



# UNIVERSITY OF WISCONSIN WHITEWATER

COMPREHENSIVE CAMPUS MASTER PLAN

DFD PROJECT NO. 1211D





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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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# Analysis of Existing Conditions

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### CAMPUS PROFILE

#### *University of Wisconsin System Context*

The University of Wisconsin-Whitewater is one of 26 campuses in the University of Wisconsin system, one of the 13 comprehensive campuses offering both undergraduate and master’s degree programs, and the only comprehensive campus to offer a doctoral program in business. The campus provides a smaller, more individualized academic setting of a four year university.



FIGURE 13: UNIVERSITY OF WISCONSIN SYSTEM

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



**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*

The University Mission Statement guides all its undertakings.

*The University of Wisconsin-Whitewater is committed to the development of the individual, the growth of personal and professional integrity and respect for diversity and global perspectives. These are met by providing academic and co-curricular programs that emphasize the pursuit of knowledge and understanding and a commitment to service within a safe and secure environment.*

**Planning Context**

The Comprehensive Campus Master Plan aligns the physical campus with the University’s mission by providing the spaces to support scholarly and extracurricular activities, making the campus a more positive and inviting environment, particularly for students with disabilities, and enhancing student experience with residence life and student spaces that promote community.

The University last completed a Comprehensive Campus Master Plan in 1994. This plan guided the campus through significant development in the academic core, including an addition to the University Center, construction of Hyland Academic and Starin Residence Halls, and the Carlson/Laurentide Hall office renovation. Higher education has changed considerably since completion of the 1994 plan, and

modern pedagogy, technology, and financial realities require an updated approach to campus development.

The University’s Strategic Plan informs the Comprehensive Campus Master Plan, emphasizing the pursuit of sustainable excellence in the areas of:

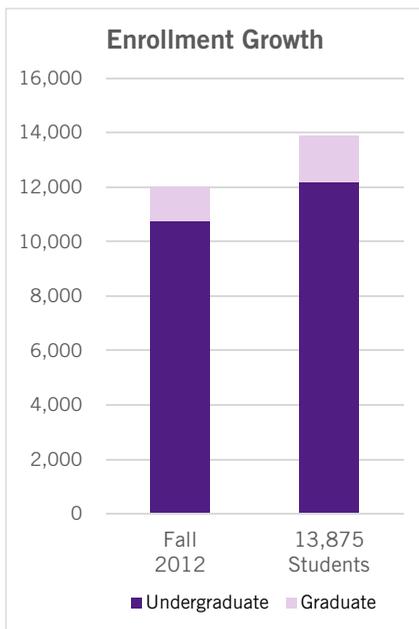
- Programs and Learning,
- The Educator-Scholar Community,
- Diversity and Global Perspectives,
- Regional Engagement, and
- Professional and Personal Integrity.

Academic program review and the development of an Academic Plan were in process as this master plan was completed.

**Enrollment Growth Projections**

In the fall semester of 2012, 12,034 students were enrolled at the University. In accordance with the Campus’ Strategic Plan and Enrollment Management Plan to have more graduates, the University established enrollment projections in October 2010 that anticipate growth to a student body of 13,875 students by 2025. Student enrollment has kept pace with these projections through fall of 2013 as the milestone of 12,555 student enrollment in 2015-2016 approaches. While the growth projections do not indicate equal growth across all programs or differentiate which programs are expected to grow more quickly, it is documented that the Biology, Computer Science, and Media Arts and Game Development (MAGD) programs have experienced rapid enrollment growth in recent years.

The Comprehensive Campus Master Plan addresses improvements that will be made during a twenty year period from 2015 through 2035. Plan proposals accommodate enrollment growth to the 13,875 student target in 2025, and assumes that enrollment will remain steady at 13,875 students after 2025.



**Enrollments**

Headcount	Fall 2012	13,875 Students	Percent Change
<b>TOTAL</b>	<b>12,030</b>	<b>13,875</b>	<b>15%</b>
Undergraduate	10,751	12,175	13%
Graduate	1,279	1,700	33%

Full-Time Equivalents	Fall 2012	13,875 Students	Percent Change
<b>TOTAL</b>	<b>10,423</b>	<b>11,937</b>	<b>15%</b>
Undergraduate	9,743	11,033	13%
Graduate	680	904	33%

FIGURE 14: ENROLLMENT GROWTH PROJECTIONS

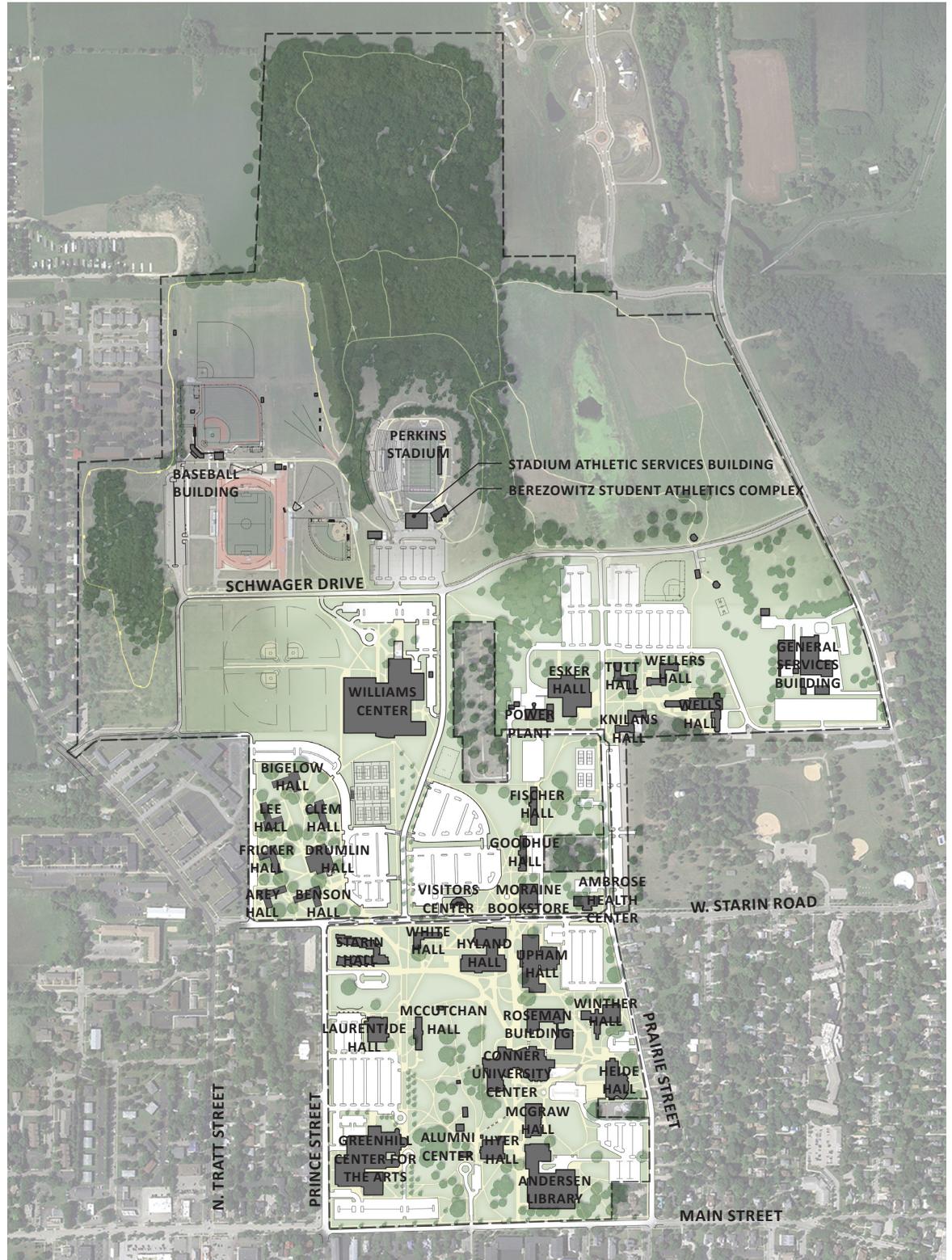


FIGURE 15: CAMPUS MAP

- EXISTING BUILDINGS
- - - PROPERTY LINES



**Context and History**

The University is located in the City of Whitewater, Wisconsin, a town of 14,500 residents located between Milwaukee and Madison in southern Wisconsin. The University is located immediately adjacent to downtown Whitewater. The downtown area surrounding Main Street was established as the Main Street Historic District in 1989, with many of its contributing properties also listed with the National Register of Historic Places (NRHP). The majority of the town's historic landmarks are located in this area. The district includes the Bassett House, located on Main Street immediately adjacent to the University's Andersen Library, the Bassett House was designated as a historic property and added to the NRHP in 1985.

The University of Wisconsin-Whitewater was founded in 1868 as a primary school, Whitewater Normal School, with 48 students attending classes in one building. Old Main Hall was added as the institution continued to grow. With the addition of liberal arts in 1951, the school transitioned from a primary or "normal" school to the Whitewater State Teachers College and then to the Wisconsin State College - Whitewater. It became designated as a university in 1964 and was integrated into the University of Wisconsin system in 1971.

On February 7, 1970, the central, north, and west towers as well as the bell tower of Old Main Hall burned down. The only surviving wing, now called Hyer Hall, remains on campus today and was renovated in the late 1990s; the other original wings were never rebuilt.

The campus experienced a significant building boom between 1960 and 1971 that established the framework of the campus that can be seen today:



FIGURE 16: OLD MAIN HALL WITH NORTH WING ADDITION CIRCA 1876



FIGURE 17: HISTORIC IMAGE OF OLD MAIN HALL, DATE UNKNOWN

two thirds of the total gross square footage on today's campus was originally constructed during this time. Development in this era included many of the academic buildings along Wyman Mall, the two student residence hall communities, and the athletics district. Maintaining and modernizing these buildings to accommodate contemporary teaching pedagogy and universal accessibility presents a significant challenge as many of these buildings need significant reinvestment due to their age.

While the Carter and Wyman Malls are

strong defining elements of today's pedestrian-oriented campus, these north-south pedestrian spines were originally city streets (Case Street and Graham Street respectively) with vehicular access. The City of Whitewater vacated North Case Street to allow the University to create Wyman Mall. Later the University and City undertook the same process for Carter Mall, transforming the western portion of the academic core into a pedestrian environment. During this process, the University also removed a surface parking lot that had been located on top of the drumlin, restoring a more naturalized setting for this landform.

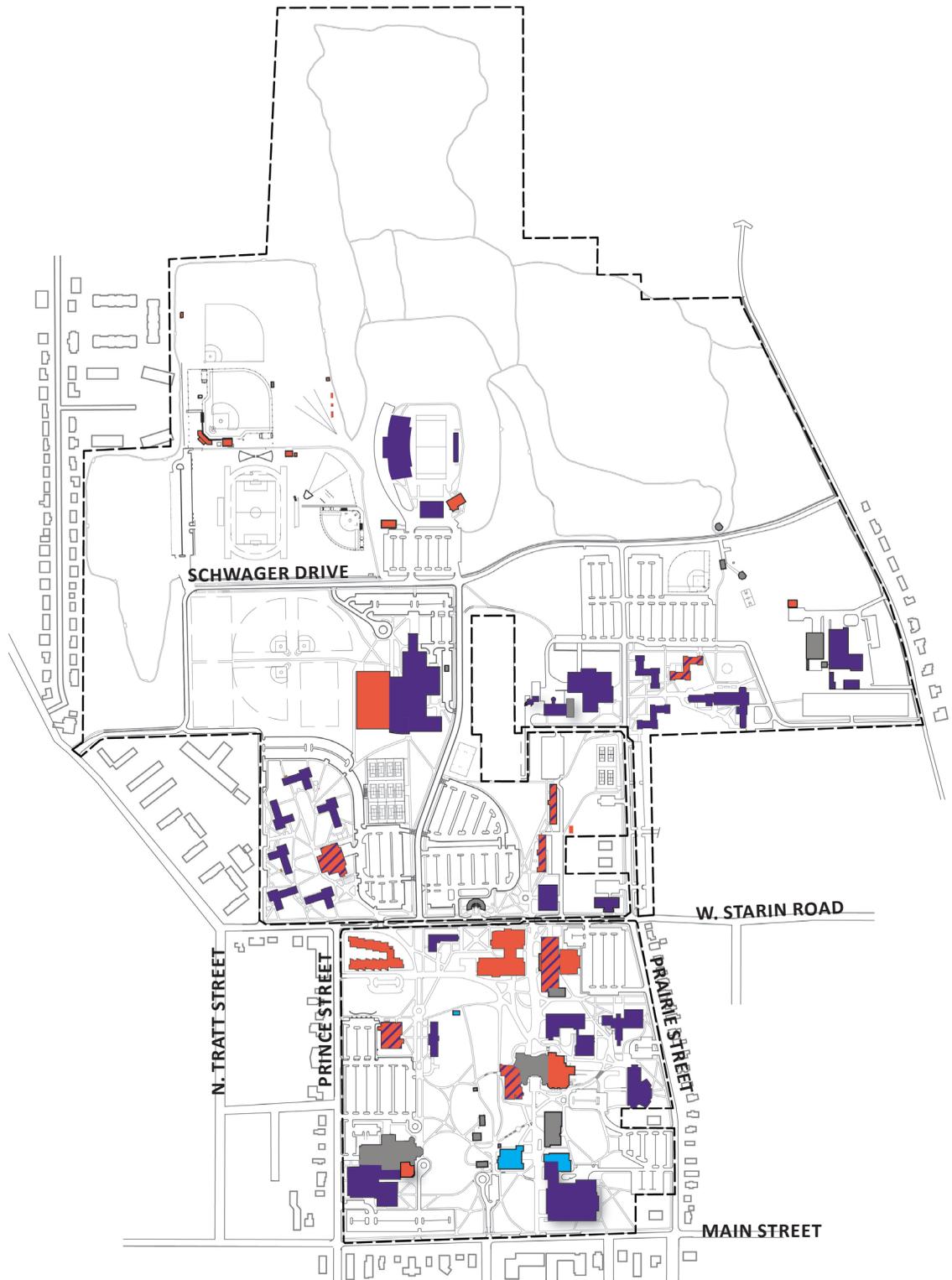


FIGURE 18: BUILDING AGE

- |   |  |
|---|--|
|  BUILT PRIOR TO 1960         |  BUILT AFTER 2000   |
|  BUILT BETWEEN 1960 AND 1971 |  ORIGINALLY BUILT BETWEEN 1960 AND 1971, COMPREHENSIVELY RENOVATED SINCE 2000 |
|  BUILT BETWEEN 1972 AND 2000 |  |



## NATURAL SYSTEMS

### *Natural Features and Topography*

Natural features distinguish the UW-Whitewater campus and reflect the regional character of southeastern Wisconsin. Glacial drumlins and prairie landscapes characterize the region and the campus. The campus has a unique topography of drumlins. Drumlins are geologic formations accompanied by significant changes in topography formed by the movement of glacial ice across the underlying ground. These unique features help define the campus experience. The nearby Kettle Moraine State Park and the sixty acres of nature preserve in the northeastern portion of the campus provide an opportunity to experience this landscape in both a native and restored state.

Many of the natural areas identified in Figure 19 are protected under the Land and Water Conservation Fund Act (LAWCON). LAWCON funds are federal monies that can be used for the planning, acquisition, and development of land and water outdoor recreation facilities. Congress intended this investment of public funds to be permanent. Section 6(f) of the Act requires all funded lands to be retained and used solely for outdoor recreation in perpetuity. Any conversion of these lands to uses other than outdoor recreation must be approved by the National Park Service. The Park Service will only consider approval if all alternatives to the conversion have been evaluated and rejected on a sound basis. If approved, the state must acquire replacement lands of at least equal fair market

value and recreational usefulness. This designation applies to some areas of the UW-Whitewater campus, including some land that is not contiguous with the nature preserve and do not have the same high quality of native landscape. In the past, the University has successfully transferred LAWCON designation between some of these less ecologically sensitive areas and other state-owned land in order to establish some desirable development sites. While this legal process takes years to complete, it is an option to allow the University to consider future development on current LAWCON designated land. See Figure 61 on page 73 for LAWCON boundaries.

Developed areas of campus reflect the glacial landscape as well. The most prominent instance is the drumlin, a geologic formation accompanied by a significant change in topography formed by the movement of glacial ice across the underlying ground, located in the middle of the academic core. While its presence highlights these regional landforms as a prominent campus feature and provides educational opportunities, the significant topography creates challenges for visual and pedestrian connectivity, especially for those members of the community with disabilities.

A palette of prairie species has been incorporated into some areas of the campus landscapes. Students, faculty, and staff often cite these areas of the grounds as a source of pride and identity for the University.

Along Main Street in the historic core of the campus, a collection of significant trees, many of mature size and age, has been designated as an arboretum. This landscape contributes to the character of campus and reflects the history of the site and the institution. Current campus policies provide a re-planting strategy of 2 to 1 as trees are removed purposely or by attrition. Plan proposals appropriately continue to preserve this area as campus arboretum.



FIGURE 19: TOPOGRAPHY

- EXISTING BUILDINGS
- HIGHEST ELEVATION
- LOWEST ELEVATION
- PROPERTY LINES



### *Open Space*

In addition to the natural landscapes on campus, the University has defined open spaces for both active and passive recreation to support campus life. The Carter and Wyman Malls are significant pedestrian axes that define the open space network. Most of the spaces available for passive recreation are organized along these axes. In some places, this network of open spaces is not continuous, making the residence halls and other areas feel disconnected. Overall, the campus lacks a flat open lawn area for large gatherings. The campus has very high quality athletic field facilities, which are clustered largely in the northwestern portion of campus and are a resource for athletic programs, recreation programs, and physical education.

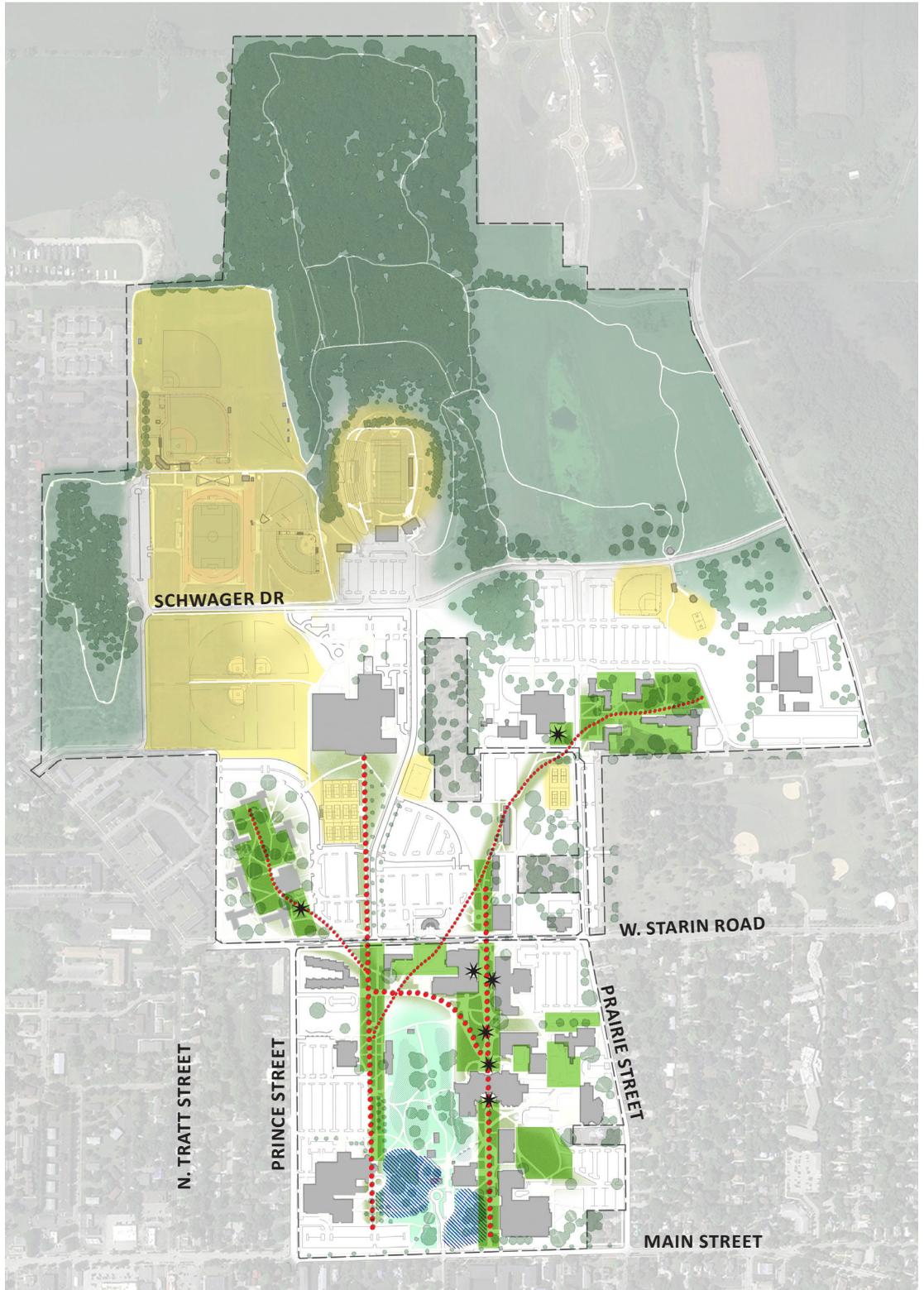


FIGURE 20: OPEN SPACE

- NATURAL AREAS
- ATHLETIC FIELDS
- DRUMLIN
- DEFINED CAMPUS GREENS
- PLAZA
- ARBORETUM
- AXIS / MAJOR PEDESTRIAN ROUTES



## BUILT SYSTEMS

### *Building and Land Use*

The campus core has a compact mix of academic and administrative uses situated within a ¼ mile travel radius, a distance that can typically be navigated comfortably in five minutes. Wyman Mall and the eastern half of the core have been developed more robustly, while fewer buildings sited along Carter Mall and the western areas of the campus result in less activity, and a perception that those areas of campus are more isolated. While these two areas of campus are physically close to one another, the drumlin acts as both a visual and physical barrier between them, making them feel like two distinct districts.

Starin Road is a major organizing element on campus, dividing the academic core from the athletic and residential districts to the north. While the campus historically had residence halls located north of Starin Road, the recently constructed Starin Hall is located just south of Starin Road and indeed is the only residence hall in the southern portion of the campus. The University's other residence halls are sited in two clusters to the north, and their locations at the eastern and western edges of campus make them feel isolated from each other and the academic core. Dining and gathering spaces are spread across the campus, serving both the academic core and the residential areas.

Indoor and outdoor athletics and recreation facilities are consolidated in the northern portion of the campus. While the extension of

Carter Mall north of Starin Road connects this district to the core campus, it can still feel removed, especially considering the classes in the Health, Physical Education, Recreation, and Coaching (HPERC) program that take place in the Williams Center.

Surface parking is also a significant campus land use: if all the surface parking on campus was consolidated together, it would cover an area nearly the size of the academic core or nearly fifty acres. An assessment of the parking system is provided in Parking and Service, page 70.

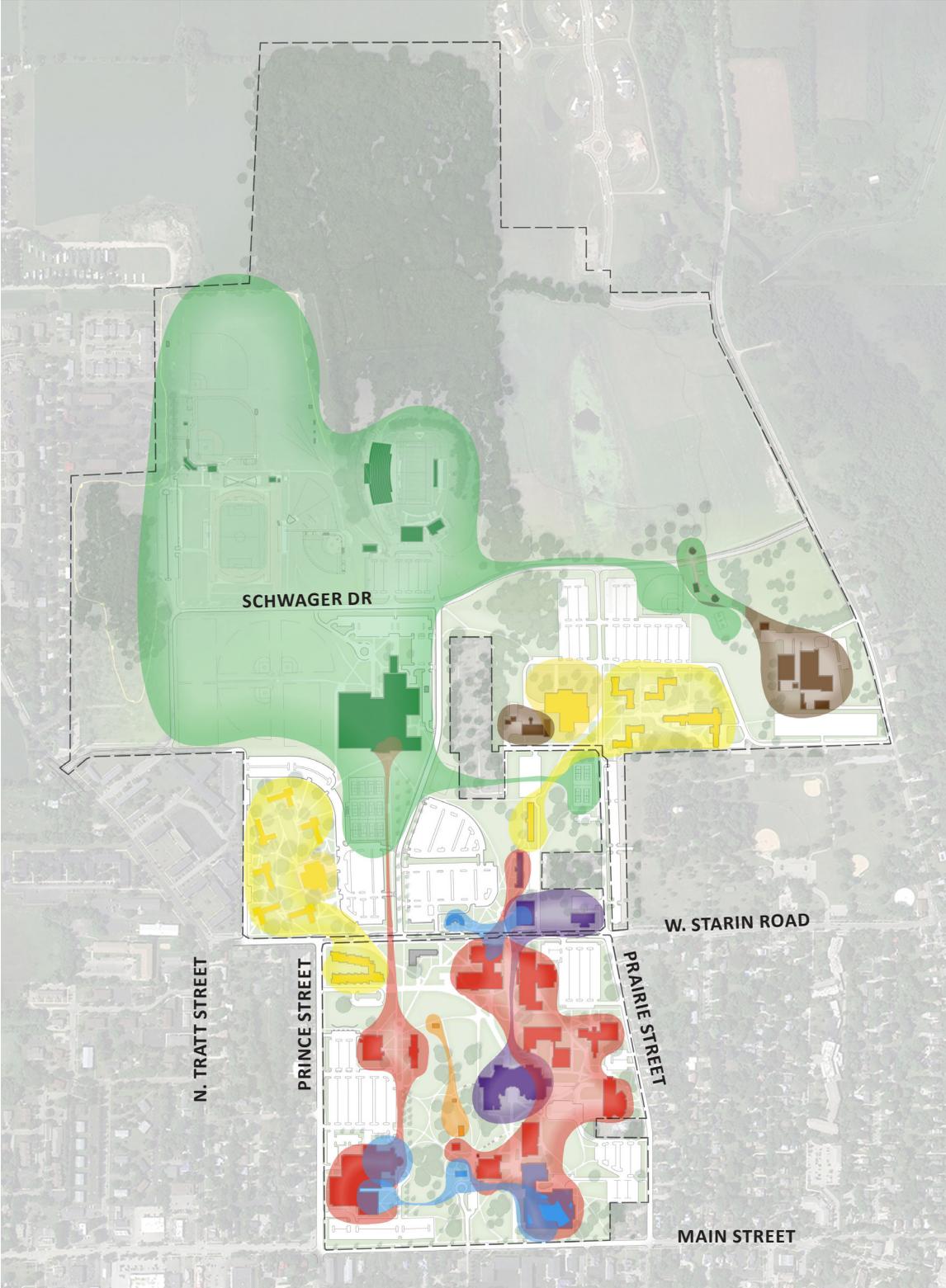


FIGURE 21: BUILDING AND LAND USE

- ACADEMIC AND ADMINISTRATIVE
- PUBLIC INTERFACE
- STUDENT SERVICES
- RESIDENCE HALL
- ATHLETICS AND RECREATION
- SUPPORT / OTHER
- HISTORIC STRUCTURES



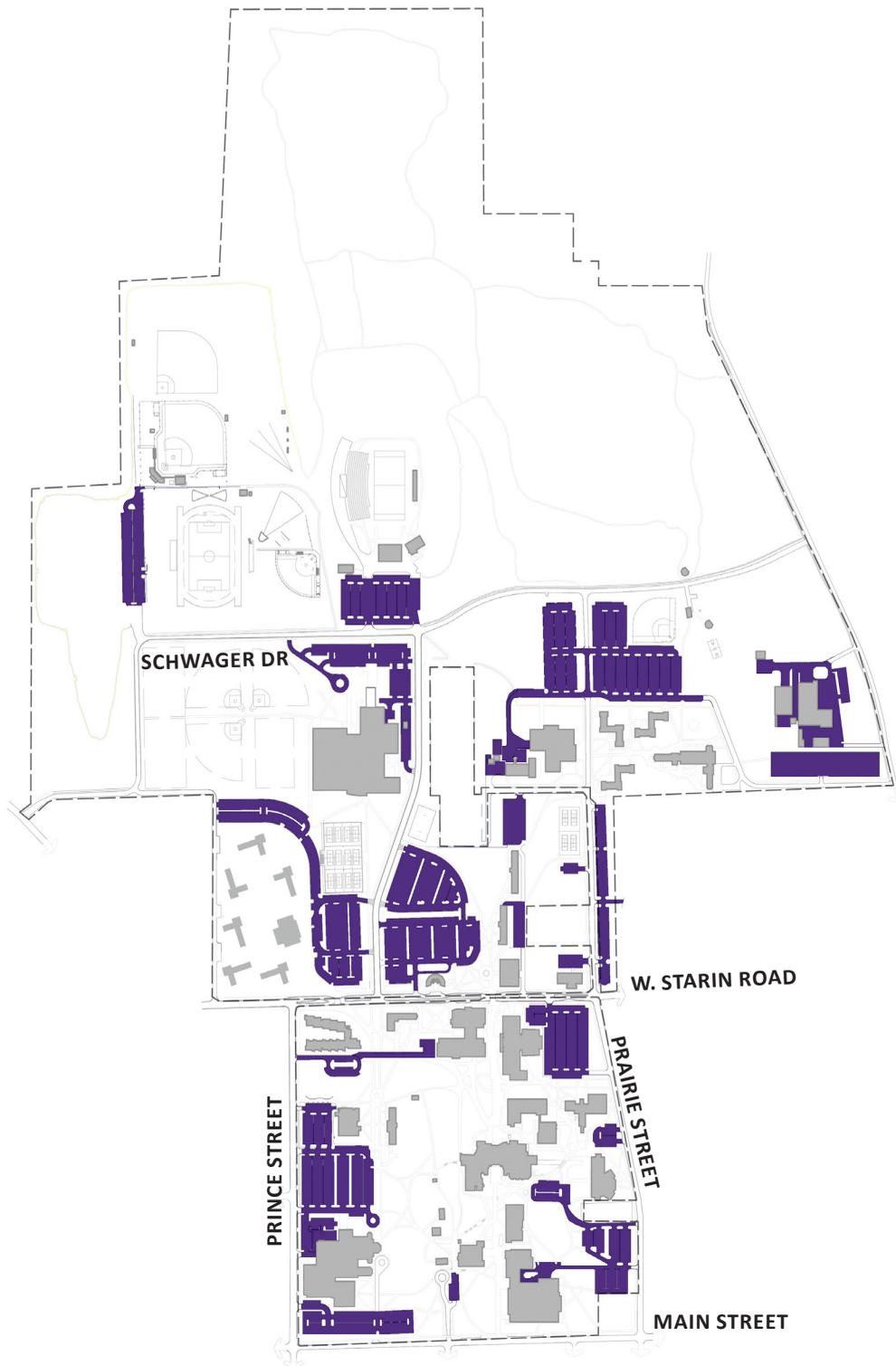


FIGURE 22: PARKING

■ SURFACE PARKING LOTS AND SERVICE



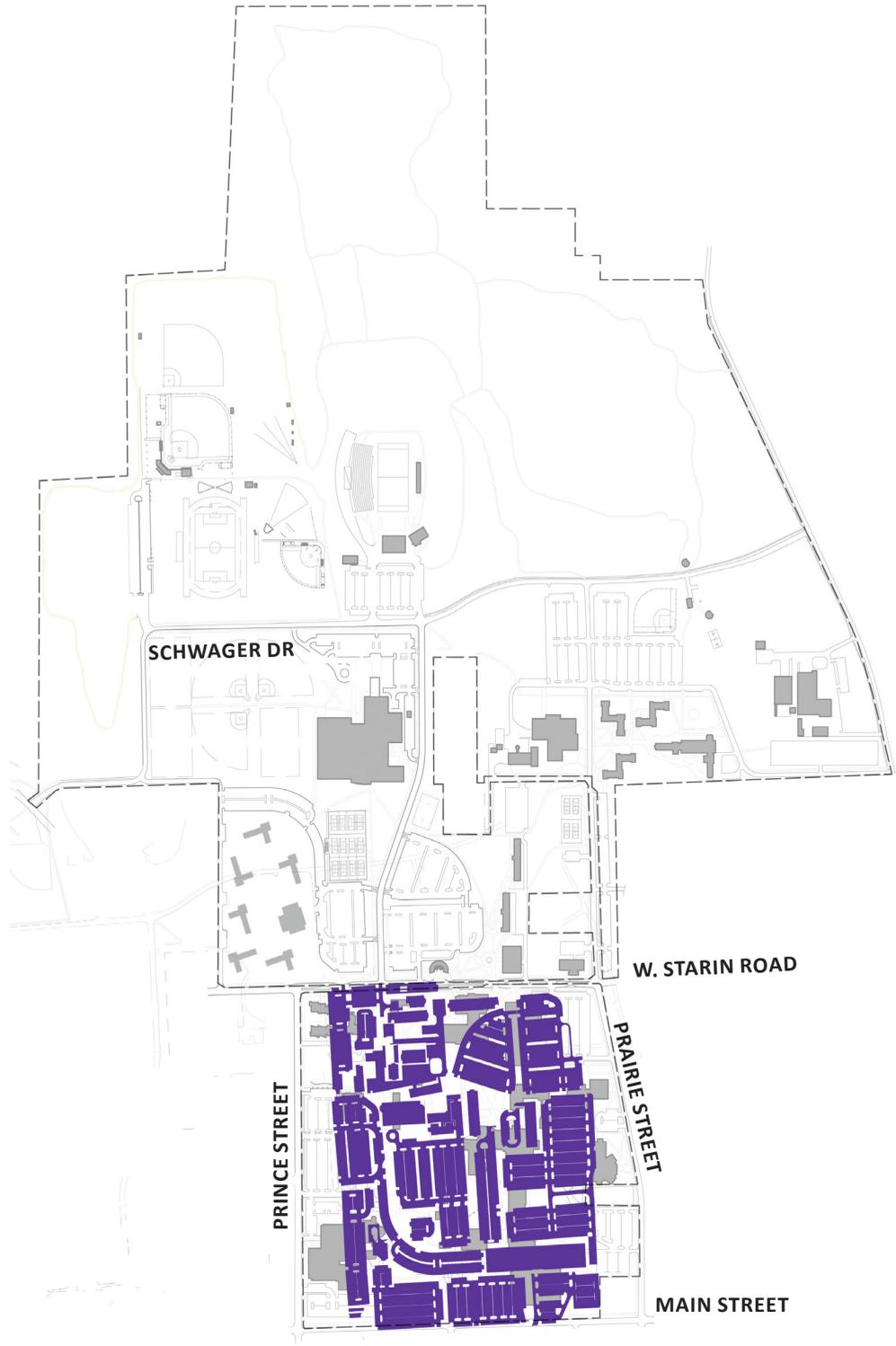


FIGURE 23: AGGREGATED PARKING- APPROXIMATELY 50 ACRES

■ SURFACE PARKING LOTS AND SERVICE  
(APPROX. 50 ACRES)



### ***Vehicular and Bicycle Circulation***

Automobile circulation is the dominant mode of vehicular circulation to campus due to limited alternative transportation options. Recent transportation additions have been successful, including the Janesville-Milton-Whitewater “Innovation Express” (JMW) which makes a stop on campus at the Visitor Center. The route provides access to several destinations in Janesville and Milton, including the Van Galder Bus Depot, where passengers can transfer to buses to Madison, South Beloit, Rockford, O’Hare International Airport, and Chicago. The JMW makes three trips on weekdays and runs one route on Sundays to facilitate student weekend trips to surrounding areas. There is also a USA Coach route that runs from Waukesha to Whitewater on Friday and Sunday. Although these routes have been successful, they are the only bus routes serving the campus; no public transportation exists for local Whitewater destinations.

A large portion of the University community travels longer distances to get to campus. Limited transportation options suggests many arrive by car. Campus is approached from all four directions; no single route is prevalent. The majority of vehicular circulation is at the edges, preserving the pedestrian environment within the campus. Starin Road, Warhawk Drive, Schwager Drive, Prairie Street, and Prince Street are the primary vehicular circulation routes through the campus. Of these, Warhawk and Schwager Drives primarily accommodate campus traffic while Starin Road is one of only a few

east-west routes across the City of Whitewater so it provides a significant role in local circulation. While the majority of the traffic on Starin Road passing through campus is indeed related to the University, it is important to note that the greater Starin Road connection plays an important role in the overall City circulation.

This predominance of automobile use impacts the University’s carbon footprint and requires a significant amount of land dedicated to parking. Members of the campus community living within a short distance of campus have the option to walk or ride their bikes to campus. Off-street bicycle trails on Schwager Drive and Fremont Road facilitate access from the north and connect the campus to regional recreational

trails and natural amenities. Bicycle lanes are marked on campus along Warhawk Drive and Starin Road. Once on campus, pedestrian paths are not intended for bicycle use, and cyclists are expected to park their bikes and walk to their destination. Bicycle parking areas, particularly in covered locations, are often full. The City of Whitewater released a Pedestrian and Bicycle Plan in December 2013 that proposes a more extensive and connected network of bicycle amenities around the campus. This would include bicycle lanes along Main Street, Prairie Street, and Tratt Street and a neighborhood greenway along Prince Street, where pedestrians and cyclists would be given priority. A shared-use path west of the athletics district along Walton Drive would connect to Meadowstreet Park.



FIGURE 24: HYER HALL

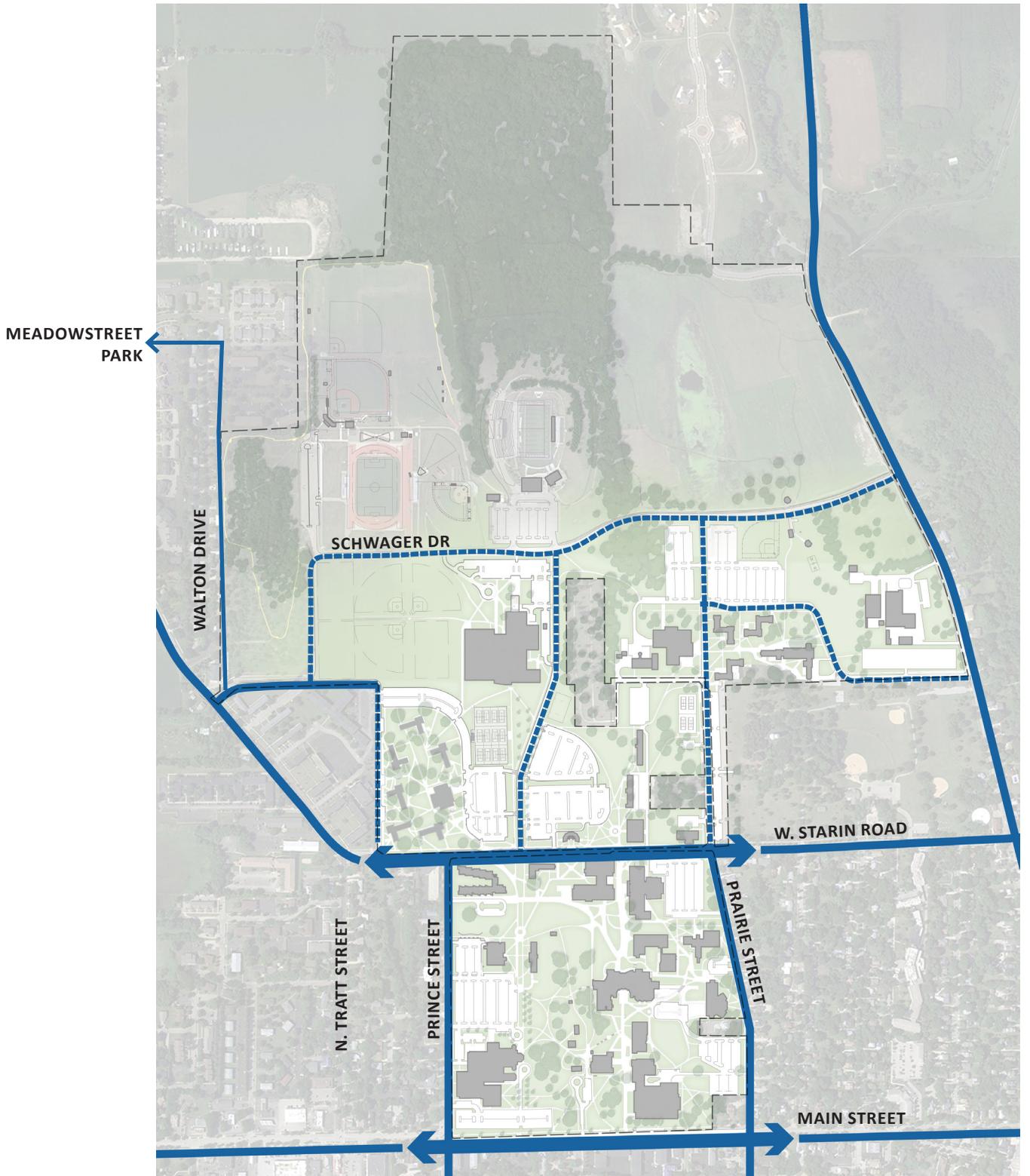


FIGURE 25: VEHICULAR AND BICYCLE CIRCULATION

- CITY STREETS
- - CAMPUS STREETS



***Pedestrian Circulation***

Two parallel north-south pedestrian malls on either side of the drumlin, Wyman Mall and Carter Mall, form the backbone for pedestrian circulation on campus. The existing network of walkways is extensive in the core, becoming less robust at the edges. Recreational trails through the natural preserve areas are an amenity but not intuitively integrated into the circulation network to encourage students, faculty, staff, and visitors to take advantage of the resource.

While the extensive walk network facilitates a pedestrian environment, it can be difficult to differentiate and follow the main route, particularly for those with vision impairments. Slope is another accessibility consideration: the maximum accessible slope without a ramp is 1:20 or 5%. While most campus walks meet this criterion, some around and particularly across the main drumlin exceed the maximum slope, making those routes unavailable or challenging to those with limited mobility.

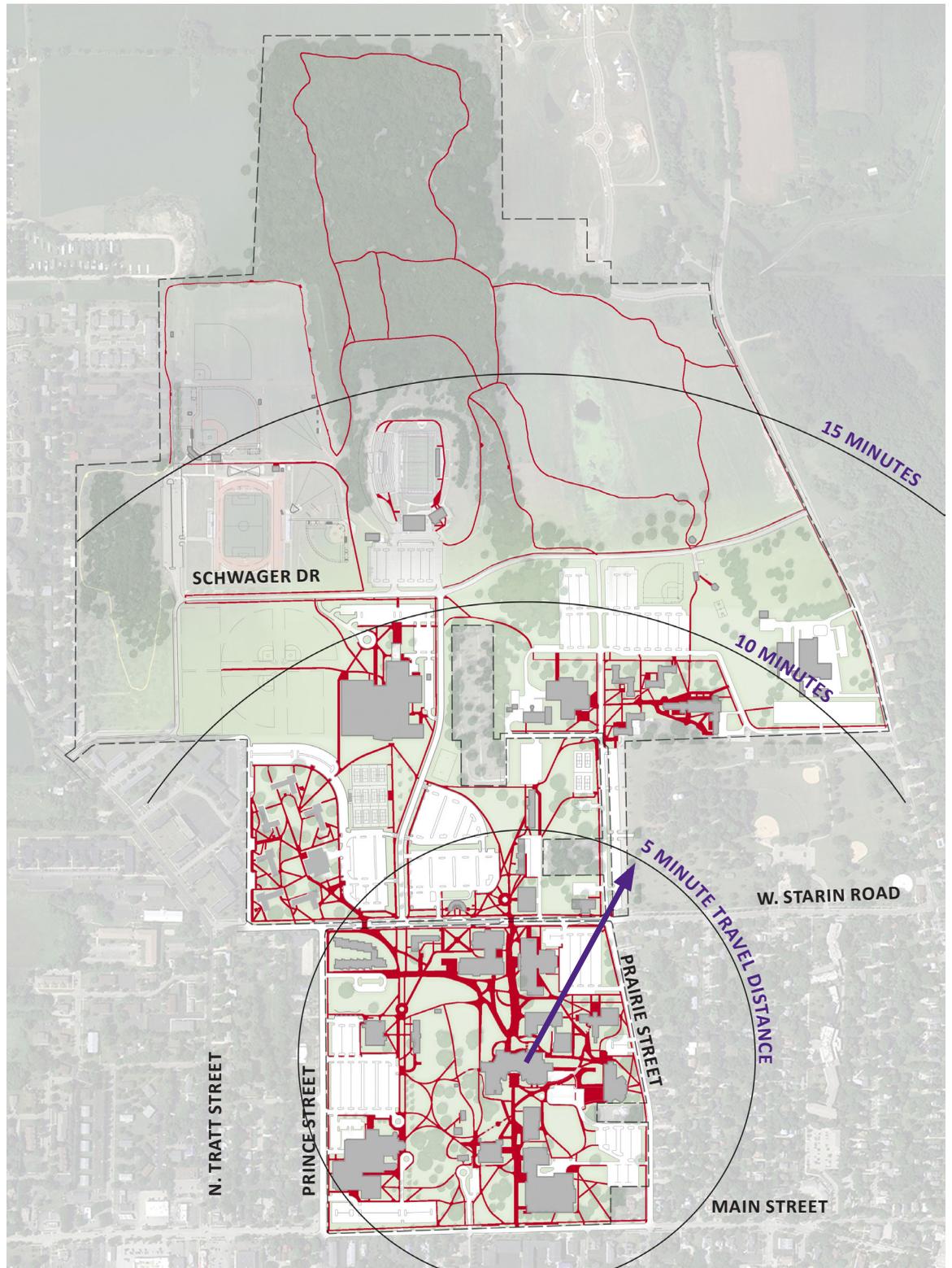


FIGURE 26: PEDESTRIAN CIRCULATION

— PEDESTRIAN PATH



Concentrated volumes of pedestrians crossing Starin Road, Prince Street, Prairie Street, and Main Street create safety concerns for pedestrians and delays for motorists. Along Main Street and Starin Road, site features such as stone pillars and plantings exacerbate safety concerns by blocking drivers' views of pedestrians, particularly those using wheelchairs. Starin Road has two intuitive main crossing points, but the location of building entries does not reinforce these crossings. While the implementation of traffic calming and crossing guards has improved functionality of Starin Road, the campus community still cites it as a concern.

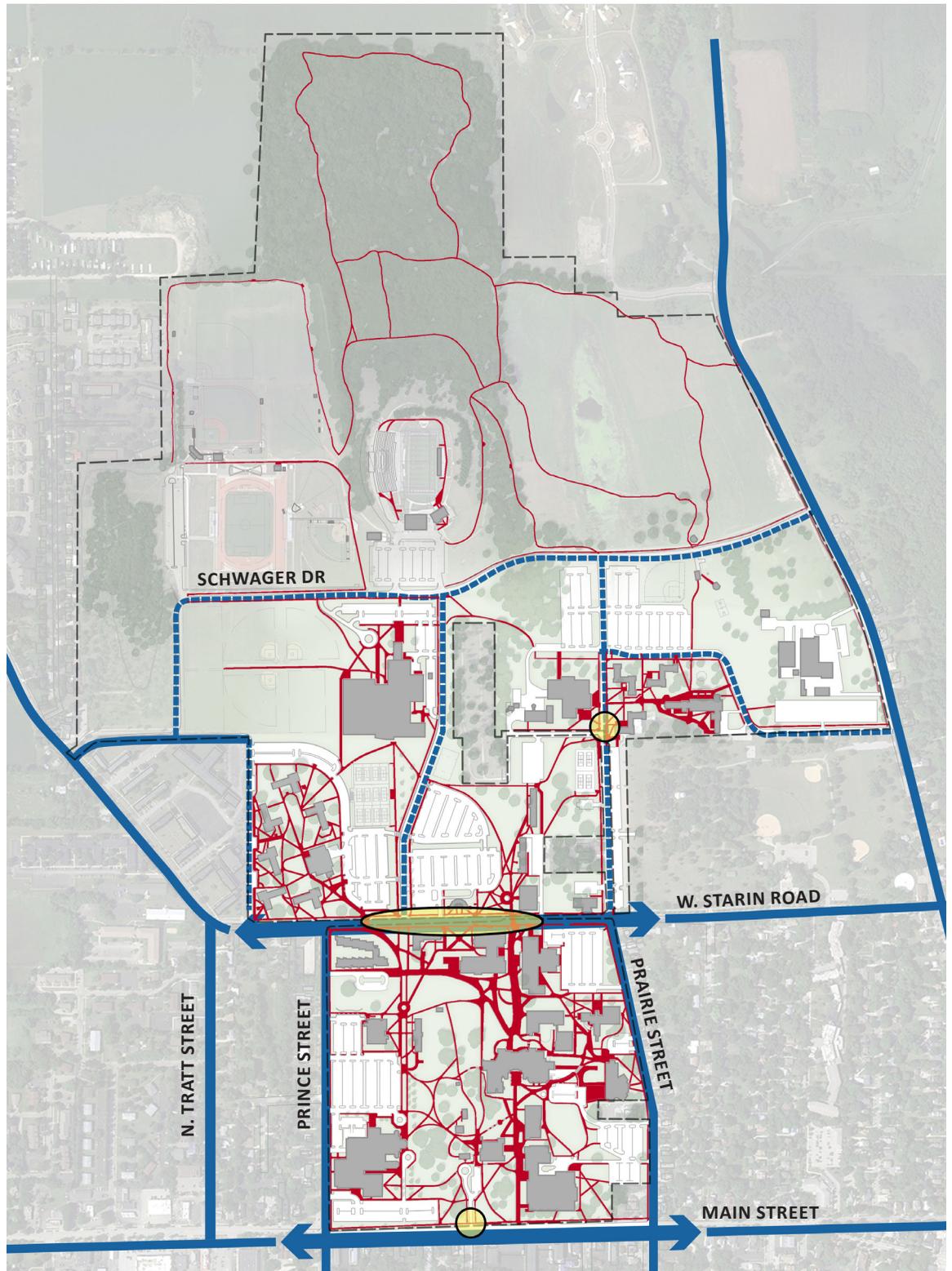


FIGURE 27: PEDESTRIAN AND VEHICULAR CIRCULATION CONFLICT AREAS

- VEHICULAR CIRCULATION
- PEDESTRIAN PATH
- CONFLICT AREAS



### Entry and Arrival

Finding the campus can be a challenge for visitors. Similar to the challenges facing daily campus users, campus visitors have limited alternative transportation options outside of driving to campus. When arriving by car, visitors rely on the existing City and State directional signage. The current signage around the City of Whitewater directs visitors to routes that are neither intuitive nor direct. As a result, repeat visitors to campus alter their route as they become familiar with the area. Directional signage on Main Street is particularly problematic as it directs visitors to turn on Tratt Street, which is linked to better traffic signal timing from Main Street. However, this directs visitors down a residential street with no University presence, which can be disorienting. Since this is a residential street, the University has no influence on the experience of the campus approach.

The columns located at the intersection of Starin Road and Prairie Street and on Main Street in front of the Alumni Center are good examples of how to mark the transition from the City of Whitewater onto the campus, but are located at a historic entrance, rather than the current destination of the Visitor Center. This causes additional challenges for visitors.

Most visitors to campus are directed to stop at the Visitor Center in order to get a parking permit before proceeding to their final destination. The Visitor's Center also provides directions and information about the University and serves as a gathering point for prospective student tours. Its location is convenient to parking



FIGURE 28: ENTRY AND ARRIVAL

- EXISTING ARRIVAL SEQUENCE
- EXISTING ENTRY GATES / SIGNS

but not intuitive for those unfamiliar with the campus. Many visitors mistakenly arrive at the Alumni Center, which is the terminus of the historic gates and entry road (S Whiton) off Main Street. The University's address, 800 W. Main Street, furthers this confusion. Even for those who find it with ease, the Visitor Center does not communicate a collegiate sense of welcome and is undersized to accommodate tour groups and other gatherings.

Finding specific destinations on campus can also prove challenging. Exterior and interior signage is inconsistent from building to building, and signs are often placed in locations that are not highly visible.



FIGURE 29: WILLIAMS CENTER

***Residence Life Strategy***

Approximately 3,730 students currently live on campus. Thirteen residence halls are clustered into two districts in the northwest and northeast areas of campus. These two communities house relatively equal numbers of students, and a dining hall serves each community. With the exception of Starin Hall, all residence halls on campus have a traditional, hall-style layout with one shared bathroom on each floor. Starin Hall's rooms are arranged "suite style" with shared bathrooms, kitchen, and living area for each unit. In addition to these on-campus facilities, another 450 students live in housing the University leases off-campus to meet demand. In the leased housing, the University provides programming similar to that provided in on-campus residence halls.

The University completed a Residence Life Master Plan in 2011 that explored options for both renovation and new construction of residence halls to address an insufficient quantity of housing to meet demand and quality issues related to universal accessibility and modernization. In February 2013, the University completed a feasibility study exploring several concepts to renovate or replace Esker Dining Hall. Since completing these studies, further assessment has concluded that both Wells Hall and Esker Dining Hall should be replaced due to the significant costs required to renovate the facilities to meet the University's programmatic needs.

As a result, the University plans to build a total of five new residence halls and a replacement dining

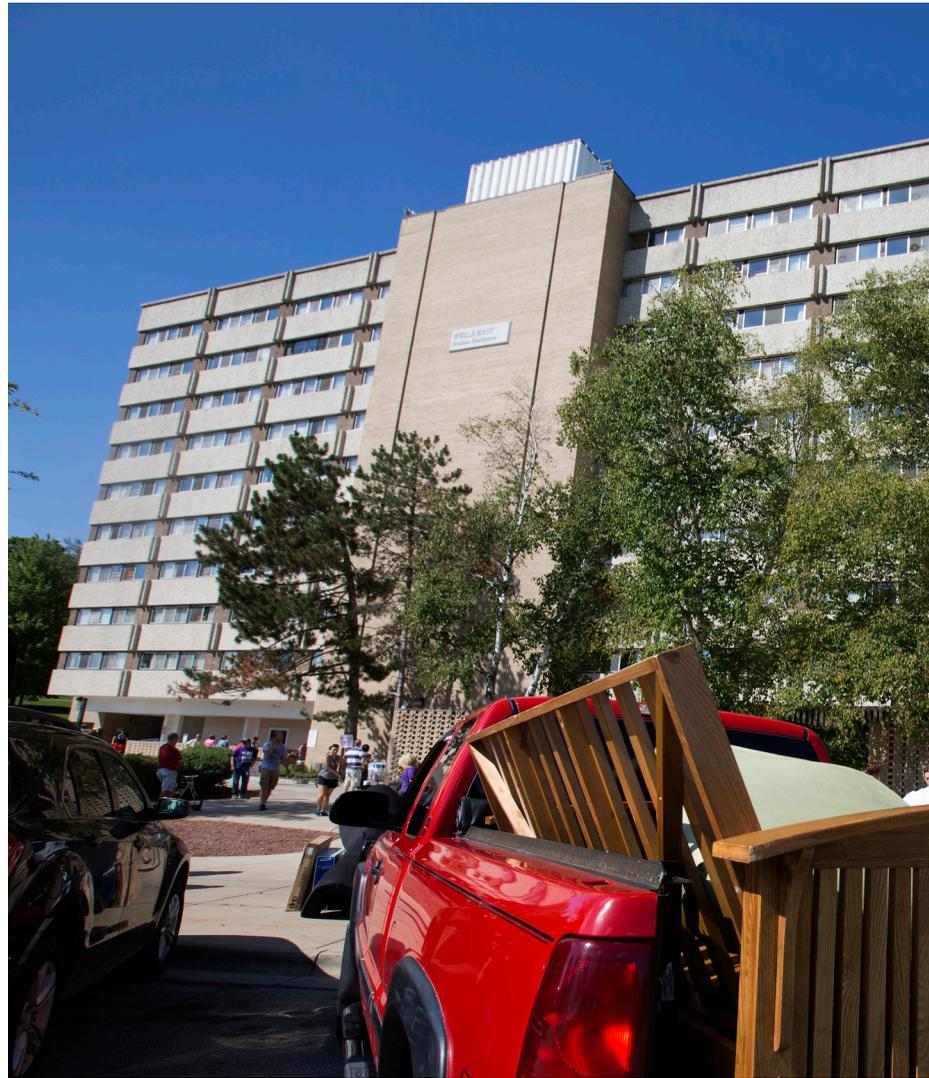


FIGURE 30: WELLS RESIDENCE HALLS

hall while continuing to renovate the remaining halls over time. As residence halls are renovated, there will be a slight loss of capacity. The first new residence hall will make up for this lost capacity, build capacity to meet current demand. The second proposed residence hall provides 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, allowing for its ultimate demolition when new construction and renovations are complete. Each

new hall will accommodate 400 beds. It is anticipated that each will be developed in an efficient layout: semi-suite units will have shared bathrooms between adjacent rooms with shared informal gathering areas located outside the unit.

The Comprehensive Campus Master Plan integrates these new facilities into the campus framework to create community, activate key locations, and ensure adequate dining capacity.

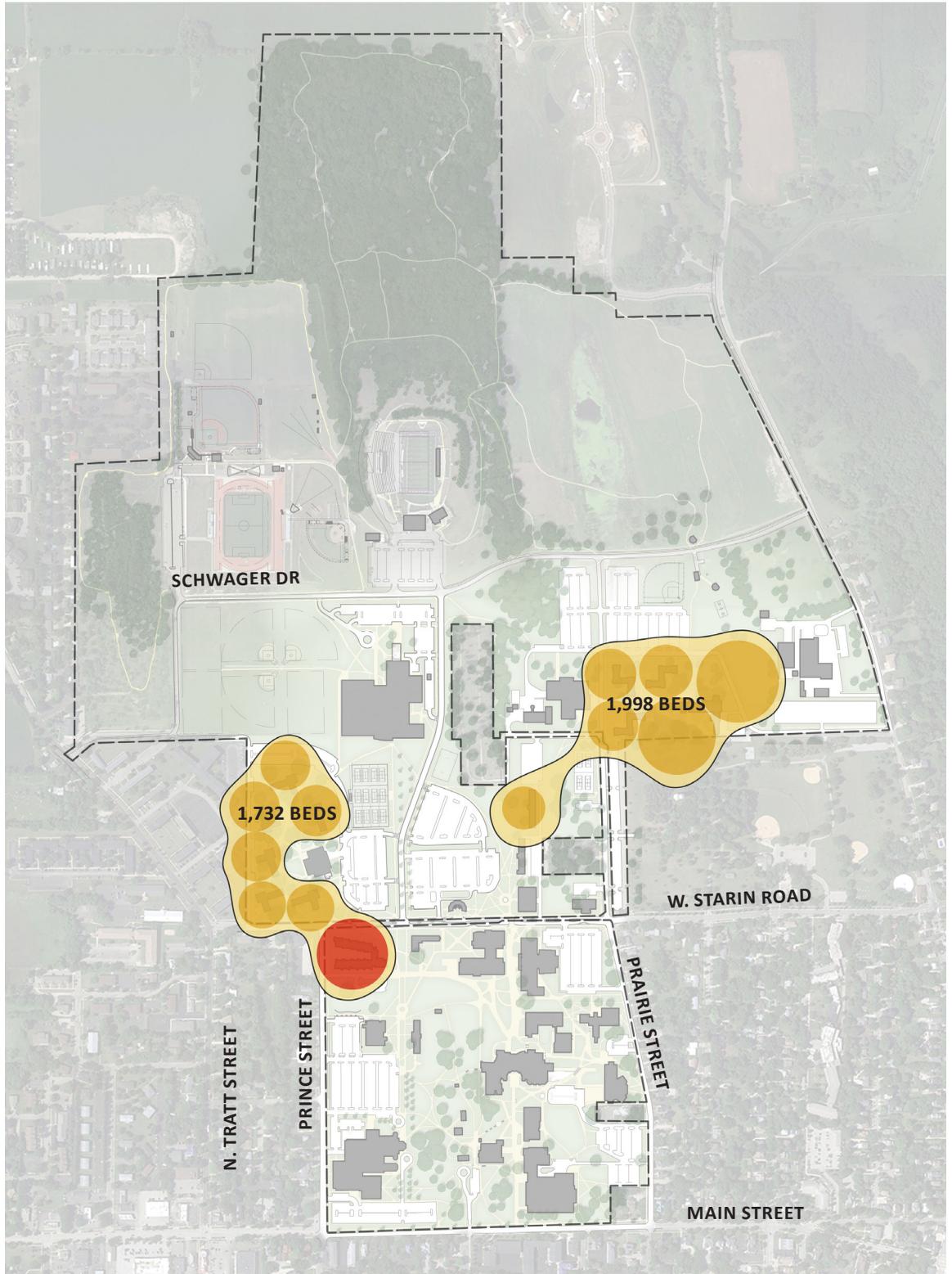


FIGURE 31: RESIDENCE LIFE STRATEGY

- HALL STYLE RESIDENCE HALL
- APARTMENT STYLE RESIDENCE HALL
- RESIDENTIAL COMMUNITY



MASTER PLAN CONSULTANT TEAM:

AYERS SAINT GROSS

EPPSTEIN UHEN ARCHITECTS

RING AND DUCHATEAU ENGINEERS

STRAND ASSOCIATES, ENGINEERS

MIDDLETON CONSTRUCTION CONSULTING

KEN SAIKI DESIGN