

## **CHAPTER FOUR**

### **Concept Development**

Guiding principles were first generated reflecting the philosophies, culture, and character of The University of Wisconsin. The principles served as a foundation for the design development of the master plan. A concept diagram was then developed after careful study of the observations and analysis of current site conditions. This diagram is a physical manifestation of the ideas generated in the observation phase. Broad brush in its approach, the concept plan diagrammatically conveys these ideas thereby ensuring the plan remain true to its original concept throughout the design process.

#### **A. Planning Principles**

##### **2005 Campus Master Plan Planning Principles**

A series of planning principles directed the plan. Supported by the UW system board of regents' physical planning principles and by the campus strategic plan, these principles helped develop a master plan that will sustain and strengthen our position of pre-eminence in research and higher education.

##### ***A Spectacular Setting***

The university is privileged to have an extraordinary setting on over 930 acres of rolling drumlins along four miles of Lake Mendota frontage. This spectacular setting is one of the branding images of this university and it creates a magnificent setting for learning, completing advanced research and providing public service and outreach to the community. Future development should capitalize on our magnificent lakefront setting and wonderful natural areas while preserving, enhancing and sustaining those environments for future generations.

##### ***Enhancing Experience of Place***

All campus open spaces and buildings should support the University's mission to provide "*a learning environment in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom and values that will help insure the survival of this and future generations, and improve the quality of life for all.*"

Chief among our concerns is the acknowledgment that we are creating places for people to come together and share their learning experiences. These places should be designed foremost for the pedestrian, but with respect for the multiple

uses and users that they must serve. Universal design concepts should be held up as a goal for all new development opportunities.

The plan should promote renovation, restoration and remodeling of existing facilities whenever possible and practical. The plan should promote a clear sense of place, respect the history and diversity of the university, and stimulate the academic and social growth of the university community. The plan should commit to the historic preservation of key buildings and open spaces that make this place a stimulating learning environment.

### ***Protecting our Environment***

The university's environmental ethic is found throughout its history from our early ties to John Muir and Aldo Leopold's land ethic to noted landscape architects Jens Jenson and John Nolen. We will continue that tradition through our commitment to preserving environmentally sensitive areas, the development of sustainable design guidelines, building sustainable facilities, and by reducing our impact on the land. We embody this environmental consciousness through our built environment, and design and care for the campus ecosystems in thoughtful and responsible ways so that no issue is considered in isolation.

### ***Developing Connections***

The plan should foster our academic mission by supporting and creating interdisciplinary connections between the academic enterprises, on and off the main campus. These connections are not only theoretical but physical. Pedestrian spaces, bicycle routes, transit ways, open spaces, and the general campus infrastructure should be physically connected to provide efficient and attractive linkages. The campus buildings and connections between them should strengthen our mission and support the constant "sifting and winnowing" of knowledge and experience. Specific strategies should be developed to improve connections across the long east-west campus setting and across the north-south divide created by heavy vehicular traffic on University Avenue and West Johnson Street.

### ***Edges and Boundaries***

The edges of the campus should be clearly delineated and well-defined to create an identifiable and welcoming campus boundary with a sense of arrival, inviting the surrounding community to participate in educational and entertainment events. The plan should reinforce the gateways and activity centers, both on and off campus, to enhance connections between the university and the community. No

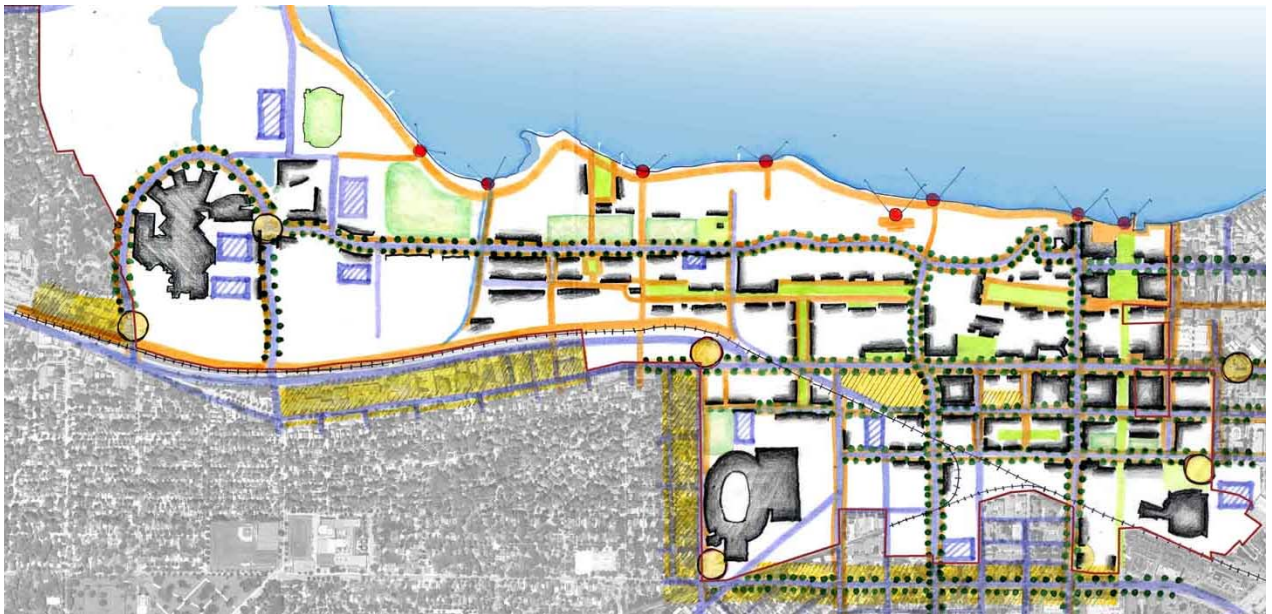
significant changes to our current, official boundary are proposed with this plan, so we must “recreate ourselves in place.”

### ***Our Regional Community***

The plan should enhance available connections between the university and the surrounding region and should help facilitate lifelong learning. The university’s future development should support local and regional planning strategies dealing with growth and development issues, with particular respect to transportation systems planning, adjacent neighborhood plans, economic growth and environmental impacts.

The “Wisconsin Idea” guides our understanding that the university’s mission is to serve the City, State and global communities. The Campus Master Plan is part of a continuum of planning at the University that acknowledges the institution’s role in the broader community and that our fate and actions are linked to the fate of our region, state, and the world. In evaluating our needs to prepare future generations of the Wisconsin workforce, to conduct research that will affect so many lives, to act as a responsible environmental steward, and as a continual economic force, the University must take into consideration the interdependence of the campus, the state, and the world.

## **B. The Concept Diagram**



The above map graphically depicts the main east-west orientation of the campus with major traffic patterns following the same east-west flow. Two major north-south routes

include North Park Street and North Charter Street as they enter into the campus from the south. Major green spaces are shown as organizing features and provide for significant gathering spaces. North of University Avenue, the campus continues to be characterized by minimal roadways, pedestrian mall and quadrangles of green space created by large to medium scale buildings. Viewsheds are shown to emphasize potential points of reintroducing visual connections back to Lake Mendota to the north. Potential parking structures are shown as light blue cross hatched boxes, in general off major arterial streets. Major pedestrian routes are shown in orange as well as major entry points in yellow circles. The yellow shaded areas outside the campus plan boundary have been defined as joint planning areas where the campus will work directly with the local municipal planning agencies and the surrounding neighborhoods as they develop plans for redevelopment and enhancement.

The concept diagram was developed to encourage the execution of the planning principles throughout the master plan process. This diagram conveys a number of main planning themes including:

- Clear physical connections across the campus through integrated open space, pathways, and streets. In the plan, open spaces are shown as large green blocks. Streets are shown as blue/gray lines. Streets and open spaces are reinforced by build-to lines which designate buildings fronting onto those spaces, black lines on the plan.
- Streets are reinforced with double rows of trees to help slow traffic and mitigate the visual impact of heavily used streets on the campus.
- Major pedestrian and bicycle routes are shown providing further connection across the campus (shown in orange).
- Establishment of a continuous collegiate environment throughout the campus with a balance of buildings, open spaces, and streetscapes that provide quality places for education, research, and gathering.
- Respect and preservation for the Lakeshore Nature Preserve as well as other associated environmental and cultural areas.
- Clear visual connections to the Lake from the campus, including adding new views and viewsheds out to the lake (shown as red dots and view triangles).
- Major entry points to the campus are denoted to reinforce arrival points and a sense of entry on campus (light yellow circles on the plan).
- Major parking facilities are shown with their relationship to major streets (shown in light blue hatch).

- Sites for new buildings are beginning to take form (gray boxes) that help define spaces and provide a balance between buildings and open spaces.
- Joint planning areas (shown in yellow hatch) define points of transition between the university and the residential/commercial neighborhoods around the campus. Collaborative planning in these areas will be key to the success of this plan and the neighborhood plans developed by the municipalities surrounding the campus.

### **C. District Studies & Detailed Concept Plans**

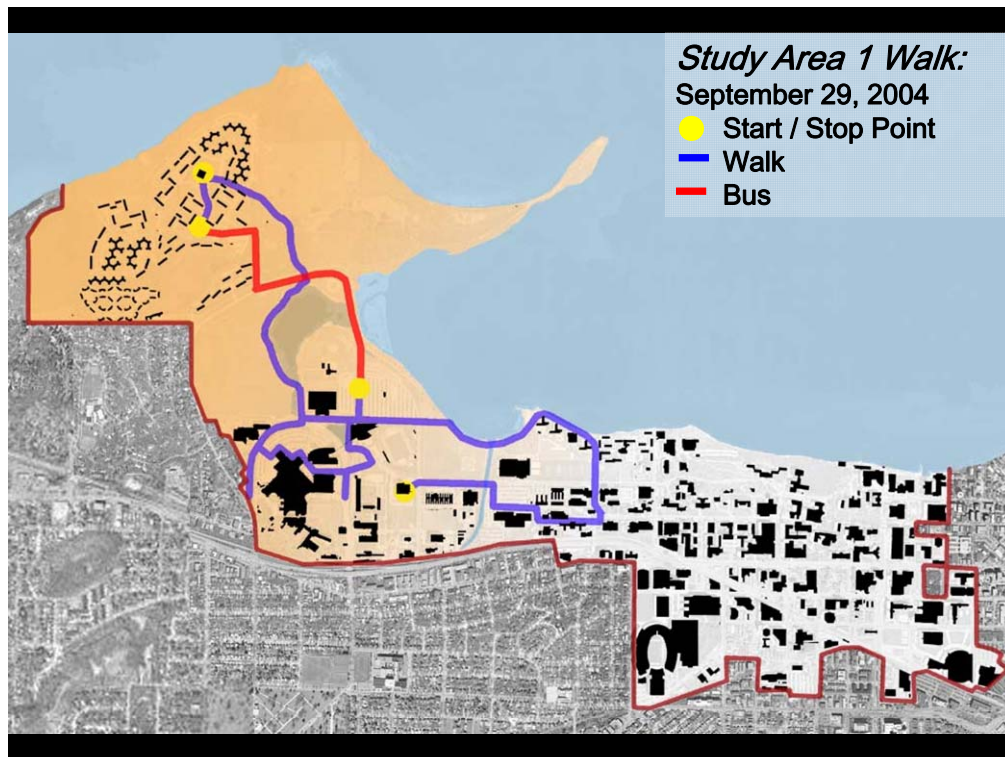
From here, the campus was broken down into three major districts (west, central and east). The design consultants along with Facilities Planning & Management staff, faculty from each district and interested students, walked each district to understand how the many areas of the campus have been developed, how they are used, what the buildings and spaces between the buildings are like and to get a sense of the general character of the campus. After each walk, the planning team assembled to review what was learned and detailed concept plans were developed showing potential building opportunities and ways of improving the campus landscape in each district. The results of those studies, draft concept plans and a final draft concept are presented below.

Benchmark campus plans were also studied for comparison purposes from the University Georgia in Athens, Georgia, Emory University in Atlanta, Georgia, the University of North Carolina at Chapel Hill, and Johns Hopkins University in Baltimore, Maryland. Precedents for open space planning, landscape design and site development were also studied at these campuses.

### **Study Area 1 – West Campus**

Study area 1 is the west campus made up of primarily the health sciences, athletic and recreation fields, student housing and the Lakeshore Nature Preserve. The combined walking and bus route started at the WARF building, walking east along Observatory Drive to the west edge of the Agricultural campus to Elm Drive; then north along Elm Drive to the lakeshore path, through the lakeshore residence hall complex; then across Willow Creek to Lot 60 where the group picked up the bus to Eagle Heights; then walking through Eagle Heights, past the community gardens and through the Lakeshore Nature Preserve and past the Class of 1918 Marsh; back to the health science campus, past the new Health Science Learning Center, the UW Hospital and back to WARF.





Study area 1 with route of travel shown.

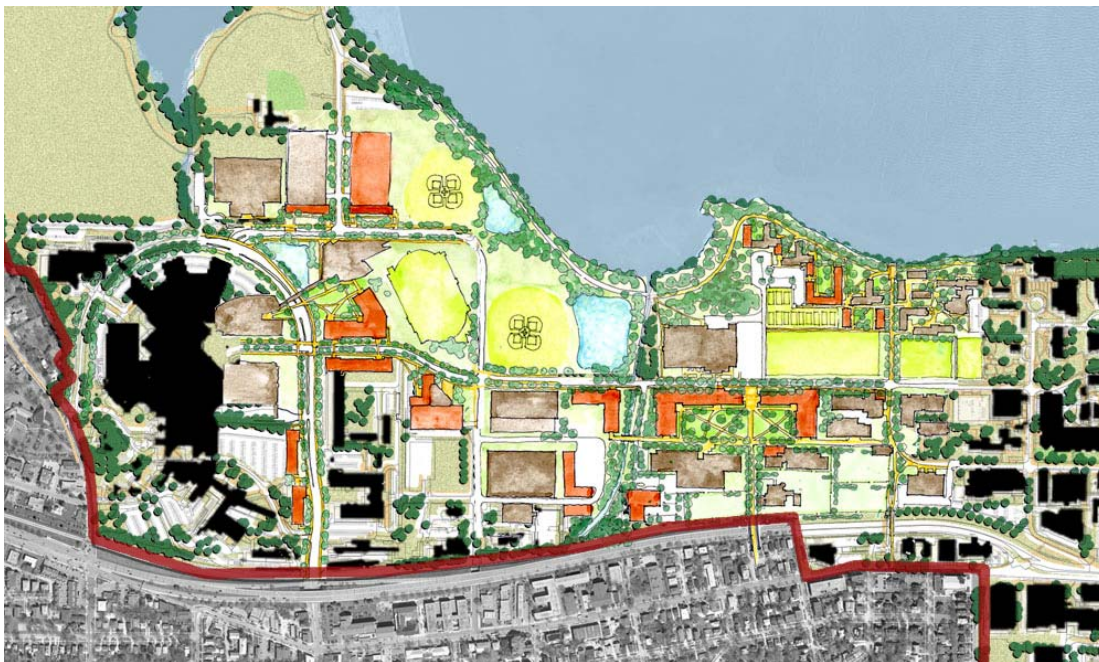


Detailed Concept Plan for Study Area 1 – Option #1





Detailed Concept Plan for Study Area 1 – Option #2

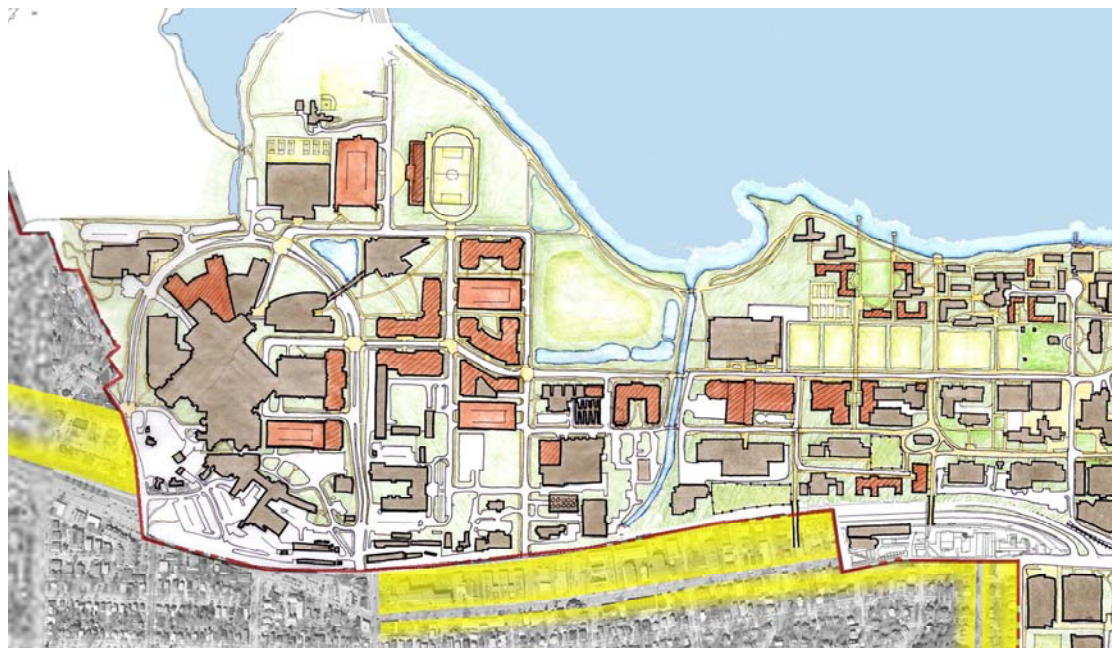


Detailed Concept Plan for Study Area 1 – Option #3





Detailed Concept Plan for Lakeshore Residence Halls and CALS campus area

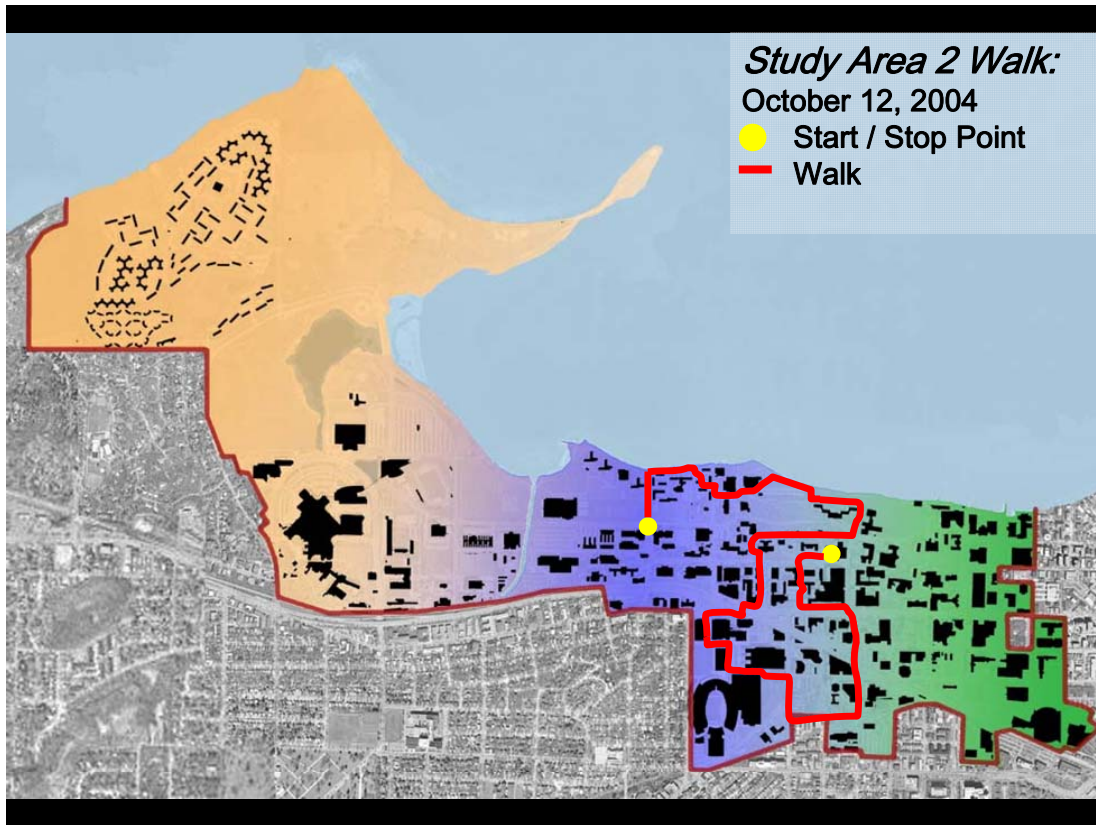


Final Draft Concept Plan – Study Area 1, West Campus



## Study Area 2 – Central Campus

Study area 2 is the Central Campus including a portion of the Lakeshore Residence Halls, Observatory Hill, the west side of Bascom Hill, the Medical Science Center, the College of Agricultural & Life Sciences campus and Engineering campus. The walk route started at the intersection of Elm and Observatory Drives, walking north along Elm Drive to the Lakeshore Path; then east along the path through the lakeshore residence hall complex east to Elizabeth Waters Hall; then south along Charter Street (extended) up to Observatory Hill; south near Agricultural Hall and Henry Mall; across University Avenue to the Engineering campus and Camp Randall Memorial Park; then south to Spring Street; east to Charter Street past the Charter Street Heating Plant; then north along Charter Street to University Avenue and the Medical Sciences Center; then north through Lot 20 and back up to Linden Drive, ending at Van Hise Hall.





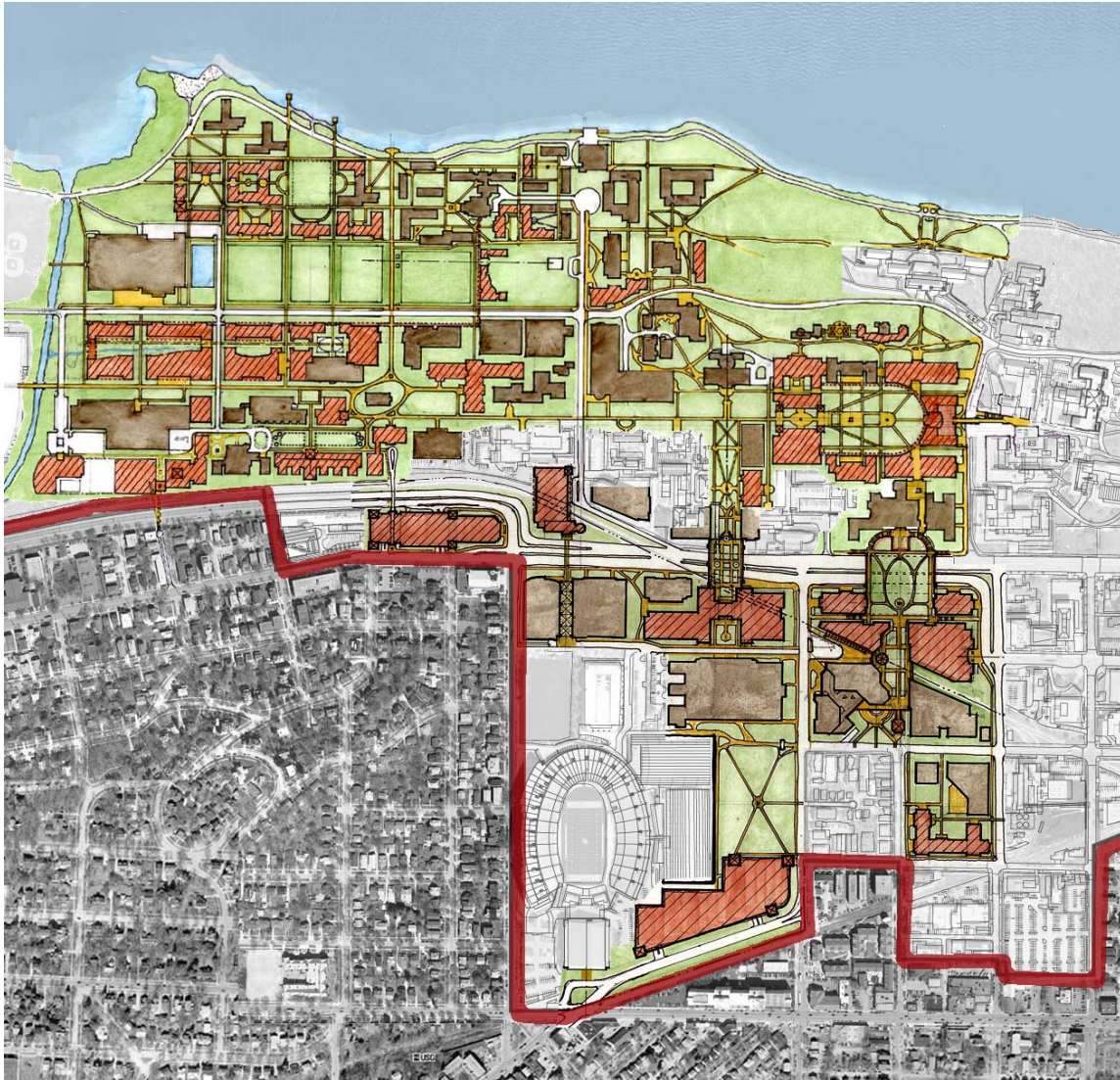
Detailed Concept Plan for Study Area 2 – Option #1





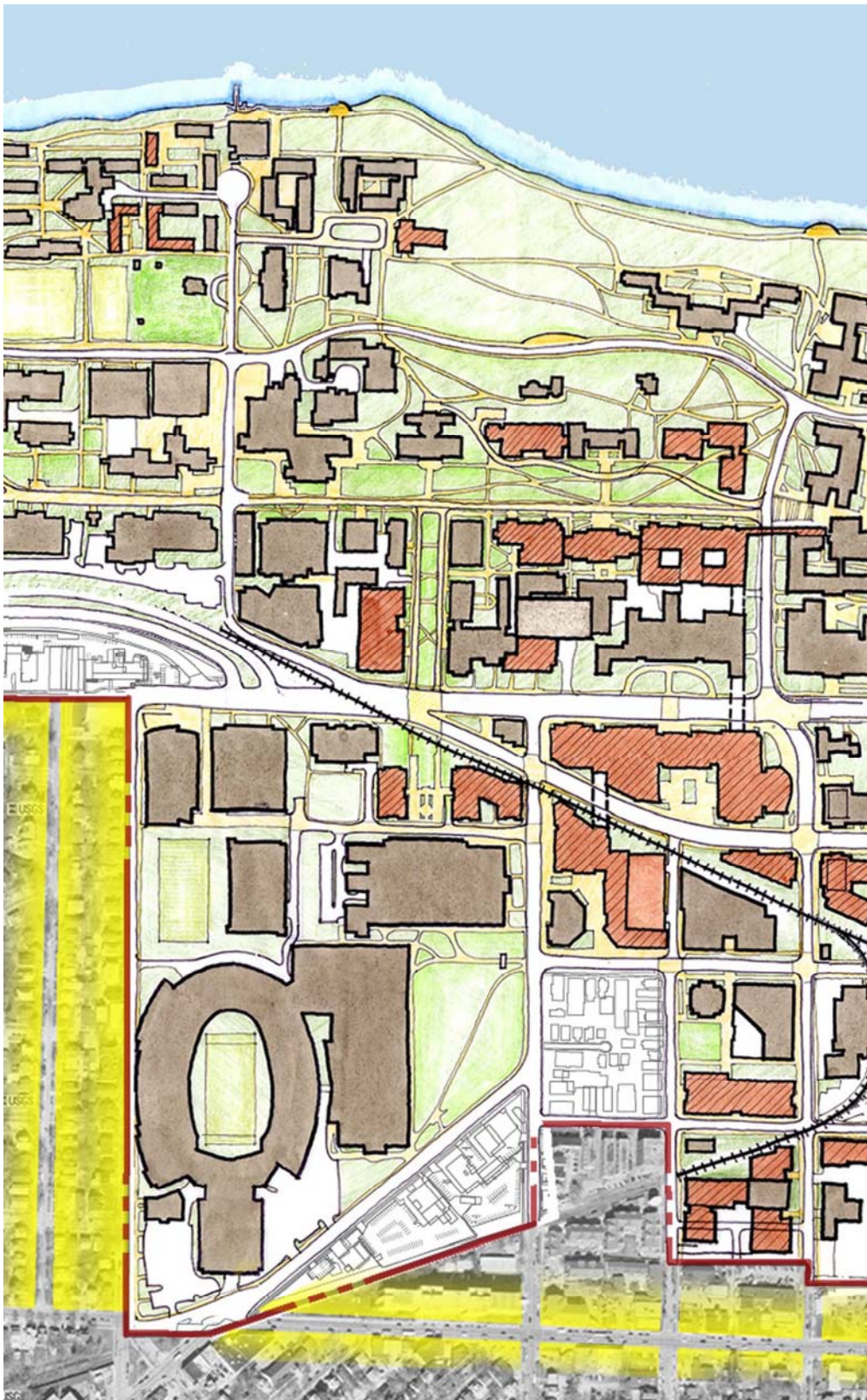
Detailed Concept Plan for Study Area 2 – Option #2





Detailed Concept Plan for Study Area 2 – Option #3

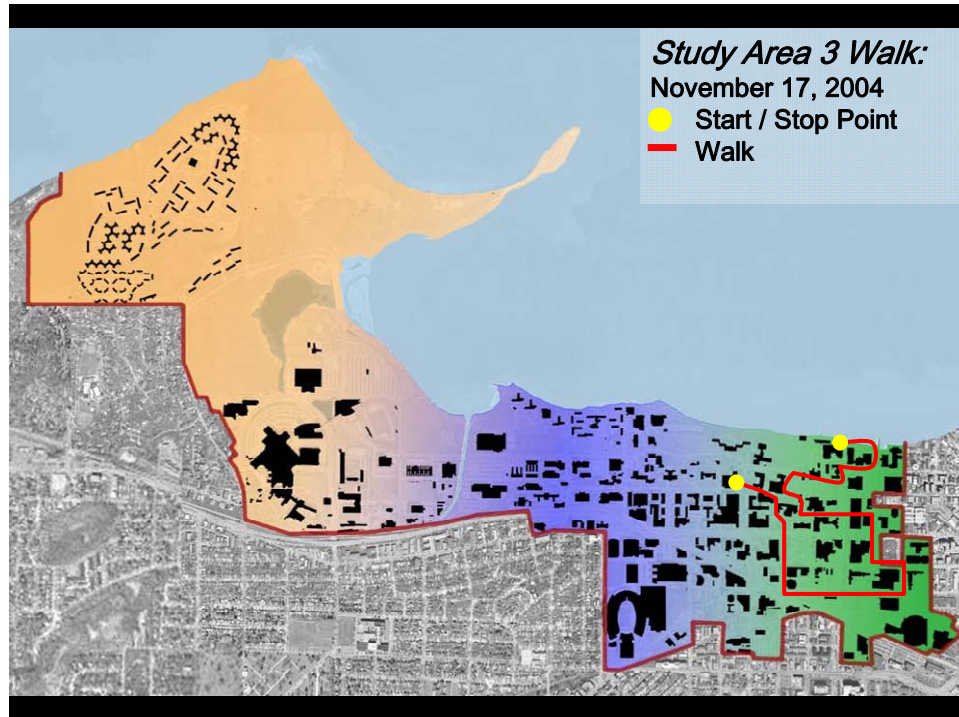




Final Draft Concept Plan – Study Area 2, Central Campus

### Study Area 3 – East Campus

Study Area 3 is the East or Lower Campus area from Charter Street east to Francis Street. This area is highlighted by the historic quad of Bascom Hill and the many historic buildings in the area. The area also is home to many of the Arts and Humanities departments on campus. The walking tour started at Van Hise Hall, going up the back of Bascom Hill, down past Birge Hall through the Botany Garden; then across University Avenue south to West Dayton Street; then east on Dayton to Lake Street through the Southeast Residence Halls and past the Kohl Center; then north past University Square and Vilas Hall; across University Avenue again near the Art Museum and through Humanities; across North Park Street westerly up Lathrop Drive to Birge Hall; across Bascom Hill pausing for the view down State Street toward the capital; down the north side of Bascom Hill to Science Hall; then around the Memorial Union ending up at the Memorial Union Terrace.







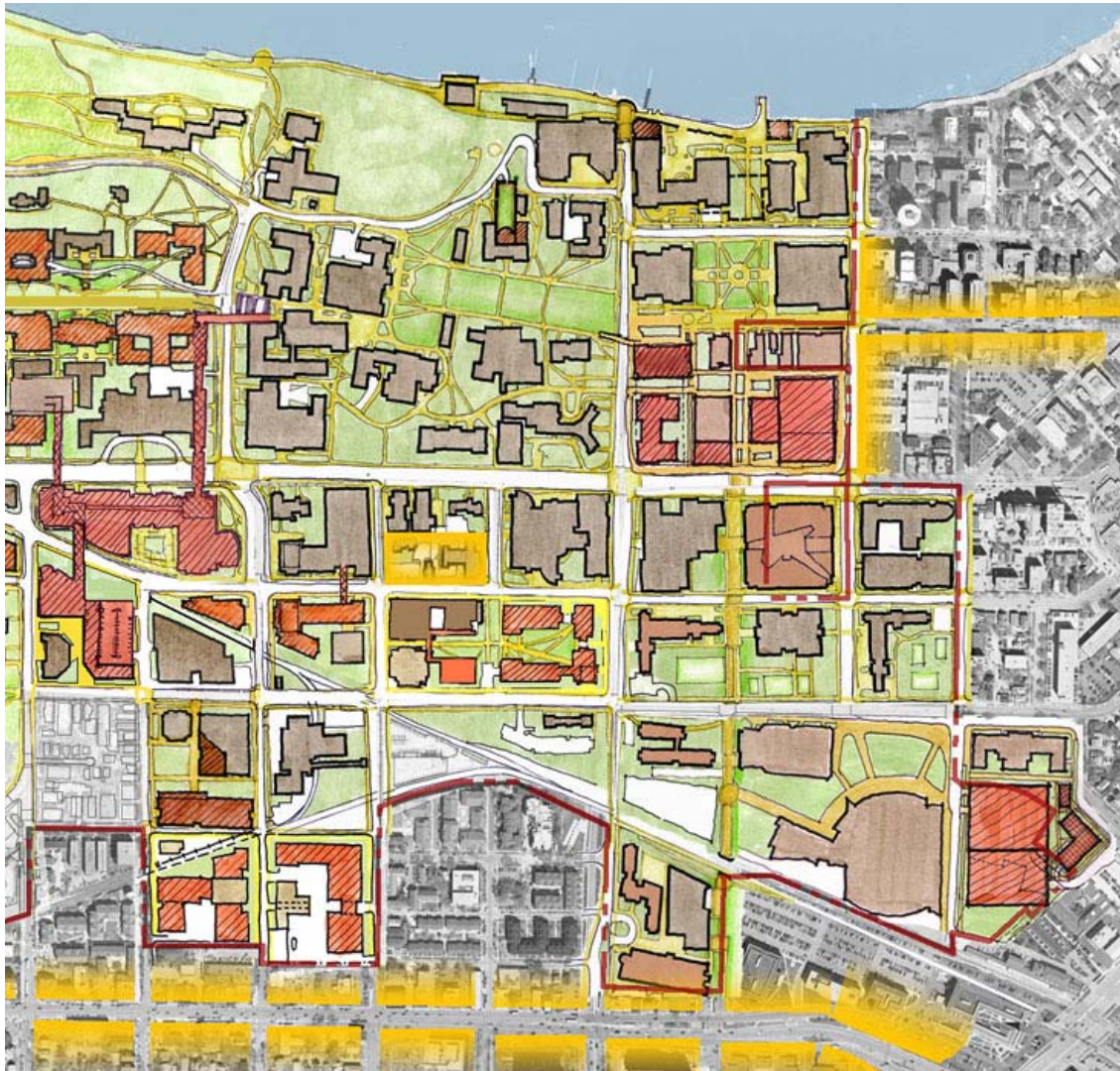
Detailed Concept Plan for Study Area 3 – Option #1





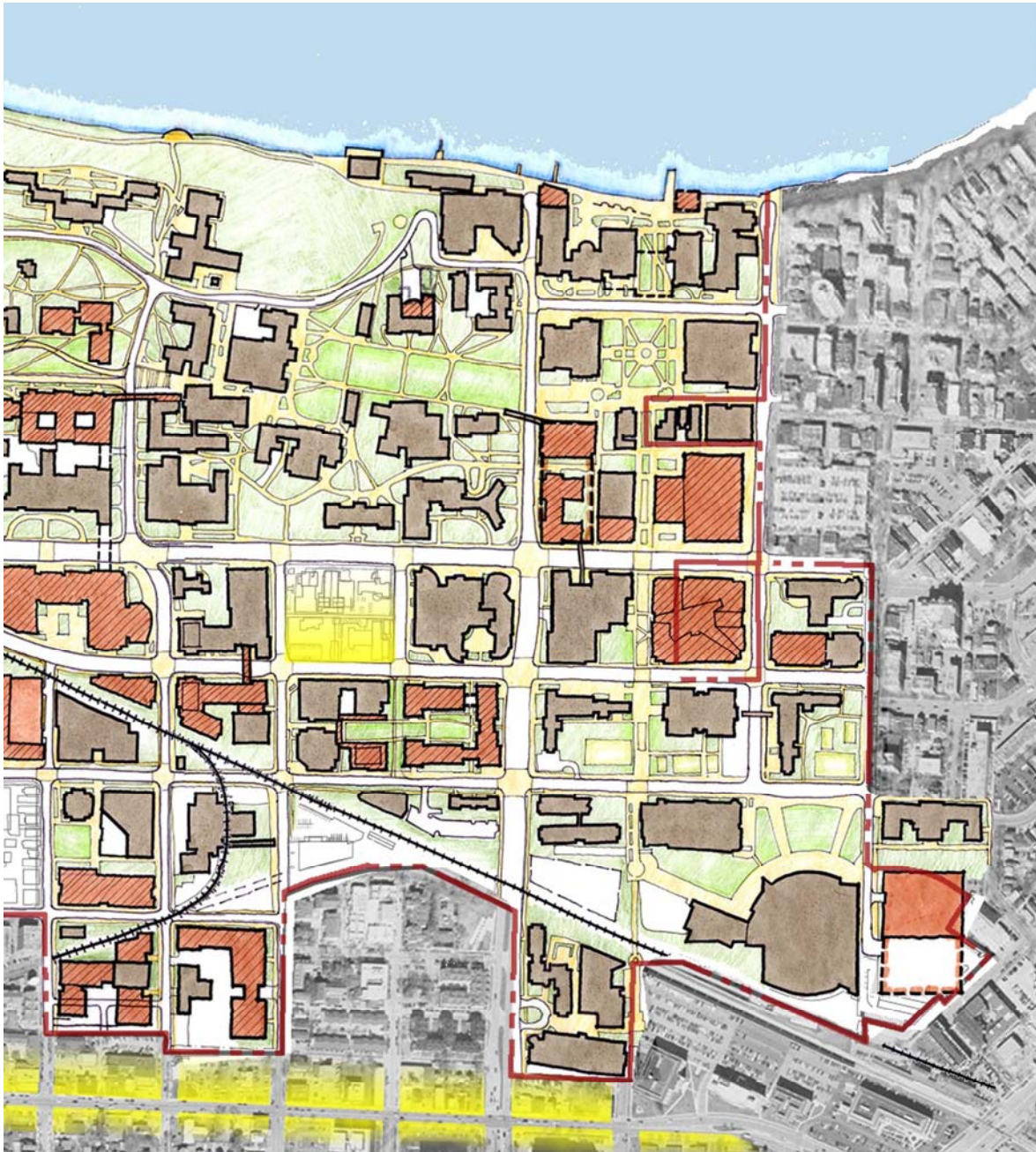
Detailed Concept Plan for Study Area 3 – Option #2





Detailed Concept Plan for Study Area 3 – Option #3





Final Draft Concept Plan – Study Area 3, East Campus

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