UNIVERSITY OF WISCONSIN PARKSIDE

CAMPUS MASTER PLAN

OCTOBER 2014
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UNIVERSITY OF WISCONSIN
PARKSIDE

Each generation of educators at the University of Wisconsin-Parkside is presented a unique set of opportunities. In large part, our opportunities will be realized by the manner in which we, as an educational institution, steward our resources to strategically address the current needs of our students and region while anticipating the future. The current faculty, staff, students, and administration, as well as broad representation from our greater community, have invested time, energy, and thought to guide us forward. This master plan is richly informed by their collective wisdom and foresight to enable all students greater levels of success by integrating new technologies and educational innovations as we move toward our 50th anniversary in 2018.

In 2006, our campus developed the first master plan since the establishment of our university in 1968. This plan brought tremendous new spaces and buildings to support a broader range of student and community needs, including our student center, a residence hall, the strength and conditioning center, and a new hub of creativity and learning in our community, the Rita Tallent Picken Regional Center for Arts and Humanities.

Today, we are called to reimagine our campus with focus on the learning experience for all students. The Master Plan, through a comprehensive planning and space study analysis led by Dr. Kim Kelley, Mr. Mel Klinkner, and Mr. John Desch, seeks to embrace that experience in a manner that heightens engagement and the opportunity to succeed. To do so, we will renew and repurpose existing spaces to address the increasingly diverse needs of today's student as well as adapt to 21st century learning innovations.

Addressing the changing needs of students is equally informed by our commitment to advance the needs of the region we serve. Today's research tells us that to remain competitive our region and nation must answer the demand for highly prepared individuals, especially in the areas of health care, education, and technology. The 2014 Master Plan enhances our ability to deliver in these key areas with a focus on our academic strengths. Without exception, the University of Wisconsin-Parkside is a leader in preparing students for careers in health care – with more than 90 percent of our pre-health and pre-med graduates being accepted into professional schools each year. The plan addresses our students growing interest in these fields. It also supports the growth of other educational strengths such as preparing educators for our K-12 classrooms through the Institute of Professional Educator Development as well as supporting the needs of talent development in technology careers such as computer science.

Calling on our role as stewards of the great legacy of the University of Wisconsin-Parkside, we are energized by the rapidly changing demands on higher education to serve as a partner in finding solutions to build a strong future for our region. Our university, through our commitment to planning and continuous improvement, will remain a vital partner in advancing learning and growth leading up to our 50th anniversary in 2018 and beyond.

Deborah L. Ford

Chancellor Deborah Ford

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CHALLENGES AND OPPORTUNITIES

UW-Parkside's future is both ambitious and challenging. The *Pillars of Excellence* strategic plan and the supporting academic plan set a clear path for the university, one that aims to support academic excellence for all students and acknowledges and embraces diversity and inclusivity. Chancellor Ford reminds the UW-Parkside community that expectations – for students, faculty, staff, and the institution – are set high.

In support of the *Pillars of Excellence*, this campus master plan confronts the opportunities and challenges of its physical campus. The 1969 Master Development Plan envisioned a path for a significant role and growth for the university. The campus today reflects the legacy of the original master plan, but the full extent of the role and growth of the campus developed much differently than anticipated. A challenge of the current master plan is adapting the initial phase of the 1969 plan to serve the current and future institutional needs.

This campus master plan update must recognize the university's aspirations and balance them with current and anticipated resource constraints. The campus facilities must evolve and change so that they support to their fullest extent the university's own academic and institutional evolution.

Three trends highly influenced the campus master plan preparation.

First, the university's academic plan anticipates student enrollment growth that meets the strategic plan's objective for optimal enrollment. Significant total student enrollment growth is anticipated, yet most of that increase will be distance learners. The expansion of the on-campus student enrollment, those students who require classroom seats, parking spaces, and residential beds, is anticipated to be at a more moderate growth rate of 17 percent over the next two decades.

Second, a new component of this master plan update is a space needs analysis, in order to better understand how the university is using its current space. The study results indicated that the university currently has more than a sufficient amount of space for future needs. The quality of classrooms and teaching laboratories is a concern, but surplus space can serve as surge space, easing the phasing of future renovation projects.

Finally, like all universities within the UW System, UW-Parkside is facing the trend of declining state funding. The university must find additional efficiencies and seek other outside funding. This master plan must efficiently use state taxpayer dollars, and assume a greater pursuit of outside funding sources. It must be financially sustainable.

The combined result of these three trends is a master plan that is very focused on improving, adapting, and repurposing existing facilities so that they best serve the university's academic, social, and community strategic initiatives.

This campus master plan provides a strong vision for many years of incremental and phased renovations and improvements. The Wyllie Hall Renewal Project is only the first of many projects that will remake the UW-Parkside campus into a premier comprehensive public institution and a destination of choice.

UW-Parkside in 2014: By the Numbers

Academic Profile

- 41 majors and degrees
- 40 minor programs
- 38 concentration areas
- 25 certificate programs
- 722 graduates (annual average)

Physical Profile

- 720 acres (main campus)
- 487 acres (non-contiguous)
- 39 buildings (total)
- 839,228 assignable square feet
- 1,490,884 gross square feet
- 2,897 parking spaces (total)

Student Profile

- 3,782 full time equivalent
- 4,617 headcount
- 676 non-residents
- 3,941 residents (total)
- 856 residents (on campus)

GUIDING PRINCIPLES

Our Vision

The University of Wisconsin-Parkside is a dynamic learning community grounded in academic excellence and focused on student success, diversity, inclusion and community engagement. The campus will be a premier comprehensive public institution and a destination of choice, serving as a focal point of local, regional and global progress.

Campus members visioned the focus and function for the Academic Success Project.

Our Mission

The University of Wisconsin-Parkside is committed to high-quality educational programs, creative and scholarly activities, and services responsive to its diverse student population, and its local, national and global communities.

To fulfill this mission, the University of Wisconsin-Parkside will:

- Offer high-quality academic programs rooted in the tradition of a liberal education in the arts, sciences and professions, responsive to the occupational, civic and cultural needs of the region, and actively seek the continued input of all stakeholders.
- Generate, disseminate and apply knowledge through research, professional and creative activity that benefits communities throughout the region and the world.
- Attract and retain a diverse and multicultural population of students, faculty, and staff.
- Foster a teaching and learning community that provides opportunities for collaborative faculty, student, and staff interaction in support of excellence.
- Utilize technology creatively and effectively in courses, programs, and services.
- Prepare students to be successful in their professional, civic, and personal lives.
- Provide programs that meet the intellectual and cultural needs of people throughout their lives.
- Provide and share in cultural and intellectual activities in partnership with our local and regional communities.

The campus master plan must be based on a flexible, forward-thinking, and campus-wide foundation that will guide current and future campus decisions. The guiding principles provide that foundation.

These principles embody ideas regarding campus preservation, enhancement, and transformation opportunities that will strengthen the campus. In this vision-driven process, the guiding principles spurred analysis, shaped the assessment of alternative approaches, and drove their evolution to become the recommended master plan. The key guiding principles served as the framework from which all specific campus systems recommendations were derived. It is intended that they continue to guide the master plan's implementation.

Students reacted to the master plan alternatives.

Keep UW-Parkside a Future-Forward Campus

- Visible – "Machine in the Garden"
- Active
- Engaging
- Innovative
- Flexible
- Efficient

Increase the Variety of Learning Environments

- Experiential
- High Impact
- Indoor/Outdoor – expanded and improved laboratories
- International
- Partnerships – community

Enhance Inclusiveness and Student-Focus

- Academic Success – inclusive "home base" for students
- Accessible – enhanced pedestrian and transit access
- Convenient – thoughtfully located services
- Clear, Legible – sufficient and strategic academic core entrances
- Safe

Improve Facility Function and Efficiency

- Renovate – update and improve space to modern standards
- Re-purpose – consolidate and/or convert space to better support the university's mission
- Replace – where necessary, eliminate obsolete facilities that are no longer maintainable and replace with appropriate facilities

Further Enhance and Balance Campus Sustainability

- Academically Sustainable – academic rigor maintained and enhanced, enrollment goals supported
- Financially Sustainable – fiscally responsible, realistic, and implementable
- Socially Sustainable – community relevant, student-centered, and socially engaged
- Environmentally Sustainable – conservation and wise use of land, facilities, and resources

MASTER PLAN PRIORITY RECOMMENDATIONS

Building Initiatives

1. Wyllie Hall Renewal
2. Greenquist Hall Renewal
3. Molinaro Hall Renewal
4. University Apartments Replacement and Expansion

Circulation Initiatives

1. Wyllie Hall Southeast Entrance and Parking
2. Softball Fields East Parking Lot

Open Space Initiatives

1. Disc Golf Courses Redesign
2. Outdoor Laboratories Restoration
3. Outdoor Track and Field Reconstruction
4. Game Day Outdoor Plaza
5. Soccer Field Reconstruction


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JR
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PARKSIDE BLVD
UNIVERSITY DRIVE
WOOD ROAD
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ACADEMIC CORE TRANSFORMATION

The campus master plan recommends an ambitious and necessary transformation of the academic core facilities. Under the guidance of the previous master plan, the university renovated and expanded the Student Center and the Rita Tallent Picken Regional Center for Arts and Humanities. These buildings are state-of-the-art facilities that will continue to serve the university as it evolves and grows.

However, the historic center of the academic core – Wyllie, Greenquist, and Molinaro Halls – requires renovation to meet the current and future academic and support needs of the university.

The campus master plan recommends a phased and systematic renovation of all three buildings. In each case, building infrastructure systems will be updated or replaced, while academic and common spaces are repurposed, renovated, and improved.

The master plan recommends that over the next 20 years, phased renovations of Wyllie, Greenquist, and Molinaro Halls occur.

Wyllie Hall

The first phase of the transformation of Wyllie Hall will be the Academic Success Project and its accompanying building infrastructure improvements. The D1/L1 levels including Mid and Lower Main will be repurposed for a consolidation and expansion of student academic and financial support offices. The addition of one-stop welcome center, a coffee shop, and learning commons will further attract students to the area. A new east entrance into Wyllie Hall featuring an entry plaza and a parking lot will make the academic core and its support services more prominent and convenient.

In the first round of renovations, library functions will expand beyond the current library footprint when the learning commons

The Academic Success Project will transform and enliven the Mid and Lower Main Place of Wyllie Hall.

functions are constructed on the D1 and Mid Main levels. In later phases, the L2 and L3 levels will be renovated as the library function and facilities are modernized, and the L3 level repurposed for alternative academic and student support services.

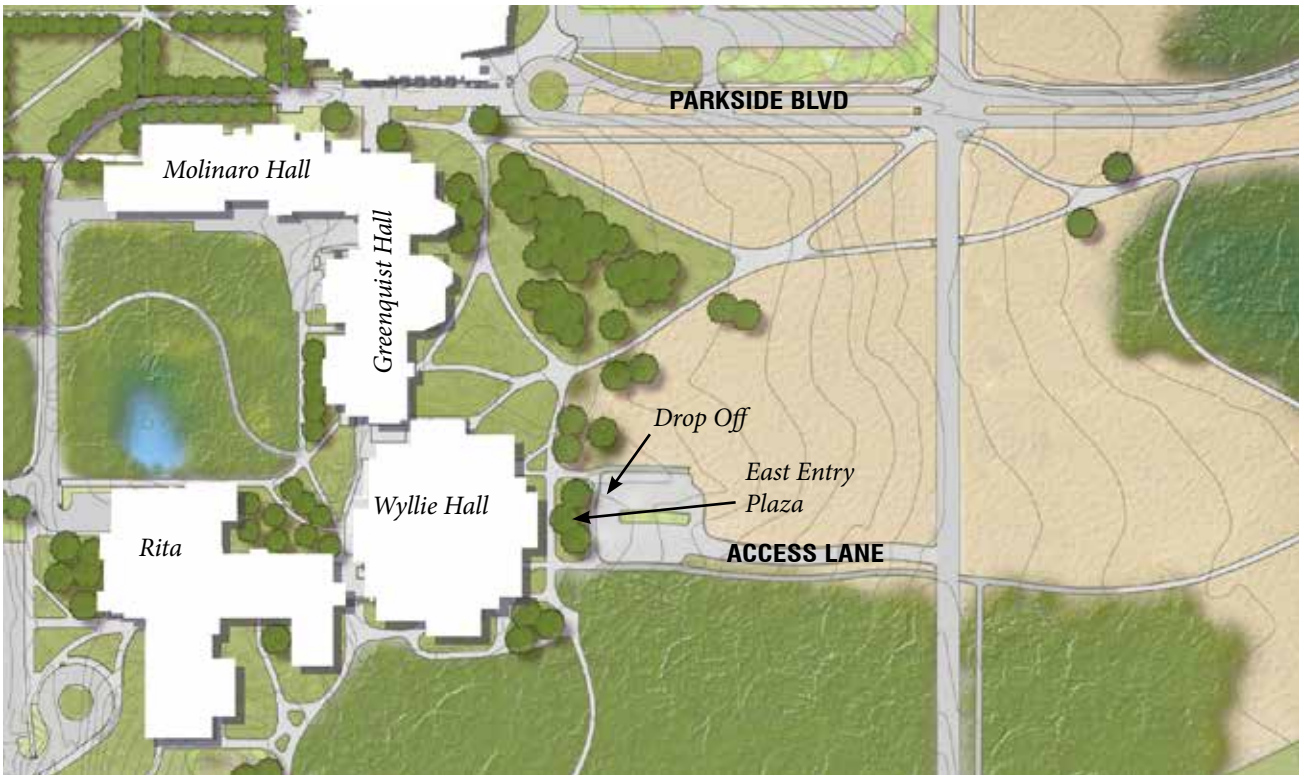
Greenquist Hall

The university's teaching and research laboratories need renovation and transformation to meet modern pedagogical demands. Through phased renovations of adjacent laboratory spaces, the number of teaching labs will be reduced, but the flexibility and equipment of each dramatically improved. Other recommended building renovations include reprogramming large lecture halls and improving circulation on the D1 level.

Molinaro Hall

The classrooms and labs in Molinaro Hall are not adequately meeting the university's academic needs. The master plan recommends that the university identify the existing highest quality teaching spaces needed for instruction in Molinaro Hall and prioritize the necessary improvements in those spaces. After reinvesting in classrooms and teaching spaces, the university will more heavily schedule the most effective teaching spaces.

Underutilized spaces will be considered for repurposing to other university needs. University Police could relocate from Tallent Hall so that they are more accessible to the academic core and adjacent residence halls. Some areas of Molinaro L3 may be considered for administrative offices, particularly those relocated from Tallent Hall.



A new Wyllie Hall entrance into the academic core will provide convenient access to the Academic Success Project and library.

AN EXTRAORDINARY SETTING FOR AN EXTRAORDINARY UNIVERSITY

The UW-Parkside campus character is dominated by its extensive and varied open spaces. A majority of the campus land is important floodplain, old growth forests, and restored prairies. More so than the typical university, UW-Parkside has sufficient campus land for use as academic learning laboratories, environmental preservation, athletics and recreation, and reservation for future development opportunities.

Outdoor Laboratories

Instruction is not limited to the classroom. The original 1969 Master Development Plan envisioned that the entire campus would be a laboratory, so it directed old growth forest preservation and prairie restoration. The original plan's goal of leveraging the natural landscape design for educational purposes has been a success. The outdoor lab spaces are heavily used by a variety of classes across many disciplines and are a distinctive feature of the UW-Parkside pedagogy.

Many of the outdoor laboratories have suffered from decades of neglect and have become seriously degraded, which limit their potential for teaching and research uses. The campus master plan recommends investments in natural areas to reach their full potential as outdoor laboratories. The master plan recommends that disc golf holes be removed from the CommArts Woods and large sections of prairie east of Wood Road be reserved for outdoor laboratory restoration.

Athletics and Recreation

Strategic investments in the outdoor athletics and recreation facilities will result in a series of fields that will better welcome Ranger fans to campus, further concentrate activities near the Sports and Activity Center, and extend playing time. The master plan recommends that the track and its interior field be reconstructed with a synthetic turf soccer field, outside track, bleachers, lights, and scoreboard. The synthetic field with lights will extend the playing time in the spring and fall and into the early evening. The unused tennis courts will be converted into a plaza with concessions where Rangers fans can gather. The master plan reserves a location for a second synthetic turf soccer field, and maintains the existing grass fields for recreational play.

The two disc golf courses will be redesigned to reserve characteristic habitats for outdoor laboratory study. The resulting disc golf courses will be challenging and varied as they cross through prairie, woods, and treed floodplain.

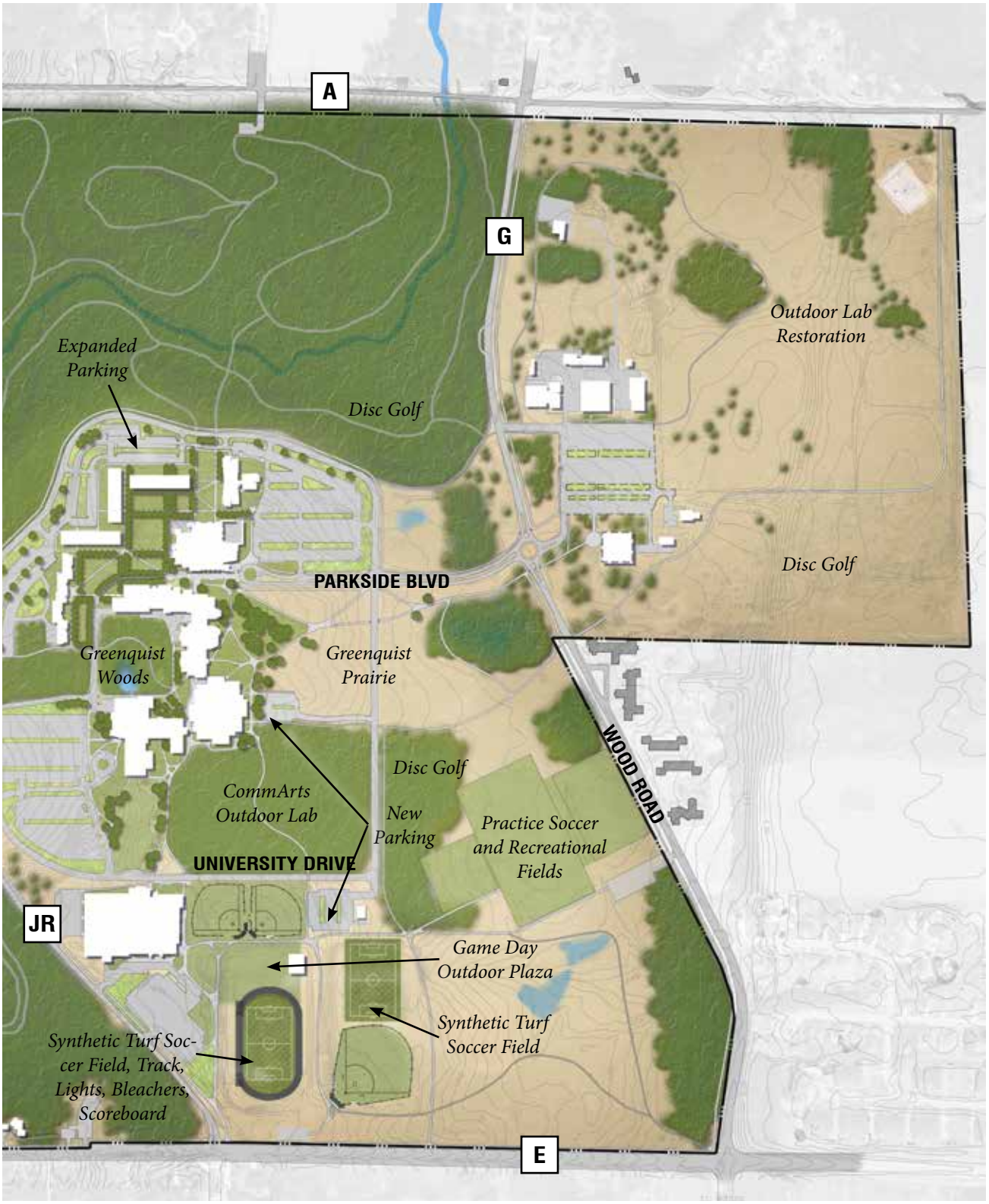
Parking

To maintain the current level of parking service and given a projected student enrollment increase, it is anticipated that the campus will need to over time accommodate an increase in parking demand as well as provide greater convenience and accessibility. The master plan recommends a modest increase in the parking supply, with parking expansions east of Wyllie Hall, in the athletics and recreational complex, and with the reconstruction of the University Apartments.

Bicycle and Trail Network

The master plan recommends that the paved bicycle and nature trail networks expand inside campus and better connect to the regional trail networks.

Wyllie Hall Main Place has open views into CommArts Woods.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Outdoor Lab Restoration
Expanded Parking
Disc Golf
Disc Golf
PARKSIDE BLVD
Greenquist Woods
Greenquist Prairie
WOOD ROAD
Disc Golf
CommArts Outdoor Lab
New Parking
Practice Soccer and Recreational Fields
UNIVERSITY DRIVE
JR
Game Day Outdoor Plaza
Synthetic Turf Soccer Field
Synthetic Turf Soccer Field, Track, Lights, Bleachers, Scoreboard
E

PROJECT PHASING

The master plan proposes a strategic project phasing based on university priorities, financial and institutional capacities, and necessary project sequencing.

- Building renewal and academic space improvements dominate the early phases but extend throughout the 20-year horizon and beyond. Molinaro, Greenquist, and Wyllie Halls have utility systems of similar age and condition that will systematically reach the end of their expected lives. Building renewal and academic space improvements will likely occur in at least two phases for each building. Academic building renovations and repurposing are distributed throughout the master plan horizon as building renewal projects cycle through each academic core building.
- Housing facility investments are late in the master plan phasing indicating when the University Apartments buildings will reach the end of their expected lives and will require replacement and expansion.
- Many athletics, recreation, outdoor lab, and other open space projects may occur at any time that gifts or grants funding is available.

The listed project phasing is based on what is known at the time of master planning. In particular, the first phase of the implementation is best understood and most likely to occur as indicated. As subsequent phases are undertaken, changed conditions will start to more significantly affect the phasing of projects. As new information is discovered through feasibility studies, additional projects may be identified that are of greater urgency and revised biennial priorities will supersede the implementation plan contained in this document.

This implementation plan captures a snapshot in time and is based on existing conditions and priorities. Future capital planning will reflect evolving conditions and priorities and new information.

Prelude

Ongoing facility improvement projects will advance the campus master plan goals even before the first six-year phase.

- Instructional Space – Chemistry Lab

Short Term (0-6 Years)

In the first six-year phase (2015-2017 through 2020-2022), the cycle of building renewal projects in Wyllie, Greenquist, and Molinaro Halls will begin. Wyllie Hall will lead the cycle with the Wyllie Hall Renewal and Academic Success Project.

- Wyllie Hall Renewal and Academic Success Project
- Wyllie Hall Infrastructure Repairs

Mid Term (7-12 Years)

In the second six-year phase (2021-2023 through 2026-2028), the cycle of building renewal projects in Wyllie, Greenquist, and Molinaro Halls will continue. Greenquist Hall will follow with an initial round of lab modernization. Two unused structures at the campus edges will be demolished.

- Greenquist Building Renewal Phase I

Long Term (13-18 Years)

In the third six-year phase (2027-2029 through 2032-2034), the cycle of building renewal will continue when Molinaro Hall classrooms are consolidated and improved. The residential complex will be transformed with the phased replacement of University Apartments and the renovation of the residential quadrangle.

- Molinaro Building Renewal Phase I
- Replacement Apartments Phases I, II, and III Construction

Future (19+ Years)

At the end and beyond this master plan 20-year horizon, the cycle of academic building renewal projects will end with the third phase in Wyllie Hall and the second phases in Greenquist and Molinaro Halls. After the master plan horizon, the future role of Tallent Hall and its parking will be assessed and determined.

- Wyllie Hall Phase III
- Greenquist Building Renewal Phase II
- Molinaro Building Renewal Phase II

Projects Dependent Upon Funding Availability

The following projects, which are relatively lower priority given pressing needs for scarce funds, will likely need to wait to be advanced until gift and/or grant funds can be secured. Thus, they will be unconstrained by the phasing of general fund and program revenue borrowing.

- Athletics and Recreation
  - Disc Golf Redesign – East and West of Wood Road
  - Game Day Outdoor Plaza and Concessions Facility
  - Soccer Field North of Baseball Field
- Outdoor Laboratories and Site Access
  - CommArts Woods Outdoor Laboratory Restoration
  - Restoration of Natural Areas and Designation as Outdoor Lab

JOIN UW-PARKSIDE AS IT BUILDS ITS FUTURE

The campus master plan charts the next two decades for UW-Parkside. The campus master plan also sets the overall campus vision, which will be achieved through many component projects.

The vision will be realized, incrementally over time. The master plan describes each project and how that project must be sequenced. The master plan vision informs all facility decisions, from the largest of building renovations to the smallest of landscape efforts.

It will take collaboration among the university and its many partners to achieve its strategic goals and implement this vision. The university seeks to deepen its partnership with the State of Wisconsin, the Kenosha and Racine County communities, students, alumni, and friends.

The past growth and improvement of the campus has been supported by the generosity of the State of Wisconsin, philanthropic partners, and the university's dedicated students, alumni, and friends. The campus master plan's recommended projects provide new opportunities for alumni and other friends to contribute to UW-Parkside in a remarkable and lasting way.

Preamble


Rita Tallent Picken
Regional Center for Arts and Humanities

SCOPE OF THE MASTER PLAN

To achieve UW-Parkside's academic and institutional objectives, the campus master plan provides a framework for open space, circulation, infrastructure, land use relationships, and building placement. Campus design guidelines ensure facility and land decisions are in support of the university's long-term mission, vision, and values. Implementation recommendations create an ambitious yet reasonable action plan based on realistic financial constraints.

This plan is to be a framework for future policy and development decisions. The campus master plan is not intended to be so constraining and prescriptive as to stifle creativity, analysis, and judgment. While some projects or constraints will inevitably arise that require adjustments, it is important that each campus project be examined throughout its design process in light of the guidance provided within this master plan.

Additionally, the plan and its graphics are not specific building or site designs and they do not predicate design solutions. The design standards within this master plan allow flexibility and imagination while ensuring consistent, sustainable, and quality implementation. It is a baseline that is intended to guide project designers while allowing and encouraging creativity.

However, the campus master plan must not be interpreted so loosely as to permit entirely different initiatives and conceptual directions. The goal is to achieve a balance between the campus master plan and the mutual decisions that must be reached throughout each project's development process. The skillful use of this master plan by university planners, designers, and facility managers will result in a functional, memorable, sustainable, and successful campus.

This campus master plan update will direct campus development and investment to meet the academic and campus needs and trends anticipated for the next 20 years. The master plan is intended to be a living document, re-examined and further updated as campus challenges evolve.

MASTER PLANNING PROCESS

Through an interactive and inclusive campus planning process, staff, faculty, and students defined the campus's physical future, assisted by the campus master planning team.

The master planning team helped campus constituents understand the pressing campus issues, analyze the campus buildings and site, interpret the university's strategic, academic, and enrollment plans, analyze existing and future space needs, and determine how best to meet the university's current and future academic needs within the existing campus footprint.

In response to this input and analysis, the campus master planning team prepared a preliminary master plan that included contrasting alternatives for campus evolution. Inspired by the opportunities uncovered in the draft master plan, staff, faculty, and students guided a consensus campus concept. The master planning team then refined this concept and created a project sequencing plan.

Master planning was inclusive and transparent in all stages. The master planning process was directed by a Core Team of university leadership and staff from UW System Capital Planning & Budget and the Division of Facilities Development. Core Team decisions were informed by a Master Plan Steering Committee. The master plan commenced by interviewing dozens of campus and community leaders. Scores more faculty, staff, students, and community members participated in workshops, open houses, presentations, and an online discussion site to confirm campus analysis and direct future decisions. An online discussion website and the university's website provided access to interim and final planning materials and facilitated interactive discussions during all stages of the master plan process.

As a result of this collaborative process, the campus master plan represents the consensus direction of multiple stakeholders within the campus and the community.

CONCERNS AND DREAMS

The campus master plan must address both the concerns and dreams of campus users and visitors. To quickly and comprehensively identify the campus's primary strengths, opportunities, weaknesses, and threats, the campus planning team interviewed hundreds of students, faculty, staff, and community residents in Fall 2013. The interviews occurred during small group sessions in an informal discussion format, during large group workshops, and during drop-ins. Participants were invited to discuss their concerns regarding the physical campus and how physical improvements could further UW-Parkside's academic goals.

Many issues resurfaced frequently. Below is summary of common stakeholder concerns and dreams.

Academics

Summary:

- Capitalize on strong programs in health sciences, pre-med, business, geosciences, exercise science and sport management, and theater, plus partnerships in nursing and pharmacy.
- Support emerging programs (Institute of Professional Educator Development, community/business partnerships)
- Poor quality of science classrooms, lab facilities – need updating.
- Campus IT infrastructure needs improvement.
- Tallent Hall location is too remote for regular academic use.

Goals for the Campus Master Plan:

- Build on Parkside's academic strengths for new and existing programs.
- Focus programs and facilities on existing student demographics and needs.
- Improve quality and functionality of classrooms and labs.
- Provide flexible academic facilities with integrated technology in both new and renovated space.

Student Affairs

Summary:

- Student Health and Counseling location is inconvenient.
- Academic/student support services lack appropriate facilities, access, visibility.
- Students need more amenities, more food and coffee options on south end of campus.
- Main Place is underutilized, lacks a clear, defined purpose.
- Student organizations, intramurals have low participation rates.
- There is a social split between commuters and residents.
- UW-Parkside is a safe campus, there is a low level of safety concerns.

Goals for the Campus Master Plan:

- Improve access and facilities for student academic services.
- Clarify the role of Main Place,
- Evaluate options for more food, amenities at Main Place and the Rita.
- Provide services and amenities for resident and commuter students.

Residential Life

Summary:

- 1,030 beds on campus. Residential occupancy consistent at 85%.
- Upper limit of 1,500 beds on campus, depends on future enrollment.
- Financing for new residential construction not available until 2022.
- University Apartments are being renovated but still lack elevators.
- University Apartments may need future replacement in 15-20 years.
- The residential quad is underutilized.

Goals for the Campus Master Plan:

- Improve residence halls to attract students.
- Provide for the future replacement of University Apartments.
- Improve and redesign the residential quad.

Athletics and Recreation

Summary:

- The Sports and Activity Center needs improvement (HVAC, locker rooms, food, booster suites, and student hangout space).
- Club sports are an important tool in student recruitment and retention.
- Disc golf is very popular for students and the public.
- Future programs planned for lacrosse, swimming, women's golf, triathlon.
- New sports will use existing facilities, perhaps leading to overuse of track field?
- Low event attendance, lack of visitor / spectator amenities on game days.

Goals for the Campus Master Plan:

- Prepare a realistic plan for outdoor facilities and new programs.
- Provide facilities that will improve the Game Day experience.
- Consider future synthetic turf field(s), lights, concessions, spectator stands.
- Evaluate moving Health, Exercise Science and Sport Management out of the Sports and Activity Center and into the academic complex.

Open Space

Summary:

- The campus landscape consists of old growth forest, woods, floodplain, wetland, restored prairie, and manicured landscape that vary in quality.
- Campus open space is used for a variety of purposes – academic and outdoor lab, study, recreation, habitat restoration, storm water management.
- Intrusion of roads and disc golf erodes the quality of woods and prairie areas.

Goals for the Campus Master Plan:

- Provide clear guidance on the function and aesthetics of campus natural features and the landscape.
- Provide high quality natural areas for outdoor study near the campus core.
- Minimize impact from disc golf on outdoor study and natural areas.
- Maintain the forest connection between Greenquist Woods and Pike River.
- Assess the potential for prairie restoration on the northeast campus.
- Activate outdoor campus quads and connect to internal circulation, spaces.

Circulation and Parking

Summary:

- Student Center and Rita lots > 90% utilization.
- SAC West, SAC South and Tallent Lot < 60% utilization.
- Conflict between commuter, visitor, resident, and event/ community parking.
- Existing bus drop-offs at Student Center, Tallent Hall need re-design.
- Parking fees can't cover maintenance costs. Parking fees also fund shuttles.
- Generally accessible campus, ADA parking too remote from center.
- Low bike commuting, need better bike storage.

Goals for the Campus Master Plan:

- Address distribution and location of commuter, visitor, and resident parking.
- Improve campus visitor parking and convenience of ADA parking.
- Improve campus bus drop-offs and locations relative to parking, facilities.
- Maximize connections / efficiency of campus and regional transit service.
- Evaluate options for future use of South University Drive.

Utilities and Sustainability

Summary:

- Campus utilities have adequate capacity for growth, but some distribution and pressure concerns.
- Facility mechanical, electrical, plumbing, and telecommunications systems are 40+ years old, likely to need replacement in next 20 years.
- Campus information technology/data infrastructure capacity and distribution is not adequate.
- Field House not air conditioned.
- Campus storm water management concerns.

Goals for the Campus Master Plan:

- Coordinate recommendations with infrastructure capacity, upgrades.
- Connect buildings to central utilities where appropriate
- Consider alternative energy strategies for campus.
- Develop innovative storm water strategies that exceed minimum standards and address flood risk mitigation.
- Use campus to demonstrate regionally appropriate sustainable technologies.

Campus Character

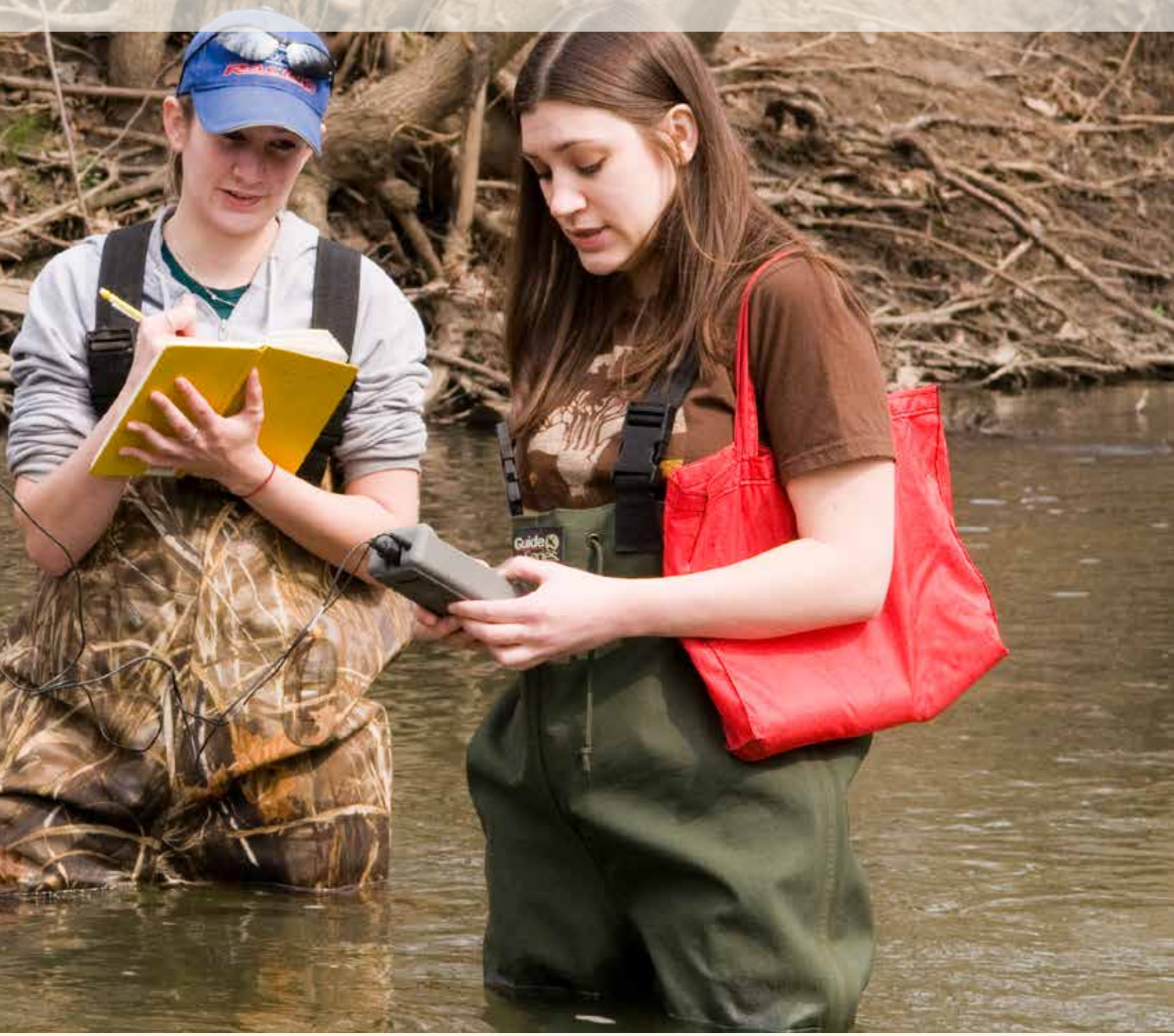
Summary:

- An academic complex surrounded by nature – a "Machine in the Garden" was the original campus design intent.
- Strong, well-integrated, and cohesive architectural expression.
- 'Mega-building' form can be difficult for wayfinding, functional identity.
- Visual character of campus edges varies, athletics district lacks presence.
- 1970s "Mall-like" image needs updating.

Goals for the Campus Master Plan:

- Preserve the image of an academic complex surrounded by nature.
- Update the campus and facilities to function for 21st century students.
- Enhance campus edges and entrances to convey the campus experience.
- Create a stronger sense of place in outdoor spaces and quads.

Framework



BRIEF HISTORY OF UW-PARKSIDE FACILITIES

The University of Wisconsin has had a presence in southeastern Wisconsin since 1933 when it established two-year centers in Racine and Kenosha. For years, residents in the communities were eager for a university that offered a four-year degree. Finally, in 1965, the Wisconsin Legislature passed a bill merging the two centers and creating the University of Wisconsin-Parkside.

Site selection for the new campus was carefully determined by a commission that decided on a beautiful 720-acre parcel equidistant between the Kenosha and Racine downtown areas. Founding Chancellor Irvin G. Wyllie thoughtfully selected the name "Parkside" to represent the picturesque campus and to exhibit service to all of southeastern Wisconsin.

Nationally known architect Gyo Obata designed the graceful complex with a major library/learning center at its heart. Ground was broken for Parkside in late 1967 and on July 1, 1968, the University of Wisconsin-Parkside was officially founded.

"Parkside is a perfect example of the Wisconsin idea … bringing the university to the people. And the people of this region have demonstrated that they want it."
Fred Harvey Harrington, University of Wisconsin President, 1970

1969 Master Development Plan

The university operated under its initial 1969 master development plan until the 2006 update. The initial master plan formed the campus we see today. While many of the principles of this plan have served the campus well, other base assumptions and initiatives have changed or are no longer relevant. This master plan builds upon the successes of the campus and sets forth a plan for the next 20 years of UW-Parkside's evolution and development. The Master Development Plan of 1969 put forth six premises that formed the basis of that plan. In large part, these are still relevant in the campus environment today, and will remain so as the campus evolves in the future. These include:

- Relationships – "The location of facilities should enhance their role and function; locational decentralization and functional integration should be the keys to the plan."
- Site Use – "The plan should reflect the topography of the site and take advantage of its natural beauty."
- Circulation – "Heavy vehicular and pedestrian traffic must be accommodated quickly and efficiently."
- Flexibility – "The design concept should provide a system for development that will accommodate institutional change."
- Phasing – "The plan should be valid – the campus should function well – at any stage of development."
- Expression – "A warm, humane, and stimulating environment must be achieved, reflecting concern for the individual, and recognition of the interdependence of all members of the university community."

By far, the most successful and prominent manifestation of these premises on the campus today is the core group of campus buildings that were constructed between 1969 and 1973. Greenquist, Molinaro, and Wyllie Halls and the Communication Arts building (the last since renamed the Rita Tallent Picken Regional Center for Arts and Humanities) are essentially the first phase of the original development plan. These strikingly elegant buildings reflect the university's original mission to encourage a multidisciplinary education by forming "routes" for both learning and logical building expansion. This connectedness and a clear commitment to building cohesiveness created distinct period architecture that is worth both preserving and perpetuating.

The areas in which the evolution of the campus have diverged from this earlier planning effort are predominantly related to anticipated student populations and the nature

of the vehicular circulation and parking system. It was anticipated that university enrollment would reach 25,000 students by the year 2000, and campus phasing plans were intended to accommodate this growth. Today's student population of approximately 4,600 requires more modest infrastructure than was originally planned.

Similarly, the original vehicular circulation and parking system plan accommodated up to 13,000 parked vehicles on campus within remote lots and included a shuttle system to provide transport to the campus core. Students, faculty, staff, and visitors were afforded access to campus buildings via an outer loop road and drop-off areas that did not include parking within the loop. Service vehicles were accommodated through an inner loop road intended for service vehicles only. As the campus developed, the Inner Loop Road and a portion of the Outer Loop Road were completed. Parking areas were developed within the Outer Loop Road, not as originally planned in consolidated remote lots.

2006 Campus Master Plan

The 2006 campus master plan built upon the sound principles of the 1969 Master Development Plan while identifying needed improvements to the campus image, improvements to wayfinding and circulation, and appropriate placement of new buildings and amenities.

The 2006 campus master plan also put forth premises that formed the basis of that plan and are still relevant in the campus environment today, and will remain so as

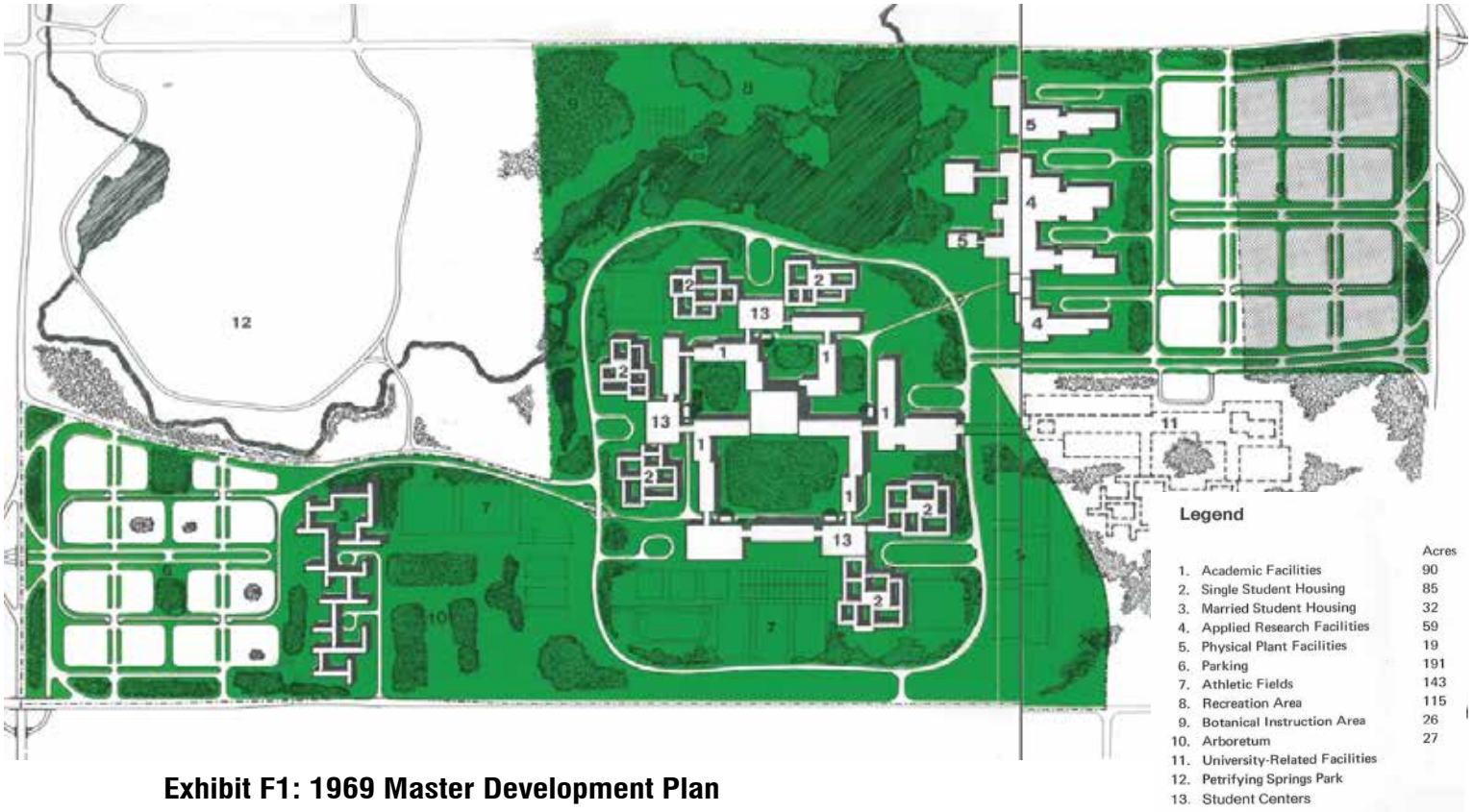


Exhibit F1: 1969 Master Development Plan

the campus evolves in the future. These include:

- Enhance UW-Parkside's image and identity through better vehicular and pedestrian wayfinding and circulation.
- Keep the campus "green" and promote an ethic of sustainability.
- Promote a more unified campus community through careful planning and design.

The 2006 campus master plan guided the campus through significant improvements in academic, residential, and student life space and wayfinding and circulation.

In the early 2000s, the campus experienced a phase of building construction not seen since the original campus was developed. The 2008 Student Center expansion included a complete renovation and addition of approximately 53,000 GSF. Pike River Suites (2009) provided an additional 250 campus beds. The Rita Tallent Picken Regional Center for Arts and Humanities (the Rita) (2011) added 71,800 GSF in two separate additions to the original 1973, 107,750 GSF Communication Arts Building.

Also completed were major changes to the existing campus roadway network. The revised roadway system created a single, easily navigated campus loop road connecting all major buildings and parking areas. This roadway was formed from portions of the former Inner and Outer Loop roads. One major campus entry road off Wood Road, named Parkside Boulevard, was completed with the Student Center Addition. The second major entrance, Avenue of the Arts, was constructed as part of the Rita project.

The university, UW System, and Division of Facilities Development chose to update the campus master plan since most recommendations of the 2006 plan had been implemented and there was no current campus space needs analysis.

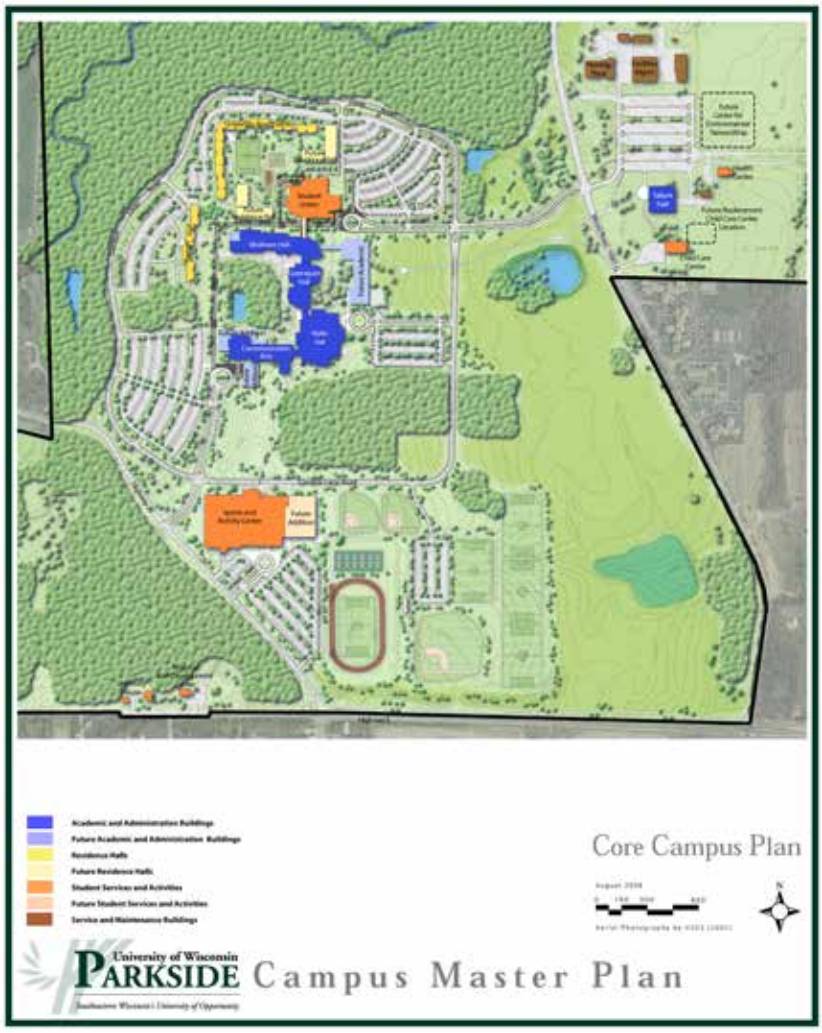


Exhibit F2: 2006 Campus Master Plan

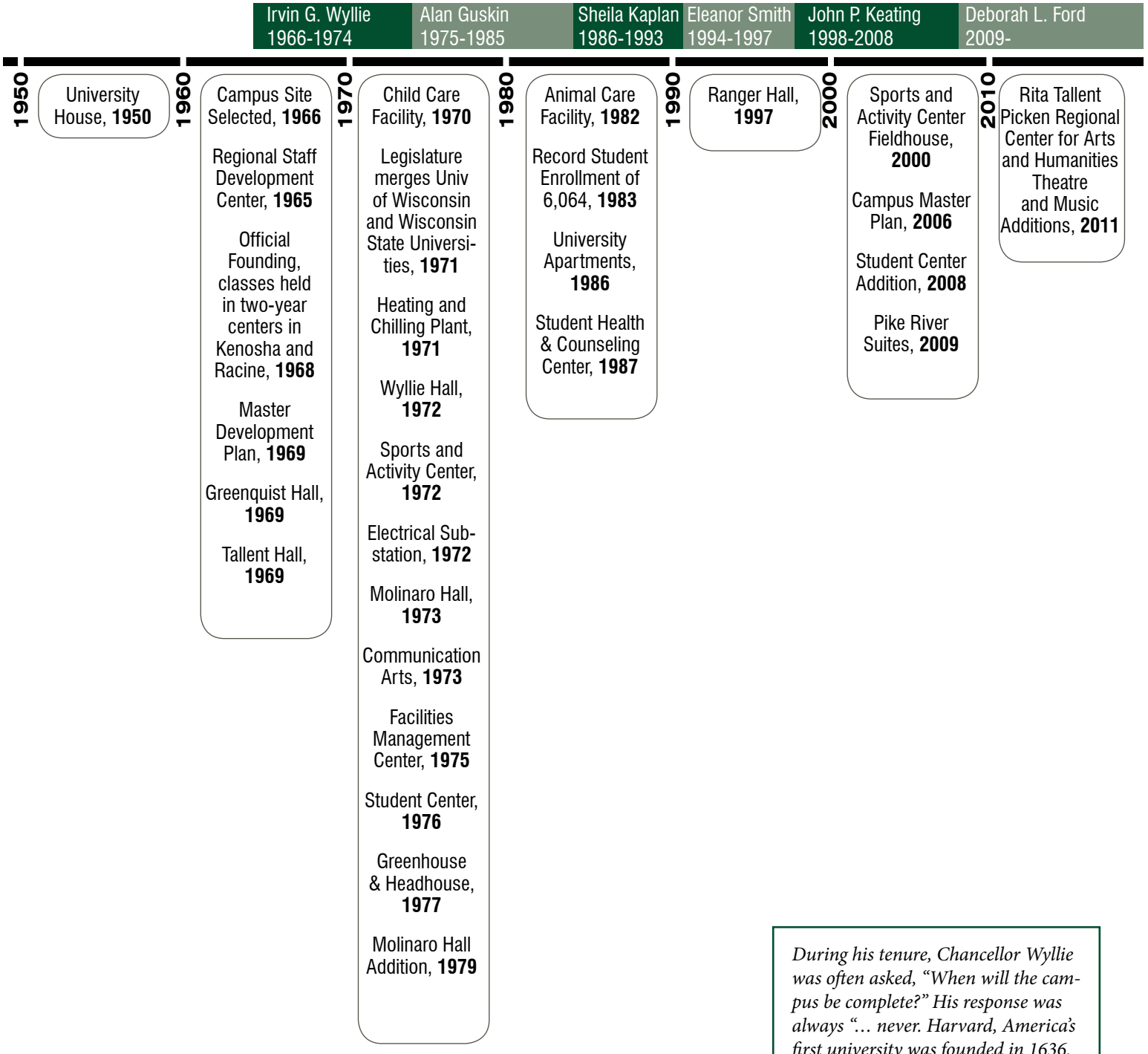


Exhibit F3: Campus Development Timeline

During his tenure, Chancellor Wyllie was often asked, "When will the campus be complete?" His response was always "… never. Harvard, America's first university was founded in 1636. It is still a developing university, as Parkside will be through many years and many future generations."

STUDENT ENROLLMENT AND PROGRAM GROWTH

Student Enrollment Growth and Change

UW-Parkside has historically served a large percentage of students that are commuting, part-time, first generation, underrepresented, and low income. These populations tend to have inconsistent enrollment patterns. In addition, the university is highly impacted by demographic shifts in its two largest K-12 feeder schools – Kenosha Unified School District and the Racine Unified School District. The fluctuations in UW-Parkside's enrollment patterns closely parallel the shifts in the number of eligible high school graduates in UW-Parkside's feeder high schools. In addition, in 2011, the university made the intentional decision, based on analysis of retention-related data, to slightly change the academic profile of the incoming traditional freshman as a part of its plan to improve student success. Admissions criteria were designed to attract students with the greatest likelihood to succeed. As a result, enrollment declined slightly, but student persistence increased significantly. The regional demographic shifts and strategic decisions related to the academic profile, explain why UW-Parkside's student enrollment has varied but has remained relatively flat, with an average enrollment of approximately 5,100 students since its founding.

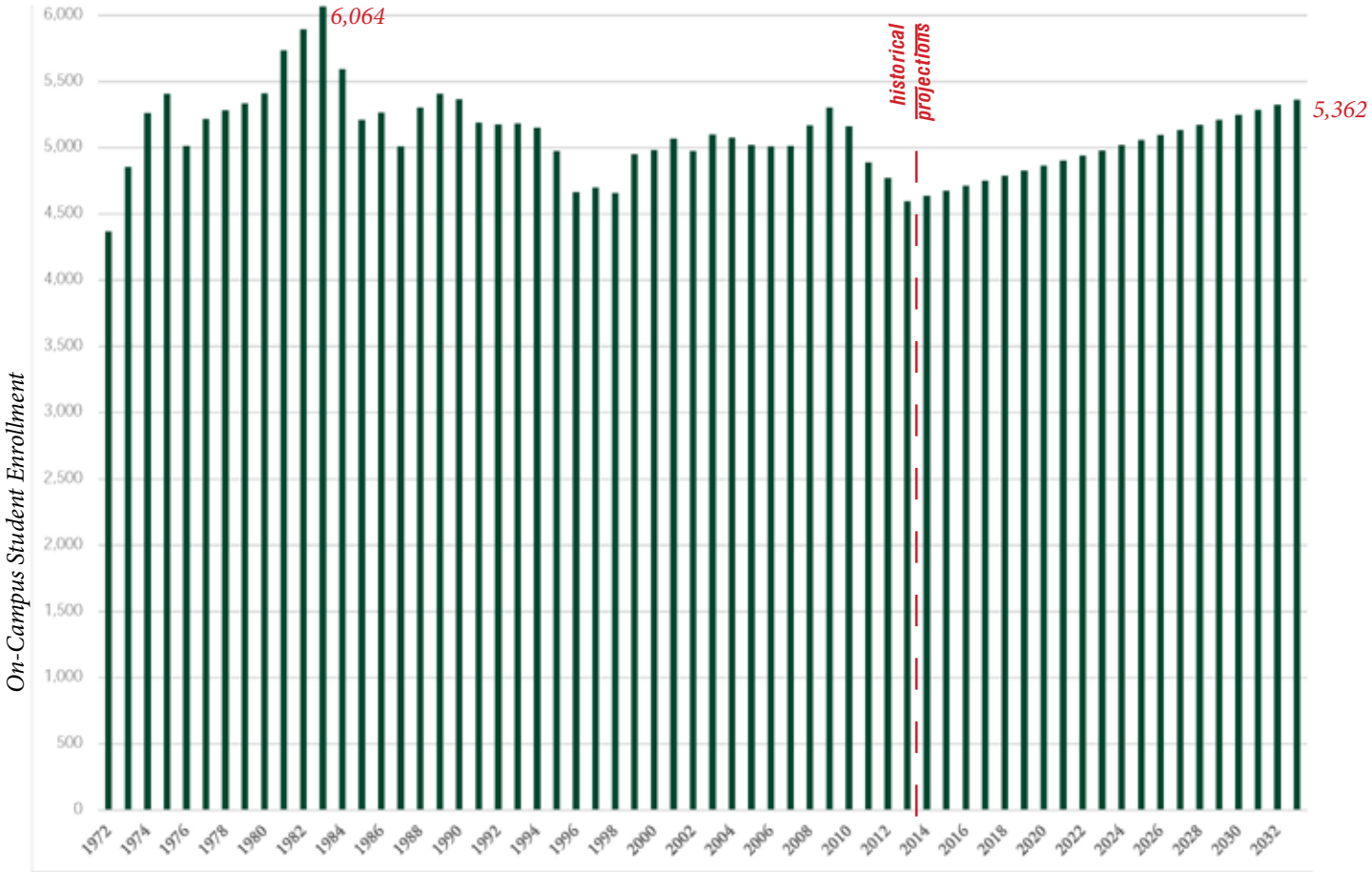


Exhibit F4: Student Enrollment Growth, On-Campus, 1972-2013, Projected through 2033

Over the life of the master plan, UW-Parkside anticipates moderate growth in student enrollment, climbing from the 4,595 students in Fall 2013 to 6,562 students. The anticipated growth in enrollment is based on the university's Strategic Enrollment Plan strategies, which include systematic efforts to increase retention rates to bring them into alignment with UW-Parkside's sister institutions within the UW System. Through its Strategic Enrollment Plan strategies, UW-Parkside is confident it will achieve its modest growth goals in the 20 year time frame of the campus master plan. Another significant component of growth is expected to be on-line learners, growing from 25 students to 1,200 students in the next twenty years. The resulting on-campus student enrollment is anticipated to grow to 5,362, a 17 percent increase, but still below historical peaks.

Space Category	Total ASF	Percent
Classroom and Service	59,533	7%
Teaching Lab	84,536	10%
Open Lab	11,474	1%
Research Lab	13,365	2%
Academic Offices	55,110	7%
PE/Rec and Athletics	119,351	14%
Other Academic Space	20,286	2%
Admin Office and Service	46,465	6%
Library	78,089	9%
Assembly and Exhibit	51,368	6%
Student Center	74,895	9%
Health Care Facility	1,921	0.2%
Physical Plant	54,648	7%
Other Admin	26,714	3%
Residence Hall	183,120	22%
Outside Organizations	4,318	1%
Inactive/Conversion	13,568	2%
Assignable Square Feet Total	839,228	
Gross Square Feet Total	1,490,884	

Assignable Square Feet

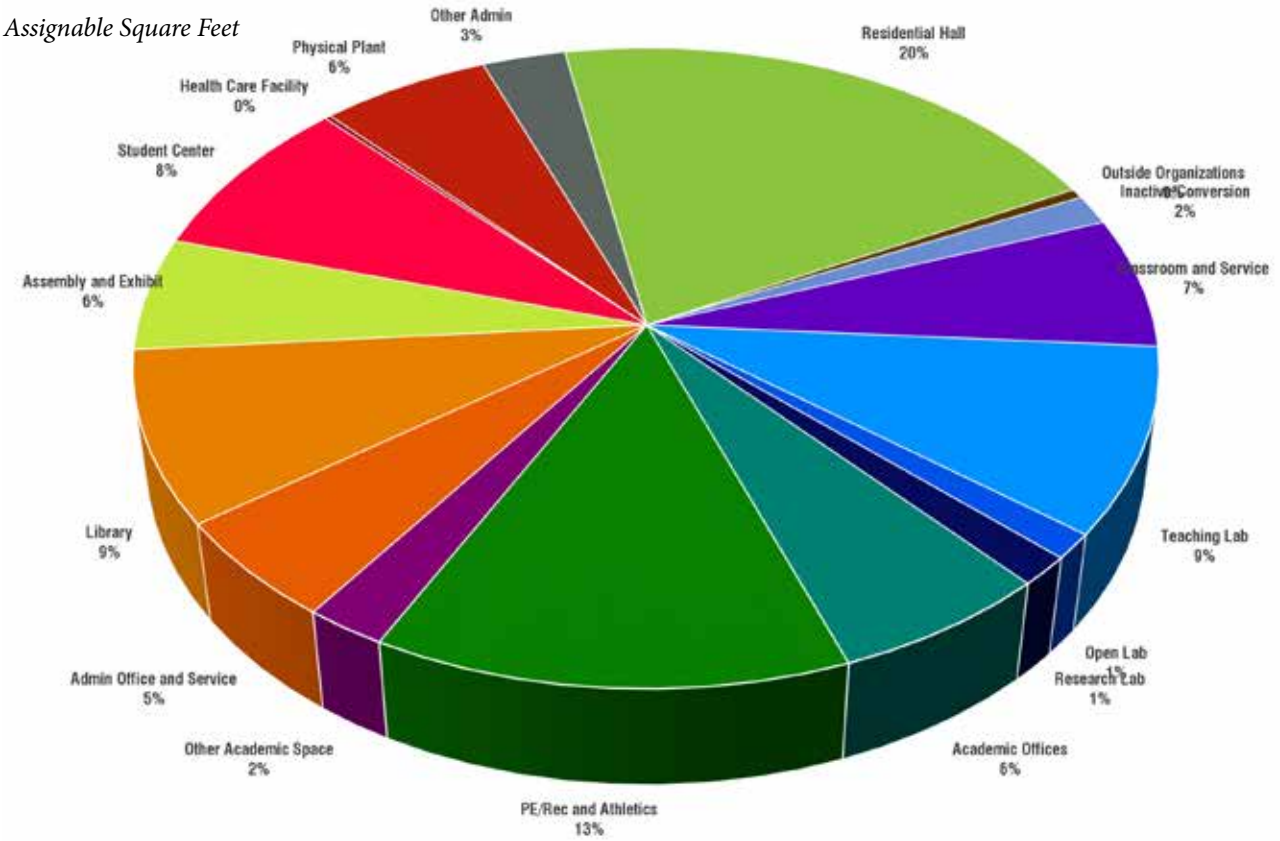


Exhibit F5: Current Space Use Distribution

Faculty growth is projected to increase at the same rate as the student population. Support staff employee types are projected to grow at a rate half that of faculty growth. Faculty and staff numbers are expected to grow from 690 to 840 over the master plan horizon.

Current Space Use

The university has 839,228 assignable square feet (ASF) on 720 acres. Within this, it is instructing, housing, entertaining, and providing parking for the existing on-campus student enrollment, and providing workspace and parking for the existing faculty and staff.

Room type and use by Facilities Index Classification Manual (FICM) codes were documented and mapped for all academic and student support buildings on campus. Exhibit F5: Current Space Use Distribution charts the room type and use campuswide. Exhibit F6: Current Space Use by Room maps each room by its current use.

The primary classroom building is Molinaro Hall, containing 36 of the campus's 60 classrooms. The Rita has 10 classrooms, and Greenquist Hall has 8 classrooms with all but one on the D1 level. The Sports and Activity Center and Tallent Hall have only 3 classrooms each.

The campus's 60 teaching laboratories are more evenly spread out among three buildings – Greenquist Hall (26), Molinaro Hall (15), and the Rita (13). The remaining are located in Wyllie Hall D1 level (4), and the Sports and Activity Center (2).

Academic offices are distributed on the upper floors of Molinaro and Greenquist Halls and the Rita.

Tallent Hall

L2 Level

L1 Level

Not to scale

LEGEND

- TEACHING LAB
- OPEN LAB
- RESEARCH LAB
- CLASSROOM AND SERVICE
- ACADEMIC OFFICES
- PE, REC AND ATHLETICS
- OTHER ACADEMIC SPACE
- CIRCULATION
- HEALTH CARE FACILITY
- PHYSICAL PLANT
- ADMIN OFFICE AND SERVICE
- LIBRARY
- ASSEMBLY AND EXHIBIT
- STUDENT CENTER
- OTHER ADMIN
- OTHER SPACE

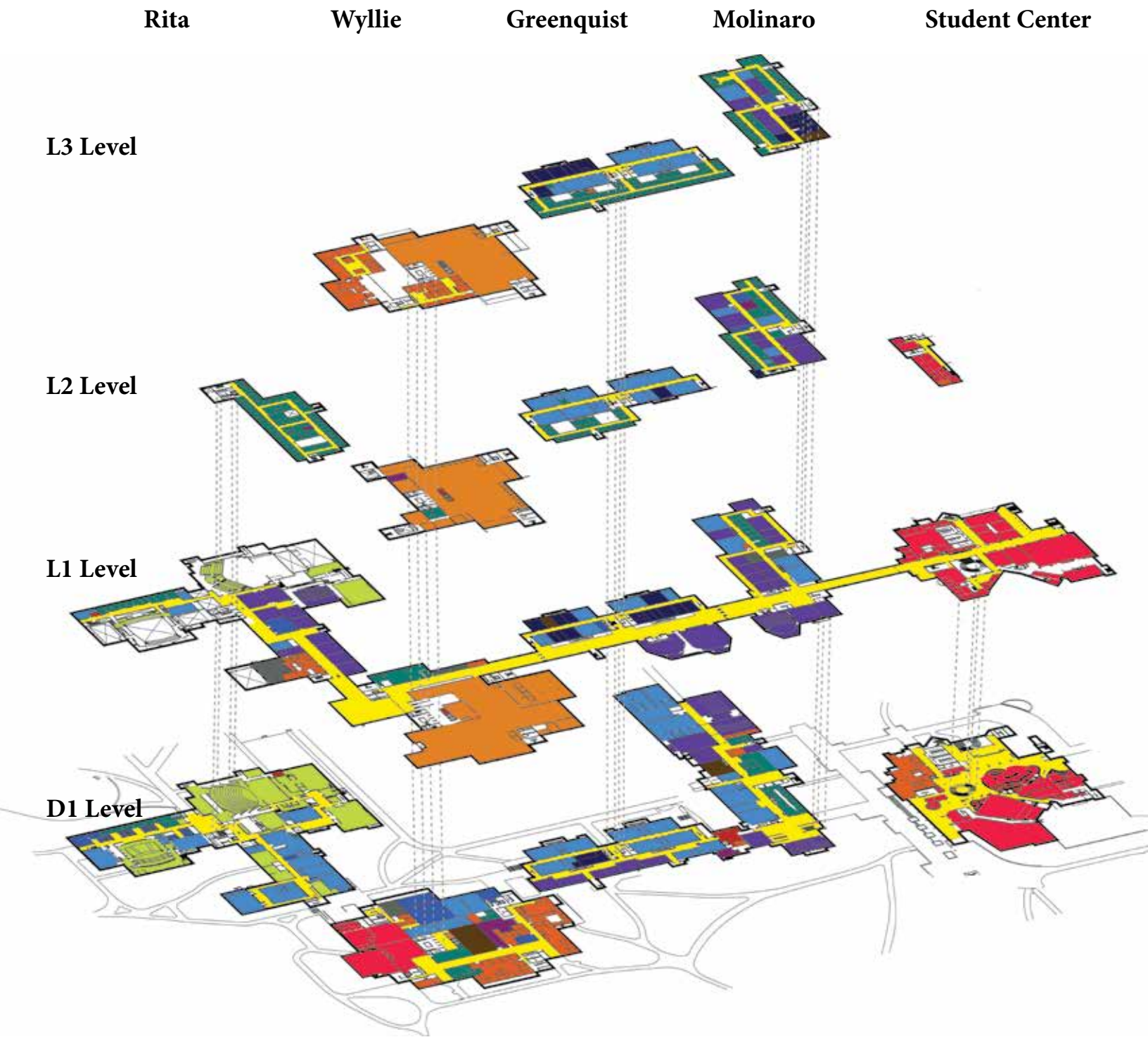


Exhibit F6: Current Space Use by Room

Academic Space Utilization

To understand how effectively the university is using its existing academic spaces, the master plan team analyzed the utilization of classrooms and teaching laboratories.

The campus's 60 classrooms averaged 14 weekly seat hours. Per UW System Capital Planning & Budget guidelines, justification for an expansion can be made when the use exceeds 23.5 weekly seat hours. This metric is equivalent to a properly sized classroom being at least two-thirds full for at least 35 hours of scheduled use per week. UW-Parkside is well below the threshold to consider constructing additional classrooms. Similarly, the 60 teaching laboratories analyzed averaged 7.1 weekly seat hours. Per UW System Capital Planning & Budget guidelines, justification for an expansion can be made for a similar type of lab when the use exceeds 19.2 weekly room hours, the equivalent of having a properly sized room being used at least 80% full for at least 24 hours per week. UW-Parkside is well below the threshold to consider constructing additional teaching labs of similar to existing types.

Nearly all classrooms and teaching labs are below both current and more stringent guidelines being considered. In the accompanying graphic, the classrooms (purple) and teaching labs (blue) that have a room utilization that is below average for UW-Parkside are indicated. The master plan recommends that the university assess these underutilized spaces and determine their potential for renovation or repurposing relative to instructional space quality and technology to support current and anticipated pedagogy as well as other uses.

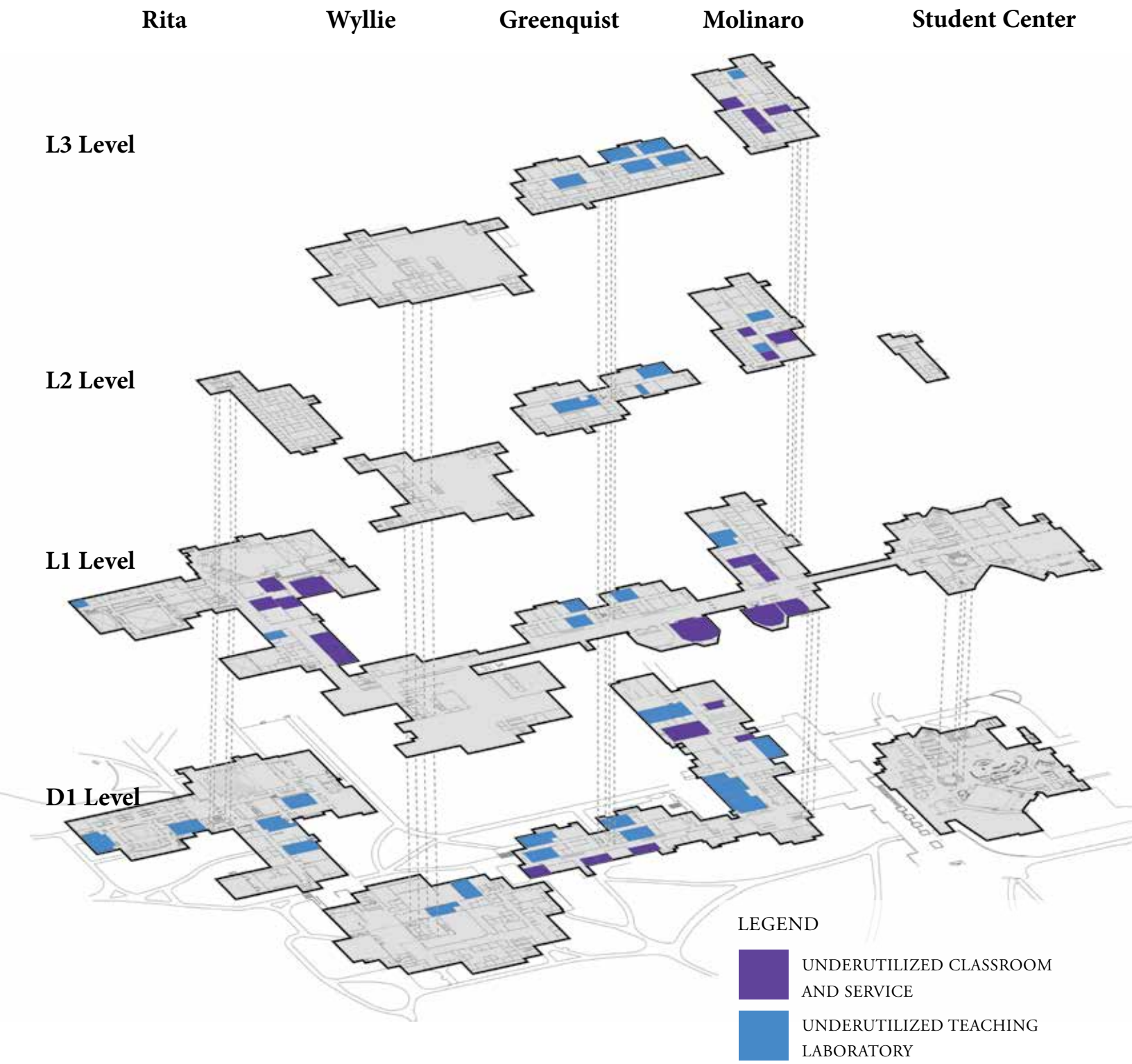


Exhibit F7: Currently Underutilized Classrooms and Teaching Laboratories

Current Space Needs

The university is serving its current student enrollment within its existing spaces. To determine how the amount of facilities at UW-Parkside compares to normative guidelines, the campus master planning team assessed the amounts and types of spaces that UW-Parkside would be advised to have, given its current on-campus enrollment and the programs of study it now offers.

Applying normative space guidelines and Paulien & Associates' experience at institutions similar to UW-Parkside, Paulien & Associates estimated the amount and type of space that the university would be advised to have had given its Fall 2013 student enrollment level. Application of the guideline analysis calculated the space needs both campus wide and at a college level. At the base year, Fall 2013, with an on-campus enrollment of 4,595 students, the campus had an overall space surplus of nearly 130,000 assignable square feet (ASF).

The space surplus is not uniform across space types. Academic spaces such as classrooms, laboratories, and academic offices show a significant surplus of over 70,000 ASF, with most of that in teaching laboratories.

Additionally, there is a surplus in academic support space, such as administrative offices, library, recreation, athletics, and student center. There is a current surplus of nearly 60,000 ASF of academic support space, when comparing existing space with what would be expected for a university with the current enrollment. The largest surpluses are in assembly and exhibit.

In short, the campus has more than sufficient space needed for instruction of the current student enrollment.

Future Space Needs

With an understanding of current and future enrollment and how existing space compares against normative guidelines, Paulien & Associates projected the space needed on campus at the projected future enrollment level. In the future when enrollment reaches 5,362 on-campus headcount students, the university's space surplus will decrease to almost 73,000 ASF, spread across all space categories. In academic spaces, there will be a surplus of approximately 30,000 ASF of classrooms, labs, and academic offices.

There is current capacity to meet future enrollment targets. Existing classrooms and teaching laboratories are underutilized per UW System Capital Planning & Budget guidelines, so expansion of either is not justified. The campus will have modest future space needs in academic offices (due to the expansion of faculty positions for on-line instruction), PE/Recreation and Athletics, and the Student Center. There is opportunity to increase utilization of classrooms and teaching laboratories through conversion and/or consolidation of space.

It must be noted that the space needs analysis measures the quantity and utilization of the university's facilities. It does not address the quality of each given space type to adequately support the university's mission and particularly changing teaching and learning patterns.

See the "Space Needs Planning for the Campus Master Plan" report for more information and analysis regarding the space utilization study and the future space needs.

Exhibit F8: Space Needs Analysis

	2013			2033		
Space Category	**BY Existing ASF**	**BY Guideline ASF**	**Surplus/ (Deficit)**	**TY Guideline ASF**	**Surplus/ (Deficit)**	**Percent Surplus/ (Deficit)**
Academic Space						
Classroom & Service	59,533	45,993	**13,540**	53,007	**6,526**	11%
Teaching Laboratories	84,536	35,897	**48,639**	40,920	**43,616**	52%
Open Laboratories	11,474	9,538	**1,936**	10,725	**749**	7%
Research Laboratories	13,365	13,235	**130**	13,235	**130**	1%
Academic Offices	55,110	52,740	**2,370**	64,710	**(9,600)**	(17%)
PE/Rec & Athletics	119,351	119,351	**0**	131,651	**(12,300)**	(10%)
Other Acad. Space	20,286	16,548	**3,738**	19,385	**901**	4%
Academic Space Total	*363,655*	*293,302*	***70,353***	*333,633*	***30,022***	*8%*
Academic Support Space						
Admin. Offices & Service	46,465	36,935	**9,530**	38,695	**7,770**	17%
Library	78,089	66,877	**11,212**	74,337	**3,752**	5%
Assembly & Exhibit	51,368	27,451	**23,917**	27,451	**23,917**	47%
Student Center	74,895	71,535	**3,360**	80,431	**(5,536)**	(7%)
Health Care Facilities	1,921	1,839	**82**	2,154	**(233)**	(12%)
Physical Plant	54,648	46,568	**8,080**	40,846	**13,802**	25%
Other Admin. Space	26,714	23,845	**2,869**	26,810	**(96)**	(0%)
Academic Support Space Total	*334,100*	*275,050*	***59,050***	*290,724*	***43,376***	*13%*
CAMPUS TOTAL	**697,755**	**568,352**	***129,403***	**624,357**	***73,398***	*11%*
Child Care Center	*5,234*					
Inactive/Conversion Space	*8,334*					
Outside Organizations	*4,318*					

ASF = Assignable Square Feet

SITE FRAMEWORK

To understand the campus's physical configuration, the master planning team prepared system-by-system physical analyses. The physical campus analysis shaped how the planning team and the campus community assessed campus constraints and opportunities. This summary distills the important components of this analysis process. Each analysis category outlined on the following pages explores a particular system of the campus.

Topography and Drainage

The campus sits on the high point of the 720-acre campus. Water flows around the core academic complex into the Pike River. There are unbuildable slopes north of the northern loop road, but otherwise the most likely building locations are flat enough to consider development.

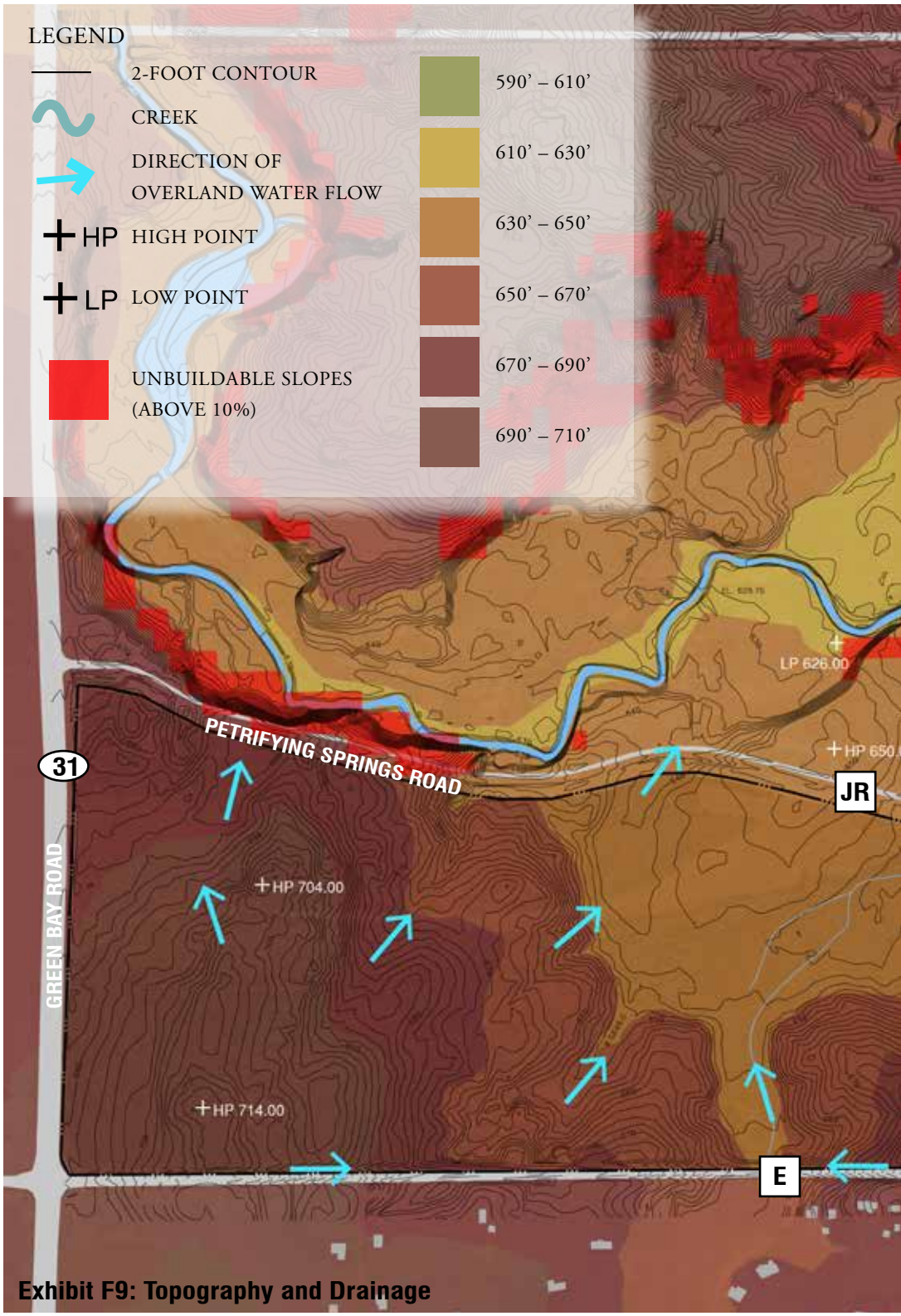
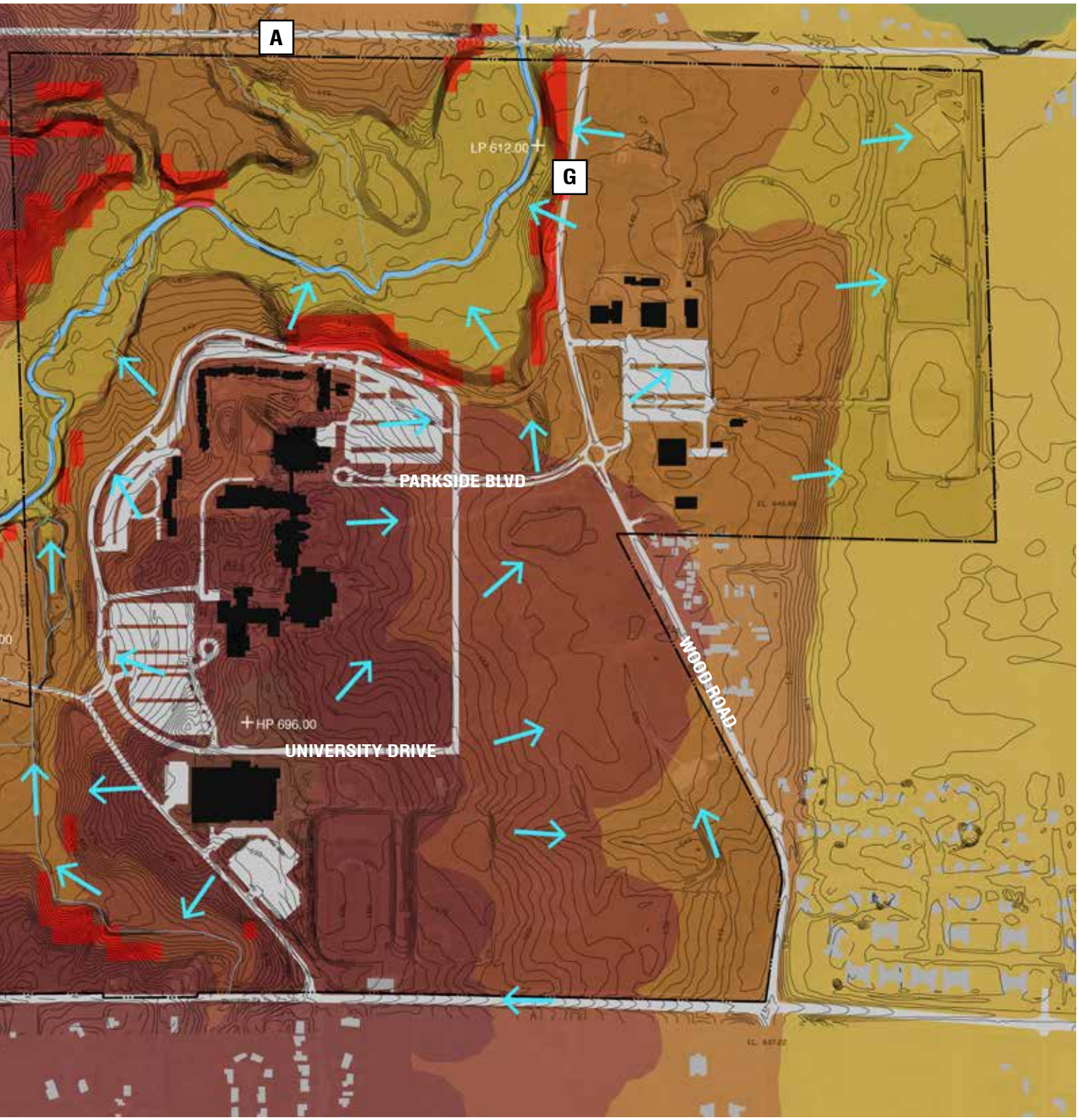


Exhibit F9: Topography and Drainage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Natural Landscape

The campus has a variety of open space types, including old growth forests, floodplain along the Pike River and its tributaries, upland restored prairies, and more ornamental landscape around the core campus. The area east of Wood Road encompasses a key geological feature – the former shoreline of Glacial Lake Chicago.

The landscape was a key component of the original 1969 Master Development Plan concept of a "Machine in the Garden". The quality of the campus setting, in conjunction with Petrified Springs Park provides a significant open space preserve and outdoor recreation asset for southeast Wisconsin.

The open space is regularly used as outdoor laboratories by many courses, primarily Biology and Geography, but also Philosophy and Art.

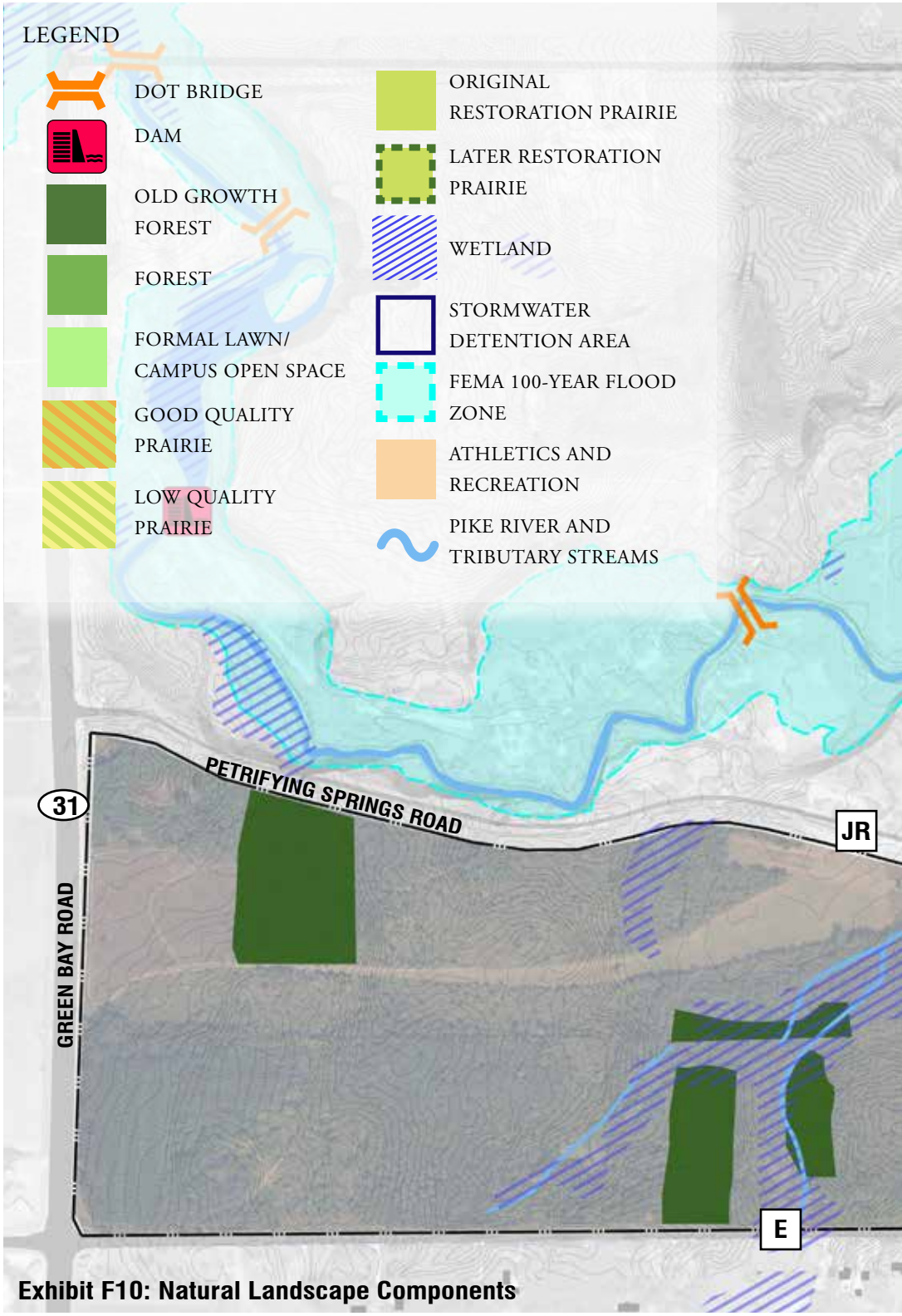

Exhibit F10: Natural Landscape Components


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Open Space Regulations

The UW-Parkside campus contains significant upland, lowland, and stream areas that have been designated for preservation by Kenosha County. Most of these regulated preservation areas overlap with the stable and valuable forest cover areas depicted in the 1969 Master Development Plan.

Known archaeological sites are located both on- and off-campus. Most sites are distant from the academic core. At the time that development projects are undertaken in the vicinity of known archaeological sites, additional investigation, documentation of findings, and monitoring of construction activities are warranted.

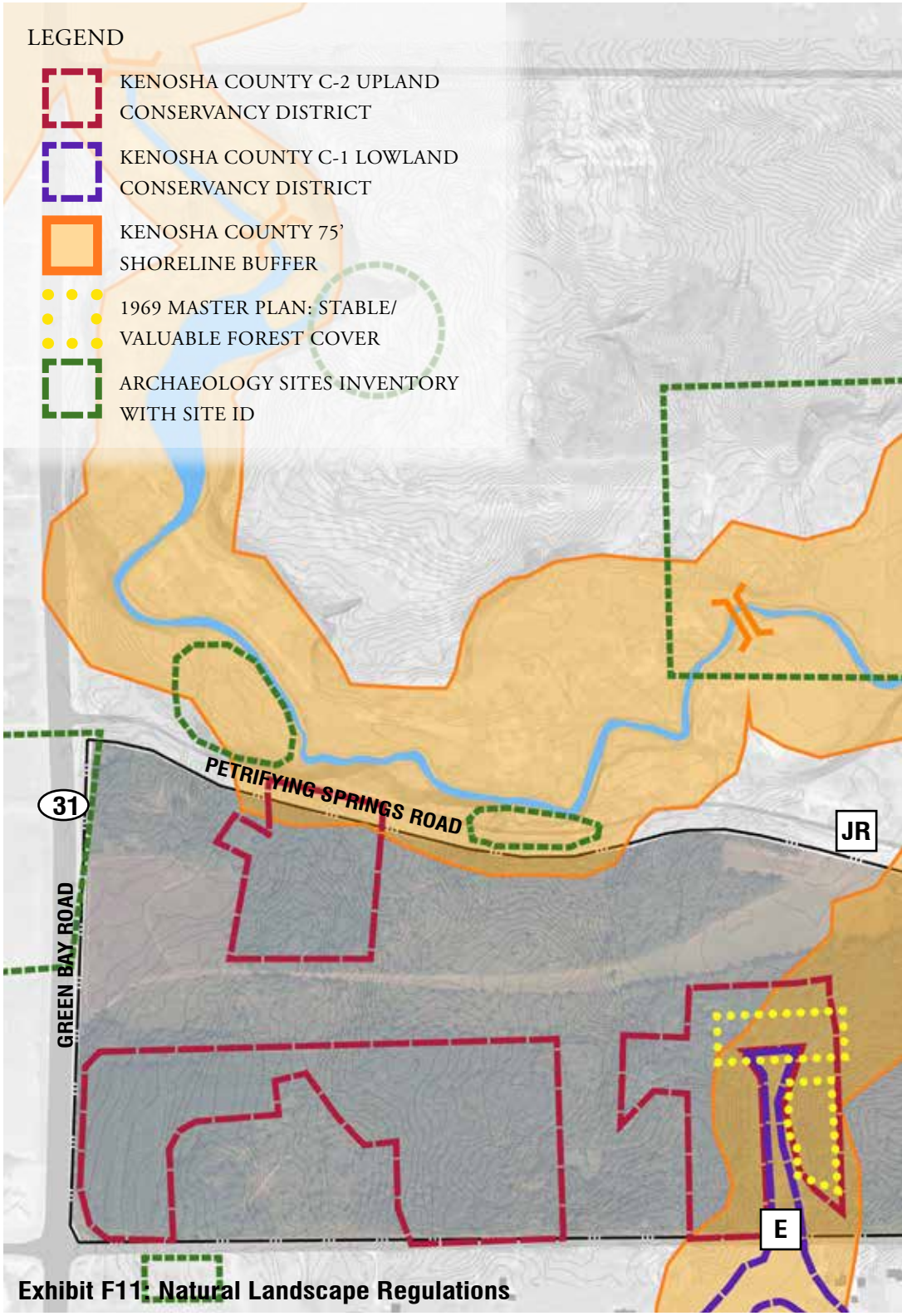
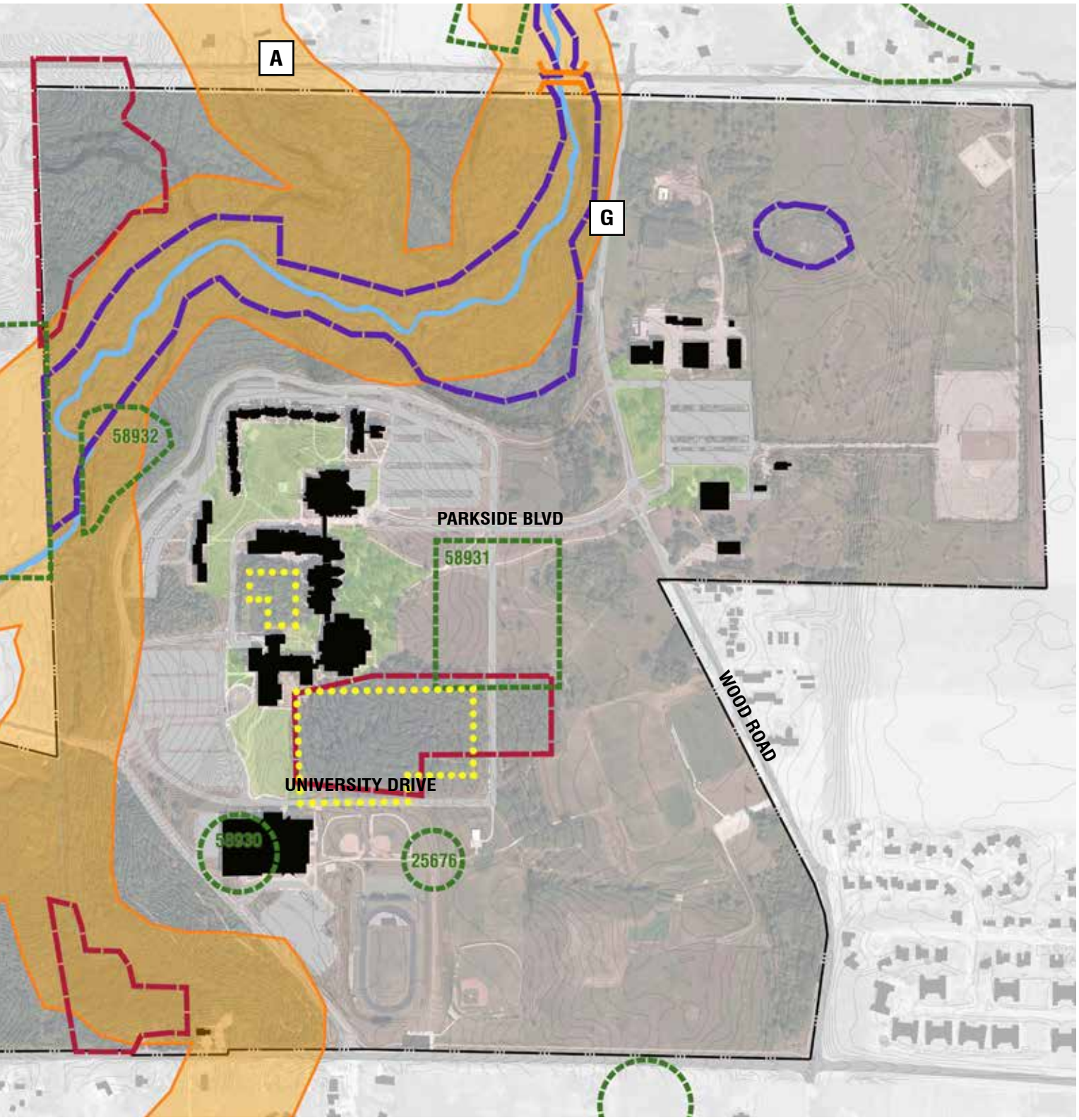


Exhibit F11: Natural Landscape Regulations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Edges and Campus Entryways

The campus has multiple entryways, all located far from buildings. Per the 2006 campus master plan, the Wood Road entry has become the campus's front door. The viewshed for visitors, faculty, staff, and students entering campus is important to maintain. The majority of the campus edges are very natural and are high quality. Sections of the campus edge that abut athletic facilities are views of parking lots and underdeveloped outdoor athletic facilities and could be upgraded to improve the visual image from those edges of the campus.

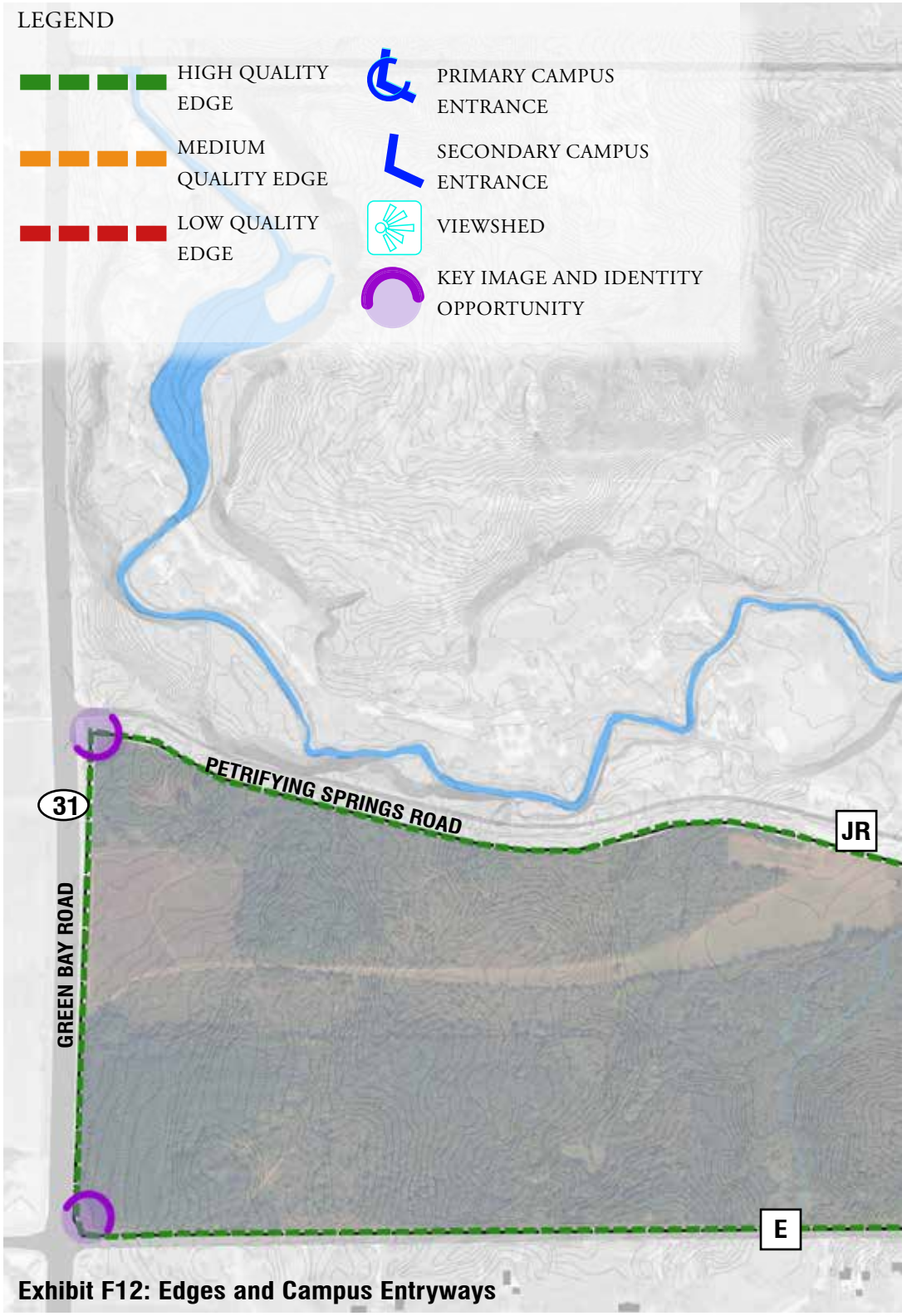
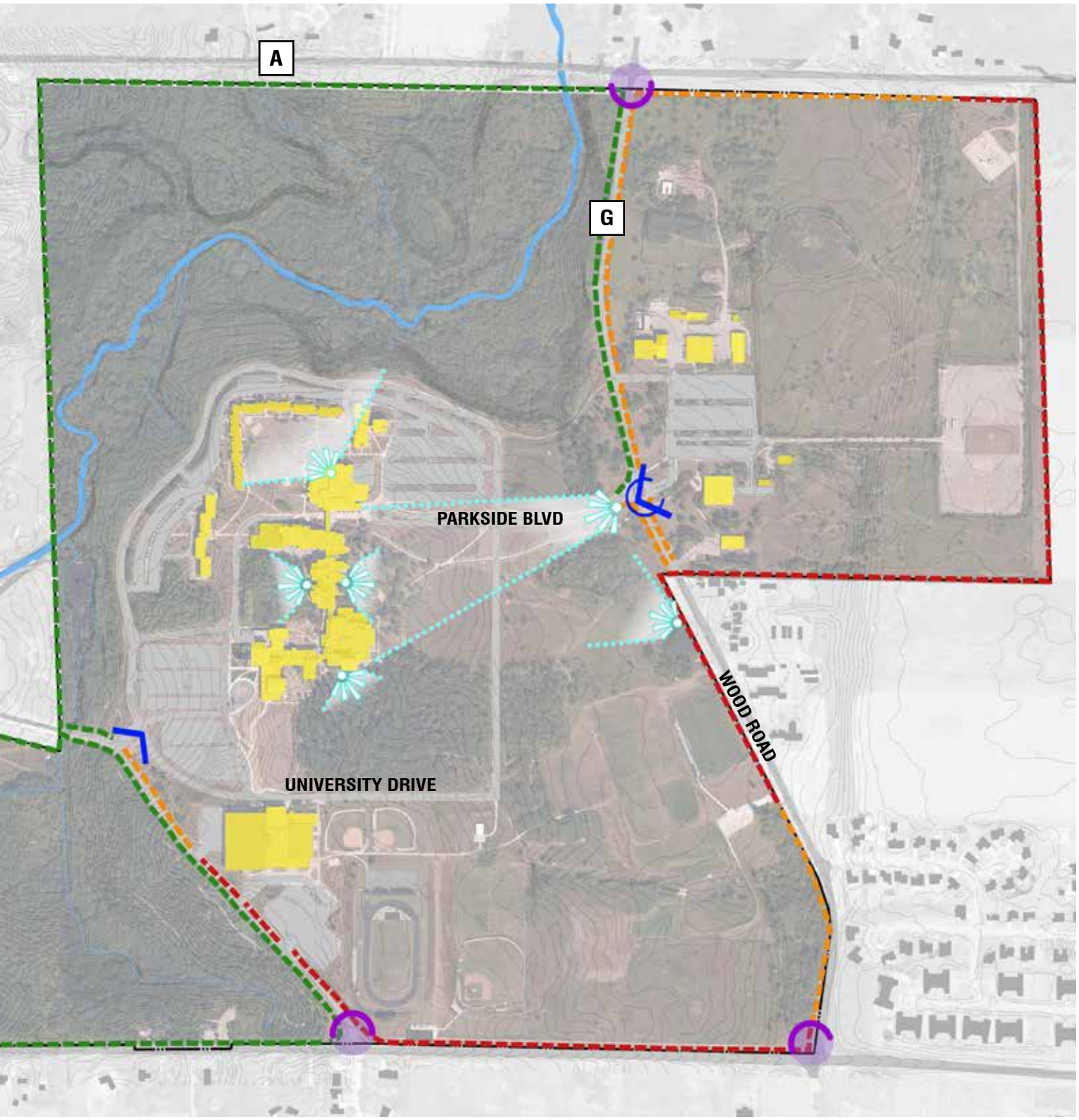


Exhibit F12: Edges and Campus Entryways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Original Development Pattern

The 1969 Master Development Plan consisted of a series of simple bar buildings organized in an orthogonal grid, centered on the library. With each phase of development, academic buildings create quads, framing existing assets such as the Greenquist Woods and the CommArts Woods. It envisioned satellite residential quads, each offering dining and student services. See Exhibit F13: Original Development Pattern and Existing Pattern on the following page.

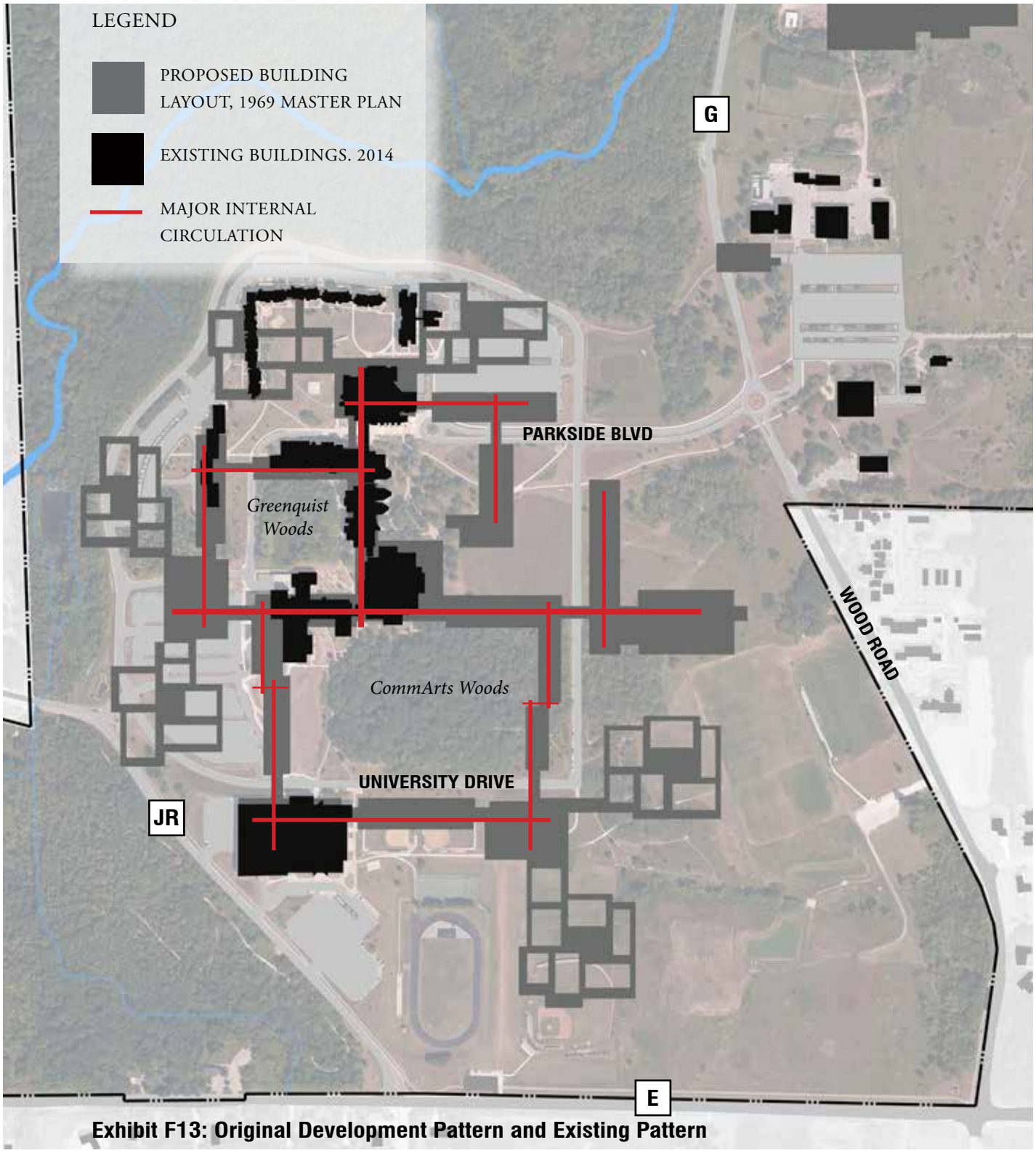


Exhibit F13: Original Development Pattern and Existing Pattern

Building Condition

The campus is relatively young, so most buildings are still functional and are in good condition. The deteriorating conditions of facilities with physical rating of iv or v – University Apartments, the former Child Care Center, the Regional Staff Development Center, the Greenhouse, and Tallent Hall – are a concern. Building utilities (such as mechanical, electrical, plumbing, telecommunications) are all approaching or have passed their expected operational period, so the master plan anticipates utility system upgrades/replacement with every building project.

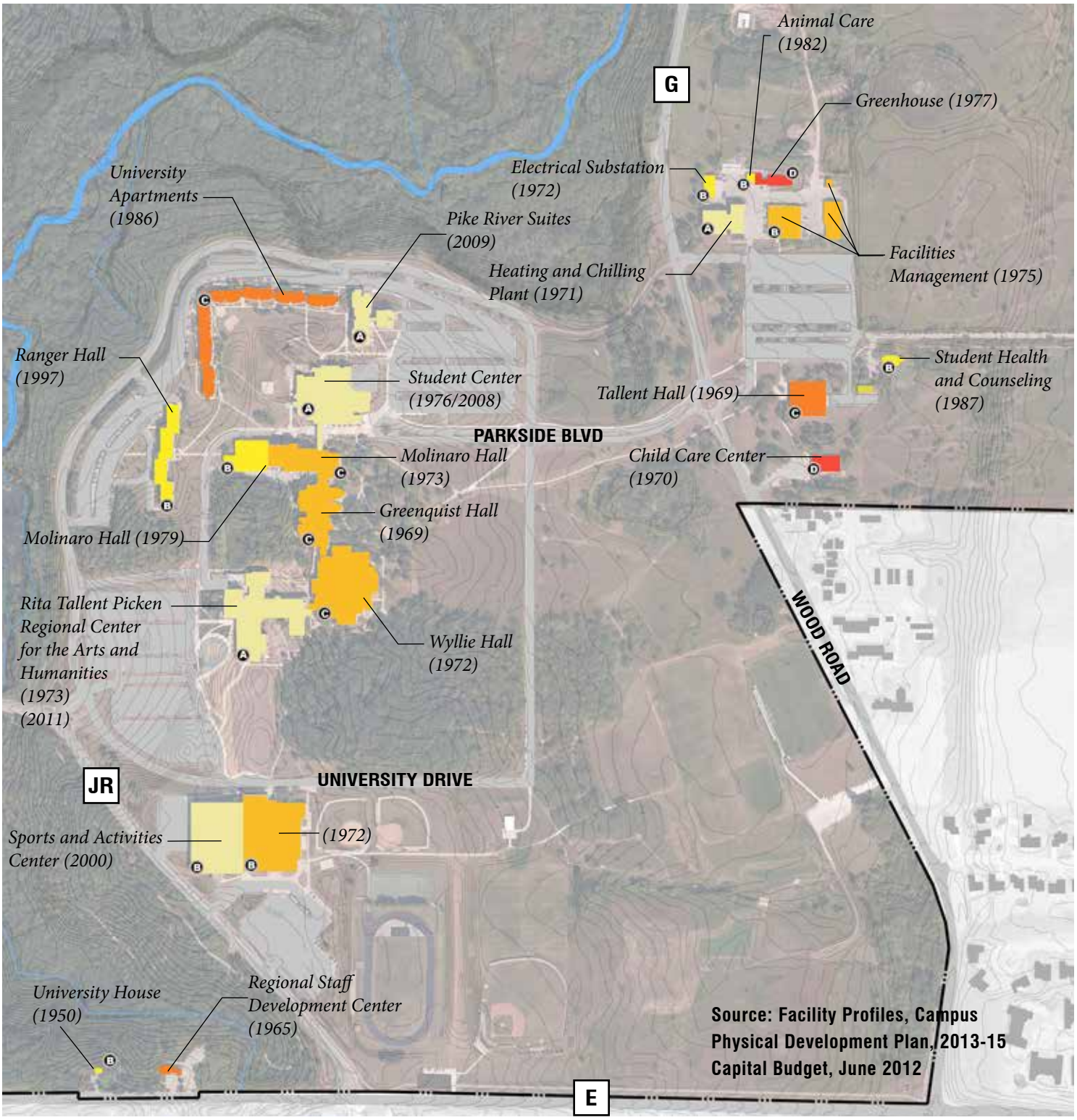
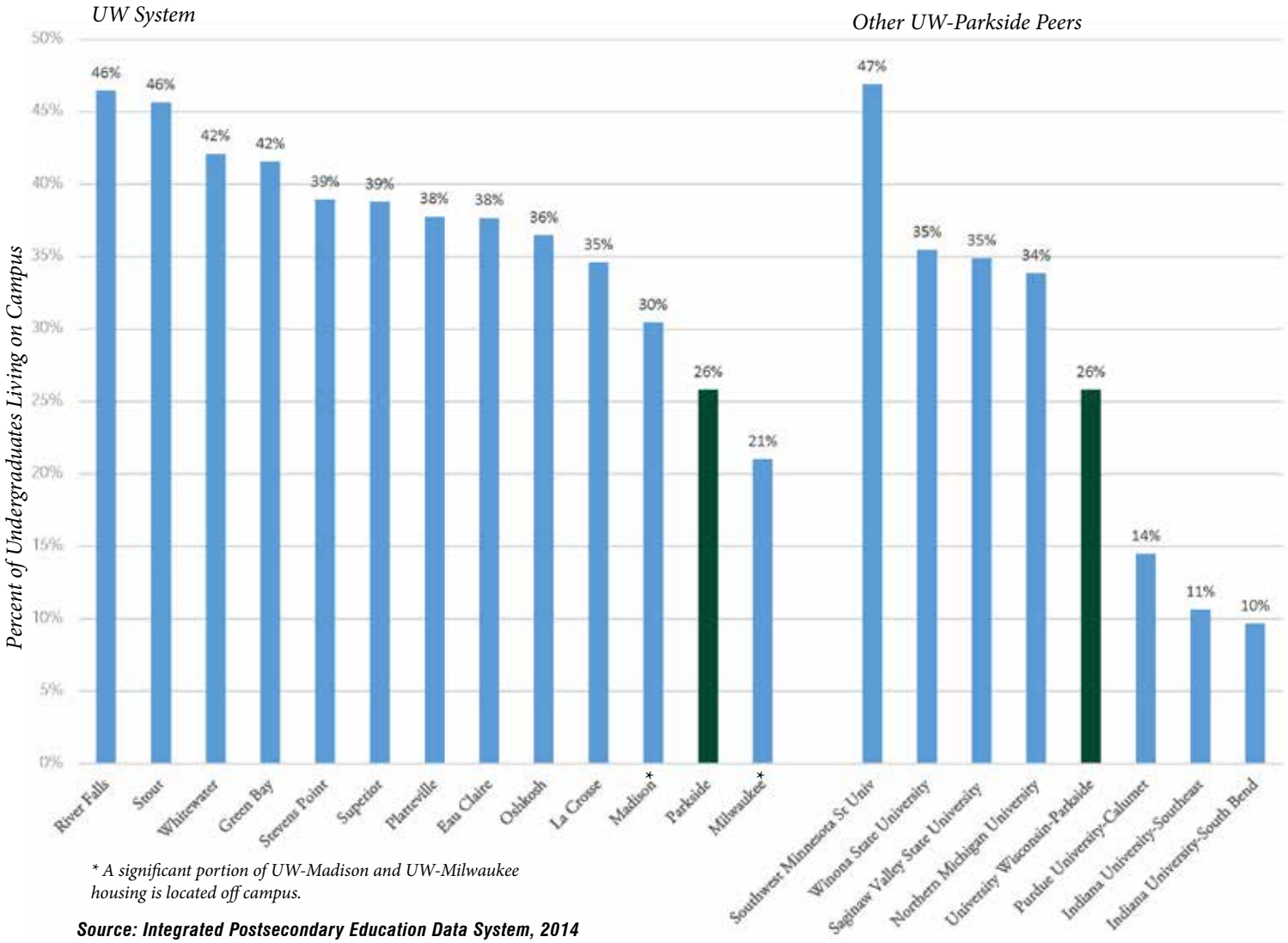


Exhibit F14: Building Conditions – Physical and Functional

Residential Facilities

UW-Parkside is one of the least residential campuses within the UW System, and it also provides relatively fewer beds than its other peers. Utilization of existing beds has been approximately 85 percent for many years. There are no private housing complexes that cater to students. Rather, the majority of students live with family and commute to campus.



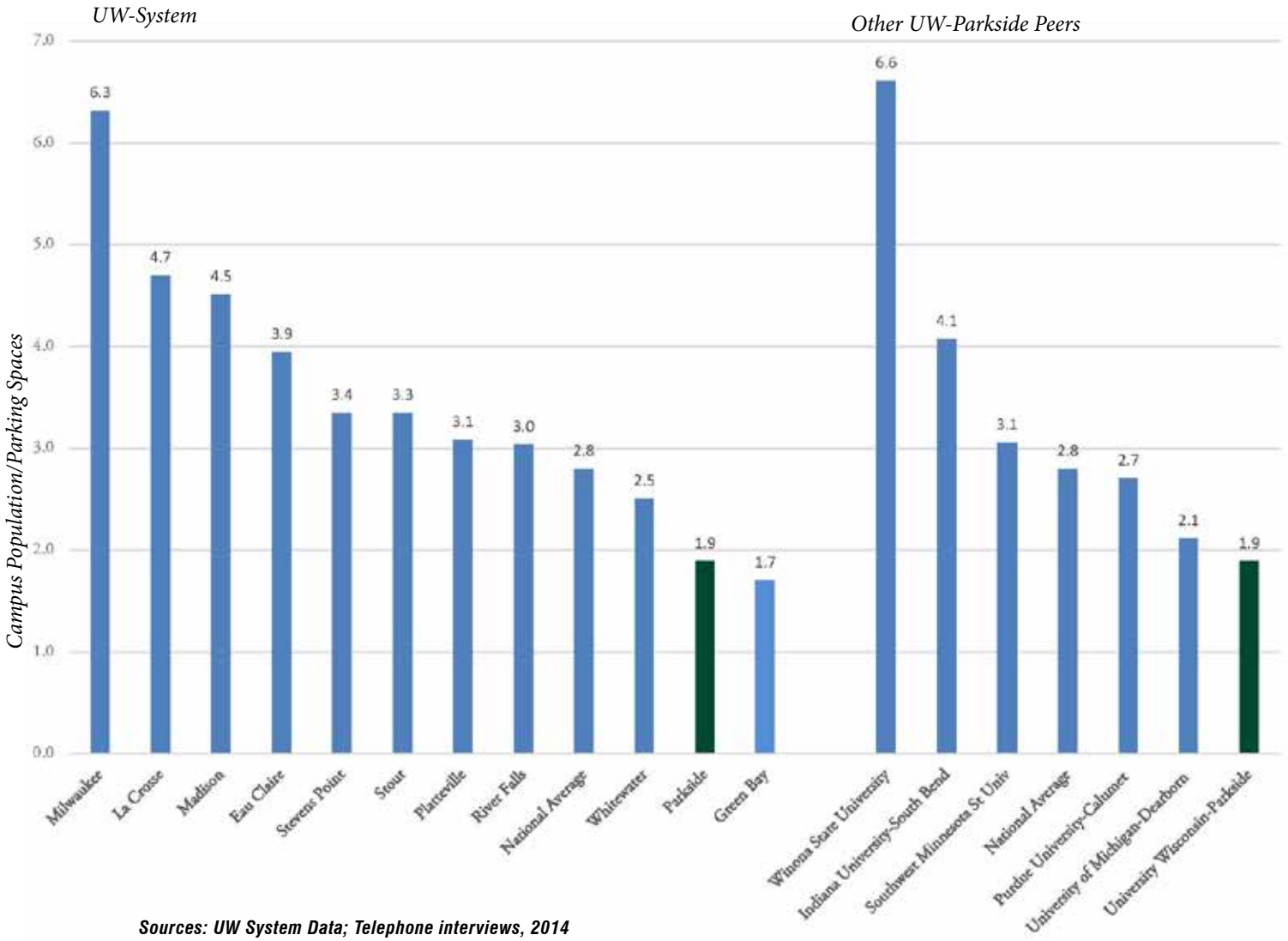
** A significant portion of UW-Madison and UW-Milwaukee housing is located off campus.*

Source: Integrated Postsecondary Education Data System, 2014

Exhibit F15: On-Campus Residential Rate – UW-Parkside and Peers

Vehicular Circulation and Parking

UW-Parkside provides a very generous number of parking spaces per campus users among the UW System and its other peers. The rural location of the campus and the resulting commuting distance contributes to a relatively heavier demand for vehicle parking, and thus parking provision. Due to regional development patterns, a greater reliance on transit or bicycle commuting is unlikely within the master plan horizon.



Sources: UW System Data; Telephone interviews, 2014

Exhibit F16: Parking Provision Rate – UW-Parkside and Peers

External/Internal Connection

The academic core is well connected internally on the L1 level. The L1 Concourse, which connects the Rita to the Student Center, is the university's "main street", the location of studying, socializing, limited retail, and chance encounters.

However, buildings are not effectively connected on any other level. On the D1, outdoor plazas with poor wayfinding connect Wyllie to the Rita and to Greenquist Hall. As a result of projects since the 2006 master plan, Molinaro Hall and the Student Center are well connected through an effective outdoor plaza. It is impossible to walk from Greenquist to Molinaro without navigating through the outdoor loading and refuse area. No connections are possible on the L2 or L3 levels.

There are also limited ways to move between the D1 and L1 levels. There are four major L1/D1 connections (Student Center, Molinaro, Main Place, and Rita), although the Rita stairway is hidden and has poor wayfinding. The proposed Wyllie Hall Renewal and Academic Success Project will include a fifth major D1/L1 connection with the opening of the Wyllie Hall central stairs.

There are limited access points between the campus's interior and exterior spaces. There are only two major academic core entrances (Student Center and the Rita). A third entrance in Wyllie Hall is proposed with the Wyllie Hall Renewal and Academic Success Project.

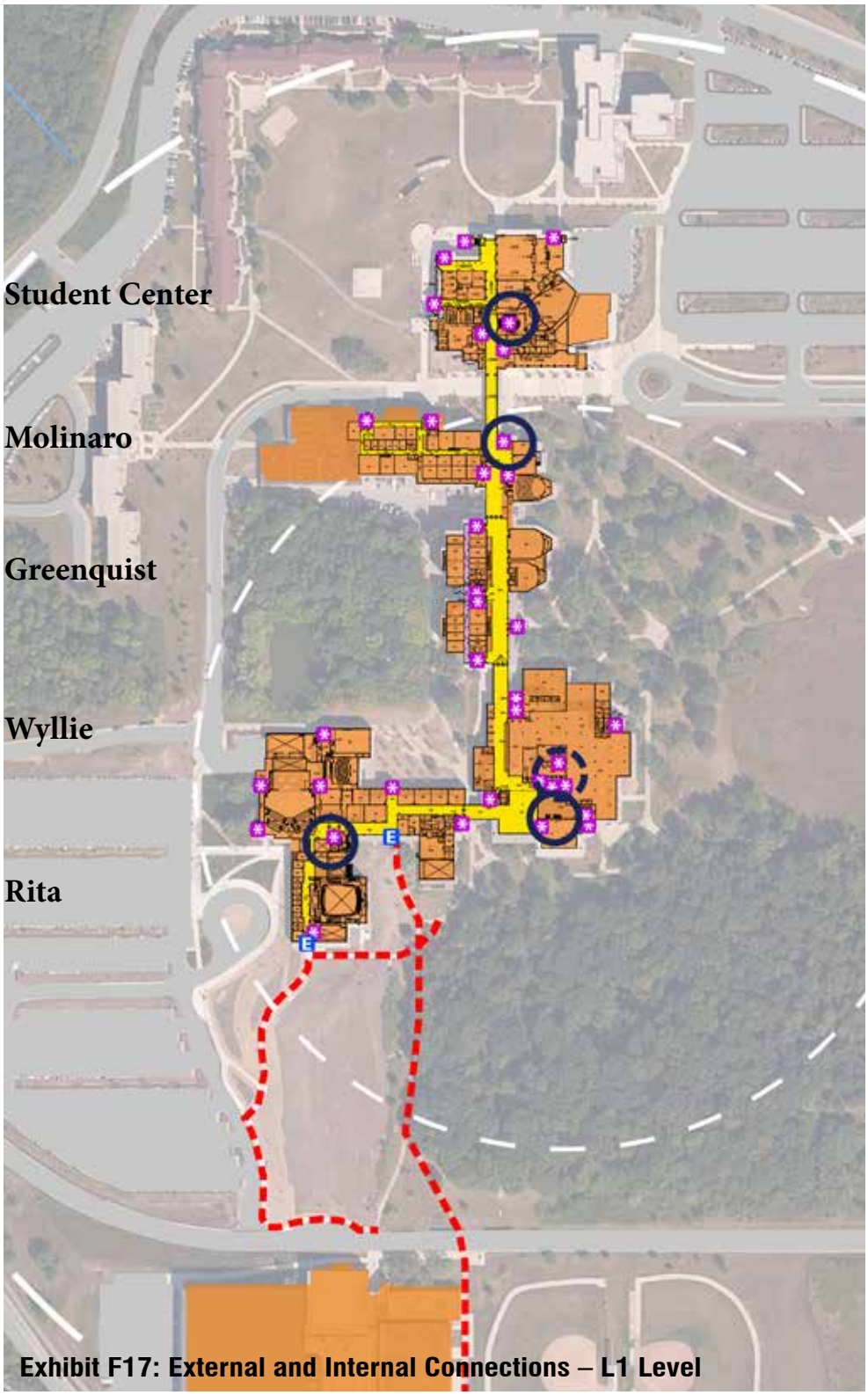


Exhibit F17: External and Internal Connections – L1 Level

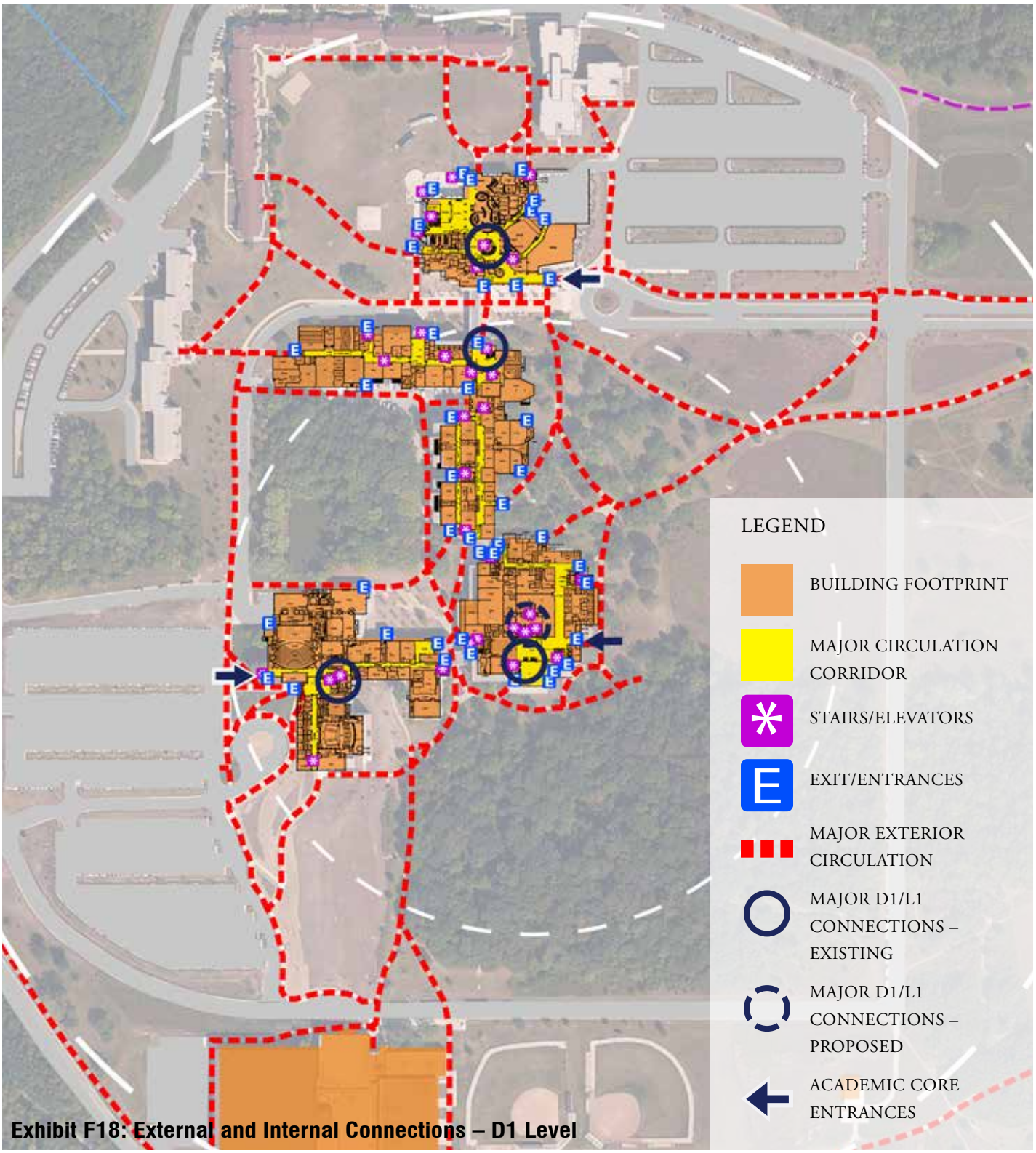


Exhibit F18: External and Internal Connections – D1 Level

Vehicular Circulation and Parking

The academic core is compact and the campus is a "park-once" campus, with little need for campus users to use their car during the day. Nearly all academic and residence halls are within a 10-minute walk of Wyllie Hall. Only the facilities east of Wood Road are beyond a comfortable walking distance and may require driving.

A parking utilization study was conducted during the peak times in October 2013. The closest general use parking lots were occupied first. The more distant lots had low utilization rates. The campus has sufficient disabled, metered, and reserved parking.

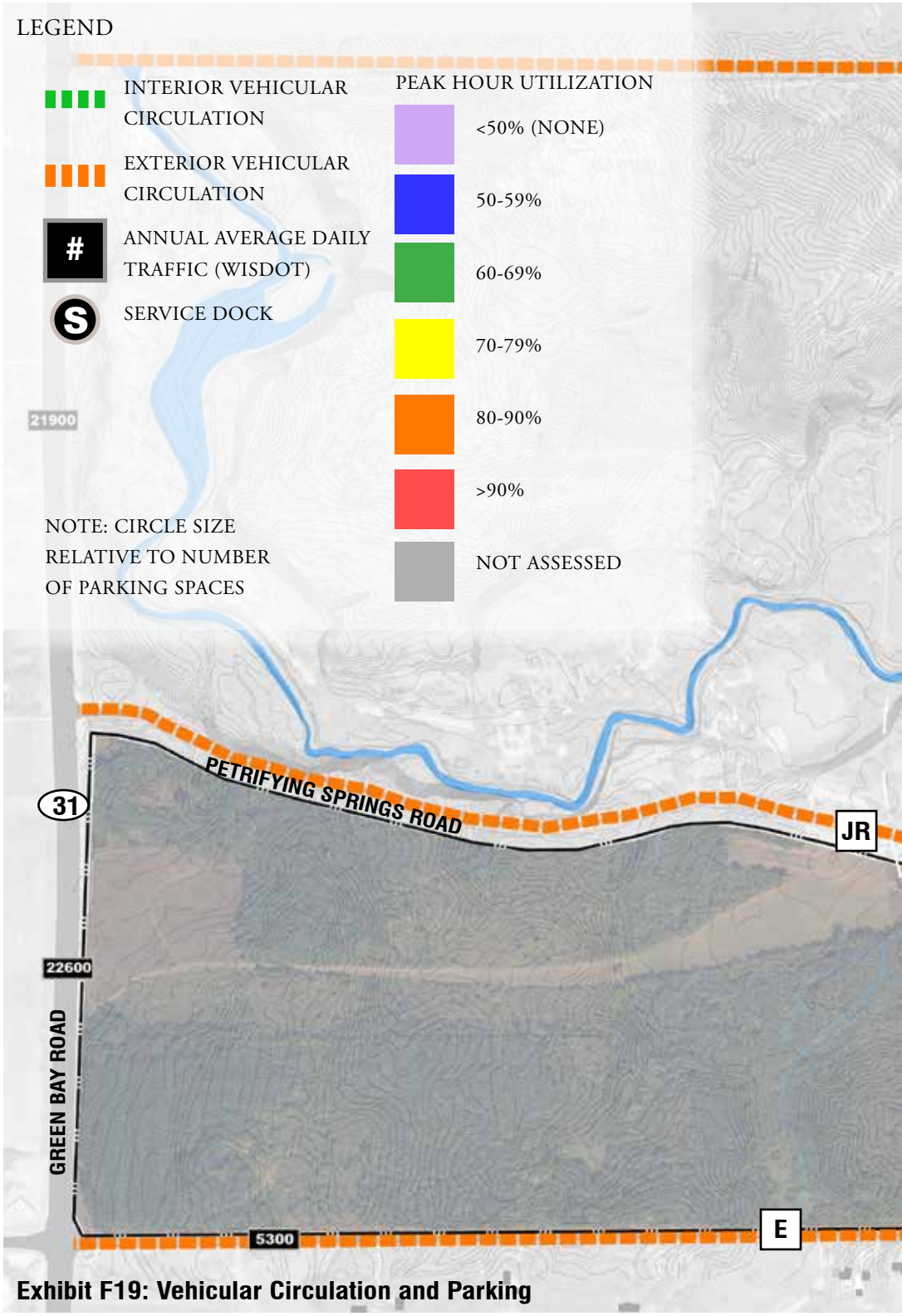
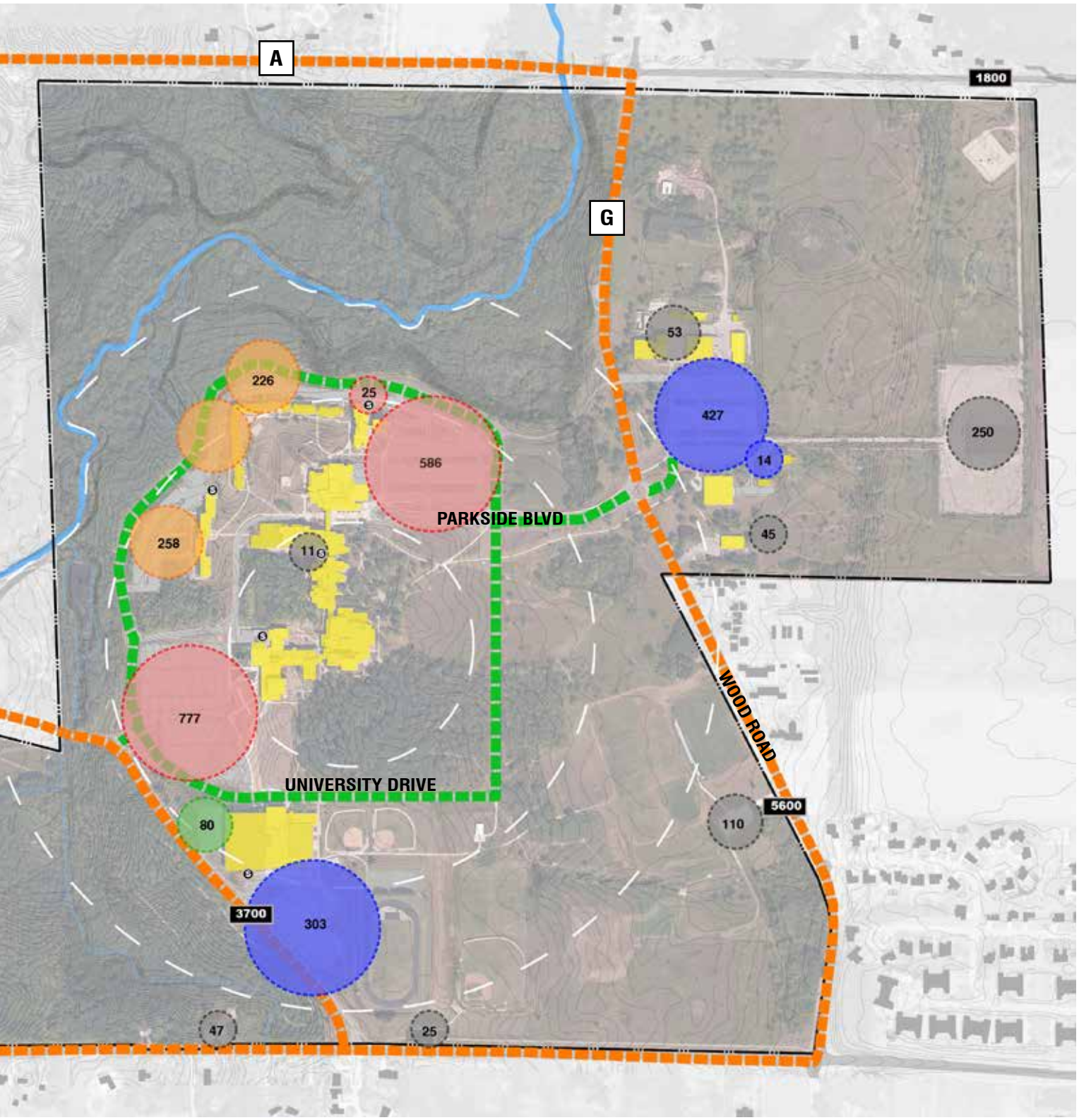


Exhibit F19: Vehicular Circulation and Parking


A
G
1800
53
226
25
427
250
586
14
PARKSIDE BLVD
258
11
45
777
WOOD ROAD
UNIVERSITY DRIVE
80
5600
110
3700
303
47
25

Pedestrian, Bike, and Transit Circulation

Nearly all campus circulation occurs inside the academic complex on the L1 Concourse. Outside of the buildings, there are few vehicle/pedestrian conflicts, limited to Wood Road crossings and the few loop road crossings.

Tallent Hall, Student Health and Counseling Center, and their parking lots are outside a comfortable 10-minute walk. The campus shuttle bus connects the academic core to regional transit and remote parking.

Racine's transit system (Belle Urban System) does not serve campus, with the nearest bus stop 4 miles away. Kenosha Transit does directly serve campus. Its hourly service is not considered effective except for the transit-dependent. Kenosha Transit will not serve the transit stop pad at the Student Center because it discourages transit routing through parking lots.

A paved off-road bicycle trail on the north side of JR and E connects Petrifying Springs Park and the campus with the Kenosha County Trail located 0.63 miles east of campus.

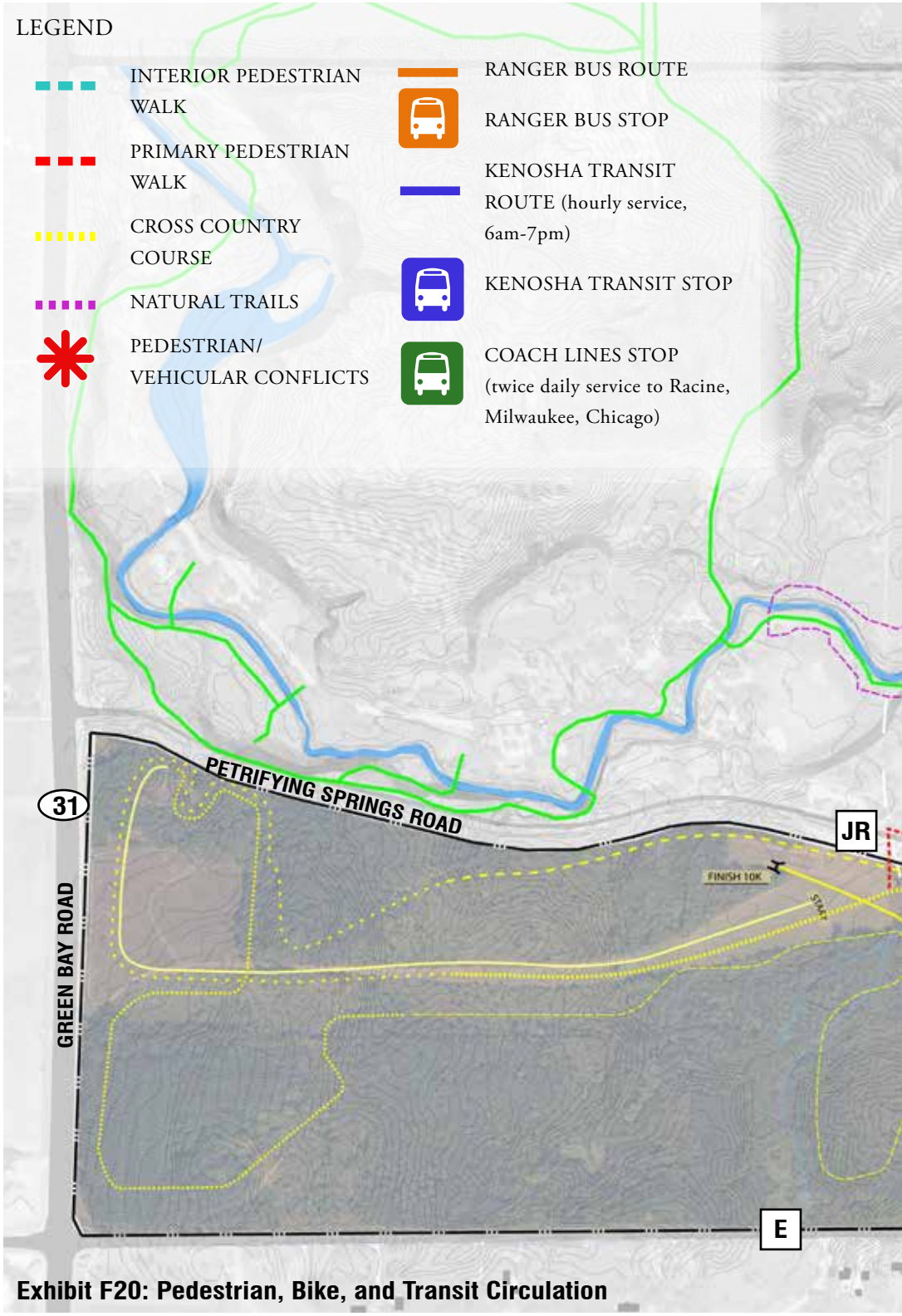
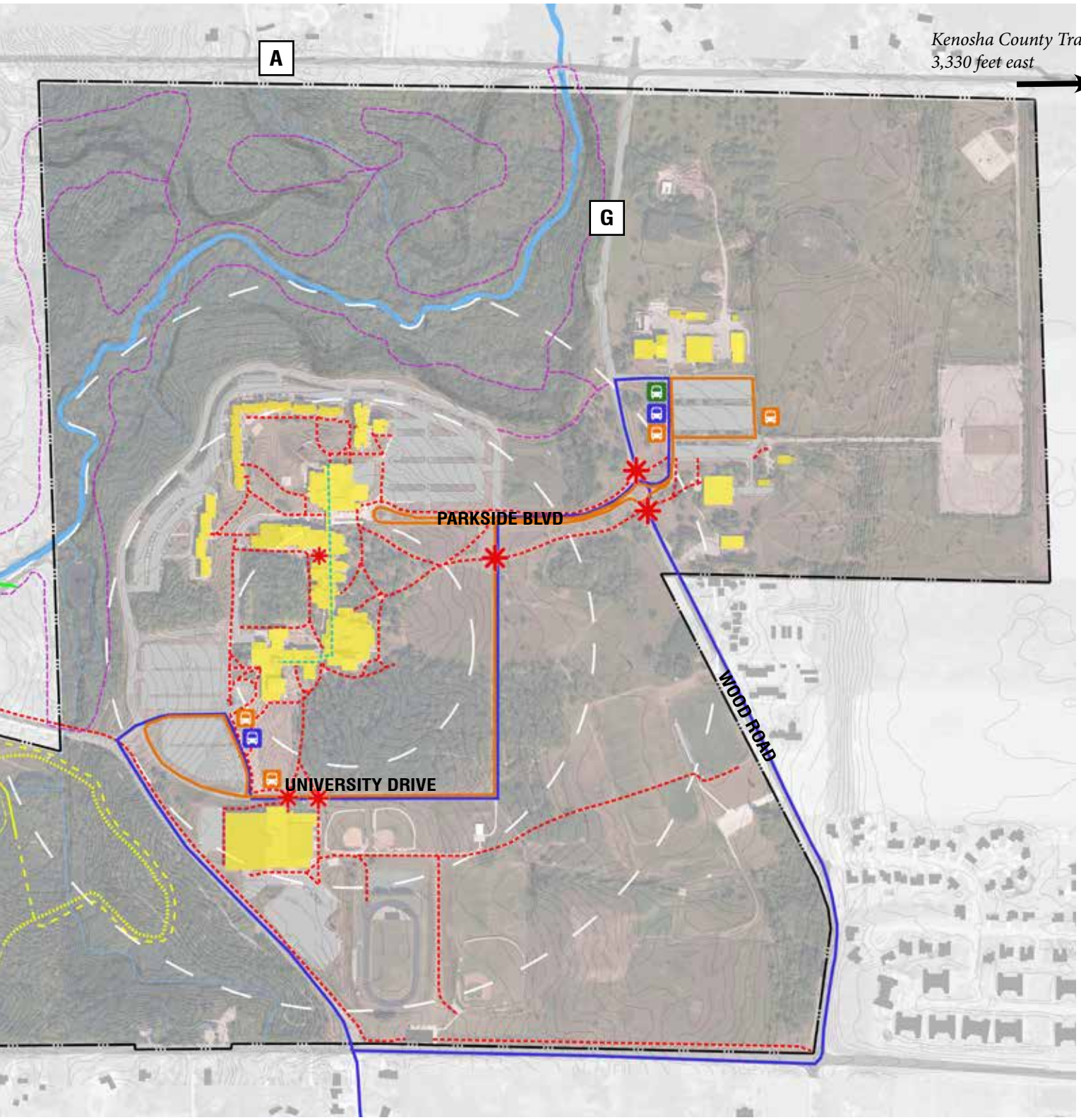


Exhibit F20: Pedestrian, Bike, and Transit Circulation


A
G
Kenosha County Trail
3,330 feet east
PARKSIDE BLVD
WOOD ROAD
UNIVERSITY DRIVE

UTILITY ASSESSMENT

Steam

Buildings

The campus currently consists of 1,490,884 gross square feet of building area of which 1,251,585 square feet (84%) is served by steam from the central steam system. The current peak steam demand is approximately 32,000 pounds/hour or about 24.4 BTU (British Thermal Units) per square foot. The demand is based on metered information from the plant taken at each boiler. See Exhibit R23: Steam Load Projections for estimated building demands. Buildings are provided with condensate meters.

Generation

As shown in Exhibit F21: Heating Plant Steam and Condensate Diagram, the steam plant consists of two 60,000 pounds/hour gas-fired water-tube boilers (B-1 and 2) and two 8,000 pounds/hour gas-fired fire-tube boilers (B-3 and 4). Boilers 1 and 2 were installed in 1968 and Boiler 3 and 4 installed in 1971, all boilers are considered in good working condition. Boilers 1 and 2 are limited to an output of 50,000 pounds/hour after a previous project upgraded the boiler controls.

The plant generates steam at 125 pounds per square inch pressure which is distributed to the campus buildings through the underground distribution system. Existing plant equipment such as the boiler feed water pumps, deaerator, and condensate tank are original and in good working condition.

Distribution

The steam distribution system, mapped in Exhibit F22: Steam Distribution Plan – Existing, consists of approximately 2,300 linear feet of walk through utility tunnel, 1,200 linear feet of concrete box conduit and 720 linear feet of direct buried piping. In addition approximately 1,520 feet of steam distribution piping is routed through the "utilidor" (utility corridor) in the D2 level of Molinaro, Greenquist, Wyllie, and Rita Tallent Picken Regional Center for Arts and Humanities. There are surface water leaks in the utilidor between the Rita and Wyllie, and Wyllie and Greenquist. There are two steam pits on campus.

Refer to Exhibit F23: Steam Distribution Plan – Condition for a diagram indicating the condition of the steam distribution system. Recent upgrades to the steam box conduit serving the Sports and Activity Center as well as the repair project to the main tunnel between the plant and the core campus have addressed the most critical needs.

Portions of the interconnect tunnel (primarily external waterproofing) upgrades were not completed due to budget considerations and are still considered necessary. In addition the original box conduit serving Facilities Management is considered in need of upgrade. The direct buried systems are relatively new and may require reconstruction near the end of this 20-year master plan.

The consultant considers that steam piping throughout the system has significant life remaining. Condensate piping is considered to be in good condition with no indication of leaks or failures. Approximately 67% is located in buildings or an accessible tunnel. Another 14% has recently been replaced.

The steam pressure drop between the plant and the Sports and Activity Center is approximately 6 to 7 PSIG on a design day. This is considered well below an acceptable limit of a 15 PSIG system pressure drop. The distribution system has the capability to support an approximate 30 to 40% load increase if the loads are spread out along the length of the system and not at the far end. There do not appear to be any significant bottle necks in the system.

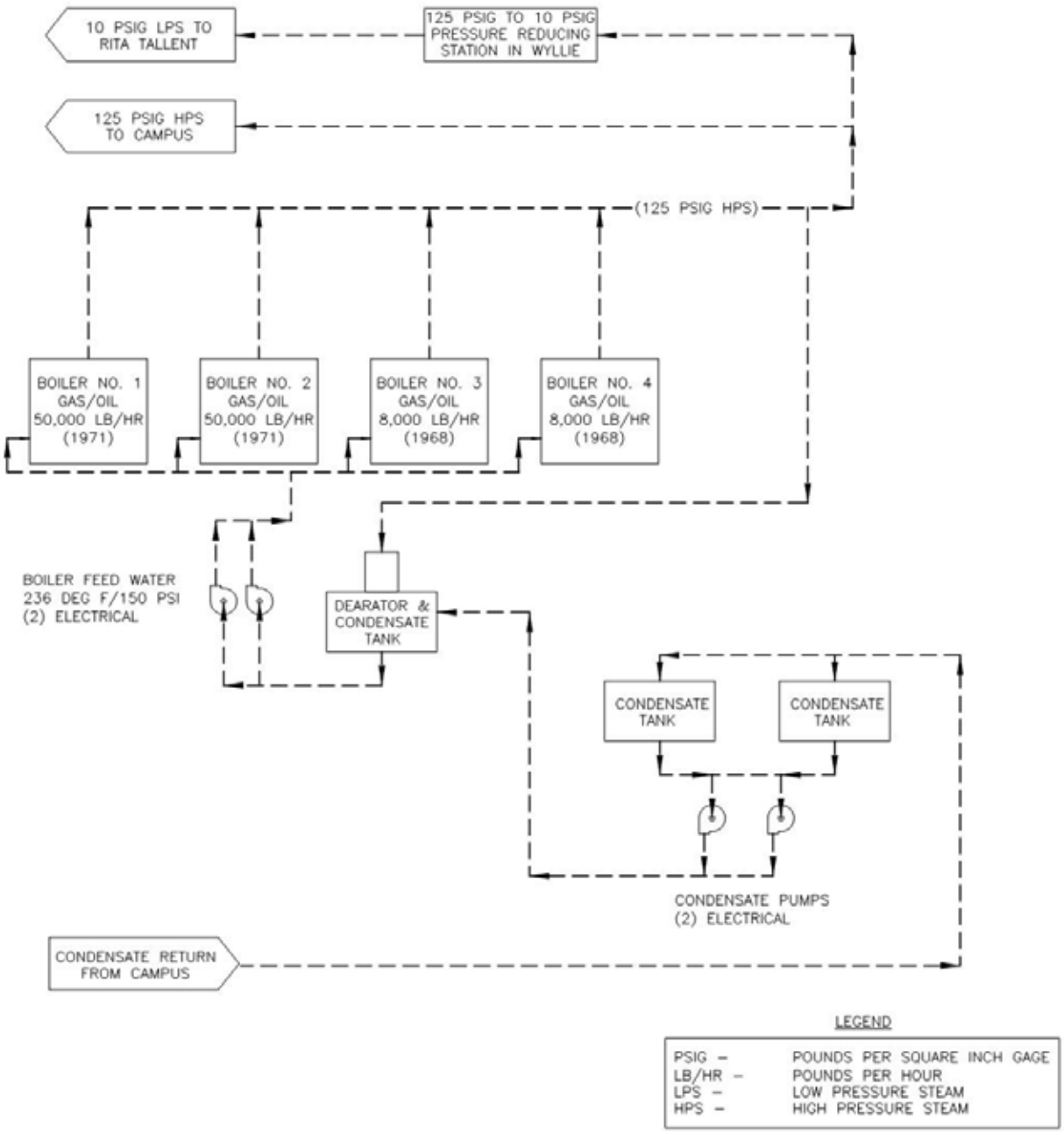


Exhibit F21: Heating Plant Steam and Condensate Diagram

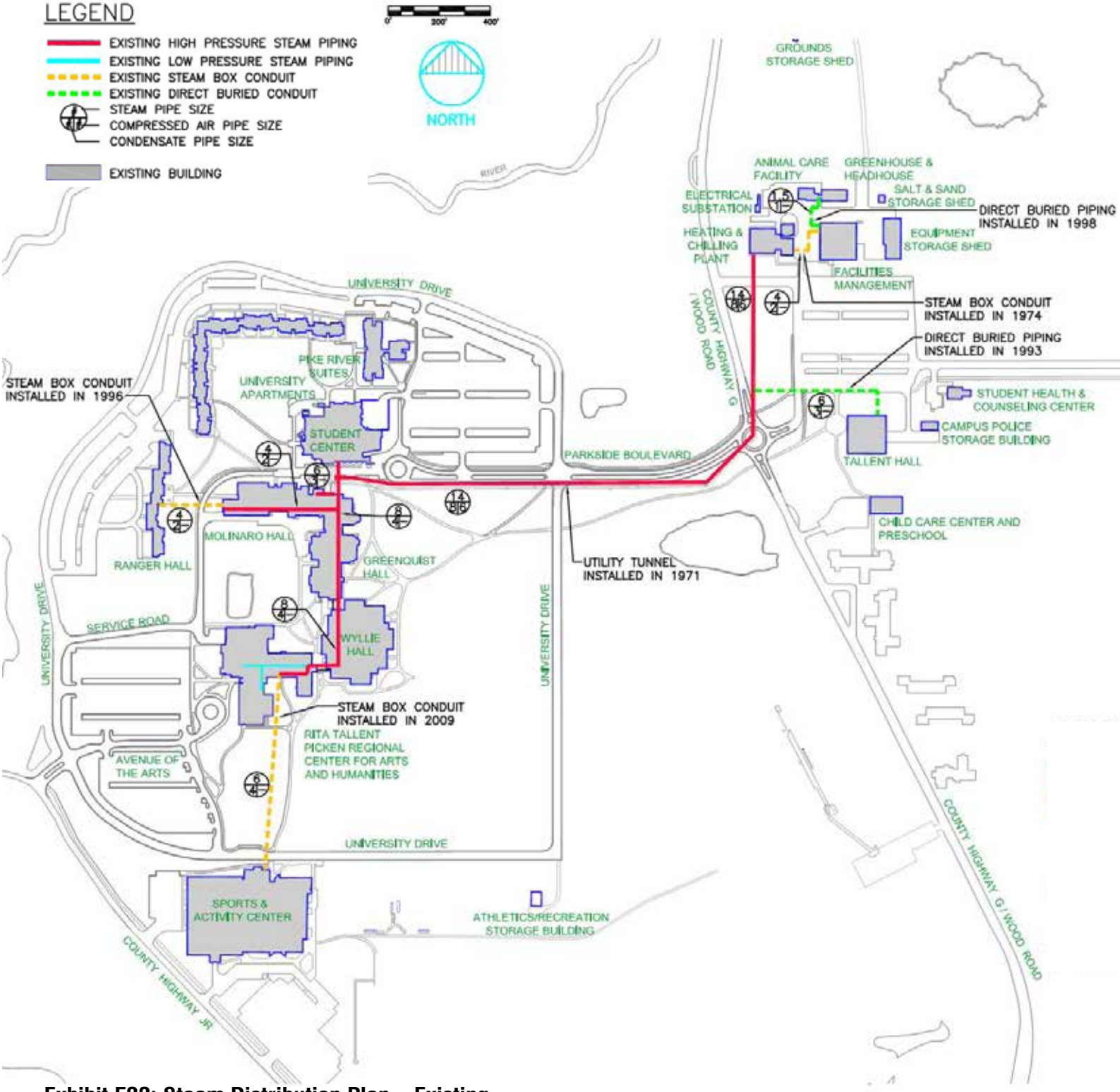


Exhibit F22: Steam Distribution Plan – Existing

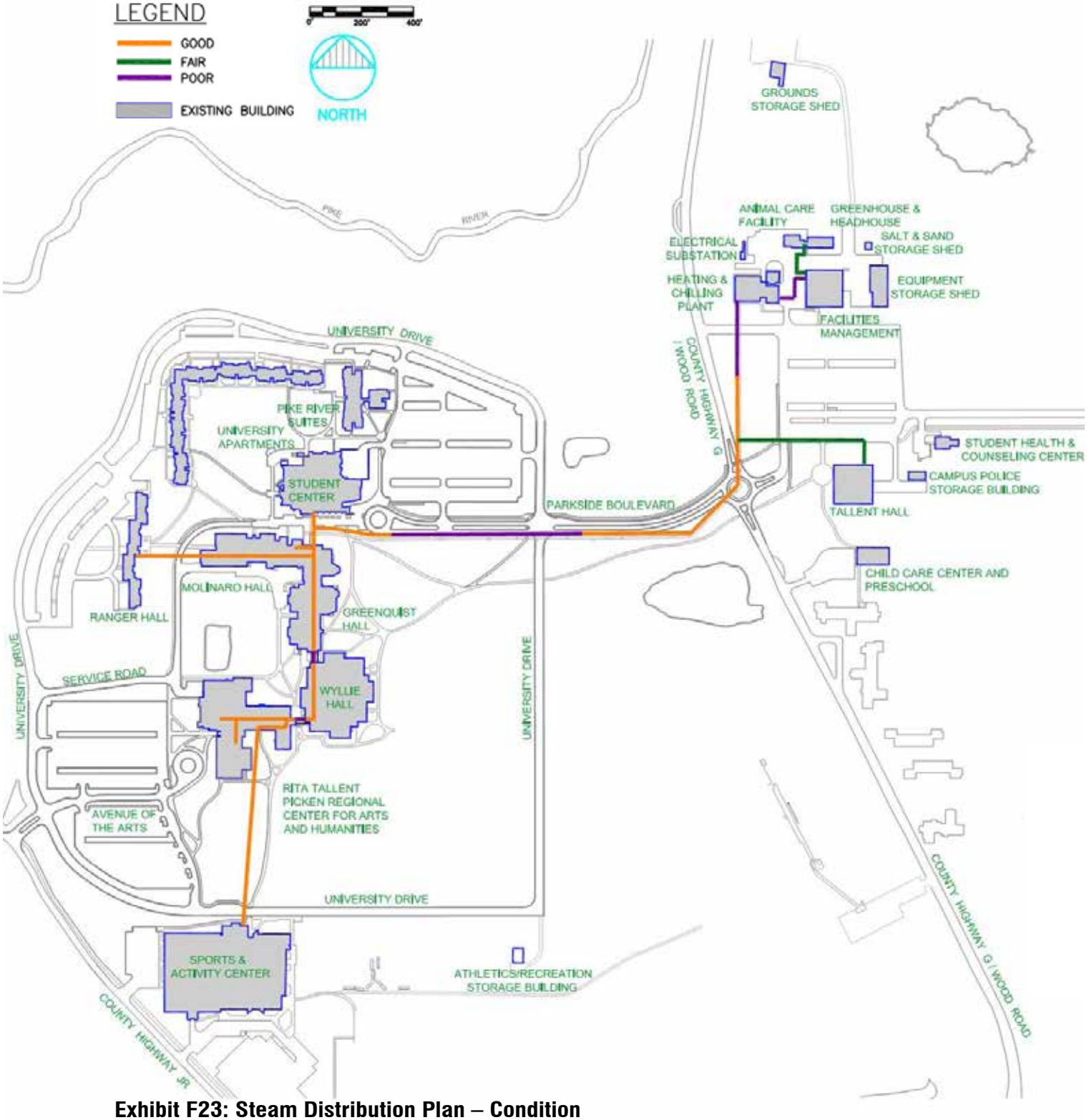


Exhibit F23: Steam Distribution Plan – Condition

Chilled Water

Buildings

The campus currently consists of 1,490,884 gross square feet of building area of which 1,318,802 gross square feet (88%) is served by chilled water from the central chilled water plant. The current peak cooling demand is projected to be 1,872 tons or about 705 square feet per ton. See Exhibit R25: Chilled Water Load Projections.

All buildings connected to the chilled water distribution system are metered. Metering information is brought back through the Metasys control system.

Generation

The original central heating cooling plant was constructed in 1971. Currently there are three chillers within the existing plant. Chiller 1 is a 1,200 ton centrifugal chiller installed in 1992. This machine was overhauled in 2007. Chiller 2 is a 1,000 ton centrifugal chiller installed in 1998. Chiller 3 is a 1,200 ton centrifugal chiller installed in 2009. See Exhibit F24: Cooling Plant Chilled Water Diagram.

The campus cooling can be handled with two of the three chillers. With three chillers the hours of operation for each chiller is minimized thus extending chiller life and time between major overhauls. The master plan anticipates an overhaul of Chiller 2 in the Short Term, and an overhaul of Chiller 3 in the Mid Term. In order to maintain redundancy, the master plan recommends that Chiller 1 be replaced in the long term.

Chillers are served by individual condenser and chilled water pumps.

The current total plant capacity is limited to 2,900 tons due to the capacity of the existing cooling tower. All three chillers can be operated at the same time to provide the maximum 2,900 ton plant capacity. A maximum of two chillers are anticipated to be able to handle the projected campus cooling demand through the next 20 years therefore no changes to the cooling towers are necessary. The chillers are currently set to provide a supply water temperature of 42 degrees with a 12 degree temperature difference.

Distribution

Chilled water is distributed to the campus with two electrically driven secondary pumps each with a variable frequency drive and one electrically driven secondary pump without a variable frequency drive. A bypass/decoupler line is installed between the supply and return line upstream of the campus distribution pumps which creates a primary-secondary pumping arrangement.

System distribution differential pressure is measured at the Rita to control the speed of the pumps.

The chilled water is distributed through steel piping from the chiller plant to the campus buildings through an underground walkable utility tunnel. Several buildings are supplied with branch ductile iron, HDPE, or PVC pipe off of the utility tunnel. The distribution system is a radial concept with no loops. See Exhibit F25: Chilled Water Distribution – Existing.

There is a single 24” main feed in the main tunnel from the plant. This line has recently been upgraded to repair deficiencies and replace deteriorated insulation and supports. These upgrades are anticipated to extend the life of the piping well past the 20-year time frame of this master plan.

The insulation and vapor barrier on the chilled water piping in the utilidor is showing indications of deterioration.

Evaluation of the hydraulic performance of the existing and proposed chilled water pipe distribution system was completed. The analysis indicates that with a 10 degree temperature difference there is more than adequate capacity in the majority of the distribution piping. The 4” piping serving the Sports and Activity Center would limit future additional cooling of that facility to approximately 125 tons at a 10 degree temperature difference or 175 tons at a 14 degree temperature difference.

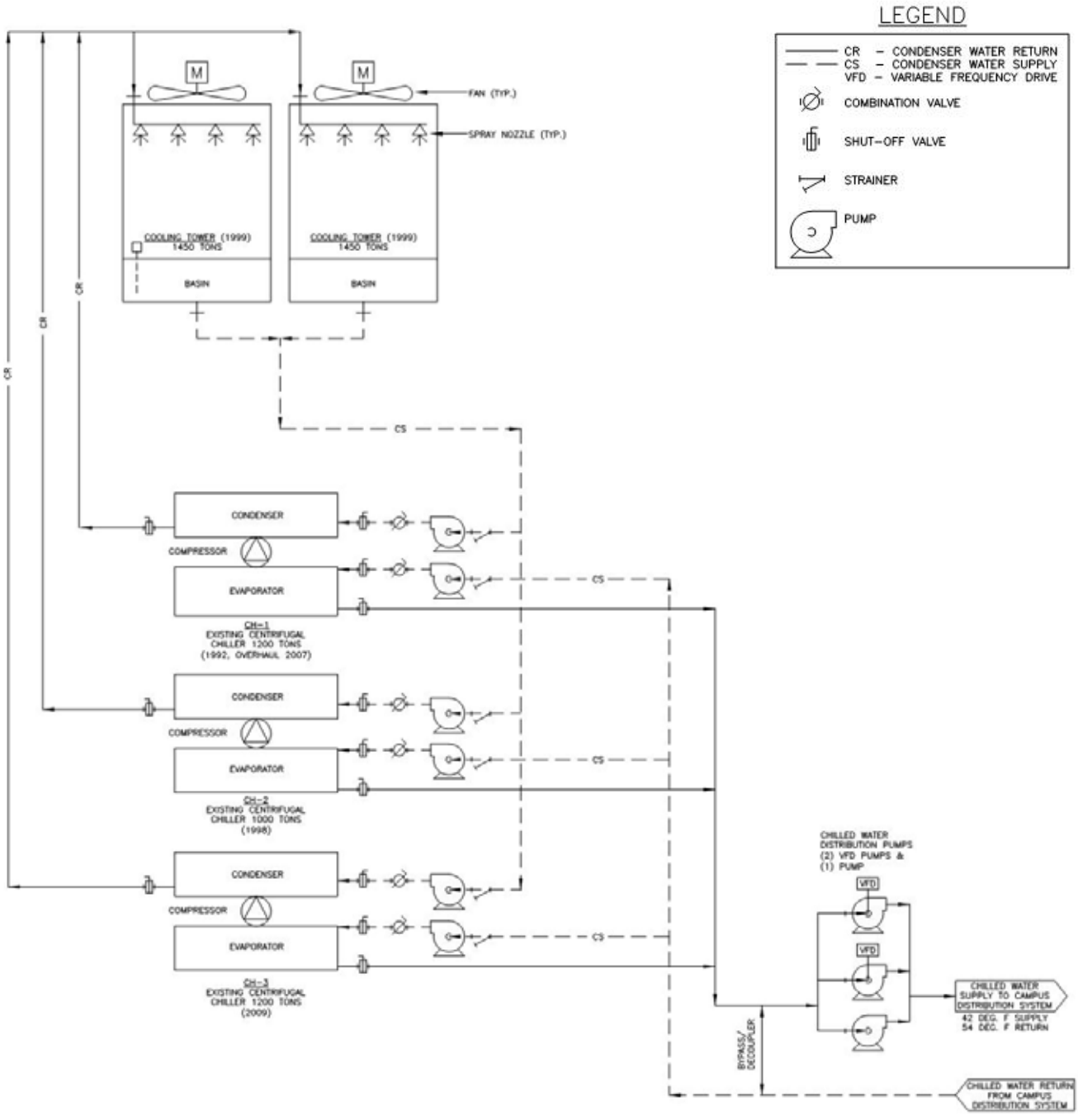


Exhibit F24: Cooling Plant Chilled Water Diagram

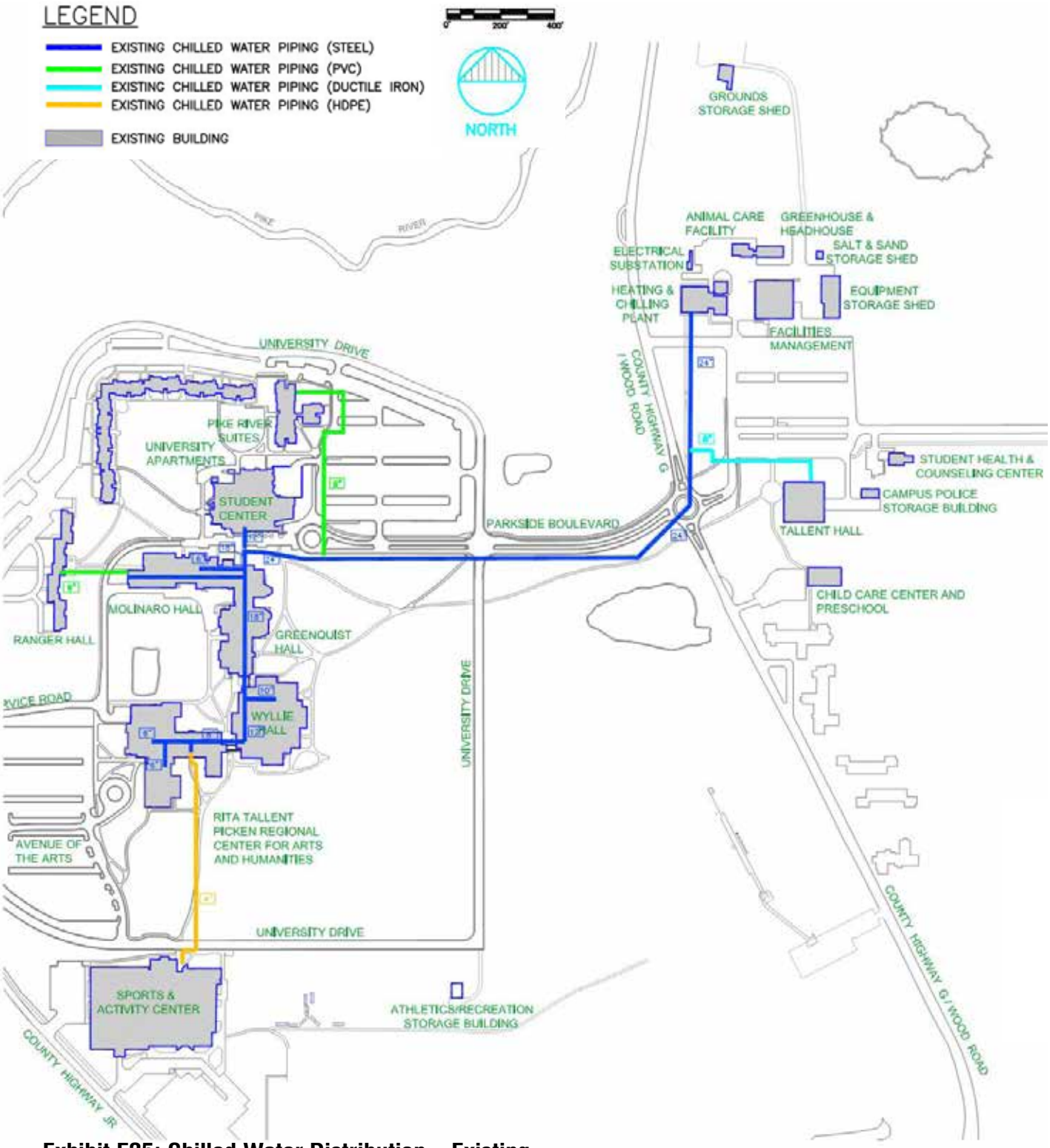


Exhibit F25: Chilled Water Distribution – Existing

Compressed Air

Compressed air is produced from existing compressors in the Heating and Chilling Plant. Air is supplied from the plant to buildings in the campus core thru a 6-inch compressed air line in the utility tunnel and utilidor. The line is considered in good condition.

Electrical Power

Campus Substation

The campus is served by the utility at 24.9 kV. The single utility line terminates in a lineup of 24.9 kV switchgear located in the outdoor electrical substation by the Heating and Chilling Plant. Power is distributed to two 5/5.6 MVA 24.9 to 12.47 kV transformers. Each transformer supplies a lineup of 12.47 kV switchgear, East and West. Power is distributed to the buildings on the campus via an underground duct bank system. The two transformers and associated 12.47 kV switchgear are designed to be redundant, in case one fail the other system can handle the entire load of the campus. The equipment described above was installed in 2011. See Exhibit F26: Campus Single Line Electrical Diagram.

Currently, the peak load on the service is 4.3 MVA. Thus a single transformer is loaded to 86% of its base temperature rating or 77% of its second higher temperature rating. See Exhibit R27: Power Load Projections.

Distribution

The 12.47 kV power is distributed to the various buildings via underground duct banks. The distribution system to the building is two feeders in a loop concept. This allows each building to be served from either of the 12.47 kV switchgear lineups (East and West). The switching of a building(s) from one lineup to the other occurs in various indoor and outdoor switchgear units around the campus. The remaining three active feeders supply the Heating and Chilling Plant. The load on the plant feeders is approximately 1.6 MVA, thus the maximum load on any one of the feeders is 74 amps.

The campus buildings are served by feeder set #1 and #2. This feeder has a nominal rating of 300 amps with a current combined load of 105 amps. This feeder is utilizing only 35% of its maximum capacity.

The duct bank system has minimum of two spare conduits between the substation and the various manholes outside the buildings.

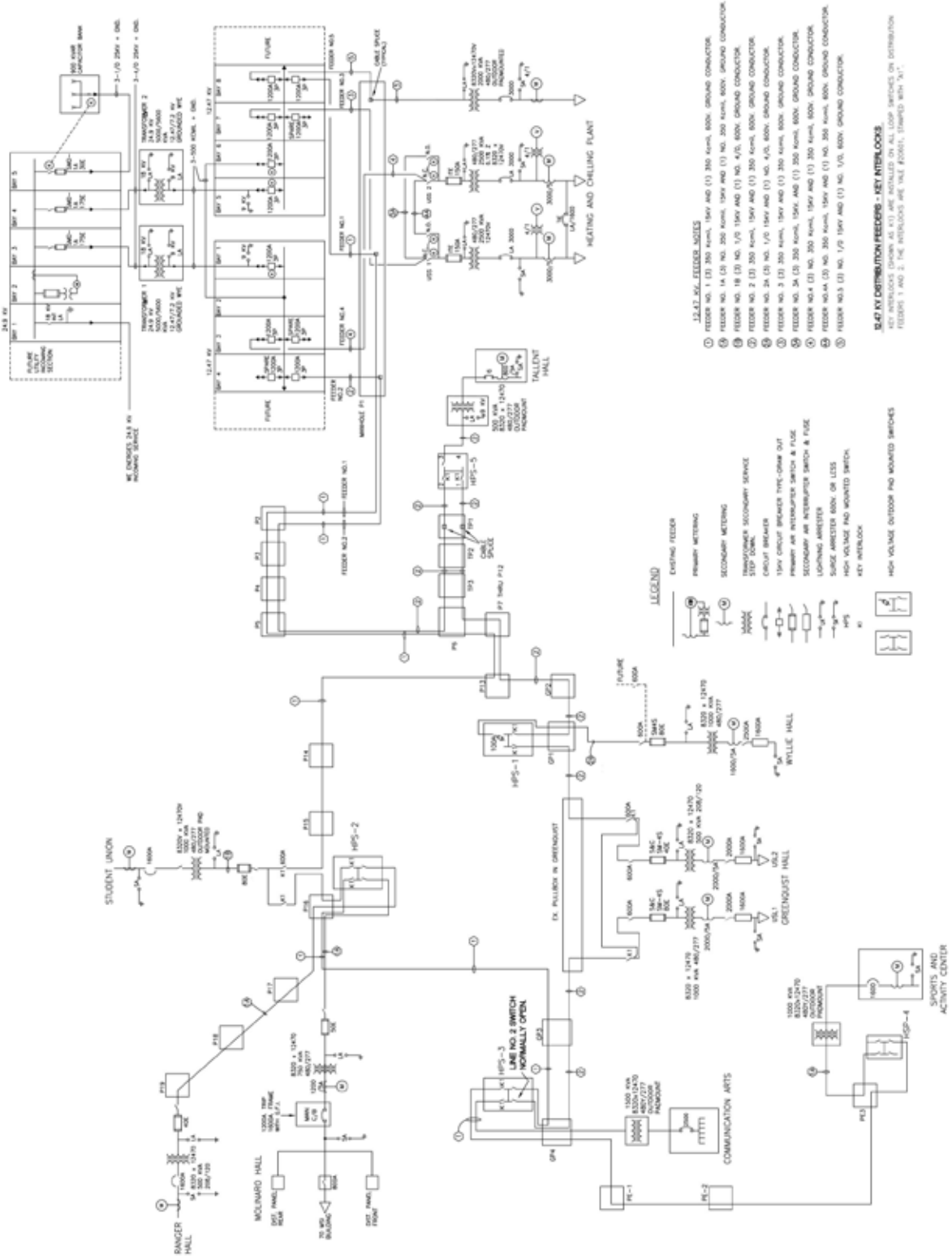


Exhibit F26: Campus Single Line Electrical Diagram

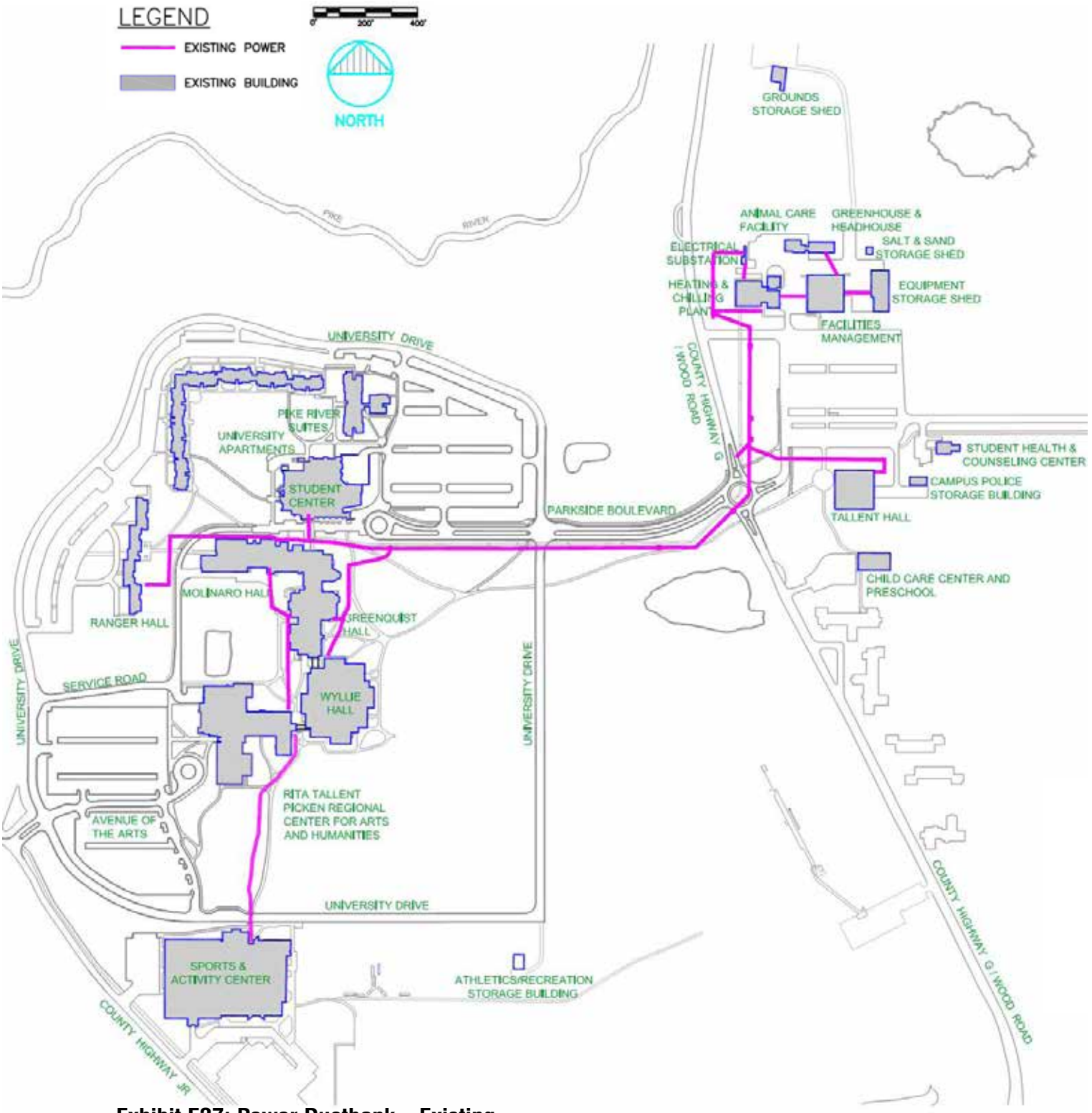


Exhibit F27: Power Ductbank – Existing

Telecommunications/Data

Duct Banks

Underground concrete-encased duct banks are utilized for distribution through the majority of the campus. The duct bank system appears to have adequate capacity for current and future campus needs.

Service Provider Facilities

AT&T, Midwest Fiber, and Time Warner each have incoming network service to the campus.

All three carriers have primary services that enter the campus from the intersection of Wood Road and Parkside Boulevard, route in existing ductbank westward along Parkside Boulevard, enter the main building by Molinaro Hall, and route southward to the data center in the Rita. The data center serves as the main communications demarcation point for the campus.

Midwest Fiber has a secondary entrance to the campus off of CTH JR, just to the west of the Sports and Activity Center. The fiber is routed around the west side of the Sports and Activity Center, turns east, and then intercepts the existing ductbank. From that point it turns north and routes to the data center in the Rita.

Except for the direct buried cable plant in the area on the west side of the Sports and Activity Center, all facilities are routed through existing ductbanks while on the campus grounds.

Fiber Optic Backbone Cabling

All buildings are served with a mix of indoor and outdoor rated fiber optic cabling that originates in the data center in the Rita. Outdoor rated cable was observed in open cable tray in the utilidor, which does not meet current electrical code requirements. At this time, there is only a single data center and core switch both of which are located in the Rita. Each building has a dedicated run back to the data center, per Electronics Industry Association/Telecommunications Industry Association (EIA/TIA) standards, but the fiber grade is an early generation 62.5/125 micron multimode.

Voice (Copper) Backbone Cabling

Telephone service to the buildings is provided over original AT&T outside plant (OSP) copper cable, and this cable type appears in multiple locations in the utilidor as well as in Wyllie Hall. These cables date from the 1960s and have a low-density, black polyethylene sheath which is not compliant for in-building use per the National Electric Code (NEC). As part of the Telecommunications Act of 1995, Ameritech (now AT&T) sold all of the OSP cable then present on all University of Wisconsin campuses to the state of Wisconsin for a dollar, and this cable plant had since been grandfathered in as electric code changes were implemented in the intervening years.

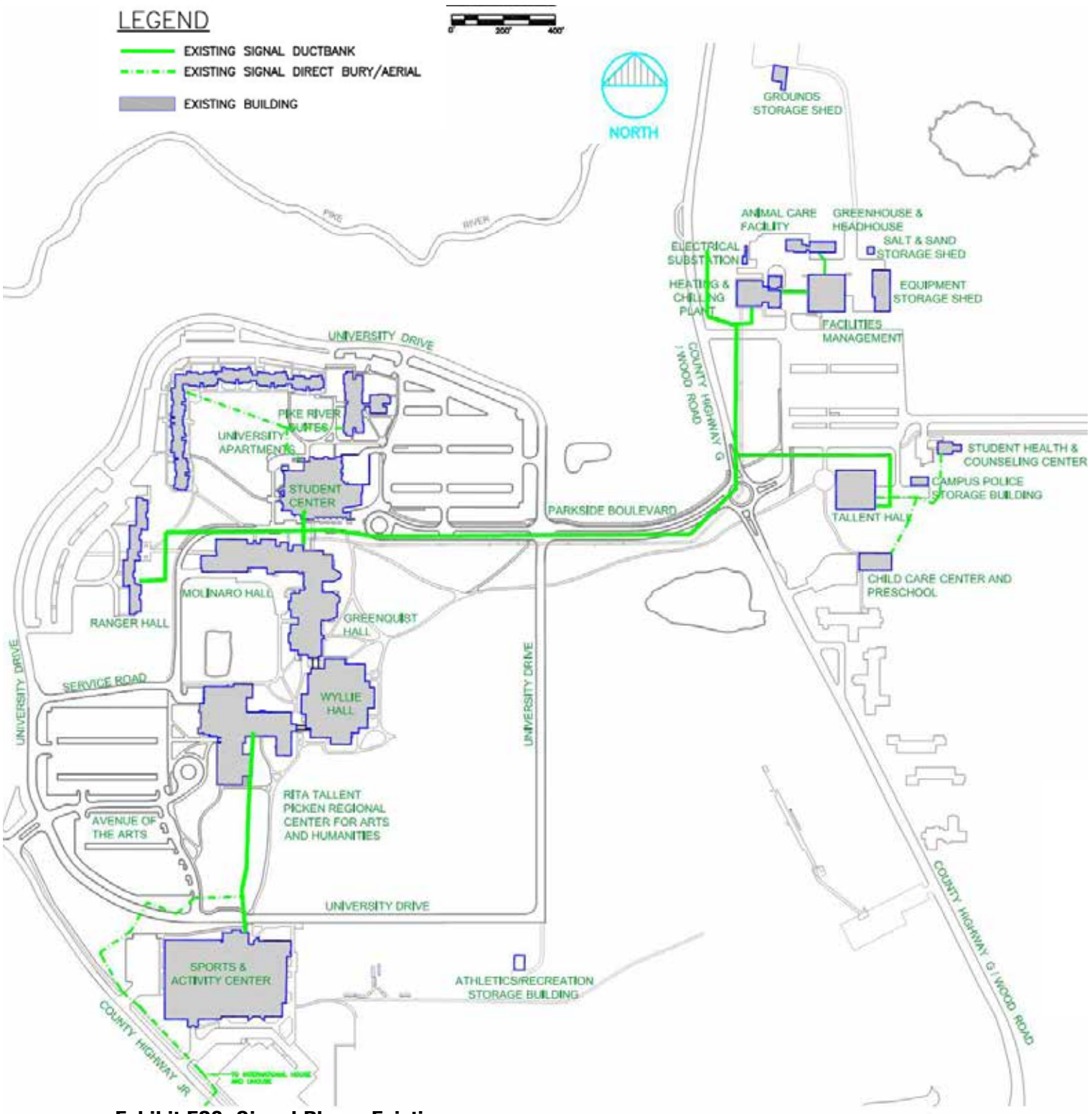


Exhibit F28: Signal Plan – Existing

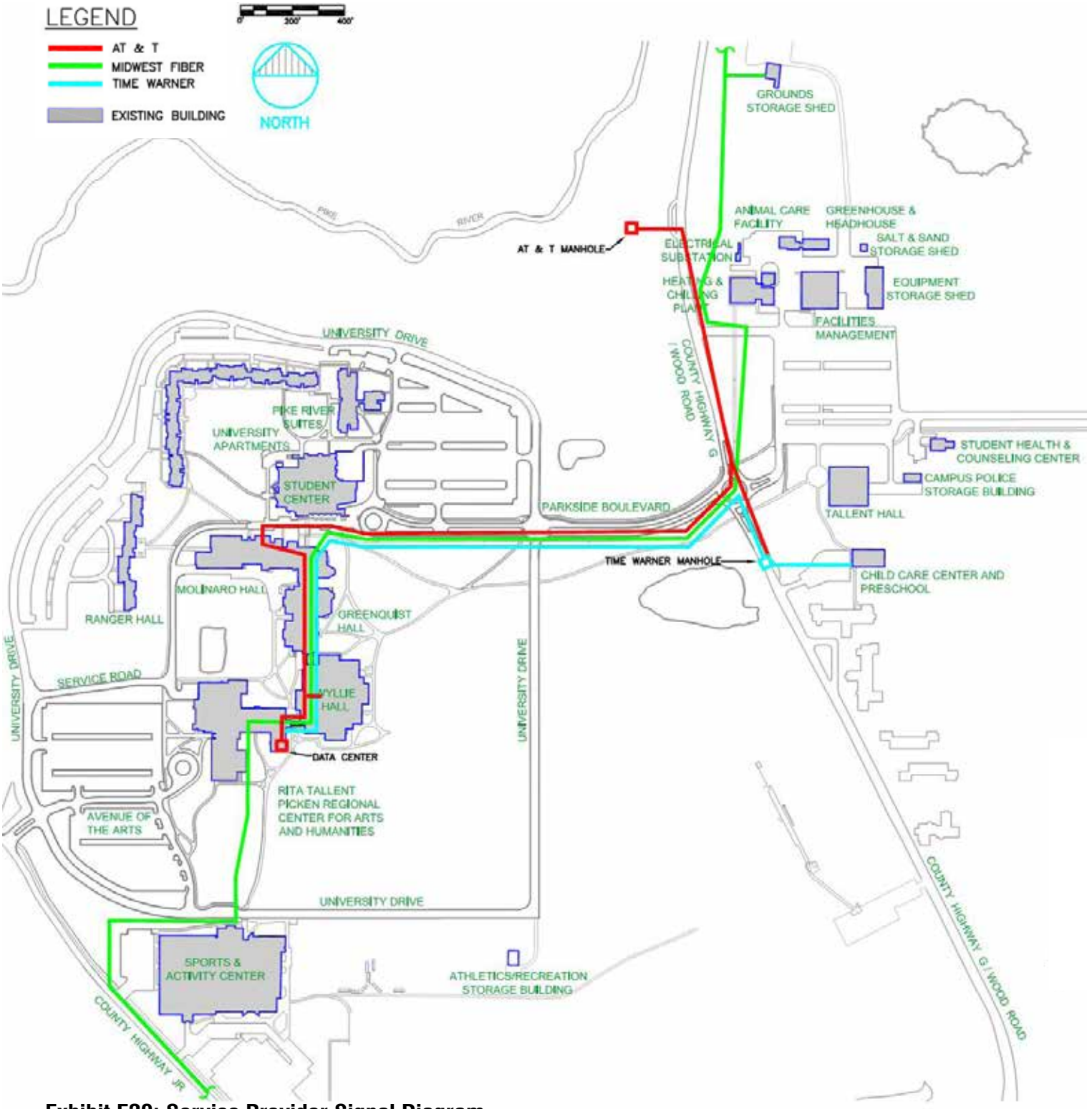


Exhibit F29: Service Provider Signal Diagram

Sanitary Sewer Service

Sewer service is provided by the City of Kenosha through the Town of Somers with the university owning all campus mains and services. Discharge from the campus to the public system is through a 12-inch sewer main near the intersection of Wood Road and CTH E.

The university has an agreement from the early 1970s with the private Orchard Court Apartment complex to allow connection to the campus water and sewer lines. The intent of the agreement was for these apartments to provide private housing for students and water and sewer utilities were not available in the area for this development. Connections to the apartment complex from the local utility are now available, and the number of students living in the apartment complex is not significant. The university is seeking disconnection from the campus sanitary sewer system.

Campus staff reports that with the exception of a few blockages, the system has experienced few problems and has required little maintenance in the past. However, portions of the system are very deep (25-feet and greater) and the system is aging.

The sanitary sewer was installed in the late 1960s and until recently had not had been cleaned or inspected. The campus and the Town of Somers Water/Sewer Utility have investigated the potential of infiltration of the sanitary sewer system by groundwater or cross connections. A metering system was installed near the sanitary sewer exit to the campus to measure the quantity and the quality of effluent and provide reports to the campus and Utility for their analysis. This meter identified a large increase in flow during wet periods. A comparison of water usage and sewage indicates an issue with the integrity of the system. This water infiltration impacts the campus utility budget and ability of the water utility to manage the treatment of sewage during these peak periods.

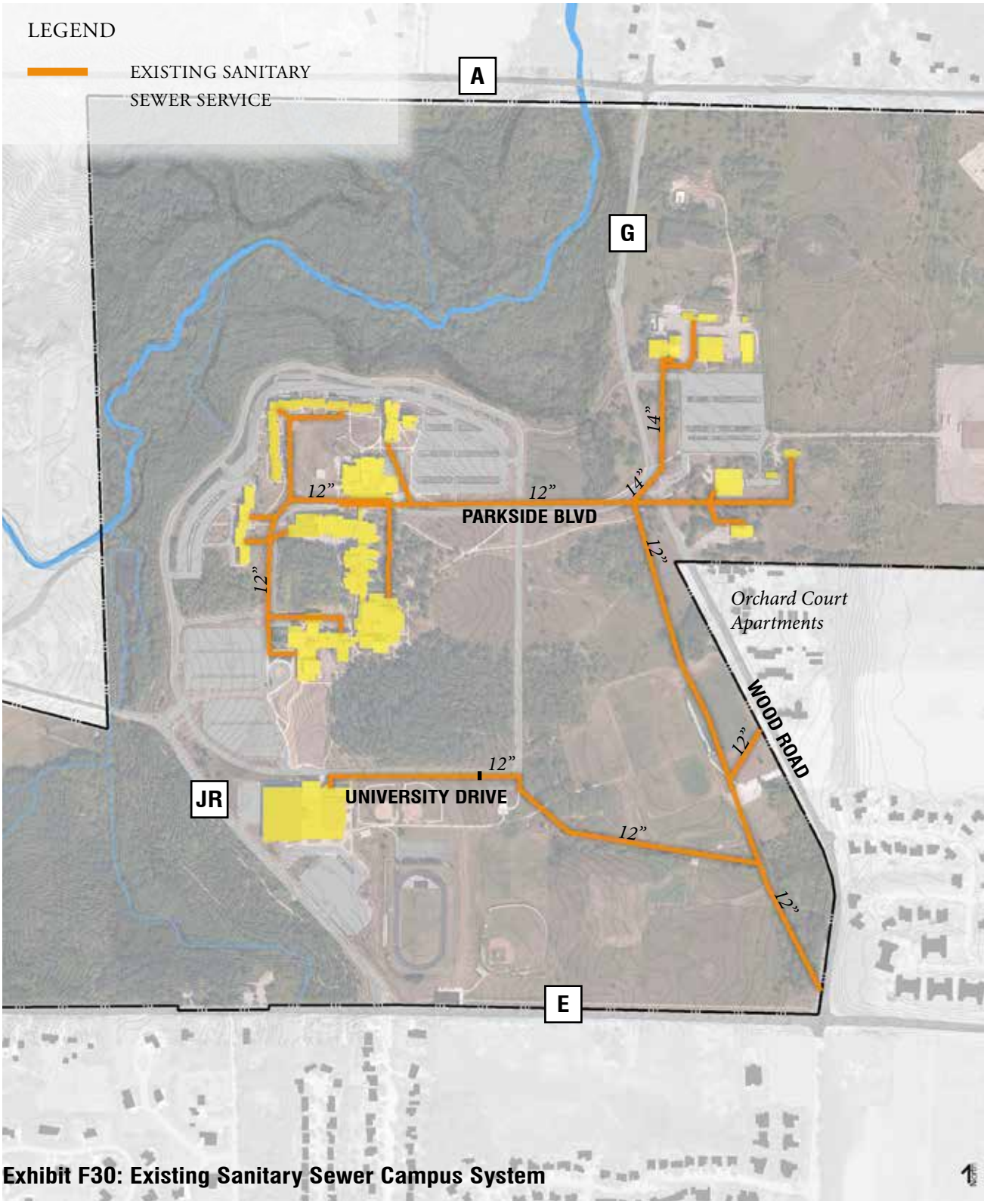


Exhibit F30: Existing Sanitary Sewer Campus System

Potable Water

The campus potable water system is comprised primarily of ductile iron pipe constructed at depths generally greater than 6 feet. The university purchases potable water from the City of Kenosha through the Town of Somers. The primary campus feed is near Wood Rood/ CTH E through 10-inch and 12-inch looped branches. The supply pressure and quantity are adequate for any current or future campus needs, which has confirmed by pressure/flow testing.

The university owns all campus lines including the 10-inch main along Wood Road. The Orchard Court Apartments, located east of Wood Rood, are also served by these lines through an agreement negotiated in 1970s. Campus staff reports that there have been discussions of discontinuing service to non-state users.

During recent utility tunnel construction, campus staff detected chlorinated water leaking into the utility trench. Further investigation revealed severe corrosion of a nearby ductile iron water main. The corroded pipe sections were replaced but this occurrence has raised concerns about the campus-wide extent of ductile iron pipe corrosion. Many of the campus water mains are buried at depths of 15 feet or more so exploratory excavation is not feasible. However, it is likely that corrosion is also occurring in other portions of the campus system.

A recently excavated ductile iron pipe has evidence of severe corrosion.

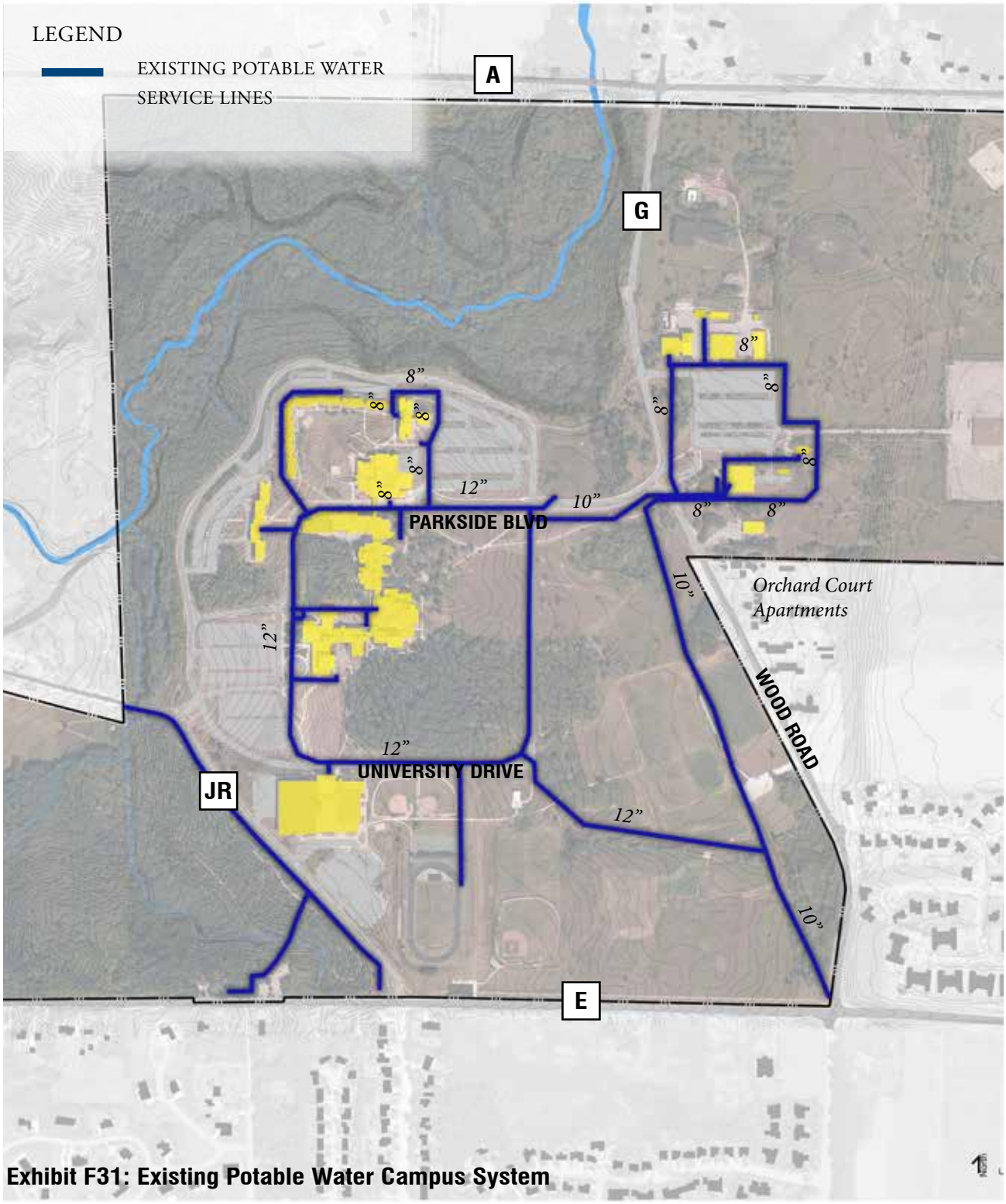


Exhibit F31: Existing Potable Water Campus System

Stormwater Management

Receiving Water

The campus is located in the Pike River watershed (EPA Hydrologic Unit Code 040400020403). The Pike River drains generally from southwest to northeast flanking the western and northern portions of the campus. Federal Emergency Management (FEMA) FIRM maps show the floodplain as a Zone AE. Zone AE is a designation by FEMA indicating that the area is subject to inundation during a 100-year flood event (i.e. 1% probability flood). The base flood elevations for the 100-year flood range from approximately 631' near the southwest corner of campus to approximately 620' near the CTH G/7th Street intersection. It is advised that future campus development avoid placing fill within the designated Zone AE areas.

The Pike River is considered an "impaired water" by the Wisconsin Department of Natural Resources (DNR) and Environmental Protection Agency (USEPA). The impairment is a degraded biological community caused by rural and urban nonpoint source pollutants such as phosphorus. Recently installed stormwater best management practices will help address a source of these pollutants.

The Root-Pike Watershed Initiative Network performed an assessment of the Pike River within campus limits as part of the "Pike River Watershed-Based Plan" (August 2013). The report identified the 5,557 linear-foot campus reach as having "isolated highly eroded streambanks; riparian area dominated by many invasive trees" and recommends that campus "selectively restore streambanks using bioengineering techniques; selectively remove invasive trees." Recommended improvements are classified as "High" priority projects to be implemented in a 25-year or longer time span.

Design and Permitting Considerations

The campus storm sewer system is considered a Municipal Separate Storm Sewer System (MS4), under Chapter NR 216 of the Wisconsin Administrative Code. As an MS4, stormwater discharges from the system to waters of the state are regulated by the Wisconsin Department of Natural Resources under Wisconsin Pollutant Discharge Elimination System (WPDES) General Permit No. WI-S050075-1. Permit coverage requires UW-Parkside to undertake annual stormwater management activities including public education and outreach, public involvement and participation, illicit discharge detection and elimination, construction site pollution control, post-construction stormwater management, and pollution prevention. UW-Parkside submits annual reports to DNR in March of each year documenting stormwater management activities.

Stormwater Conveyance

The campus stormwater drainage system is a conventional conveyance system comprised of curb and gutter, inlets, and storm sewers. There are no known areas of extensive flooding or erosion on campus. See Exhibit F32: Existing Stormwater Basins for the five stormwater outfalls.

Stormwater Treatment

Best Management Practices (BMPs) have been constructed throughout campus to treat stormwater discharge. The Central-West basin is the only campus drainage area discharging to the Pike River with no detention/treatment. See Exhibit F33: Existing Stormwater Campus System.

According to a report titled "SLAMM Analysis – UW-Parkside" by Crispell-Snyder, Inc. (July, 2008), the existing campus-wide total suspended solids reduction is 34%, exceeding the 20% reduction requirement listed in the WPDES General Permit for UW-Parkside. This study was performed before the detention basins and biofiltration areas noted in Exhibit F33: Existing Stormwater Campus System were constructed. Therefore, it is likely that current total suspended solids reductions exceed the reported 34% value.

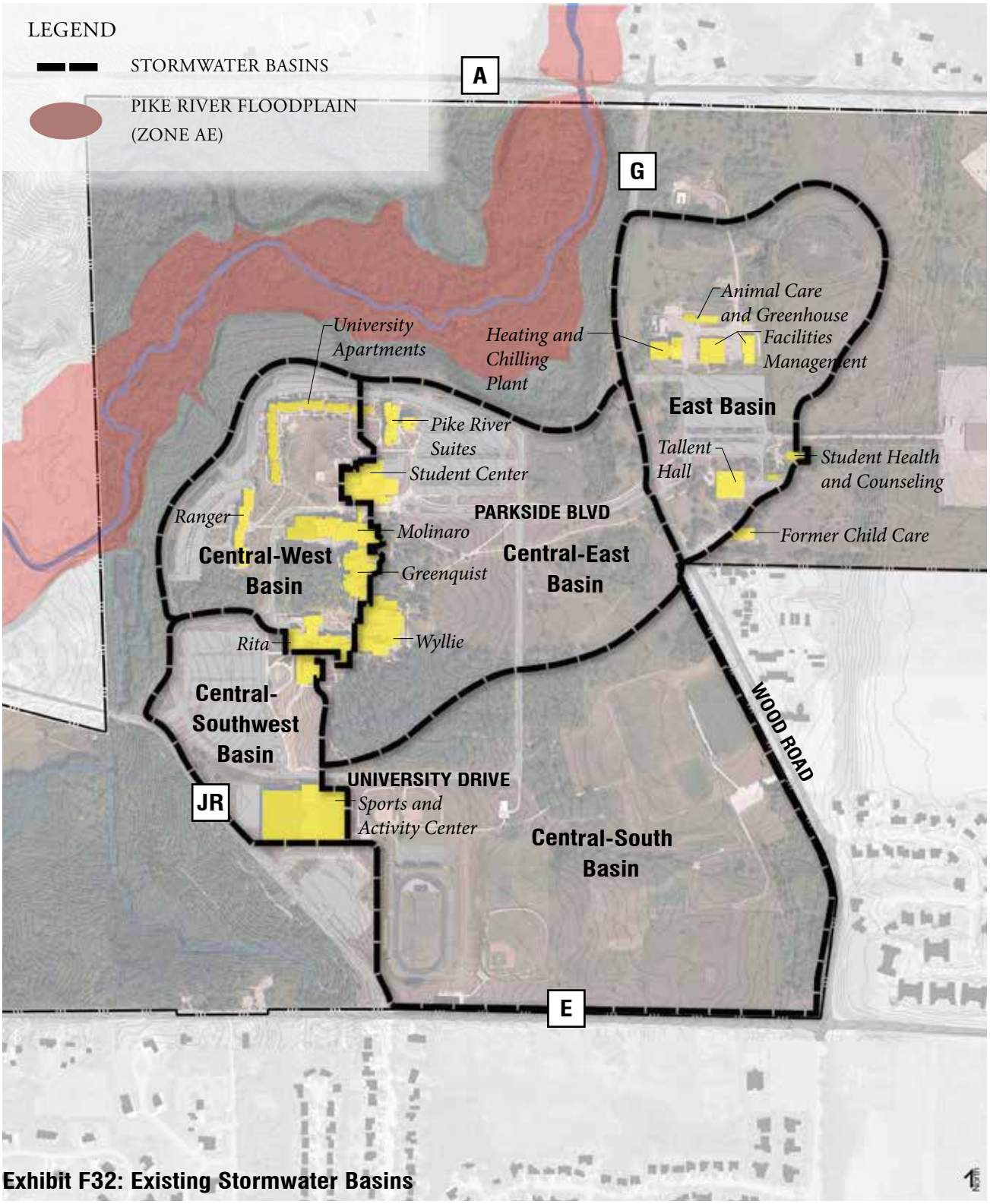


Exhibit F32: Existing Stormwater Basins

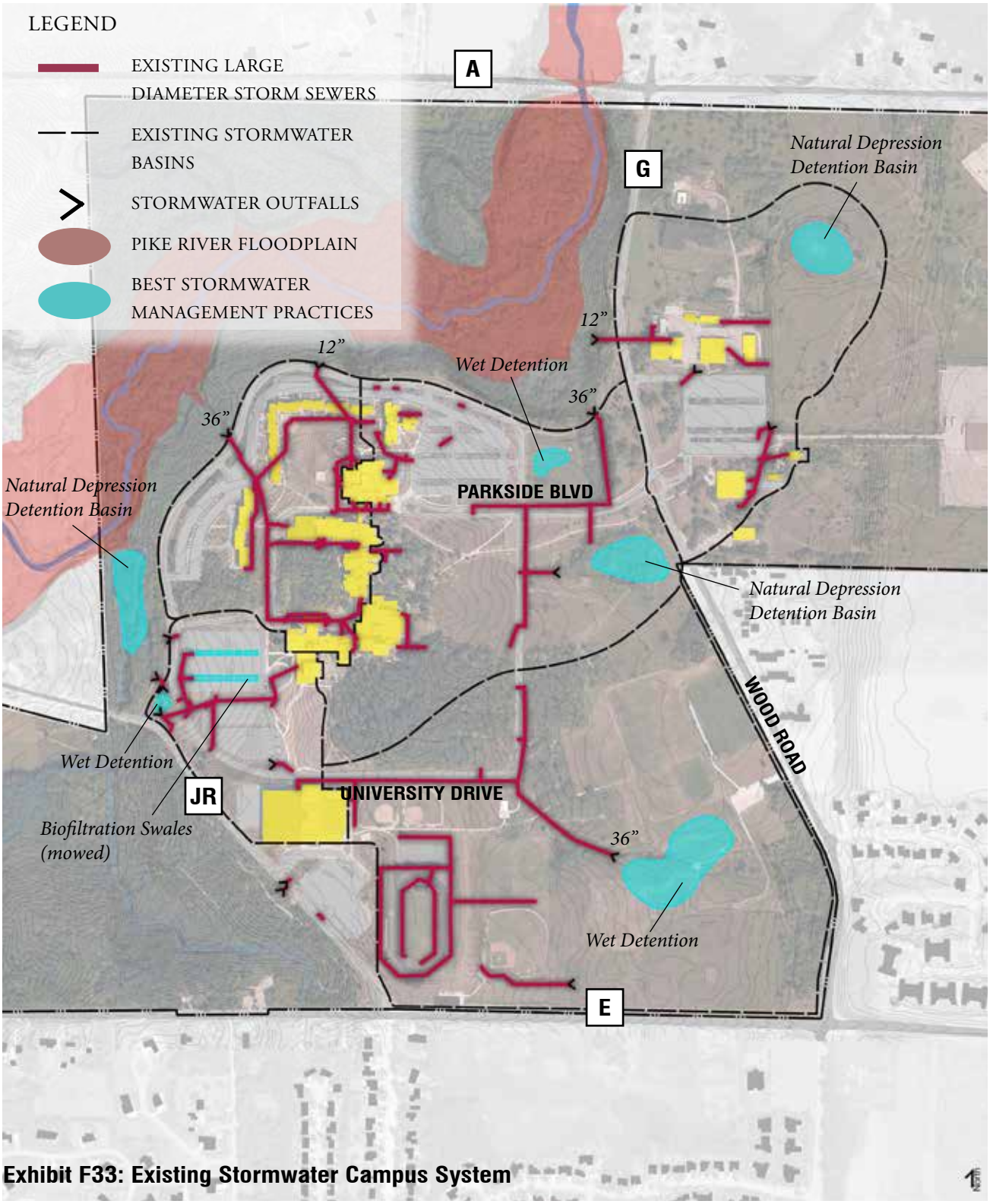


Exhibit F33: Existing Stormwater Campus System

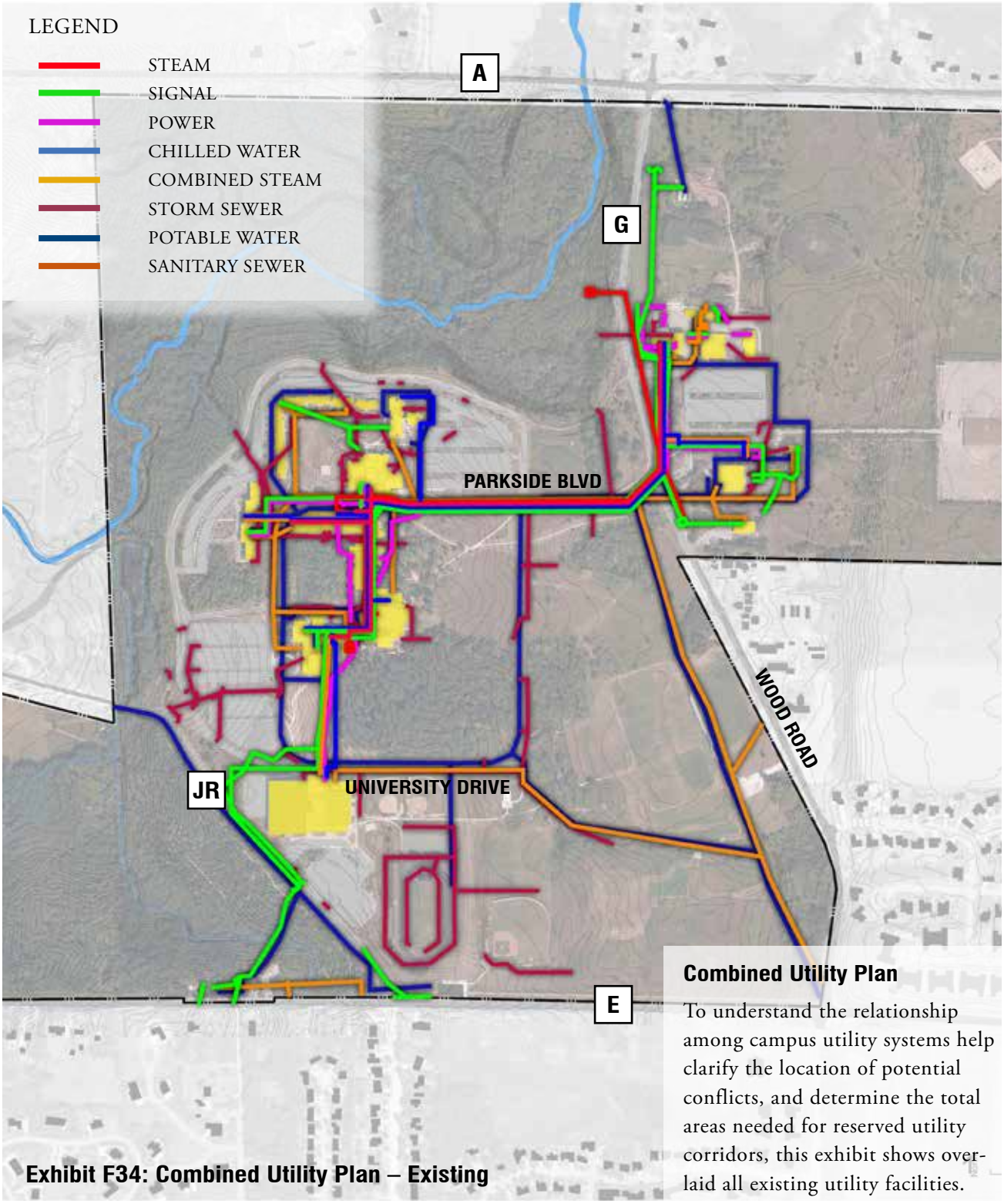


Exhibit F34: Combined Utility Plan – Existing

Combined Utility Plan

To understand the relationship among campus utility systems help clarify the location of potential conflicts, and determine the total areas needed for reserved utility corridors, this exhibit shows overlaid all existing utility facilities.

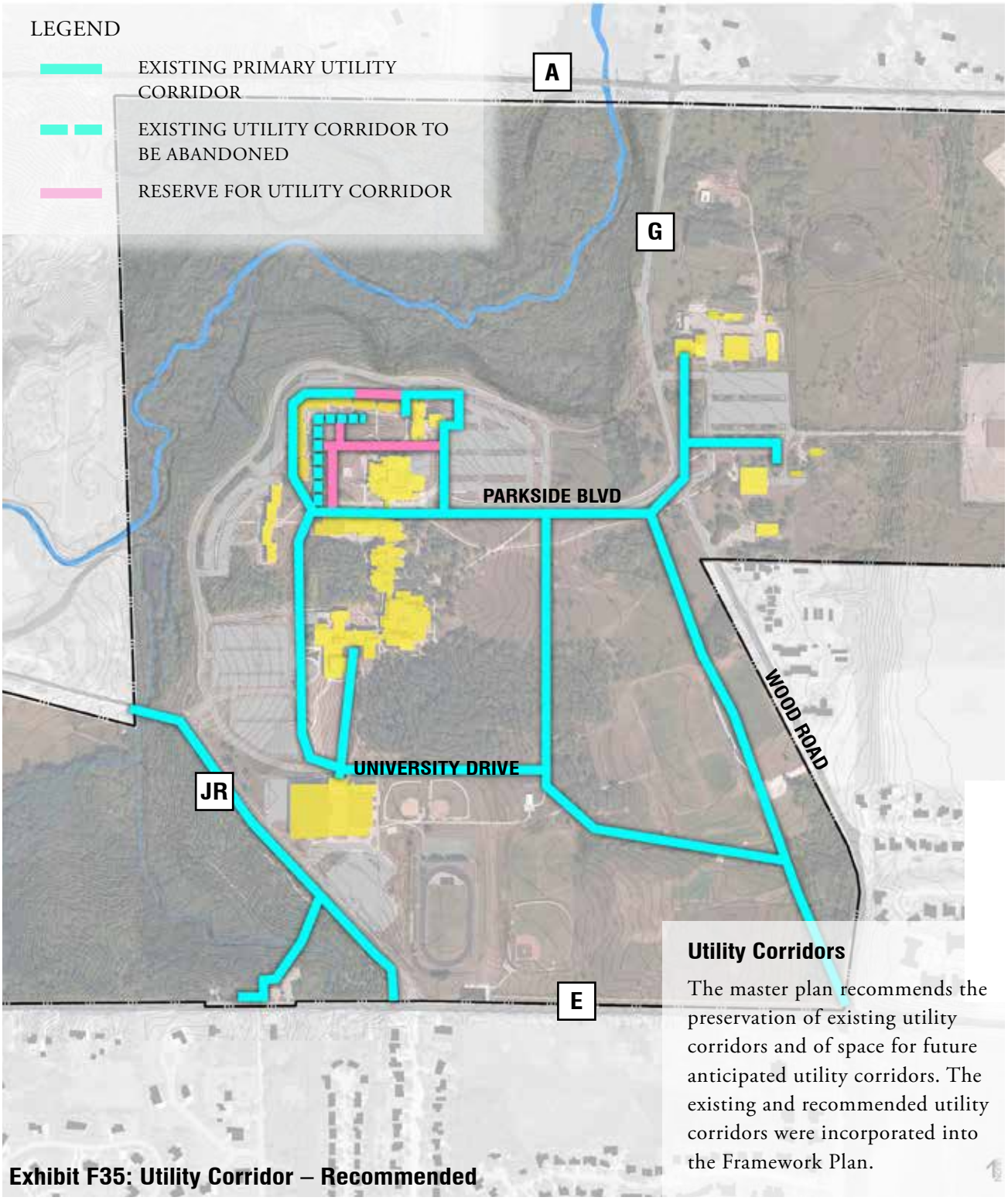


Exhibit F35: Utility Corridor – Recommended

Utility Corridors

The master plan recommends the preservation of existing utility corridors and of space for future anticipated utility corridors. The existing and recommended utility corridors were incorporated into the Framework Plan.

FRAMEWORK PLAN

The Framework Plan serves as a graphic summary of all site analysis findings derived during initial stages of the master planning process. The analysis phase produced a series of informational layers that when overlaid begin to reveal opportunities for preservation and change on campus.

In short, the campus has sufficient land for growth areas, interim reservation, and permanent preservation.

The map depicts in a single graphic those areas that are encumbered by elements that may prevent or impede redevelopment or change, as described in the site analysis. Those obstacles include floodplain concerns, significant woodlands, and utility corridors.

The areas highlighted in green are open spaces. Due to their quality, the master plan recommends that the darker green areas be considered for permanent open space preservation. The lighter green areas are currently open spaces used for unprogrammed passive and active recreation. The master plan recommends that these land uses persist for the time horizon of this master plan. This land may in the future be considered for additional development.

The areas highlighted in yellow on the plan indicate zones within which improvements are anticipated or could occur within the time horizon of this master plan.

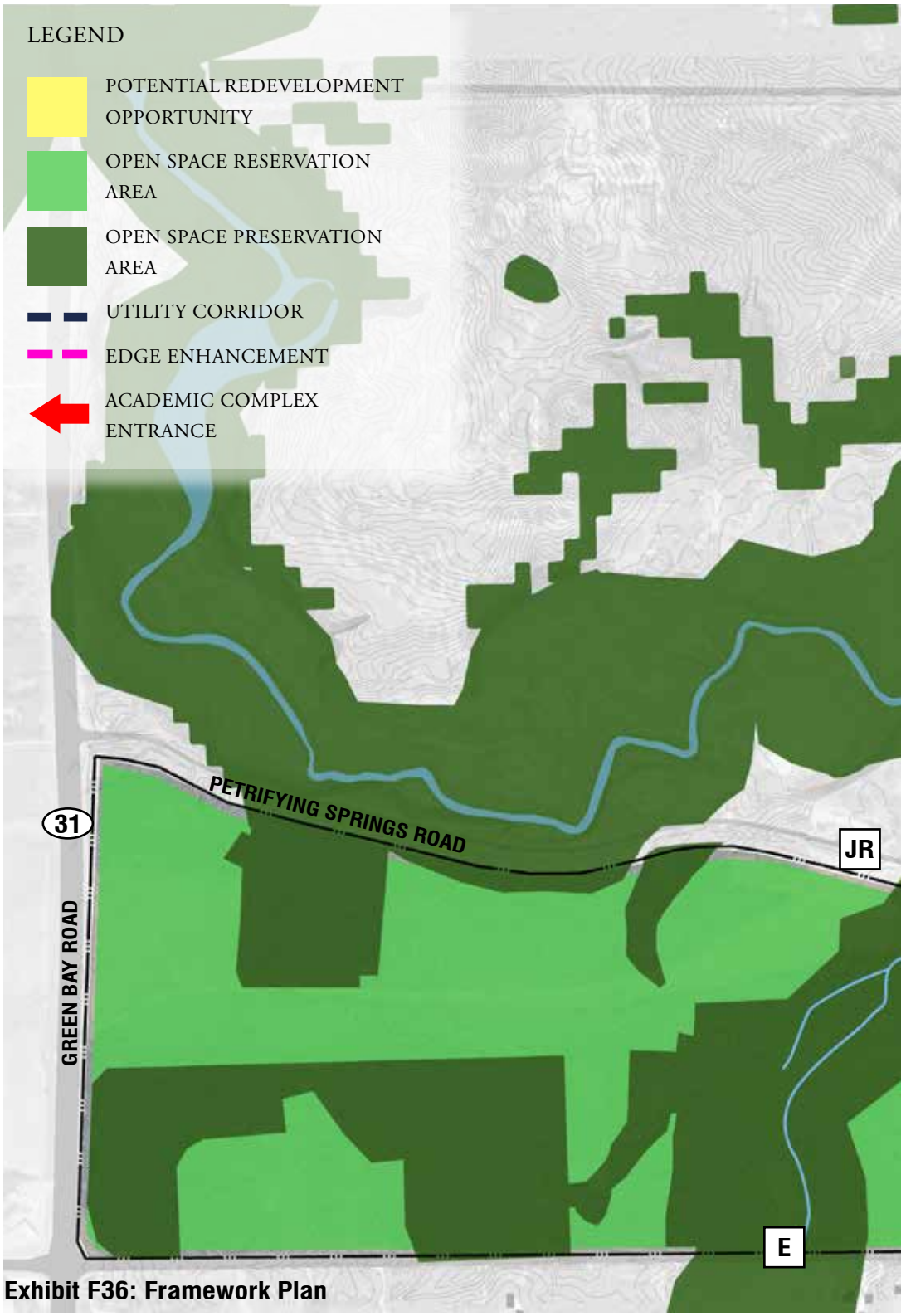
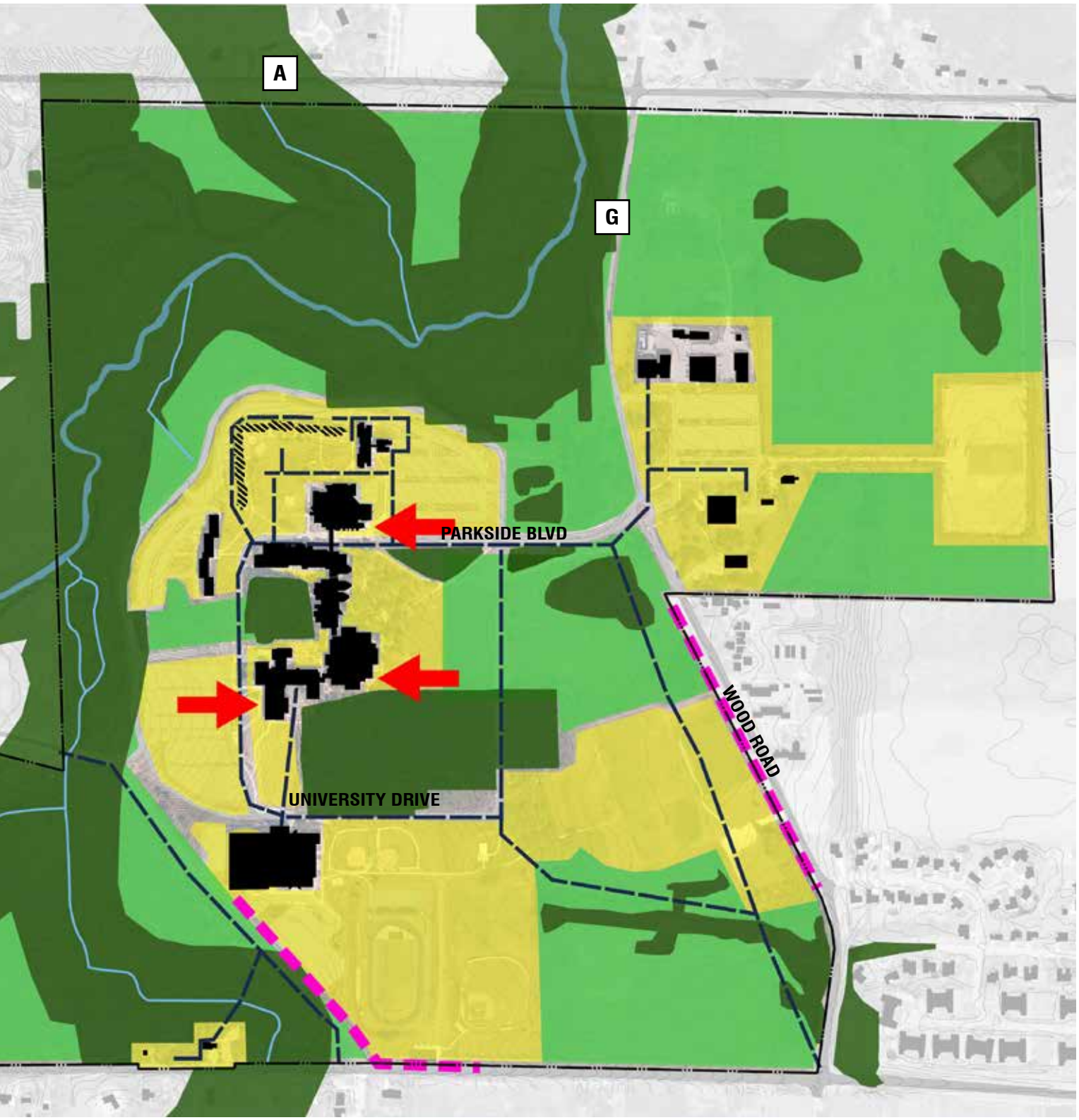


Exhibit F36: Framework Plan


A
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PARKSIDE BLVD
WOOD ROAD
UNIVERSITY DRIVE

KEY CHALLENGES

Key Challenges

To address the broad range of issues and opportunities facing the UW-Parkside campus, the master planning process sought to balance various interests and resolve existing and potential conflicts among the different voices on campus and in the larger community. While there were many challenges to resolve, the following were the most significant:

- Provide clear direction for the use of the campus open space, particularly academic outdoor laboratories and recreational uses.
- Focus on renovation and repurposing of existing facilities.
- Craft project recommendations to meet potential financing and phasing challenges.

Alternatives

To conclude the analysis process, challenges and opportunities for each analysis category were distilled and focused as recommendations leading to an exploration of alternatives.

The master planning process tested potential program placement and open space development in order to best achieve the vision and guiding principles of the master plan. While seeking a common vision, the alternatives approached that vision in very different ways.

The alternatives were embedded within the preliminary master plan, and were presented to the campus community at open houses and workshop sessions. During these meetings, preferred elements were identified to be incorporated into a revised preliminary master plan. The Core Team and the master planning consultants identified the most desirable aspects of each of the alternative scenarios for integration into a single, comprehensive campus master plan. The master plan respects immovable programmatic pieces and preferred adjacencies, while capitalizing on the flexibility of other elements to create a unifying action plan for the future.


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Campus Concierge
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Recommendations

RECOMMENDATIONS

Building Initiatives

1. Wyllie Hall Renewal
2. Greenquist Hall Renewal
3. Molinaro Hall Renewal
4. Sports and Activity Center Repurpose Renovation
5. Tallent Hall and Student Health and Counseling Center Repurpose
6. Rita West Entrance and D1/L1 Reconstruction
7. University Apartments Replacement and Expansion
8. Building Demolition
9. Facility Scheduling and Program Migration

Circulation Initiatives

1. Wyllie Hall Southeast Entrance and Parking
2. Softball Fields East Parking Lot
3. Parking Lot Bioswale Restoration
4. Tallent Hall Parking Lot Condition and Demand Analysis
5. Student Center Transit Stop
6. Bicycle Trail Network Connections

Open Space Initiatives

1. Disc Golf Course Redesign
2. Outdoor Laboratory Restoration
3. Outdoor Track and Field Reconstruction
4. Game Day Outdoor Plaza
5. Soccer Field Reconstruction
6. Pike River Streambank Restoration
7. Campus Identity Signage Replacement
8. Trail Connections and Trailhead

Infrastructure Initiatives

1. Tunnel Waterproofing
2. Steam Rebuild
3. Chiller 2 Overhaul
4. Redundant Server/Core Network
5. Fiber Optic Cable Replacement
6. Chiller 3 Overhaul
7. Boiler Replacement
8. Chiller 1 Replacement

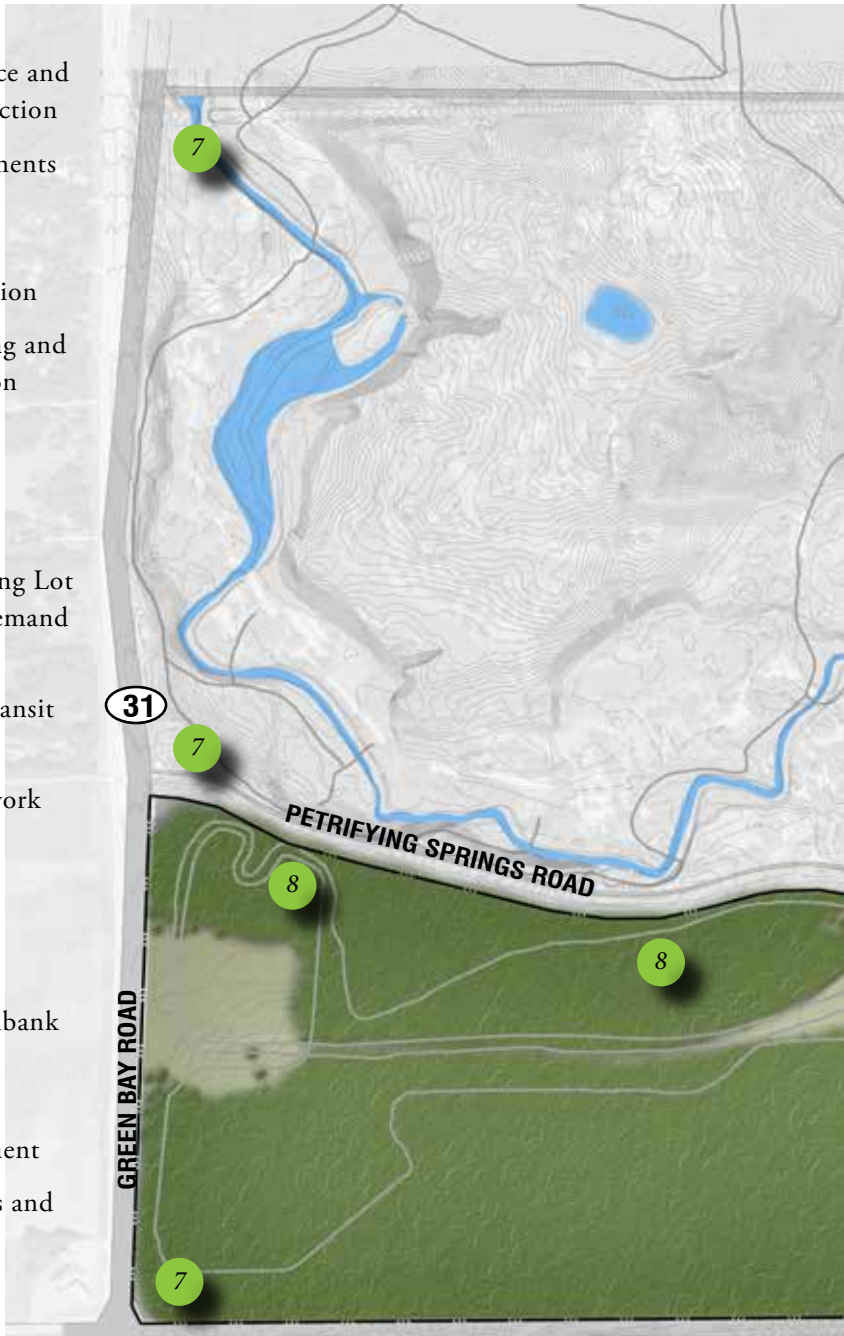
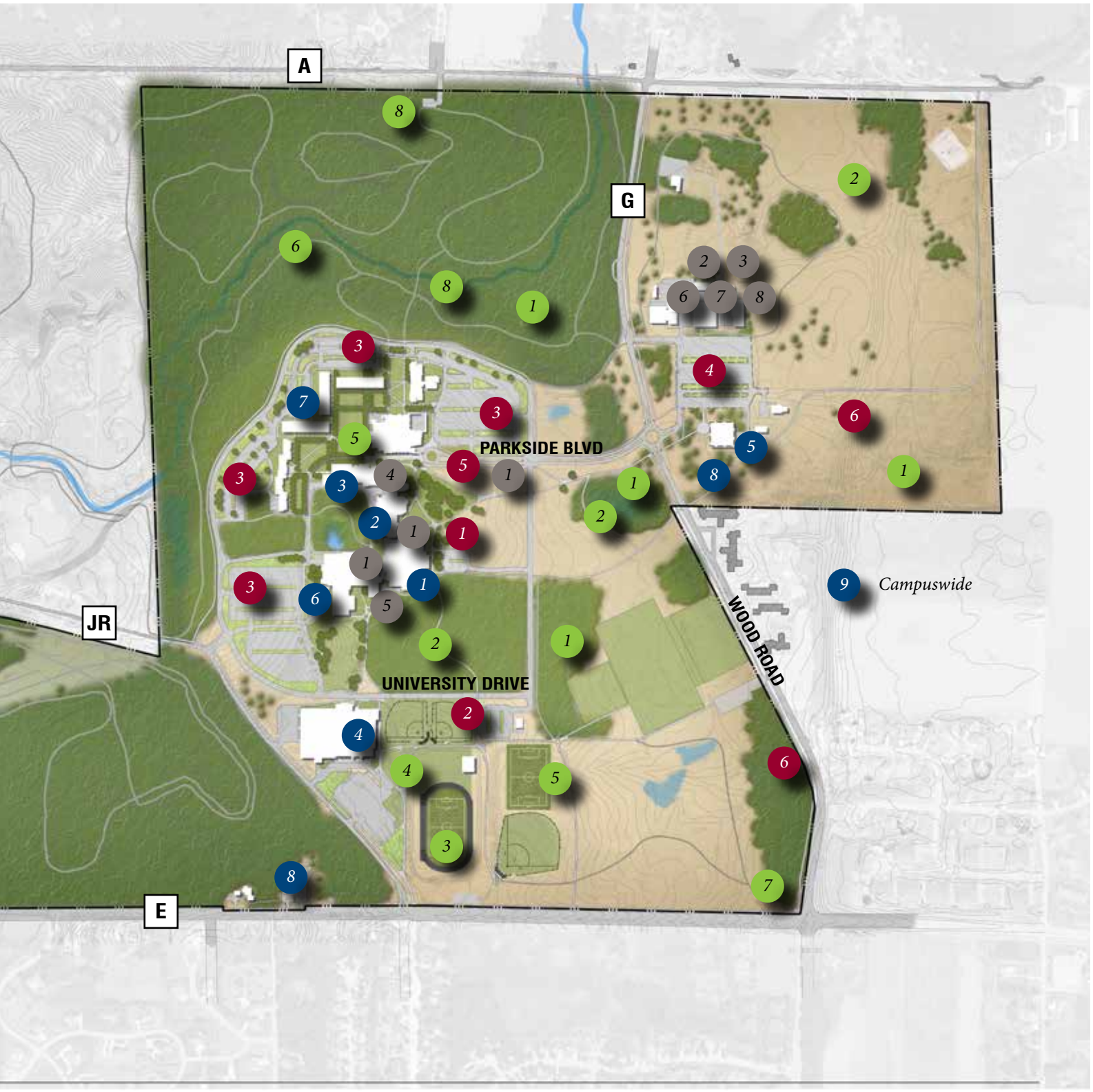


Exhibit R1: Recommendations Key Map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RECOMMENDATIONS

Introduction

The intent of the campus master plan is to present a vision for UW-Parkside that reinforces its goals and objectives. Its fundamental function is to provide a principle-driven framework for managing future opportunities, whether those opportunities were considered during the planning process or not.

The campus master plan represents an ambitious yet realistic future vision for the campus. It translates the principles and key themes developed during the master planning process into a graphical representation of physical and programmatic improvements. The plan represents both short and long-term opportunities for continued growth and development.

Specifically, the master plan recommends the renovation of existing buildings and the placement of new features such as parking, pedestrian walks and open space improvements, with a thorough understanding of their relationship to the campus's existing campus composition.

Organization

The campus master plan translates the mission and guiding principles into an illustrative framework for physical facilities to aid future decision-making processes at UW-Parkside, UW System, and Division of Facilities Development.

This chapter organizes recommended projects by the campuswide system in which they primarily fall.

- Building Repurposing, Replacement, Expansion
- Circulation and Vehicle Parking
- Open Space, Athletics, and Recreation
- Infrastructure and Utilities

After an introduction to each system, recommended projects are described. For each recommended project, the campus master plan describes the project's purpose, the campuswide design intent, approximate size, sequencing, and phasing.

Phasing

Working with the campus planning team, the Core Team identified phasing considerations. This analysis took into account:

- Strategic vision/major initiatives
- Student needs and preferences
- Current and projected space utilization
- Funding source constraints
- Ability to generate revenue and ability to drive fund-raising
- Impact on student and faculty recruiting and retention

The campus master plan horizon is 20 years. The summary charts describe recommended projects, opinions of probable project cost in 2014 dollars, and potential funding sources. The master plan has divided projects into four phases:

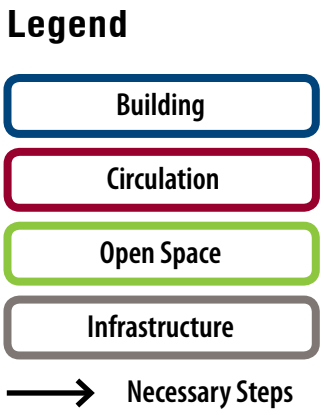
- Short Term (0-6 Years)
- Mid Term (7-12 Years)
- Long Term (13-18 Years)
- Future (19+ Years)

Sequencing

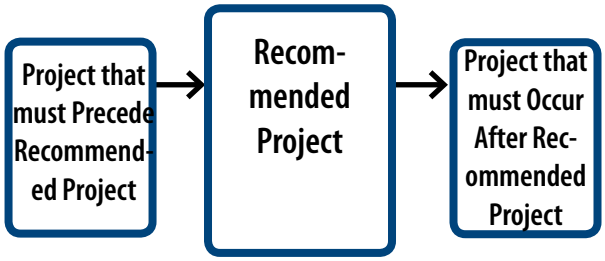
An important aspect of project phasing to understanding project sequencing – which projects must precede or follow other projects. For example, sites must be made available before new construction can occur, programs must be moved before a repurposing or demolition, and building projects must typically occur before related site and parking improvements. These linked projects must occur in order, regardless of the priority of each interim step.

Sequencing is displayed graphically. The recommended project is shown in the larger central box. The projects that must precede the recommended project are shown to the left, and projects that must occur after the recommended project are shown to the right. Some projects are independent of all others and may be undertaken as funding becomes available.

The color of the box outline indicates the type of project. Projects limited to studies are shown with dashed outline.



The larger central box is the project recommended on that page. Projects that must precede are shown to the left, and resulting opportunities are shown to the right.



BUILDING INITIATIVES

Most academic buildings require renovation or repurposing so that they are more flexible and equipped for modern and transitional teaching and research methods and can allow for expansion of academic faculty.

Although space is underutilized, most structures are in good enough condition to warrant continued investment to improve building utility systems, and renovate for either the current or more critical needs as identified by the space needs assessment. Two structures are recommended for demolition due to poor conditions and poor repurposing opportunities.

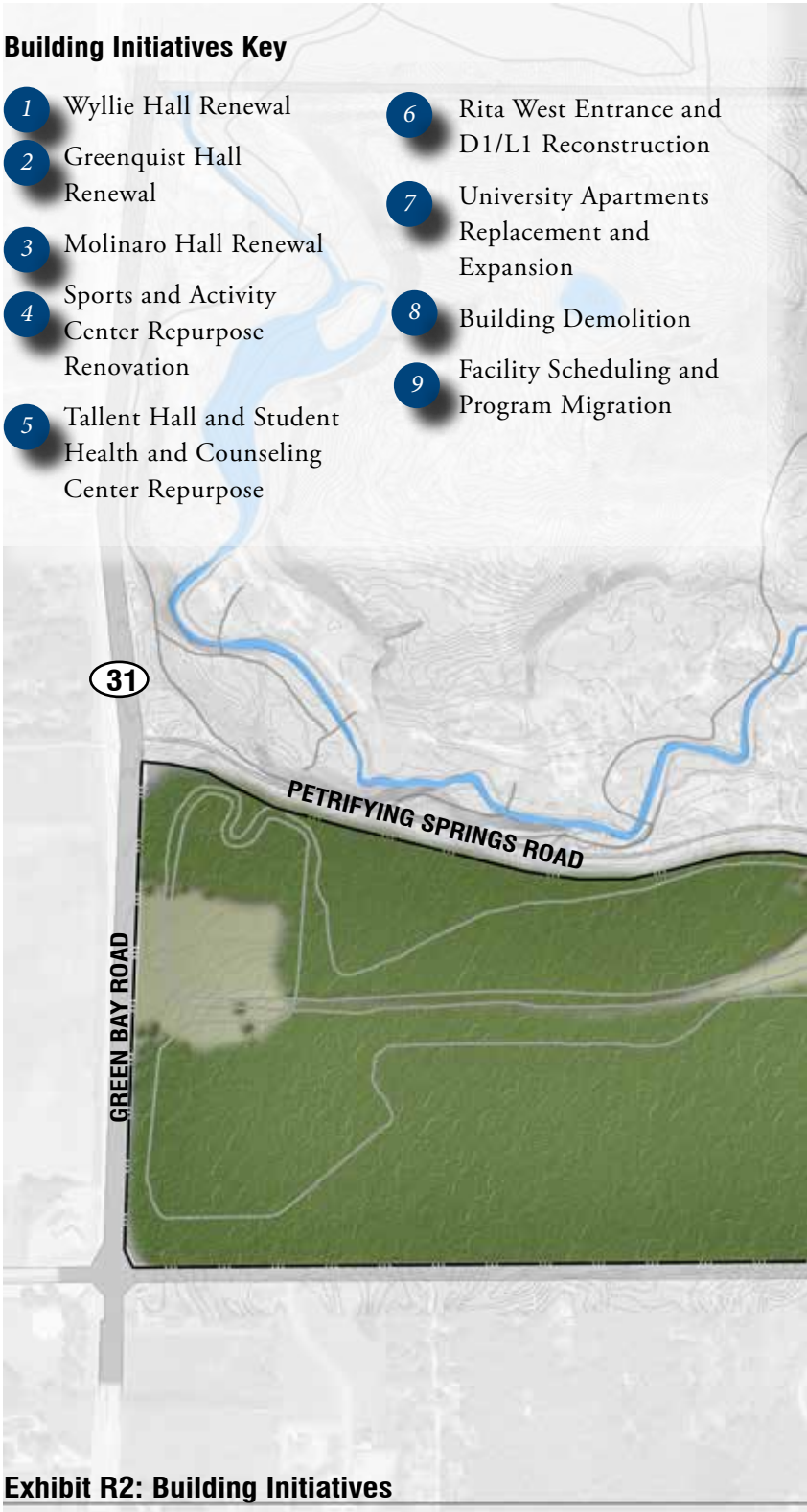
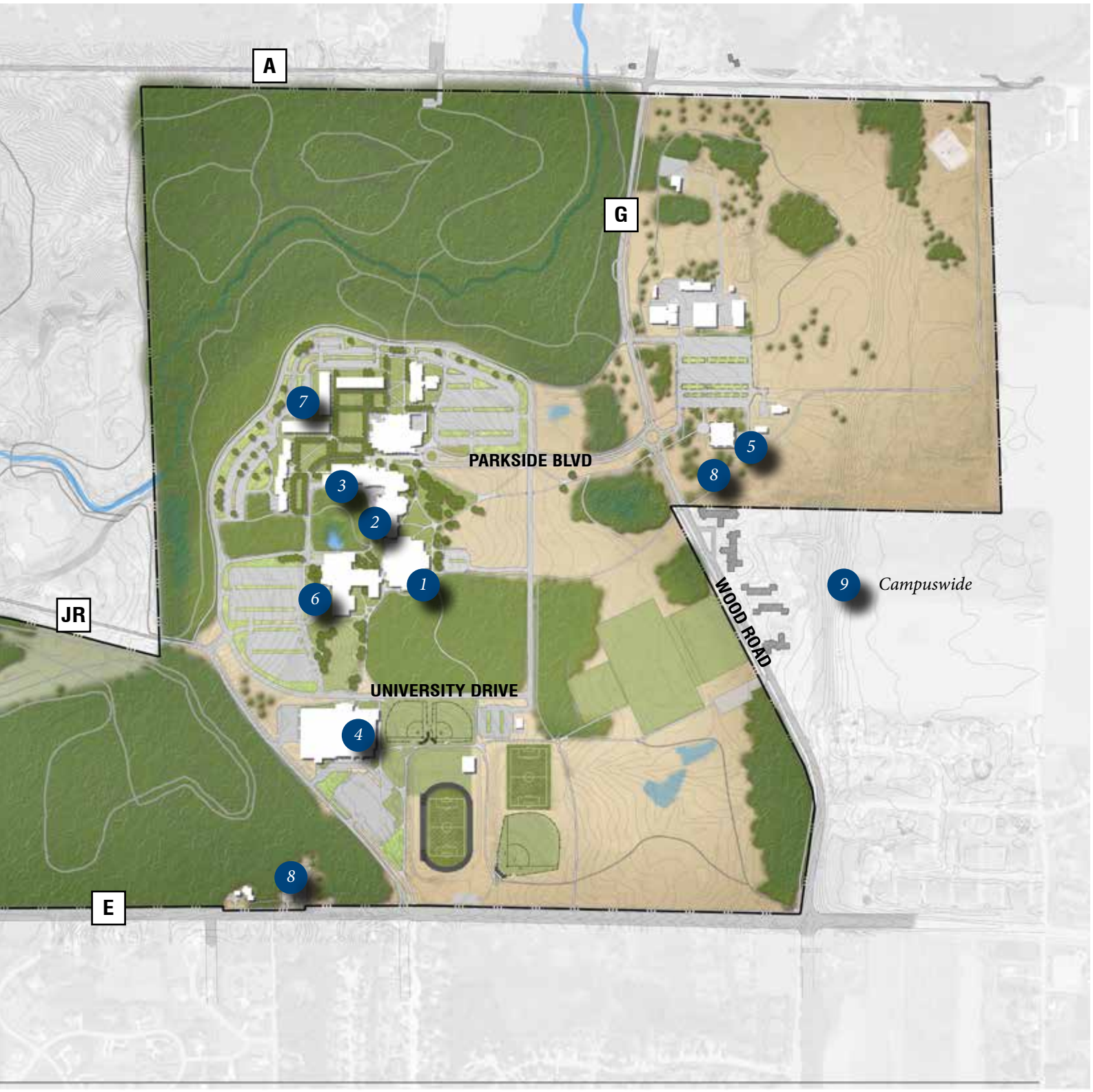


Exhibit R2: Building Initiatives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1 Wyllie Hall Renewal

Purpose and Need

Wyllie Hall was constructed in 1972 as the functional and symbolic core building of the campus. Its utility systems are nearing their expected lifespan and the academic, library, and assembly spaces do not fully meet the university's current needs. Through a three-phase renovation project, Wyllie Hall will be renewed. A Building Renewal Feasibility Study, completed concurrently with this master planning effort, provides more detailed direction for each improvement phase.

Phase I Improvements

Academic Success Project. The D1 and L1 levels including Mid and Lower Main will be repurposed for a consolidation and expansion of student academic and financial support offices. One-stop welcome desks with cross-trained staff will provide a more convenient location for the most common student academic and administrative services. A coffee shop and learning commons will further attract students to the area. Opening access to the central stairs and reconstructing the elevator to the L3 Administrative Suite to serve all levels will improve intra-building circulation.

Phase II Improvements

Building Renewal. The master plan recommends the replacement of old galvanized water piping, sanitary piping, and storm piping risers on Wyllie Hall L2 and L3. The toilet rooms on L2 and L3 that have not been updated to meet current ADA requirements are recommended to be remodeled. The master plan also recommends HVAC improvements including the reconstruction of the 45-year old existing air handling units that serve the building, replacement of failing reheat piping on L2 and L3, ductwork cleaning, and the addition of six reheat coils.

Current building system conditions indicate that the recommended Phase II Building Renewal projects must occur in the Short Term or the Mid Term. Should funding be available, the Phase III Library Modernization and/or Phase III L3 Office Renovation projects should be combined with the Phase II Building Renewal projects, but the Phase II projects should not be delayed.

Phase III Improvements

Library Modernization. In the Phase I Wyllie Hall Renewal and Academic Success Project, library functions will expand beyond the current library footprint when the learning commons functions are constructed on D1 and Mid Main. Space needs analysis focused on the library indicated that a modern UW-Parkside library can be located on a reduced footprint on Wyllie Hall L1 and L2, in addition to the learning commons on D1 and Mid Main. In Phase III, it is recommended that Wyllie Hall L1 and L2 be renovated for the library. To accommodate this future smaller footprint, over the life of this master plan, it recommends that the library's physical general collection not expand (through the increased use of electronic media) and that some existing physical volumes be archived in another location.

L3 Office Renovation. The reduced library footprint will allow renovation and repurposing of Wyllie Hall L3 for university offices. The offices could include expanded academic offices for faculty, especially those that support the anticipated expansion of distance learning, and relocated staff offices from Tallent Hall. See page 114 for guidance on Facility Scheduling and Program Migration.

Building Renewal. In conjunction with Wyllie Hall L2 and L3 remodeling, the master plan also recommends HVAC improvement projects including replacing VAV Reheat boxes, zone controls, duct and grille modifications, silencer removal, and air valve removal. Also recommended are upgrades to lighting, outlets, fire alarm, security, horizontal and workstation cabling, access control, and close caption television.

Campus Design Intent

The master plan advises that Wyllie Hall continue to function as the core of the academic experience. The entirety of the campus buildings, including Wyllie Hall, is

listed on the Wisconsin Historical Society inventory. However, at this time, Wyllie Hall has not yet been deemed potentially eligible. Wyllie Hall is not yet 50 years old. Although it is not currently listed, the master plan recommends the same degree of due diligence related to protecting the historic integrity of Wyllie Hall.

See the Academic Success Wyllie Hall Renewal Project Phase I Feasibility Study for detailed analysis and program and design recommendations.

The Academic Success Project will redesign Mid and Lower Main Place for learning and social gathering space.

Approximate Size

Phase I Improvements

- Wyllie Hall Renewal and Academic Success Project: 101,900, GSF, 66,200 ASF

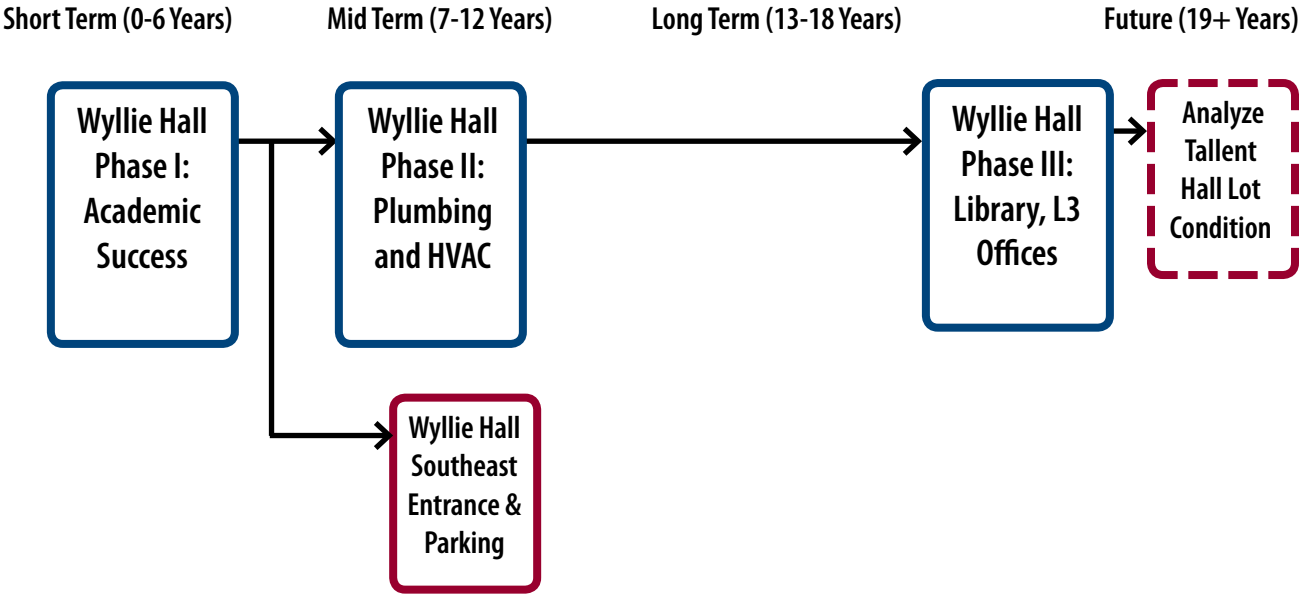
Phase II Improvements

- N/A

Phase III Improvements

- Library Modernization: 43,000 ASF
- L3 Office Renovation: 35,000 ASF

Phasing and Sequencing



2 Greenquist Hall Renewal

Purpose and Need

The science teaching and research laboratories in Greenquist Hall do not meet modern science instruction standards. It is recommended that the needed science labs be renovated to better support teaching, learning and research, and to improve building performance.

The master plan recommends that the university identify the existing highest quality teaching spaces in Greenquist Hall and prioritize the necessary instructional improvements in those spaces. After reinvesting in classrooms and teaching spaces, the university will more intensely schedule the most effective teaching spaces, and then repurpose other lower utilized classrooms and teaching labs and other unused space for other uses such as academic and administrative offices.

Feasibility Study

The master plan recommends that all physical sciences be thoughtfully placed to improve academic adjacencies. A joint Greenquist and Molinaro Halls Renewal Feasibility Study will precede the Greenquist Hall renewal project. It is intended that the feasibility study simultaneously analyze the academic needs within Greenquist and Molinaro Halls, with the aim of strategically relocating the physical sciences in Greenquist Hall. If necessary, the underutilized high-bay spaces on Molinaro D1 may be considered for physical science teaching laboratories.

Most mechanical, electrical and plumbing systems are original. Greenquist Hall is 45 years old, so these building systems have reached the end of their expected service life. It is expected that some systems may be functional and of good quality and can continue to be maintained. Most however, are likely to require replacement and/or upgrading, in particular the effectiveness of the laboratory fume hoods will need to be addressed. The master plan recommends that the feasibility study include a thorough analysis of the existing physical conditions.

Greenquist 101 and 103 are large lecture halls that have capacity of 103 and 222 seats respectively. These classrooms had low utilization in Fall 2013, with Greenquist 103 scheduled for just 6.9 weekly seat hours, compared to the UW-Parkside average of 14.0 and UW System goal of 23.5 weekly seat hours. Large-scale lectures could be scheduled in smaller classrooms in Greenquist and Molinaro Halls, leaving one or more large lecture halls available for other uses. It is recommended that the feasibility study investigate the potential to dedicate Greenquist 101 or 103 and Molinaro 105 or 107 for supportive uses, such as dedicated lecture rooms for community-oriented programming. New programming can occur immediately.

Greenquist Hall D1 level has many underutilized classrooms.

Phase I Improvements

The first phase will comprise of renovation of half of the Greenquist Hall laboratories and the relocation of the Nursing program.

Teaching Laboratories Phase I.
The master planning team prepared a detailed study to determine the future physical science needs. The study included two work

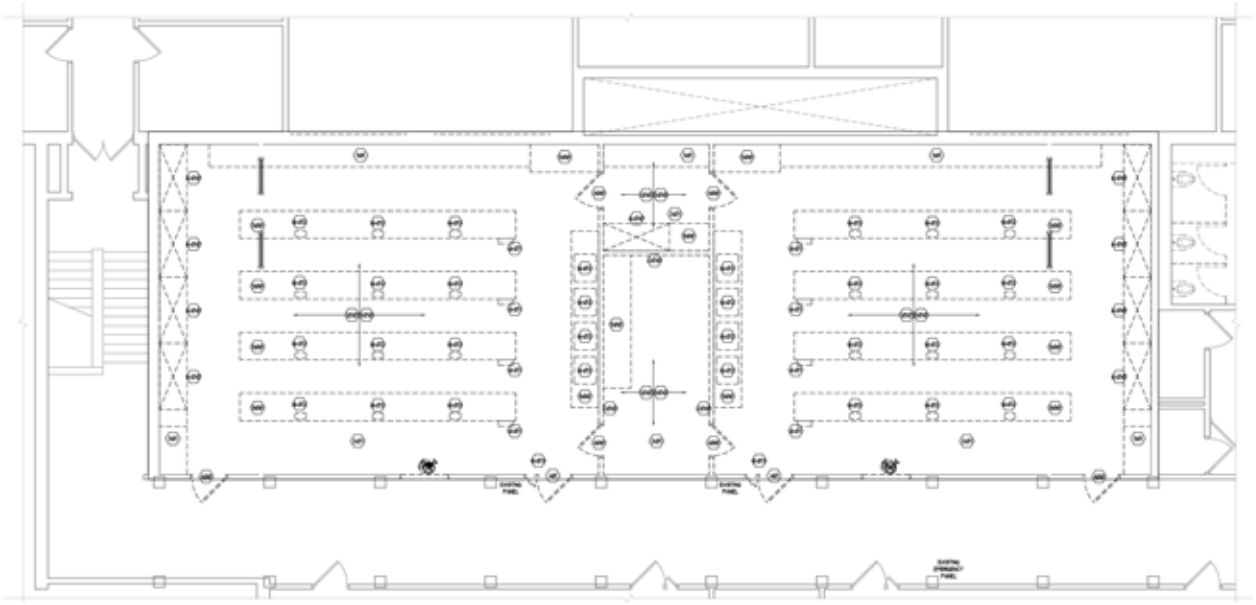
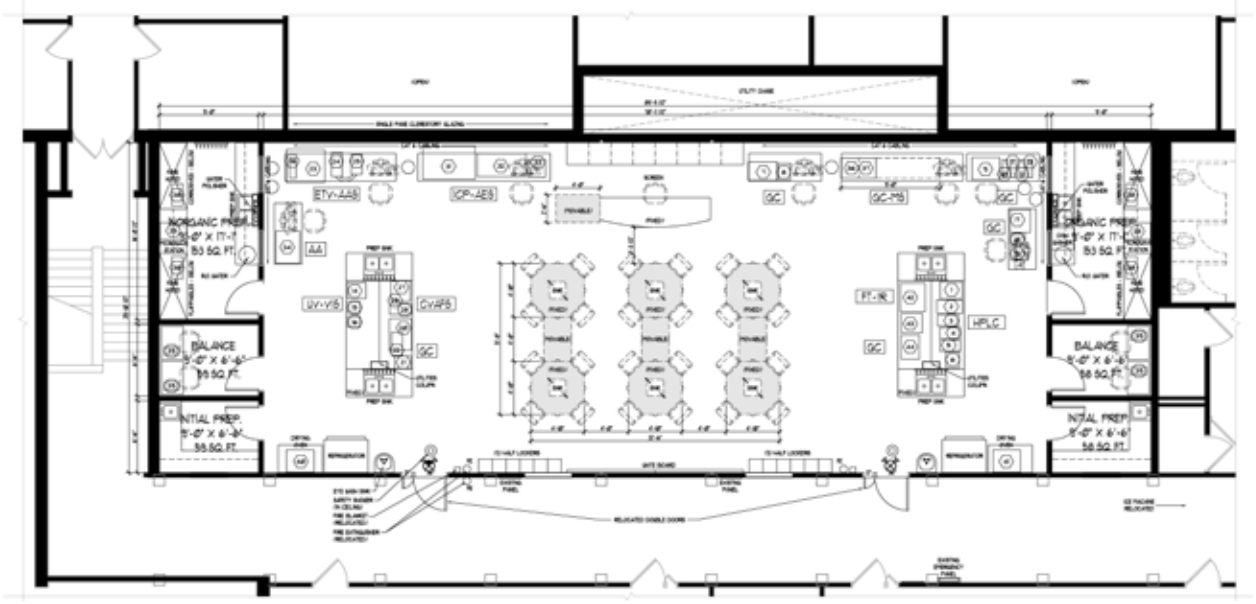


Exhibit R3: Greenquist 363-364 Chemistry Teaching Lab Pilot Project

Above: Existing format. Two separate labs with a shared workspace. Inadequate space and equipment for lab work.
Below: Proposed renovation. Single shared lecture space, separate and expanded lab work space and separate and dedicated prep spaces.



sessions with College of Natural and Health Sciences (CNHS) leadership and faculty and close coordination with the CNHS Dean. Once Greenquist Hall has contemporary lab spaces, the college can reduce the total number of teaching laboratories, since modern labs can effectively support multiple related discipline labs and be more intensely scheduled. Modern labs will also provide research space for faculty and the undergraduate capstone experience.

Assuming the relocated Nursing program and the anticipated growth of CNHS instruction, CNHS will require 10 modern wet teaching labs and 5 modern dry teaching labs.

- Biological Sciences (6) – General Biology, Organismal, Anatomy and Physiology, Microbiology, Zoology, Molecular/Biochem
- Chemistry (4) – General Chemistry, Analytical/Inst/Pchem, Organic Chemistry
- Environmental Studies (1)
- Geosciences (1)
- Mathematics and Physics (2) – General Physics, Advanced Physics/Optic
- Nursing (1) – Skills Lab

One method for renovating existing Greenquist Hall science labs into modern labs is to consolidate adjacent labs, resulting in larger teaching labs that are more flexible and more highly utilized. The university is pursuing a pilot renovation project in Greenquist 363-364 to prove this approach. A feasibility study will determine its applicability throughout Greenquist Hall and confirm that Greenquist Hall can accommodate all needed 15 CNHS teaching labs.

Nursing Program. The master plan recommends that the Nursing program labs and offices be relocated to Greenquist Hall from Tallent Hall and integrated with the other sciences.

The Greenquist loading dock area is often used for pedestrian circulation.

Building Systems Phase I. Phase I will include the necessary mid term building system improvements identified in the feasibility study.

Phase II Improvements

Teaching Laboratories Phase II. The master plan recommends that the remainder of teaching laboratories be renovated in the Phase II building renewal project.

Growing Chamber Renovation/ Reconstruction. The feasibility study will determine how the existing greenhouse will be academically and functionally integrated with the CNHS programs and Facilities Management needs. The existing greenhouse structure requires safety and access improvements in the short term. During Greenquist Hall Phase II project, the growing chamber will be replaced (either in place or in or adjacent to Greenquist Hall), reconstructed in place, or demolished.

Building Systems Phase II. Phase II will include the necessary building system improvements identified in the feasibility study that were not completed as part of the Phase I improvements.

Loading Dock and D1 Connection to Molinaro Hall. It is possible to circulate within the academic core at the D1 level, except between Greenquist and Molinaro Halls. The campus loading dock and its associated materials storage and elevator are located in the Greenquist D1 level.

Public access through the loading dock is typically restricted. Easy and direct access between the D1 levels of Greenquist and Molinaro Halls would enable more effective use of these adjacent spaces for coordinated programming. For example, high-bay spaces in Molinaro D1 could be repurposed for physical science laboratories, and a direct connection between Greenquist and Molinaro at the D1 level would make these teaching labs accessible from Greenquist's D1 classrooms, teaching labs, and offices. The master plan recommends that feasibility study investigate methods to allow direct and open access, such as expanding an improved loading dock west through a building addition. A shifted and expanded loading dock would still require materials to be transported across the hallway to the D2 service elevator.

Campus Design Intent

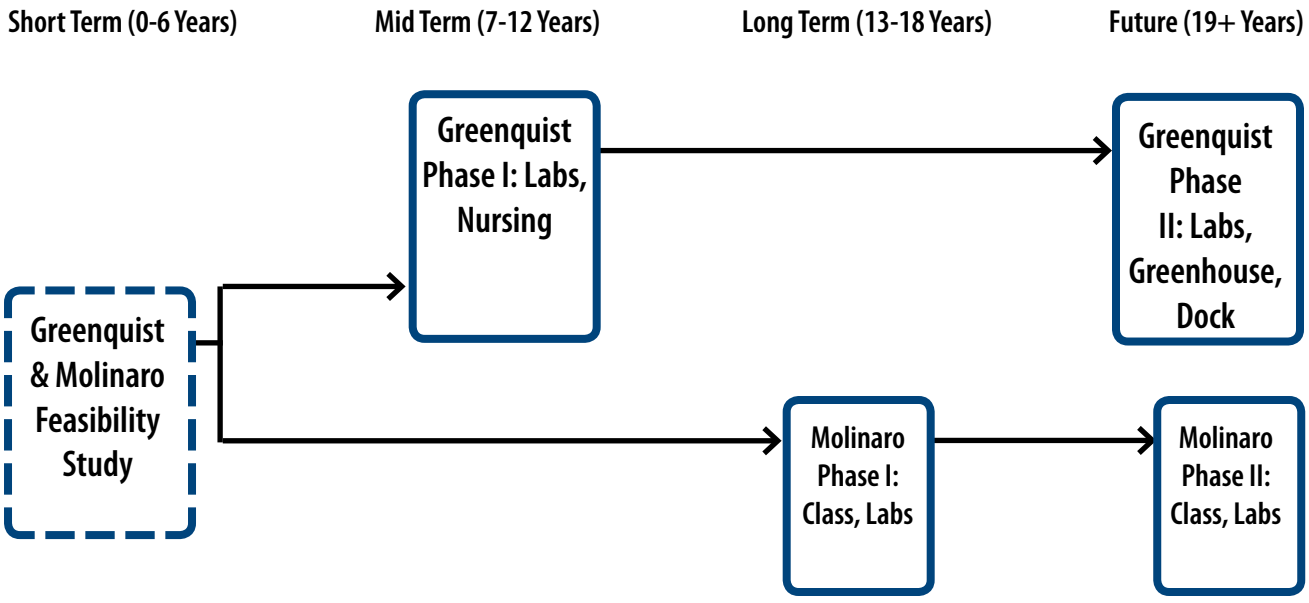
The entirety of the campus buildings, including Greenquist Hall, is listed on the Wisconsin Historical Society inventory. However, at this time, the Greenquist Hall has not been deemed potentially eligible. Greenquist Hall is not yet 50 years old. Although it is not currently listed, the same degree of due diligence related to protecting the historic integrity of Greenquist Hall is recommended.

Approximate Size

67,000 ASF, 140,243 GSF

Phasing and Sequencing

The feasibility study will determine the phasing of building renewal. The master plan assumes that at least two phases will be necessary to accommodate phasing and funding concerns.



3 Molinaro Hall Renewal

Purpose and Need

Many classrooms and teaching labs on all four levels of Molinaro Hall were underutilized or unutilized in Fall 2013. Many academic spaces do not have the room dimensions or instructional equipment expected in a modern classroom or teaching lab.

The master plan recommends that the university identify the existing highest quality teaching spaces in Molinaro Hall and prioritize the necessary instructional improvements in those spaces needed for teaching. After reinvesting in classrooms and teaching spaces, the university will more intensely schedule the most effective teaching spaces, and then repurpose other lower utilized classrooms and teaching labs and unused space for other uses such as academic and administrative offices.

Feasibility Study

A joint Greenquist and Molinaro Halls Renewal Feasibility Study will precede the Molinaro Hall renewal project. It is intended that the feasibility study simultaneously analyze the academic needs within Greenquist and Molinaro Halls, allowing the university to consider the coordinated and planned use of all academic spaces in these adjacent and connected buildings.

Most mechanical, electrical and plumbing systems are original. Molinaro Hall is 41 years old, so these building systems have reached the end of their expected service life. It is expected that some systems may be functional and of good quality and can continue to be maintained. Most however, are likely to require replacement and/or upgrading. It is recommended that the feasibility study include a thorough analysis of the existing physical conditions.

Many Molinaro Hall D1 level high-bay teaching labs are underutilized.

New programming for Molinaro 105 or 107 identified in the feasibility study can occur immediately.

Phase I Improvements

Classrooms and Teaching Labs Phase I. The master plan recommends that high priority classrooms and teaching labs be renovated in the Phase I building renewal project, as identified in the feasibility study.

Building Systems Phase I. Phase I will include the necessary long term building system improvements identified in the feasibility study.

Phase II Improvements

Classrooms and Teaching Labs Phase II. The master plan recommends that the remainder of classrooms and teaching labs be renovated in the Phase II building renewal project.

University Police. The master plan recommends that underutilized spaces be considered for repurposing to other university needs. If University Police were to be relocated from Tallent Hall, they would be more accessible and responsive to the academic core and adjacent residence halls. The master plan advises that University Police offices be relocated to the Molinaro D1 level, with their vehicle fleet kept in existing parking spaces located south of Molinaro Hall.

L3 Office Renovation. Some areas of Molinaro L3 may be considered

for administrative offices, particularly those relocated from Tallent Hall. See page 114 for guidance on Facility Scheduling and Program Migration.

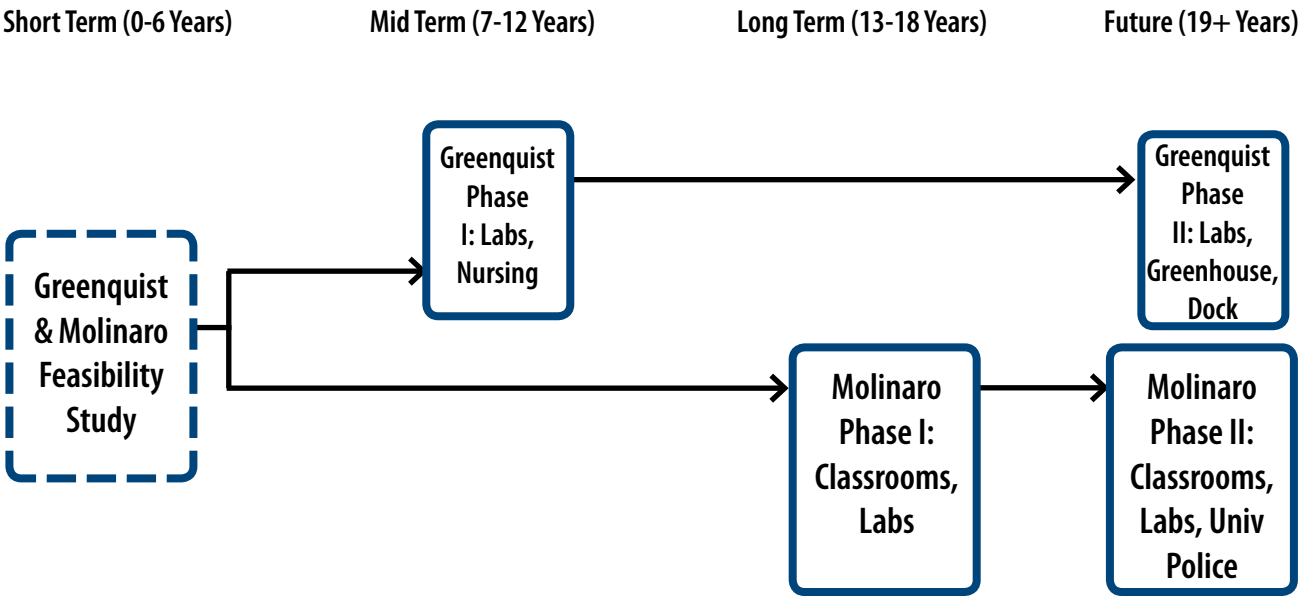
Building Systems Phase II.
Phase II will include the necessary building system improvements identified in the feasibility study that were not completed as part of the Phase I improvements.

Campus Design Intent
Molinaro Hall is listed on the Wisconsin Historical Society inventory, however, at this time, it has not been deemed potentially eligible. Molinaro Hall is not yet 50 years old. Although it may yet not be listed, the master plan recommends that the same degree of due diligence related to protecting the historic integrity of Molinaro Hall be maintained.

Approximate Size
70,925 ASF, 134,459 GSF

Phasing and Sequencing

The feasibility study will determine the phasing of building renewal. The master plan assumes that at least two phases will be necessary to accommodate phasing and funding concerns.



4 Sports and Activity Center Repurpose and Renovation

Purpose and Need

The Sports and Activity Center effectively serves university athletic, recreational, and academic needs. In addition to existing Division II competition sports, the university anticipates adding men's and women's swimming, men's and women's lacrosse, women's golf, and women's triathlon during the planning horizon of this master plan.

The master plan advises that two sections of the building be considered for renovation and repurposing. It is intended that the D1 locker rooms be renovated and internal space be reallocated. The existing public locker rooms are oversized and underutilized, while the many team locker rooms are inefficiently laid out. Shared shower facilities would allow a greater number of team locker rooms. High demand sports that are active year round could have dedicated locker rooms, while other space could continue to be shared by teams with complementary schedules. Renovations will provide greater efficiency within the same space.

The university has discontinued its dance program, leaving an opportunity for repurposing the former Dance Studio in SAC 167/167A, accounting for 4,270 ASF. The master plan recommends that this unused space be repurposed for other supportive uses, potentially as a gathering space for the booster clubs and game day functions. When repurposing occurs, programming that occurs within the Dance Lab will need to be accommodated or relocated.

Campus Design Intent

None.

Approximate Size

- D1 locker room area: approximately 7,000 ASF.
- Dance Studio: 4,270 ASF

The Sports and Activity Center swimming pool will serve as the practice and competition site for a potential men's and women's program.

Phasing and Sequencing

Mid Term (7-12 Years)

Renovate Sports and Activity Center

5 Tallent Hall and Student Health and Counseling Center Repurpose

Purpose and Need

Tallent Hall was one of the first two campus buildings, opening in 1969 with Greenquist Hall. However, since its initial construction, it has been disconnected from the academic core, at a distance greater than a comfortable 10-minute walk.

Student Health and Counseling Center was constructed in 1987 east of Tallent Hall. It was not designed for university use – it was originally constructed in conjunction with a lease for a private medical clinic specializing in magnetic resonance imaging (MRI) services from local hospitals. When the lease was terminated in the late 1990s the facility reverted to UW-Parkside.

Due to their location, any use in either building will be disconnected from the academic core and the residence halls.

Utilization within the academic core is relatively low, creating an opportunity to bring programs and staff closer to other university programs and staff. To improve the effectiveness of the programs and increase social density within the academic core, the master plan recommends that the current uses within Tallent Hall and Student Health and Counseling migrate into the academic core.

- Nursing Lab and Offices
- University Police
- Parking Services
- CCP Event Space and Offices
- Student Health and Counseling
- Business Services/Human Resources

See page 114 for guidance on Facility Scheduling and Program Migration.

The building renewal and renovation projects occurring in the academic core will drive a need for long-term surge space. The master plan proposes that both Tallent Hall and the Student Health and Counseling Center be used for temporary surge space throughout this master plan horizon. Due to currently unused space, Tallent Hall has immediate surge opportunities.

Tallent Hall has a functional rating of C (Conditional) and a physical rating of iv (Significant Renovations-Poor). The Student Health and Counseling Center is in better condition with a functional rating of B (Satisfactory) and a physical rating of ii (Limited Renovations-Satisfactory). Limited renovations will be necessary in both buildings to accommodate their surge role.

As academic core building renewal projects near completion at the end of this master plan horizon, it is intended that the university assess the future role of these two buildings. The master plan advises that as much as possible, university and affiliated functions be located in the academic core. Therefore, Tallent Hall and the Student Health and Counseling Center could house non-university or private uses. Alternatively, the structures could be demolished. In either case, it is intended that the university avoid significant investments in the facilities until their long-term roles have been determined.

Campus Design Intent

None.

Approximate Size

Tallent Hall has 26,012 ASF and 45,839 GSF.

Phasing and Sequencing

Short Term (0-6 Years)	Mid Term (7-12 Years)	Long Term (13-18 Years)	Future (19+ Years)
Limited renovations to temporarily accommodate uses that are disrupted elsewhere.			
			Reassessment of these facilities and determination of their Future use.

6 Rita West Entrance and D1/L1 Reconstruction

Purpose and Need

The campus offers a unique challenge with respect to wayfinding. On one hand, the campus is small enough to be instantly understood by visitors once the L1 concourse is discovered. On the other hand, the second level concourse can be difficult to locate. The renovated Student Center redeveloped the primary campus entrance, with a dramatic connection from the primary ground level entry entrance to the L1 concourse system.

Wayfinding at the other major campus entrance is not as clear. Visitors entering the Rita west entrance from the parking lot encounter a lobby with box office. However, access to the L1 concourse is not clear. As possible over time and in conjunction with other renovation projects, it is recommended that wayfinding improvements be identified and incorporated.

Campus Design Intent

An improved D1/L1 connection in the Rita can be accomplished in at least two ways. The Rita lobby and the D1/L1 stairwell that is directly behind the lobby back wall could be reconstructed into a stairwell as direct and welcoming as the grand staircase in the Student Center. Alternatively, the wayfinding and floor materials of Rita D1 could be improved to more directly lead users through Rita D1 into Wyllie Hall D1.

Approximate Size

N/A

Phasing and Sequencing

Long Term (13-18 Years)

Reconstruct Rita West Entrance, D1/L1

The Rita lobby does not provide clear wayfinding to the L1 concourse.

The connection to the L1 concourse is clear and dramatic in the Student Center.

7 University Apartments Replacement and Expansion

Purpose and Need

On-campus housing is a critical tool in recruiting and retaining students, particularly those who live outside Kenosha and Racine Counties. The master plan recommends that university continue its commitment to improving and expanding on-campus housing options.

University Apartments were constructed in 1986 and have a design occupancy of 370 beds. University Apartments has a functional rating of C (Conditional) and a physical rating of iv (Significant Renovations-Poor). The university invested in the roof and membranes of the structures and the interiors in 2012-2014, and it is expected that the structures will adequately serve the university housing needs for the next decade.

No further significant investments are recommended. Rather, after existing systems reach the end of their expected lives, the master plan recommends that the structures be demolished and replaced with modern residence halls, still offering apartment-style living.

To maintain a constant quantity of beds on campus during construction and to incrementally replace building utility systems, the demolition and construction of the replacement housing must be carefully phased. The replacement buildings have been placed, conceived, and phased to allow for continued occupancy of the existing buildings while the replacement buildings are constructed.

- Initially, it is assumed that the first replacement housing building will be constructed to the south of the north apartments' site, adding approximately 185 beds. Then the north apartments would be demolished, removing the 216 beds located in that wing.
- Then, the second replacement housing building would be constructed east of the west apartments, providing an additional 185 beds. The west apartments would then be demolished, removing the 154 beds located in that wing.
- Finally, the third replacement housing structure would be constructed north of Ranger Hall, providing an additional 185 beds, for a total of new 555 beds.

On-campus bed capacity will not decrease during the phased construction. The current occupancy of University Apartments is approximately 86 percent. During the phased construction, occupancy will increase to approximately 95 percent to accommodate the same number of on-campus students.

At the end of construction, the campuswide bed count will increase from 1,030 to 1,215 beds. The increase will accommodate the anticipated growth in enrollment and an increased on-campus resident rate.

There is a current and future need for more parking that serves the residence halls. In addition to the expansion in the number of on-campus residents, residents of Pike River Suites and commuter stu-

With recent roof and membrane investments, University Apartments will serve the university for another decade.

dents compete for parking spaces in the Student Center parking lot. As the University Apartments are replaced in phases, it is advised that residential parking be retained and expanded in each phase. It is recommended that the replacement structures be placed south and east of existing structures, so that expanded parking can then be constructed on the existing building footprints. It is intended that the existing number of parking stalls be expanded by approximately 150 stalls.

In conjunction with the final phase of apartment replacement, the master plan recommends that the university design and renovate the residential open space framed by the University Apartments, Pike River Suites, the Student Center, and Ranger Hall. Spaces adjacent to residence halls provide essential components to campus life that are not found anywhere else on campus. Residential open spaces are extensions of the residence halls and provide critical spaces for campus residents to interact. Residential open spaces provide opportunities for both programmed and unprompted interaction and engagement.

The existing open space is largely unprogrammed and minimally designed. The scale of the open space feels too large for the scale of the buildings that form it. The master plan recommends that the first two phases of University Apartments be constructed south and east of the existing building footprints, thus slightly reducing the size of the quadrangle. The resulting open space will be more intimate and will more properly respond to the scale of adjacent structures. When programming and designing the open space, it is intended that the university evaluate the inclusion of a geothermal system, as described on page 176.

Utilities must be extended and rerouted to serve the building sites as described in the Utilities recommendations beginning on page 154. The master plan recommends that the university consider adding fire sprinkler systems in the new residence halls. UW System has been considering a policy of fire protection in all residence halls by 2025.

The replacement of the University Apartments may increase discharge rates to the existing north branch of the sewer system. While the system is believed to have sufficient capacity, a sewer capacity analysis is recommended during expansion planning to verify capacity. University Apartments is located at the upstream end of the sewer system. The sewer is located approximately 12 to 15 feet below the existing first floor elevation. The master plan recommends that the new buildings be constructed at a lower elevation than existing

Exhibit R4: Potential University Apartments Project Phasing

buildings. Depending on the proposed first floor elevation and depth of the lower level, the sewer elevation may present a constraint for consideration during preliminary building design.

The potential project phases are defined as:

- Phase I

Ⓐ Construct East/West Structure

Ⓑ Demolish East/West Structure and expand parking

- Phase II

Ⓒ Construct North/South Structure

Ⓓ Demolish North/South Structure and expanded parking

- Phase III

Ⓔ Construct East West Structure

Ⓕ Redevelop Residential Quadrangle

Campus Design Intent

The siting of the replacement structures will follow the existing pattern of orthogonal or rectilinear buildings, which stand in both opposition and in celebration of the natural character of the rest of campus.

Careful placement of structures will create and preserve views from the academic core to the Pike River floodplain. In particular, it is intended that the north-facing view from the Concourse and Ballroom in the Student Center of the floodplain and its vegetation between Pike River Suites

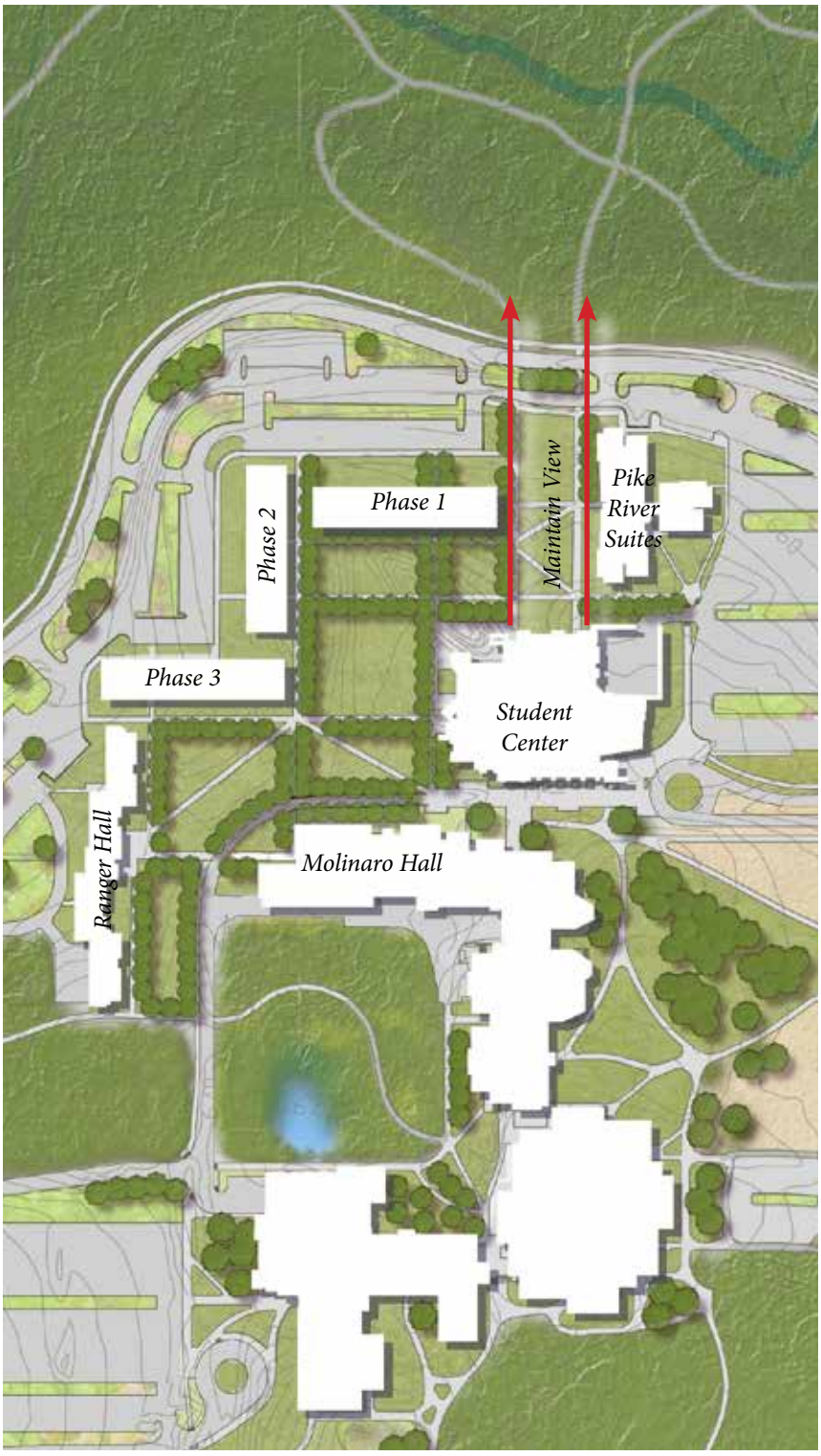


Exhibit R5: University Apartments Design Intent

and the apartments will remain unimpeded.

It is intended that the University Apartments be tall enough to adequately frame the Residential Quadrangle while not overpowering the Student Center or Pike River Suites. The master plan assumes four stories, with the lowest level constructed below the level of the quadrangle and opening up to the parking lot and Pike River floodplain.

The design of the quadrangle must respond to the uses of the adjacent structures (first year, upper classmen, student center). It is intended that residence hall programming spill into the quad, and that quadrangle design and programming purposely mix residential students from the residence halls and commuter students from the Student Center.

It is advised that the quadrangle be designed as an open space for informal recreation, with areas of sun and shade. When the tree canopy occurs primarily at edges, the center is left mostly open for recreation.

The master plan recommends that the quadrangle incorporate varying types of recreational spaces such as sports courts, open lawn space, and passive recreation areas. Depending on student preferences and recreational trends, the university may consider replacing the existing sand volleyball and basketball court, and relocating tennis courts.

The residential quadrangle is largely unprogrammed, including the absence of direct pathways.

It is intended that spaces closer to the Student Center incorporate gathering spaces for studying, dining, and informal gatherings to support the enhancement of campus life.

It is advised that the open space and adjacent structures be carefully designed to create and preserve views from the academic core to the Pike River floodplain. In particular, the master plan recommends that the north-facing view from the Concourse and Ballroom in the Student Center allow an unimpeded view of the floodplain and its vegetation between Pike River Suites and the apartments.

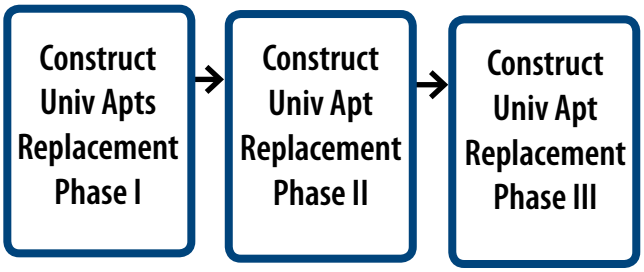
It is recommended that the parking lots be placed between the residence halls and the circulation ring road. The new parking lots will be visible to those traveling on the loop road, and thus it is advised that they meet the campus's landscape design criteria for parking lots. Given the proximity of the parking lots to the Pike River floodplain, it is recommended that the campus consider stormwater best management practices, including bioswales.

Approximate Sizes

- Structures: 51,155 ASF, 72,012 GSF; 555 beds.
- Open space: 220,000 SF
- Parking: 142,500 SF; an additional 150 spaces.

Phasing and Sequencing:

Long Term (13-20 Years)



8 Building Demolition

The campus master plan recommends the removal of certain existing buildings in order to best achieve the outlined master plan goals. Each removal candidate was carefully evaluated during the master planning process for its renovation and/or re-use potential. Ultimately, the designated buildings were determined to prevent realization of the overall master plan vision or their repurposing costs were determined to be too high relative to the potential benefits.

These buildings are recommended for mid-term removal. It is essential that all removal efforts be coordinated with campus development projects to ensure that all building occupants and functions are transitioned to a new facility prior to demolition. It is expected that some buildings such the former Child Care Center may be used for temporary surge space, but it is intended that the university not make significant investments in these removal candidates.

Generally speaking, it is advised that every campus building be evaluated for renovation/repurposing opportunities prior to removal. In addition, prior to demolition, the campus may consider if building elements could be salvaged and incorporated into new structures.

Regional Staff Development Center

Current Use: None.

Recommended New Location for Current Uses: Not Applicable.

New Use for Site: Open Space

Physical Rating: iv (Significant Renovations – Poor)

Year Constructed: This single story residential structure existed when the university lands were acquired in 1969.

Size: 1,354 ASF; 2,180 GSF

Phase: Mid Term (7-12 Years)

Former Child Care Center

Current Use: None. Former site of Child Care Center.

Recommended New Locations for Current Uses: Not Applicable.

New Use for Site: Open Space

Physical Rating: v (Major Renovations – Unsatisfactory)

Year Constructed: 1970

Size: 6,127 ASF; 7,260 GSF

Phase: Mid Term (7-12 Years)

9 Facility Scheduling and Program Migration

Purpose and Need

The outcomes of the data-driven analysis of academic space utilization and space needs analysis for the campus master planning effort as well as the empirical information gleaned from on-campus work sessions indicate that the university could strive for better use of existing facilities. Higher and more efficient use of existing facilities can have a positive affect not only on space use but also in overall operations and costs. The master plan recommends the following strategies to improve the effectiveness of academic and support programs and the utilization of existing facilities.

Centralized Scheduling System

To achieve greater optimization in the scheduling of instruction and meeting space, the master plan recommends that the university acquire and implement a centralized scheduling system. The scheduling of classrooms and teaching laboratories to achieve UW System utilization expectations would be accomplished using this scheduling software.

The centralized scheduling system would also allow for all meeting type spaces to be centrally scheduled and monitored for compliance with university-established expectations for use of these spaces. The movement to more hybrid and group-based instruction will mean a greater use of meeting type spaces for instructional purposes. Empowering faculty and students to schedule meeting type spaces will help in program delivery options.

Capital Budget, Planning, Space, and Sustainability Committee

The master plan recommends that the university establish a space use/utilization committee with campus-wide representation to act as a facilitator to monitor space use and reuse across campus. As a part of its mission, this committee would establish space use expectations and oversee compliance.
See page 222 for further related recommendations.

Computer Lab Consolidation

The master plan recommends that the university review teaching and open laboratories that are primarily computer-based on a departmental and campuswide basis. The academic space utilization study indicated an overabundance of these types of facilities that not only use space but require the initial purchase of equipment and software and ongoing upkeep and updating. The master plan anticipates that the need and use of teaching and open computer labs will evolve after the completion of the Academic Success Project. It is expected that consolidation will reduce the costly duplication of computer labs, equipment, and software.

Program Migration

With the surplus of space campuswide and the modest projected increase in on-campus enrollment, the master recommends the consolidation of programs in the academic core and mothballing or removal of unused campus facilities from the university inventory.

In particular, the master plan recommends that programs located in Tallent Hall and the Student Health and Counseling Center move into the academic core over time as renovations are undertaken and funds are available. Since these programs serve students, faculty, and staff, it is advised that they be located near who they serve to improve their integration and effectiveness.

Each program has different requirements for the amount of space, type of space, location within the academic complex, distance from parking, and other factors. The master plan recommends that the following programs be relocated into the academic core per the following placement recommendations. Refer to Exhibit R6: Program Migration Space Types.

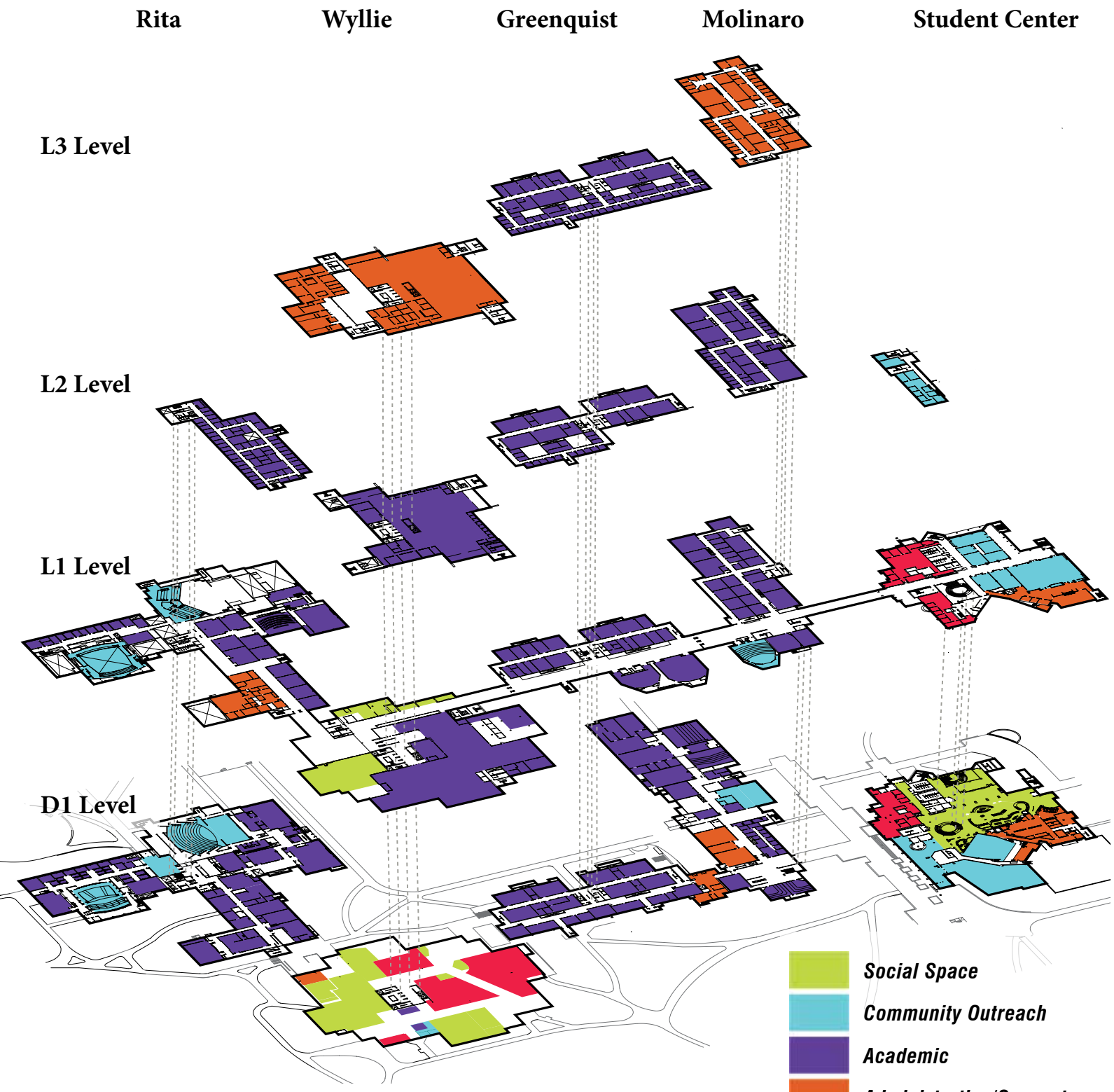


Exhibit R6: Program Migration Space Types

Nursing Faculty Offices (approximately 960 ASF)

Placement Guidance

- In an Academic Area
- Near other departments within the College of Natural and Health Sciences
- Near general use classrooms
- Near the Nursing teaching lab
- Within repurposed general classroom or unspecialized teaching lab space
- Proximity to a campus core entrance or parking is unimportant.

Potential Locations

- Greenquist D107/D109/D111 – renovated and repurposed
- Other repurposed general classroom or unspecialized teaching lab space in Greenquist D1, L1, L2, or L3

Dry Science Laboratories – Nursing Lab (approximately 1,800 ASF) and potentially other Dry Labs (1,800 ASF each)

Placement Guidance

- In an Academic Area
- Near other departments within the College of Natural and Health Sciences
- Near general use classrooms
- Within high bay spaces
- Within repurposed general classroom or unspecialized teaching lab space
- Proximity to a campus core entrance or parking is unimportant.

Potential Locations

- It is intended that all College of Natural and Health Sciences wet labs be located in Greenquist Hall, within repurposed classroom or existing teaching lab space that is improved (renovated, consolidation of adjacent teaching labs).
- As a second priority after location of all CNHS wet labs in Greenquist Hall, relocate dry labs to Greenquist also, as space and repurposing opportunities allow.
- Molinaro Hall D126, D128, or D132

Art Computer Lab (currently in Wyllie D150A/B)

Placement Guidance

- In an Academic Area
- Near other classrooms and teaching labs for the College of Arts and Humanities
- Within repurposed general classroom or unspecialized teaching lab space
- Proximity to a campus core entrance or parking is unimportant.

Potential Locations

- Rita L101, L105, L109, or L113

University Police (approximately 3,400 ASF)

Placement Guidance

- In an Administrative/Support area
- Near a building exit with close proximity to external dedicated parking spaces for University Police vehicles
- Within repurposed general classroom or unspecialized teaching lab space
- Proximity to a campus core entrance or general use parking is unimportant.

Potential Locations

- Molinaro D118/D114/D112 – renovated and repurposed
- Greenquist D107/D109/D111/D113/D123/D125/D127 – selectively consolidated and repurposed

Parking Services – located separately from University Police

Placement Guidance

- In a Community Outreach area
- Near a major campus core entry entrance
- Near drop-off and/or visitor parking
- Integrated with other campus welcome services
- In only one secure campus location, since the service would handle money

Potential Locations

- Student Center Concierge Desk D110
- Academic Success Project Welcome Desk (as recommended in the Academic Success Project) – Wyllie D1 southeast entrance
- Rita Box Office D161

Center for Community Partnerships Event Space

Placement Guidance

- In Community Outreach area
- In underutilized classroom space and large lecture halls
- Near drop-off and/or visitor parking

Potential Locations

- Student Center Cinema D120
- Molinaro L105 and/or L107
- Greenquist L101 and/or L103
- Rita Conference Area L131, L117-L132 (utilizing existing classrooms during non-class times)

Center for Community Partnerships Offices (approximately 5,000 ASF)

Placement Guidance

- In an Administrative/Support area
- Proximity to a campus core entrance or parking is unimportant.

Potential Locations

- Wyllie Hall L3
- Molinaro Hall L3

Student Health and Counseling (approximately 2,000 ASF)

Placement Guidance

- In an Administrative/Support area
- Near a highly visible and highly trafficked area, but removed and private
- Within repurposed general classroom or unspecialized teaching lab space

Potential Locations

- Wyllie Hall L3
- Molinaro Hall L3

Business Services/Human Resources (approximately 5,600 ASF)

Placement Guidance

- In an Administrative/Support area
- Proximity to a campus core entrance or parking is unimportant.

Potential Locations

- Wyllie Hall L3
- Molinaro Hall L3

CIRCULATION INITIATIVES

The campus master plan seeks to improve circulation, including driving, transit, walking, and biking.

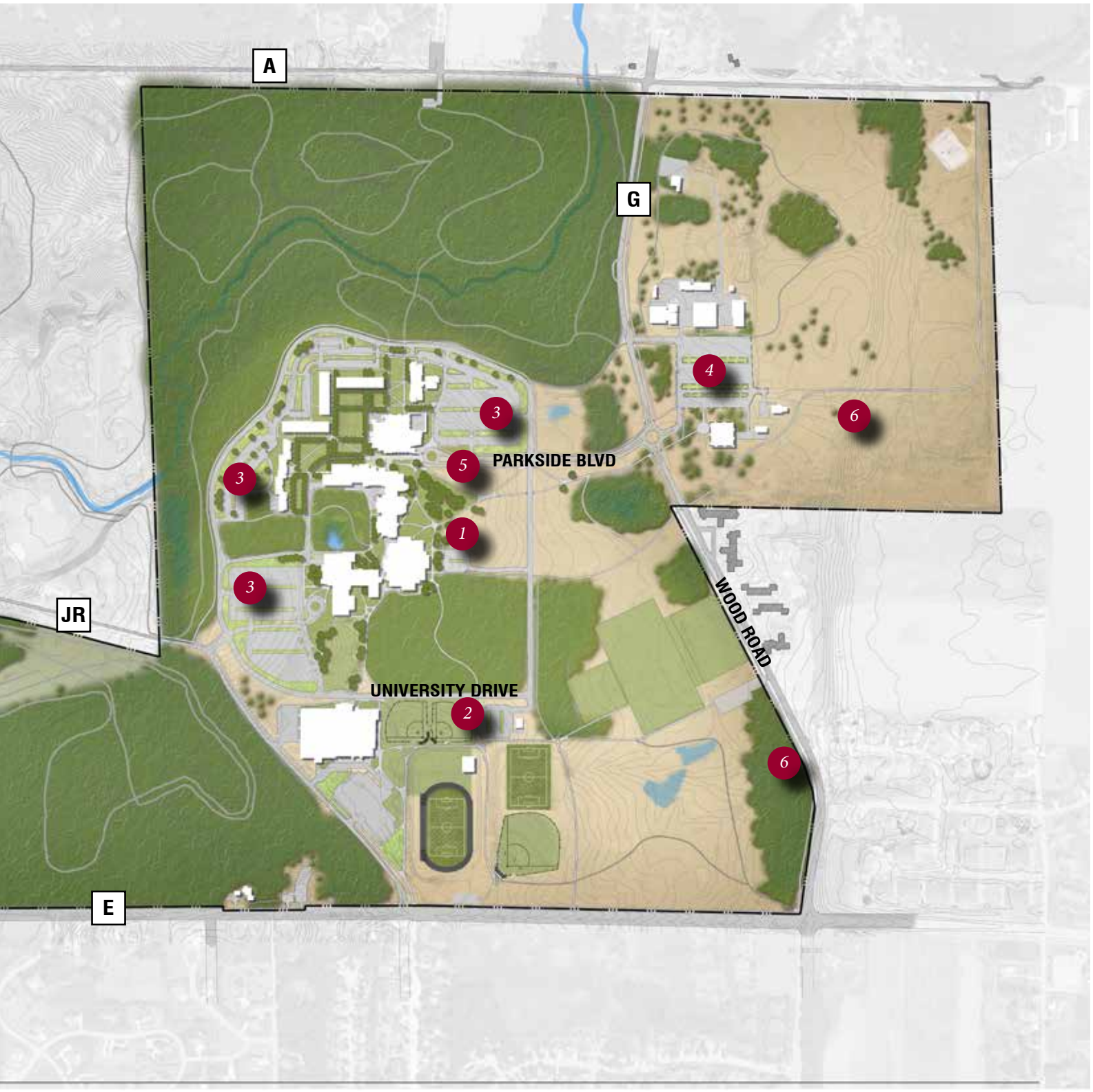
The implementation of the 2006 master plan dramatically improved vehicle circulation by creating a single campus loop road and clear campus entries on Wood Road and CTH JR. This master plan does not propose changes to the existing vehicle circulation pattern.

The campus master plan envisions growth in student enrollment and on-campus living. Due to the campus's isolated location and poor transit service, the master plan accommodates the resulting growth in parking demands. While assuming a greater utilization of existing parking located near the Sports and Activity Center, the master plan also recommends increasing the amount and convenience of vehicle parking.

The compact campus and its isolated location results in a low demand for bicycle use. The master plan recommends a connection to the regional bicycle facility network and an on-campus expansion of bicycle facilities to encourage commuter and recreational bicycling to, across, and around campus.

Existing Kenosha Transit service to campus is not yet robust enough to divert significant numbers of commuters and students. To encourage direct and convenient transit service, the campus master plan improves the existing transit circulation near the Student Center.

Exhibit R7: Circulation Initiatives


A
G
JR
E
PARKSIDE BLVD
UNIVERSITY DRIVE
WOOD ROAD
1
2
3
3
3
4
5
6
6

Vehicular Parking

As student enrollment grows, parking demand will also increase. The number and percentage of students living on campus are expected to slightly increase over the master plan horizon, creating a moderately more residential campus. The campus master plan recommends a series of projects that will improve the pedestrian and bicycle facilities and transit service. However, the master plan assumes no significant shift away from vehicle use within the master plan horizon.

The master plan recommends increases in both the utilization of existing spaces and the provision of additional parking spaces.

Sufficient vehicle parking will be provided through a multi-pronged parking strategy.

- Phase in parking demand reduction strategies
- Better connect to existing parking that is within a comfortable walking distance
- Expand overall vehicle parking supply

Incrementally Reduce Parking Demand

The university can seek to slow the growth of the demand for vehicle parking by increasing the attractiveness of viable alternatives such as carpooling, carsharing, bicycling, and walking.

The master plan advises that the university begin the immediate phasing in of parking demand reduction strategies. Over the long term, these strategies are likely to incrementally reduce the need for additional parking on campus even as student enrollment increases.

The campus master plan prepares for the long-term transition away from private automobiles by increasing the viability of other modes. The university may consider the following complementary parking demand reduction strategies.

Short and Mid Term Strategies (0-12 Years)

- Identify an overall parking strategy and supporting action plan.
- Conduct an evaluation of parking operations and current pricing structure.
- Develop strategic parking permit pricing (e.g. charge less for more distant parking).
- Create permit system to allow only one parking location for each permit type.
- Improve facilities for biking and walking.
- Provide preferential parking for carpools.

Long Term and Future Strategies (13+ Years)

- Increase transit service and usage by making transit service more direct and convenient.
- Offer carsharing services.
- Provide carpool subsidies.

These and other parking demand strategies can incrementally change the behavior and expectations for on-campus parking. However, due to the campus's isolated location, the master plan does not assume a significant modal shift from single occupancy vehicle use.

Use Existing Parking More Intensely

The campus currently has a sufficient supply of parking, but parking spaces not immediately adjacent to the academic core are not fully used. A Fall 2013 parking utilization analysis indicated that close in parking lots are fully utilized, but more distant lots are only half to two-thirds full in peak parking times.

The master plan assumes a higher utilization of lots within comfortable walking distance from the academic core such as the two Sports and Activity Center parking lots. It also assumes a lower and more manageable utilization rate for the Student Center and Rita lots. See the table on this page for assumed utilization rates. Campuswide, the utilization rate increases only slightly, a balance of increased use of the Sports and Activity Center lots, the construction of the Wyllie Hall lot, and the demolition of the Tallent South lot. See Exhibit R8: Parking Utilization – Existing and Recommended.

Vehicle access and parking will be maintained for service, delivery, drop-off, and ADA access to campus core locations.

Exhibit R8: Parking Utilization – Existing and Recommended Future

Name	Walk from Wyllie	Existing Utilization	Proposed Utilization
Student Center	10 min	105%	95%
Rita	10 min	105%	95%
Wyllie Hall	10 min		95%
Loading Docks	10 min	100%	100%
SAC-West	10 min	64%	95%
SAC-South	15 min	57%	95%
Softball	15 min		95%
Tallent Hall	20 min	55%	55%
Tallent Dock	20 min	100%	100%
Facilities	20 min	55%	55%
Student Health and Counseling Center	20 min	55%	55%
Former Child Care	20 min	0%	
Univ Apartments	Residential	100%	95%
Ranger Hall	Residential	100%	95%
Pike River Suites	Residential	100%	95%
Average		*87%*	*88%*

Existing residential parking south of University Apartments will be expanded when the residence halls are reconstructed.

Increase Parking Supply

The campus's isolated location, lack of transit access from Racine, and poor transit access from Kenosha contributes to the high car use (and thus high parking demand and supply). To accommodate an increase in enrollment and staffing, the master plan recommends expansions of parking at the Wyllie Hall Southeast Entrance, east of the softball fields, and the University Apartments replacement. These recommended parking expansion projects are described in this section.

The current rate of campus users to provided parking spaces is 1.89 users per space (2,794 parking spaces for 5,285 campus users). (The existing capacity does not include parking lots not typically used for daily needs – the far east lot, the soccer lot, or the baseball lot.)

After the completion of the recommended parking projects, the campus parking capacity will increase to 3,059 spaces. With approximately 6,200 campus users anticipated at the master plan horizon, the parking provision ratio will be 2.03 users per space. While this is an incremental increase from the existing ratio, the resulting ratio is still commuter-focused and is more generous than all UW-Parkside peers and all UW System universities except UW-Green Bay. See Exhibit R9: Parking Lot Capacity – Existing and Proposed.

Exhibit R9: Parking Lot Capacity – Existing and Proposed

Name	Walk from Wyllie	Existing Spaces	Proposed Spaces	Change
Student Center	10 min	582	562	-20
Rita	10 min	771	771	
Wyllie Hall	10 min	0	50	+50
Loading Docks	10 min	3	3	
SAC-West	10 min	80	80	
SAC-South	15 min	302	302	
Softball	15 min	0	130	+130
Tallent Hall	20 min	424	424	
Tallent Dock	20 min	11	11	
Facilities	20 min	53	53	
Student Health and Counseling Center	20 min	14	14	
Child Care Center	20 min	45	0	-45
Univ Apartments	Residential	226	376	+150
Ranger Hall	Residential	258	258	
Pike River Suites	Residential	25	25	
Total		2,794	3,059	+265
Users		5,285	6,202	
Ratio (Users/Space)		1.89	2.03	

As demonstrated by the current high utilization of the Student Center and Rita lots, the convenience of parking is more important than the number of spaces. The recommended parking lot expansions and removal will not only increase the number of spaces, but also make more spaces convenient to the academic core. When measured from Wyllie Hall, the number of spaces within 10-minute and 15-minute walks are increasing, and the number of spaces beyond a 15-minute walk are decreasing. Residential parking, which is at a premium, even before the number of beds in University Apartments grows, is expanded. See Exhibit R10: Parking Lot Capacity by Distance from Wyllie Hall.

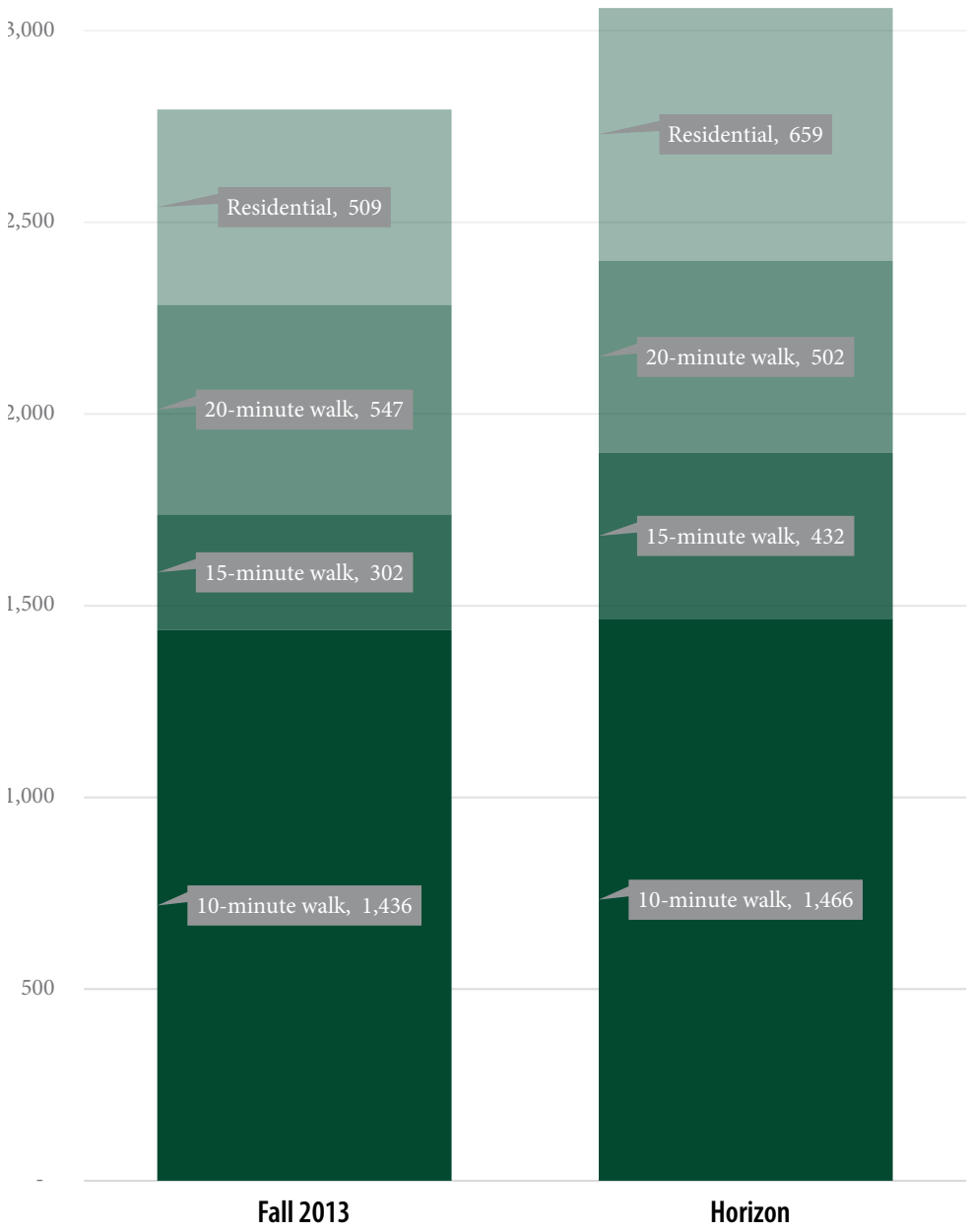


Exhibit R10: Parking Lot Capacity by Distance from Wyllie Hall

1 Wyllie Hall Southeast Entrance and Parking

Purpose and Need

The campus is currently served by two entry entrances – the Student Center east entrance and the Rita west entrance. Wayfinding and parking direct visitors, commuter students, faculty, and staff to enter the academic core at these two locations.

For uses within Wyllie Hall, such as the library and the L3 Administrative Suite, internal wayfinding from the existing entrances is difficult and confusing. In particular, the Office of Disability Services is in Wyllie D1, and access for disabled users from these entrances, although accessible and indoors, is challenging due to the distance one must travel.

The activity within Wyllie Hall will substantially increase after the completion of the Wyllie Hall Renewal and Academic Success Project, necessitating the need to establish a third main entrance to the academic complex. Many uses within the Academic Success Project will draw new students and parents and other first-time visitors. The Office of Disability Services will remain in Wyllie Hall, appropriately integrated with other academic and student support services in the Academic Success Project, which will increase the need for a more convenient entrance that provides accessible parking.

The master plan recommends designating the existing east entrances into Wyllie Hall as the third academic core entrance. The Wyllie Hall Renewal and Academic Success Project assumes and plans for increased access from these existing doors, locating the Welcome Center near the southeast entrance.

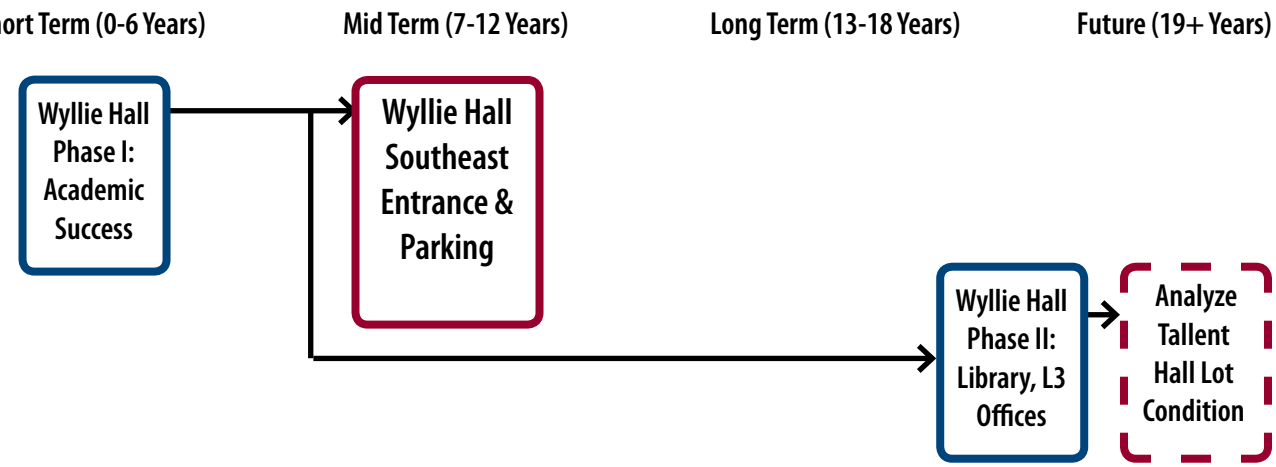
It is intended that area outside the Wyllie Hall east entrances be redeveloped as a hardscaped and landscaped plaza, similar in scale and character as the existing entry entrances at the Student Center and the Rita.

The master plan recommends that a drop-off and parking lot be constructed to serve this entrance. The Wyllie Hall entrance is anticipated to serve campus visitors, disabled users, drop-off, and short-term parking. Therefore, it is intended that the parking lot be limited to short-term visitor parking (e.g. meters) and ADA parking and contain approximately 50 spaces. The parking lot can be accessed via a connection to University Drive to the east.

Campus Design Intent

The third entrance, including the hardscaped plaza, drop-off, and parking lot will impact the existing

Phasing and Sequencing



manicured lawn and lower quality prairie currently in this location. It is advised that the number of parking spaces and scale of entry plaza be kept low to minimize the impact to these resources. Low berms planted with native grasses could also be used to screen the parking from view. As much as possible, its intended that no existing trees be disturbed.

The view of the academic core from the Wood Road entry is important to preserve and improve, in particular the open space and landscaping that serves as the foreground for the Modernist academic core. The master plan recommends that the "Machine in the Garden" character be preserved as much as possible.

Existing University Drive and a portion of the proposed parking lot access lane may be a culturally significant archaeological site. The master plan recommends special accommodation for the site when locating and constructing the access road.

Approximate Size

The outdoor plaza is approximately 18,000 SF and the 50-stall parking lot, drop-off, and access road are approximately 34,000 SF.

Exhibit R11: Wyllie Hall Southeast Entrance and Parking

2 Softball Fields East Parking Lot

Purpose and Need

The master plan recommends the construction of a 130-stall parking lot east of the softball fields. The site is adjacent to the proposed Game Day Outdoor Plaza.

Athletics and recreational leaders indicated a current need for additional parking for large athletic events. The master plan recommends that soccer practice and competition are shifted closer to the Sports and Activity Center on new facilities, resulting in a shift in parking demand. Additionally, the recommended new parking lot is a five-minute walk through the CommArts Outdoor Lab from Wyllie Hall, a destination that will attract additional users after the completion of the Academic Success Project.

The site is currently turf open space and a temporary maintenance facility and yard. The maintenance facility can remain in place, but it is intended that its access be coordinated with parking lot circulation. The master plan recommends that the existing outdoor storage be minimized, improved in appearance, or moved elsewhere.

As demonstrated in Exhibit R12: Softball Fields East Parking Lot, access to the parking lot may occur at the 90-degree turn of the campus loop road.

Campus Design Intent

The new parking lot will be visible to those traveling on the loop road, and thus it is advised that it meet the campus's landscape design criteria for parking lots. The master plan recommends that the university consider stormwater best management practices, including bioswales.

An existing sidewalk will provide pedestrian access to the softball fields, proposed Game Day Outdoor Plaza, the track/field, and Sports and Activity Center. The master plan recommends that the university construct a low-impact pedestrian trail through the CommArts Woods to connect the parking lot to the Wyllie Hall south and southeast entrances.

A portion of the site may be a culturally significant archaeological site. The master plan recommends special accommodation for the site when locating and constructing the parking lot.

Approximate Size

52,500 SF; 130 spaces.

Phasing and Sequencing

Mid Term (7-12 Years)

Construct Softball Parking Lot

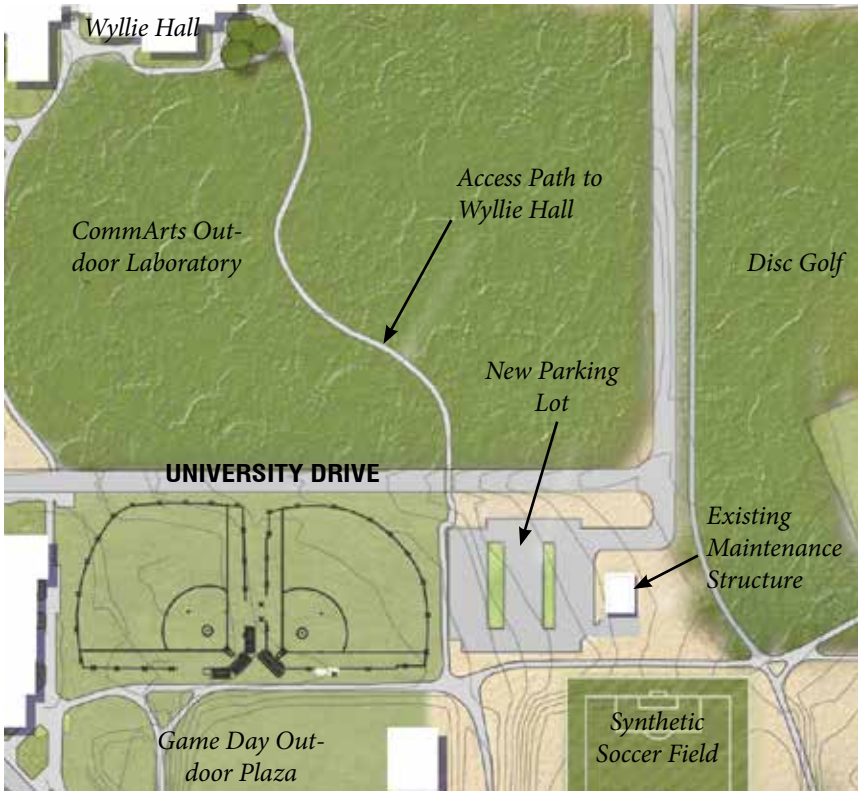


Exhibit R12: Softball Fields East Parking Lot

3 Parking Lot Bioswale Restoration

Purpose and Need

Bioretention is a strategy for reducing stormwater quantity and improving quality. It uses the chemical, uses the chemical, biological, and physical properties of plants, microbes, and soils to remove or retain pollutants from stormwater. The principal type of facility used to achieve bioretention is bioswales. Bioswales are shallow landscaped depressions with a designed soil mix and plants adapted to the local climate and soil moisture conditions that receive stormwater from a small contributing area. These facilities are designed to mimic natural conditions where healthy soil structure and vegetation promote the infiltration, storage and slow release of stormwater flows. Research has shown that bioswales with engineered soils and trees reduce runoff by over 85 percent and total pollutant loading by over 90 percent. Bioswales are particularly effective in parking lots where grease and heavy metals are present.

Native vegetation in bioswales is both functional and attractive.

The Student Center and Rita parking lots are constructed with bioswales. The Student Center lot bioswales have been landscaped in conventional turf, while the Rita lot bioswales are planted with native landscaping but are mowed. The Ranger Hall lot has landscaped areas but no bioswales.

The Student Center and Rita bioswales are still functional in stormwater capture and cleaning, yet could be more effective if landscaped in native plants. Native plants are more effective than turf at water infiltration and water uptake through evapotranspiration due to their extensive and deep root system. Native plants improve soil conditions through organic material and increase carbon sequestration. It is recommended that bioswales be constructed in the Ranger Hall lot when that lot is resurfaced.

Campus Design Intent

The original intent of the 1969 Master Development Plan was that of an educational institution within large acreages of native and restored open spaces. Old growth forests were preserved and prairies were restored. Turf grass is appropriate and encouraged adjacent to the academic core buildings, the residence halls, and in the residential quadrangle since these areas experience significant pedestrian and activity use. The Student Center, Rita, and Ranger Hall lots are a transition from the manicured areas around the academic core to the forests and prairies that surround the academic core and residence halls. An appropriate transition in landscape materials is important for the entry experience for campus visitors. Native landscaping within the parking lot bioswales will provide an effective transition between the manicured core and the natural campus open spaces.

Approximate Sizes

- Student Center Lot Restoration: 103,730 SF
- Rita Lot Restoration: 113,175 SF
- Ranger Hall Lot Creation: 67,060 SF

Phasing and Sequencing: Dependent Upon Funding Availability

4 Tallent Hall Parking Lot Condition and Demand Analysis

Purpose and Need

The master plan recommends shifting university programming from Tallent Hall and the Student Health and Counseling Center into the academic core. The plan also recommends providing additional parking convenient to the academic core and increasing the utilization of existing parking near the Sports and Activity Center. Over much of the life of this master plan, Tallent Hall may serve as surge space while renovations occur in the academic core, and thus parking near Tallent Hall will be needed. The surface condition is acceptable, but will deteriorate without consistent maintenance and occasional investment.

As the projects recommended in this master plan are completed, it is advised that the university reassess the role and necessity of the Tallent Hall parking lot. Programs shifting west of Wood Road may result in a parking lot with little use. If the demand for parking east of Wood Road is less than the capacity of the Tallent Hall lot, the master plan recommends decreasing the capacity of the parking lot. Stalls and drive aisles may be removed from the eastern edge or from the interior. The area could be redeveloped for bioswales or other stormwater best practices that will capture, clean, and infiltrate water from the remainder of the parking lot.

If parking demand is infrequent and only event-driven, such as disc golf tournaments, and Tallent Hall is not repurposed for another use, the master plan recommends complete removal of the impervious surface and manage turf parking for events.

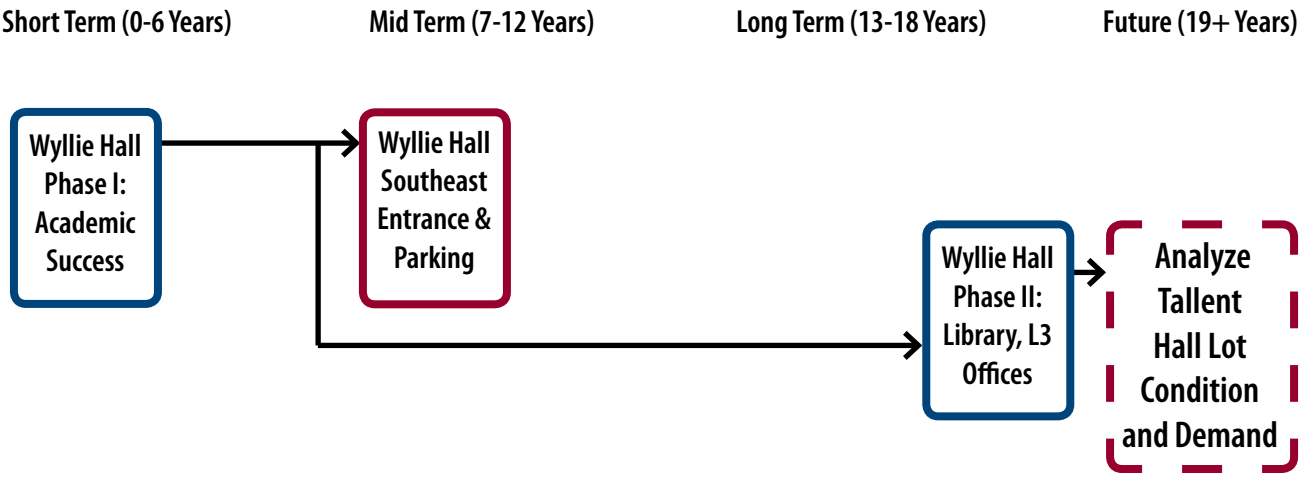
Campus Design Intent

The campus master plan intends to consolidate university programs and staff into the academic core to increase campus's social density and program effectiveness. The Tallent Hall parking lot is distant from the academic core, and services like the campus shuttle necessary to serve it require resources better spent elsewhere.

Approximate Size

N/A

Phasing and Sequencing



5 Student Center Transit Stop

Purpose and Need

Kenosha Transit serves the university, stopping at a transit bus pull-off pad near the Rita west entrance and the Tallent Hall parking lot.

A Student Center transit stop would be more convenient than the Tallent Hall stop, and thus would encourage transit use. East of the Student Center main entrance is a transit bus pull-off pad, but Kenosha Transit does not use this designated space due to a policy of not routing through parking areas where there are parked cars on both sides of the drive aisle. This condition exists between the Student Center transit pull-off and Parkside Boulevard.

The campus master plan recommends that the university coordinate with Kenosha Transit and redesignate parking spaces in the lot to enable direct transit service to the Student Center. One potential solution is to remove 20 parking spaces on the north side of the transit route. After direct service is established to the Student Center, it is intended that the Tallent Hall parking no longer be served, to maintain efficient travel times.

Campus Design Intent

None.

Approximate Size

N/A

Phasing and Sequencing

Mid Term (7-12 Years)

Student Center Transit Stop

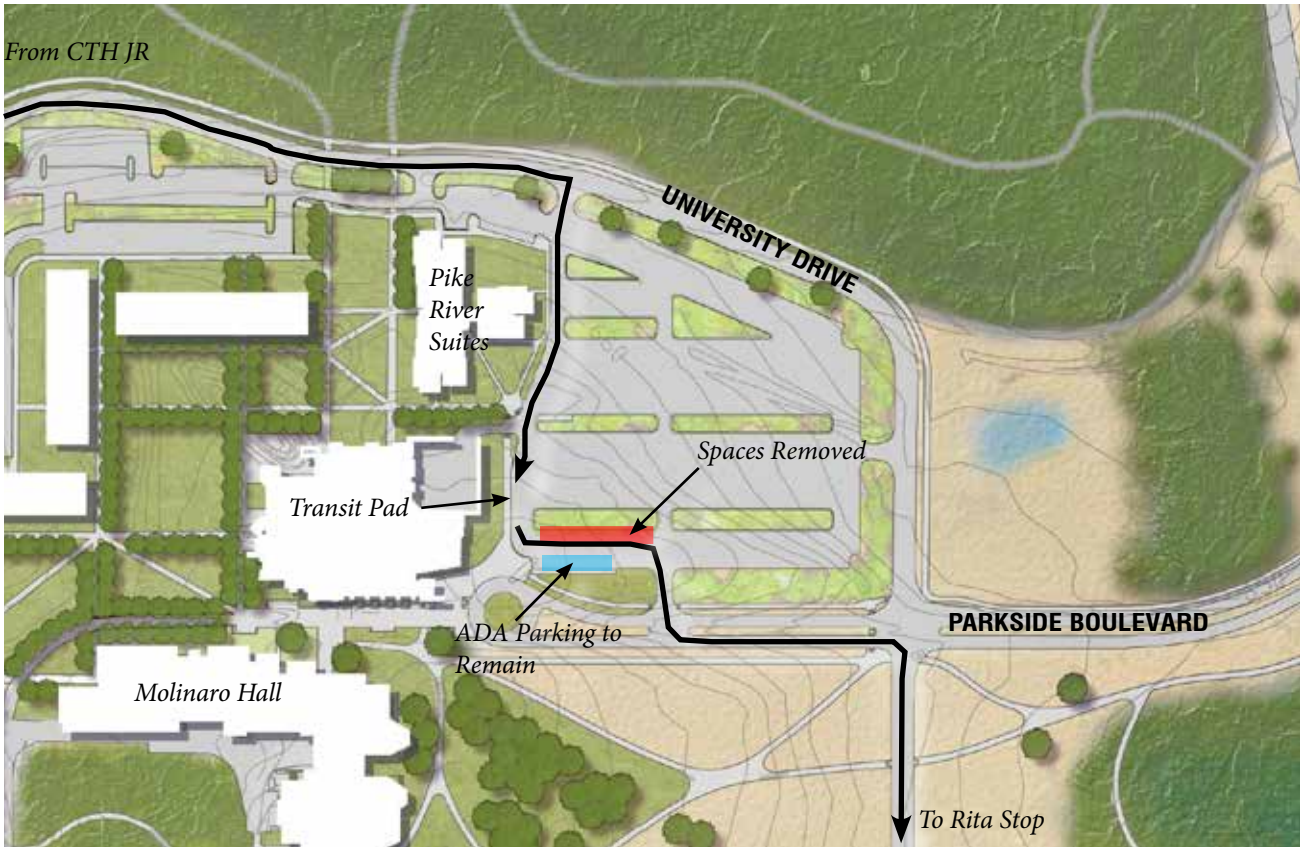


Exhibit R13: Student Center Transit Stop

6 Bicycle Trail Network Connections

Purpose and Need

Due to the campus's isolation, significant commuting to and from campus by bicycle is not anticipated. However, the university encourages recreational cycling by its students, faculty, and staff and it invites the community onto its campus for academic, athletic, and recreational uses. Important bicycle trail connections already cross the campus. The master plan recommends that the university collaborate with Kenosha County to expand the recreational bicycle network on the campus. In particular, the master plan recommends that on-campus trails improve accessibility to the Kenosha County Trail, which is 0.63 miles/3,330 feet from campus on CTH A. Kenosha County's bike plan recommends a bicycle facility on CTH A.

Campus Design Intent

Improved bicycle trail network connections will allow campus residents and users to access the Kenosha County and regional bicycle network as well as allow community bicyclists to ride through the campus. Where bicycle paths pass through the academic core, it is advised that the path surface and signage include an appropriate speed and bicycle behavior.

Approximate Size

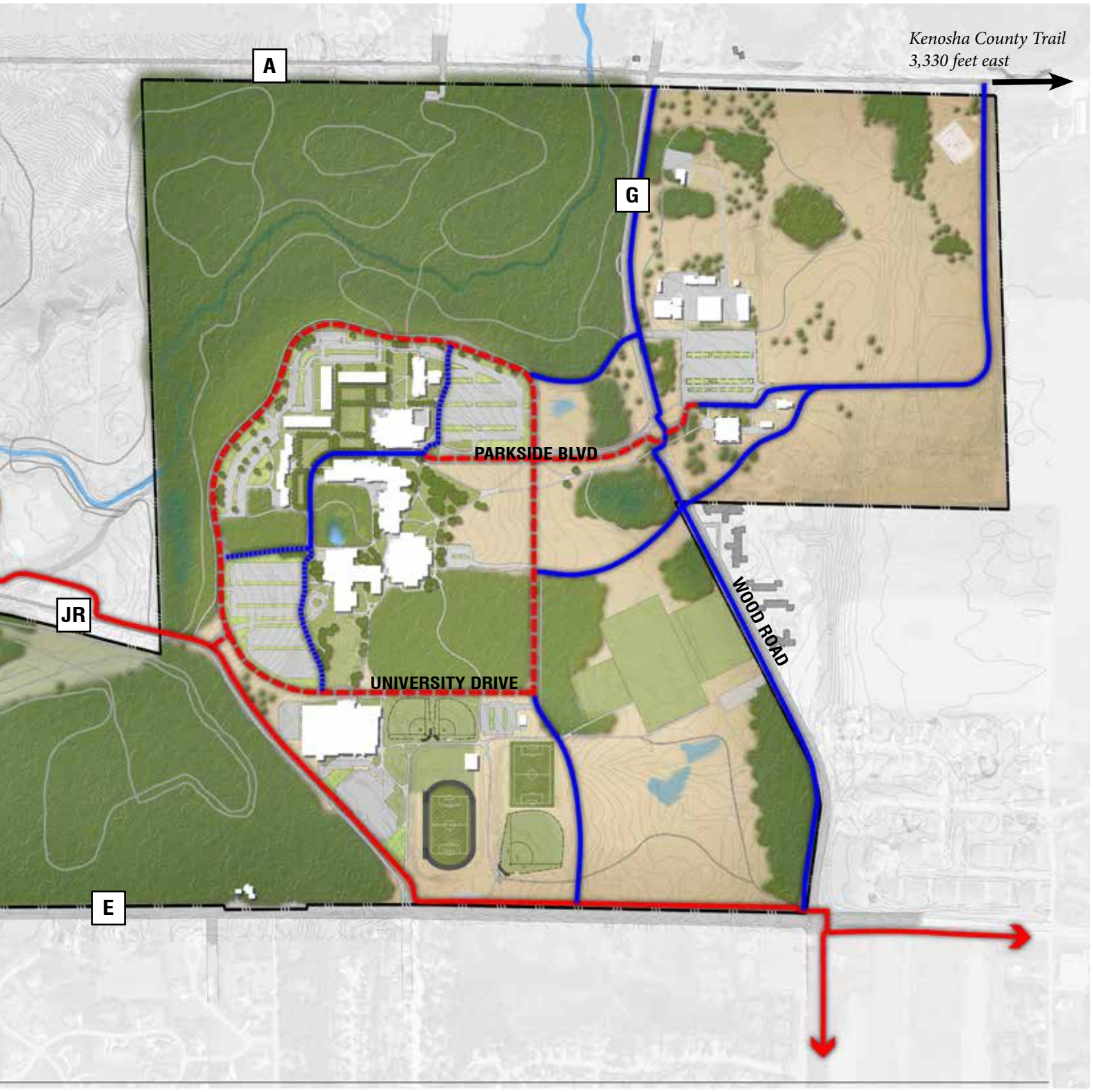
11,300 LF

Phasing and Sequencing

Dependent Upon Funding Availability

Construct Bicycle Trail Network Connections

Exhibit R14: Bicycle Trail Network Connections


Kenosha County Trail
3,330 feet east
A
G
PARKSIDE BLVD
JR
UNIVERSITY DRIVE
WOOD ROAD
E

OPEN SPACE INITIATIVES

The campus character is dominated by its extensive and varied open spaces. A majority of the campus land is important floodplain, old growth forests, and restored prairies. The campus has sufficient open space to support as academic learning laboratories, environmental preservation, athletics and recreation uses, and reservation for future development opportunities.

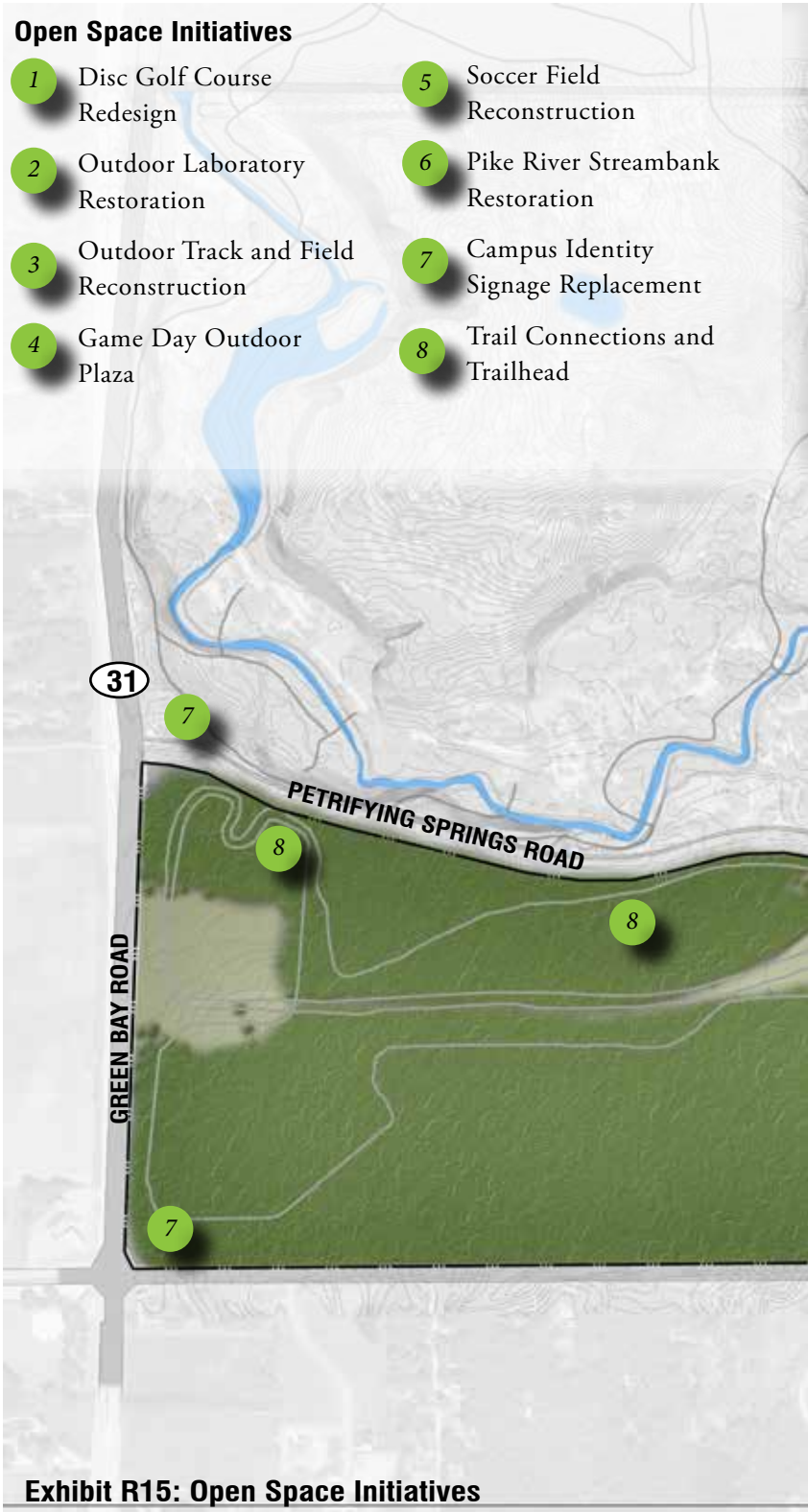


Exhibit R15: Open Space Initiatives


A
G
JR
E
PARKSIDE BLVD
UNIVERSITY DRIVE
WOOD ROAD
8
6
8
1
2
1
1
2
2
1
4
5
3
7

1 Disc Golf Course Redesign

Purpose and Need

UW-Parkside hosts one of the best disc golf courses in the region. Students, faculty, staff, and many community members play the 18-hole course located west of Wood Road. An additional 21-hole disc golf course is located east of Wood Road, but that course is more challenging, less popular, and used primarily during infrequent tournaments.

Course West of Wood Road

The popularity of the course west of Wood Road lies in part from its varied context. The course runs through both prairie and forest. There is no count of the numbers of users per year, but estimates indicate thousands of players.

Part of the course runs through the CommArts Woods, which is also used as an outdoor laboratory by several departments. The intense use of the disc golf course has led to an imbalance – the recreational use of the course is disrupting academic study that depends on the same natural resources.

The master plan recommends relocating the disc golf holes located in environmentally sensitive areas such as CommArts Woods. Although it is recommended that a disc-golf course designer be hired prior to relocation, a potential layout is shown on following pages. The rearranged course maximizes the uses of existing holes and still provides a variety of open space contexts by routing the course into the varied topography of the Pike River floodplain. Disc golf relocation will bring recreational activity to the Wood Road entrance.

Course East of Wood Road

A 21-hole course is located east of Tallent Hall and the facilities complex. The course runs through high prairie grass, making the course more difficult than the average disc golf player prefers. This course is used for infrequent tournaments.

The Biology department intends to expand its outdoor laboratories east of Wood Road by restoring prairies and other natural areas.

The master plan recommends that the disc golf course be reduced to nine holes and be limited to the area east of Tallent Hall. The area north of the existing east-west access road east of the Tallent Hall parking lot would then be reserved for prairie restoration.

Campus Design Intent

The campus has sufficient open space for use as academic learning laboratories, environmental preservation, athletics and recreation uses, and reservation for future development opportunities. However, several groups have sought to use the areas in close proximity to the academic core. The master plan prioritizes the academic mission of the university over recreational uses.

Disc golf is an effective way to bring first-time visitors from the regional community onto campus, thus, course design will promote exciting play, showcase the campus's assets, and be convenient.

Approximate Size

- West of Wood Road – 438,000 SF
- East of Wood Road – 142,500 SF

The popularity of the campus disc golf course has degraded the quality of CommArts Woods as an outdoor lab.

Some existing holes are adjacent to the academic complex, which brings many off-campus users into the core of campus.

The course east of Tallent Hall is in the middles of tall prairie grass, thus discs are often lost and the course is generally more difficult.

Phasing and Sequencing

Dependent Upon Funding Availability

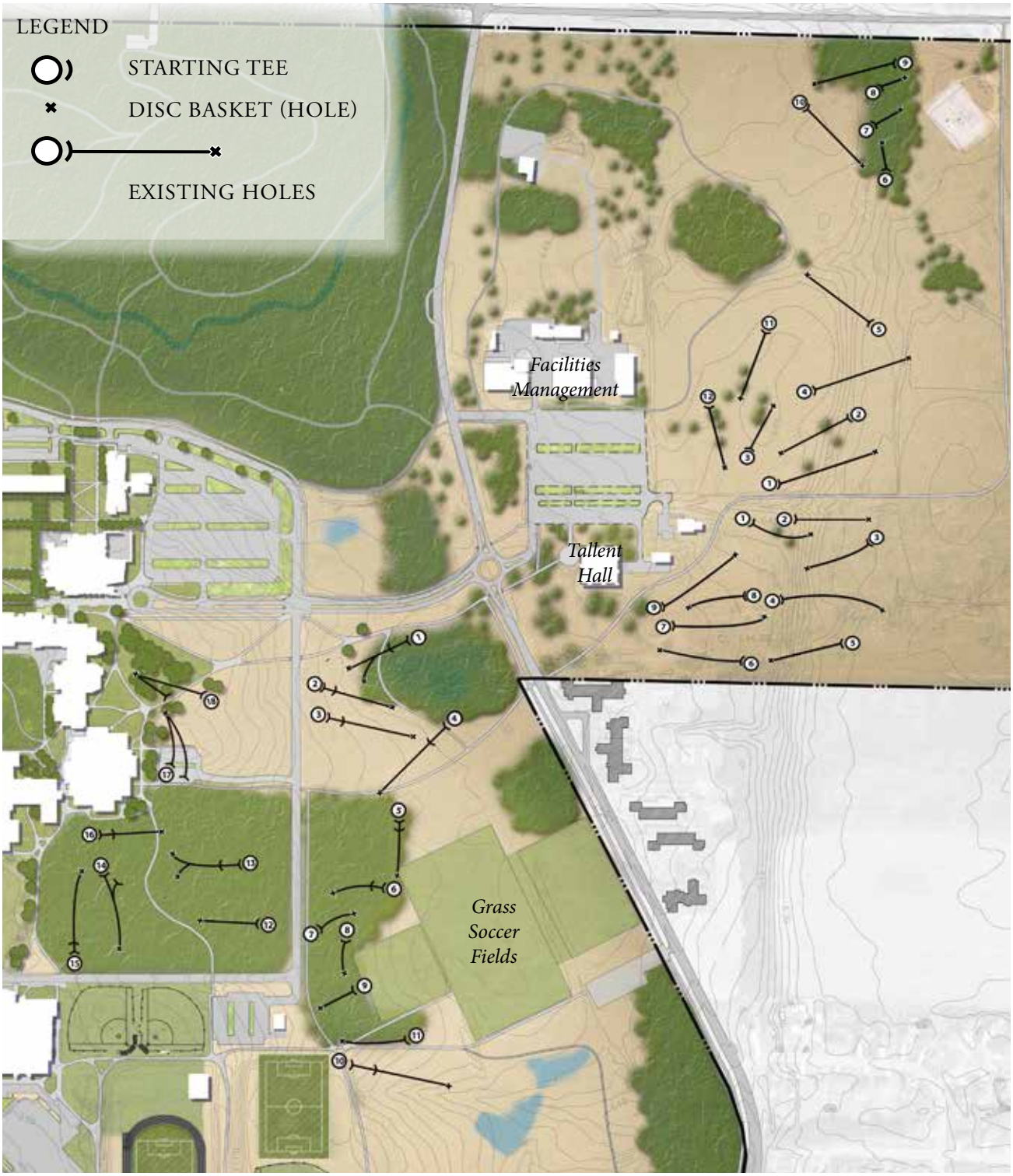


Exhibit R16: Existing Disc Golf Courses

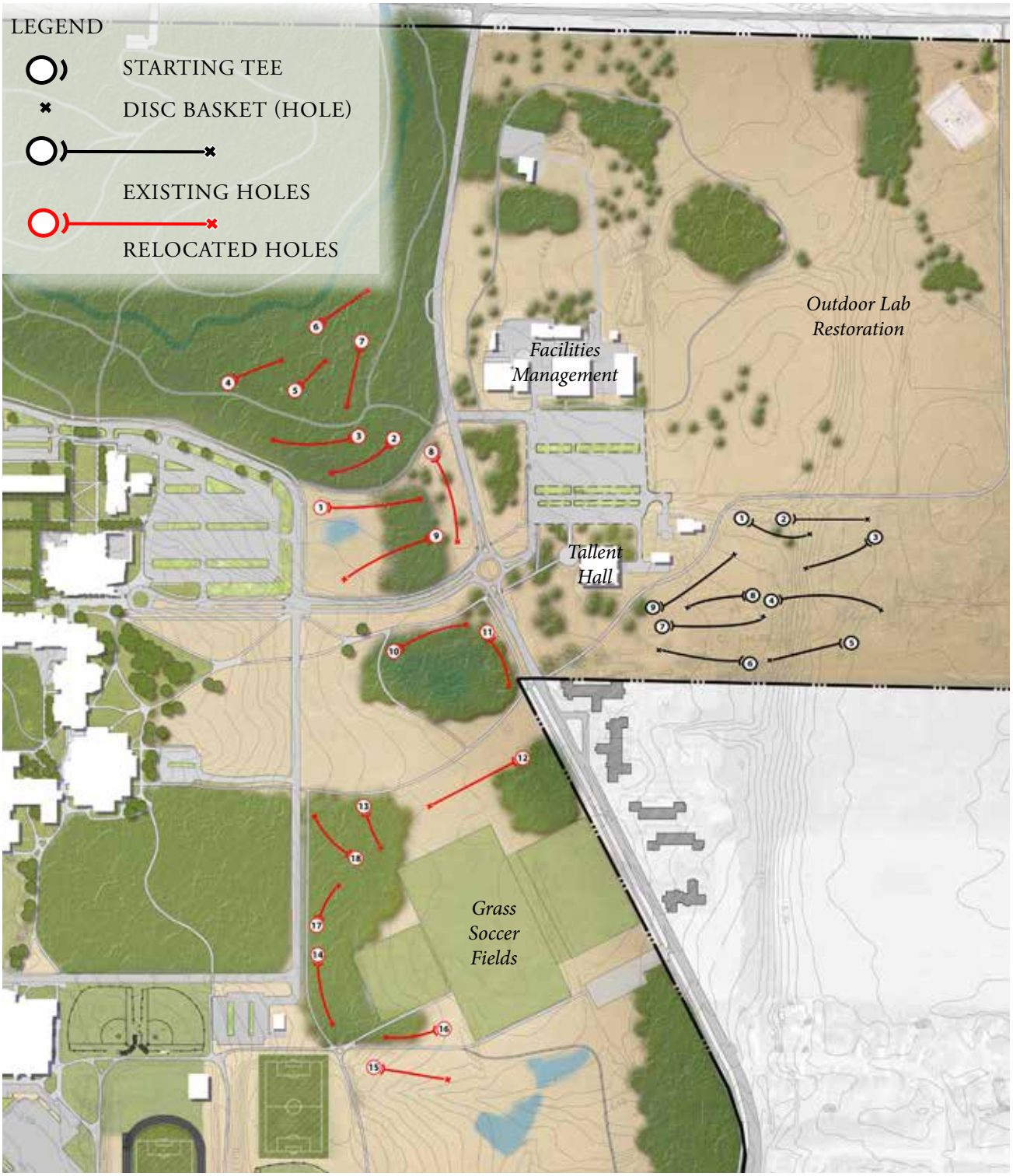


Exhibit R17: Potential Disc Golf Course Relocation

2 Outdoor Laboratory Restoration

Purpose and Need

Instruction is not limited to the classroom. The original 1969 Master Development Plan envisioned that the entire campus would be a laboratory, so it preserved old growth forests and restored prairies. The original plan's goal of leveraging the natural landscape design for educational purposes has been a success. The outdoor lab spaces are heavily used by a variety of classes across many disciplines (Biology, Environmental Science, Geography, Geology, and Philosophy) and are a distinctive feature of the UW-Parkside pedagogy.

Many of the outdoor laboratories have suffered from decades of neglect and have become seriously degraded, which limits their potential for teaching and research uses. The campus master plan recommends investments in natural areas to regain their full potential as outdoor laboratories.

It is recommended that designated open spaces near campus be preserved for long-term use for outdoor laboratories. Outdoor labs that are near the academic core provide easy access for:

- Classroom visits, maximizing the amount of time spent learning,
- Students to finish labs or assignments outside of formal meeting times (between class periods, etc.),
- Educational outreach when prospective students visit campus, and
- Visitors, particularly with interpretive signage regarding sustainable landscape design.

CommArts Woods

This old growth forest was likely never grazed by cattle and had only minimal cutting. It is directly adjacent to Wyllie Hall. The master plan recommends the removal of the disc golf course in this area. A pedestrian path connecting Wyllie Hall and the softball field parking lot will pass through these woods. (The natural area is named after the former Communication Arts Building, which is now named the Rita Tallent Picken Regional Center for Arts and Humanities.)

Greenquist Woods

Although this is a fairly good quality forest and directly adjacent to Greenquist Hall, its small size limits its utility as a outdoor

Wyllie Hall Main Place has open views into CommArts Woods.

Greenquist Woods is directly adjacent to Greenquist and Molinaro Halls.

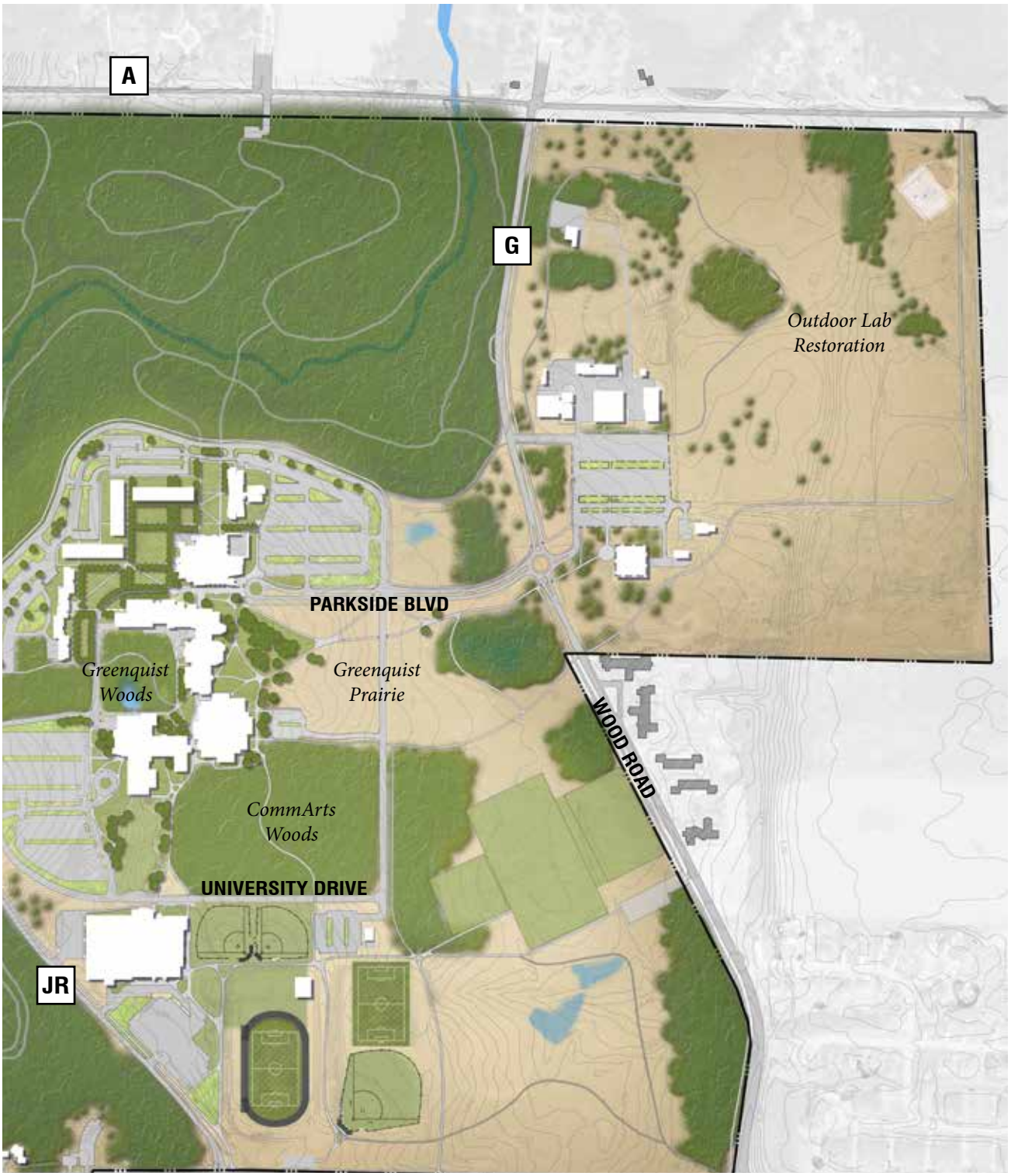


Exhibit R18: Existing and Recommended Outdoor Laboratories

laboratory. It is useful as a contrast to the CommArts Woods because it is heavily dominated by sugar maple whereas CommArts Woods still retains a heavy component of red and white oak.

Greenquist Prairie

The portion of the prairie west of the loop road is the best quality of the original restored, mainly due to the occasional burning performed by university staff. The prairie is directly adjacent to Greenquist Hall. To allow for prairie restoration east of the loop road, the master plan recommends relocating disc golf holes.

Restoration of Natural Areas and Designation as Outdoor Lab

This large area east of Wood Road is distant from the academic core, and thus appropriate for use by research faculty interested in prairie and wetland restoration and natural areas management and for advanced independent study coursework. The area captures a key geological feature – the former shoreline of Glacial Lake Chicago. It spans the wet-dry soil moisture gradient, allowing the establishment of the full gradient of dry to wet prairie. It is proposed that the university improve the ponds to be more functional wetlands for the study of hydrology and wetland delineation.

A existing parking lot located on the eastern edge of campus within this restoration area was constructed as planned in the 1969 Master Development Plan. In the campus's original concept, parking was to be located at the extreme campus edges, with all campus users shuttling to the campus core.

The actual campus development pattern has resulted in a parking lot that is used only for infrequent event spillover and disc golf tournaments. While the parking lot is not used and no funds are used to maintain it, it still prevents water infiltration and is a lost opportunity for outdoor lab restoration. The master plan recommends that the parking lot be removed, and the site redeveloped for the outdoor research laboratory. It is also recommended that the Tallent Hall and the former Child Care Center lots and the turf open space adjacent to them serve for infrequent event parking needs.

The Greenquist Prairie is the open space foreground for those entering the campus.

To be a teaching lab, the prairie east and north of facilities management requires restoration.

The master plan recommends removing disc golf holes from this area to allow the establishment of an outdoor research laboratory. To support prairie and savanna restoration, it is intended that Facilities Management provide equipment storage space within existing structures.

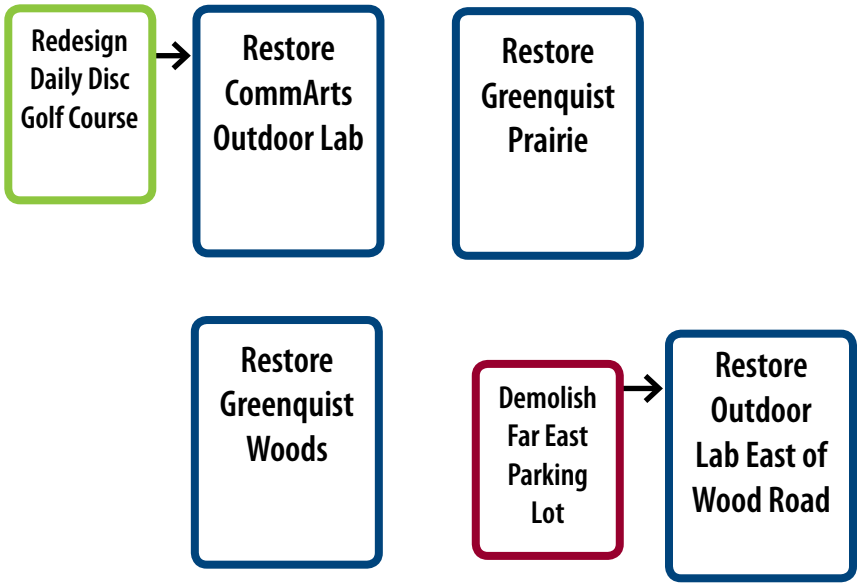
Campus Design Intent

The campus has sufficient campus lands for use as academic learning laboratories, environmental preservation, athletics and recreation, and reservation for future development opportunities. However, several groups have sought to use the areas in close proximity to the academic core. The master plan prioritizes the academic mission of the university over recreational uses.

The campus master plan recommends that the CommArts Woods and Greenquist Woods be permanently preserved, as designed in the 1969 Master Development Plan. It is intended that the Greenquist Prairie and the Outdoor Lab Restoration east of Wood Road be reserved for outdoor laboratory uses during the 20-year horizon of this master plan. The master plan advises that the university keep open the possibility of long-term redevelopment of the Greenquist Prairie and the Outdoor Lab Restoration east of Wood Road, to accommodate future university needs not yet identified.

Phasing and Sequencing

Dependent Upon Funding Availability



Approximate Size

- CommArts Woods: 684,750 SF
- Greenquist Woods: 140,700 SF
- Greenquist Prairie: 635,750 SF
- Outdoor Lab Restoration east of Wood Road: 3,588,000 SF

The far east parking lot is in very poor physical condition.

3 Outdoor Track and Field Reconstruction

Purpose and Need

The existing track and interior field do not fully meet the university's athletics and recreation programs. Athletics leaders have indicated the need for lights, bleachers, and scoreboard to better utilize the facility.

Use of the field is high and will increase. The field currently hosts practice for men's and women's track and field events (outdoor track and field competitions do not occur on campus), club football, and men's and women's club rugby. UW-Parkside is anticipating adding men's and women's lacrosse and women's triathlon as competitive sports over the life of the campus master plan. Both lacrosse teams will practice and compete on the interior field and triathlon will practice on the track.

The master planning team considered the location and condition of the practice and soccer competition fields. Improvements to the competition field are needed, including rest rooms, locker rooms, concessions, permanent bleachers, and expanded and improved parking. Many of these needs are duplicative of facilities already present in or near the Sports and Activity Center, but the existing facilities cannot serve the soccer fields due to their distance from the soccer fields. The soccer fields are located in an area where utility extension will be necessary, and the installation of lights may be protested by adjacent neighbors.

Given the comprehensive analysis of all athletic fields and stated needs over the horizon of this plan, it is recommended that a "broken-back" track with lights and synthetic turf infield be constructed. This project will prudently consolidate investments and best accommodate multiple uses, including competition soccer, in the long run as funding becomes available. Until that time, limited investments will continue to be made in the current soccer fields area to accommodate continuous operations.

Synthetic turf will increase the initial cost of field installation. However, compared to the existing grass surface, synthetic turf will allow for a longer window of play – both seasonally in the spring and fall, and daily. With lights, synthetic turf, and proper scheduling, the renovated field will be able to accommodate the practice and competition needs of men's and women's track and field, men's and women's lacrosse, men's and women's soccer, women's triathlon, and club football.

It is recommended that the existing grass soccer fields be maintained for soccer practice, club sports, intramurals, and community rental. Potable water is currently used to irrigate athletic fields requiring the manual transport of hose reels to the fields. This is labor intensive and the use of potable water for irrigation is relatively expensive and inefficient. The university considered the use of stormwater from ponds for irrigation. This approach was discarded due to cost and after the 2006 campus master plan recommended that the grass soccer fields along Wood Road be relocated. This campus master plan update recommends that grass soccer fields remain in place, eventually transitioning to only practice and intramural fields. The master plan recommends that the university reassess the installation of a permanent irrigation system for the fields that would utilize non-potable water sources.

Campus Design Intent

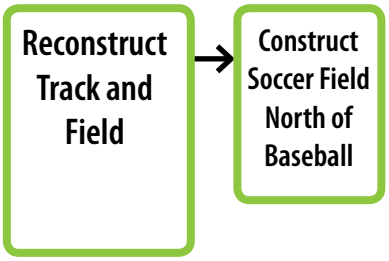
The campus master plan intends to consolidate university programs into the campus core to increase campus's social density. Relocating soccer competition from Wood Road to the heart of the athletics complex will not only increase and concentrate the activity level but also more fully utilize existing resources such as Sports and Activity Center locker rooms, rest rooms, bleachers, lights, concessions, and parking.

Approximate Size

170,480 SF

Phasing and Sequencing

Mid Term (7-12 Years)



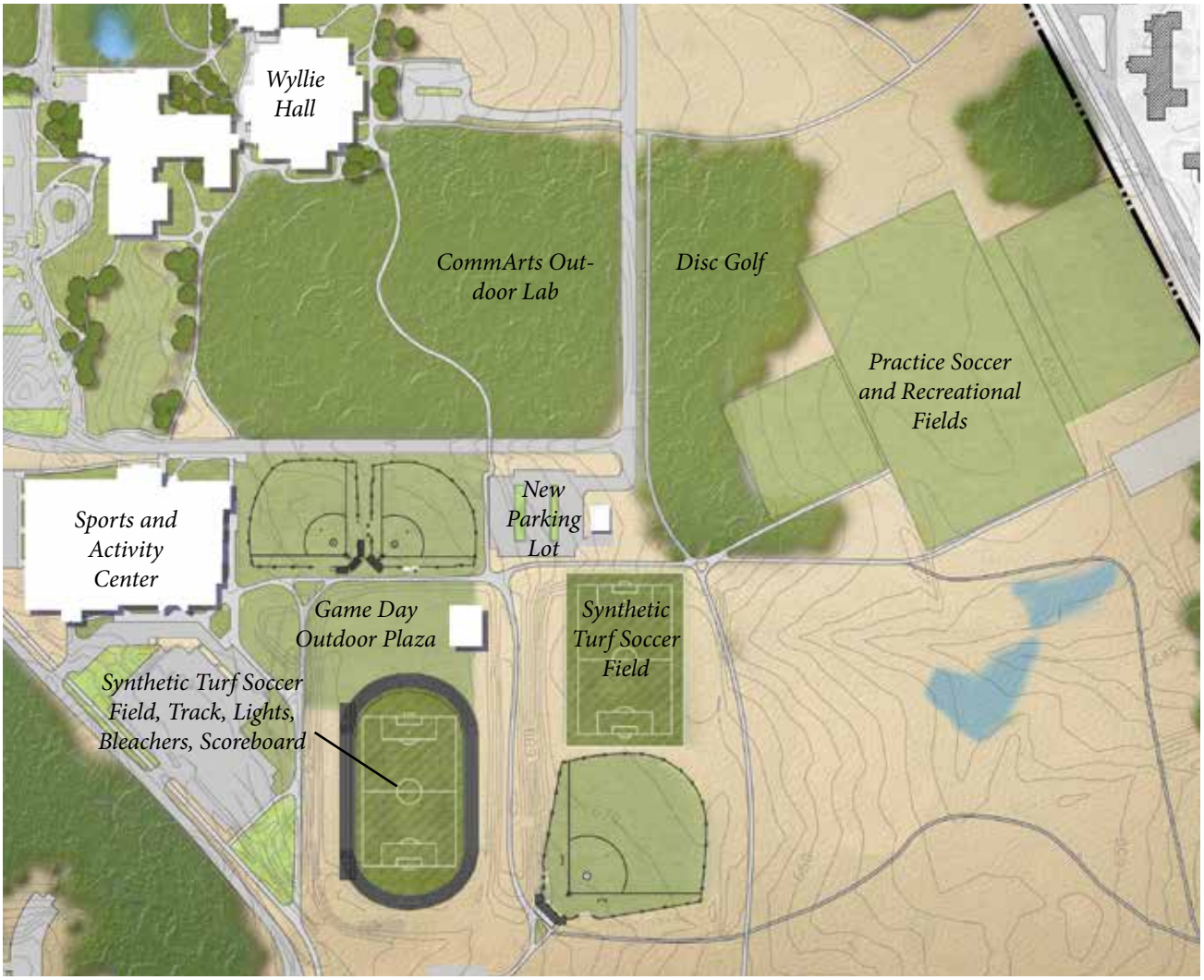


Exhibit R19: Recommended Outdoor Athletic and Recreational Facilities

4 Game Day Outdoor Plaza

Purpose and Need

Athletic teams and events are a common rallying point for diverse campus users and are often a major campus draw for alumni and community residents. The athletics complex has a concentrated collection of facilities – the Sports and Activity Center, softball and baseball fields, track and field, and intramural field. The university welcomes the community's Rangers fans onto campus to cheer on the teams. However, the campus lacks gathering spaces for booster clubs, arriving fans, and other campus visitors.

The campus master plan recommends the construction of an outdoor plaza, shelter, and concessions that can serve as the location for concessions facility, tailgating, booster events, and other athletics rallies and celebrations. Rangers fans would be welcomed to campus with seasonal events and programming on the festive outdoor plaza. Nearby restrooms in the Sports and Activity Center and the recommended new parking lot east of the softball fields would serve the outdoor plaza.

The existing site is the location of tennis courts that are unused and not maintained. The university does not offer tennis as a competitive sport. The redeveloped residential quadrangle may include recreational tennis courts.

Campus Design Intent

The plaza could include interpretive signage regarding the history and impact of the UW-Parkside athletics program. The plaza could include special paving patterns, site furnishings, and a design mix of hardscape and planted areas. It is intended that the plaza be festive and engaging, and could include statues, kiosks, flags or banners, and dramatic views of the athletic facilities.

Approximate Size

50,000 SF

Tennis courts are unused and not maintained.

Phasing and Sequencing

Dependent Upon Funding Availability

Construct Game Day Plaza and Concessions Facility

5 Soccer Field North of Baseball

Purpose and Need

The master plan assumes that the men's and women's soccer teams' transition from grass turf to synthetic turf will be gradual. As additional soccer programs in the Great Lakes Valley Conference transition to synthetic turf fields, the UW-Parkside program will practice and compete less on grass and more on synthetic turf.

The synthetic turf soccer field within the track will initially serve the many sports assigned to practice and compete on it. As the men's and women's soccer teams increasingly play almost exclusively on synthetic turf, a second synthetic turf soccer field will be necessary.

The master plan recommends the construction of a second synthetic turf soccer field on the intramural field north of the baseball stadium. The second synthetic turf field will accommodate soccer practice, club sports, and intramurals, and thus lights, bleachers, and scoreboard are not necessary.

Campus Design Intent

The campus master plan intends to consolidate university programs into the campus core to increase campus's social density and reduce operating costs. Relocating soccer practice from Wood Road to the heart of the athletics complex will not only increase and concentrate the activity level but also more fully utilize existing resources such as Sports and Activity Center locker rooms, rest rooms, and parking.

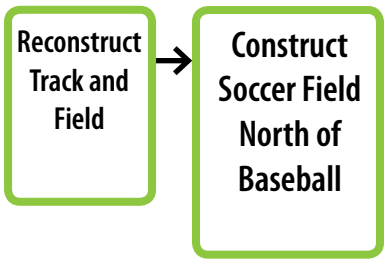
Approximate Size

81,000 SF

Looking west over existing practice and intramural field toward grass soccer complex.

Phasing and Sequencing

Dependent Upon Funding Availability



6 Pike River Streambank Restoration

Purpose and Need

The Pike River defines the shape of the academic core and controls access to campus. The river is an asset to campus, providing academic and recreational opportunities. The university is a partner with its host communities in regional efforts to restore the entire Pike River watershed.

UW-Parkside faculty and staff actively participated in the watershed restoration plan prepared by the Root-Pike Watershed Initiative Network. As part of that plan, the university has committed to selectively restoring 5,557 LF of highly eroded streambanks and removing invasive trees in riparian areas. To join the restoration project with the university's academic purpose, it is intended that the project be combined with related classroom and outdoor lab goals and activities.

Campus Design Intent

The Pike River streambank restoration will protect one of campus's major natural resources.

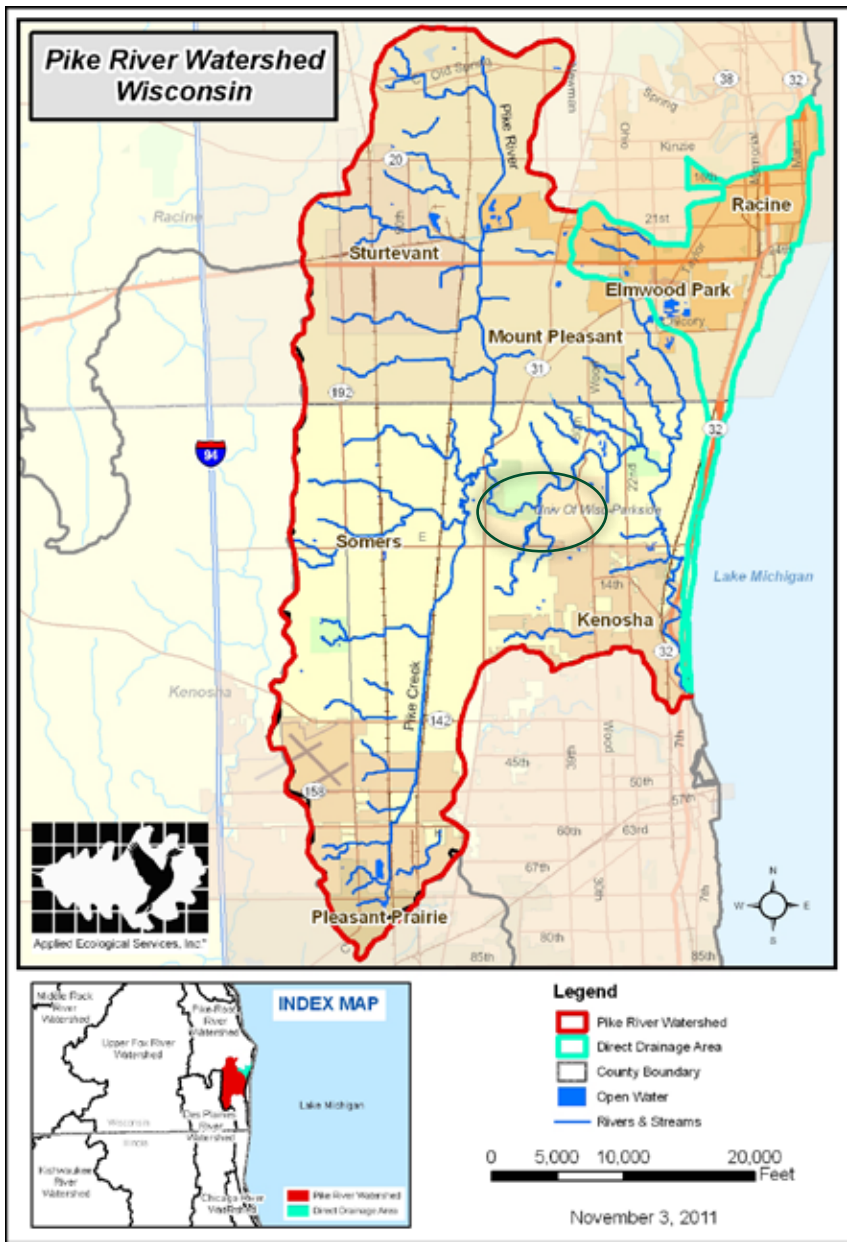
Approximate Size

5,557 LF

Phasing and Sequencing

Dependent Upon Funding Availability

Restore Pike River Streambank



Source: Root Pike Watershed Initiative Network

Exhibit R20: Pike River Watershed

7 Campus Identity Signage Replacement

Purpose and Need

The campus's isolated location and its distance from major 3s mean wayfinding is very important. Clear signage is necessary for student, faculty, and staff recruitment, and for welcoming the community onto campus for academic, athletic, and recreational events. Campus identity signage influences the first impression a visitor forms of campus. It is intended that its design and maintenance be treated with elevated importance.

Campus identity signage indicates to a visitor and to the community that one is approaching university grounds. Due to the distance of the academic core from Green Bay Road, CTH A, and CTH E, entryway signage will not be at campus entrances and thus it is recommended that they be designed for higher speed vehicles. The master plan recommends that campus identity signage be replaced at:

- Green Bay Road/STH 31 at CTH A
- Green Bay Road/STH 31 at CTH JR
- Green Bay Road/STH 31 at CTH E, and
- CTH E and Wood Road/CTH G.

Campus Design Intent

Through enhancement and beautification of landscape treatment at designated locations, the procession to campus can be highlighted by a series of memorable campus entrances.

- Scale campus identity signage appropriately to location and significance to campus arrival.
- Use materials and colors that are consistent throughout campus.
- Design signage to the campus to be prominent and serve as an introduction for visitors to campus.
- Develop a comprehensive signage plan that addresses the campus image on all scales – from major campus identity signs to small directional signs. Create a cohesive visual effect with consistent and coordinated signs.

Approximate Size

N/A

Phasing and Sequencing

Dependent Upon Funding Availability

Replace Campus Identity Signage

The existing campus identity signage at Green Bay Road and CTH E is scaled for motorists.

8 Nature Trail Network Connections and Trailhead

Purpose and Need

The campus has an extensive network of unpaved pedestrian trails, comprised of the Anna Maria Williams Nature Trail, Pike River floodplain trails, cross country trails, and other walkways. These trails provide access to outdoor laboratories, host athletic practice and competitions, and allow campus users and community residents access to the university's significant open spaces. Petrifying Springs Park has its own network of hiking and walking trails, and the two networks are connected in two locations.

The master plan recommends strategic trail construction projects to better connect the existing trail networks both on and off campus. Some connections are within the campus boundaries. It is advised that the university work closely with Kenosha County Division of Parks and Division of Highways to better connect the Petrifying Springs hiking trail with UW-Parkside's cross country trail with connections over CTH JR/Petrifying Springs Road.

While there are old growth forests and a hiking trail network north of the Pike River, there are no crossings. Campus users must leave campus to Petrifying Springs Park or CTH A to access these trails. The campus master plan recommends two projects to improve access to this area. A pedestrian bridge over the Pike River in close proximity to the residence halls will enable campus users to access this area for academic and recreational purposes. A trail head of CTH A, with small parking lot and signage, will enable community residents to access this area.

Campus Design Intent

The master plan seeks to open its borders for community use for academic, athletic, and recreational purposes. Additional trail connections will extend the effectiveness of Petrifying Springs Park, the flagship of the Kenosha County Parks.

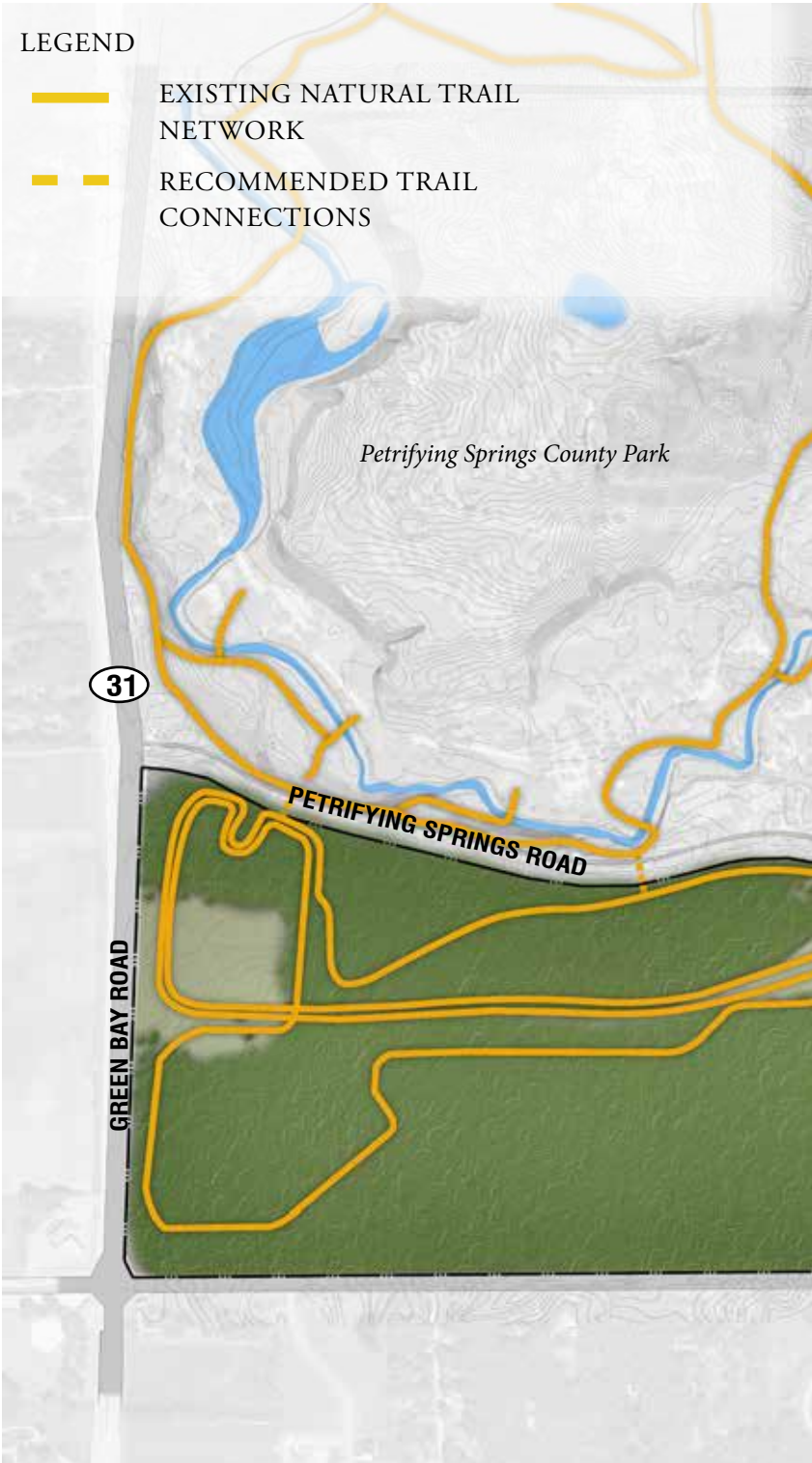


Exhibit R21: Existing and Recommended Nature Trail Network


A
G
Pedestrian
Bridge
PARKSIDE BLVD
WOOD ROAD
JR
UNIVERSITY DRIVE
E

It is recommended that the river crossing bridge be designed for only pedestrians and emergency access, and blend with the natural surroundings.

Approximate Size

- Nature Trail Connections: 7,400 LF
- Pike River Bridge: 250'
- County Road A Trailhead Parking Lot: 12,000 SF

Phasing and Sequencing

Dependent Upon Funding Availability

Construct Nature Trail Connections, Pike River Bridge

Construct County Road A Trailhead

Campus users can walk along the Pike River, but no bridge crossings exist.

UTILITIES INITIATIVES

The goal of the utility portion of the master plan is to accommodate the current needs of the campus in an affordable manner while understanding projected future needs and accommodating utility improvements that will support future growth.

Infrastructure Initiatives

1. Tunnel Waterproofing
2. Steam Rebuild
3. Chiller 2 Overhaul
4. Redundant Server/Core Network
5. Fiber Optic Cable Replacement
6. Chiller 3 Overhaul
7. Boiler Replacement
8. Chiller 1 Replacement

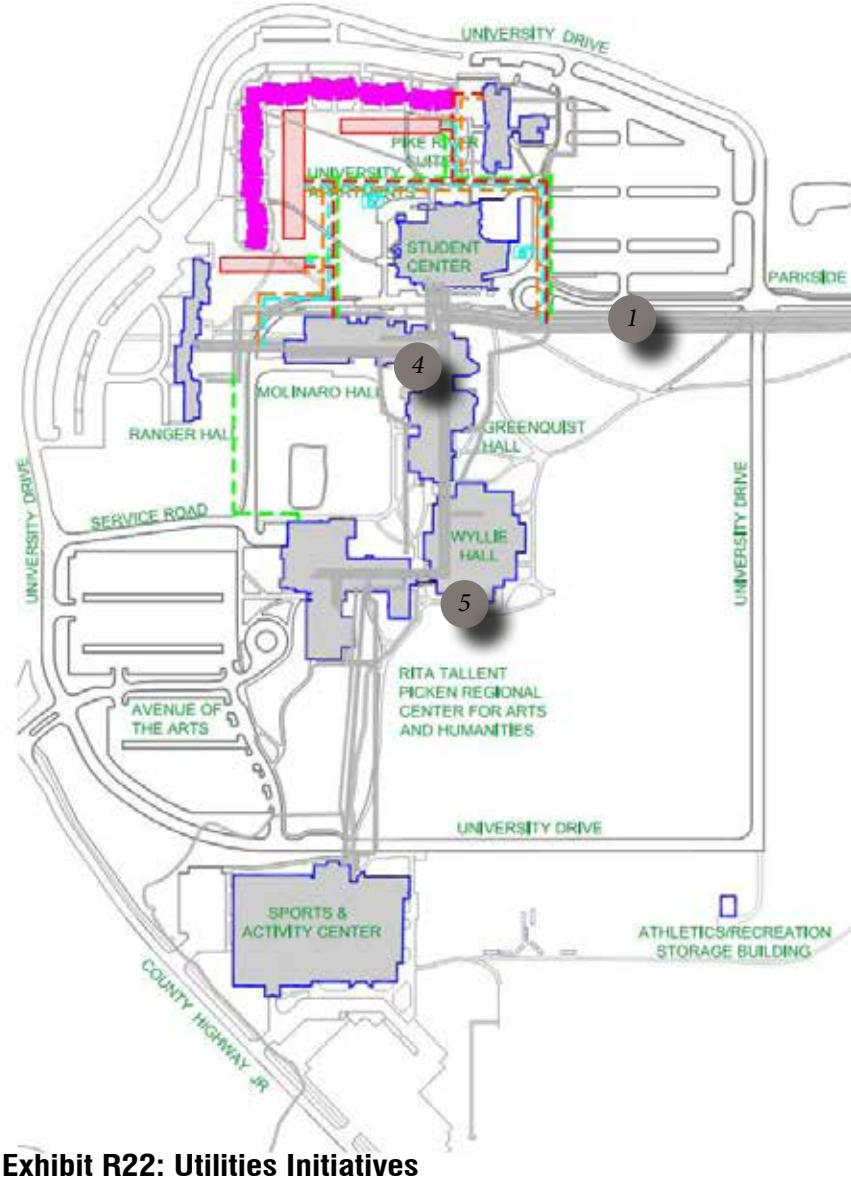
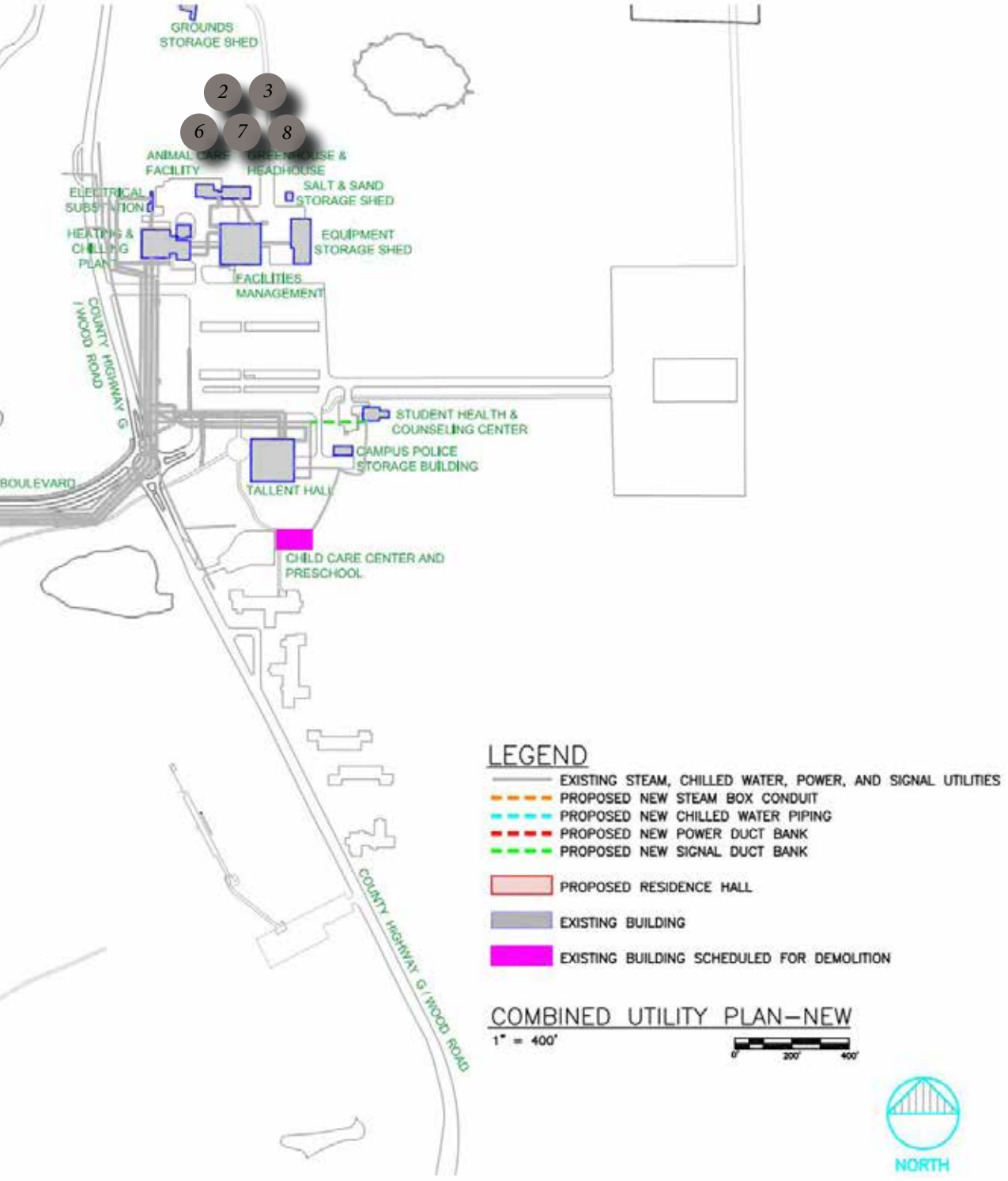


Exhibit R22: Utilities Initiatives


GROUNDS STORAGE SHED
2
3
6
7
8
ANIMAL CARE FACILITY
GREENHOUSE & HEADHOUSE
ELECTRICAL SUBSTATION
SALT & SAND STORAGE SHED
HEATING & CHILLING PLANT
EQUIPMENT STORAGE SHED
FACILITIES MANAGEMENT
COUNTY HIGHWAY G / WOOD ROAD
STUDENT HEALTH & COUNSELING CENTER
CAMPUS POLICE STORAGE BUILDING
BOULEVARD
TALLENT HALL
CHILD CARE CENTER AND PRESCHOOL
COUNTY HIGHWAY G / WOOD ROAD
LEGEND
EXISTING STEAM, CHILLED WATER, POWER, AND SIGNAL UTILITIES
PROPOSED NEW STEAM BOX CONDUIT
PROPOSED NEW CHILLED WATER PIPING
PROPOSED NEW POWER DUCT BANK
PROPOSED NEW SIGNAL DUCT BANK
PROPOSED RESIDENCE HALL
EXISTING BUILDING
EXISTING BUILDING SCHEDULED FOR DEMOLITION
COMBINED UTILITY PLAN–NEW
1" = 400'
0'
200'
400'
NORTH

Steam

Buildings

Over the next 20 years the campus master plan projects the addition of three new residence halls to replace the University Apartments. In addition there is the potential to add Pike River Suites to the campus steam system. This will increase the gross building square footage on campus to 1,701,627 square feet. The area of campus served from the central steam plant would increase to 1,572,268 square feet (92.3%). Based on this, the future peak steam demand is projected to increase to 39,300#/hour or about 23.9 BTU per square foot. This would be a projected total increase in campus steam demand of approximately 22%.

Exhibit R23: Steam Load Projections

	Building Info			Steam Requirements (lbs/hr)				
Building Name	Use	Space Existing/Future	Area (GSF) (1)	Typ Load (BTU/SF)	Building Load (#/Hr)	Load Sum #/HR (6)	Bldg Pipe Size (in)	Diversity Factor (3)
South Branch								
Sports & Activity Center	Rec/Sport	Existing Building	194,037	40	8,119	8,119	6	0.60
the Rita Addition	Classroom (2)	Existing Building	70,800	35	2,592	10,711		0.60
the Rita	Classroom/Off (2)	Existing Building	107,751	35	3,945	14,656	8	0.60
Wyllie Hall	Library/Classroom/Off	Existing Building	256,612	40	10,737	25,393	8	0.60
Greenquist Hall	Lab/Classroom	Existing Building	140,243	60	8,802	34,194	8	0.80
West Branch								
Ranger Hall	Residence Hall	Existing Building	95,633	30	3,001	3,001	4	0.60
Molinaro Hall	Classroom/Off	Existing Building	160,129	35	5,862	8,863	4	0.60
Student Union Branch								
Student Union	Union	Existing Building	70,809	35	2,592	2,592	6	0.60
Student Union Expansion	Union	Existing Building	55,596	35	2,035	4,628	6	0.60
Tunnel East Branch								
Tallent Hall	Classroom/Off	Existing Building	45,839	35	1,678	1,678	6	0.60
Tunnel North Branch								
Plant								
Facilities Management	Office	Existing Building	19,887	30	624	624	4	0.60
Greenhouse & Headhouse		Existing Building	6,078	50	318	318		0.60
Animal Care Facility		Existing Building	1,997	50	104	104	2	0.60
Heating Plant		Existing Building	26,174	15	411	411	14	0.65
Total Existing			**1,251,585**			**50,821**		
Residence Hall (560 Bed)	Res Hall (5)	Future Building	**224,000**	30	7,029	7,029		0.70
Pike River Res. Hall	Res Hall (7)	Existing Building	**96,683**	30	3,034	3,034		0.70
Total Future			**320,683**			**10,063**		
Total Existing & Future			**1,572,268**			**60,884**		

Future Load
Existing Load

Notes:

1. GSF from 2005 General Building Report
2. The Rita addition is supplied with low pressure steam from mechanical room in existing Rita.
3. Campus diversity factor.
4. Peak steam load in recent years is approx. 32,000 #/Hr (per Dale Lovejoy-Plant Supervisor, monthly boiler cost reports)
5. Replacement of Apartments
6. Load sum is totalled by pipe branch for evaluation of line size.
7. Building currently not connected to central steam.

Steam Generation

The current heating plant has adequate capacity for current and future planned heating loads over the next 20 years. From a risk management standpoint, if the campus were to lose the use of either Boiler 1 or 2 the campus would still have sufficient backup capacity with the remaining three boilers.

With the age of more than 40 years for both the boilers and ancillary equipment the master plan anticipates that there will be ongoing maintenance upgrades. The master plan recommends considering replacement of the boilers toward the end of this 20-year master plan. An evaluation to convert the heating medium from steam to hot water would be done at the time boilers require replacement.

During the master planning process, there was considerable discussion regarding whether to maintain the plant in its current location for the long term. The consensus was to maintain the plant in its current location due to several factors including cost and aesthetics.

Steam Requirements (lbs/hr) (continued)				Steam Main							
Adj Bldg #/HR	Adj Sum #/HR (4)	Plant Firm Capacity #/HR	Surplus Capacity #/HR	Size (In)	Velocity (FPM)	Friction (PSI/100Ft)	Length (Ft)	Press (PSI)	Date Online	GPR Area (GSF)	PR Area (GSF)
4,871	4,871			6	2280	0.145	915	118.2	1972/2000	194,037	
1,555	6,426								2011	70,800	
2,367	8,793			6	1700	0.300	20	119.5	1973	107,751	
6,442	15,236			8	1750	0.200	350	119.5	1972	256,612	
7,041	22,277	22,277		8	2200	0.300	250	120.2	1969	140,243	
1,801	1,801								1997		95,633
3,517	5,318	5,318		8	3500	0.750	225	121.0	1973	160,129	
1,555	1,555								1976		70,809
1,221	2,777	2,777		14	1250	0.060	10	122.7	2008		55,596
1,007	1,007	1,007		14	1250	0.070	2560	122.7	1969	45,839	
				14	1250	0.070	725	124.5			
374	374								1975	19,887	
191	565								1977	6,078	
63	628								1982	1,997	
267	895	895		14	1700	0.090	20	125.0	1972	26,174	
		32,273						125.0		**1,029,547**	**222038**
4,921	4,921	4,921									224,000
2,124	2,124	2,124							2009		96,683
		7,044									
		39,318									
	Firm Capacity	**66,000**									

Distribution

There is currently a 14-inch steam main distribution feed from the plant to the campus. This main is of adequate size to handle the campus steam loads. The campus has documented approximately a six to seven pound per square inch gauge (psig) pressure drop at the Sports and Activity Center on a peak day. The size of the existing distribution piping is considered adequate to meet current and future 20 year projected heating requirements.

The master plan recommends waterproofing the "utilidor" between the Rita and Wyllie Hall and between Wyllie and Greenquist Halls. Water infiltration on the D2 "utilidor" level is partially the result of the design of the D1 entry ways into Wyllie Hall. When the entry plazas are disturbed for D2 waterproofing, it is intended that each plaza be reconstructed to make wayfinding between Wyllie Hall and the Rita and between Wyllie and Greenquist Halls more intuitive and direct. Improvements are intended to encourage use of D1 level building circulation, and may include relocation of Rita and Greenquist building entrances and plaza design.

The master plan recommends maintenance and upgrades of the steam system:

Short Term (0-6 years)

- Complete external waterproofing of the Main Tunnel between the plant and Student Center.
- Waterproof the "utilidor" between Rita and Wyllie Hall and between Wyllie and Greenquist Halls.

Mid Term (7-12 years):

- Reconstruct the box conduit between Plant and Facilities Management that is over 40 years old.

Long Term (13-20 Years)

- Extending steam to new Residence Halls (three phases) and connect loop at west end of Molinaro.
- Extend steam to Pike River when existing Pike River boilers require replacement.
- Prepare a plan for main plant boiler replacement.

Tunnel Waterproofing

Replace Boiler

Facility Management Steam Rebuild

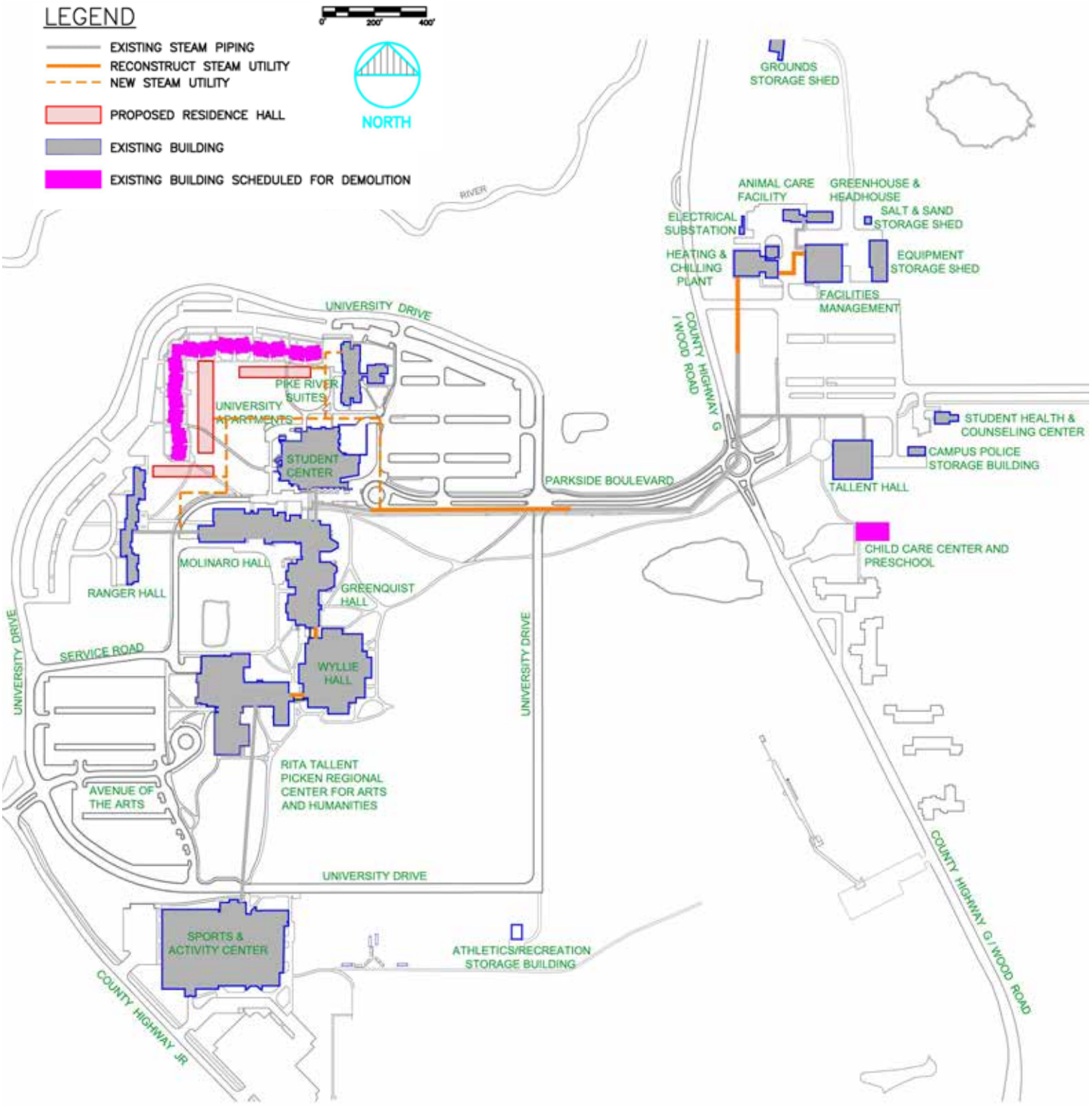


Exhibit R24: Steam Distribution Plan – Recommended

Chilled Water

Campus Cooling Demand

Over the next 20 years the campus master plan projects the addition of three new residence halls. This will increase the gross building square footage on campus to 1,701,627 gross square feet. The area of campus served from the central chilled water plant will increase to 1,542,802 gross square feet (90.6%) with the construction of the new residence halls. The future peak cooling demand is projected to be 2,157 tons or about 715 square feet per ton. The projected total increase in campus cooling demand would be approximately 15%.

The master plan recommends that metering of individual building chilled water consumption be provided for any proposed new buildings.

Exhibit R25: Chilled Water Load Projections

Building Characteristics				Chilled Water Requirements (Tons)				
Building Name	Occupancy (Existing/Future)	Area (5) (GSF)	GSF per Ton	Building Load (Tons)	Running Total (Tons)	Diversity Factor (10)	(Tons) (Tons)	Adjusted Total Load (Tons)
Chilled Water Plant	System Gain (1)			57	57	1.00	57	57
Student Union	Existing (2) (6)	70,809	492	144	201	0.60	86	143
Tallent Hall	Exist Clsrm/Off (2)(11)	45,839	399	115	316	0.60	69	212
Heating Plant	Existing (2)	26,174	N/A	10	326	0.65	7	219
Molinaro Hall	Exist Clsrm/Off (2) (11)	160,129	400	400	726	0.60	240	459
Greenquist Hall	Exist Lab/Clsrm (2) (11)	140,243	255	550	1,276	0.60	440	899
Wyllie Hall	Exist Clsrm/Off (2)(11)	256,612	401	640	1,916	0.60	384	1,283
Rita	Exist Clsrm/Off (2) (8)	107,751	477	226	2,142	0.60	136	1,419
Ranger Hall	Exist Res Hall	95,633	418	229	2,371	0.60	137	1,556
Sports & Activity Center	Exist Rec/Sport (3)	194,037	220	110	2,481	0.60	66	1,622
3rd Chiller Installed-1200 Tons (4)								
Student Union Expansion	Existing (6)	53,075	496	107	2,588	0.60	64	1,686
Pike River Res. Hall	Existing Res Hall (7)	96,683	604	160	2,748	0.60	96	1,782
Rita Addition	Existing Classrm (8)	71,817	482	149	2,897	0.60	89	1,872
Total Existing		**1,318,802**			**2,897**			**1,872**
					455	**SQFT/Ton**		**705**
Residence Hall #1-3 (560 Bed)	Future Res Hall (9)	224,000	550	407	407	0.70	285	285
Total Future		**224,000**			**407**			**285**
		1,542,802			**3,304**	**Tons**		**2,157**
					467	**SQFT/Ton**		**715**

Future Load
Existing Load

Notes:

(1) Distribution pump gain estimated at 125 HP = 13 Tons. Piping system gain estimated at 2% of 2200 Tons = 44 Tons.

(2) Existing loads taken from the Design Documents of the Central Chilled Water Modifications project DSF #97B75. GPM flow rates divided by 2.4 gpm/ton (assumes 10 deg differential temperature). Greenquist Hall load was determined by calculation based on air flow and temperature requirements (98,565 cfm x 4.5 x 16.3 BTU/Lb)

(3) Sports & Activity Center load is the sum of the cooling coil MBH indicated on the construction plans (1204 MBH). Office/classroom areas are cooled, not entire facility.

(4) Existing cooling tower capacity was increased in 2003 and is capable of serving 2,900 tons of chiller capacity. Chiller capacity is 3400 tons.

(5) GSF in blue font from 05/2005 General Building Report

(6) GSF obtained from Design Report. AHU Cooling Coil Capac = 358 tons original bldg+new addition. Applied a .7 Stud Center building diversity factor to cooling coil load (cross-checked by field meter readings). Divide tonnage proportionally by GSF new/exist.

(7) GSF and cooling load from Design Report. 200 T DR load for 376 bed building (ph 1 and 2) prorated to actual 250 bed building (ph 1 only). (250/376 X 200T x 1.2 safety = 160 T). Cross-checked against field readings. Primary C.W. Booster Pumps installed.

(8) GSF and cooling load from Design Report. DR load is 375T or 900 gpm to ENTIRE building. Divide tonnage between new and existing buildings proportionally (seems to correlate with field meter readings).

(9) Replacement of University Apartments.

(10) Campus diversity factor.

(11) Adjusted GSF/Ton number to better fall in line with industry accepted estimate values after cross-checking against field meter readings when outside temps were close to a design day.

Chilled Water Plant

The plant operates at 65% of the maximum capacity to meet campus design cooling requirements. There is approximately 1,000 tons of additional cooling tonnage available from the current plant. There is sufficient capacity to meet the projected requirements of the campus for the duration of this master plan.

The master plan recommends routine service the chillers and related equipment, and consideration of replacement of Chiller 1 would near the end of the master plan time line. The master plan recommends the following major chiller service/replacement schedule:

Short Term (0-6 Years)

- None

Mid Term (7-12 Years):

- Provide 15 year overhaul of Chiller 3.
- Provide 15 year overhaul of Chiller 2.
- Provide upgrade of Chiller 1 and 2 controls to BacNet.

Long Term (13-20 years):

- Plan for the replacement of Chiller 1.

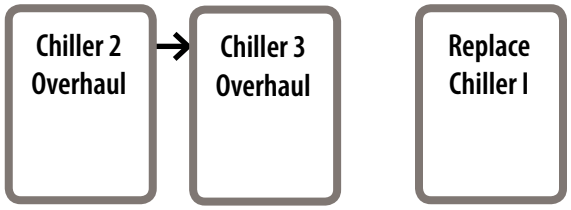
		10	14	10	14							
Plant (4) Cap (Tons)	Surplus (Deficit)	Building Flow (GPM)	Building Flow (GPM)	Cumulative Plant Flow (GPM)	Cumulative Plant Flow (GPM)	Date Online	Connected Load (Tons)	GPR Connected Load	PR Connected Load	GPR Area (GSF) (5)	PR Area (GSF) (5)	
2,200	2,143					2001						
2,200	2,057	346	247	344	246	1976	86		86		70,809	
2,200	1,988	276	197	510	364	1969	69	69		45,839		
2,200	1,981	24	17	525	375	1972	7	7		26,174		
2,200	1,741	960	686	1,101	787	1973/1979	240	240		160,129		
2,200	1,301	1,320	943	2,157	1,541	1969	440	440		140,243		
2,200	917	1,536	1,097	3,079	2,199	1972	384	384		256,612		
2,200	782	542	387	3,404	2,432	1973	136	136		107,751		
2,200	644	550	393	3,734	2,667	1997	137		137		95,633	
2,200	578	264	189	3,893	2,780	1972/2000	66	66		194,037		
						2009						
2,900	1,214	257	183	4,047	2,890	2008	64		64		53,075	
2,900	1,118	384	274	4,277	3,055	2009	96		96		96,683	
2,900	1,029	358	255	4,492	3,208	2011	89	89		71,817		
				4,492	**3,208**		1,815	1,431	384	**1,002,602**	**316,200**	**1,318,802**
SQFT/Ton												
2,900	2,615	977	698	684	489	2025	285		285	0	224,000	
				684	**489**		285	0	285	**0**	**224,000**	**224,000**
Tons				**5,176**	**3,697**		2,100	1,431	669	**1,002,602**	**540,200**	**1,542,802**
SQFT/Ton												

Chilled Water Distribution System

The flow model did not identify any areas of high velocity (exceeding 10 feet per second) at the current loading or at the proposed future loading. The size of the existing distribution piping is considered adequate to meet current and future 20-year projected cooling requirements.

The master plan recommends the replacement of pipe insulation in the utilidor and the modification of the area of piping near Greenquist Hall that restricts flow.

Extension of capacity to the new residence halls would include upsizing the existing 6-inch branch off the main tunnel serving Pike River Suites to an 8-inch and then extending new 8-inch lines between Pike River Suites and the Student Center west to the new residence halls. Connection would be made to the existing chilled water lines at the west end of Molinaro Hall to complete a loop. The chilled water lines would be routed in a newly designated utility corridor.



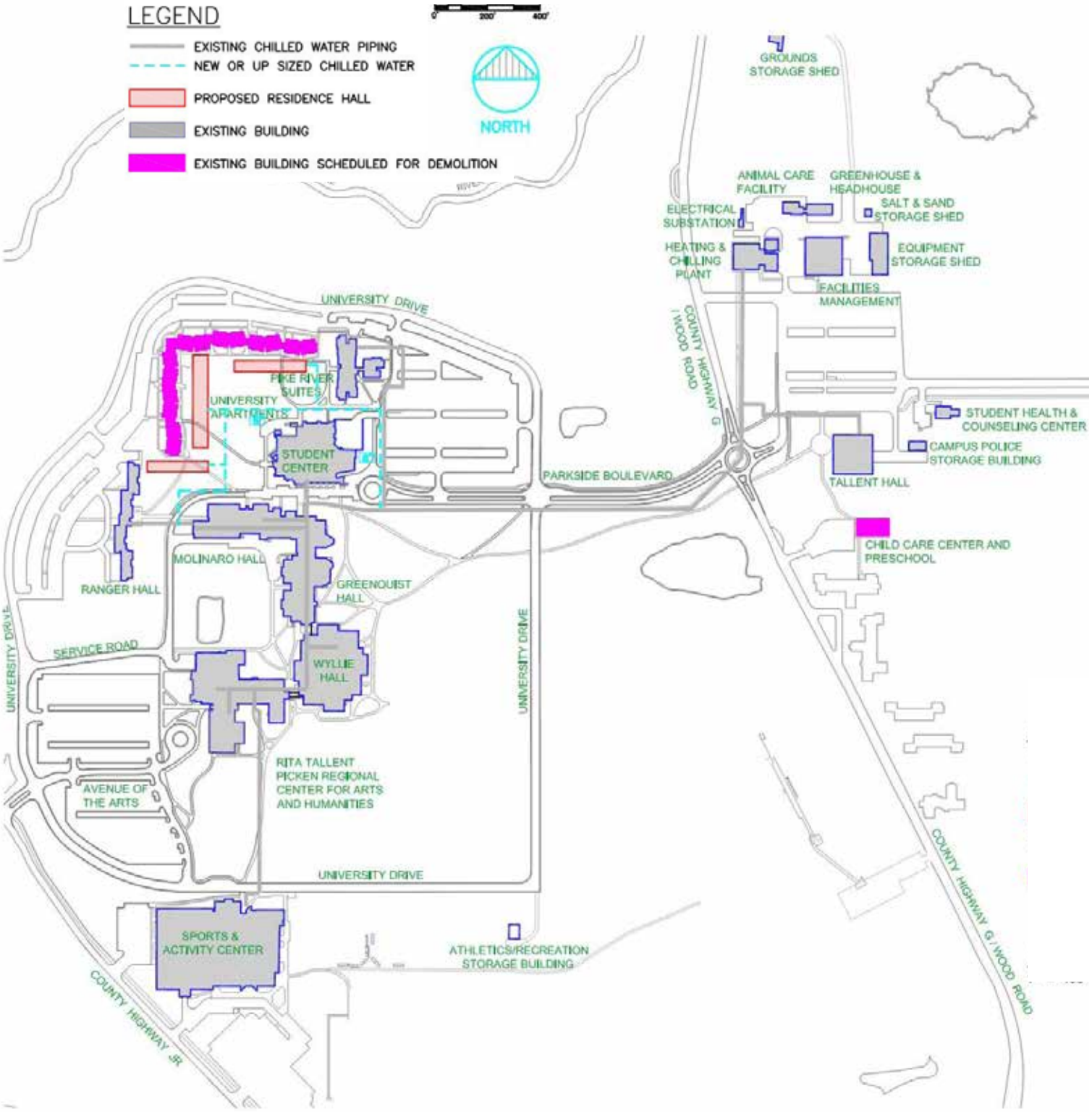


Exhibit R26: Chilled Water Distribution Plan – Recommended

Compressed Air

The master plan recommends that the university evaluate whether to maintain or extend compressed air with every mechanical remodeling project and new construction project. For example new residence halls may not require compressed air for any controls or process. The master plan recommends that the university consider providing all electric controls when mechanical systems are replaced or updated.

Exhibit R27: Power Load Projections

Campus Service: WEPCO 24.9 kV service feeds two 5/5.6 MVA transformers providing 12.47 kV service to all major buildings.

Current Peak Load: 4,329 kVA in August 2010 per UW System (4031 kW at 0.927 PF).

Campus Distribution Building Profile Building	Building Type	Building GSF	Assumed Power Density VA/GSF	Calculated Building Load kVA	Actual Measured KVA	Running Total Actual KVA
Sports & Activity Center	Rec/Sport	194,037	1.9	369	371	**371**
The Rita	Classroom/Off	178,551	2.7	482	200	**571**
Wyllie Hall	Lib/Classroom/Off	256,612	2.7	693	422	**993**
Greenquist Hall	Lab/Classroom	140,243	2.7	379	540	**1,533**
Ranger Hall	Residence Hall	95,633	2.5	239	144	**1,677**
Molinaro Hall	Classroom/Off	160,129	2.7	432	304	**1,981**
Student Center	Union	126,405	4.1	518	300	**2,281**
Tallent Hall	Classroom/Off	45,839	2.7	124	115	**2,396**
Heating & Chiller Plant	Mechanical	26,174			2155	**4,551**
Total Existing						**4,329**
New Residence Hall	Residence Hall	224,000	2.5	560		
Additional Chiller Demand	Mechanical			194		
Total Future						**754**
Total Existing & Future						**5,083**
Pike River Suites		96,683	2.5			242
Grand Total Existing & Future						**5,325**

Electrical Power

Campus Substation

The master plan indicates electrical load increases (new residence halls and the associated cooling load increase) will not exceed the rating of a single 24.9 to 12.47 kV transformer. Thus no modifications are recommended.

Distribution

The two existing feeders supplying the campus buildings west of Wood Road/CTH G have sufficient spare capacity for the proposed master plan. Thus, the only modifications required are to serve the proposed buildings. See Exhibit R28: Power Ductbank Plan – Recommended.

Multi-building Generator

The master plan recommends that the university replace emergency and non-emergency generators in Wyllie Hall, Molinaro Hall, and the Rita. These generators were installed in the original construction of these buildings (1972/73) and are not reliable and difficult to maintain operational because parts are obsolete. The Rita project installed a new emergency generator for this facility. The existing generator was relegated to handle the non-emergency power requirements of the computer center.

Comments
The actual is obtained by subtracting the Union, Molinaro, Ranger and Sports building demands from Feeder #1's demand of 1317 KVA
Difference is due to non-coincidental peak load readings.
Based on 9% increase in chiller water demand
If connected to the campus power distribution system

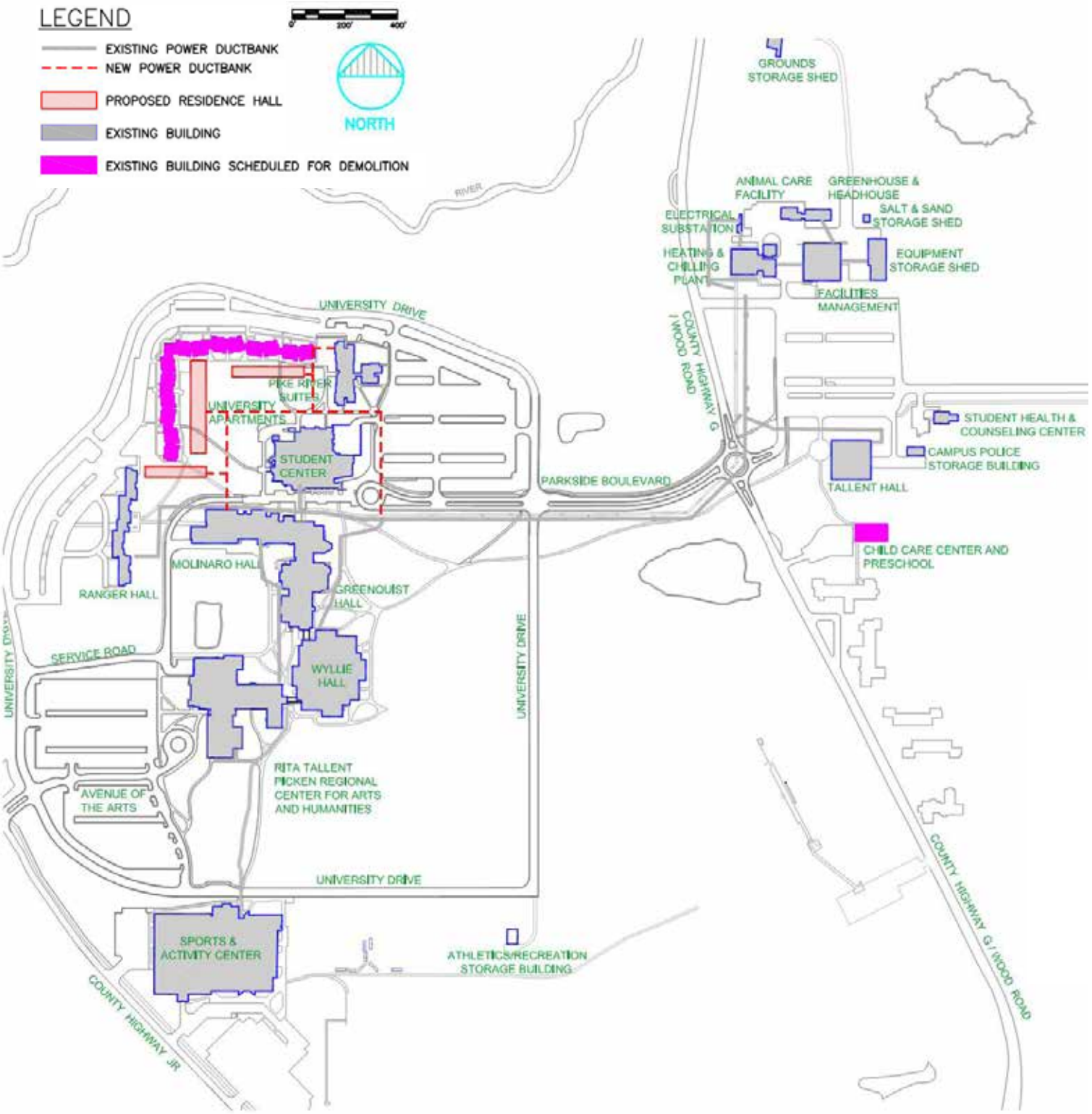


Exhibit R28: Power Ductbank Plan – Recommended

Telecommunications/Data

The master plan recommends that any infrastructure improvements consider the long-range communications plan for the campus.

Duct Banks

While the duct bank system appears to have sufficient capacity for future campus needs, the master plan recommends that as the specific telecommunications/data needs for individual projects are determined, that a detailed manhole and duct bank survey be performed.

Fiber Optic Backbone Cabling

Based on the age and condition of the fiber optic cable, the campus IT network would benefit by the installation of the latest generation of OS2 single mode fiber optic cable throughout the campus. This fiber is manufactured to a much better performance standard than its predecessor, OS1. It is intended that the single mode cabling be installed in parallel to the routing of the current multimode cabling and be the primary connection for each building. The TIA-758-A "Customer-Owned Outside Plant Telecommunications Infrastructure Standard" is an excellent resource for obtaining further information on the subject.

To establish redundancy and increase network survivability, the master plan recommends that a secondary switch core location (estimated to be under 400 square feet) be established within existing campus space, possibly in Molinaro Hall or the Student Center. Each building will then be fed by a redundant single mode fiber optic cable. Select applications may also be mirrored at each location.

The master plan recommends that an additional underground duct be built on the west side of the campus to connect to the future redundant core switch space. This would serve as a pathway between the two core switch spaces and as a redundant pathway for building fiber optic cabling.

The current multimode fiber optic cable plant may remain in place to serve the current campus fire alarm system, but all connectors should be professionally cleaned. An outside contractor recently tested all fiber strands on the campus in 2011 and rectified issues at that time. However, fiber ports without protective covers were observed at several locations, so the master plan recommends professional cleaning and capping of these locations.

The one point of pathway constriction for the existing primary cabling pathway that was discussed is between the current data center on Rita L1, downward through the floors and into the D2 utilidor. The master plan recommends that this primary pathway be increased, and further evaluation of a separate redundant pathway in the Rita. A significant amount of abandoned low voltage cabling exists, and the master plan recommends its removal as soon as possible in order to free up space in the pathways.

The recommended projects, which the master plan recommends for the Short Term (0-6 Years), will bring the campus up to Division of Facilities Development standards as well as offer greatly increased bandwidth capabilities for new applications as they are implemented.

Voice (Copper) Backbone Cabling

The master plan recommends that the university remove and replace the current non-compliant cable with proper UL rated cabling, when copper pair counts can be reduced. The university intends to implement Voice over IP (VoIP) in the Short Term (0-6 Years). This work is intended to be done as part of incremental remodeling projects during this period, but would not start in earnest until the recommended OS2 single mode fiber plant is in place.

Telecommunications Spaces

The master plan recommends that each telecommunications space be reviewed for its physical security and environmental control. It is intended that each space be equipped with a UPS at minimum, and potential inclusion into emergency generator service evaluated.

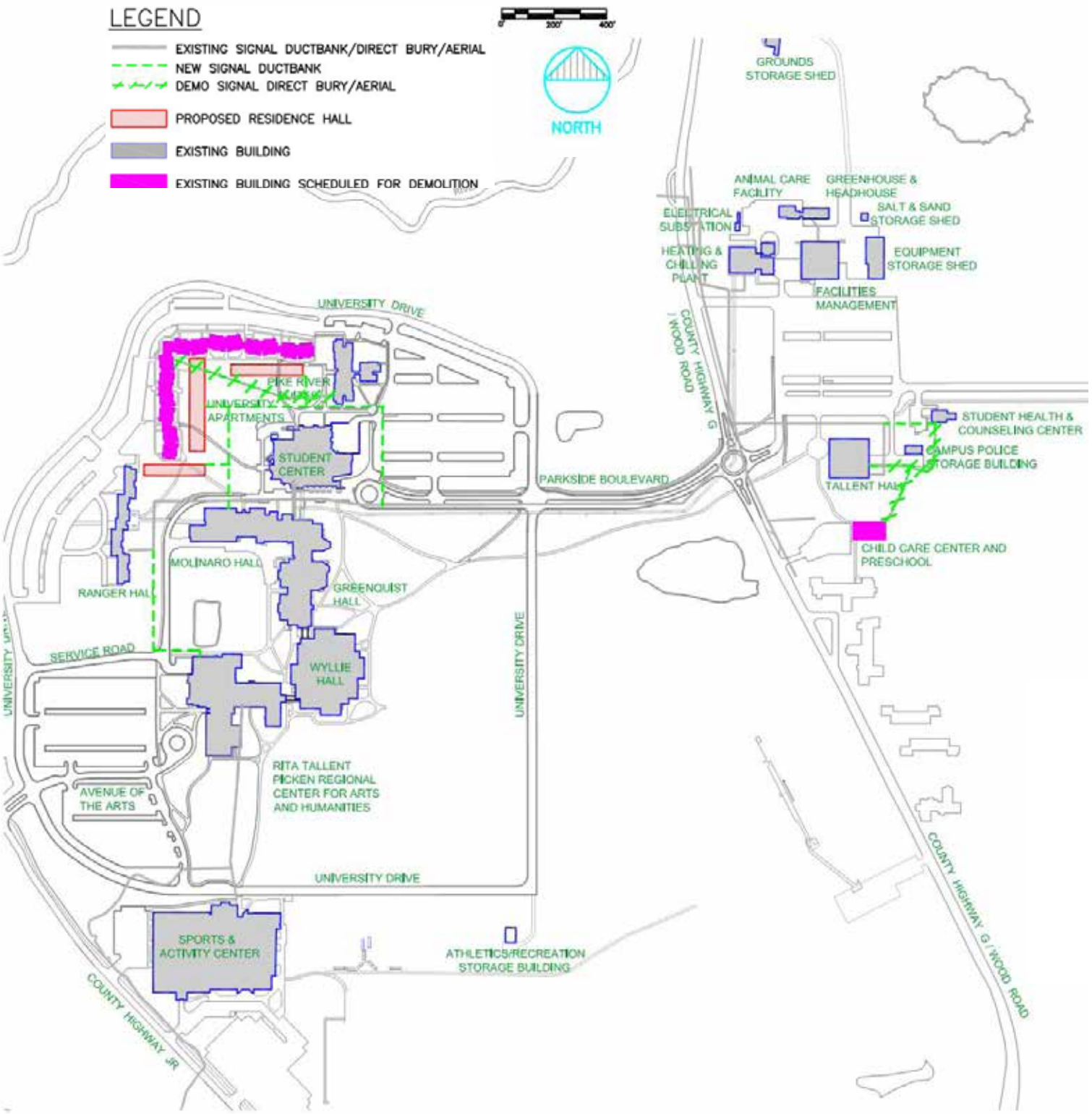


Exhibit R29: Signal Ductbank Plan – Recommended

Sanitary Sewer Service

The master plan recommends that the university continue to seek disconnection from the campus sanitary sewer system from the private Orchard Courts Apartments.

The master plan recommends the cleaning and inspection of 12,000 lineal feet of sewer main and laterals and 30 manholes to investigate any cross connections in the campus buildings. The master plan recommends developing a capital improvement plan to reduce infiltration and inflow to the system. It is intended that this program include disconnecting any identified storm sewer cross connections, sealing or lining excessively leaking manholes and sewer joints, and other remedial repairs identified in the inspection report.

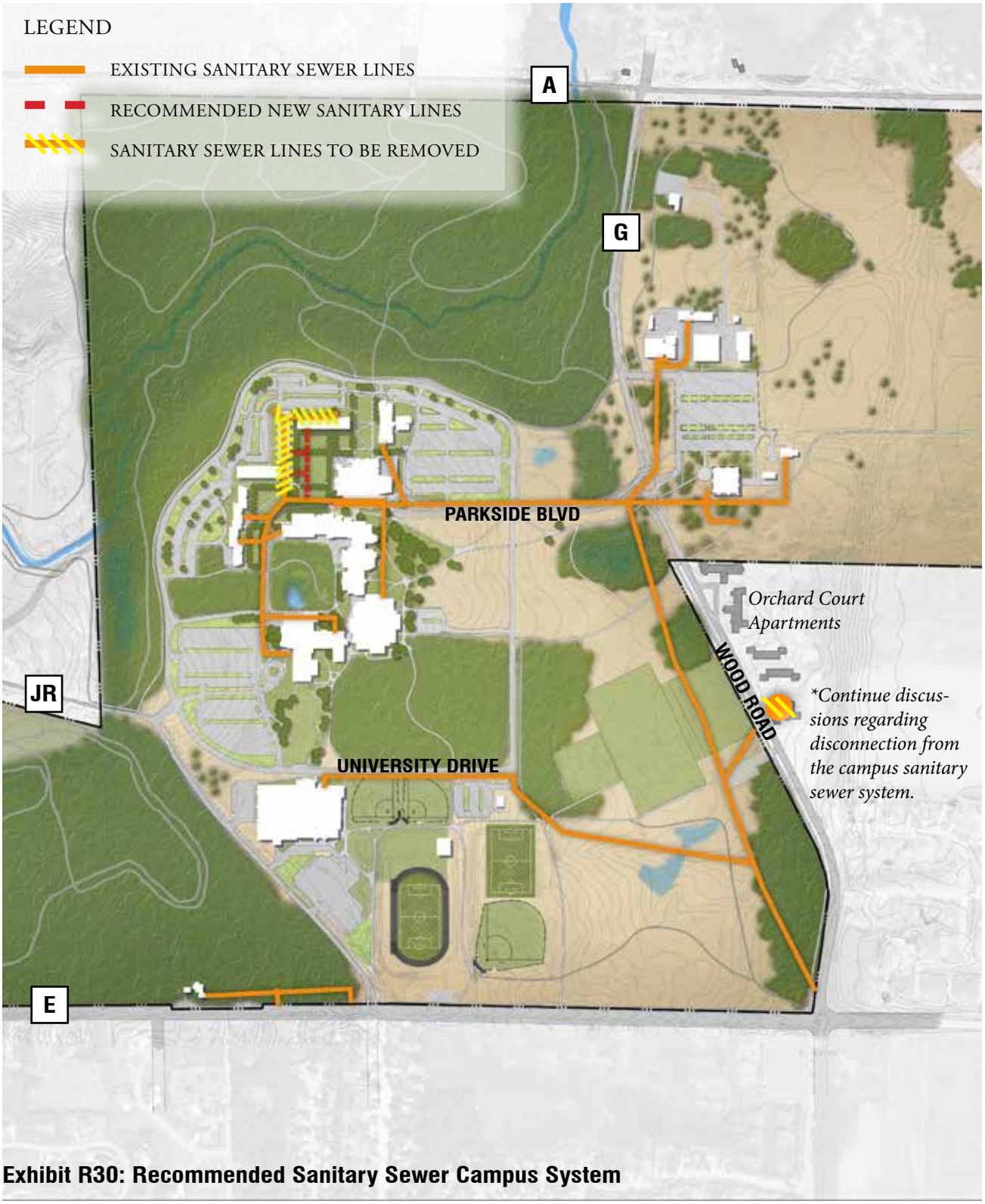


Exhibit R30: Recommended Sanitary Sewer Campus System

Potable Water

The need for potable water main repair and replacement will increase as the system continues to age. Corrosion results from the oxidation of metals in reaction with oxygen (i.e., rusting) and occurs at a faster rate in soils that do not conduct electricity well such as expansive clays, alkali soils, soils found in swamps and peat bogs, and low lying wet areas. The most common and least expensive approach to minimizing corrosion is to encase ductile iron pipe, including service lines, valves, and fittings, in polyethylene. Polyethylene encasement is an unbonded film that prevents direct contact of the pipe with the corrosive soil. Polyethylene encasement is required on all new ductile iron water mains and service lines by both State Department of Administration and Kenosha Water Utility Specifications.

The master plan recommends that all new water utility construction conform to Kenosha Water Utility specifications, as follows:

> *"All ductile iron pipe and fittings, tees, crosses, valves, hydrants, etc., shall be polyethylene encased per AWWA C-105/ANSI A 21.5 specifications. The polyethylene shall be of the material, color, and size as listed in the AWWA standard. The method of polyethylene encasement shall be by the use of the polyethylene tube meeting Method "A" as detailed in the AWWA C-105 specifications. Connecting pipe and service lines shall be wrapped with polyethylene for a distance of 3 feet away from the ductile iron pipe. The encasement shall be free of defects such as holes, tears, blisters, or thinning out at folds. The polyethylene film supplied shall be clearly marked at a minimum of every 2 feet along its length, containing information according to AWWA C-105. Prior to installing the polyethylene, all nuts, bolts, tie rods and fasteners not stainless steel or fluorocarbon coated Cor-Blue shall be completely coated with an approved bituminous protective coating, Koppers 50, 505, or equal. The polyethylene encasement shall be secured with a thermoplastic tape with a pressure sensitive adhesive face capable of bonding to metal, bituminous coating and polyethylene. This work is considered incidental to the water main installation."*

The future replacement of the existing underground water mains may be accomplished by trenchless pipe bursting in most cases. The master plan recommends that the university consider plastic piping materials for the replacement material. HDPE would be a good choice unless there are soil conditions that would preclude its use.

Corrosion impacts can be enhanced by the friction of pipe movement against stone bedding. To minimize impacts of this movement, the master plan recommends that ductile iron pipe bedding consist only of bedding sand or crushed stone screenings.

Additionally, the master plan recommends that smoke detectors in all major campus building be replaced and updated to current code requirements. The campus has exceeded the recommended 15 year replacement cycle on this system. An upgrade is warranted at this time to maintain the integrity of the campus fire alarm system and to bring the system to current codes. The master plan recommends that the smoke detector systems in the following buildings be replaced and upgraded:

- Academic: Greenquist Hall, Molinaro Hall, Wyllie Hall, the Rita, Tallent Hall
- Student Services: Student Center, Sports and Activity Center, Student Health and Counseling Center
- Residential: University Apartments, Ranger Hall, Pike River Suites
- Facilities: former Child Care Center, Heating and Chilling Plant, Facilities Management Center

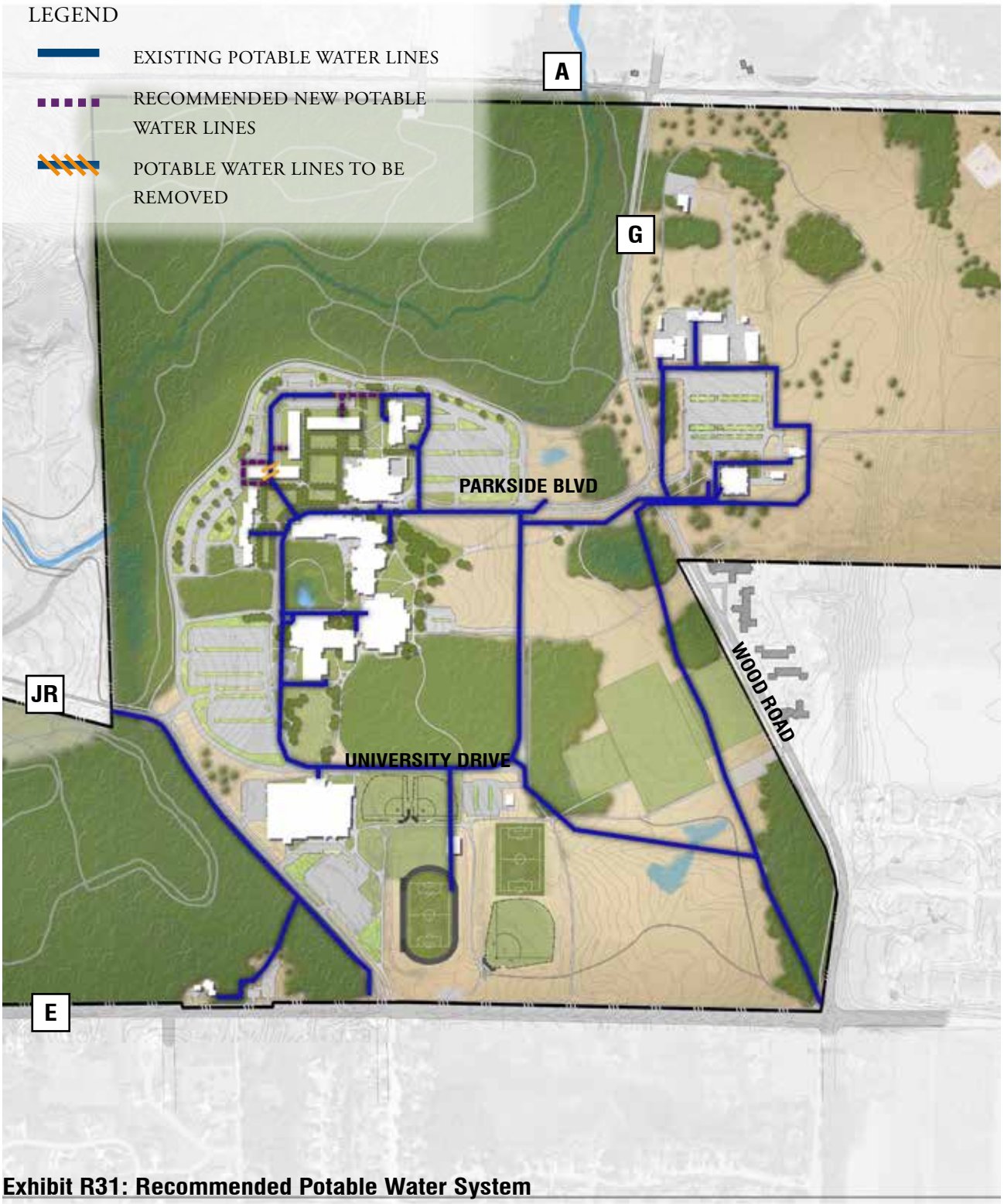


Exhibit R31: Recommended Potable Water System

Stormwater Management

Bioinfiltration swales within the Student Center parking lots have been mowed and replanted with turf grass. The master plan recommends returning these to their original function for stormwater treatment. The master plan also recommends that native plants within the Rita bioinfilitration swales be no longer mowed.

The master plan recommends that the university pursue grant funding through the Wisconsin Department of Natural Resources (DNR) and Environmental Protection Agency (USEPA), or other agencies for the 5,557 linear-foot campus reach of the Pike River identified as needing repair in the "Pike River Watershed-Based Plan" (August 2013).

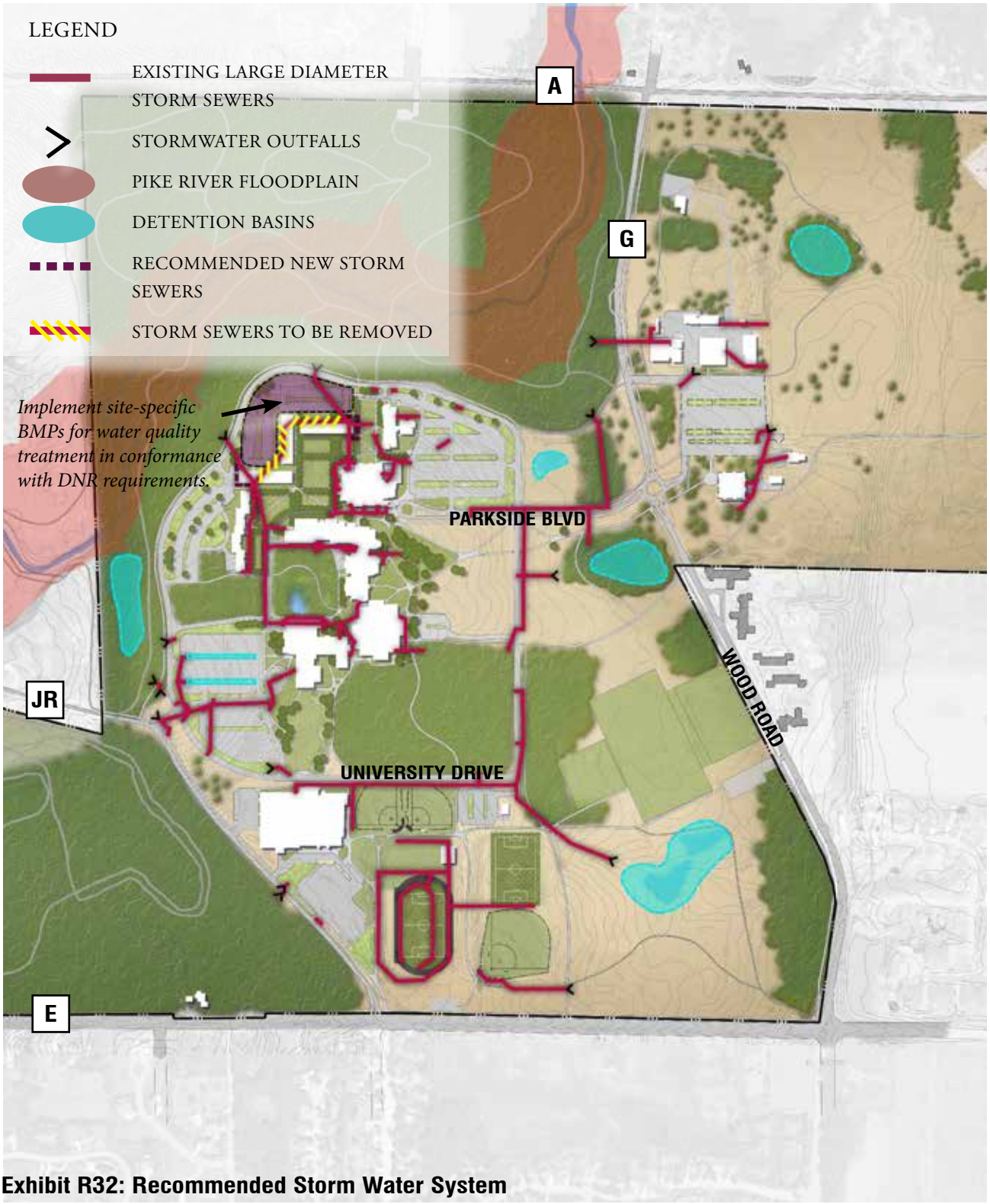


Exhibit R32: Recommended Storm Water System

Sustainability – Geothermal

Energy Performance Contract

State agencies are charged by Governor Walker in Executive Order 63 (issued March 9, 2012) to reduce energy use.

Following the guidelines set by the Division of Facilities Development, Honeywell was retained to study energy saving methods and commit to a performance-based contract to design and construct energy saving measures. The master plan recommends the implementation of proposed energy performance improvement projects:

- Installing new ballasts and relamping,
- Installing DDC controls on HVAC systems,
- Re-commissioning HVAC systems,
- Water saving measures,
- Installing window film,
- Installing variable speed drives on pumps and fan units, and
- Weatherproofing exterior building envelopes.

The savings from these measures would pay back the Program Revenue Supported Bonding (PRSB) within a 20-year period.

Geothermal

Ring & DuChateau performed a preliminary assessment to determine if geothermal would be a viable strategy. When assessing the viability of geothermal systems several factors were considered.

Space Availability

The campus has significant space for consideration of geothermal. With a current campus cooling load of approximately 1,900 tons, it is estimated that 1,550 bore holes would be required that would need an area of approximately 14 acres. There are significant areas of green space, parking, and a pond which provide opportunities for the use of geothermal systems. As indicated in the Framework Plan,

The University Apartments replacement and Residential Quadrangle redevelopment is the best opportunity for introducing geothermal to the campus.

much of the campus open spaces are reserved and are not considered available for disruption of the installation of a geothermal system. New parking lots and open spaces surrounding the proposed three new residence halls provide the best space opportunity for geothermal wells. The recommended parking lot east of Wyllie Hall is another potential option but a phased approach to the construction of the lot and the limited size would limit the viability at that location.

Building Mechanical System

Geothermal systems require that buildings have heat pump systems or low temperature hot water systems. It is Division of Facilities Development policy that new buildings be evaluated for geothermal systems. Existing buildings which have mechanical systems that are scheduled to be upgraded would also be considered viable candidates for consideration. There are several existing buildings with aging HVAC systems.

Campus Infrastructure

The campus has an existing chilled water distribution system in place. It is not considered viable to convert the plant and existing chilled water distribution for creation of a central geothermal system. The campus is heated by steam and therefore there is no central low temperature hot water distribution system in place with which to gain both the cooling and heating benefits of geothermal. The close proximity of the existing buildings to each other in the campus core could provide economies to create a low temperature hot water distribution system that could be utilized by several buildings in a decentralized approach. There could be a significant utility service cost savings if a geothermal system could eliminate the need to extend steam and chilled water utilities to the proposed University Apartments residence halls.

Central Plant

The addition of a significant amount of geothermal could offset or delay the long-term need to replace and/or maintain and upgrade aging boilers and chillers. The new University Apartments residence halls would not have a significant impact to drive significant changes to the existing plant equipment capacities. Additional power would be required at the location of such a geothermal system which would offset some of the potential steam and chilled water generation savings.

Utility Rate Structures

Steam was generated at an average cost of $11.54/1,000 pounds/hour in 2012. The average cost per kilowatt for 2012 is $.088/kilowatt hour. Based on these rates and a preliminary analysis geothermal systems could be viable for specific applications.

Summary

Based on several factors, the new University Apartment residence halls would provide the most viable opportunity to apply geothermal on the campus. The master plan recommends that a geothermal system be further studied with the University Apartments replacement project.

Character

CAMPUS DESIGN GUIDELINES

Design guidelines reflect the unique qualities found in each distinct area of campus, while also working to achieve coherence and unity across the campus. Design guidelines serve as a tool to further define the physical planning goals of the master plan and provide design direction for implementation. These campus-wide design guidelines describe the university's expectations for facility improvements and future development. They provide a flexible framework that allows the vision of the master plan to develop incrementally through influences from various leaders, designers, and planners.

The design guidelines reinforce the master plan principles on a variety of scales. They help to unify the campus under an approach and philosophy that connects buildings with the landscape to form an integrated and architecturally rich campus setting. They are intended to guide staff as they design, construct, and maintain campus, as well as clarify the university's expectations for design professionals that are commissioned by Division of Facilities Development and the university. The campus has a unique built form and an extraordinary campus setting. When successfully applied, the campus-wide design guidelines will further enhance the campus's overall appearance.

There are two sections to the campus design guidelines – Site Design Guidelines and Architectural Design Guidelines. The content in these design guidelines are substantially the same as the 2006 guidelines. They have been refined to coordinate with exiting campus condition and the recommendations of this master plan update.


path
90%+
Theatre Grads Employed
or in Grad School
DISTINCTIVE

SITE DESIGN GUIDELINES

The role of these site design guidelines is to create a more unified, high-quality design character that honors the campus history and context. These site design guidelines apply across the campus and establish tangible parameters for the design of campus improvements and selection of site amenities on campus.

Appropriate Site Design

While no one guideline can direct site design decisions that will be appropriate for all future developments on campus, a basic set of criteria, woven throughout this master plan, is intended to be considered when undertaking any changes to the campus landscape. First, the master plan's guiding principles are intended to serve as the core design principles for any new design on campus. Secondly, depending upon the nature of the project, relevant campus systems recommendations found within the Recommendations section of this plan are intended to be consulted.

It is important the guiding principles be considered during a project's early stages of discussion and revisited throughout the process. This applies not only to major projects such as the siting and design of new residence halls or parking lots, but also to smaller projects such as the placement of an emergency generator or building mechanical equipment.

Site Amenities

Site amenity guidelines are intended to bridge differences between sites across campus and serve as unifying elements. Coordinated sets of consistent site amenities also help to reduce maintenance costs over time. Major amenities found on campus include:

- Benches
- Trash/Recycling Receptacles
- Dumpster Enclosures
- Tables
- Bicycle Racks
- Pedestrian and Vehicle Lighting
- Emergency Telephones

Benches

Benches are among the most used and most visible site amenities on campus. As replacements for existing benches are needed, a 6-foot powder coated steel ribbon style bench is to become the standard bench on campus. The Steelsites RB-28 as manufactured by Victor Stanley Inc. or similar is recommended. Green is the recommended powder coating color.

Trash/Recycling Receptacles

Trash and recyclable material receptacles, often associated with benches, are to be chosen from within the same design family as the bench above. The Steelsites RB-36 in green or similar is the recommended receptacle. Recyclable material receptacles are to be clearly marked on the side and on the lid. The master plan recommends that any implementation of recycling containers be coordinated with campus recycling and sustainability initiatives.

Dumpster Enclosures

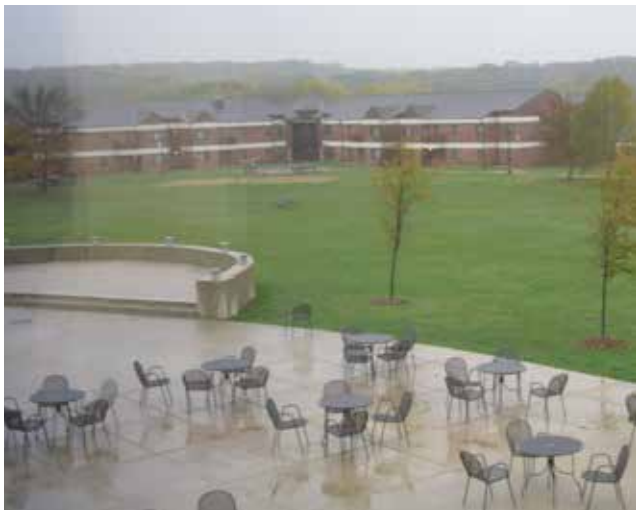
While the campus has a limited number of service areas and loading docks, the master plan recommends that each have screening structures. It is intended that masonry screening enclosures that are sized to appropriately house all refuse and recyclable containers be provided at each dumpster location. Wherever possible, these structures should be integrated into loading dock areas or into building faces rather than being freestanding. Masonry materials should match adjacent buildings in style, color, size and finish and high quality fully screened gates should be used.

Tables

Many tables of varying styles are located within gathering spaces across campus. A green metal framed table with a perforated metal top is recommended. Where tables are to be placed on paved areas, it is intended that ADA accessible models of the same table be provided. In the outdoor dining terrace at the Student Center, tables with umbrellas or shade structures should be considered.

Bicycle Racks

While bicycle use is not currently prevalent on campus due in large part to the academic concourse system and the isolated campus location, safe, efficient and long-lasting bicycle racks are still important amenities on campus. Racks that minimize ground contact for easier maintenance are recommended. Where possible, covered bike storage should also be provided. Green powdercoating should be chosen to match other campus amenities.



Pedestrian and Vehicular Lighting

The campus currently has a simple system of two "shoebox" style lights with bronze colored square steel poles for pedestrian (12' height) and parking areas (20' height). Roadways throughout campus currently utilize cobra head lights on 24' silver poles. These lighting styles are well established and uniform throughout campus. For pedestrian walkways and roadways, the existing light styles are recommended to remain the standard.

To further energy efficiency, the master plan recommends retrofitting existing fixture heads with more energy efficient light sources, such as converting from high pressure sodium light sources to LED light sources. Retrofitted lighting sources and fixture heads should render color more effectively, aid campus security, and comply with night sky recommendations.

Emergency Telephones

Emergency telephone locations are currently found throughout much of the campus and are mounted both on existing shoebox style light poles and on freestanding independent poles. As site improvements such as new or renovated parking areas are designed, the emergency call boxes should be integrated into the design. Wherever possible, these should be mounted to pedestrian light poles or if independent poles are necessary, to square bronze colored poles to match the pedestrian lighting.

Paved Areas

The campus has multiple types of paved areas – roadways, bicycle circulation, pedestrian walks, natural trails, and enhanced gathering areas. In general, design of all paved areas should seek to minimize the amount of impervious surfaces, in keeping with sustainability goals and the campus woodland and prairie image.

Roadways

While this master plan update does not recommend new vehicular circulation projects, these design guidelines should apply to any road construction or reconstruction project.

Typical Cross-Section

Campus roads should support multiple modes, including automobiles, delivery vehicles, bicyclists, and pedestrians. Vehicle travel lanes should be narrow, typically 11 feet in width. There should only be a single lane in each direction, and no turning lanes or acceleration/deceleration lanes are necessary. Traffic volumes on internal roads are expected to be low enough to allow bicyclists to safely share travel lanes with automobiles. This traffic mix will also slow the speeds of automobiles. No campus road should have on-street parking. Roadways on campus are to be composed of asphalt vehicular travel and bicycle lanes with concrete curbs and gutters. Curbs are to be 6" mountable or roll-curb style.

Single lane entry road without on-street parking

Sidewalks should be integrated into the road cross-section of all campus streets. Since campus roads are at the outer edge of the academic core, only one sidewalk is necessary, typically on the campus core side of the loop road. Where the road closely parallels a trail, a sidewalk within the street cross-section may not be necessary.

Sustainable Streets

New and reconstructed campus streets should maximize the inclusion of "Green Street" applications to infiltrate storm water on site. Integrated storm water treatment reduces the volume and velocity of storm water reaching the Pike River and improves water quality. When designing and constructing campus streets, the university should consider best management practices for storm water, including:

- Street design: Preserve wetlands, buffers, and high-permeability soils and minimize impervious areas.
- Swales: Infiltrate storm water and reduce flow velocity, but ensure pedestrian convenience through design.
- Bioretention curb extensions and sidewalk planters: Accept and treat street runoff in tree boxes, planter boxes, or curb extensions.
- Permeable pavement: On low-volume streets, consider permeable concrete, permeable asphalt, permeable interlocking concrete pavers, and grid pavers.
- Roads: Construct grassed swales leading to bioretention areas or to stormwater treatment ponds.

Bicycle Circulation

Bicycle travel on, to, and across campus is not a prevalent form of transportation, but the campus master plan seeks to increase the attractiveness of alternative modes of transportation and expanding recreational opportunities through a viable campus and community bicycle network. Critical community bicycle network links are on the campus, and the master plan recommends further connecting on-campus and community bicycle facilities.

Off-street bicycle paths can also be used as emergency access routes (with additional clearance and lawn stabilization where required) and can accommodate small maintenance vehicles. Off-street bicycle paths of any width increase impervious surface area, so the master plan recommends the consideration of use of pervious concrete or asphalt and integration of alternative stormwater collection techniques.

See Exhibit R14: Bicycle Trail Network Connections for the recommended designation of bicycle facility classes.

Off-Street Bicycle Paths

Off-street bicycle paths serve both pedestrians and bicyclists and should be separated from vehicular traffic by a physical barrier (curb, curb lawn, etc). Paths should have two-way movement, and the pavement should be asphalt, signed, and striped. In low bicycle volume areas, the pavement should be 8-10 feet wide. In high volume bicycle areas, the pavement should be 12 feet wide. In locations where there are high volumes of both pedestrians and bicyclists, the bicycle path should be separated from the pedestrian path using a visual divider, such as row of embedded bricks or prominent striping.

On-Street Bicycle Lanes

These striped lanes are designated for the sole use of bicycles on a roadway. They should be at least 5' wide, signed, and marked with bicycle lane specific marking and signage. All roadways that carry a high rate of bicyclists should have designated bicycle lanes. Less experienced riders can be uncomfortable with "taking a lane" when vehicle traffic is present.

Shared Use Roadways

Shared use roadways are specifically designated as bicycle-friendly roadways with appropriate signage ("Share the Road" and "Bicycle Route" signs) and sometimes pavement markings, but without designated bicycle lanes. Shared use roadways often have insufficient width to stripe bicycle lanes but provide important links in the bicycle network. The shared use travel lane should be 11-12' wide and signed, and may have pavement markings.

Campus loop road with on-street bicycle lanes

Pedestrian Walks

Pedestrian walks should be designed to follow landforms and natural features. Long straight walk segments should be avoided except along building faces, and the existing model of gently curving pedestrian walks should be maintained.

Pedestrian walks are to be a minimum of 8' wide and be made of standard grey concrete. Major pedestrian connections to prominent building entrances should be between 10' to 12' wide. They should be scaled to a width appropriate for the amount of pedestrian traffic, network hierarchy, and the urban design context. Walks must be wide enough to accommodate anticipated pedestrian volumes.

The pedestrian network should be continuous, aligned so that it connects major destinations, and should offer pedestrians a safe and interesting means of travel across campus. Walks should respect major desire lines across open spaces but otherwise reserve large unbroken lawns. As origins and destinations shift, such as the opening of new buildings and the renovations of open spaces, pedestrian desire lines will shift. Students and faculty will always discover new and apparently more direct routes. It is impractical to add new walks in all such instances, but where pedestrian volume is greater than the width of the existing walk, additional pavement should be added. The university should observe the changing use of sidewalk paths, creating new sidewalk connections on well-worn open space paths and removing sidewalk sections that pedestrians no longer use.

Pedestrian routes should merge when approaching roads to minimize the quantity of road crossings. Pedestrian walks should cross vehicular roads at a right angle where feasible, with an open view of the street. Standard pavement markings or special street pavement materials should be used to highlight pedestrian movement at major pedestrian crossings. Signage should accompany pedestrian crossings to signify pedestrian crossings to vehicular traffic. At high volume pedestrian road crossings, such as the crossing of University Drive to access the Sports and Activity Center, the use of yellow caution lights should be considered.

Consistent walkway material is a critical element for achieving visual continuity and campus unity. As a base material, reinforced concrete should be the dominant pedestrian walkway material for durability and ease of maintenance and repair. The finish, scoring, and connection details should be consistent and uniform. Pedestrian paths should be a minimum of 4-inch thick reinforced concrete. Asphalt is not an

Gently curving pedestrian walk

Gently curving pedestrian walk

acceptable material. Landscape, plant material, and pedestrian-scaled site furnishings should emphasize pedestrian routes, establish scale, and create pleasant microclimates.

All campus buildings and outdoor use areas must be served by an accessible route conforming to the ADA Standards for Accessible Design. In addition, to the extent possible, all pedestrian walks should be accessible and should not have steps. Crosswalks and barrier-free ramps that are constructed to meet ADA, state, and local code requirements should be constructed at roadway intersections. ADA codes require that all walks have no more than a two percent cross slope to provide water runoff and prevent ponding water. Metal railings are required at ramps over five percent slope and should be of non-ferrous metals that do not require frequent repainting or replacement.

Existing sidewalks should be incrementally upgraded to meet the recommendations of the master plan and its design guidelines.

Natural Trails

The campus open spaces serve many purposes including teaching and research laboratories, and passive and active recreation areas. It is recommended that a two-level hierarchy of nature trails be established to serve these uses.

Heavier Use Trails

These trails provide ADA-accessible routes near building and parking areas.

- Intended uses: Hiking, birding, cross-country skiing, snowshoeing
- Path width: 6-foot path width, 8-foot total clear zone
- Surface material: Crushed stone
- Cross slope: Minimum 2%, maximum 3%
- Grade: Restricted to less than 5%. Where terrain dictates a slope greater than 4%, maximum run is 800 feet at this grade.
- Gathering nodes: Semi-circular mown area to one side of the trail that is 15 feet in diameter. One bench should be provided close to the trail.
- Rest stops: 5-feet wide x 10-feet long area surfaced with same material as trail. One bench should be provided for trail users.

Aesthetically pleasing pedestrian walk

Heavier use trail through mature forest

Lighter Use Trails

These trails provide access to more remote areas, including areas north of the Pike River and south of CTH JR. Trails also used for cross-country athletic events should be designed and maintained to NCAA athletic standards.

- Intended uses: Hiking, birding, cross-country skiing, snowshoeing
- Path width: 4-foot path width and total clear zone with possible future reduction to 2 feet
- Surface material: Wood chips through forest, mown grass through open areas
- Cross slope: Minimum 2%, maximum 3%
- Grade: Maximum 10%. Grades greater than 5% are discouraged wherever practical.
- Rest stops: 5-feet wide x 8-feet long area surfaced with same material as trail. One bench should be provided for trail users.

Boardwalks

It is intended that boardwalks be used on all trail types when traversing wetland areas in the Pike River floodplain. Boardwalks will be constructed to provide a minimum of eight inches of clearance with the ground surface to allow for the passage of wildlife, and the walking surface should have a continuous raised outer edge to prevent strollers and wheelchairs from leaving the path. Ramps down to adjacent trail sections should be provided to promote accessibility.

- Path width: 10 feet for primary trails, 6 feet for secondary/tertiary trails
- Surface material: Certified wood or recycled plastic lumber in earth tones or natural finish
- Height: Approximately 8 inches clear. Sections greater than 18 inches off the ground surface will require 36-inch high handrails.
- Structural support: The preferred type of foundation is a wood or metal plate laid on the ground surface that spreads out the load from the boardwalk deck. The approach minimizes soil disturbance, soil removal, and potential for inadvertent

Lighter use trail through prairie

Wetland trail with boardwalk

fill from spilling soil excavated from the post holes, and is often less expensive to construct than other standard support options, such as buried posts, helical piles, or concrete foundations. Another foundation type such as a buried post or foundation should be used in locations where water is flowing (side loading of water against the boardwalk could lead to movement/failure).

- Cross slope: 1%

Enhanced Gathering Areas

Enhanced gathering areas such as the Student Center outdoor dining terrace, all academic complex connections at the D1 level, and near other prominent building entry gathering spaces should minimize the number of new paving materials introduced on campus. Appropriate paving enhancements for these areas include finer scoring patterns of standard grey concrete and the use of exposed aggregate concrete panels or bands to provide subtle color and textural differences.

Boardwalk with plate connections

Prominent academic core entry

ARCHITECTURAL DESIGN GUIDELINES

Approach

The original UW-Parkside campus is largely the product of the campus' 1969 Master Development Plan, prepared by the St. Louis-based firm Hellmuth, Obata + Kassabaum (HOK) in conjunction with state and university stakeholders at the inception of the university. The campus master plan update seeks to understand the campus as it is, how it came to be, and to ultimately make recommendations for its preservation and expansion. To this end it recognizes the original intents and continued relevancy to future campus expansion of the 1969 Master Development Plan.

Guidelines

This study outlines and describes standards for future building and site development. Future work built within these guidelines will preserve the vision of the campus' original design by supporting its strengths and improving its weaknesses.

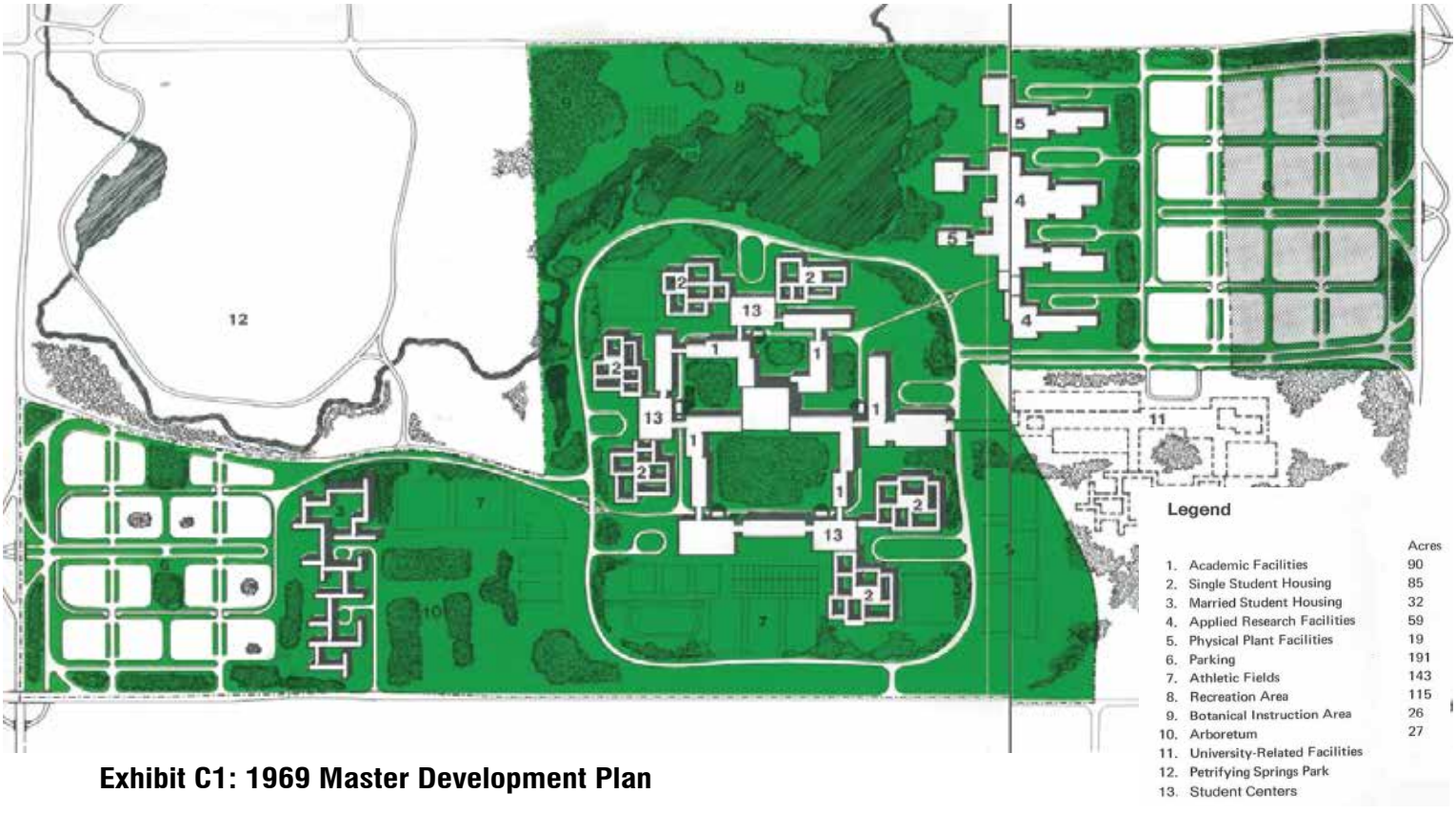


Exhibit C1: 1969 Master Development Plan

Organization

These architectural guidelines seek to understand the campus as it is, how it came to be, and to ultimately make recommendations for its preservation and expansion. To that end these guidelines recognize the original intent and continued relevancy to future campus expansion of the 1969 Master Development Plan and analyze current goals and direction of the campus master plan update.

The first part of these guidelines summarizes the existing campus buildings and concludes that the existing buildings are a strong architectural expression that is unique in the UW System and is valued by the university community. The strongest recommendation of these guidelines is that this unique modernist campus not be diluted by future additions that are stylistically divergent.

The second part of the guidelines analyzes the existing campus buildings and distills a clear set of architectural patterns. These patterns are recommended to be used as coherent guidelines for future growth and to assure the future retention of existing campus character and strong campus identity. These patterns also reinforce the need to respect and reflect the original architectural language in all future projects.

The final part of the guidelines analyzes building materials and details and makes specific recommendations regarding future design.

Campus Context

Academic Buildings and Student Centers

The majority of campus buildings are densely sited at the heart of the campus. The 1969 Master Development Plan sited the core academic buildings in this zone to allow for future growth while enhancing the academic experience through a relationship with the natural setting.

That plan projected phased growth to radiate out from the central Learning Center (Library) and what exists today is effectively the first phase of the implementation of that plan. Multiple student centers (areas for significant student gatherings) could exist as a way to channel students and faculty into different learning routes and experiences within the buildings. However, due to limited expansion only one true student center currently exists: the Student Center.

These architectural design guidelines seek to understand and guide campus change so that the strengths of the academic buildings and the 1969 Master Development Plan are not merely preserved, but employed to the advantage of the university.

Residence Halls

Residential life occurs in close proximity to the core academic buildings in the form of three residence halls located north and west of the Student Center. The siting of the residence halls approximate a traditional college residential typology that is oriented around a single quadrangle. While different in form from the urban residential clusters suggested in the 1969 Master Development Plan, the hall siting encourages a unified residential experience. The scale and design of the quadrangle, however, does not fully encourage inter-hall interaction.

Campus Patterns

A clear set of architectural patterns emerges from an analysis of the original campus intent, existing campus conditions and future campus goals. These patterns establish coherent guidelines for future growth and assure the future retention of existing campus character and strong campus identity. They also reinforce the need to respect and reflect the original architectural language in all future projects. The design guidelines organize a pattern language for future development around the following core campus concepts:

- Flexible Planning – Look to existing functional adjacencies for expansion synergies both space repurposing and future design work. Connect to the internal academic concourse when the program is academic in nature.
- Orthogonal Grid – Remain rectilinear in volumetric expression. Aim for organic growth achieved by the extension of chains of building expansion into the natural landscape.
- Interconnected Objects – Maintain and extend the existing concept of a continuous corridor system.
- Volumetric Expression – Adhere to and respect the historic central campus core in its pattern of scale and massing.
- Daylight and Transparency – Continue to explore the theme of deep and direct penetration of space with natural daylight.
- Campus as Destination – Foster better wayfinding and a better sense of campus connection through the design of an hierarchy of engaging entrance design, entrance signage, and directional and identification signs.
- The Academic Concourse – Augment the core buildings' highly public academic concourse through the continuation of varied social spaces and vertical layering of functions.
- The Connected Campus – Aim for visual and material continuity, primarily by direct connection to the original core buildings and concourse and continuation of existing building materials, fenestration, pattern, and color.
- Campus With A Heart – Focus academic growth adjacent to the original Learning Center (Library).

"From the beginning the middle portion of the site seemed the most attractive for the academic zone because of its centrality and higher elevation."
– Master Development Plan, 1969

Flexible Planning – Functional Relationships

Existing

The 1969 Master Development Plan recommended that the campus develop according to flexible planning concepts in order to support the university's goal of encouraging independent study and academic cross-fertilization, simultaneously. The campus was zoned into familiar primary uses such as academics, housing, athletics, and parking. While each zone had its own internal logic, it was also expected to support the greater system and function as a part of the whole. As an example of this need for flexible planning, the 1969 Master Development Plan was designed to phase in development over time to eventually accommodate 25,000 students. That long range goal has not yet been realized and is not expected within the 20-year horizon of the current master plan.

Whereas the 1969 Master Development Plan was established to support an academic plan organized for independent study, the current academic plan is focused on a smaller student body that will engage in group study as well as independent study. The need for flexible planning remains.

Future

When academic or other campus functions demand growth or reorganization, look to existing functional adjacencies for expansion synergies. The core academic and student services zone is well established and future academic programs should always connect to the internal academic concourse. Future residence hall expansion will repair and reinforce the ambiguous outdoor space which currently exists. Recreation space, service and maintenance buildings, and parking lots should remain outside the academic core to be near the campus loop. At all times the relationship of building with natural environment should be enhanced by creating visual and actual connections between indoors and out.

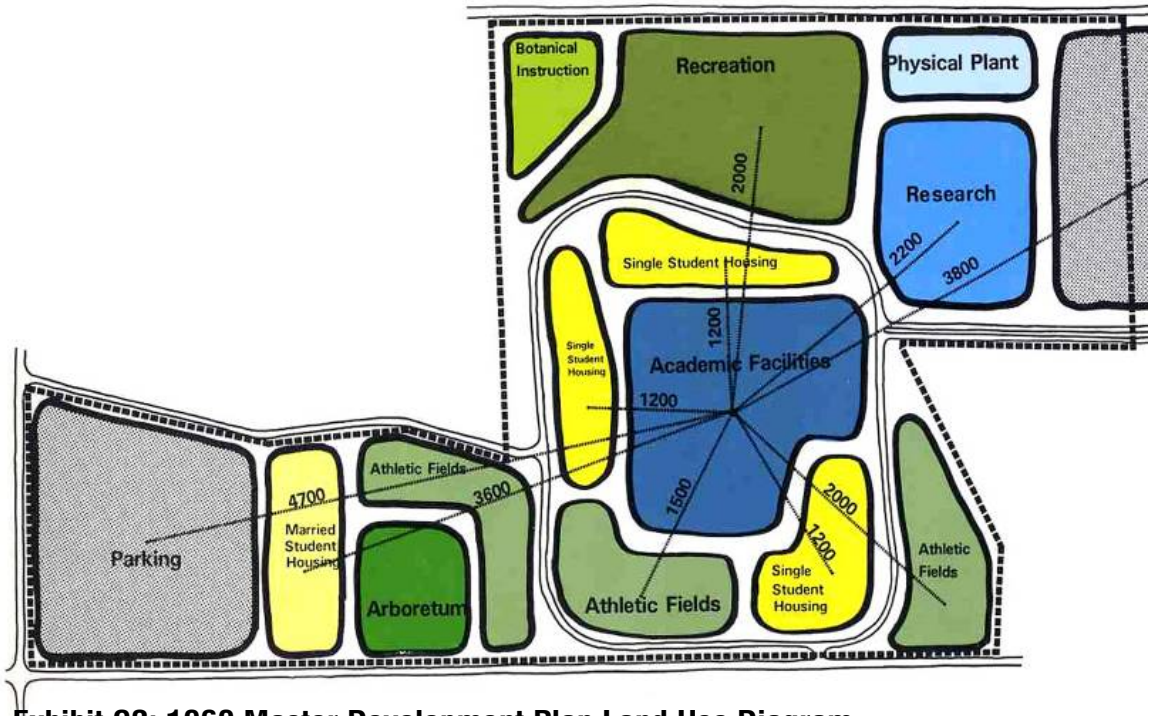


Exhibit C2: 1969 Master Development Plan Land Use Diagram

Orthogonal Grid

Existing

The campus is defined both by its distinct and visually cohesive academic buildings and its 720 acres of restored prairie, preserved woodland, and cultivated green space. The orthogonal or rectilinear buildings exist both in opposition to and in celebration of the natural site. The buildings embrace the setting, boldly framing views from within out to the woods and over the prairie. This system minimizes the buildings' impact on the site and follows a logic of expansion that easily accommodates future growth.

Future

Connect new academic space and student services as logical extensions of the existing orthogonal grid. Volumetric expression should also remain rectilinear, respecting the historic central academic area. Organic growth will be achieved as chains of building expansion extend into the natural landscape. As building chains expand beyond the capacity of the existing academic concourse, perpendicular extensions of the main concourse should form secondary zones of indoor pedestrian circulation. Residence halls, service facilities, and future parking areas should adhere to the strong formal language of the rectilinear core.

"The planners studied various growth patterns in the central academic area. The diagrams show a logical plan of development...an initial emphasis on developing a chain of buildings…accommodated by extensions of certain lines of buildings and additions perpendicular to buildings already in place."
– Master Development Plan, 1969

Interconnected Objects – Continuous Corridor

Existing

The loop road and the continuous corridor that connects the core buildings are understood as complementary strategies for facilitating movement and augmenting the experience of commuter and residential students alike. While the loop road system allows the buildings and the site to be experienced from all sides, the broad L1 level concourse operates as the pedestrian connector for experiencing the myriad offerings of the university itself. The concourse fosters programmatic and academic cross-fertilization and weaves common space and views back to the site into everyday experience. The loop road system, while not direct, is simple which makes wayfinding and servicing more discernible.

Future

The 1969 Master Development Plan responded to trends and projections for campus growth in the 1960s. The concept of a continuous corridor system is now a common campus connection method and should be maintained and extended in the future of the campus, especially for future academic and student services expansion. The university should continue to grow within the loop road, concentrating campus activities within it.

"Two concepts have been developed to set the course of campus growth. One establishes a pattern of interconnected building units with a continuous corridor system. The other establishes a campus circulation system based on a restricted access roadway for buses and service vehicles and a separate roadway for general public use. These mutually supporting concepts promote academic program and building program interactions and provide convenient and quick circulation for commuting and resident students."

– Master Development Plan, 1969

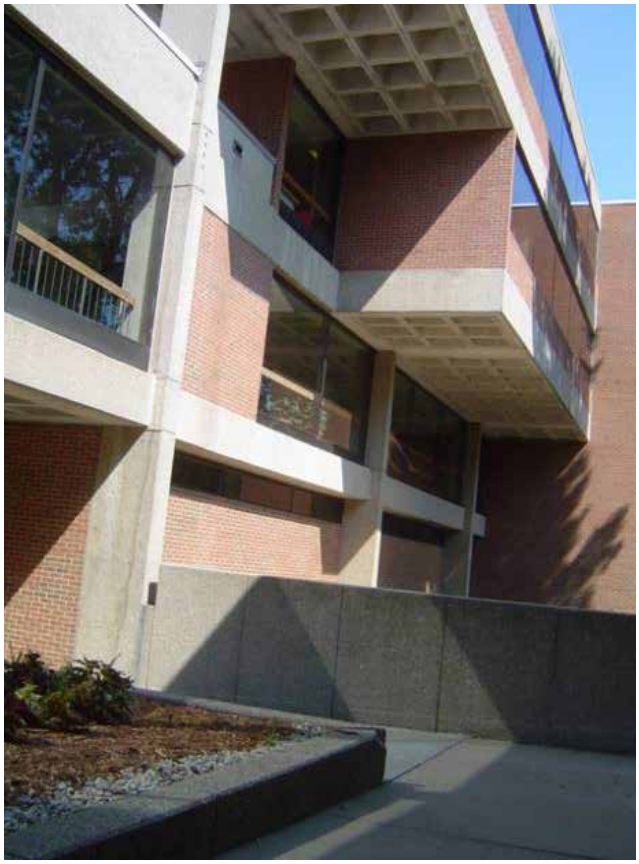
Volumetric Expression

Existing

From the exterior, the campus buildings appear massive, but also volumetric. They can be seen en masse or as distinct objects threaded together by the presence of the concourse. Inside the buildings the concourse functions like a sidewalk – weaving "stopping space" with "moving space". It modulates to allow each building within the chain to pursue its own visual identity while demanding that spaces be scaled to the pedestrian so that the large volumes continuously offer different ceiling heights, volumes within volumes, views to the outside, and interesting architectural details.

Future

One hallmark of the Modern Movement is the derivation of form from the kinetic energy of movement around and through volumetric space. Campus planning in particular is driven by vehicular and pedestrian movement and may be viewed as an assembly of buildings in motion. The campus is an elegant collection of such interconnected forms with the expression of interior function reflected in their exterior massing. As future buildings expand in connected rectilinear chains, the pattern of scale and massing is intended adhere to and respect the historic central campus core. It is through this honest representation of interior/exterior form-making that the campus achieves its expression of movement and vitality.



"Road and lot design is the outgrowth of efficiently meshing vehicular movements. It produces geometric patterns naturally scaled to moving vehicles, in contrast to the building areas where the size of the building increments relates to a pedestrian movement scale."
– Master Development Plan, 1969

Daylight and Transparency

Existing

The core campus buildings, constructed between 1969 and 1973, are well-executed examples of Modern architecture and its "Machine in the Garden" aesthetic. In many ways today's focus on building "green" was first explored by Modernism's emphasis on making buildings as machines for living and working and siting them in park-like environments. The concrete and brick buildings work as thermal masses for passively heating and cooling interior spaces while extensive glazing means borrowed sunshine lights most spaces during the day. Transparencies bring the natural setting indoors and heighten one's awareness and experience of the interior and exterior environment.

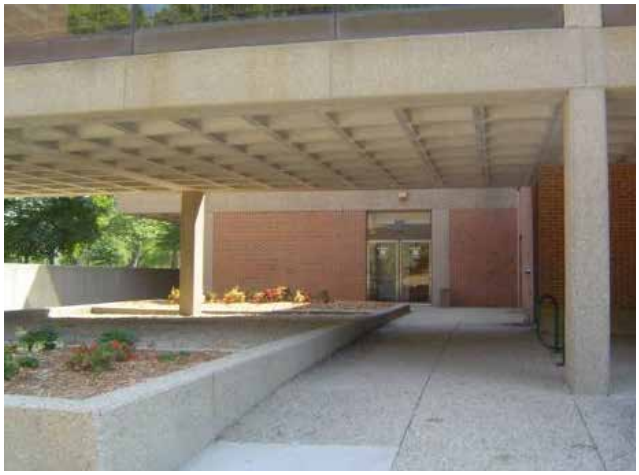
Future

What is memorable about the campus experience is the frequency and quality of natural daylight which permeates processional, social, and contemplative spaces. Future built work should continue to explore this theme of deep and direct penetration of space with natural daylight. Future designers should also develop solutions for creating filtered indirect light and shading through sectional variation of the building envelope, such as overhangs and recessed windows.

Campus as Destination – Family of Entrances

Existing

Students live both on and off-campus. Conceptually, neither type of student is privileged by distance, due to the fact that residence halls and parking lots are located in the same zone thus allowing all students to originate from similar points. Residential students enter the academic complex on the north side of the Student Center and west end of Molinaro Hall. Commuter students and visitors enter the academic core through two primary entrances – the east frontage of the Student Center and the west frontage of the Rita.



Future

The campus offers a unique challenge with respect to wayfinding. On one hand, the campus is small enough to be instantly understood by visitors once the L1 concourse is discovered. On the other hand, the second level concourse can be difficult to locate, especially from service entries. Within the Student Center is a dramatic connection from the primary ground level entry entrance to the L1 concourse system. Future projects similarly should strengthen wayfinding and sense of campus connection.

The 1969 Master Development Plan envisioned distributed student gathering spaces and a connected network of academic core entrances. As the center of the campus design, Wyllie Hall was designed to be a gathering spot, with students entering from the southwest, northwest, northeast, and southeast corners. An additional academic core entrance in Wyllie Hall could provide kiosk information, study pockets, and other small scale program related interventions.

Academic Concourse – Public and Private Layers

Existing

The connected campus concept permeates all aspects of the internal environment. Processional and social space occur along and at both ends of the formal concourse system. Sectional layers at edge conditions offer opportunities for intimacy, from small clusters of soft seating to more private niches for focused study. In this way the internal concourse predates the café culture prevalent today, with its multivariate opportunities for social engagement and private reflection. Campus corridors are also layered with adjacent runs for building systems and utilities, extending the connected campus through service spaces.

Future

Future academic and student services should reinforce the concept of the highly public academic concourse and continue to embed edges and sectional layers with gradients of private activity and service distribution. New student services such as digital kiosks, tutoring stations, and retail opportunities may also enrich these layered spaces.

The university may consider re-naming floors to enhance wayfinding. The design guidelines recommends that the university improve campus wayfinding through better branding of the "L1" level as "The Concourse", with internal and external campus maps located throughout major pedestrian entrances and decision points.

Connected Campus – Visual Continuity

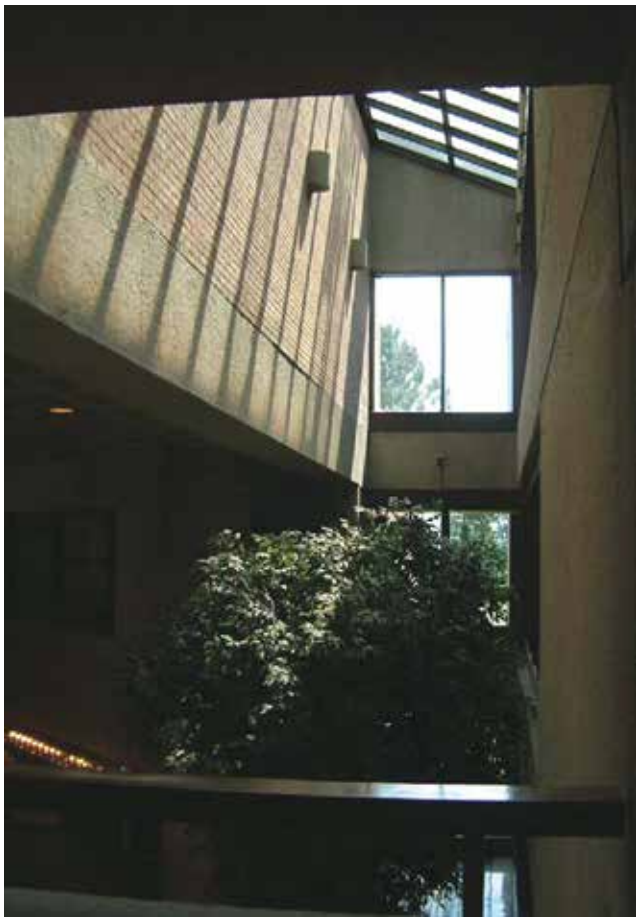
Existing

The internal concourse not only connects the campus literally but establishes a cohesive language of architectural and visual consistency. Remarkably, this consistency extends seamlessly between interior and exterior environments. This is created through careful detailing of a very select and specific palette of materials, as well as the primary emphasis placed on daylighting, structural, and volumetric expression.

Within visual consistency, each academic core building has a unique way of expressing the architectural pattern. Wyllie Hall has a monumentality of interior space – Main Place, plus L3 overlooks L2 in the library, providing visual connectedness between floors that is absent in other buildings. Greenquist Hall's split levels help floors to feel more interconnected, each floor less distinctly different from others, providing experiential connectedness between floors. Whereas Molinaro and Rita are like bookends with similar expressions, Molinaro Hall was intended to be an industrial research zone so the tall lab spaces were off the beaten path rather than part of the path. In the Rita, tall spaces are part of the path.

Future

Direct connection to the original core buildings and concourse is recommended for future projects to enhance visual and functional continuity. Sensitive architectural design will more likely succeed if academic and student services continue to extend the original intent of the connected campus. Designers of future buildings should continue to the same material palette as the academic core.



Campus with a Heart

Existing

The core academic buildings are built in accordance with the 1969 Master Development Plan wherein a campus of interconnected buildings was projected. The Learning Center (Library) is intended to impart the university's commitment to independent study while maintaining campus community focus; for all intents and purposes a student center or heart. The Main Place just outside the Learning Center acts as a casual gathering space that provides the heart of campus along the concourse. Today the Student Center and Wyllie Hall operate in tandem more as charged primary nodes among many nodes of activity.

Future

Because the chain of linked academic buildings has yet to expand, the Main Place and Learning Center areas have never become the geographic center of campus, therefore challenging Main Place's role as a heart for student gathering. The proposed Wyllie Hall Renewal and Academic Success Project adds critical academic and student support programs to the program spaces surrounding Main Place. The Academic Success programs strengthen the Library's position as the "focus for individual learning and independent study". Similarly, the Student Center will more clearly provide for social gathering.

" In the central area academic buildings, butted together and penetrated by continuous enclosed pedestrian and service corridors, form "chains" extending outward from a Learning Center... Its central position is appropriate functionally and symbolically for this university's academic plan."
– Master Development Plan, 1969

Visual Criteria

Materials

The core campus buildings, constructed between 1969 and 1973, are well-executed examples of modern architecture and its "Machine in the Garden" aesthetic. A limited palette of high-quality materials dominates the built landscape while prairie and woodland are cultivated and brought close to the buildings. These materials – brick, glass and exposed concrete – are presented honestly and robustly with little if any attempt to disguise or misrepresent their structural, tactile, massive or delicate qualities. There is virtually no need to distinguish between interior finishes and exterior materials as they are usually one and the same. The extensive use of glass throughout all the structures facilitates consistent visual connections between the interior spaces within the buildings and the naturalistic setting without. The use of wood for cabinetry, railings, door frames, and furniture strengthens this relationship. It also creates warm and inviting, humane spaces within the larger volumes so that stepping into a professor's office or library reading room is not unlike stepping into the prairie and woodlands of the campus.

Additions to the complex should carefully review choices such as size of bricks used, quality of exterior materials, and both size and material selections of glazed openings to avoid elements which lack the quality of the original building or introduce new elements. For example, "jumbo" brick or exterior insulated finish systems would be out of place in this environment.

Throughout the academic core building chain, materials weave together to provide consistency and surprise, simultaneously. While glazed brick floors define the pedestrian corridor without exception, walls and ceilings seemingly reverse roles. First, a heavy concrete waffle slab floats on glazed curtain walls, then glazed skylights cast ribbons of light between massive concrete capped brick walls.

The academic core should be consistent in how the public spaces are treated. Every public space should feature exposed waffle concrete structure, brick walls with glass panels, dark pavers as a floor material, and transparency between indoors and outdoors.

Future expansion must regard these materials as a system through which the overall architectural and experiential effect of UW-Parkside is achieved.

"Visual order can be best achieved through consistent and dominant use of only a few natural exterior building materials. These materials should be constant in general color and texture. Brick, glass and exposed concrete have been established as the dominant materials."
– Master Development Plan, 1969

Consistent roof/ceiling systems.

Wood railings combine with extensive glazing to reinforce connections between interior spaces and exterior greenery.

"The planning concepts supply a unified expression for the project development, and at the same time permit specific building units to be designed for various needs. Quite specific guidelines are necessary, related to limiting the number of exterior materials to be used, setting height restrictions, using compatible building details, and requiring consistent treatment of related design elements."
– Master Development Plan, 1969

Brick exteriors and interiors, separated only by glazing with no applied finishes.

Skylights, exposed concrete and brick combine to create colorful and patterned walls.

Careful and creative detailing allows for a high degree of variety using a limited selection of materials.

Heights

The existing buildings embrace the prairie and wooded landscape of the campus resulting in an overall horizontal orientation of the core campus architecture. Hierarchy of the individual pieces is primarily achieved by placement within the chain of buildings rather than through height. However, the multiple-storied nature of the buildings allows for interior emphasis to be applied through the use of atria and double or triple height spaces.

As is demonstrated by the existing academic chain of buildings, variety in height and mass can be accommodated through the continued use of a horizontal emphasis. Thus, there is no need to introduce a new overly vertical emphasis into the campus, as this would only interrupt the landscape and detract from what presently exists. These design guidelines recommend a height restriction of three stories above grade for future development within the connected academic core.

"Buildings within the academic area should not exceed four or five stories, except where overriding functional or symbolic purposes demand higher structures. No building should be taller than the Learning Center. Five stories represents the maximum practical walkup height."
– Master Development Plan, 1969

Building Details

Although buildings are linked, the internal path that facilitates the connection is modulated to allow each building within the chain to pursue its own visual identity. Larger scale details – exposed structural members, wall construction, window openings, emphasized materials – are compatible within each building while individual expression is encouraged.

Some of the strongest statements of variation in the complex come through the dynamic variety of openings. Openings vary from tall narrow slots with deep shadows at offices and classrooms to open porch-like structures at public spaces. An overarching theme is expressing the thickness of walls and structure through the depth and articulation of the openings. This level of expression will be critical to new additions to the campus; architects will be challenged to design with comparable strength within the thinner vocabulary of many contemporary materials. Good additions to campus will meet this challenge. These guidelines recommend that a cost factor of using these high-quality materials be incorporated when budgeting future work; the reward will be not only better visual connections but a legacy of high-quality, low-maintenance structures.

The chain of buildings proves that good design is often the product of careful and creative detailing within a rigid framework. As future expansion will connect with the internal path, it will be able to take advantage of the design precedent of the existing buildings. New buildings should regard the existing buildings as the source of any new framework and should pay careful attention to creating identity and experiences through detailing. Achieving visual continuity between existing and new construction will be most challenged at the detail level of the thermal envelope in attempts to comply with rigorous energy code requirements.

"Prominent building details in each visual area should be alike or compatible. These details include such items as exposed structural elements, window openings, and parapets."
– Master Development Plan, 1969

Related Design Elements

Furniture, lighting, landscaping, and signage are all integral and meaningfully designed parts of each building and the overall system that holds the campus together. Outdoor passageways are designed to facilitate interactions between the landscape and the individual and to effectively connect with the internal concourse system of the academic buildings.

These elements should be further utilized to reinforce or even reinvent a stronger wayfinding network on campus.

Public art interacts with the material palette to define spaces for different activities.

Internal spaces visually relate to exterior spaces.

Prominently displayed signage combines with visual clues to support wayfinding.

"Consistent design efforts in lighting, furnishings, graphics, and landscaping are essential to visual success."
– Master Development Plan, 1969

Implementation

PROJECT PHASING

The master plan proposes a strategic project phasing based on university priorities, financial and institutional capacities, and necessary project sequencing.

- Building renewal and academic space improvements dominate the early phases but extend throughout the 20-year horizon and beyond. Molinaro, Greenquist, and Wyllie Halls have utility systems of similar age and condition that will systematically reach the end of their expected lives. Building renewal and academic space improvements will likely occur in at least two phases for each building. Academic building renovations and repurposing are distributed throughout the master plan horizon as building renewal projects cycle through each academic core building.
- Housing facility investments are late in the master plan phasing indicating when the University Apartments buildings will reach the end of their expected lives and will require replacement and expansion.
- Many athletics, recreation, outdoor lab, and other open space projects may occur at any time that gifts or grants funding is available.

The listed project phasing is based on what is known at the time of master planning. In particular, the first phase of the implementation is best understood and most likely to occur as indicated. As subsequent phases are undertaken, changed conditions will start to more significantly affect the phasing of projects. As new information is discovered through feasibility studies, additional projects may be identified that are of greater urgency and revised biennial priorities will supersede the implementation plan contained in this document.

This implementation plan captures a snapshot in time and uses current dollars based on existing conditions and priorities. Future capital planning will reflect evolving conditions and priorities, new information, and escalation.

Prelude

Ongoing facility improvement projects will advance the campus master plan goals even before the first six-year phase.

- Instructional Space – Chemistry Lab

Short Term (0-6 Years)

In the first six-year phase (2015-2017 through 2020-2022), the cycle of building renewal projects in Wyllie, Greenquist, and Molinaro Halls will begin. Wyllie Hall will lead the cycle with the Wyllie Hall Renewal and Academic Success Project. Campuswide utility infrastructure systems will be upgraded.

- Sports and Activity Center Pool Repairs
- Energy Performance Contract
- Sanitary Sewer Repairs
- Main Stage Dimmer Panel/Rigging
- IT Infrastructure Upgrade
- Wyllie Hall Renewal and Academic Success Project
- Instructional Space – Active Learning
- Tunnel Waterproofing Phase II
- Greenhouse Repairs
- SAC Parking Lots D and E Reconstruction
- Multi-Building Generator Replacement
- Instructional Space – TBD
- Multi-Building Fire Alarm System Upgrade
- SAC Fieldhouse Floor Replacement
- Greenquist and Molinaro Halls Building Renewal Feasibility Study
- Instructional Space – TBD
- Wyllie Hall Infrastructure Repairs

Mid Term (7-12 Years)

In the second six-year phase (2021-2023 through 2026-2028), the cycle of building renewal projects in Wyllie, Greenquist, and Molinaro Halls will continue. Greenquist Hall will follow with an initial round of lab modernization. Two unused structures at the campus edges will be demolished. Campuswide utility infrastructure systems will be upgraded.

- Greenquist Building Renewal Phase I
- Sports and Activity Center Repurpose and Renovation
- Outdoor Track and Field Reconstruction
- Wyllie Hall Southeast Entrance
- Parking Lot East of Softball Fields Construction
- Student Center Transit Stop
- Former Child Care Center Building Demolition
- Regional Staff Development Center Demolition
- Facility Management Steam Rebuild
- Chiller 2 Overhaul
- Chiller 3 Overhaul

Long Term (13-18 Years)

In the third six-year phase (2027-2029 through 2032-2034), the cycle of building renewal will continue when Molinaro Hall classrooms are consolidated and improved. The residential complex will be transformed with the phased replacement of University Apartments and the renovation of the residential quadrangle. Campuswide utility infrastructure systems will be upgraded.

- Molinaro Building Renewal Phase I
- Replacement Apartments Phase I Construction
- Replacement Apartments Phase II Construction
- Replacement Apartments Phase III Construction
- Rita West Entrance and D1/L1 Stairwell Reconstruction
- Boiler Replacement
- Chiller 1 Replacement

Future (19+ Years)

At the end and beyond this master plan 20-year horizon, the cycle of academic building renewal projects will end with the third phase in Wyllie Hall and the second phases in Greenquist and Molinaro Halls. After the master plan horizon, the future role of Tallent Hall and its parking will be assessed and determined.

- Wyllie Hall Phase III
- Greenquist Building Renewal Phase II
- Molinaro Building Renewal Phase II
- Tallent Hall Parking Lot Condition and Demand Analysis

Projects Dependent Upon Funding Availability

The following projects, which could potentially be funded by other funding streams but are relatively lower priority given pressing needs for scarce funds, will likely need to wait to be advanced until gift and/or grant funds can be secured. Thus, they will be unconstrained by the phasing of general fund and program revenue borrowing.

- Athletics and Recreation
  - Bicycle Trail Network Connections
  - Disc Golf Redesign – East of Wood Road
  - Disc Golf Redesign – West of Wood Road
  - Game Day Outdoor Plaza and Concessions Facility
  - Soccer Field North of Baseball Field
- Outdoor Laboratories and Site Access
  - CommArts Woods Outdoor Laboratory Restoration
  - Restoration of Natural Areas and Designation as Outdoor Lab
  - County Road A Trailhead
  - Nature Trail Network Connections
  - Pike River Streambank Restoration
- Site Improvements
  - Campus Entrance Signage Replacement
  - Parking Lot Bioswale Creation – Ranger Hall
  - Parking Lot Bioswale Restoration – Rita
  - Parking Lot Bioswale Restoration – Student Center

PROJECT COST ESTIMATES

Order of Magnitude Costs

Construction costs have been prepared at an order of magnitude. Project costs are the construction costs escalated by 40 percent to account for:

- Contingencies due to the conceptual nature of the project understandings, and
- Soft costs (design, permitting, Division of Facilities Development management, etc.).

Project costs do not include move-in/relocation costs. All construction costs reflect 2014 costs. Users must escalate project costs for future years.

Potential Funding Sources

The phasing and cost estimate table provides typical sources of funds for the specific type of project.

- General Fund Supported Bonds (GFSB)
- Program Revenue Supported Bonds (PRSB)
  - Housing: bonds repaid through room fees
  - Parking: bonds repaid through parking fees
- Gifts and Grants: gifts to the university, grants from governmental and non-governmental agencies

Exhibit I1: Project Cost Estimates

Immediate Development

BORROWING - GENERAL FUND SUPPORTED AND PROGRAM REVENUE SUPPORTED

PRIMARY FUNDING		UNIT AMT	UNIT	UNIT COST	2014 EST CONSTRUCTION COST	CONTING & SOFT COSTS	2014 EST PROJECT COST	REMARKS
Immediate Development (2013-2015)								
GPR	Instructional Space - Chemistry Lab	2,861	SF	$451	$1,289,000		$1,289,000	Greenquist 362/364 Lab Conversion

Short Term (0-6 Years)

BORROWING - GENERAL FUND SUPPORTED AND PROGRAM REVENUE SUPPORTED

PRIMARY FUNDING		UNIT AMT	UNIT	UNIT COST	2014 EST CONSTRUCTION COST	CONTING & SOFT COSTS	2014 EST PROJECT COST	REMARKS
Short Term Development (2015-2017 through 2020-2022) - Priority Order								
GPR	Sports and Activity Center Pool Repairs				$410,000		$410,000	
PR	Energy Performance Contract	1	LS	$3,300,000	$3,300,000		$3,300,000	
GPR	Sanitary Sewer Repairs				$275,000		$275,000	
GPR	Main Stage Dimmer Panel/Rigging				$670,000		$670,000	
GPR	IT Infrastructure Upgrade	1	LS	$2,040,000	$2,040,000		$2,040,000	redundant server/core network, fiber optic cable replacement
GPR	Wyllie Hall Renewal and Academic Success Project	101,900	SF	$294.30	$29,989,000		$29,989,000	Building Renewal Phase I
GPR	Instructional Space - Active Learning				$500,000		$500,000	demonstration Active Learning Classroom in Molinaro
GPR	Tunnel Waterproofing Phase II				$1,320,000		$1,320,000	1,670 linear feet; waterproofing D2 level Wyllie/Rita and Wyllie/Greenquist and repaving plazas
GPR	Greenhouse Repairs				$211,000		$211,000	
PR	SAC Parking Lots D and E Reconstruction				$1,193,000		$1,193,000	
GPR	Multi-Building Generator Replacement				$700,000		$700,000	
GPR	Instructional Space - TBD				$500,000		$500,000	
GPR	Multi-Building Fire Alarm System Upgrade				$3,426,000		$3,426,000	
GPR	SAC Fieldhouse Floor Replacement				$351,000		$351,000	
GPR	Greenquist & Molinaro Halls Building Renewal Feasibility Study	137,995	SF	$0.50		$68,998	$69,000	study only
GPR	Instructional Space - TBD				$500,000		$500,000	
GPR	Wyllie Hall Infrastructure Repairs				$6,000,000		$6,000,000	Building Renewal Phase II

Mid Term (7-12 Years)

BORROWING - GENERAL FUND SUPPORTED AND PROGRAM REVENUE SUPPORTED

PRIMARY FUNDING		UNIT AMT	UNIT	UNIT COST	2014 EST CONSTRUCTION COST	CONTING & SOFT COSTS	2014 EST PROJECT COST	REMARKS
Mid Term Development (2021-2023 through 2026-2028)								
GPR	**Greenquist Building Renewal Phase I**				**$11,639,440**	$4,655,776	**$16,295,000**	
	Lab Improvements (half of building)	*70,122*	*SF*	*$160*	*$11,219,440*			*wet lab renovations (consolidation, utilities, FFE)*
	Nursing Lab & Office Relocation	*3,000*	*SF*	*$140*	*$420,000*			*1 dry skills lab, 1 full-time office, office service space*
GPR	**Sports and Activity Center Repurpose and Renovation**				**$1,748,000**	$699,200	**$2,447,000**	
	Locker Room Renovation	*15,400*	*SF*	*$80*	*$1,232,000*			*wall reconfiguration, plumbing, FFE*
	Dance Lab Repurpose and Renovation	*5,160*	*SF*	*$100*	*$516,000*			*future use not yet determined*
GPR	**Outdoor Track and Field Reconstruction**				**$630,000**	$252,000	**$882,000**	
	Synthetic Turf Soccer Field	*30,000*	*SF*	*$16*	*$480,000*			
	Lights, Bleachers, Scoreboard	*1*	*LS*	*$150,000*	*$150,000*			
PR	**Wyllie Hall Southeast Entrance**				**$943,615**	$377,446	**$1,321,000**	
	Southeast Corner Outdoor Plaza	*18,165*	*SF*	*$15*	*$272,475*			*plaza between Wyllie entrances and new parking lot*
	Parking Lot Construction	*33,557*	*SF*	*$20*	*$671,140*			*50 stalls, bioswales, access road*
PR	**Parking Lot East of Softball Fields Construction**	52,411	SF	$8	**$419,287**	$167,715	**$587,000**	*130 stalls, bioswales, access road*
PR	**Student Center Transit Stop**	1	LS	$20,000		$20,000	**$20,000**	*study to enable direct transit service*
GPR	**Former Child Care Center Building Demolition**	7,260	SF	$14	**$101,640**	$40,656	**$142,000**	
GPR	**Regional Staff Development Center Demolition**	2,180	SF	$15	**$32,700**	$13,080	**$46,000**	*adjacent to University House*
GPR	**Facility Management Steam Rebuild**	180	LF	$1,000	**$180,000**	$72,000	**$252,000**	
GPR	**Chiller 2 Overhaul**	1	LS	$150,000	**$150,000**	$60,000	**$210,000**	
GPR	**Chiller 3 Overhaul**	1	LS	$100,000	**$100,000**	$40,000	**$140,000**	

Legend	Project Type
GPR	General Fund Supported Borrowing
PR	Program Revenue Supported Borrowing
G/R	Gifts & Grants

Long Term (13-18 Years)

BORROWING - GENERAL FUND SUPPORTED AND PROGRAM REVENUE SUPPORTED								
PRIMARY FUNDING		*UNIT AMT*	*UNIT*	*UNIT COST*	*2014 EST CONSTRUCTION COST*	*CONTING & SOFT COSTS*	*2014 EST PROJECT COST*	*REMARKS*
Long Term Development (2027-2029 through 2032-2034)								
GPR	**Molinaro Building Renewal Phase I**	52,010	SF	$200	**$10,402,000**	$4,160,800	**$14,563,000**	*classrooms, dry labs, (half of D1, L1, L2), FFE, technology*
PR	**Replacement Apartments Phase I Construction**				**$18,967,423**	$7,586,969	**$26,554,000**	*including demolition, utility extension, 50 stall parking lot, stormwater*
PR	**Replacement Apartments Phase II Construction**				**$17,153,729**	$6,861,491	**$24,015,000**	*including demolition, utility extension, 50 stall parking lot, stormwater*
PR	**Replacement Apartments Phase III Construction**				**$16,689,995**	$6,675,998	**$23,366,000**	*including utility extension, 50 stall parking lot, stormwater, quadrangle*
GPR	**Rita West Entrance and D1/L1 Stairwell Reconstruction**	1	LS	$120,000	**$120,000**	$48,000	**$168,000**	*grand staircase connecting D1 and L1 levels*
GPR	**Boiler Replacement**	4	LS	$200,000	**$800,000**	$320,000	**$1,120,000**	
GPR	**Chiller 1 Replacement**	1	LS	$900,000	**$900,000**	$360,000	**$1,260,000**	

Future (19+ Years)

BORROWING - GENERAL FUND SUPPORTED AND PROGRAM REVENUE SUPPORTED								
PRIMARY FUNDING		*UNIT AMT*	*UNIT*	*UNIT COST*	*2014 EST CONSTRUCTION COST*	*CONTING & SOFT COSTS*	*2014 EST PROJECT COST*	*REMARKS*
Future (after 2032-2034)								
GPR	**Wyllie Hall Phase III**				**$15,760,000**	$6,304,000	**$22,064,000**	
	Library Modernization (L1, L2)	*43,000*	*SF*	*$180*	*$7,740,000*			*technology, study areas, FFE, relocation from L3*
	L3 Office Renovation	*35,000*	*SF*	*$140*	*$4,900,000*			*program movement from Tallent Hall*
	Utility Upgrades	*78,000*	*SF*	*$40*	*$3,120,000*			
GPR	**Greenquist Building Renewal Phase II**				**$18,782,498**	$7,512,999	**$26,295,000**	
	Lab Improvements (half of building)	*70,122*	*SF*	*$240*	*$16,829,160*			*wet lab renovations (consolidation, utilities, FFE)*
	Greenhouse Renovation/Reconstruction	*6,078*	*SF*	*$100*	*$607,800*			*rehabilitation or relocation unknown*
	Greenquist Loading Dock and Greenquist/Molinaro Connection	*8,970*	*SF*	*$150*	*$1,345,538*			*expand west into parking to open D1 connection*
GPR	**Molinaro Building Renewal Phase II**				**$14,046,500**	$5,618,600	**$19,665,000**	
	Classroom/Lab Improvements (half of D1, L1, L2)	*52,010*	*SF*	*$210*	*$10,922,100*			*classroom and dry labs (FFE, technology)*
	L3 Office Renovation	*20,720*	*SF*	*$120*	*$2,486,400*			*program movement from Tallent Hall*
	University Police Office Construction	*3,400*	*SF*	*$170*	*$578,000*			*D1 offices, interview rooms, evidence/storage, lockers*
	University Police Exterior Parking Construction	*4,000*	*SF*	*$15*	*$60,000*			*vehicle parking, exterior storage*
PR	**Tallent Hall Parking Lot Condition and Demand Analysis**	1	LS	$20,000		$20,000	**$20,000**	*study only*

Projects Dependent Upon Funding Availability

GIFTS AND GRANTS

PRIMARY FUNDING		UNIT AMT	UNIT	UNIT COST	2014 EST CONSTRUCTION COST	SOFT COSTS [40%]	2014 EST PROJECT COST	REMARKS
Athletics and Recreation								
G/G	**Bicycle Trail Network Connections**	11,300	LF	$50	**$565,000**	$226,000	**$791,000**	*bike trail connections, campuswide, 10' wide*
G/G	**Disc Golf Redesign - East of Wood Road**	142,500	SF	$0.14	**$20,000**	$8,000	**$28,000**	*course shortened to 9 holes*
G/G	**Disc Golf Redesign - West of Wood Road**	438,000	SF	$0.09	**$40,000**	$16,000	**$56,000**	*relocate or modify all 18 holes*
G/G	**Game Day Outdoor Plaza and Concessions Facility**				**$576,710**	$230,684	**$807,000**	
	Hardscape, pavers	*50,171*	*SF*	*$10*	*$501,710*			
	Shelter with Concessions	*1*	*LS*	*$75,000*	*$75,000*			
G/G	**Soccer Field North of Baseball Field**	81,000	SF	$16	**$1,296,000**	$518,400	**$1,814,000**	*synthetic*
Outdoor Laboratories and Site Access								
G/G	**CommArts Woods Outdoor Laboratory Restoration**	1	LS	$10,000	**$10,000**	$4,000	**$14,000**	*selective woodland restoration of disc golf course*
G/G	**Restoration of Natural Areas and Designation as Outdoor Lab**				**$13,620,900**	$5,448,360	**$19,069,000**	*east of Wood Road*
	Far East Parking Lot and Access Road Demolition	*424,130*	*SF*	*$30*	*$12,723,900*			*asphalt removal*
	Prairie Restoration	*3,588,000*	*SF*	*$0.25*	*$897,000*			
G/G	**County Road A Trailhead**				**$130,029**	$52,012	**$182,000**	
	Trail Signage	*1*	*LS*	*$10,000*	*$10,000*			*interpretive signage*
	Parking Lot Construction	*12,003*	*SF*	*$10*	*$120,029*			*10 stalls, access road*
G/G	**Nature Trail Network Connections**				**$66,965**	$26,786	**$94,000**	
	Trail Connections	*7,393*	*LF*	*$5*	*$36,965*			*natural trail connections, campuswide*
	Pike River Bridge	*1*	*LS*	*$30,000*	*$30,000*			*assume 250' span*
G/G	**Pike River Streambank Restoration**	5,557	LF	$36	**$200,000**	$80,000	**$280,000**	*bioengineered restored banks; invasive tree removal*
Site Improvements								
G/G	**Campus Entrance Signage Replacement**	4	LS	$30,000	**$120,000**	$48,000	**$168,000**	*31/A; 31/JR; 31/E; Wood Rd/E*
G/G	**Parking Lot Bioswale Creation - Ranger Hall**	67,059	SF	$5	**$335,295**	$134,118	**$469,000**	*when parking lot reconstructed*
G/G	**Parking Lot Bioswale Restoration - Rita**	113,176	SF	$5	**$565,880**	$226,352	**$792,000**	*unit size is sum of all existing bioswales*
G/G	**Parking Lot Bioswale Restoration - Student Center**	103,731	SF	$5	**$518,655**	$207,462	**$726,000**	*unit size is sum of all existing bioswales*

Legend	Project Type
GPR	General Fund Supported Borrowing
PR	Program Revenue Supported Borrowing
G/R	Gifts & Grants

Exhibit I2: UW-Parkside Campus, Existing (2014)

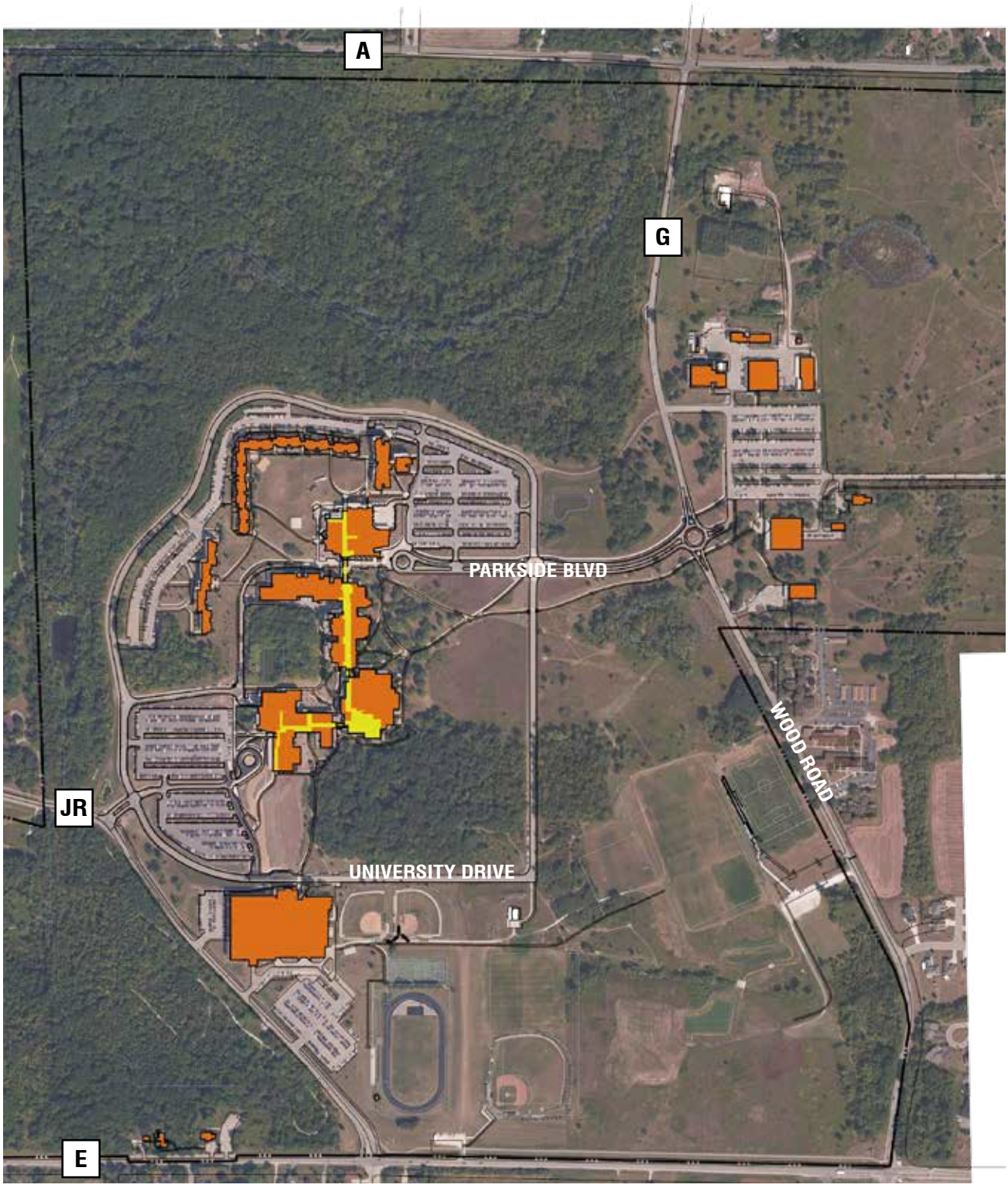
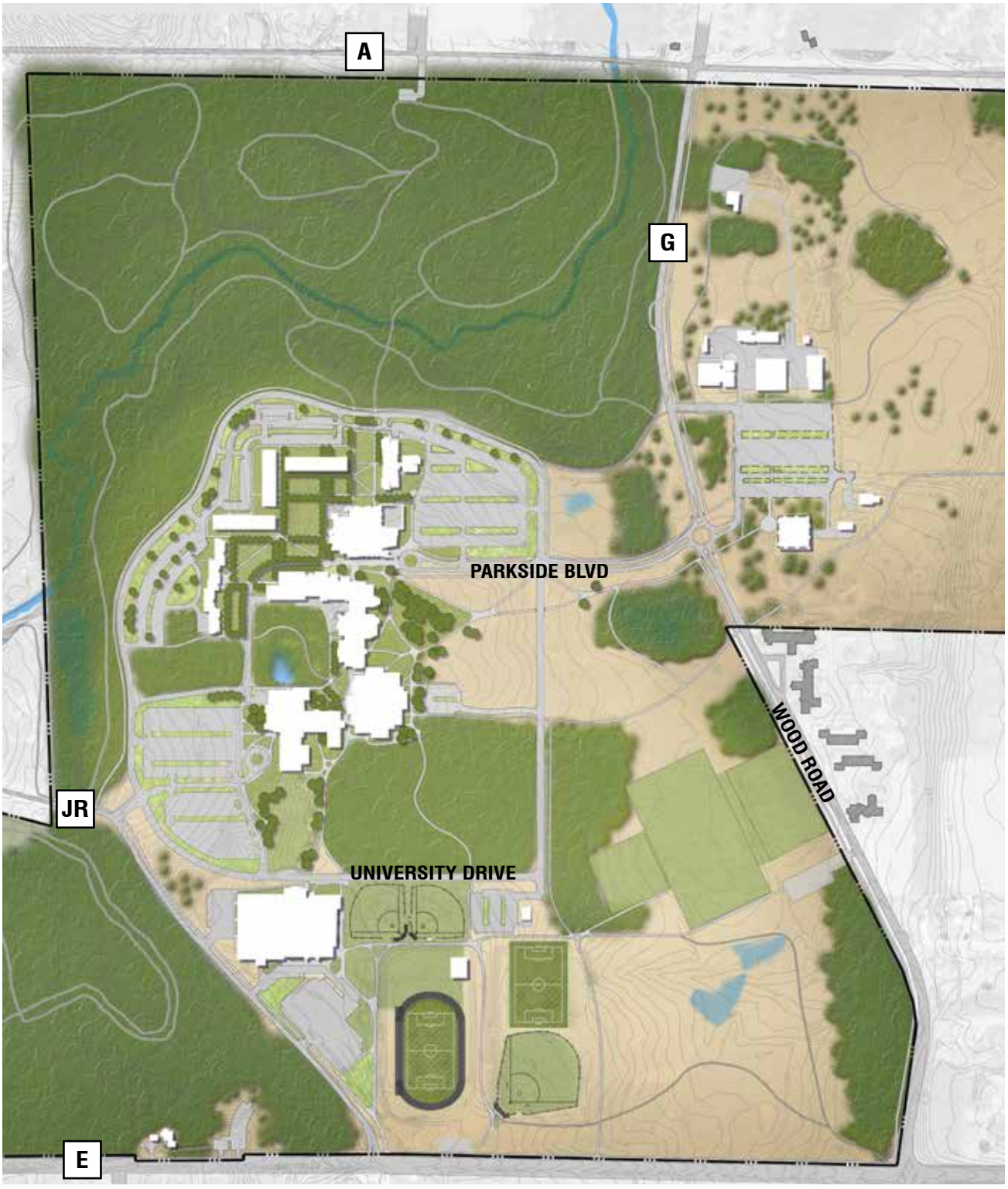


Exhibit I3: UW-Parkside Campus, Master Plan Horizon (2034)



PROJECT REVIEW

The campus master plan provides a framework for considering current and future capital budget, capital projects, space requests and sustainability projects. The groups that led the campus master plan process were effective and provide a foundation for developing a set of groups to manage the campus master plan in alignment with the Strategic Plan, the Strategic Enrollment Plan, and the Academic Plan. At the same time, the issues with the physical resources of the campus, and consideration of space requests within the context of the entire campus, is not currently done through an approved, well-understood process. The university needs a committee structure to provide leadership and coordination on the campus for the consideration of space, physical and environmental resource needs within the context of the campus master plan, Strategic Plan, Strategic Enrollment, and Academic Plan, and through a comprehensive review of requests across the campus ensure the best use of space resources.

Capital Budget, Planning, Space, and Sustainability Committee

The master plan recommends the creation of a Capital Budget, Planning, Space, and Sustainability Committee. This administrative committee will inform campus-wide planning for the biennial capital budget, planning, space, and sustainability initiatives on campus. The committee will serve as an administrative advisory committee to the Chancellor through the Vice Chancellor for Finance and Administration and the Assistant Vice Chancellor for Institutional Effectiveness.

The Capital Budget, Planning, Space, and Sustainability Committee will provide a formal line of communication related to the university's campus master plan, Strategic Plan, Strategic Enrollment Plan, Academic Plan, capital budget, capital outlay projects, environmental conservation, sustainability, landscape maintenance and beautification, and space utilization.

The charge of the committee is to provide the Chancellor recommendations on the strategic direction for the dissemination of capital funds, the allocation of space as a university resource, modifications to facilities to appropriately support the university's campus master plan, Strategic Plan, Strategic Enrollment Plan, and Academic Plan. The group would also provide recommendations on planning related to sustainable development, environmental stewardship, landscape maintenance and improvements, and safety enhancements.

Facilities and Physical Resources Core Team

In addition to the Capital Budget, Planning, Space and Sustainability Committee, the master plan recommends a second, smaller, subset of the larger committee. The smaller group, the Facilities and Physical Resources Core Team (hereafter referred to as the "Core Team") would do the initial vetting and management of projects submitted by the academic and administrative units on the campus. The Core Team would review the campus master plan priorities and provide recommendations to the Capital Budget, Planning, Space, and Sustainability Committee relative to the requests for capital budget, space, planning requests, or sustainability projects so that the larger, representative committee would benefit from a thoroughly analyzed and researched set of proposals including a recommended approach for consideration by the larger committee. The Core Team would handle the day-to-day operational issues and be responsible for managing and informing the Capital Budget, Planning, Space and Sustainability Committee on issues/concerns and recommendations relative to budget, space, and planning needs of the campus.

Committee Membership

Capital Budget, Planning, Space and Sustainability Committee

- Campus Planner, Chair
- Associate Vice Chancellor – Institutional Effectiveness
- Vice Chancellor – Business and Finance
- Provost
- Associate Provost
- Dean – College of Arts and Humanities
- Dean – College of Business, Economics, and Computing
- Dean – College of Natural and Health Sciences
- Dean – College of Social Sciences and Professional Studies
- Two faculty representatives
- Chief Information Officer
- Director, Facilities Management
- Parkside Student Government representative
- Classified staff representative
- Academic staff representatives
- Dean of Students
- Registrar

Alternatively, the committee composition could be:

- Campus Planner, Chair
- Associate Vice Chancellor – Institutional Effectiveness
- Vice Chancellor – Business and Finance
- Provost
- Associate Provost
- Two faculty representatives
- Chief Information Officer
- Director, Facilities Management
- Parkside Student Government representative
- Classified staff representative
- Academic staff representatives
- Dean of Students
- Registrar

Facilities and Physical Resources Core Team (sub-group of the Capital Budget, Planning, Space and Sustainability Committee):

- Campus Planner, Chair
- Director, Facilities Management
- Registrar
- Campus Technology Services representative (Chief Information Officer or designee)
- Associate Vice Chancellor – Institutional Effectiveness
- Vice Chancellor – Business and Finance
- Associate Dean of Students

MASTER PLAN UPDATE

The campus master plan is an integrated document that identifies the complex relationships among the built, open space, and natural environments that will directly support the university to achieve its growth and change for the next 20 years.

However, times change, and so will academic and administrative goals and enrollment trends. It is intended that the university check periodically the master plan with regard to such changes and with respect to development that has occurred under the plan to ensure it remains a living document, responsive and relevant to the university's needs.

The Capital Budget, Planning, Space, and Sustainability Committee is charged with oversight and implementation of the campus master plan. During the preparation of the biennial Campus Physical Development Plan, it is intended that the Capital Budget, Planning, Space, and Sustainability Committee will indicate the university's progress in meeting the plan's objectives, review recent projects in relation to the policies and guidelines of the plan, rank remaining next steps in the campus master plan for follow-up, add new goals to the campus master plan as appropriate, and update plan elements as needed.

It is advised that a more comprehensive review and update of the campus master plan occur in ten years, 2024. At that time the campus master plan will be reviewed to confirm that it continues to be an effective guide, fully responsive to evolving circumstances.

ACKNOWLEDGMENTS

UW-Parkside extends heartfelt thanks to all within the university community for their contributions and commitment to the campus master plan. Our gratitude goes out to the students, faculty, staff, alumni, and friends who helped define the future for the UW-Parkside campus.

Key individuals are listed, but many more university faculty, staff and students, and community residents provided input and feedback throughout the planning process.

Core Team

Fred Ebeid, Interim Provost/Vice Chancellor

Kimberly B. Kelley, Associate Vice Chancellor – Institutional Effectiveness and Non-Traditional Program Management Delivery

Mel Klinkner, Vice Chancellor – Finance and Administration

Tammy McGuckin, Dean of Students

John Desch, Campus Planner

Kate Sullivan, Director of Facilities Planning, UW System Capital Planning & Budget

Chris Gluesing, Senior Architect, UW System Capital Planning & Budget

Jon Jenson, Project Manager, Division of Facilities Development, Department of Administration

Master Plan Steering Committee

Mel Klinkner, Co-Chair, Vice Chancellor – Finance and Administration

Kimberly B. Kelley, Co-Chair, Associate Vice Chancellor – Institutional Effectiveness and Non-Traditional Program Management Delivery

Fred Ebeid, Interim Provost/Vice Chancellor

Tammy McGuckin, Dean of Students

DeAnn Possehl, Associate Vice Chancellor for Enrollment Management

Ilya Yakovlev, Chief Information Officer, Campus Technology Services

Tamie Falk-Day, Athletic Director

Megan Mullen, Dean – College of Arts and Humanities

Dirk Baldwin, Interim Dean – College of Business, Economics, and Computing

Emmanuel Otu, Dean – College of Natural and Health Sciences

Walt Jacobs, Dean – College of Social Sciences and Professional Studies

AnnaLee Sepanski, Student

Alvaro Garcia, Associate Professor – Music, College of Arts and Humanities

Dave Rogers, Assistant Professor – Biological Science, College of Natural and Health Sciences

Derek Riley, Assistant Professor – Computer Science, College of Business, Economics, and Computing

Ross Astoria, Assistant Professor – Political Science and Law, College of Social Sciences and Professional Studies

George Holman, Academic Staff, Director – Residence Life

Cindy Sobczak, Classified Staff, Client Services Manager

Staff to the Committee:

- John Desch, Campus Planner
- Don Kolbe, Director of Facilities Management

Consultant Planning Team:

SMITHGROUP JJR — Madison, WI; Ann Arbor, MI

PAULIEN & ASSOCIATES, INC. PLANNING CONSULTANTS — Denver, CO

WORKSHOP WORKSHOP ARCHITECTS, INC — Milwaukee, WI

RING & DUCHATEAU Consulting Engineers — Madison, WI