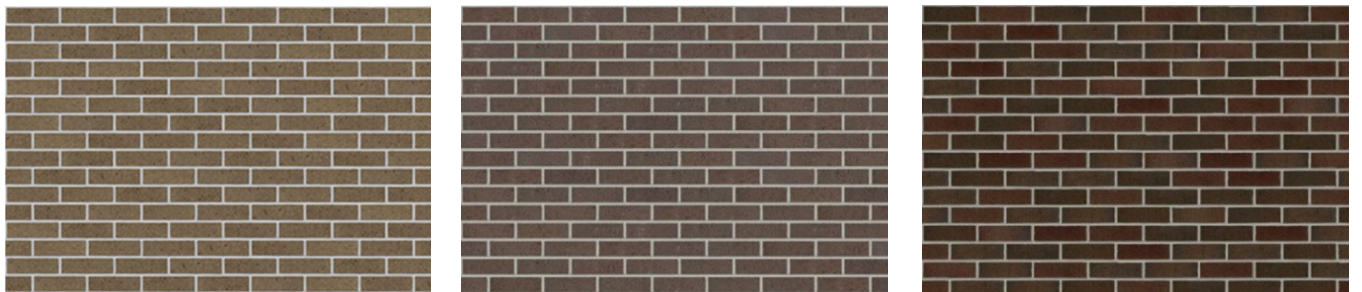


FIGURE 103, 104, 105: MEDIUM BRICK: BRICK LIGHT RANGE, BRICK MEDIUM RANGE, BRICK DARK RANGE (LEFT TO RIGHT)



FIGURE 106, 107, 108: PRECAST CONCRETE LIGHT RANGE, PRECAST CONCRETE MEDIUM RANGE, PRECAST CONCRETE DARK RANGE (LEFT TO RIGHT)



FIGURE 109, 110, 111: CLEAR ANODIZED METAL PANEL, METAL PANEL PLATINUM/ SILVER, MEDIUM CHAMPAGNE (LEFT TO RIGHT)



*Academic III*

Buildings in this location are considered 1960's - 1970's Modern. Wall detailing is minimal with limited daylight areas. New buildings in this area should consider daylight and first floor transparency as opportunities to accentuate internal public program spaces. Additional wall detailing should be considered to reduce scale of buildings and break up large expanses of wall. Any change in wall materials must adhere to DFD Master Specifications and Design Guidelines. To limit the uninterrupted expanses of wall consideration should be given to various brick coursing patterns or inserting a second material such as precast concrete bands. Glazing is to be Tinted Insulated units according to DFD Standards with clear, champagne, or medium bronze anodized window frames. Composite Metal panel may be incorporated into building additions and renovations in this area, however, the predominant building material should be brick. Building height should not exceed 4 floors.



FIGURE 112: HEIDE HALL



FIGURE 113: WINTNER HALL

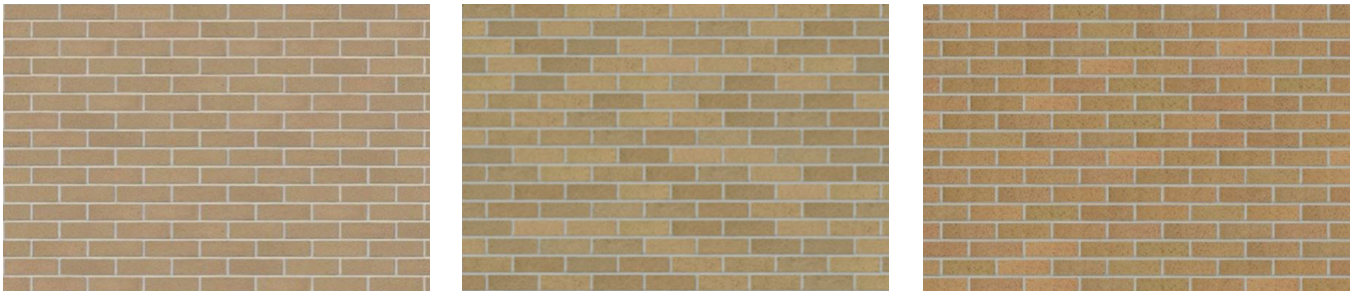


FIGURE 114, 115, 116: MEDIUM BRICK: BRICK LIGHT RANGE, BRICK MEDIUM RANGE, BRICK DARK RANGE WITH VARIATION (LEFT TO RIGHT)

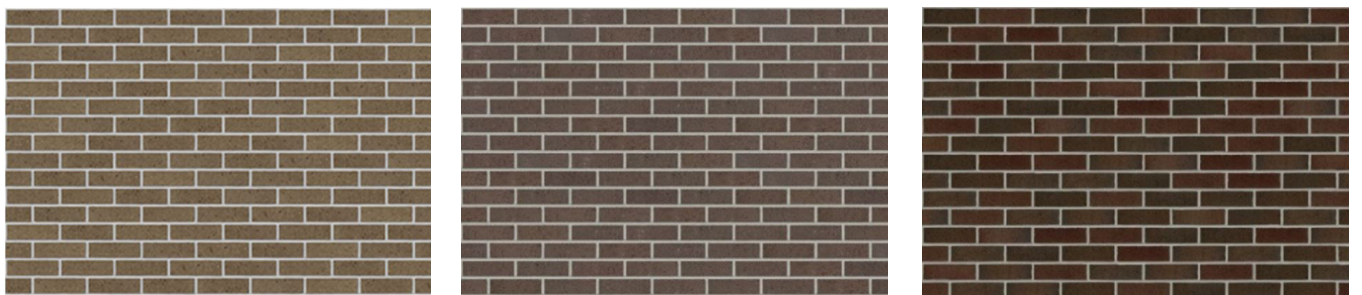


FIGURE 117, 118, 119: MEDIUM BRICK: BRICK LIGHT RANGE, BRICK MEDIUM RANGE, BRICK DARK RANGE (LEFT TO RIGHT)



FIGURE 120, 121, 122: PRECAST CONCRETE LIGHT RANGE, PRECAST CONCRETE MEDIUM RANGE, PRECAST CONCRETE DARK RANGE (LEFT TO RIGHT)



FIGURE 123, 124, 125: CLEAR ANODIZED METAL PANEL, METAL PANEL PLATINUM/ SILVER, MEDIUM CHAMPAGNE (LEFT TO RIGHT)



*Academic IV*

Buildings in this location are considered 2000's - present Modern. Wall detailing is enhanced with increased daylight to public spaces. Building massing uses relief to break up large areas of uninterrupted wall. New buildings in this area should consider daylight and first floor transparency as opportunities to accentuate internal public program spaces. Additional wall detailing should be considered to reduce scale of buildings and break up large expanses of wall. Any change in wall materials must adhere to DFD Master Specifications and Design Guidelines. To limit uninterrupted expanses of wall consideration should be given to various brick coursing patterns or inserting a second material such as precast concrete bands. Glazing is to be tinted insulated units according to DFD Standards with Clear, champagne, or medium bronze anodized window frames. Composite Metal panel may be incorporated into building additions and renovations in this area, however, the predominant building material must be brick. Building height should not exceed 4 floors.



FIGURE 126: LAURENTIDE HALL (MAJOR RENOVATION)



FIGURE 127: STARIN HALL



FIGURE 128: HYLAND HALL



FIGURE 129: CONNOR UNIVERSITY CENTER

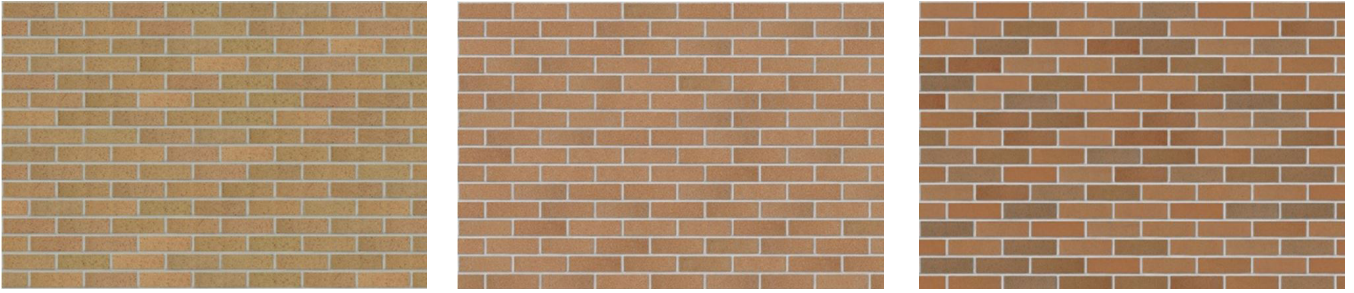


FIGURE 130, 131,132: MEDIUM BRICK: BRICK LIGHT RANGE, BRICK MEDIUM RANGE, BRICK DARK RANGE WITH VARIATION (LEFT TO RIGHT)

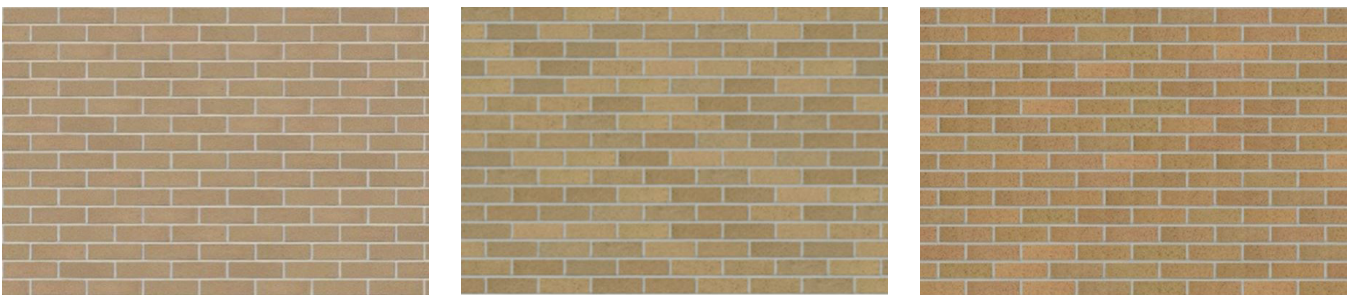


FIGURE 133, 134, 135: MEDIUM BRICK: BRICK LIGHT RANGE, BRICK MEDIUM RANGE, BRICK DARK RANGE (LEFT TO RIGHT)



FIGURE 136, 137, 138: PRECAST CONCRETE LIGHT RANGE, PRECAST CONCRETE MEDIUM RANGE, PRECAST CONCRETE DARK RANGE (LEFT TO RIGHT)



FIGURE 139, 140, 141: CLEAR ANODIZED METAL PANEL, METAL PANEL PLATINUM/ SILVER, MEDIUM CHAMPAGNE (LEFT TO RIGHT)



**Residential**

The majority of the current Resident Halls were constructed between 1960 and 1970, and Starin Hall was built in 2010. Residence halls typically are 4 stories, with the exception of Starin Hall at 5 stories and Wells Hall East and West Towers which are 10 stories (And Wells Towers are planned to be demolished after replacement housing is built). New housing should not exceed 6 stories and can be stepped to reduce the massing. New Residence Halls should have an individual architectural expression and scale reflecting a residential use. Consider increasing the transparency at the first floor levels consistent with Starin Hall. Predominant materials should be brick in a light color range, and secondary materials could include precast concrete and composite metal wall panels. Stone may be used in a contemporary application where appropriate using a honed or rock faced finish. Glazing is to be tinted insulated units according to DFD Standards with Dark Bronze Anodized window frames.



FIGURE 142: BENSON HALL, 1964



FIGURE 143: FISCHER HALL, 1996, 2013



FIGURE 144: WELLERS HALL, 1996, 2013

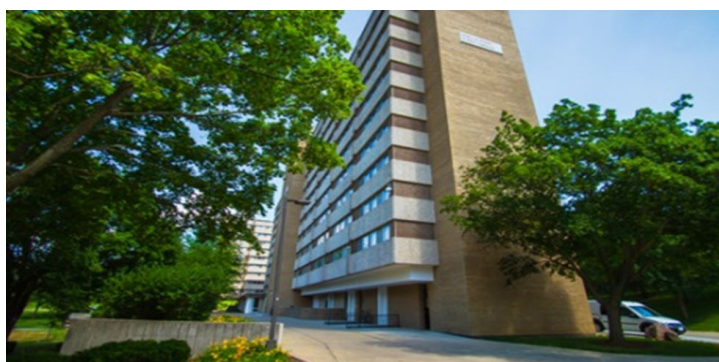
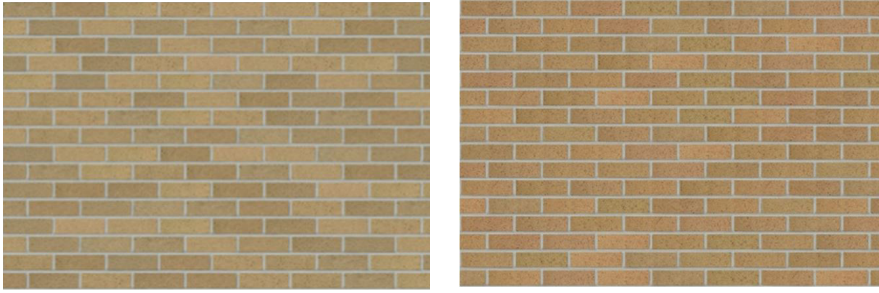
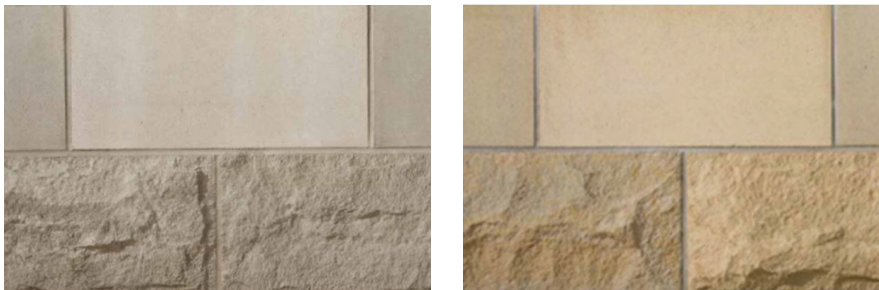


FIGURE 145: WELLS HALL WEST, 1997



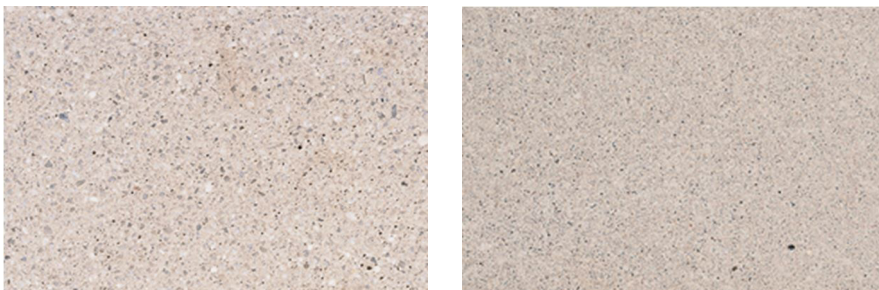
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FIGURE 146, 147: BRICK LIGHT RANGE (LEFT); BRICK MEDIUM RANGE FOR ACCENT



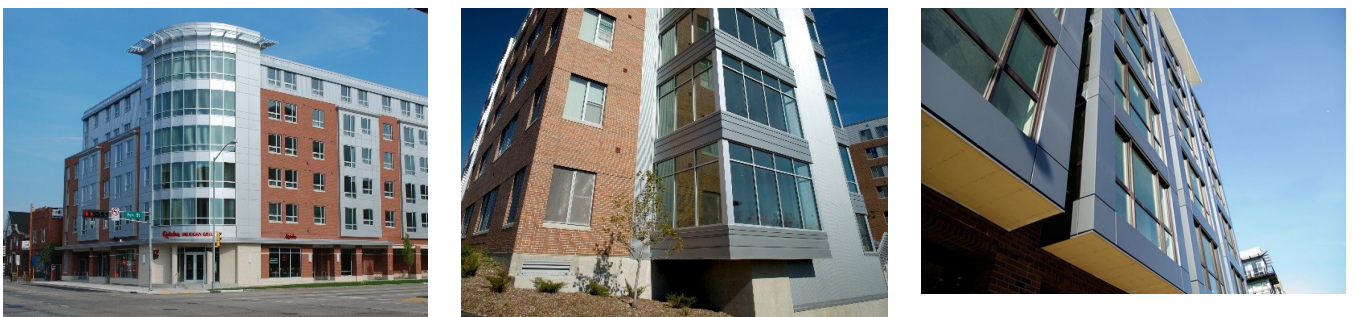
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FIGURE 148, 149: STONE LIGHT RANGE (LEFT), STONE MEDIUM RANGE FOR ACCENT



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FIGURE 150, 151: PRECAST CONCRETE LIGHT RANGE (LEFT), PRECAST CONCRETE MEDIUM RANGE



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FIGURE 152, 153, 154: METAL PANEL CLEAR ANODIZED, METAL PANEL PLATINUM/ SILVER, METAL PANEL CHAMPAGNE (LEFT TO RIGHT)



*Athletic*

South of Schwager Drive: The contemporary addition to the original 1962 Williams Center is predominantly a medium tone brick with variation. New additions or renovations should be predominantly brick with precast concrete panels or metal panels. Composite metal panels may be integrated as a secondary material. Glazing shall be tinted insulated units according to DFD Standards with Clear, champagne, or medium bronze anodized window frames. In the event an addition occurs to the South face of the Williams Center, dark bronze window frames should be considered to integrate the façade.

North of Schwager Drive: The Athletic Training Facility, football stadium, softball complex, and track & field complex have contemporary designs, but many use less durable materials than other campus buildings (split face concrete block, metal buildings, exposed painted steel structural elements). It is recommended that future athletic buildings in this zone utilize materials, forms and massing that will be more durable, and will be more recognizable as “being part of campus”.



FIGURE 155: KACHEL FIELDHOUSE



FIGURE 156: WILLIAMS CENTER

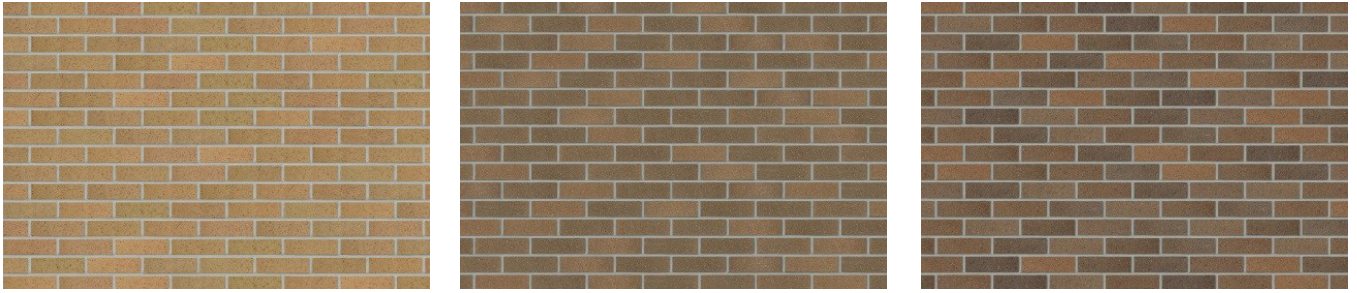


FIGURE 157, 158, 159: MEDIUM BRICK: BRICK LIGHT RANGE, BRICK MEDIUM RANGE, BRICK DARK RANGE (LEFT TO RIGHT)



FIGURE 160, 161, 162: PRECAST CONCRETE LIGHT RANGE, PRECAST CONCRETE MEDIUM RANGE, PRECAST CONCRETE DARK RANGE (LEFT TO RIGHT)



FIGURE 163, 164, 165: CLEAR ANODIZED METAL PANEL, METAL PANEL PLATINUM/ SILVER, MEDIUM CHAMPAGNE (LEFT TO RIGHT)



## SCALE, FORM, MATERIALS

No single characteristic is responsible for achieving design identity, rather a combination of factors specific to each situation contribute to the building's successful contribution to campus diversification within a district. Scale, form, and materials characteristics are important design factors that define buildings and their surrounding spaces. The following sections make recommendations for scale, public space creation, massing, form, walls, roofs, entrances, transparency, and materials for this Campus.

### *Scale*

The scale of buildings on campus varies by function. In order to have a relative consistency of scale per district, new buildings should be four to six stories for the academic buildings and six for the residential districts, and should have an overall footprint size that is not greatly different than neighboring buildings. Size of new facilities relative to their neighboring buildings is a critical factor in creating a diverse character to the campus both at the residential edges and the campus core. However, new residential buildings can approach 6 stories in an effort to conserve open campus space. Careful consideration of height and size relationships to adjacent buildings is critical for maintaining views of the campus.

New buildings shall be integrated within the Campus Master Plan and situated in a manner that reinforces visual continuity of adjacent buildings within the districts while adding definition to the campus landscape and open spaces.



FIGURE 166: SCALE OF BUILDINGS TO PUBLIC SPACE



FIGURE 167: SCALE OF BUILDINGS TO PUBLIC SPACE

### *Creation of Public Spaces*

The positioning of new buildings should pay careful attention to the creation of outdoor spaces and the reinforcement and enhancement of existing spaces and pathways. Sensitive handling of the proximity and relationship to existing buildings to create favorable spaces without a negative sense of enclosure needs to be encouraged.

Public spaces between buildings must be designed as a defined, identifiable interval and provide a connection between buildings of various districts through the use of materials, texture, lighting, and vegetation. Various uses must be supported in Public Spaces such as: public circulation, reinforcement of building entries, seating, biking, and outdoor programming.

Setbacks and separation from roadways and other land uses should also be considered. Buildings along Starin Road, for example, should have a more urban orientation to the street and pedestrian zones. Development at the corner of Starin Road and Prairie Street should embrace and define the major corner of campus. Buildings that are close to service zones must account for separation of service and pedestrian traffic.



FIGURE 168: PUBLIC OPEN SPACE AND VISUAL CONNECTION TO CAMPUS THROUGH OPENINGS UNDER BUILDING



FIGURE 169: CIRCULATION SPACE

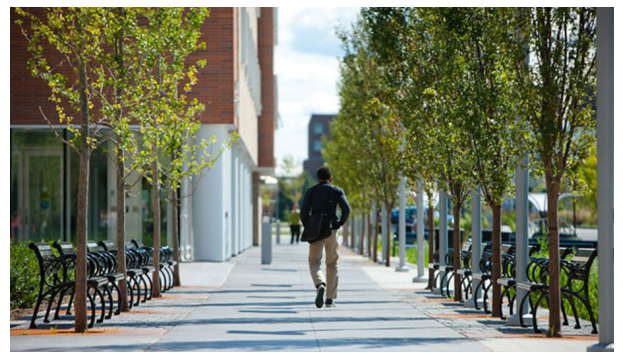


FIGURE 170: CIRCULATION SPACE

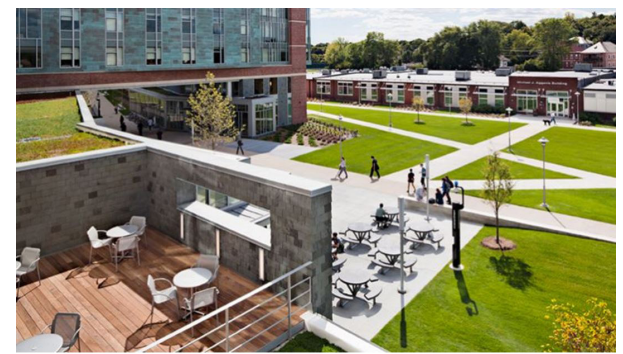


FIGURE 171: CIRCULATION AND PUBLIC SPACE



**Massing**

The mass (or “weight”) of a building or group of buildings can help visually define the building’s function externally. There must be a coherent relationship of the mass of an individual building to neighboring structures to maintain a harmonious campus “neighborhood”. A new building’s mass will be complementary to adjacent long-term structures through its use of scale, materials, color, or detail. Large, over-scaled walls, if necessary for building function, will have the mass of the wall diminished via relief in the plane of the wall, variation of texture or color, and articulation of detail inherent in the wall materials and structure. Effort needs to be exerted to have massing maximize natural daylight and enhance view vistas.



FIGURE 172: MASS AND WALL ARTICULATION



FIGURE 173: SCALE OF BUILDINGS TO PUBLIC SPACE

**Form**

General building shape should be basically rectilinear and respectful of the campus organization. Exceptions to this standard need to be exercised with restraint and purpose. Spaces between building elements will contribute to the definition of outdoor space. Consideration should be given to connecting a sequence of buildings at grade through the use of open first floor areas. Curving or other elements may be considered if they represent an expression of an internal program element.



FIGURE 174: BUILDING MASSING FORM



FIGURE 175: BUILDING PLAN FORM

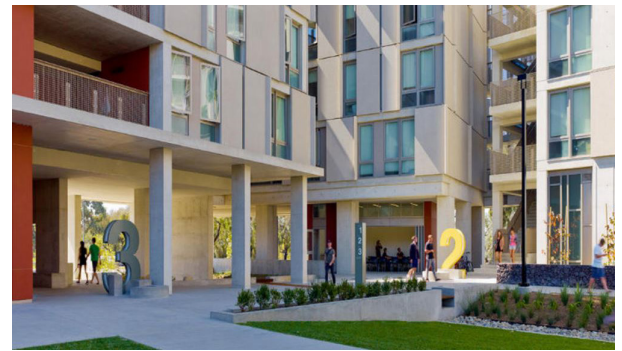


FIGURE 176: FORM RELATION TO PUBLIC SPACE



FIGURE 177: BUILDING WALL FORM



**Walls**

The materials, openings, surface pattern, proportions, and rhythm of exterior walls are some of the critical elements that need to be addressed during design, and must respond to the building use.

Openings for windows may be punched (i.e., singular windows), banded groups (i.e., multiple singular windows), or massed (i.e., small curtain wall areas). For the buildings in the academic districts, large unpunctuated expanses of plain glass curtain walls are discouraged. Size and shape of the window units, or areas, must be compatible with the building and space use as well as the context provided by adjacent buildings.

Recognition of the potential for pattern in the surface of the wall is encouraged. Use of surface articulation and pronounced material layering is desirable over plain, flat, unarticulated wall surfaces.

The rhythm of the wall surface, openings, and materials should possess a discernable, repetitive pattern in lieu of bland, static consistency, and show progression from top to bottom and side to side.

Majority of the wall surface should be constructed of earth tone brick masonry units. Accent materials, such as natural stone, precast concrete, metal, and glass, may be used as contributing subordinate elements in the overall wall composition



FIGURE 178: WALL PLANE TREATMENT



FIGURE 179: WALL PLANE TREATMENT



FIGURE 180: WALL MATERIAL



FIGURE 181: WALL MATERIAL SCALE WITH MASSING ELEMENTS

### **Roof**

The Whitewater campus has generally followed the systemic practice of buildings with flat roof design. The steeply pitched roof forms of the Young Auditorium or blue standing seam roof at the visitor's center are not in keeping with the general campus aesthetic of flat roofs. Recreational or Athletic additions to the Williams Center may consider a slight curving roof to accommodate the structural system and required clear spans. New Academic and Resident buildings should incorporate flat roof design. These roofs may occur at various levels to break down the mass of a building. Where appropriate a flat overhang may be incorporated into the design.

Any building systems placed on the building roof (HVAC systems, large exhaust units, vents, laboratory scrubbers, and equipment) shall be visually screened from the campus grounds, adjoining buildings, and adjacent neighborhoods and incorporated into the design of the building form and appearance using materials compatible with the overall building design.



FIGURE 182: ROOF FORM ON ATHLETIC FUNCTIONS



FIGURE 183: ROOF FORMS ON RESIDENTIAL ENTRIES



FIGURE 184: ROOF FORM ON RESIDENTIAL BUILDINGS



FIGURE 185: ROOF FORM ON ACADEMIC BUILDINGS



### *Entrances*

Building entrances, like campus entries, should be distinctive and welcoming. The strategic positioning of the primary entrance(s) will reinforce specific campus planning objectives and simplify way finding. Entries shall be oriented to major pedestrian malls and internal campus pedestrian routes. The primary entrance(s) should be articulated in an appropriate manner that clearly distinguishes it as a major building element. The entrance, as portal, orients the user to the building functions and sets the “tone” for the interior spatial experience.

All facilities shall meet or exceed barrier-free accessible entry requirements to allow for equitable entrances that contribute to the overall building integrity. All primary entrances shall have identifying signage to denote the building (refer to Signage). Vehicular and service entries shall be located away from main pedestrian routes.



FIGURE 186: ENTRY



FIGURE 187: ENTRY WITH LIGHTING



FIGURE 188: ENTRY WITH LIGHTING



FIGURE 189: ENTRY

***Transparency***

The degree of visual penetration of the planar surface of the building form is an effective design tool that needs to be carefully used. Transparency helps increase feelings of involvement in and awareness of the campus setting. Transparency also adds vitality of a building as it allows motion and activity to be seen from the exterior. The opacity of a wall, or the closeness, tends to emphasize boundaries and separation.



FIGURE 190: TRANSPARENCY INTO PUBLIC AREAS



FIGURE 191: TRANSPARENCY INTO PUBLIC AREAS



FIGURE 192: TRANSPARENCY INTO PUBLIC AREAS



FIGURE 193: TRANSPARENCY INTO PUBLIC AREAS



**Materials**

Colors of exterior brick materials on campus have been largely held to the light tones of brick complemented by natural stone.

In some instances metallic exterior wall surfaces can be introduced to reduce the scale of large expanses of uninterrupted walls. The metal accents should not exceed 30% the appearance of the wall. To maintain a coherent (not monotonous) campus fabric, a similar color palette, using variations of hues and textures, should be maintained for new construction.

Brick should be the primary building material utilized throughout the campus. The brick should be modular-size units (nominally 2.66" x 4" x 8"), earth tone in color. Secondary materials include stone, glass, precast concrete, and metal. Consistency in the use of building materials and design composition is important in maintaining a coordinated and related appearance in the campus districts.

- As much as possible, primary material selections should be made from materials available or manufactured within a 150-mile-radius of the campus to complement the existing material palette.
- Glass should be tinted insulated Low-E in aluminum anodized thermal break frames. Highly reflective, deeply tinted, or boldly colored glass is discouraged.
- All material selections should be reviewed with facilities maintenance staff so as not to introduce materials that require specialized maintenance or cleaning procedures or cleaning substances.

Colored accent panels may be considered in limited areas to add texture and depth. The colored accent panels should not be the dominant building material and must be balanced with the exterior composition. Metal panels must be composite metal panels with a durable exterior finish. Metallic or Mica finishes should be the primary consideration. Detailing and location must coincide with DFD exterior detailing standards.



FIGURE 194: EXISTING MATERIALS, ANDERSEN LIBRARY



FIGURE 195 EXISTING MATERIALS, HEIDE HALL



FIGURE 196: METAL PANEL USE IN RENOVATION PROJECTS, LAURENTIDE HALL



FIGURE 197: MIX OF METAL PANEL AND MASONRY IN NEW UNIVERSITY PROJECTS, CONNOR UNIVERSITY CENTER



FIGURE 198: METAL PANEL AND MASONRY IN RESIDENTIAL PROJECTS



FIGURE 202: COLORED ACCENT PANELS IN A WALL SYSTEM FEATURE



FIGURE 199: MASS AND ARTICULATION



FIGURE 203: COLORED ACCENT PANELS ON BUILDING



FIGURE 200: PRECAST CONCRETE AND MASONRY

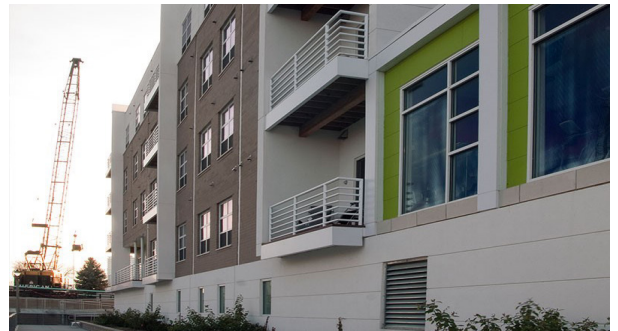


FIGURE 204: LIMIT VIBRANT COLORS TO SMALL AREAS OR UNDER CANOPIES



FIGURE 201: METAL PANEL AND MASONRY IN ACADEMIC PROJECTS

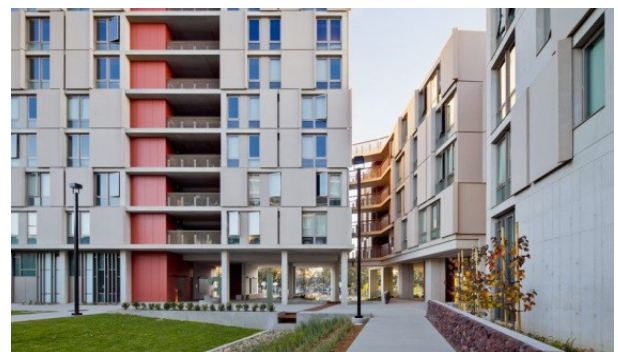


FIGURE 205: COLORED WALL PANELS AND FACADE TEXTURE



## LANDSCAPE DESIGN GUIDELINES

Landscape design guidelines emerge from considerations for students with disabilities, sustainability objectives, new construction and remodeling projects identified in the master plan and landscape management processes.

Over the next 20 years there will be significant investment in student life at UW-Whitewater. This includes new and remodeled residence halls, dining facilities and related, adjacent utility corridor improvements. With this level of construction activity, there is an opportunity to visually and aesthetically define a residential neighborhood through scale, architecture, open space and landscape. This can be an important wayfinding tool. The landscape character of the residential neighborhood has human scaled open spaces with a higher percentage of managed turf to provide for ad hoc outdoor activities, informal gathering, and good visual access through the neighborhood for safety and security. Much of this landscape design and installation will occur (budgeted) within the projects of the associated buildings, remodeling and utility installations.

The landscape of the academic core of campus is characterized by two north south pedestrian malls, Wyman and Carter Malls, a modest density of buildings and large open spaces. A major open space is the drumlin between Carter and Wyman Malls. The drumlin is a natural geological feature with an informal scattering of mature trees. The southern area of the drumlin contains two areas

of campus arboretum consisting of an informal forestry of a number of specimen trees. Campus planting policy for this area requires two trees replacement for each tree removed. The groundcover through most of the academic core is managed turf. The main academic core of campus does not include the same level of new construction. Remodeling of existing buildings will be largely interior renovations and not as impactful on the landscape in this area as compared to the residential neighborhood activities. Here the landscape character can be influenced by only a few new projects.

The master plan recommends that the landscape character of the main academic core evolve to a more naturalistic landscape pattern. The drumlin slopes are too steep and continuous to accommodate field activities. Maintaining this space in mowed turf is not sustainable, nor does campus benefit significantly from having the lawn space. A more sustainable strategy would be to restore the ground plane of the drumlin to a native prairie or a infrequently mowed meadow. Once established this landscape will reduce maintenance costs, emissions, runoff, enhance wildlife habitat, restore the soil profile and fertility and result in a distinctive landscape character for the academic neighborhood and UW-Whitewater as whole. This transformation can be accomplished incrementally as funds and labor can be applied. Smaller open space areas in the academic core could also be modified similarly.

A prairie or meadow landscape creating a definitive edge along the pedestrian malls and against surface parking lots would enhance wayfinding and would benefit stormwater management practices.



FIGURE 206, 207, 208, 209: LANDSCAPE CHARACTERS







# Acknowledgments

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Many members of the University of Wisconsin-Whitewater and the State of Wisconsin contributed to the Comprehensive Campus Master Plan through their participation in focus groups and open forum meetings. The University is grateful for the time and thoughtful input each person contributed.

These committees guided the Comprehensive Campus Master Plan process. Members included:

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Jeff Arnold	Vice Chancellor for Administrative Affairs
Tom Rios	Vice Chancellor for Student Affairs

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