

UNIVERSITY *of* WISCONSIN
LA CROSSE



CAMPUS MASTER PLAN

JULY 2005

LA CROSSE



We are especially pleased to present to you the University of Wisconsin-La Crosse Campus Master Plan. As we develop our exterior spaces of the next 15 to 20 years, we will look to this document as our guide. As we continue to develop over time, changes will also be needed to this plan. Planning is a continuous process that will reflect the changing needs of those using our campus.

We developed this plan with the involvement of the entire campus community including students, faculty, staff, and neighbors. In addition, input from local governmental units, representatives, local educational entities, and alumni was integral to this planning activity. We express special thanks to representatives from the UW System Capital Planning & Budget Office, the State of Wisconsin's Division of State Facilities, and the consultants hired to assist us in developing the Campus Master Plan – JJR. We have a much stronger plan because of the involvement and commitment of so many people.

Our exterior areas are vitally important to the campus. They help form first impressions, move people and vehicles through campus, and provide important amenities such as signage, bicycle parking, and benches. They help blend the campus with our neighbors. They are also vital to helping meet our mission of instruction, research and public service. The best part is yet to come. That is the implementation of these plans. We look forward to the continued involvement of our campus community as we implement the UW-L Campus Master Plan.

Sincerely,

A handwritten signature in black ink that reads "Douglas Hastad". The signature is written in a cursive, flowing style.

Douglas N. Hastad
Chancellor

Office of the Chancellor

University of Wisconsin-La Crosse, 135 Graff Main Hall, 1725 State Street, La Crosse, WI 54601

Phone: (608) 785-8004, Fax: (608) 785-6907, <http://www.uwlax.edu>

An affirmative action/equal opportunity employer



ACKNOWLEDGEMENTS

The University of Wisconsin La Crosse Master Plan is the result of the combined efforts of many Administrators, Faculty and Staff at the University along with the consultant planning team. In order to be successful in realizing stated goals, a master plan must be based on sound planning principles and have both the support and commitment to implementation by those at UW-L and the greater community. The individuals listed below served the vital roles of providing input on their vision for the future of the University and in providing feedback on alternatives and recommendations.

The Master Plan Steering Committee was instrumental in providing direction, guidance and advice to the consultant team during the planning process. Members of the Master Plan Steering Committee include the following:

Ron Lostetter	UW-L Vice Chancellor, Administration and Finance
Matt Lewis, P.E.	UW-L Campus Planner
Jim Albers	UW System
Maura Donnelly	UW System
Larry Earll, AIA	DSF

Many members of the University administration, faculty, staff and student body also provided feedback during planning workshops and in response to planning concepts. This input provided an important user perspective that helped to shape the final plan.

Faculty Senate	Office of Financial Aid
Academic Staff Council	Residence Life
University Employees	Disability Resource Services
Physical Plant and Landscape Services	Counseling
UW-L Academic Colleges	Career Services
Continuing Education and University Extension	Health Services
Information Technology	Student Life
Murphy Library	Multicultural Student Services
University Foundation	Upward Bound
Alumni Association	Child Care Center
Campus Protective Services	Academic Discovery Lab
Affirmative Action / Diversity	Student Support Services
Student Development and Academic Service	City of La Crosse
International Education	La Crosse County
General Studies	La Crosse School District
Graduate Studies	WisDOT
Student Government and Associations	Community-at-large
Intercollegiate Athletics	
Recreational Sports	
School of Health, Physical Education and Recreation	
Office of Admissions	
Office of Records and Registration	

Consultant Planning Team:

JJR, LLC – Madison, Wisconsin
River Architects - La Crosse, Wisconsin
HGA Architects - Milwaukee, Wisconsin
DAAR Engineering – Milwaukee, Wisconsin



TABLE OF CONTENTS

Message from the Chancellor

Acknowledgements

Section One – Campus Master Plan

A.	Introduction	1
B.	Goals and Objectives of the Plan	3
C.	The Master Plan	4
D.	Master Plan Guiding Principles	7

Section Two - Campus Systems

A.	Overview	11
B.	Campus Systems	
	• Image and Identity	12
	• Campus Buildings	15
	• Vehicular Circulation and Parking	19
	• Pedestrian and Bicycle Circulation	23
	• Open Space	25
	• Service Routes and Access	28
	• Utilities	30
	• Phasing	32

Section Three - Design Guidelines

A.	Campus Site Design Guidelines	34
B.	Campus Architectural Design Guidelines	43

Section Four - Planning Context

A.	Brief Campus History	52
B.	University Mission	53

Master Plan Supplement (separately bound)

A	Planning Process.	
B.	Athletic Facilities Feasibility Study	
C.	Athletics Feasibility Study Notes	
D.	Master Plan Meeting and Workshop Notes	



TABLE OF CONTENTS

List of Diagrams

Diagram A	Campus Master Plan	4
Diagram B	Campus Master Plan-North	5
Diagram C	Existing Conditions	6
Diagram D	Image and Identity	14
Diagram E	Buildings	18
Diagram F	Vehicular Circulation and Parking	21
Diagram G	Vehicular Circulation and Parking-North	22
Diagram H	Pedestrian and Bicycle Circulation	24
Diagram I	Open Space	26
Diagram J	Open Space-North	27
Diagram K	Service Routes and Access	29
Diagram L	Utility Corridors	31
Diagram M	Phasing Plan	33



CAMPUS MASTER PLAN

Introduction

The University of Wisconsin-La Crosse (UW-L) Master Plan is a guide for both short-term and long-term growth and development opportunities within campus. With a 20-year time horizon, this plan establishes a framework within which campus administrators can prepare for future needs of the physical campus setting in order to meet the goals of the University of Wisconsin System, UW-L, and the needs of its colleges, departments and the entire student population. This plan is based on a collaborative process that involved campus administration, faculty, staff, students and community members. It responds to the desire for UW-L to become a regional benchmark institution among its public and private peer institutions.

Why a Master Plan?

As UW-L moves forward in fulfilling its specific mission within the mission of the UW System, the physical campus setting must play a vital role in supporting these goals and achievements. While much of the campus growth of the past has been done in a measured manner with thought to pedestrian needs and building placement, the past decades have brought about new challenges for the university that require a comprehensive approach to the planning of the physical campus. The function of all exterior spaces on the UW-L campus as well as the aesthetic quality of this environment are strongly related to the attraction and retention of students, the quality of the educational experience for current students and to the long-term maintenance of campus facilities. As a response to challenges such as the desire for state-of-the-art academic, athletic, residential and student service facilities that meet or exceed those of peer institutions, the university needs to comprehensively assess its buildings and grounds throughout campus.

A Master Plan is designed to examine the needs of numerous groups across the campus; assess the interaction between these often divergent interests and translate these needs into a functional and aesthetic physical form for the campus all within the context of its mission. To be effective it must establish guidelines that clearly articulate the intended design character for campus while remaining flexible enough to respond to future conditions.



The Life of the Plan

Campus Master Plans are effective tools for managing the growth and redevelopment of a campus, however, they are not static documents. While this Master Plan looks to UW-L's next 20 years, periodic updates of some portions of the plan will likely be required depending upon the pace at which improvements occur and the degree to which built-in flexibility can accommodate future conditions.

Also, due to the scale and complexity of campus operations, most projects within this plan will need to be implemented as a sequence that spans the plan's 20-year time horizon. Several projects that can be implemented in the near future will have a significant impact on both the function of the campus and its visual quality. Other concepts will develop more slowly over time as the campus evolves.



Goals of the Master Plan

The goals of this Master Plan respond to input received from students, faculty, staff and administration during the planning process. The full implementation of some goals do reach beyond the scope of the exterior campus environment that this plan addresses. These goals are examples of the interconnectedness of academic and campus service functions of the University and the physical environment.

- Create a physical environment that enhances the academic experience.
- Create a physical environment that reflects an expectation of excellence and encourages interaction among a diverse population.
- Promote safety and security on campus.
- Ensure safe and efficient wayfinding and accessibility.
- Enhance campus image and identity.
- Preserve and enhance open space.
- Encourage the use of alternate forms of transportation; improve pedestrian linkages and distribute parking to promote campus walkability.





Diagram A

Campus Master Plan

July 2005

Legend

- Campus Boundary
- Academic Building
- Future Academic Building/Addition
- Student Services/Activities
- Future Student Services/Activities
- Residence Hall
- Future Residence Hall/Addition
- Community/Alumni Outreach
- Future Community/Alumni Outreach
- Maintenance/Other
- (S) Loading/Service Dock

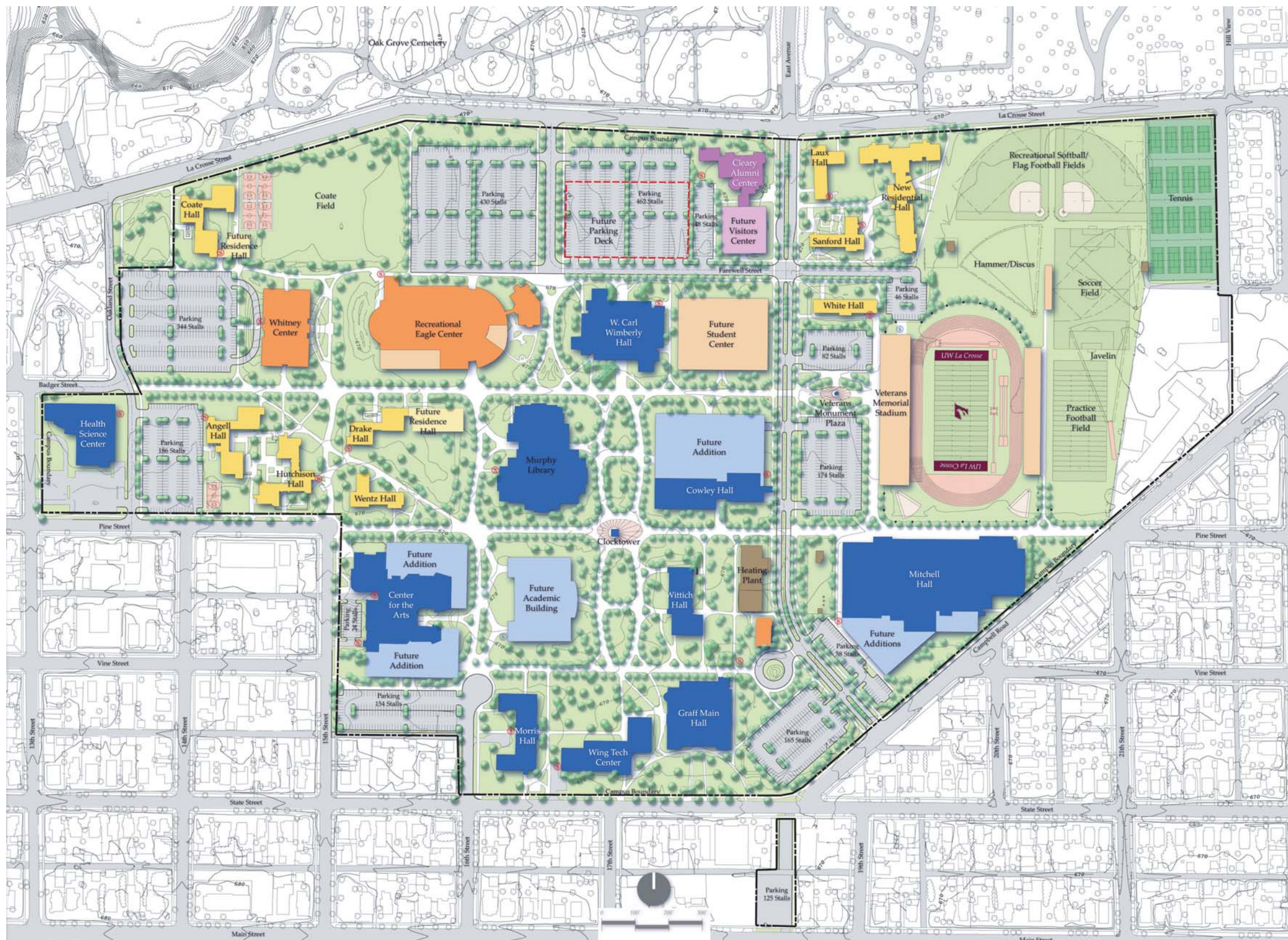




Diagram B

Campus Master Plan (North Campus)

July 2005



Legend

- Campus Boundary
- Academic Building
- Future Academic Building/Addition
- Student Services/Activities
- Future Student Services/Activities
- Residence Hall
- Future Residence Hall/Addition
- Community/Alumni Outreach
- Future Community/Alumni Outreach
- Maintenance/Other
- Loading/Service Dock



Diagram C

Campus Existing Conditions

July 2005

Legend

- Campus Boundary
- Academic Building
- Student Services/Activities
- Residence Halls
- Support/Other
- Community/Alumni Outreach
- P Parking
- Athletics/Recreation
- ★ Primary Building Entry
- S Service Access
- Campus Roadways
- Major Pedestrian Routes
- ⤴ Campus Gateways
- ▶ Campus Access
- ✱ Campus Feature



Master Plan Guiding Principles

Overview

This Master Plan contains many individual guidelines that are intended to affect the shape, character and quality of the campus for decades to come. Within these lie three basic guiding principles that will help to create a campus environment at UW-L that is inviting to prospective students, aesthetically pleasing and both functional and easily maintained. These three principles are:

- Enhance the campus image and identity
- Create a central campus mall within an enhanced academic core
- Create a more walkable campus environment



Principle One: Enhance the campus image and identity

Ways to enhance the image and identity of the UW-L campus environment are found in all sections of this plan and are apparent as the overarching intentions of each campus subsystem. Strengthening the campus image and identity offers many benefits, including:

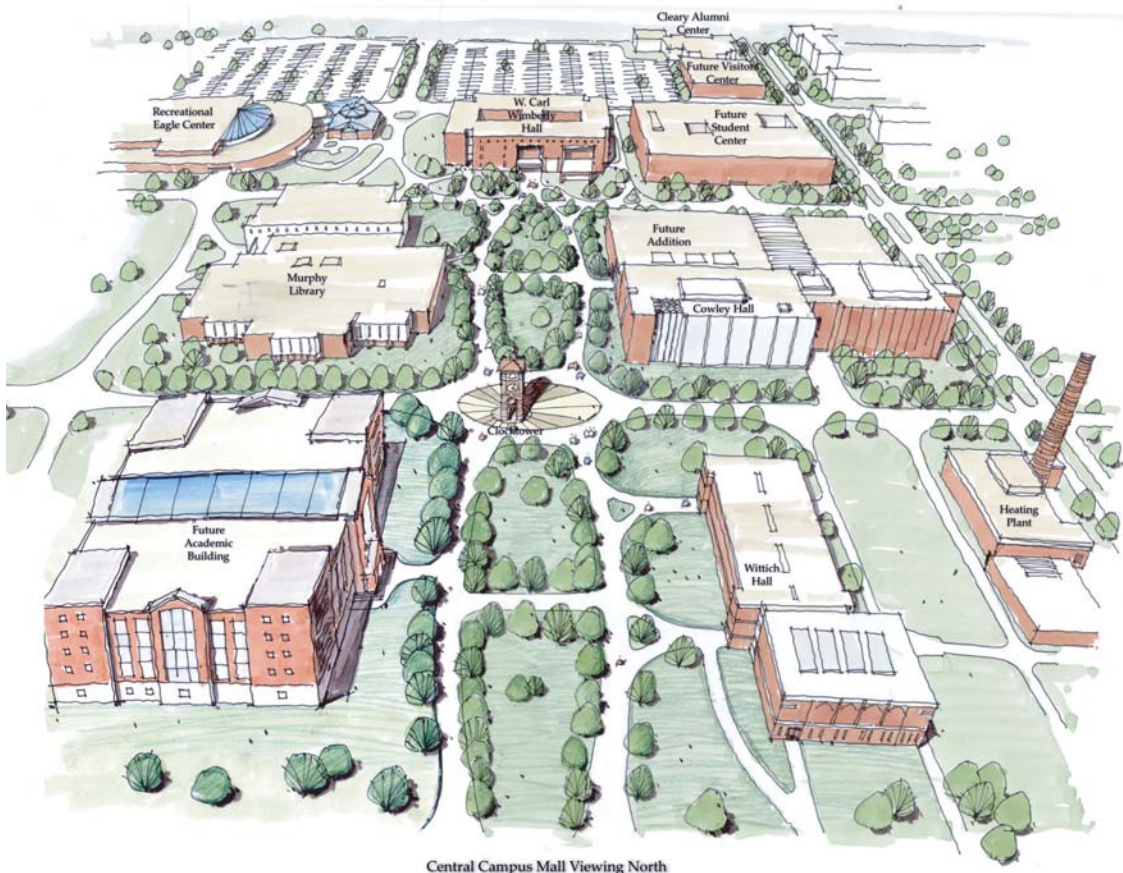
- Providing visitors and prospective students with a more positive image of the campus
- Allowing for more easily understandable walking routes and better wayfinding
- Enabling the campus to be more conducive to learning
- Easing campus maintenance through better unified and longer lasting amenities
- Increasing campus safety through separation of vehicles from many heavily-used pedestrian areas
- Improving parking area efficiencies, maintenance and appearance through consolidation and screening.



Principle Two: Create a Central Campus Mall within an enhanced academic core

The academic core of campus is the area comprised of Graff Main, Wing Tech, Morris, Wittich, Cowley and Wimberley Halls; Murphy Library; and the future new academic building. This area offers some of the most memorable spaces on campus and sets the tone for the overall image of the campus. This plan includes enhancements to site amenities, preservation of significant open spaces and construction of new campus buildings that are of high quality, exhibit attention to detail and give the campus a timeless, enduring appearance.

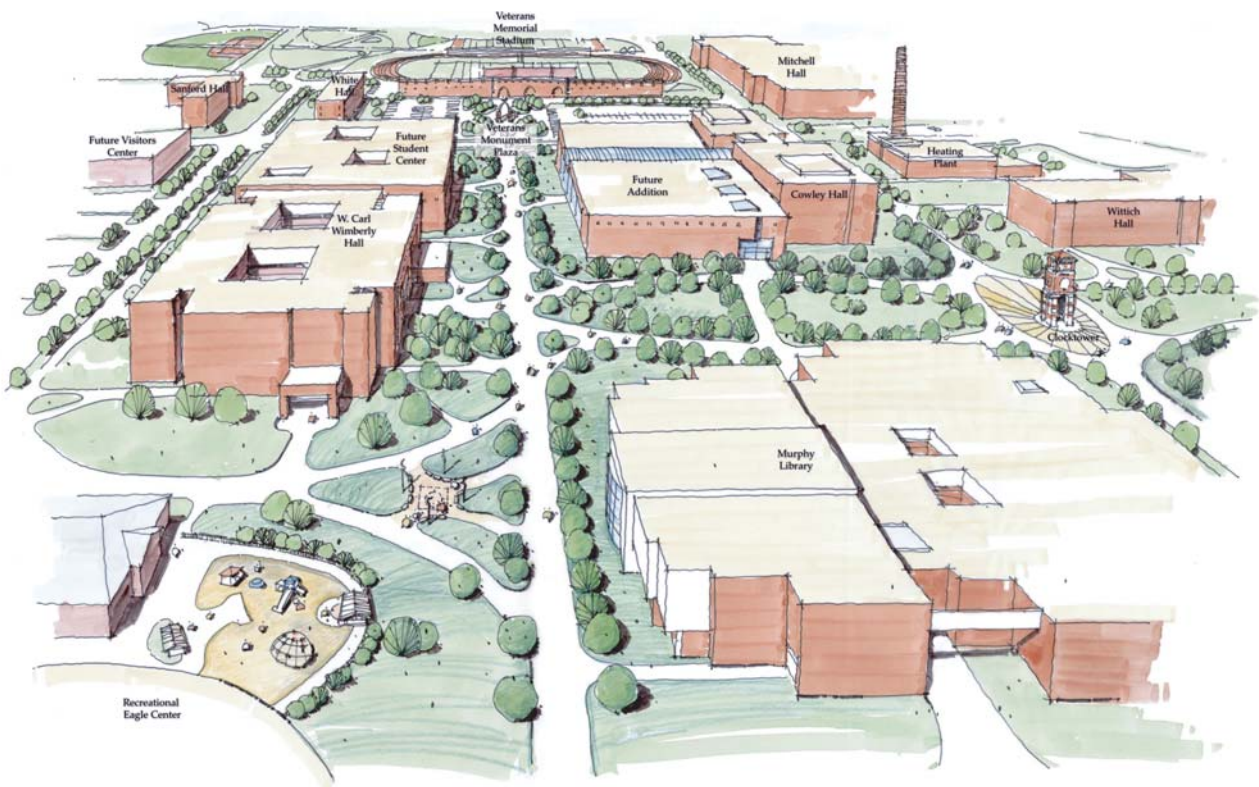
This central campus space will be formed through the construction of a new academic building, renovations and an addition to Cowley Hall, and construction of a new student center. The mall-like space itself is created incrementally in phases based upon a single cohesive plan that includes improvements to walkways, plantings signage and pedestrian amenities. The heart of the campus will become a more unified beautiful space that reflects the high quality of education at UW-L and honors its heritage.



Principle Three: Create a more walkable campus environment

The compact nature of the campus at UW-L allows easy access to most destinations on campus within a relatively short walking distance. The preservation and enhancement of this pedestrian-focused environment, where most auto traffic is separated from major walking routes is vital to achieving the goals of the Master Plan. Much of this pedestrian system is already in place in the form of a hierarchy of walkways connecting dominant points of origin and destination. These Master Plan improvements promote better pedestrian access and a safer, more enjoyable campus:

- Creation of major pedestrian corridors along Badger Street and a portion of Pine Street with limited vehicular traffic. These areas are currently highly used by students and, through their conversions to pedestrian corridors, will allow for easier and safer access to campus buildings by students, faculty and staff.
- Construction of an enhanced central campus outdoor space.
- Reorganization of service access routes to reduce potential pedestrian/vehicle conflicts.
- Addition of high-quality landscaping and site furnishings to better serve pedestrians and bicyclists.



Badger Street View East to Veterans Memorial Stadium



Overview

One of the most important aspects of the campus experience as a student, faculty, staff or visitor is the quality of the campus environment. The physical setting of the campus at UW-La Crosse is intended to provide a safe, pedestrian-friendly and efficient environment in which students can learn, live and socialize. The quality of the physical campus environment also plays a major role in prospective students' decisions to attend UW-L. Students and their parents form their first impression of the university as they arrive on campus and this impression can play an important role in their decision to attend UW-L.

This plan will guide the university in its efforts to continually improve the campus to create a high-quality campus environment that achieves the goals of this Master Plan and is seen by its peers as a campus to emulate. To do this, the plan has been divided into "systems" that are present on campus. Each of these systems operates both independently and in concert with other campus systems. The systems approach allows design and planning decisions to be made first within each system in order to achieve efficient use of space, routings, etc. and then within the context of the whole. By viewing each of these systems in this way, refinements to each can be made such that individual decisions contribute to the whole campus. The major systems that are present on the UW-L campus and that will be covered in this plan are as follows:

- Image and Identity
- Campus Buildings
- Vehicular Circulation and Parking
- Pedestrian and Bicycle Circulation
- Open Space
- Service Routes and Access
- Utilities

The plan is the result of a thorough analysis of existing conditions, patterns of use, potential future developments, planned expansion of facilities and potential land acquisitions. Substantial campus community involvement informed the process. Systems have been studied both independently and in conjunction with other systems.

Image and Identity

The image that a campus presents and the ways in which it is able to be distinguished as a cohesive environment, distinct from its immediate surroundings, affects students, faculty, staff, visitors and the surrounding community on a daily basis. Elements that are considered parts of the image and identity of the UW-L campus include the following:

- Key campus buildings
- Campus open spaces
- Primary and secondary campus entrances along La Crosse Street, State Street and Campbell Road
- Formal and informal edge treatments around the perimeter of the campus
- Campus site furnishings
- Campus landscaping
- Campus signage

The location, character, quality, functionality and other dimensions of these elements all influence the overall campus image and identity. While most of the guidelines within this Master Plan are tied in some way to an enhanced image and identity, several key elements can help to shape the overall image of the campus. Diagram D illustrates the following key components of the image and identity recommendations:

Primary campus entry points are located at the East Avenue/La Crosse Street intersection and the proposed extension of East Avenue/Campbell Road. These primary entry points are to include prominent campus entry signage, enhanced landscaping and vehicular/pedestrian amenities such as enhanced lighting and wayfinding signage.

Secondary campus entries are designated at the Oakland Street/La Crosse Street intersection and at the State Street/16th Street intersection. These entries are to receive upgraded landscaping, lighting, and secondary campus entry and wayfinding signage.

Campus edge treatments include three basic zones, the landscape screening zone, the streetscape enhancement zone and the campus lawn.

- The landscape screening zone, located along the northern edge of campus adjacent to La Crosse Street is intended to serve as both an upgrade to existing landscaping as well as a screening of parking areas from La Crosse Street. Enhancements include planted berms and intermittent low masonry or stone walls and decorative fencing. Intermittent walls and fencing are not intended to serve as security barriers, but rather as formal edge delineators.
- In the streetscape enhancement zone, along Pine Street and 15th Street, enhancements such as street lighting and terrace plantings are to be improved on both sides of the street in an effort to beautify the neighborhood that shares a border with campus. These improvements will likely need to be taken on as a cooperative effort with the City of La Crosse and adjacent homeowners/residents.
- The campus lawn edge treatment zone is intended to reflect the formal landscaping currently found in front of Graff Main Hall. Enhancements recommended to this formal zone include enhanced plantings and the reduction of curb cuts, parking and other conflicts within this zone.

Enhanced pedestrian and vehicle/pedestrian corridors are illustrated on Diagram D that include the Badger and Pine Street corridors and the expanded East Avenue corridor. Pedestrian corridors are to be designed to accommodate large volumes of pedestrian and bicycle traffic and to be closed to vehicles with the exception of emergency and select maintenance/delivery vehicles. Enhancements include lighting, plantings and site amenities that serve pedestrians and bicyclists. The East Avenue corridor is to be converted to a boulevard cross-section with dedicated bike lanes. Included in this cross-section are walks on both sides of the roadway and enhanced lighting, wayfinding signage and plantings.

Finally, several *enhanced gathering areas* should be developed. Currently several are already in place, the most prominent of these being the clock tower. Gathering areas are located at the intersections of major pedestrian corridors and are to include enhancements such as special paving, landscaping, site furnishings, or other improvements that give each of these areas more appeal; at the same time, artwork and other unique elements could allow each of these gathering spaces to take on a distinctive sense of place that also contributes to wayfinding.

In order to implement these specific image and identity elements, every project that occurs on campus needs to take into account the intention of the desired image and identity for the campus environment. Appropriate materials and amenities must be chosen that advance this goal. The university should also undertake the production of a landscape master plan and a comprehensive wayfinding and campus signage design and implementation plan.



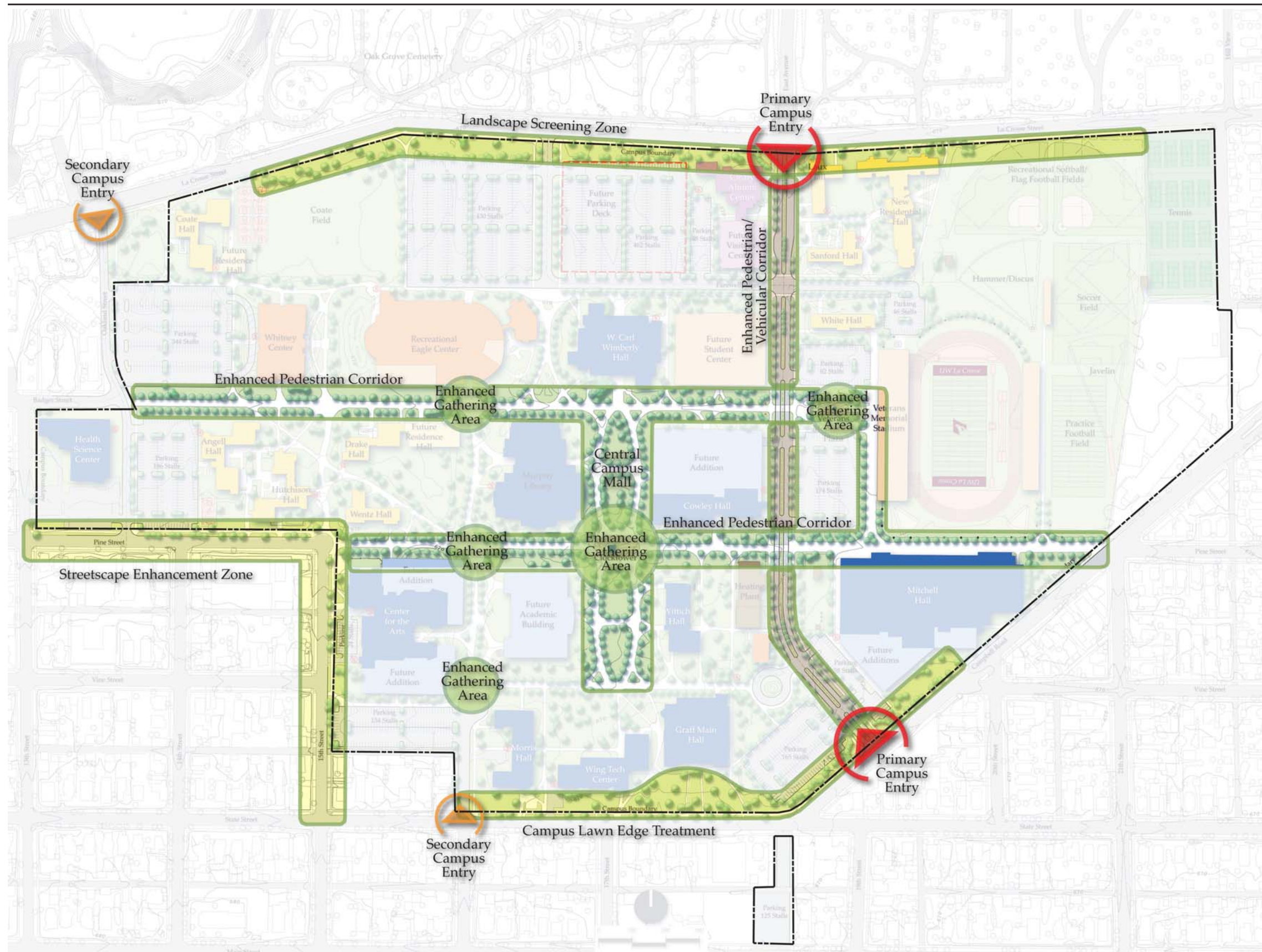
Diagram D

Image and Identity

July 2005

Legend

- Campus Boundary
- Academic Building
- Future Academic Building/Addition
- Student Services/Activities
- Future Student Services/Activities
- Residence Hall
- Future Residence Hall/Addition
- Community/Alumni Outreach
- Future Community/Alumni Outreach
- Maintenance/Other
- Loading/Service Dock/Trash/Recycling
- Major Campus Open Space



Campus Buildings

Closely tied to UW-L's image and identity are the many buildings on the campus. From the historic Graff Main Hall built in 1909 to the modern Health Sciences Center building constructed as part of a consortium in 1999, the campus is home to an eclectic mix of buildings that house academic, residential, student services, and campus operation functions. While some buildings such as Graff Main Hall, Wittich Hall and Morris Hall were all built prior to 1940, over half of the 34 buildings on campus, including all of the residence halls were built during the period of 1960 to 1975. The plans outlined below seek to fulfill the current and anticipated future needs of the campus for building facilities as well as to create a coherent campus core of cohesive academic buildings and to locate student centers and residence halls in locations that better respond to student needs. Specific architectural design guidelines can be found in section three.

Within the 20-year horizon of this plan, several new buildings and additions to existing buildings are anticipated. These projects are proposed and outlined in detail in both the 2002 and 2004 Campus Physical Development Plans. Below is a listing of these projects, and Diagram E also illustrates the location of each. No priority or recommended sequence is implied in this listing.

New Buildings and Additions to Existing Buildings

- A major new academic building of approximately 180,000 gsf, located on the current site of Wilder, Trowbridge and Baird Halls has been endorsed by the Board of Regents. This multi-use academic building will provide a large amount of needed classroom space as well as offices for several academic departments. Due to its prominent location on the proposed central campus mall this building needs to be treated as one that will be seen and experienced from all four sides and have major entrances on both the east and west. (paraphrased from the *UW-L Campus Physical Development Plan*, 2002)
- A new exterior athletics/recreation complex including a new Veteran's Memorial Stadium will be constructed. This stadium is to be a modern athletic facility with multiple uses to meet the needs of the football and track programs as well as other athletic functions and academic uses related to athletic training, exercise and sport science. This facility will also serve as the host of many community-wide events and area high school football games. More information is included in the Athletics Facilities Feasibility Study contained in Appendix B.
- Cowley Hall is the major academic science building on campus and is within the core. The building was constructed in 1965 with additions built in 1969 and 1970. Due to the need for classroom, lab and office space an addition of 93,000 gsf is defined in the Campus Development Plan. With its prominent location on the proposed central campus mall, the west side of the addition can serve as its "front door." Façade renovations should honor the campus mall and other existing and proposed buildings on the mall. The potential exists for underground parking to be integrated in the addition. This opportunity should be explored as building concepts are developed. (portions paraphrased from the *UW-L Campus Physical Development Plan*, 2002)

- Mitchell Hall was built in 1965, with a fieldhouse addition added in 1972. In order to meet the growing needs for labs (biomechanics, kinesiology and human performance) and an expanded swimming pool and diving well, two additions to the building totaling 54,000 gsf are defined in the Campus Development Plan. Parking adjacent to Mitchell Hall will need to be redesigned to accommodate both the additions and the new southern vehicular entry to campus. (portions paraphrased from the *UW-L Campus Physical Development Plan*, 2002)
- The Center for the Arts, built in 1974, has not had major renovations or additions since its construction. To meet the needs of Communication Studies, Art, Theater Arts and Music, a major addition of approximately 130,000 gsf is defined in the Campus Development Plan to house classroom, studio and office space as well as a black box theater. The addition should be contained within the one-block building site the center currently occupies as shown in diagram E. (portions paraphrased from the *UW-L Campus Physical Development Plan*, 2002)
- A campus visitor center should be added to the Cleary Alumni and Friends Center at the corner of East Avenue and Farwell Street. Its prominent location at the alumni center, the new student center and expanded parking areas, will serve prospective students and their parents, as well as other campus visitors needing orientation.
- The REC is a student recreational center that was constructed in 1997. The student government is currently discussing the potential need for additional indoor multipurpose, aquatic and/or strength training space. The areas shown on Diagram E denote the areas reserved for this additional space per the original building design.
- The need for additional residence hall beds on campus will be continually evaluated as the university moves forward with its plan to construct a new academic building. If, in the future, it becomes necessary to add beds within the current boundaries of the UW-L campus, the intent will be to do this with free-standing additions to Drake and Coate Halls as shown on Diagram E. Out of all the options considered, these locations will cause the smallest reduction of green space.
- A new student center to replace the Cartwright Center is sited just east of Wimberly hall on an existing parking lot. This location completes the buildings within the central campus core surrounding the central mall. This location places the student center within close proximity to large parking areas, near the Recreational Eagle Center (REC) and within better proximity to student residence halls than its current location.
- A multi-level parking structure is located over the existing surface parking lot just west of the Cleary Alumni and Friends Center. Construction should be timed to coincide with the new student center building. The total capacity for this parking structure would be approximately 800 parking stalls or greater depending upon financing and needs.

Building removals and re-use

Several buildings are identified for removal in the development plans. Removals that are part of this plan include the following:

- The Cartwright Center is to be removed after the construction of a new student center and parking structure. The existing student center site can be used as a parking lot and eventually serve as a building site beyond the twenty-year horizon of this Master Plan. The new southern campus entry is also created over the Cartwright Center Site.
- Removal of various residences located on La Crosse, 17th, 14th and Badger Streets as they become available for sale. The properties are within the existing campus boundaries that have been recongized by the Board of Regents and the La Crosse Common Council since 1994, and they are needed for consolidation of parking facilities.
- The removal of Wilder, Trowbridge and Baird Halls will provide a site for the construction of a new academic building.
- Following construction of the new student center, removal of the Cartwright Center and creation of the new souther campus entry, the building currently housing the archaeology center should be renovated for student service use to support the southern entry.



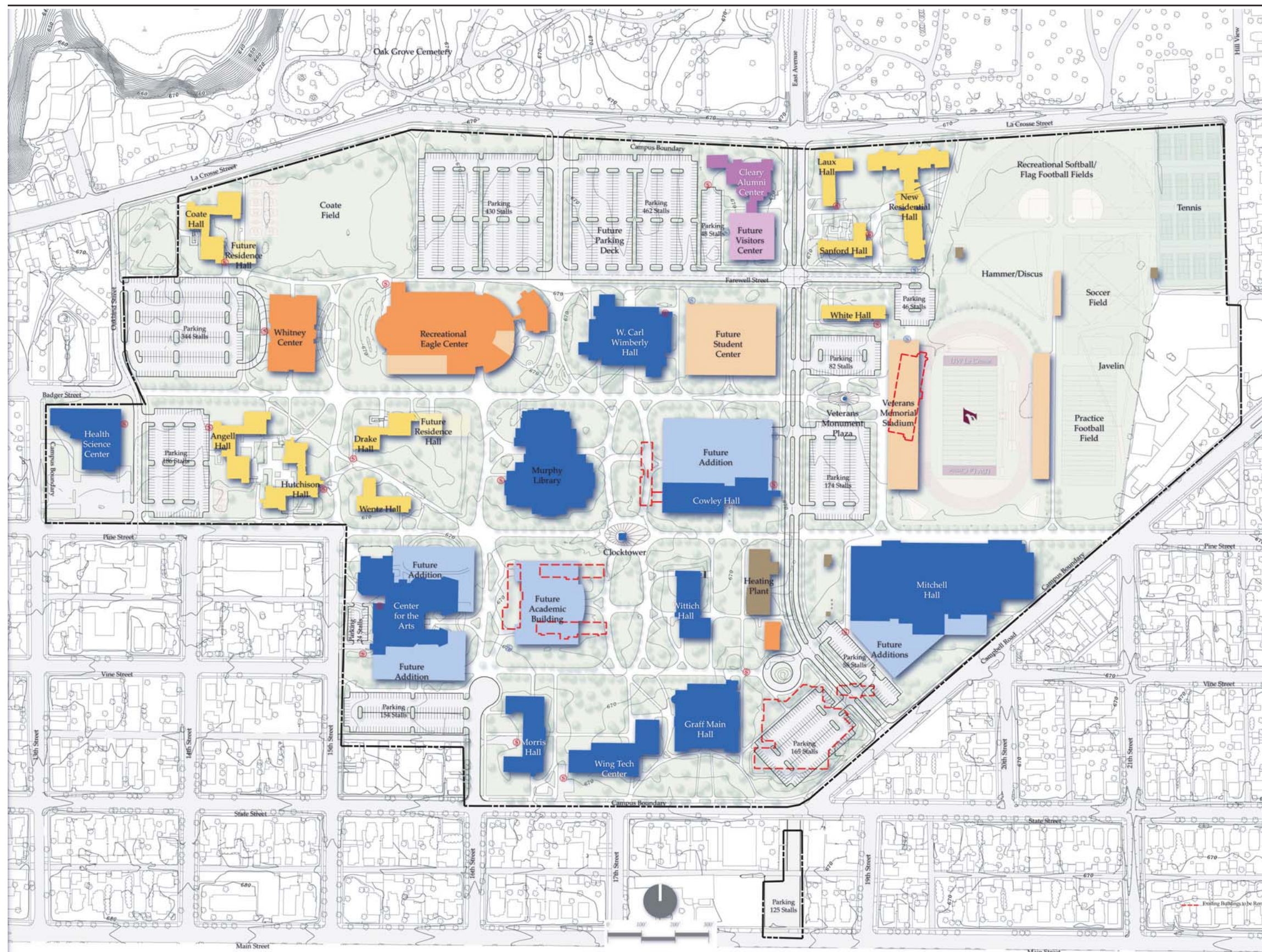
Diagram E

Buildings

July 2005

Legend

- Campus Boundary
- Academic Building
- Future Academic Building/Addition
- Student Services/Activities
- Future Student Services/Activities
- Residence Hall
- Future Residence Hall/Addition
- Community/Alumni Outreach
- Future Community/Alumni Outreach
- Maintenance/Other
- (S) Loading/Service Dock/Trash/Recycling
- - - Existing Buildings to be Removed



Vehicular Circulation and Parking

While most students and many faculty and staff walk to classes, residence halls and student services, vehicular circulation is often cited as one of the most challenging issues that the campus community faces. This plan seeks to balance the parking and vehicular needs of the campus within the overall framework of the campus as a whole. Diagrams F and G illustrate the long-range transportation system for UW-L.

Roadways

The primary vehicular routes through campus are on East Avenue, connecting La Crosse Street and Campbell Road, and on Farwell Street. Perimeter streets such as Campbell Road, State Street, La Crosse Street, Pine Street, Oakland Street, and 15th Street will continue to serve as perimeter campus circulation routes. Changes to vehicular circulation include:

- Three entry and exit points from campus to La Crosse Street serve major parking areas. These are located at East Avenue, Oakland Street and one from the two major parking areas along La Crosse Street.
- The southern entry to campus on East Avenue serves as a second primary entrance to campus with improved planting, amenities and signage as is found at the campus entry from La Crosse Street. Major pedestrian crossings of East Avenue at the former Pine and Badger Streets are to receive primary right-of-way. Vehicles passing through this area would cross an expanded “speed table” and would be required to yield to pedestrians, thus slowing traffic speed and increasing pedestrian safety.
- Oakland Street is realigned in order to provide safer, easier access to the western portion of campus, the Health Science Center and major campus parking lots adjacent to the Whitney Center and residence halls.
- Badger Street is converted to a major pedestrian corridor with limited vehicular access for emergency vehicles and a small portion open to service vehicles.
- Pine Street from Campbell Road to East Avenue is to be converted to a pedestrian corridor with vehicular access limited to buses (e.g. for athletic teams, clubs, camps, etc.). Upgrades to this pedestrian corridor are intended to allow safe pedestrian access between Mitchell Hall, the stadium area and across East Avenue toward the central campus mall.
- One block of Vine Street adjacent to the Center for the Arts is to be vacated for use in building expansion.

Bus Routes

Two city bus routes currently serve the UW-L campus; future routes are shown on Diagram F.

Parking

Off-street parking areas on campus, as shown on Diagrams F and G, seek to balance parking needs for faculty, staff and students with the preservation of campus open space, building space needs, pedestrian safety and neighborhood interest. New parking totals slightly exceed the existing 2,386 parking spaces, as tallied in the 2002 UW-L Parking Study with a total of 2411 spaces.

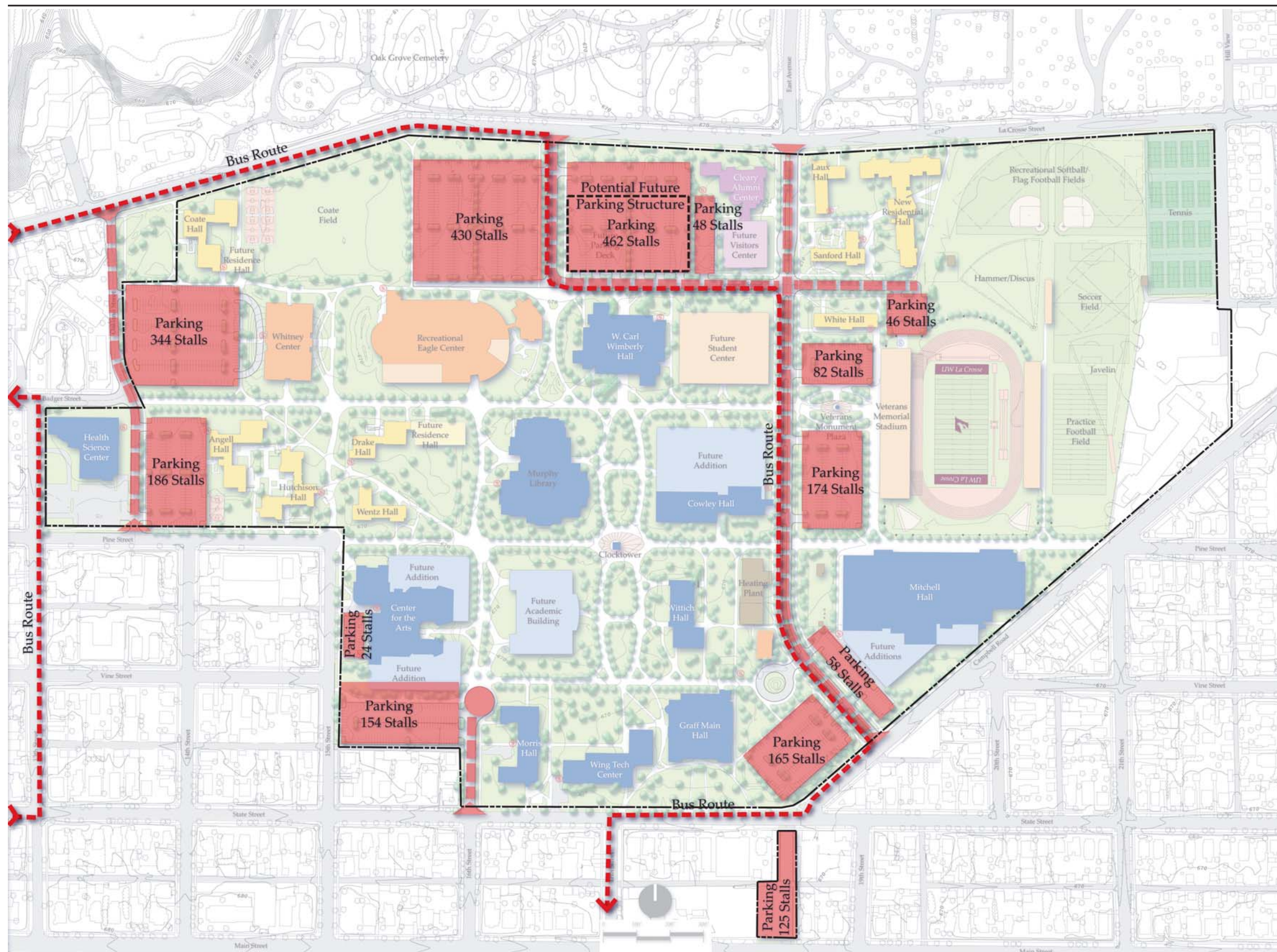
Existing surface parking lots and small areas of street parking are currently scattered throughout campus; a situation that leads to less efficient lots, greater maintenance and monitoring needs and greater potential pedestrian conflicts. This plan locates consolidated parking on the campus perimeter. This helps to protect the central campus core from vehicular traffic while still allowing a range of parking options within close proximity to most buildings. Additional parking can be achieved through the construction of a parking structure along La Crosse Street. The addition of this structure would raise the total number of off-street parking spaces on campus to between 2760 and 3050 spaces.



Diagram F

Vehicular Circulation and Parking

July 2005



Legend

- Campus Boundary
- Academic Building
- Future Academic Building/Addition
- Student Services/Activities
- Future Student Services/Activities
- Residence Hall
- Future Residence Hall/Addition
- Community/Alumni Outreach
- Future Community/Alumni Outreach
- Maintenance/Other
- (S) Loading/Service Dock/Trash/Recycling
- Parking
- Primary Vehicular Access
- Bus Route



Diagram G

Vehicular Circulation and Parking (North Campus)

July 2005

Legend

- ■ ■ ■ Campus Boundary
- Academic Building
- Future Academic Building/Addition
- Student Services/Activities
- Future Student Services/Activities
- Residence Hall
- Future Residence Hall/Addition
- Community/Alumni Outreach
- Future Community/Alumni Outreach
- Maintenance/Other
- Ⓢ Loading/Service Dock/Trash/Recycling
- Parking
- Primary Vehicular Access
- ■ ■ Bus Route



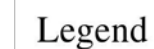
Pedestrian and Bicycle Circulation















Pedestrians and bicyclists make up the majority of all traffic within the interior of the UW-L campus. As such, the creation of a more pedestrian-friendly, efficient and safe central campus is a guiding principle of this Master Plan. The conversions of Badger Street, Pine Street and a portion of Vine Street to pedestrian and bicycle corridors respond to this goal and give primary status to walkers and riders. Most major pedestrian routes are maintained or expanded within this plan; in some cases involving crossings of East Avenue, pedestrians are given priority. Diagram H illustrates the major pedestrian routes on campus as well as bicycle parking areas around the campus core. Secondary pedestrian routes that connect to major routes are to remain or be realigned as new campus buildings are constructed. The intent is not to prescribe the location of every walking path but rather to set up a system of major routes that provide safe and efficient access to all major campus facilities. Secondary routes should seek to avoid breaking up significant greenspace areas and avoid redundancy with other paths. Major pedestrian and bicycle circulation elements include:

- Conversion of Badger, Pine, and a portion of Vine Streets to pedestrian corridors.
- Use of “speed tables” to give pedestrians priority along the Badger and Pine Street corridors as they cross East Avenue.
- Creation of a “pedestrian only zone” along the central campus mall and the Pine Street corridor surrounding the clock tower. Signage should request that bicycle riders walk their bikes in this area. Bike parking areas are to be concentrated at the edge of this area and removed from inside this zone as is illustrated on Diagram H.



July 2005



-  Campus Boundary
-  Academic Building
-  Future Academic Building/Addition
-  Student Services/Activities
-  Future Student Services/Activities
-  Residence Hall
-  Future Residence Hall/Addition
-  Community/Alumni Outreach
-  Future Community/Alumni Outreach
-  Maintenance/Other
-  Loading/Service Dock/Trash/Recycling
-  Pedestrian/Walk Bike Zone
-  Pedestrian Routes
-  Bike Parking

Open Space

From its beginnings as a two block campus with one building in 1909 to its current 118 acres that includes both main campus and a north campus site, UW-L has seen many expansions and building campaigns in order to sustain campus growth and competitiveness. This history has been accompanied by many changes in the open spaces that have been an integral part of campus reflecting the high-quality of the institution. With the University having now reached its expansion limit for the foreseeable future, it is very important that its remaining high quality open spaces be maintained for generations of students to come. Diagrams I and J illustrate the major areas of open space that are to be maintained and enhanced as listed below:

- The athletic/recreation complex practice and competition fields encompass a large portion of the eastern side of campus. These fields see active recreation throughout most of the year and are maintained as high-quality playing surfaces. In the event that Emerson School is taken out of service and acquired by the University, a large portion of that site should be converted to active athletic open space.
- Coate field is another active athletic open space that is currently utilized for the marching band and the recreational sports program. Preservation and improvement of this space will serve the many students that participate in one or more recreational sports during the spring and fall semesters.
- Drake field, while not a programmed athletic area, is a popular open space for students in the nearby residence halls to participate in informal outdoor sports. It is one of the last open spaces within the center of campus that is large enough for informal team sports, student organized events, and any other student gatherings that require space to accommodate large groups of participants, and should be maintained.
- The central campus mall will become the primary gathering space and prominent identity-maker for the campus. Several of the buildings that form its boundary are already in place, and through development of the remaining buildings, the mall will take shape. This mall is intended to be a formal space that maintains a level of quality in its amenities and plantings that is unrivaled on campus. The implementation of the mall should be tied to the construction of the new academic building and to the future addition to Cowley Hall. Creation of a Central Campus Mall Development Plan should be developed in order to guide these efforts to achieve a unified design.
- Lindner Forest, named for former chancellor Kenneth Lindner, is a popular open space filled with specimen trees that is utilized by students, faculty and staff on a regular basis. Lindner forest also forms the southern boundary of the central campus mall.
- The small open space between Wittich Hall and the heating plant that, while not a regularly programmed space, forms an important open space for outdoor classroom use.
- The entrance green in front of Graff Main Hall portrays the high-quality campus environment that represents UW-L and serves as the “picture spot” for all those who visit campus. It, along with the entire campus edge along State Street and Campbell Road, should be maintained and enhanced to the highest quality.



Diagram I

Open Space

July 2005

Legend

- Campus Boundary
- Academic Building
- Future Academic Building/Addition
- Student Services/Activities
- Future Student Services/Activities
- Residence Hall
- Future Residence Hall/Addition
- Community/Alumni Outreach
- Future Community/Alumni Outreach
- Maintenance/Other
- (S) Loading/Service Dock/Trash/Recycling
- Major Campus Open Space

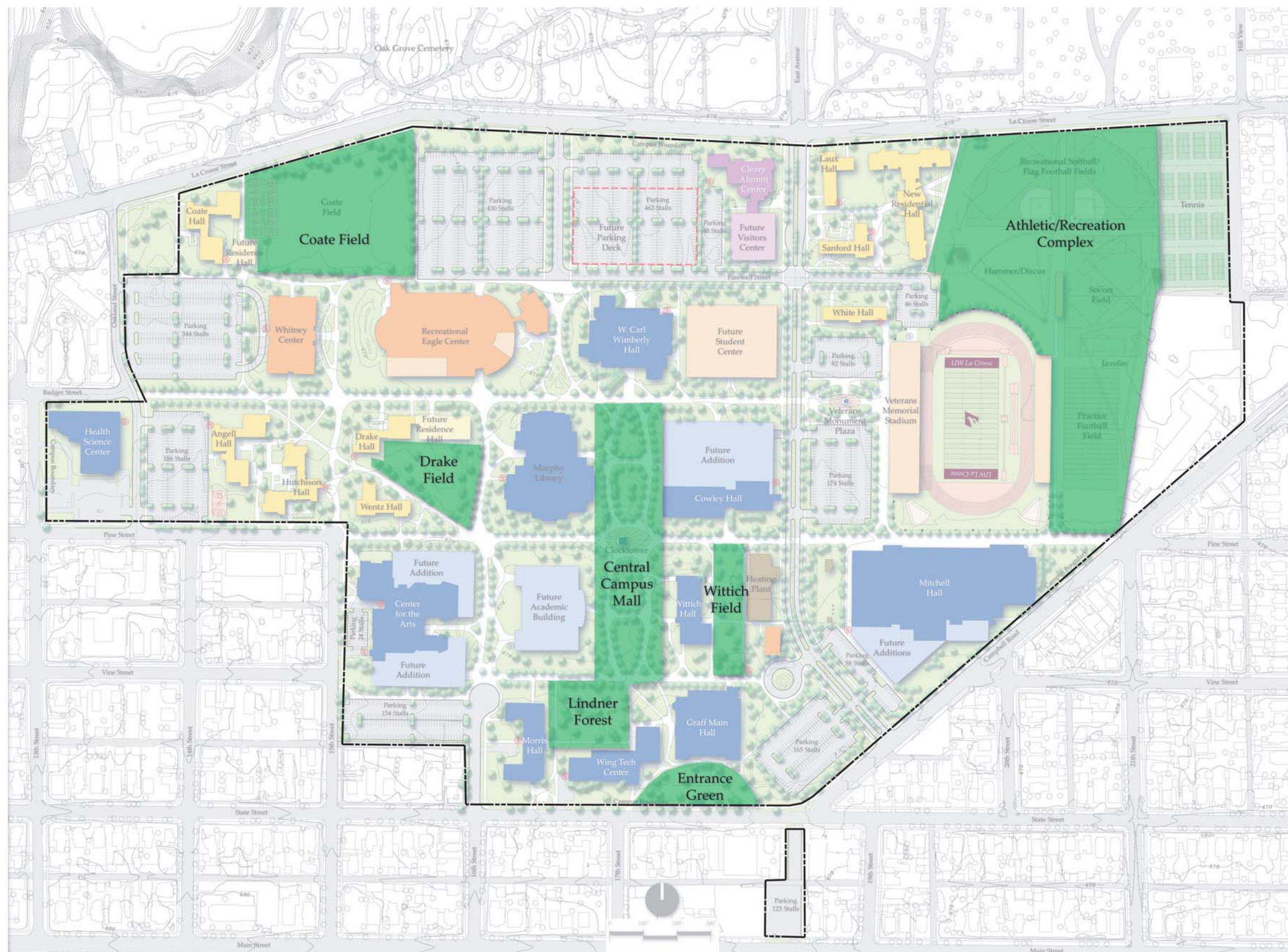




Diagram J

Open Space (North Campus)

July 2005



Legend

- Campus Boundary
- Academic Building
- Future Academic Building/Addition
- Student Services/Activities
- Future Student Services/Activities
- Residence Hall
- Future Residence Hall/Addition
- Community/Alumni Outreach
- Future Community/Alumni Outreach
- Maintenance/Other
- Ⓢ Loading/Service Dock/Trash/Recycling
- Major Campus Open Space

Service Routes and Access

While many of the elements in this plan are intended to serve pedestrians and bicyclists, service routes and access to campus buildings remain vital parts of day-to-day operations on the UW-L campus. UW-L is currently developing a set of policies that will address service, delivery and construction vehicle access within the campus boundary. The service and access guidelines that are described below and are illustrated on Diagram K are intended to inform the development of these policies and are based on present and future land uses, pedestrian safety and campus image and identity principles. Once UW-L policies are in place, they will become the ultimate authority and will supersede this plan.

These guidelines allow service vehicles to access all buildings on campus while restricting many areas to pedestrians, bicyclists and emergency vehicles only. The central campus includes a “No Vehicle Zone” that coincides with the central campus mall and the “Pedestrian Only Zone” that is shown on Diagram H. A service loop and prescribed access routes to individual buildings should be established and enforced as shown on the diagram. This service loop and its associated spurs will allow access to all campus buildings designated receiving and dumpster areas. Under these guidelines, service to campus buildings is as follows:

- Trash and recycling collection vehicles are restricted to the service loop and access routes shown on Diagram K to reach campus dumpsters and bins. As a means of improving the image of campus, the university should review all of its dumpster, trash receptacle and recycling bin locations to ensure that their locations accommodate these service access routes. It is intended that trash, recycling and service access be located at one point for each building. Page 36 in section 3 describes screening measures that should be taken to screen dumpsters and recycling areas.
- University and private service or maintenance vehicles are restricted to the service loop and access routes shown on Diagram K.
- Private delivery vehicles such as vending delivery vehicles are restricted to the service loop and access routes shown on Diagram K.
- University delivery vehicles from central receiving are allowed full access throughout the campus in order to carry out their duties. These vehicles are to be parked so as to not impede safe access to buildings by all.
- University grounds maintenance crews are allowed full access throughout campus in order to carry out their duties. These vehicles are to be parked so as to not impede safe access to buildings by all.

The above guidelines represent a change in the way delivery and service personnel conduct their business on campus today. Currently, a multitude of private and university service and delivery vehicles can be found traveling or parked on pedestrian walkways throughout campus. By limiting the areas in which service vehicles are allowed, pedestrian versus vehicle conflicts can be reduced; and a safer and more peaceful central campus can be created



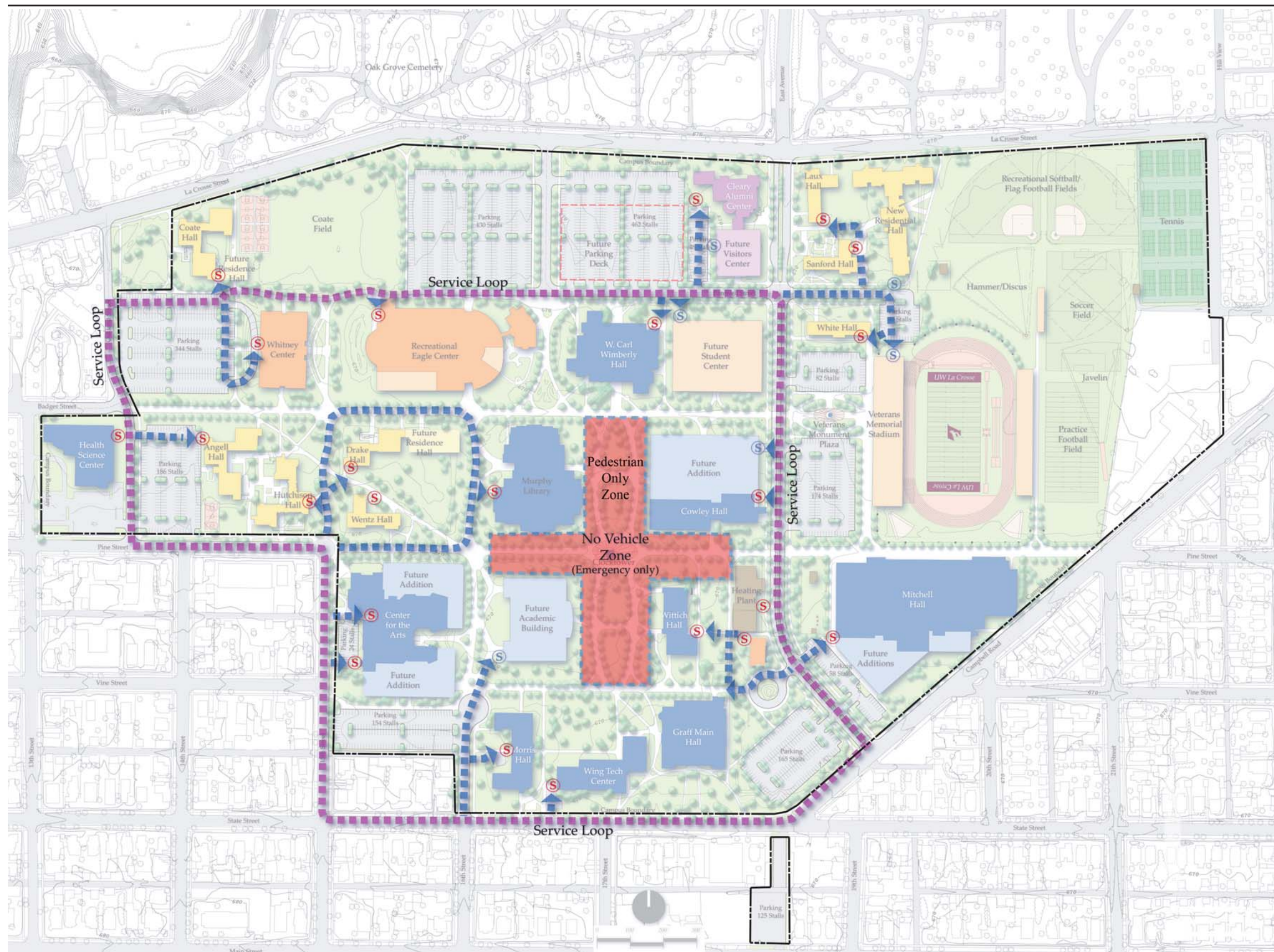
Diagram K

Service Routes and Access Plan

July 2005

Legend

- Campus Boundary
- Academic Building
- Future Academic Building/Addition
- Student Services/Activities
- Future Student Services/Activities
- Residence Hall
- Future Residence Hall/Addition
- Community/Alumni Outreach
- Future Community/Alumni Outreach
- Maintenance/Other
- (S) Loading/Service Dock/Trash/Recycling
- (S) Future Loading/Service Dock/Trash/Recycling
- Service Loop
- Internal Service Access Routes



Utilities

Campus utilities, including steam, chilled water, electric and telecommunications lines and currently form a web of connections across the campus in order to serve all of the buildings and outdoor facilities. This web of infrastructure has been developed over time and with each new construction project, repair or additions to the system and decisions regarding utility placement have been made based upon physical constraints and costs at that time.





Going forward, the university must understand that as the new buildings, structures and amenities that are included within this plan are implemented, conflicts with existing utilities will inevitably occur. As these construction projects are implemented, utility lines should be organized within appropriate corridors that parallel the existing or planned major pedestrian pathways. Also, as these projects move forward, extra conduit capacity should be built into these corridors wherever feasible in order to serve future amenities and limit future demolition work. Diagram L illustrates the generalized locations of existing utility corridors in which future utilities are to be added as a part of future campus development.

A storm water management plan is currently in progress for the university. Upon completion, refer to the storm water management plan in conjunction with this document on all future site developments.



July 2005



- | | |
|---|--------------------------------------|
|  | Campus Boundary |
|  | Academic Building |
|  | Future Academic Building/Addition |
|  | Student Services/Activities |
|  | Future Student Services/Activities |
|  | Residence Hall |
|  | Future Residence Hall/Addition |
|  | Community/Alumni Outreach |
|  | Future Community/Alumni Outreach |
|  | Maintenance/Other |
|  | Loading/Service Dock/Trash/Recycling |
|  | Utility Corridor |

Phasing

Implementation and construction of plan improvements will be phased over the life of this plan. For this purpose, three development phases are identified; 0 to 5 years, 5 to 10 years and 10 to 20 years. These phases include the following major developments and campus improvements: (no order within each category is implied).

0 to 5 years

- Campus mall development associated with the proposed new Academic building
- Stadium and outdoor athletics complex

5 to 10 years

- Campus mall development associated with Cowley Hall addition
- Badger Street pedestrian corridor conversion
- Visitor Center development
- Parking and site improvements associated with Mitchell Hall additions
- Parking improvements and pedestrian walks associated with Center for the Arts expansion

10 to 20 years

- East Avenue improvements, connection to Campbell Road and Pine Street pedestrian corridor (possible earlier construction contingent upon public pool land availability)
- Student Center relocation and parking structure
- Parking and southern campus entry improvements

Diagram M illustrates phasing plans as outlined above.

Consolidation of several major parking lots are also included in this plan. These are dependent upon the availability of private residences currently within these lots. As these properties are acquired by the university, improvements to these parking areas should be made as shown in this plan. Additionally, expansions to existing residence halls will be driven by housing demand and additions to the Recreational Eagle Center will be driven by student funding availability.

The precise sequencing of these developments and improvements is influenced by many social, political and financial factors. This phasing also recognizes and is dependent on the implementation of the current 6-year Facilities Development Plan and is intended to support that plan through land use and site improvements. Each successive 6-year plan that is created by the university will include detailed plans for the ultimate implementation of facilities within this Master Plan.



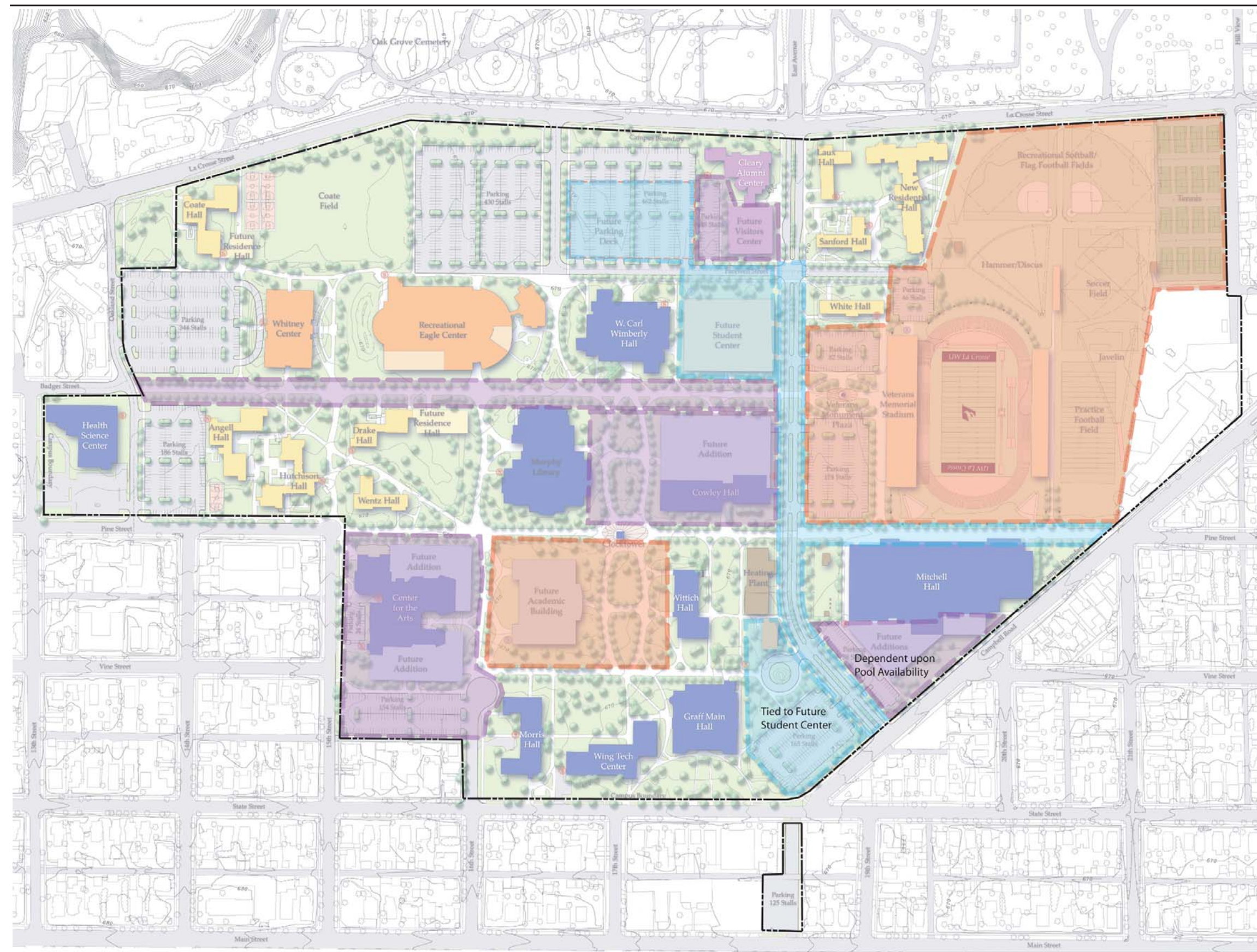
Diagram M

Phasing Plan

July 2005

Legend

- Campus Boundary
 - Academic Building
 - Future Academic Building/Addition
 - Student Services/Activities
 - Future Student Services/Activities
 - Residence Hall
 - Future Residence Hall/Addition
 - Community/Alumni Outreach
 - Future Community/Alumni Outreach
 - Maintenance/Other
 - (S) Loading/Service Dock/Trash/Recycling
- Implementation Phases
- 0-5 Years
 - 5-10 Years
 - 10-20 Years





DESIGN GUIDELINES

Introduction

The role of the Campus Design Guidelines is to establish tangible and interpretive parameters that support the Master Plan principles for a unified, high-quality design character for UW-L that honors the campus' history and context while creating a unique and memorable sense of place. For ease of use, these guidelines have been described in two complementary, reinforcing parts; campus site design guidelines and campus architectural design guidelines.

Campus Site Design Guidelines

These design guidelines support the overall campus image and identity through careful selection of site furnishings that will create an easily recognizable campus environment that is distinct from its surrounding community. Major site amenity items found on campus include:

- Benches
- Trash and Recycling Receptacles and Enclosures
- Picnic Tables
- Bicycle Racks
- Fences and Edge Treatments
- Pedestrian and Vehicular Lighting
- Emergency Telephones
- Pedestrian Walkway Pavements
- Entry and Wayfinding Signage

Implementation of these guidelines will give the campus an image that is more distinctive and easier to maintain. Implementation is phased to include amenities within the campus core in the next three to five years and then throughout the entire campus through the following 15 years. This focus on the enhancement of the campus core is in response to the goals and guiding principles of this plan. Each of the sections below addresses existing conditions followed by improvement guidelines.

Benches

Benches are some of the most used and most prevalent of site amenities to be found on campus. Currently there are numerous different styles of benches on campus that are made of materials including steel, stone and concrete and wood combinations.

A 6-foot powder-coated steel, ribbon-style bench in black is to become the standard bench on campus. Within a three to five year time frame all benches within the campus core area should be replaced with this bench and existing benches in usable condition should be relocated to the campus perimeter. Long term replacements of benches and those related to new construction projects should utilize this bench.



Trash and Recycling Receptacles

Trash and recyclable material receptacles, often associated with benches, are to be chosen from within the same design family as the bench. In the three to five year time frame, the existing exposed aggregate and wood receptacles are to be replaced with black powder-coated steel, ribbon-style receptacles in the campus core. Usable existing receptacles are to be moved to the campus perimeter and replaced with the ribbon-style as maintenance is required. Both trash and recycling receptacles are to be identical in construction, however, recycling receptacles should include graphics such as those shown to designate the types of acceptable recyclables.



Dumpster Enclosures

Dumpsters and large multi-bay recycling receptacles are currently found throughout campus and are often unscreened and near or within parking areas, walkways or greenspaces. Screened dumpster enclosures should be provided for each building and, where possible, should be centralized to serve multiple buildings. Enclosures should fully screen dumpsters and should be appropriately sized to hold all refuse for the building or area being served. Masonry should be chosen to correspond with the building(s) being served. Where multi-bay recycling bins are needed, they should be located immediately outside the enclosure and be sited so that they do not obstruct walkways or become visually obtrusive. Wherever possible, evergreen landscape plantings should be planted to further screen these uses.



Picnic Tables

Many picnic tables of varying styles are located within the gathering spaces of campus. A black metal-framed table with a perforated metal top is recommended. Further, the specific style chosen needs to include surface mounting capability for installation in paved areas; and the table must meet ADA accessibility standards. Within the next 3-5 years the existing park-style steel frame and wood picnic tables should be replaced with the recommended table.



Bicycle Racks

Bicycle racks are heavily used, primarily by students, throughout the campus. Currently there are many different styles and configurations for locking bicycles, with most being a single post design with a locking ring. While the single post design is very low in profile and does not collect leaves or litter, thereby easing maintenance, many of the styles used include small locking rings that do not provide a stable base to keep a bicycle upright. As new construction projects occur on campus or as maintenance requires replacement, a single post style in a black or galvanized finish should be used that has a large half or full circle locking ring.



Fences and Edge Treatments

Fences, bollards and other edge treatments are used in many areas of the campus as a means of providing security, restricting vehicular traffic and directing pedestrian movements. In order to provide for each use as well as to achieve the intended standard of consistent high-quality campus edges, descriptions of each type are as follows:

Security Fencing

Security fencing is used around the Veterans Memorial Stadium and athletic fields complex to limit access. As this area is redeveloped, two styles of security fencing are to be used. Along the western and southern sides of the complex a decorative black steel fence with periodic masonry piers is to be used. Secondary areas, such as along the eastern side of the site, are to receive black vinyl coated chain link fencing.



Bollards to Restrict Vehicular Access

Pressure treated wooden 4x4 bollards and temporary barriers are currently used in some areas of campus to restrict vehicular access. As the pedestrian corridors on campus are developed or enhanced as outlined in this plan, these areas should be delineated through other site design means such as plantings, walls or mountable curbing.

Decorative Fencing

Decorative fencing is used in many locations across the campus, primarily to direct pedestrian traffic. Decorative fencing is to be incorporated into the edge screening and landscaping along La Crosse Street. This is to include a combination of 3'-4' high wrought iron-style black fencing in conjunction with low masonry accent walls and landscaping.



Within the campus core, many areas contain wooden rail fences. A detailed evaluation of the function of all fencing should be conducted. A majority can likely be eliminated; necessary segments should be replaced with a combination of 3'-4' low black steel fencing and black metal posts and chains as a means of controlling pedestrian movements.

Pedestrian and Vehicular Lighting

Pedestrian lighting fixtures in the campus core are to be replaced with a decorative black pole and full “cutoff” fixture in the next three to five years. Existing lights can be stored and used to replace older fixtures on the campus perimeter as needed. Existing vehicular lighting fixtures in parking areas and along Farwell Street can be retained. A decorative pole and full “cutoff” fixture that matches the style used in the campus core is to be used along the redeveloped East Avenue.

Note: “cutoff” fixtures direct light only to the needed areas, typically walkways, while reducing light pollution or spillover to other areas.



Emergency Telephones

Replacement of all freestanding campus emergency phones with a more modern style such as that shown is to occur within the next five to seven years.



Pedestrian Walkway Pavements

Two different levels of pedestrian walkways are to be used within the campus boundary. Primary pedestrian corridors such as the Badger Street or Pine Street Corridors are to be 12 to 16 feet wide, and composed of 7" thick reinforced standard gray concrete with a broomed finish. A “square on square” scoring pattern as is shown in the photo is to be used in order to tie into other existing campus walkways. This scoring pattern also serves as a guide for emergency service personnel to point out the most accessible routes through campus. Major pedestrian corridors are illustrated in Diagram H found within section two.



Secondary pedestrian walkways serve as the connections to most buildings from the primary pedestrian corridors. These walkways also provide access between buildings and to secondary entrances or outdoor facilities such as picnic shelters or parking areas. These walkways are to be 8' wide and composed of 5" thick standard grey concrete with a broomed finish. A basic scoring pattern at 6' intervals is to be used.

Entry and Wayfinding Signage

Distinctive signage can greatly enhance the image of the campus and ease of navigating can leave a very positive impression with visitors and others getting to know campus. This signage is best implemented when viewed as a distinct “system” on campus. A unified signage system should be developed and implemented campus-wide within the next three to five years.

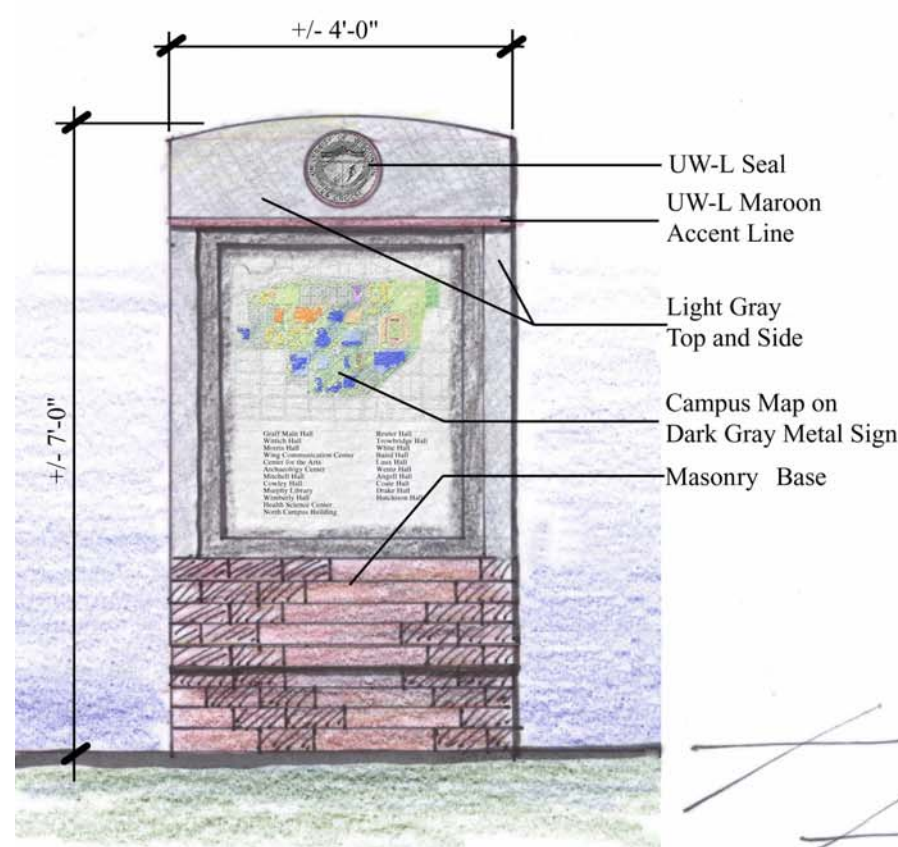
Signage system guidelines

- Each building will have a building sign at its primary entrance(s) displaying the name of the building. Depending on this location, some buildings will receive secondary building signs at other entrances.
- Lettering should be appropriately sized to be easily readable and a font family that complements UW-L's current standard fonts should be used.
- The use of internally lit letters, box signs, or individual letters mounted on horizontal bars is discouraged.

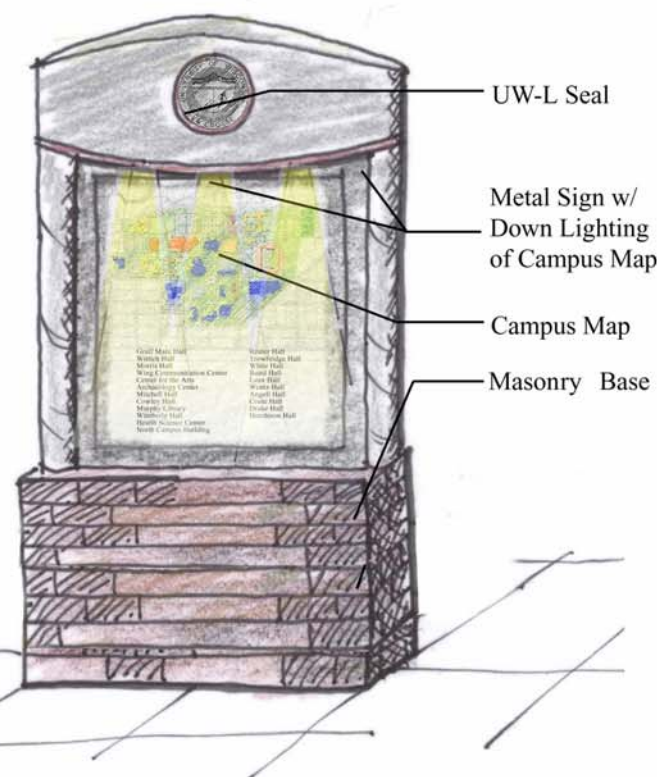
The following page includes an example of a signage family appropriate to the building styles, materials and image of the UW-L campus.



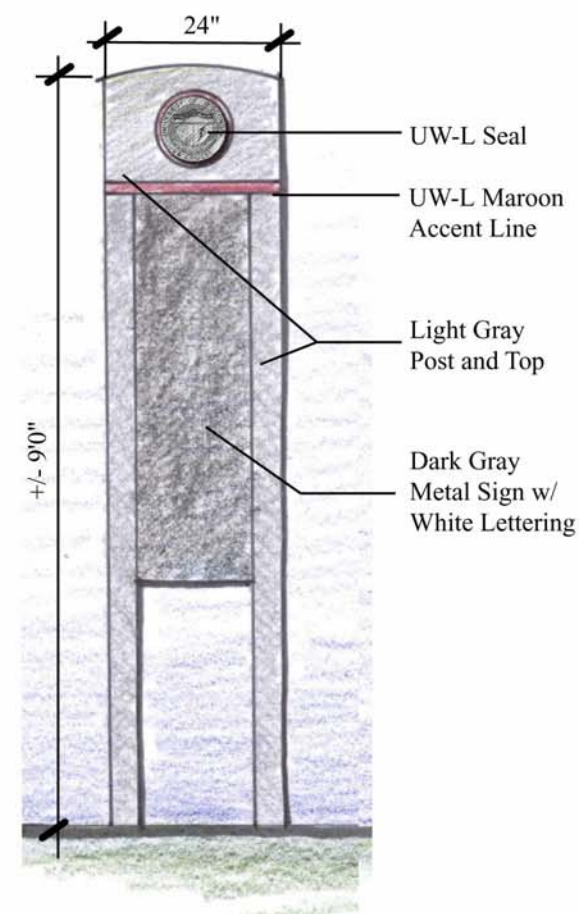
Signage Concept



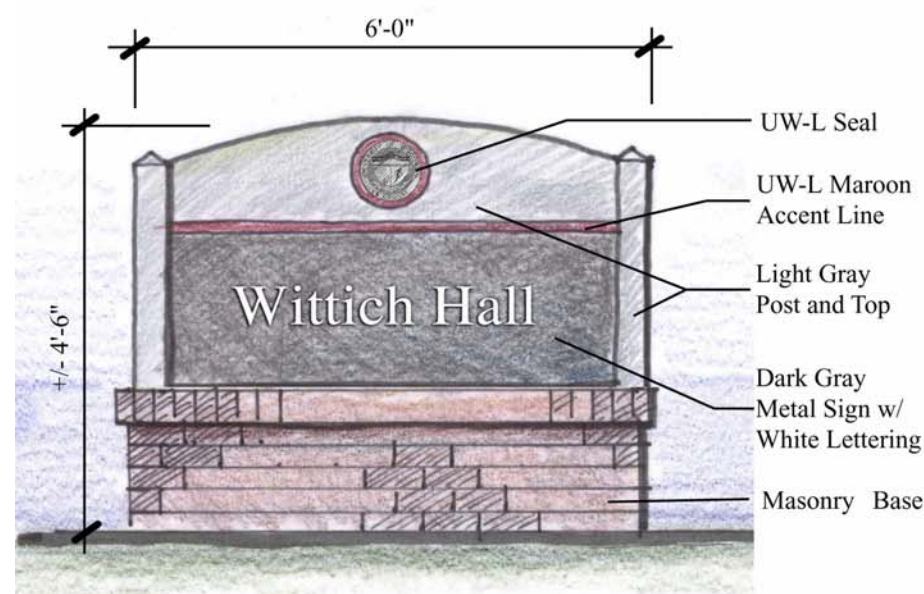
Pedestrian Campus Map Sign Elevation



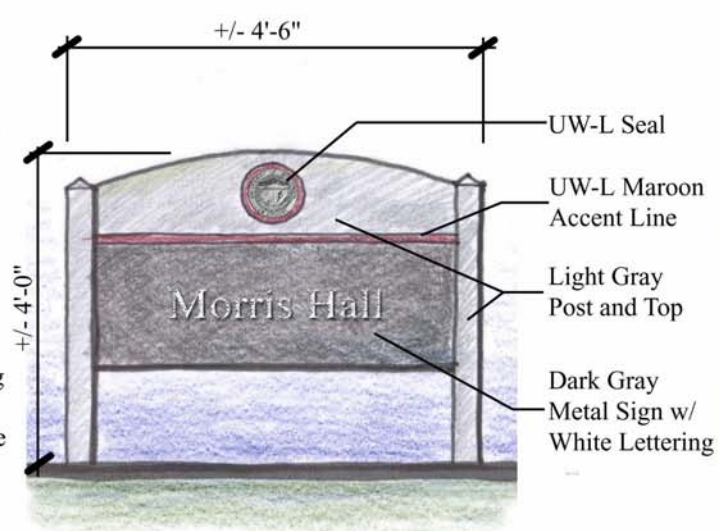
Pedestrian Campus Map Sign Isometric



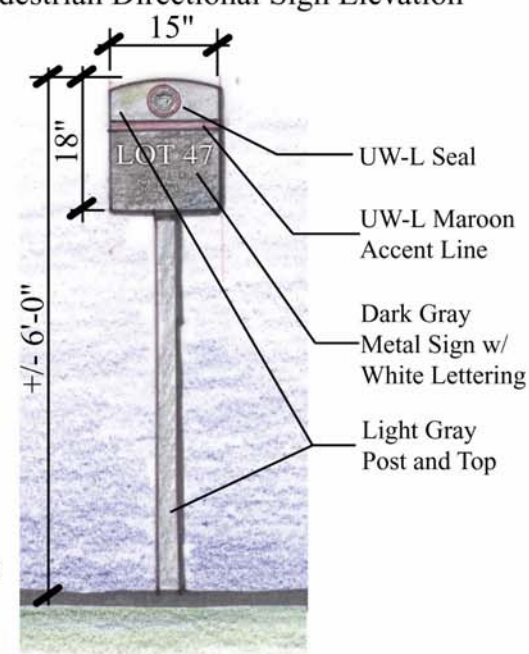
Pedestrian Directional Sign Elevation



Primary Building Identification Sign Elevation



Secondary Building Identification Sign Elevation



Parking Lot Sign

Accessibility

All exterior campus spaces and facilities should include reasonable and equitable access points for persons with disabilities within the guidelines of the Americans with Disabilities Act (ADA). As well, amenities such as tables and signage need to be designed to be utilized by persons with disabilities. While internal building accessibility is an important factor in the operation of the campus, this plan is limited to exterior facilities and amenities.

Due to its relatively level topography and upgrades to building entrances, currently much of the UW-L campus is accessible. Every major academic building and all campus residence halls except Sanford Hall have at least one ADA entry point. Due to its extensive sidewalk system, the majority of access routes between buildings are also accessible. Listed below are further actions that the university should take to providing better access to persons with disabilities.

- Several building entry areas on campus that have been modified to provide accessibility are not signed as being accessible.
- Through remodeling and renovations to existing campus buildings, every effort should be made to provide ADA accessibility to primary building entry points or outdoor facilities.
- The Center for the Arts includes two accessible entry points, however, these entries are far removed from both parking and the public portions of the building. When renovations are made, a more suitable accessible entrance should be provided.
- When future remodeling of Wittich Hall takes place, ADA access should be provided on the west side of the building facing the future campus mall.

In order to better understand all of the upgrades to provide ADA access to exterior facilities, the university should perform an inventory of all exterior facilities and related signage. Improvements should be identified and a time frame for their implementation should also be outlined.

Flexibility

Change is certain in the academic community. To this end, all future work should be designed so that buildings have planned expansion considerations and inherent interior flexibility to adapt to future use patterns. A new building should be designed and sited so that space can be added. As part of the new building design, the architect's charge should be to present future expansion possibilities to the university.

Sustainability

Sustainable practices in design as well as the use of materials and methods for the construction of buildings and continuing operation of facilities is becoming an important aspect of university campus operations nationwide. The university should strive to achieve integrative and collaborative design and construction practices that significantly reduce the consumption of resources wherever feasible. To do this, UW-L will initiate an audit of current sustainability practices on campus and develop policies for future facilities and that outline ways to enhance the sustainability of day-to-day maintenance and the delivery of services. The guidelines and policies that result from this process will become an amendment to this plan and should be consulted in conjunction with all new campus development. The ultimate goal is to create structures and spaces that promote both environmental and human health on campus.

Sustainability within a campus setting can be achieved in many ways. At UW-L, avenues to pursue sustainability goals that are applicable to this Master Plan include:

1. Planning Sustainable Sites
2. Safeguarding Water
3. Conserving Materials and Resources
4. Improving Energy Efficiency

Examples of goals and initiatives related to the areas listed above that could contribute to the overall level of sustainable practices at UW-L include:

- Plan campus growth on the most suitable sites possible, avoiding unnecessary environmental impacts to existing campus open space and natural resources.
- Reduce the impact of automobiles and roadways by providing and encouraging alternative transportation methods and alternative energy vehicles.
- Develop site features to minimize adverse impacts to the site's microclimate.
- Provide site lighting that is sensitive to light pollution of the night sky and minimizes impacts on nocturnal environments.
- Work to reduce the quantity of stormwater runoff impacts
- Reduce potable water consumption associated with landscape irrigation.
- Maintain and expand campus-wide areas for recycling paper, corrugated cardboard, glass, plastics, and metals from building waste streams.
- Reduce the quantities of construction and demolition waste generated from university projects.

Campus Architectural Design Guidelines

The following campus architectural guidelines set forth 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 to create a more cohesive campus environment.

The guidelines are not intended to be so prescriptive that they restrict creativity. Their purpose is to raise the bar 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 contribute significantly to the creation of a remarkable campus experience.

“Many a college has suffered architectural ruin through the practice of erecting individual buildings without regard to the total effect produced upon the campus, or to the larger purpose of the institution.”

Jens Frederick Larson
Architectural Planning of the American College
1933

Context

The physical character of the UW-L campus has evolved over an almost one-hundred-year period with a variety of buildings that reflect the architectural influence of their time. The general architectural expression has been set by three major construction periods that are marked by distinctive character traits. The early period of the original La Crosse Normal School and the later La Crosse State Teachers College reflect a nostalgia that harkens back to a Collegiate Gothic, or Neo-Classicism, that is represented in Graff Main Hall (1908) and Wittich Hall (1916).



Graff Main Hall



Wittich Hall

The second influential period of construction activity was a twenty-three-year-period from 1951 to 1974 when twenty new buildings with a distinctly Modernist influence were built. Typical of this period are Cowley Hall (1965) and Cartwright Student Center (1959).



Cowley Hall



Cartwright Student Center

The most recent period of construction, from 1995 to the present, is characterized by five buildings that combine the historical and the modern styles in a Post-Modern approach. Two representative examples of these five buildings are the Murphy Library Resource Center (1993) and the Medical Health Science Center (2000).



Murphy Library Resource Center



Medical Health Science Center

The overall result is a campus with a collage of disparate interpretations of architectural styles that reflect the rich history of the institution, but lack a cohesive campus identity. The confrontation of two primary and very distinctive architectural styles on campus creates an interpretive design opportunity, rather than a single stylistic choice. The characteristics of these divergent styles are often at odds with each other; however, by focusing on the common elements of form, scale, material, and color these buildings find common ground and exist on campus in relative harmony. This range of architectural styles enhances the campus' aesthetic experience and can be further heightened by the sensitive orchestration of critical associative design characteristics. Emphasis needs to be placed on incorporating interpretive elements of the early period of the campus architecture.

Character

Central to the idea of achieving a unified design for the campus is the need to develop clear ties between new and existing buildings. These ties involve the building characteristics such as size, massing, shape, material, color, etc. Buildings that possess similar characteristics will be perceived as a unified group. The more characteristics that are similar, the greater sense of unity is achieved. The challenge of new architecture is to contribute to the visual unity of the campus while expressing its own design character.

No single characteristic is responsible for achieving design unity, rather a combination of factors specific to each situation contribute to the building's successful contribution to campus unity. Some of the characteristics are more important and merit the additional explanations, which follow. Scale, form, materials and flexibility are each discussed in more detail below.

Scale

The scale of a building can be read in a variety of ways. The building's location, height, and massing work individually and collectively to influence the viewer's experience of a building's scale. The importance of these design characteristics cannot be underestimated. The scale components are dissected individually below to illustrate their principles.

Location

The positioning of new buildings should pay careful attention to the creation of new 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. Setbacks and separation from roadways and other land uses should also be considered.

Height

The height of buildings on campus varies by function but has been held to a maximum of five stories. Height of new facilities is a critical factor in maintaining a homogenous character to the campus both at the residential edges and the campus core, while careful consideration of height relationships to adjacent buildings is critical for maintaining views of the campus, the surrounding bluffs, and the park land to the north.

- Any new construction on the campus perimeter adjacent residential areas will not exceed three stories in height without special considerations.
- Any new construction on the interior of the campus will not exceed five stories.
- New buildings shall be integrated within the Campus Master Plan and situated in a manner that reinforces visual continuity of adjacent buildings while adding definition to the campus landscape and open spaces.

Massing

By academic program and building function, scale and mass of buildings will vary. Variety in itself is not disharmonious. The mass (think visible “weight”) of a building or group of buildings can help visually define the building function externally and contribute to the setting of adjacent structures. 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 maximize natural daylight and enhance view vistas and opportunities.

Form

The elements of form are varied and provocative. These elements work together, whether deliberately or by happenstance, to convey memorable or forgetful images. The elements include shape, walls, roofs, entrances and transparency (opacity). These elemental details can be interpreted collectively and recorded as a particular “style.” We have eschewed selecting a “style” for the campus in favor of recommending design characteristics, or attributes, that will reinforce an interpretive design direction.

Shape

General building shape should be basically rectilinear and respectful of the orthogonal grid expressed on campus. Exceptions to this standard need to be exercised with restraint and purpose. Shape is manipulated to advantage in the vertical axis advantageous by “layering” to establish a pronounced base, middle, and top.



Wing Technology Center



Graff Main Hall

Walls

The exterior wall is one of the principal defining elements of a building. A variety of design elements work in unison to reinforce the importance of the building wall in the campus setting. The materials, openings, surface pattern, proportions, and rhythm are some of the critical elements that need to be addressed:

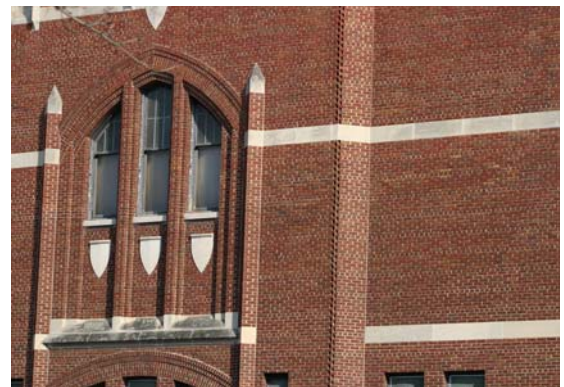
- Majority of the wall surface must be constructed of reddish brown brick masonry units. Accent materials, such as natural stone, metal, and glass, may be used as contributing subordinate elements in the overall wall composition.
- Openings for windows may be punched (i.e., singular windows), banded groups (i.e., multiple singular windows), or massed (i.e., small curtain wall areas). Large, unpunctuated expanses of plain glass curtain walls are discouraged. Size and shape of the window units, or areas, must be compatible with pre-existing campus patterns.
- 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.



Cleary Alumni & Friends Center



Medical Health Sciences Center



Wittich Hall



Graff Main Hall

Roof

The La Crosse campus has generally followed the systemic practice of buildings with flat roof design. A vast majority of the buildings on campus have flat roofs with perimeter parapet walls. A few of the recent building projects at the end of the twentieth and the start of the twenty-first centuries have experimented with a combination of flat and sloped roof forms successfully.

Design thought should be given to alternative roof forms with conscious consideration for the impacts of snow accumulation, ice dams, icicles, and up-lift wind forces. These may reflect the lower slopes of the Collegiate Neo-Classical style without being intrusive on the overall skyline of the campus. The cost benefit ratio for alternate roof forms and/or materials should be a consideration in the design and specification of building roofs for all new and replacement construction on the campus. A life-cycle cost analysis of roof systems should be a standard practice for all facilities projects.

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.



Morris Hall



Cleary Alumni & Friends Center

Entrances

Building entrances, like campus entries, should be distinctive and welcoming. The entrance works effectively on two planes: the campus' connection to the individual building and as portal from the campus exterior to the interior of the building. The strategic positioning of the primary entrance(s) will reinforce specific campus planning objectives and simplify wayfinding. 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.

- Recognizing severe weather conditions of Wisconsin winters, building entries should be protected by either recessing the entry or by extending canopies.
- All facilities shall meet or exceed barrier-free accessible entry requirements to allow for equitable entrances that contribute to the overall building integrity.
- All entrances shall have vestibules with water-resistant, non-skid flooring with absorptive and secure floor mats.
- 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.
- Explore linkage opportunities to adjacent buildings when feasible.



Wittich Hall



Murphy Library Resource Center

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. The transparency, or openness, helps increase feelings of involvement in and awareness of the campus setting. The opacity, or the closedness, tends to emphasize boundaries and separation. These two opposing forces, when understood and harnessed effectively, allow for a sense of direction, orientation, and assist both physically and psychologically in establishing an environment.

Materials

Considering that the earliest buildings on the La Crosse campus have been in use for nearly a century, the durability of materials is clearly a major factor for any new construction or renovation of existing buildings.

Brick has been the primary building material utilized throughout the campus. The brick should be modular-size units; use of non-modular or oversized units are acceptable by exception only and must be pre-approved. Secondary materials include stone, glass, and metal. Consistency in the use of building materials is important in maintaining a coordinated and related appearance.

- As much as possible, primary material selections (brick, stone, concrete block, etc.) should be made from materials available or manufactured within a 150-mile-radius of the campus to preserve the indigenous material palette.
- Glass should be double or triple insulated Low-E in aluminum anodized thermal break frames. Highly reflective or deeply tinted 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.
- No materials with known toxicants are to be specified or used for construction.
- Deviations from the campus' primary material palette will only be in the instance of a *signature* building or to create focus detail on a building and shall be undertaken only under consensus of those involved in the building design process.

Colors of exterior brick materials on campus have been largely held to the warm reddish brown tones of brick complemented by natural stone. In some instances metallic exterior wall surfaces and colored metal roof systems have been introduced.

To maintain a coherent (not monotonous) campus fabric, a similar color palette, using variations of hues and textures, should be maintained for new construction. For additions to existing buildings, materials and colors should be in keeping with the building being added to.

Responding to Wisconsin's winter climate, interiors should allow as much natural light as feasible while meeting the stringent requirements of the State's energy use regulations and should also be designed to incorporate cool daylighting standards as defined by the Wisconsin Division of State Facilities. Coupled with natural lighting, interior colors should be light in shade and refreshing in spirit.

Campus Art

The arts have an important presence on the UW-La Crosse campus and are an extension of the University's values and history. Public art is an important ingredient in the campus landscape and is essential in broadening the cultural perspectives of the university community. Public art and monuments promote social gathering, discourse, and contributes to place making. The piece of art become an identifiable image, a landmark of sorts, that can serve as a memorable touchstone and orientation feature in the campus plan.

The State of Wisconsin mandated Percent for the Arts Program ensures that two tenths of one percent of the construction budget for large projects is budgeted for placing artwork in public settings. This program addresses the funding component of the art. The responsibility of selecting and placing the art rests with the campus community.

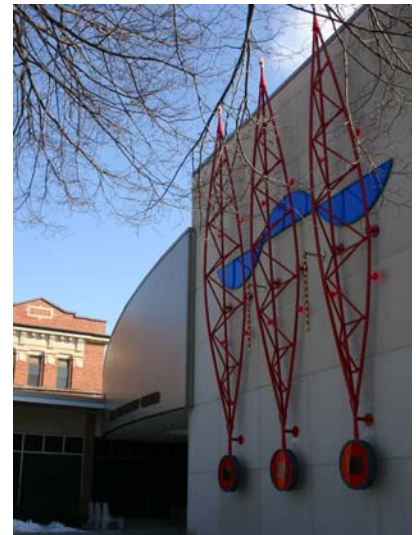
The greatest care needs to be given to the placement and execution of each piece of art. The work must be sensitively sited so that it doesn't impede pedestrian movement and relates to its context within the campus. The design of the object must transcend current stylistic impulses and fads, and speak to a variety of cultural, emotional, and aesthetic temperments. The work should be vandal-resistant and not require on-going, significant maintenance needs.



Cartwright Center



Clock Tower & Carillon



Wing Technology Center



Brief Campus History

The University of Wisconsin-La Crosse was founded in 1909 as the La Crosse Normal School. Today, it is one of the 13 four-year campuses in the University of Wisconsin System. Originally known for its nationally recognized physical education program, UW-La Crosse now offers 85 undergraduate programs in 30 disciplines, and 21 graduate programs and emphases in eight disciplines.

The compact 118-acre campus located in a residential section of La Crosse provides a vibrant place to live and learn. Enrollment has grown from 176 when the doors opened to more than 9,000. Statewide, freshman credentials are second only to UW-Madison, and showed the most improvement in ACT scores and class rank during the past decade, according to the Wisconsin Taxpayers Alliance. The campus embraces diversity, a commitment that has increased minority and international students, faculty and staff. Students take part in an array of organizations and community service. Intercollegiate teams compete in 19 sports and have produced 21 national championships since 1990.

The university offers much to the region - cultural events, regional and national conferences, prominent speakers, applied research, professionals with varying expertise, a large workforce, and numerous faculty, staff and student community volunteers. UW-La Crosse works cooperatively with the city's other higher education institutions and area elementary and secondary schools. Also, the university led development of a consortium among the city's higher education institutions and major health care organizations to bring cutting-edge health care to the region, along with a state-of-the-art health research and education facility.

For more than 90 years UW-La Crosse has been the prominent intellectual engine that educates a high quality workforce for the region. The university remains proud of its regional heritage and looks forward to retaining its prominence in the area's economic vitality. *(Adopted from information provided by the UW-L University Relations Office)*

Evolution and Future of the Physical Campus

From its beginnings as a two-block campus that held Main Hall as the single building in 1909, the UW-L campus has grown to its existing 118 acre combined main and north campus holdings. The university now manages 34 major building facilities. Situated in an area of the City that is primarily a residential neighborhood, UW-L has expanded many times over the decades and along the way has created its largely cohesive main campus through the vacation of City streets and the purchase of residential properties. The university has now reached its expansion limit for the foreseeable future. With La Crosse Street (STH 16) and the Oak Grove Cemetery to the north and predominantly intact and high-quality residential blocks to the east, south and west, major expansions are not currently possible. Given these constraints, the desire by the City to retain these high-quality neighborhoods, and the stable future enrollment targets, the university now must look to maximize its use of the existing campus through land recycling, consolidation and infill development that honors open space and strategic renovations/expansions of existing structures.

University Mission

The UW System Mission

The University of Wisconsin-La Crosse shares in the mission of the University of Wisconsin System. The mission of the system is to develop human resources; to discover and disseminate knowledge; to extend knowledge and its application beyond the boundaries of its campuses; and to serve and stimulate society by developing in students heightened intellectual, cultural, and human sensitivities as well as scientific, professional, and technological expertise and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended education and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth.

The Core Mission of the University Cluster

As institutions in the University Cluster of the University of Wisconsin System, the University of Wisconsin-Eau Claire, the University of Wisconsin-Green Bay, the University of Wisconsin-La Crosse, the University of Wisconsin-Oshkosh, the University of Wisconsin-Parkside, the University of Wisconsin-Platteville, the University of Wisconsin-River Falls, the University of Wisconsin-Stevens Point, the University of Wisconsin-Stout, the University of Wisconsin-Superior, and the University of Wisconsin-Whitewater share the following core mission. Within the approved Differentiation stated in their select missions, each University in the Cluster shall:

- (a) Offer associate and baccalaureate degree level and selected graduate programs within the context of its approved mission statement.
- (b) Offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling, and through University-sponsored cultural, recreational and extracurricular programs.
- (c) Offer a core of liberal studies that supports University degrees in the arts, letters, and sciences, as well as specialized professional/technical degrees at the associate and baccalaureate level.
- (d) Offer a program of preprofessional curricular offerings consistent with the University's mission.
- (e) Expect scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs, and its approved mission statement.
- (f) Promote the integration of the extension function, assist the University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.
- (g) Participate in interinstitutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources.

- (h) Serve the needs of women, minority, disadvantaged, disabled, and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.
- (i) Support activities designed to promote the economic development of the state.

(adopted from the UW System website, www.wisconsin.edu, 2005)

Select Mission of the University of Wisconsin-La Crosse

In addition to the system and core missions, the University of Wisconsin-La Crosse has the following select mission:

The primary purpose of the University of Wisconsin-La Crosse is to provide education leading to baccalaureate and selected graduate degrees supplemented by appropriate research and public service activities as further detailed in the following set of goals:

- (a) The University shall emphasize excellence in educational programs and teaching.
- (b) The University shall provide a broad base of liberal education as a foundation for the intellectual, cultural, and professional development of the students.
- (c) The University shall offer undergraduate programs and degrees in the arts, letters, and sciences; health and human services; education; health, physical education, and recreation; and business administration.
- (d) The University shall offer graduate programs and degrees related to areas of emphasis and strength within the institution.
- (e) The University expects scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the baccalaureate degree level, its selected graduate programs, and its special mission.
- (f) The University shall support studies related to the environment, culture, heritage, institutions, and economy of La Crosse and the surrounding Upper Mississippi Valley region.
- (g) The University shall serve as an academic and cultural center, providing service and professional expertise, and meeting the broader educational needs of the region.

(adopted from the UW System website, www.wisconsin.edu, 2005)