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# Spaces and Traces of the Campus, University of Wisconsin--Milwaukee: An Assessment of Public Spaces of the UWM Campus with Design Recommendations

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# SPACES AND TRACES OF THE CAMPUS

UNIVERSITY OF WISCONSIN-MILWAUKEE



An Assessment of  
Public Spaces of the UWM Campus  
with Design Recommendations

Fall 1999

PUBLICATIONS IN ARCHITECTURE AND URBAN PLANNING

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UNIVERSITY OF WISCONSIN-MILWAUKEE

*An Assessment of  
Public Spaces of the UWM Campus  
with Design Recommendations*

Fall 1999

Instructor: Sherry Ahrentzen, Ph.D.  
Teaching Assistant: Nisha Fernando

Architecture 302: Architecture and Human Behavior  
School of Architecture and Urban Planning



Funds for this project contributed by Campus Design Solutions

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# INTRODUCTION



*The efficiency of a campus plan is not merely to provide the physical setting in which the formal activities of the university are to take place. Much of the education of anybody occurs outside and separate from the formal courses in which he is registered, and only if the plan has the kinds of qualities which will stimulate curiosity, prompt casual encounters and conversation... will the atmosphere which it produces be truly educational in the broadest sense.*

(William R. Keast, 1979)

This class project is a component of the Campus Design Solutions of the Milwaukee Idea (see web site: [www.uwm.edu/Milwaukeeidea/](http://www.uwm.edu/Milwaukeeidea/)). Under this initiative, University of Wisconsin-Milwaukee (UWM) is actively engaged in efforts to re-envision and enhance our campus environment. As William R. Keast claims in the quote above, one meaningful and important element of the campus environment are those spaces not formally tied to academic or administrative activities, but *places in which one can derive both social and aesthetic pleasures*.

The overall intent of this particular project is to assess physical conditions that detract from or enhance social and esthetic qualities of a number of public spaces on campus, and to make informed recommendations for design changes. This project involved 4 phases and was undertaken by 65 undergraduate students enrolled in the course, "Architecture and Human Behavior" (Arch 302). In brief, the 4 phases included:

**Design Review & Inventory:** with questions and categories based on past evaluations of college campuses and public spaces, documenting design and physical features that may enhance or detract from social interaction and aesthetic pleasures on the campus

**Tracking People In Places:** through behavioral mapping and counting techniques, observing people's social interaction in various public places on the campus

**Viewpoints and Visions:** interviewing different campus and neighborhood constituents about their use, perceptions, and visions/preferences of campus places for enhancing social interaction and aesthetic pleasures; as well as their perceptions of campus identity

**Design Ideas:** based on information gathered in phases 1-3, making recommendations for changes.

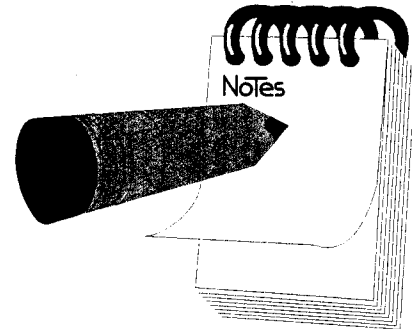
This booklet describes the project assignment and presents some of the surveys, observations, analyses, and design recommendations that various students completed. While this represents only a small segment of the work undertaken, we have selected a range of work to best illustrate how the project was undertaken. We hope that the proposed re-design schemes will encourage UWM campus administrators to rethink ways in which to enhance our campus environment.

# PHASE ONE

## Design Review & Inventory

### Intent:

Using suggested categories and concepts based on design reviews of other college campuses and public spaces, students documented physical features that appeared to provide for or detract from the opportunity for social interaction and aesthetic qualities on the UWM campus.



### Procedures:

Before they began, the students read the following:

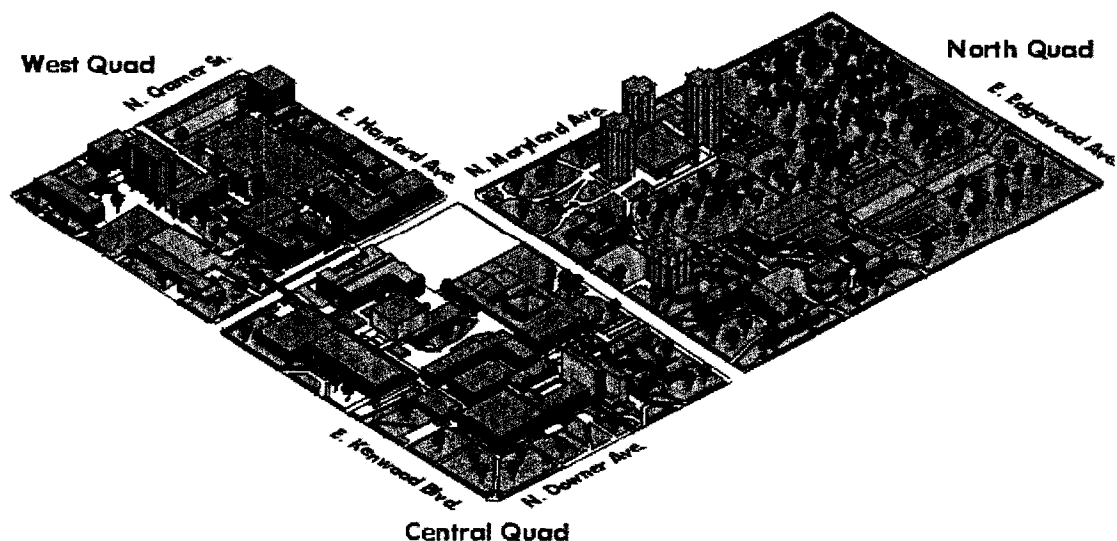
Cooper Marcus, Clare with Trudy Wischemann. 1998. Campus outdoor spaces. From Clare Cooper Marcus & Carolyn Francis, ed. *People Places: Design Guidelines for Urban Open Space*. New York: John Wiley.

Lofland, Lyn. 1998. Chapter 4: A city garden of earthly delights: Esthetic and interactional pleasures. *The Public Realm: Exploring the City's Quintessential Social Territory*. New York: Aldine De Gruyter.

Whyte, William H. 1980. *The Social Life of Small Urban Spaces*. Washington D.C.: The Conservation Foundation.

Whyte, William H. 1988. *City: Rediscovering the Center*. New York: Doubleday.

1. Each student was assigned to one of four sections of the campus: (1) the southwest quadrant (2) the southeast quadrant *excluding* the student union; (3) the northeast quadrant; and (4) the ground and first floors of the student union (see map below).





2. Each student inventoried the public spaces in the assigned quadrant. For purposes of this project, public spaces included all outdoor spaces, and those indoor public spaces located on the first or ground floor near a building entrance. Students surveying the student union considered only the public gathering areas that did not have a designated work, meeting, or retail function on the ground and first floors.
3. Students inventoried and documented the public spaces by first using the "Design Review Checklist" of the Cooper Marcus and Wischemann chapter (pp. 206-208). Each individual covered one of the following items in this checklist:

|                 |                               |
|-----------------|-------------------------------|
| The Front Porch | Major Plaza Spaces            |
| The Front Yard  | Favorite Places               |
| The Backyard    | Outdoor Study Areas           |
| The Back Door   | Factors Inhibiting Campus Use |

*Examples* of some of these design review questions are:

Do visual cues indicate a front yard clearly? Is there seating available along the perimeter of the front yard and around prominent trees?

Are the plaza spaces designed in such a way that walking and sitting are easily accommodated? Are the edges clearly articulated to provide seating and anchor spots for people to wait, eat, socialize, and so on?

While the questions in this checklist are posed in a "yes-no" manner, students specified the degree of compliance on a scale with a broader gradient: (1) yes, absolutely; (2) yes, but with some notable exceptions; (3) some compliance, but for the most part no; (4) no, not at all. They documented and justified their evaluations with annotated drawings or sketches that demonstrated *how* the issue was or was not addressed.

4. In addition, students inventoried and documented those physical/design features that prompted "aesthetic pleasures," using Lyn Lofland's typology. These included:

**Perceptual Innuendo:** glimpsing an interesting, exotic, or enticing social world that exists outside one's range of vision

**Unexpectedness:** seeing something unexpected or unfamiliar

**Whimsy:** seeing a fanciful, eccentric, frivolous, or whimsical object or device

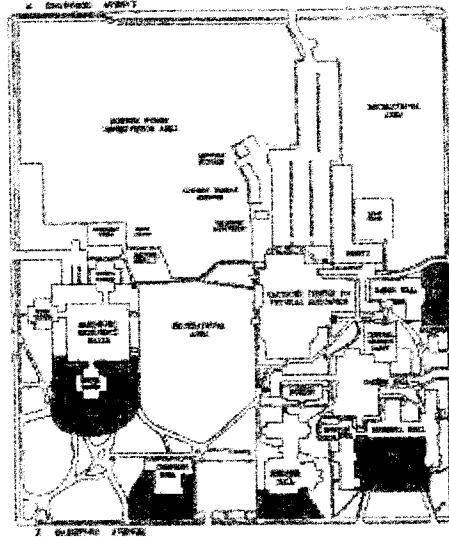
**Historical Layering / Physical Juxtaposition:** a jumbling of one type of object or building with another: e.g. historical buildings with contemporary buildings, natural parks with built streets, etc.

**Crowding / Stimulus Diversity / Spectacle:** a commonplace scene of crowds of people, things and elements that arouse a diversity of stimuli and visual excitement

Again, students documented their sketches and photographs with a written narrative explaining why and how this feature reflected the particular aesthetic pleasure.

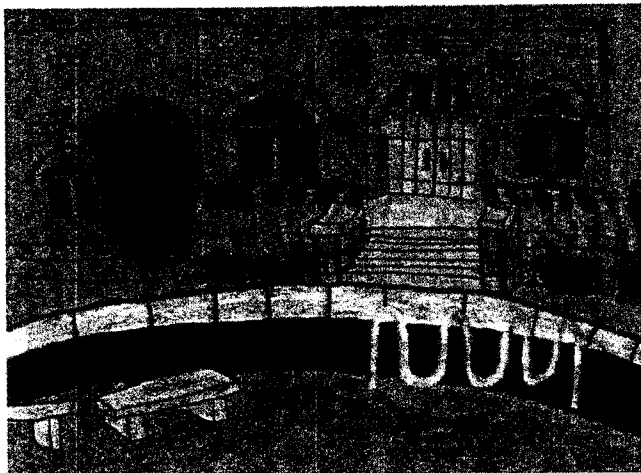
## Examples:

The following examples identify and describe various front yards, back yards, and plaza spaces on the campus.



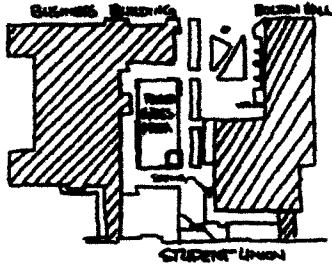
### Northeast Quadrant

A *front yard* of buildings can be considered as a green, open space that provides a soft transition between semi-private and public spaces. Front yards may consist of lawns, plants, paths, and furniture arranged in such a way to suggest a "front" space.



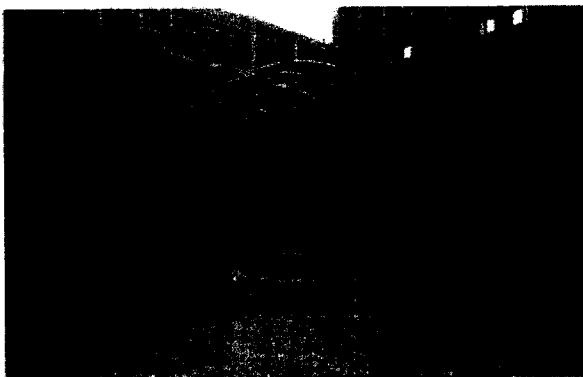
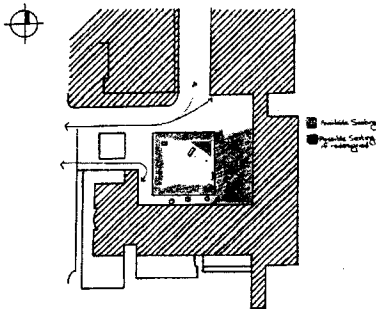
### Holton Hall

Some visual cues, such as flowerbeds and a bicycle rack, indicate the *front yard*, while seating for most part does not.



### Business Building & Student Union

This *back yard* provides an oasis from major pedestrian movements around these two buildings. People can sit, socialize and relax, as this space consists of ledges; tables with umbrellas and chairs; and a sculpture in view. Notable exceptions of such activities are due to the fact that the space is a little too large in scale and the grassy areas are raised from the ground.



### SARUP Courtyard

In this *plaza*, sitting and walking through the space are the primary activities. However, the design does not provide clear paths to walk and the court is elevated slightly. Adequate and good seating is also absent.

The following examples identify various features of aesthetic pleasures; notably, perceptual innuendo, whimsy, and stimulus diversity/spectacle.



The dark covered walkway at the Golda Meir Library, with the brightly lit outdoor plaza at the end, has a tunnel-like effect, creating an enticing view – a *perceptual innuendo*.



From Downer Avenue, a glimpse of Mitchell Hall beyond the thick shrubs and many trees provides an example of *perceptual innuendo*.



Eye-catching, eccentric metal sculpture at the open walkway between Lapham Hall and the EMS Building creates *whimsy*.



When the weather permits, the outdoor playground at the Kunkle Center is filled with children, and their play activities and games, along with the play objects, creating a *spectacle and stimulus diversity*.

# PHASE TWO

## Tracking People in Places

### Intent:

In this project phase, students worked in small teams, and each team focused on one specific public space. In observing that space, they conducted 4 types of activity mapping: person-center maps, place-center maps, behavior traces, and entry/exit counts. From these observations, they answered the following questions:

How often is this setting used? What activities do people engage in here?

By whom? And with whom? When? Under what conditions?

Where are people more likely to enter, exit, stay, or conduct certain activities?

Which areas or places of the setting are used more than others? For what purposes? Do these places change depending upon time of day, weather, available furnishings, design features, or other conditions?

Which areas are un- or under-used?

A **person-center map** shows people's movements and activities over a specified period of time, from once that person enters the setting until s/he leaves it.

A **place-center map** shows how people arrange themselves within a particular location. Observers station themselves unobtrusively to watch the action in a particular space, and record the location and activities of the people on prepared plans.

**Behavior traces** are environmental clues as to what people do there. They suggest what goes on in a setting when behavior is not being directly observed. They are of 3 types: (1) erosion; (2) accumulation or accretion; (3) absence of expected traces.

**Entry/exit counts** are tallies of the number of people entering and exiting a setting on a designated path or at a specific entryway. They are usually done over a 10- or 15-minute interval, depending upon how busy the setting is.



## Procedures:

1. The instructor gave each team an assigned campus area (see the following UWM campus map). The students initially sketched a plan of the space (AutoCAD maps were also made available), which included fixed, stationary objects (e.g. benches, trees, lampposts, etc.) as well as any entryways and paths.

In conjunction with the plan, the teams developed a key system that designated a letter (e.g. "A") or a number (e.g. "1") for various activities, postures, and personal characteristics. For example, below is a key system used by one team:

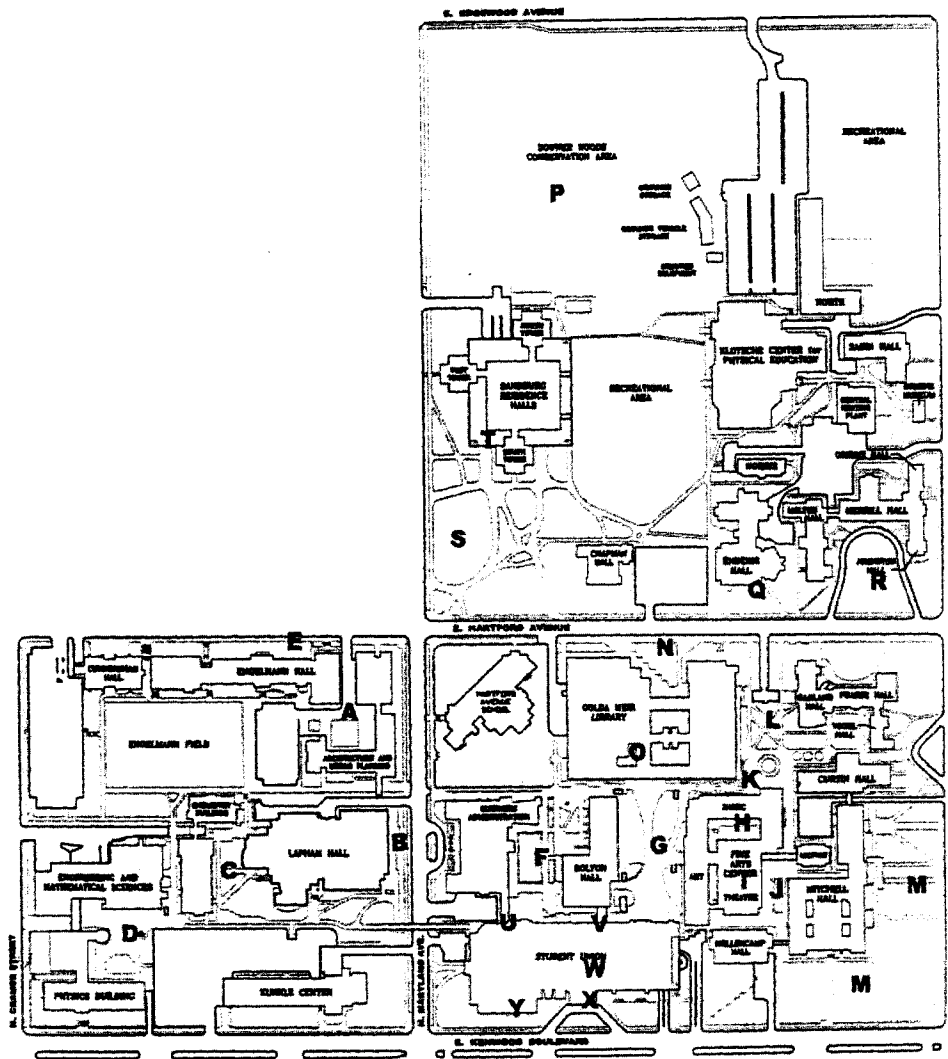
| Activity Type              | Posture                 | Physical Characteristics    |
|----------------------------|-------------------------|-----------------------------|
| 1 – Public Solitude        | Q – Squatting           | M – Male                    |
| 2 – People Watching        | R – Running             | F – Female                  |
| 3 – Public Sociality       | S – Sitting             | PC – Pre-College (under 18) |
| 4 – Playfulness            | T – Standing            | CA – College Age (18-31)    |
| 5 – Eating and/or Drinking | W – Walking             | OA – Older Adult (31+)      |
| 6 – Studying               | O – Other               | H – Handicapped             |
| 7 – Physical Activity      |                         |                             |
|                            | PE – Passive Engagement |                             |
|                            | AE – Active Engagement  |                             |

2. Each map then contained a plan of the space and a key system. At the top of each map were blank lines for filling in information of name of the setting, date, beginning and end times of mapping, type of weather (cloudy, windy, sunny, warm, cold, etc.) and observer's name. Each team made 75-85 copies of the map.

Student teams then undertook person- and place-centered mapping, and entry/exit counts of their particular space, completing at least 35-50 place-center maps, 15-25 person-center maps, and 10-12 entry/exit counts for those settings with a good (or potential) mixture of stationary and moving activities. For those settings which involved almost exclusively moving activities (e.g. Downer Woods), they completed at least 15-25 person-center maps, 20-30 place-center maps, and 20-30 entry/exit counts.

Observations took place on weekdays *and* weekends; in the morning, afternoon, *and* evening. Mapping occurred over a 2-week period.

3. Each time they visited the setting to do a person- or place-center map, students also looked for behavior traces, and recorded these on a separate map of the setting.



- A. Inner courtyard, School of Architecture & Urban Planning (SARUP)
- B. Courtyard and building entry/foyer, Lapham Hall facing Maryland Avenue
- C. Courtyard between Chemistry Building and Lapham Hall
- D. Courtyard between Engineering & Mathematical Sciences (EMS) Building and Physics Building, including the walkway
- E. Hartford Avenue entry and parking lot entry and outdoor area, to Englemann Hall
- F. Courtyard between Business School, Bolton Hall and Student Union; and interior walkway of Business School along the courtyard
- G. Spaight's Plaza
- H. Court and covered walkway between Music School, Fine Arts Center and Spaight's Plaza
- I. Fine Arts Center lobby (between theater and box office)
- J. Courtyard between Fine Arts Center, Mitchell Hall and Mellencamp Hall
- K. Courtyard between Golda Meir Library, Music School, Hartford Avenue, and walkway to Curtin Hall
- L. Courtyard between Garland Hall, Vogel Hall, and Curtin Hall; and interior lobby of Curtin Hall
- M. Lawn on Downer Avenue and Kenwood Blvd., surrounding Mitchell Hall
- N. Golda Meir Library Plaza, along Hartford Avenue
- O. Sunken fountain plaza at Golda Meir Library
- P. Downer Woods
- Q. Lawn along Hartford Avenue, in front of Enderis Hall; and interior lobby of Enderis Hall
- R. Lawn and paths in front of Holton, Merrill and Johnson Halls, along Hartford Avenue
- S. Lawn and paths between Hartford Avenue, Maryland Avenue, Chapman Hall and Sandburg Halls (excluding concrete patio area of Sandburg Halls)
- T. Concrete patio area and interior L-shaped lobby at Sandburg Halls
- U. Union corridor from bridge entry to Business School courtyard entry
- V. Eating area of food court in Student Union
- W. Ground floor concourse, Student Union (excluding Kenwood Blvd. entrance)
- X. Kenwood Blvd. entrance, inside and outside of Student Union
- Y. Terrace eating area (inside and outside), Student Union

4. Once all mapping was completed, the teams analyzed the data by:
  - a. Aggregating the data collected of behavior trace observations onto one map
  - b. Aggregating the data from the place-center maps onto several new maps to show overall use by, for example, activity type or age group
  - c. Doing the same for entry/exit counts
  - d. Aggregating data sheets into comparative bar graphs showing, for example, the relative numbers of users by age, or by gender, or by type of activities.

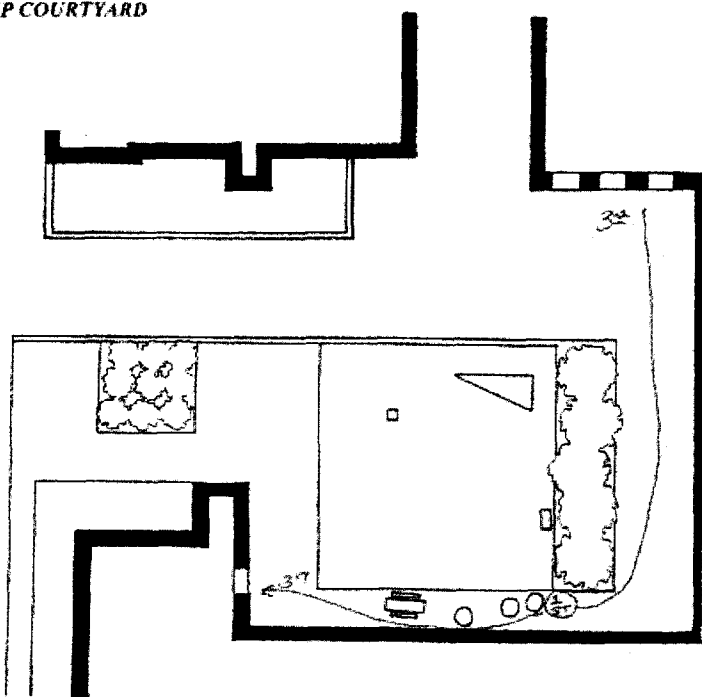
Teams chose those activity and person characteristics that best illustrated and summarized the main points.

5. Based on the information gathered and analyzed, the teams interpreted what they found by "answering" the questions posed in the "Intent" section.

### Examples:

The following example documents users' activities in the courtyard of the School of Architecture and Urban Planning. These were based on 39 place-centered maps, 24 person-centered maps, 63 behavior trace maps, and 13 entry-exit count maps. Examples of some maps and analyses follow:

#### AUP COURTYARD



A person-centered map showing the movement of people along with activity type, posture, and activity engagement over a specific time period

#### ACTIVITIES

Tossing frisbee - F  
 Socializing - S  
 Studying - ST  
 Smoking - SH

#### POSTURE

Sitting - 1  
 Squatting - 2  
 Standing - 3  
 Walking - 4  
 Lying Down - 5

#### ENGAGEMENT

Passive - P  
 Active - A

#### AGE

Young Child - C  
 Teen - O  
 College - U  
 Older - E

#### GENDER

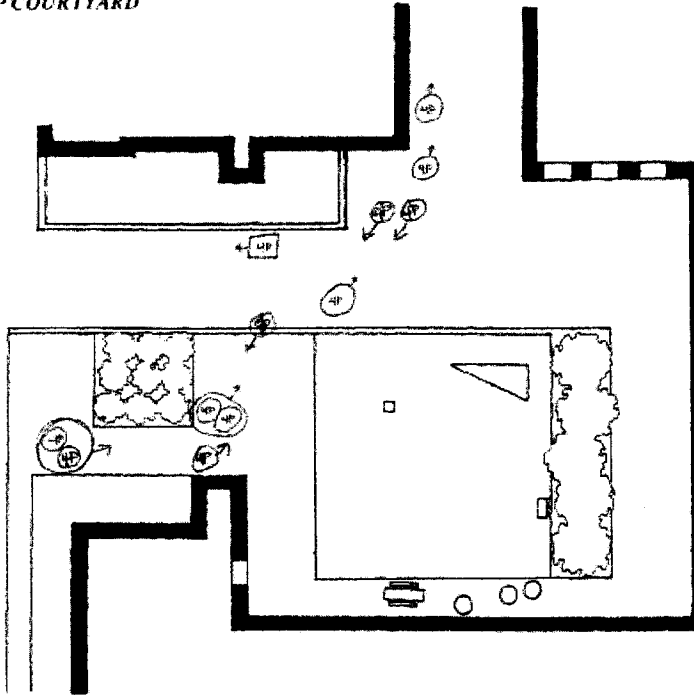
Female ■  
 Male ■

#### EXAMPLE

male college student, standing,  
 playing frisbee  
 F3A

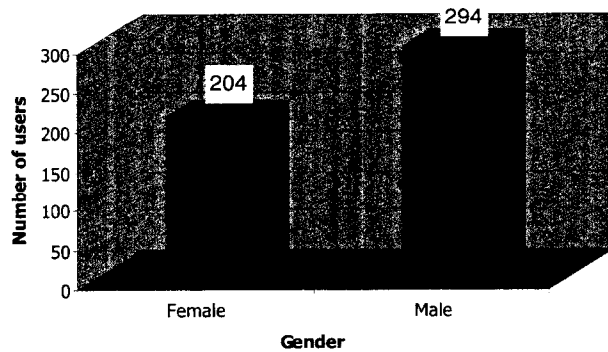
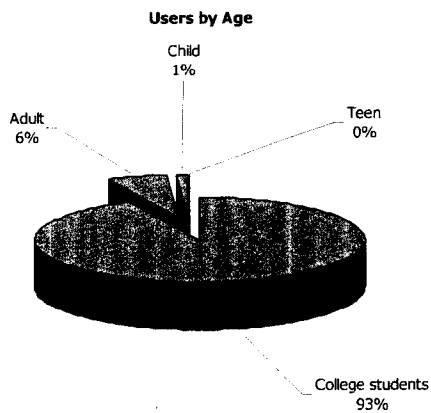


**AUP COURTYARD**

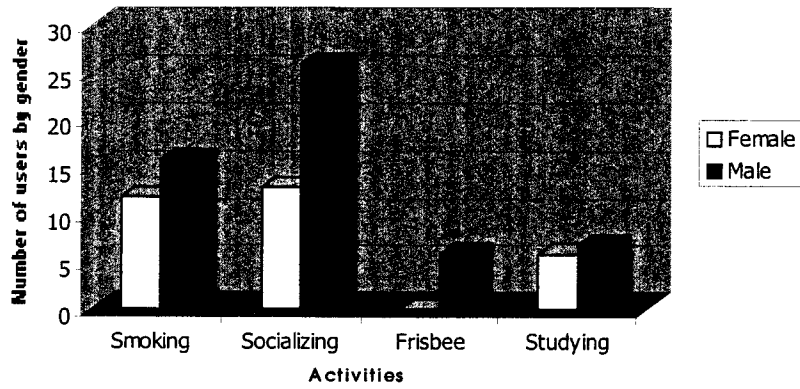


A place-centered map showing postures and activity engagements

| <b>ACTIVITIES</b>   | <b>POSTURE</b> | <b>ENGAGEMENT</b>               |
|---------------------|----------------|---------------------------------|
| Tossing frisbee - F | Sitting - 1    | Passive - P                     |
| Socializing - S     | Squatting - 2  | Active - A                      |
| Studying - ST       | Standing - 3   |                                 |
| Smoking - SM        | Walking - 4    |                                 |
|                     | Lying Down - 5 |                                 |
| <b>AGE</b>          | <b>GENDER</b>  | <b>EXAMPLE</b>                  |
| Young Child - □     | Female ■       | male college student, standing, |
| Teen - ◇            | Male ■         | playing frisbee                 |
| College - ○         |                | F3A                             |
| Older - ⊖           |                |                                 |

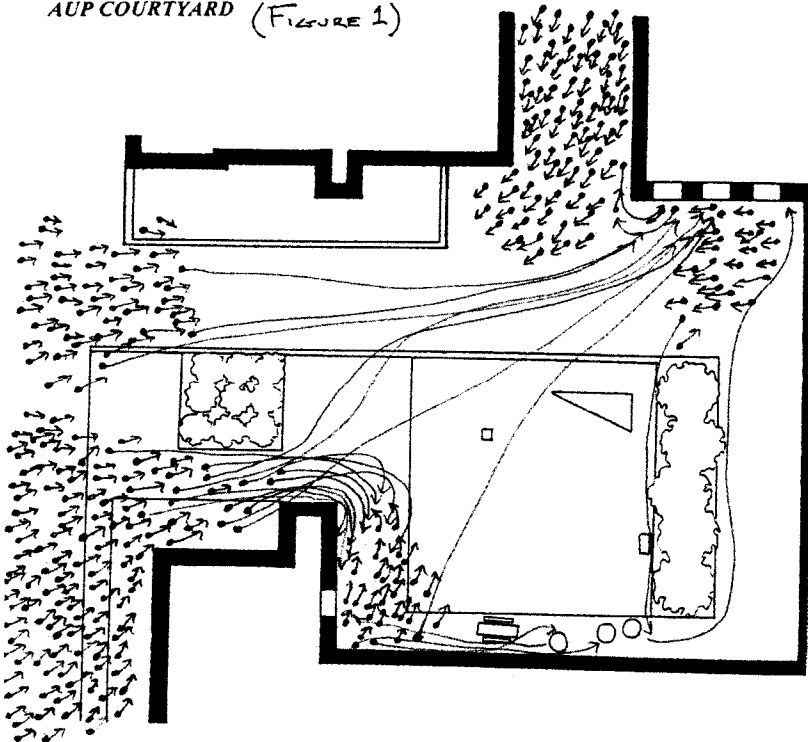


Not unexpectedly, given the context of this school, more college-age people used the courtyard than adults, children or teens; and more males than females were also observed.



The most frequent activity in the courtyard was socializing. The second was smoking.

AUP COURTYARD (FIGURE 1)



People entered and exited the building in specific paths. Very rarely did people cross or enter the courtyard; rather, they skirted around the edges. This may be due to the lack of seating and other desirable qualities of the courtyard design.

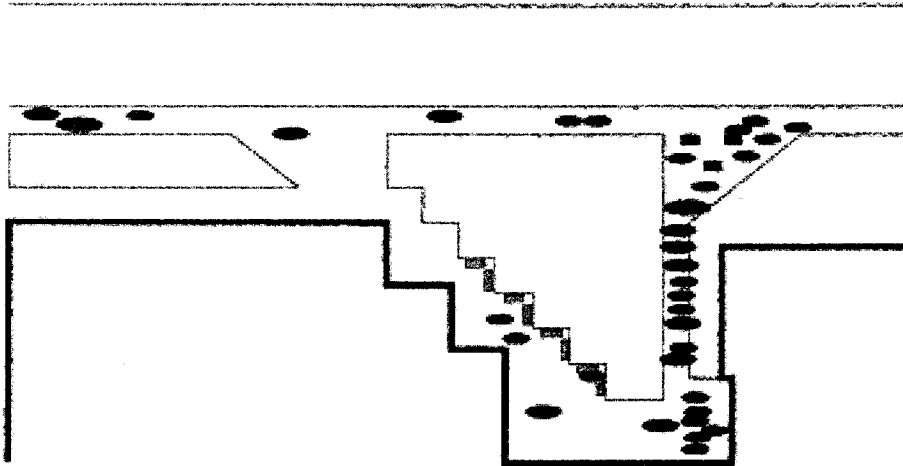
**AGGREGATION: Entry and Exit Patterns**

Female: Red line —  
 Male: Blue line —

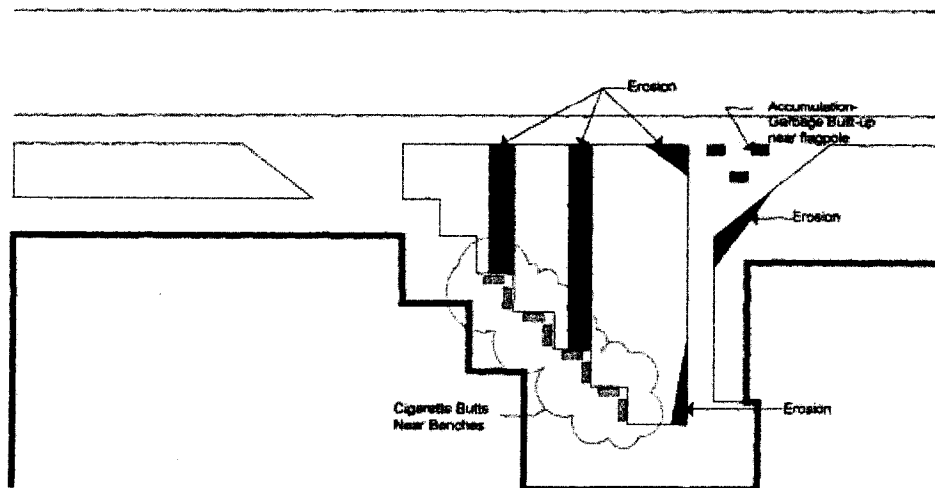
The next example documents the plaza at the entrance to the Golda Meir Library, along Hartford Avenue.

### Group Size and Distribution

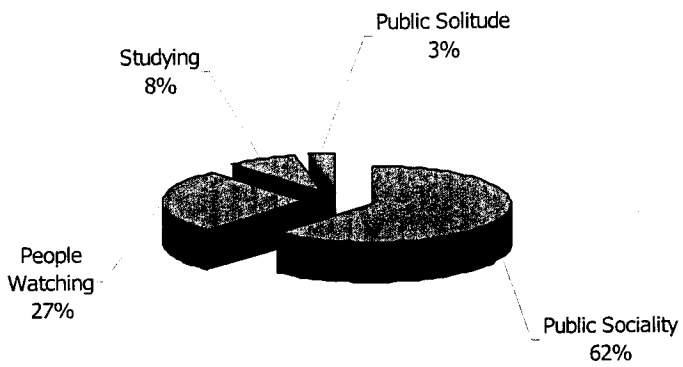
- -Group of Two
- -Group of Three
- -Group of Four or more



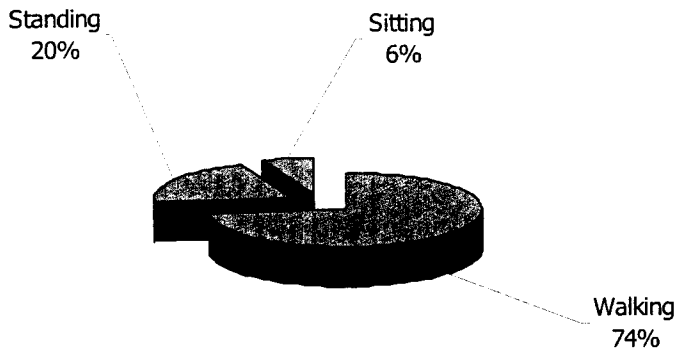
People almost always used the entrance plaza in groups of two or more. Also, activities never occurred within the planted area of the plaza.



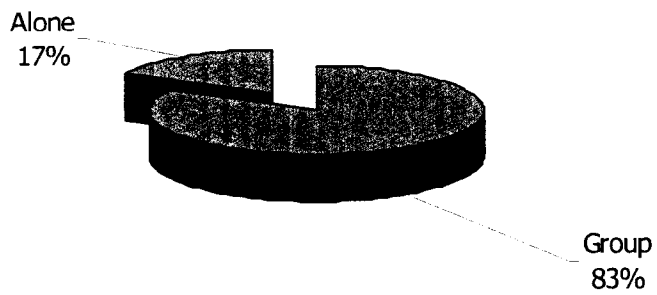
Behavior traces showed erosion of the ground surface due to heavy pedestrian movement or bicycle paths



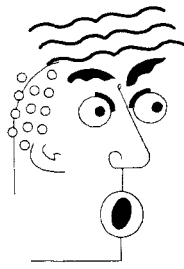
The most frequent activity was socializing; also frequent was people watching. Other activities included studying and public solitude.



More people were walking than sitting or merely standing still.



People were more often in pairs or groups, rather than by themselves.



# PHASE THREE

## Viewpoints and Visions

### Intent:

In this phase of the project, student teams interviewed campus users and neighbors about their use, perceptions, preferences, and visions of public places on campus for enhancing social interaction and aesthetic pleasures; and of their perceptions of physical features that best reflected campus identity.

### Procedures:

1. Student teams had to create survey questions specific to campus users that would help them answer the following research questions. They were given guidelines for developing survey questions. The research questions were divided into two sections, those focusing on:  
1) each team's targeted public space, and 2) the entire campus.

#### *Questions for the Targeted Public Space*

- a. What are the primary (or main) reasons people come to this particular place? What are secondary (or associated) reasons?
- b. What do they especially like about the place (as it relates to their primary and secondary activities there)? What do they particularly dislike about it?
- c. Do they spend time viewing any of the physical objects or features in the setting (e.g. sculpture, building, landscape, fountain, signs)?
- d. How does the weather affect their use and perceptions?
- e. What improvements or changes would encourage them to stay longer to enjoy the place, or would help them enjoy the place more when they do visit there?

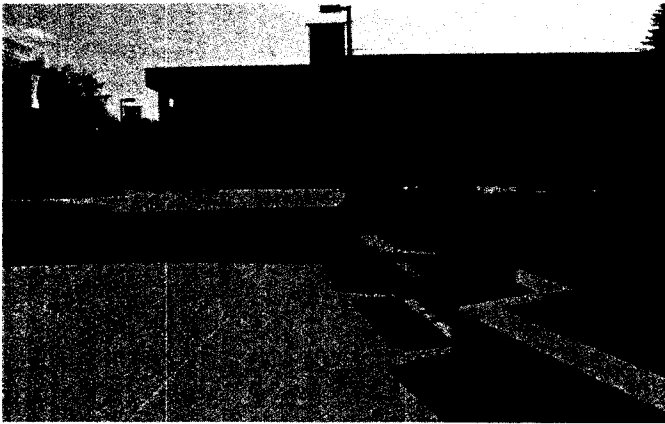
#### *Questions for the Entire Campus*

- f. What building, setting, or other physical feature (e.g. sculpture) on campus best represents the positive aspects of the campus?
  - g. What building, setting, or other physical feature (e.g. sculpture) on campus best represents the negative aspects of the campus?
  - h. What is their favorite public place on campus to (1) people watch; (2) to study (by oneself or with others); (3) to be alone; (4) to enjoy a pleasant view (whether of built or natural landscape)? What makes it their favorite place?
2. The survey questionnaire also contained an introduction, and both open-ended and close-ended questions.
  3. Student teams pre-tested their questionnaires to make sure that the questions were not vague, ambiguous, or confusing. Each team had to show their questionnaire to the instructor or teaching assistant *for approval* before they could start interviewing people.
  4. Each team sampled between 12 and 25 people, and the sample represented a range of different users of the setting (that is, both students and staff/faculty).
  5. One team created a mailed questionnaire that was sent to households in the neighborhood surrounding the campus. A local neighborhood organization, Watertown Landmark Trust, provided a mailing list of their members.

6. Once the information was collected, each team aggregated and analyzed its results to answer the research questions.

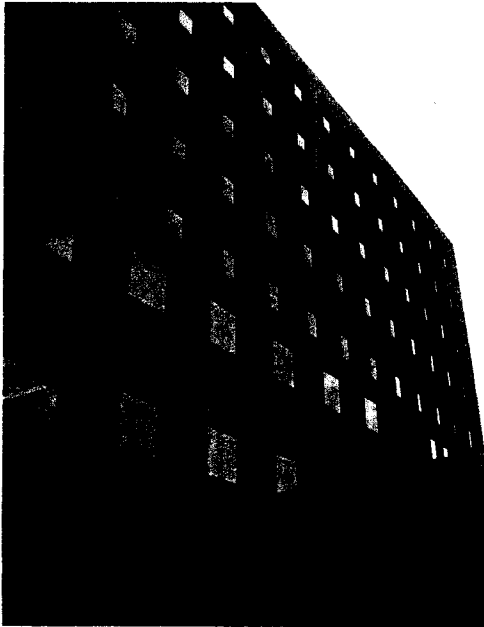
Presented here are a compilation of the students' reports, summarizing the response of over 250 campus users (including faculty, staff, students, and administrators) and 74 residents of the neighborhood surrounding the campus (called here, "UWM Neighbors").

### "Orchids & Onions" on the UWM Campus – A View from the Campus



Student Union

Overall, campus users felt that those spaces that **best reflected the most positive features** of the UWM Campus were the Student Union and Golda Meir Library. The Union was said to be "a nice place to meet friends," "a busy and bustling place with a lot of activities," and that it was "interesting to watch how people behave in the various spaces." Golda Meir Library provided "a space for watching other students" and "was a quiet place for studying and being alone." Other spaces that positively reflected the campus were the fountain plaza between the library and Curtin Hall, and various green, landscaped spaces, such as those at the Sandburg Residence Halls, and the Downer Woods.



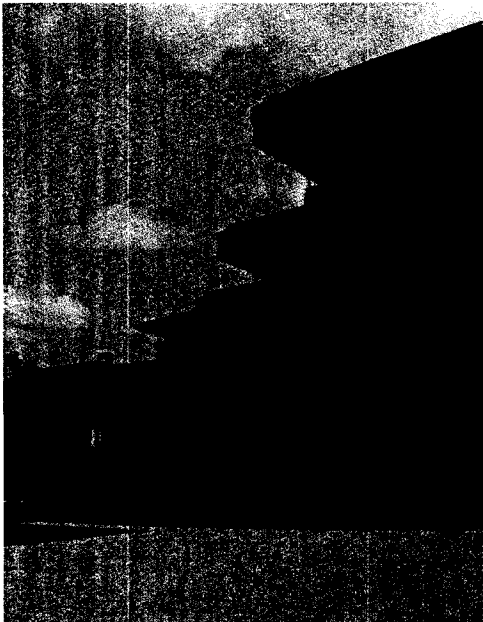
Curtin Hall

There was a range of buildings and physical features mentioned as representing **negative aspects** of the UWM campus. But overwhelmingly, the place most singled out as a poor reflection of the campus was Curtin Hall. Respondents disliked the concrete construction and the style of modern architecture that did not "fit" with many of the old, brick buildings of the campus.



Curtin Hall and surrounding buildings

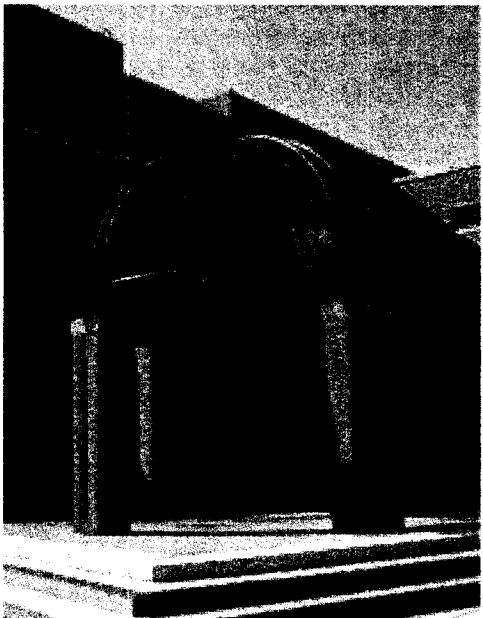
While also liked by some campus users, others felt the Student Union was a “dark, chaotic place that displays an uninviting attitude.” Many other campus buildings – specifically those that are multi-story and usually built between 1960 and 1980, such as the EMS Building, Bolton Hall, the Physics Building and Enderis Hall – were considered as “ugly, unsuitable and out-of-scale.” A few people mentioned that the UWM pedestrian bridge on Maryland Avenue poorly reflected the campus as it “blocks the line of vision” on that street.



Golda Meir Library

The survey also asked campus users about their **favorite campus places for certain activities**. The most favorite public space for *people watching* was the Student Union, followed by Spaight's Plaza and Sandburg Halls. For *studying*, people most often mentioned the Golda Meir Library as their favorite campus place. Also mentioned as favorite places for studying were dorm rooms and study rooms in the Sandburg Residence Halls; the SARUP Building; the Student Union; and various outdoor spaces, such as the grassy area around the Sandburg Halls, the courtyard between the Student Union and the Business School, and the plaza west of Mitchell Hall.

For a place to *enjoy a pleasant view*, respondents mentioned a number of different spaces on the campus, including Downer Woods; the gazebo-sculpture in the courtyard of the Business Building; the west-facing window wall of the SARUP Building to enjoy sunsets; rooms in the Sandburg Residence Halls that view the lake; the fountain near the Golda Meir Library; the SARUP courtyard; and Spaight's Plaza.



Gazebo Sculpture in the Business Building Courtyard



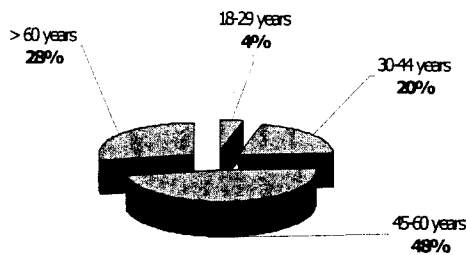
Fountain near Golda Meir Library

## "Orchids & Onions" on the UWM Campus - A Response from the Neighborhood

Members of Watertower Landmark Trust, a neighborhood group in the residential community surrounding the UWM campus, were mailed a questionnaire. A total of 74 surveys were returned and analyzed. The survey asked about their viewpoints and ideas of the public spaces of the campus, including:

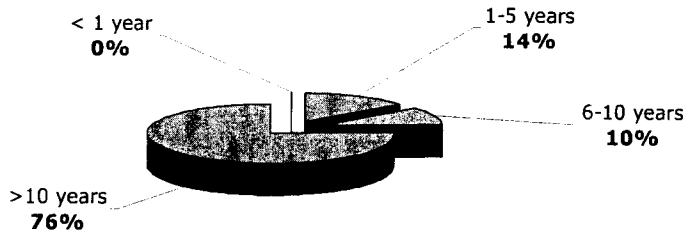
1. **Use of public space on the UWM campus:** e.g., primary reasons for visits to the campus, most favorite space(s) on the campus, spaces and features that are disliked, and features that represent positive and negative aspects of the campus
2. **Suggestions for improving the public spaces of the campus**
3. **General description of the resident:** e.g., age, length of time lived in the neighborhood, the average number of times per month one visits the campus, and the average duration of such visits.

Age of residents visiting the UWM campus



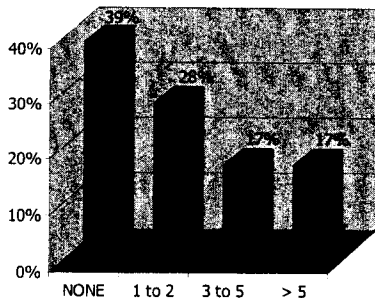
Nearly half of the residents surveyed were between the ages of 45-60 years. More than a quarter of them were 60 years or older.

Length of residency in the neighborhood

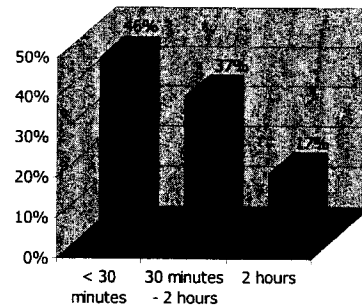


Of those who were surveyed, 76% have lived in the neighborhood for more than 10 years.

Number of visits per month



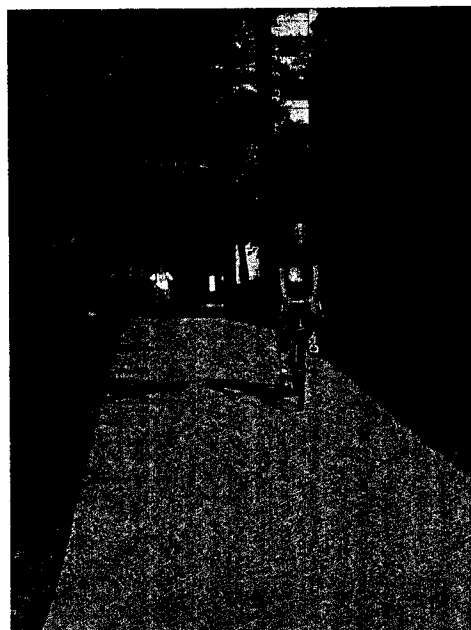
Duration of the visit



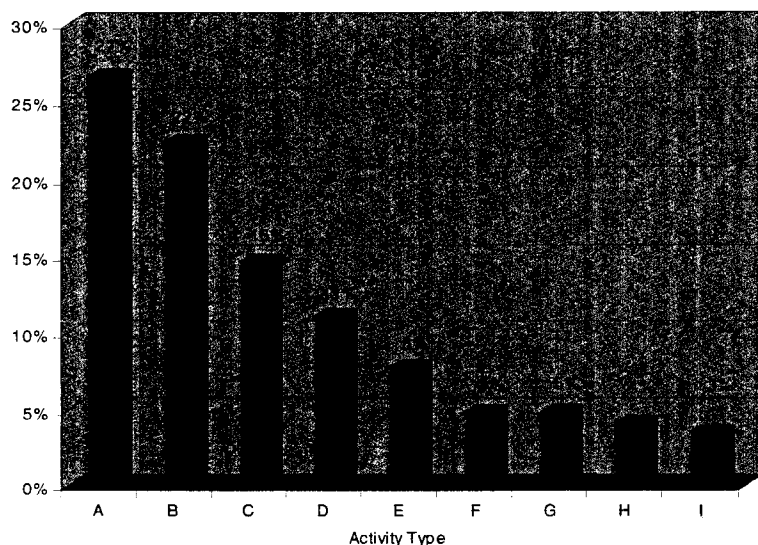
Over a third (39%) of the respondents indicated that they *never* visited the campus on a monthly basis. However, approximately one-quarter (28%) visit the campus once or twice a month; and a third (34%) visit at least 3 times a month or more. But these visits may be relatively brief. When they are on campus, nearly half of the neighborhood respondents (46%) said they stayed less than 30 minutes.



UWM neighbors use the campus for special as well as casual events and activities. Attending conferences, special lectures, and art/music/theatre performances were often mentioned; but also prominent was simply driving or walking through the campus. Interestingly, UWM neighbors were much more likely to use the campus for outdoor exercise (such as jogging) than they were to use the Klotsche Center. **Such usage suggests that a landscaped area or sculpture exhibit that followed a path or meandered through the campus – instead of one that was located in a singular, bounded space in the interior of the campus – would facilitate neighbors' use and enjoyment of the campus for their leisure purposes.** Such "meandering landscapes" (whether sculptural or botanical) are used successfully on many college campuses, such as the topiary walk at Wellesley College, the egghead sculptures that permeate the University of California at Davis campus, and the labeled botanical pathways at the University of New Mexico.



Reasons for campus use



- A - Attend Conferences, Special Lectures, and Performances
- B - Walk or Drive Through
- C - Other (e.g. Use Day Care Center, Book Store, Attend Committee Meetings)
- D - Exercise Outdoors
- E - Use Educational Resources
- F - Eat, Socialize, People Watch, or Public Solitude
- G - Attend Classes
- H - Attend Exhibitions
- I - Exercise at the Klotsche Center

Neighborhood respondents had different opinions about their **most favorite space** of the UWM campus, but the two most prominent spaces were the older brick buildings along Downer Avenue (e.g. Mitchell Hall, Merrill Hall) and the Downer Woods and other landscaped spaces. Respondents preferred the old buildings for their “timeless architecture,” “beauty and attractiveness,” and because they “fit the architecture of the area.” Noticeably, these spaces are along the periphery of the campus – the “seam” that connects the older residential neighborhood and the campus proper.

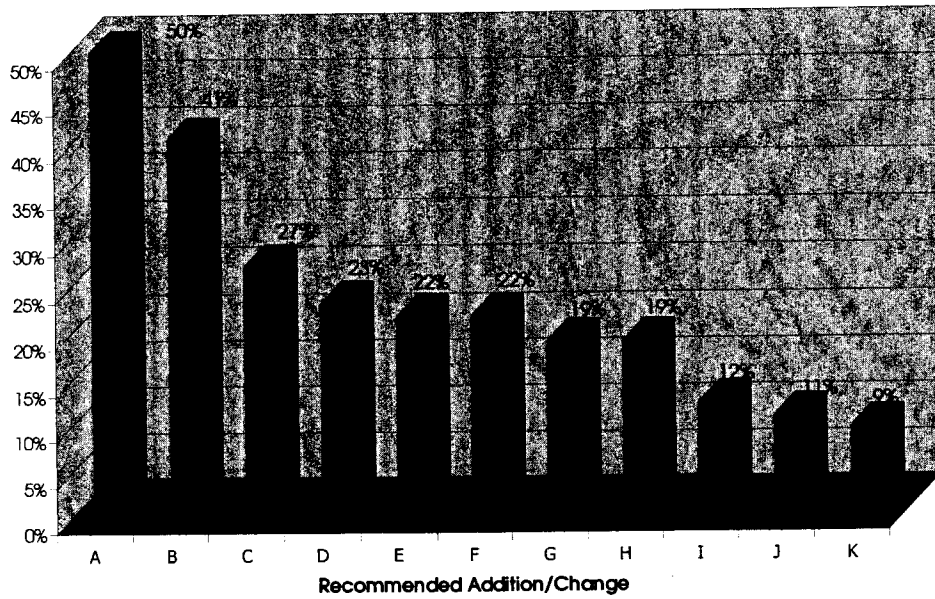


Not surprising then is that **this seam is liked when it reflects the landscaping and building materials of the surrounding neighborhood** – but disliked when the composition abruptly opposes the scale and setting of the neighborhood. Other positive aspects of the campus mentioned were Golda Meir Library because it is “interesting and welcoming.” The banners and signs were singled out by a few neighbors as positive aspects because they “give pride to the campus.”

Similar to findings of the campus users, the **least favorite campus places** mentioned were Curtin Hall and the buildings on the southwest quadrant of the campus, such as Physics, EMS, and Chemistry. Curtin Hall provides a negative quality because it is “pure concrete and ugly.” But neighbors *also* disliked – but to a lesser extent – the two newest buildings on campus: those of SARUP and the Business School. These respondents considered these newer buildings (built in the 1990s) as reflecting negative aspects of the campus because they are “cold and boring,” and “did not match the residential buildings of the area.” The SARUP Building in particular projects a negative quality because “it turns its back to the street (Maryland Avenue).”

### **Suggested Improvements to the Campus:**

When asked about **recommendations for improvement** to make the campus a more pleasing and inviting place, almost half of the 74 neighborhood respondents suggested more landscaping around the periphery of the campus. **More extensive and mature landscaping proximate to the disliked buildings in particular** (e.g. along the Maryland Avenue edge of the SARUP building; a more prominent gateway entry that utilizes extensive shrubbery and trees between the EMS and Physics Buildings on Cramer Street) may provide a more contextual seam discussed earlier. In addition, 30 people suggested adding more outdoor activities, a few specifically mentioning a **farmer’s market and outdoor concerts**.



- A- Landscaping at the Edges of Campus
- B- Outdoor Activities
- C- Outdoor Food Vendors, Lighting on Pathways, and Boulder Signage
- D- Coffee Shop on Downer Entrance
- E- Sculpture Garden in Downer Woods
- F- Outdoor Benches and Tables
- G- Brick Crosswalks for Pedestrians
- H- Other (e.g. Parking spaces, wrought iron fences)
- I- Intergenerational Activity/Learning Center
- J- Information Kiosks
- K- Playground on Downer and Edgewood Avenues



# PHASE FOUR

## Generating Design Ideas



### Intent:

The final phase built upon the work of the previous phases. Here students had the opportunity to apply what they learned from their field research and from the research on campus public outdoor spaces, to a redesign of their designated setting.

### Procedures:

1. After reviewing their research of the previous phases, each team developed 2 goal statements; 2 performance requirements (PR) for each goal statement; and at least 2 concepts for each PR. The goals were to only address social interaction and aesthetic pleasures. Students reviewed the book, *Architectural Programming: Information Management for Design*, by Donna Duerk, in constructing these.
2. Using a plan of their existing setting, each team annotated on the plan those physical design features that detracted and enhanced social interaction and aesthetic pleasures. These annotations mentioned what the physical feature was and what quality (e.g. social interaction, aesthetic pleasure) it detracted or enhanced.
3. Then, each team redesigned the setting. In the redesign, they had to address (either by retaining from the existing setting or by re-designing) *at least 6* physical design features that enhanced their goals. Again, these features were *annotated*.

#### Goal Statement:

is a statement of an ideal quality level in which the design should have to be successful. It is developed to clearly express the level of quality to be reached by the final design.

#### Performance Requirement:

is a statement of measurable function that the design must live up to in order for the goals to be reached.

#### Concept:

is a captioned diagram that illustrates how space(s) should be physically organized in such a way that it facilitates the appropriate level of function (that is stated in the performance requirement).

## Example of Lapham Hall Courtyard and Interior Foyer

In setting a goal to *enhance social interaction* in the Lapham Hall Courtyard and Interior Foyer, one student also provided her justification for the specifics of her goal based on her prior observations and surveys:

**To create an inviting, comfortable space for users of Lapham Hall's foyer and courtyard that maximizes socializing, eating and studying all year round and minimizes nonuser traffic through the courtyard.**

*This goal is being addressed based on the following findings:*

*Highest activity observed in courtyard/foyer:*

*people walking through courtyard*

*One of lowest activities observed:*

*studying with someone*

*Observed socializing w/specified posture:*

*socializing/sitting: 8%*

*socializing/standing: 29%*

*socializing/walking: 63% \**

*Highest suggested improvement*

*add tables/chairs*

*2<sup>nd</sup> highest suggested improvement*

*add food carts to courtyard*

*Especially liked features:*

*openness, greenery, benches, natural lighting*

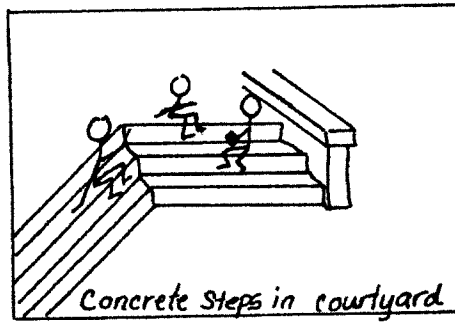
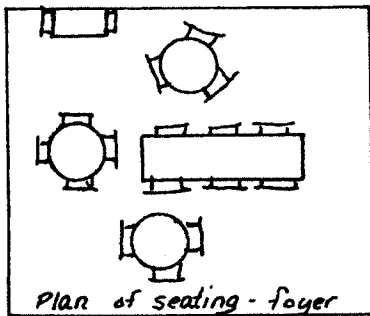
*General conclusion: The courtyard itself does not have any features that promote one to actually use the space. It is however, full of heavy pedestrian traffic simply passing through. Even though the courtyard is underused or misused, based on open-ended survey responses, there was an expressed want to use the courtyard. People like to be outdoors, but there has to be features offered that promotes gatherings. The foyer offered many little features but nothing that fostered either short-term or long-term social interaction. There are some fixed benches along the eastern and western walls of the foyer but the only activity that the arrangement conjures up is studying alone. Socializing was noted most when people were walking. Either they were leaving/going to another part in Lapham Hall or they were walking through the courtyard. When stationary and socializing, most likely there was another, more primary activity taking place, such as copying or using the vending machines which are short-lived activities.*

As a result, she developed these performance requirements and concepts that any redesign should follow to help meet that goal.

**Performance Requirement 1**

Students, faculty and others using Lapham Hall's foyer and courtyard should have available several fixed and semi-fixed casual seating options to be used for studying, eating and socializing in varying group sizes. These seating options should be located both in the foyer and courtyard.

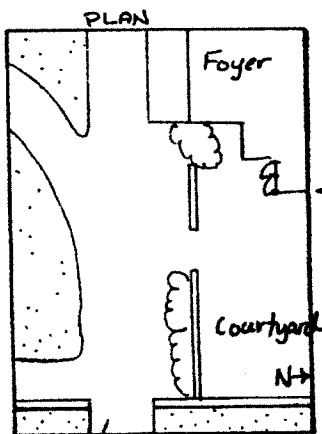
**Concepts**



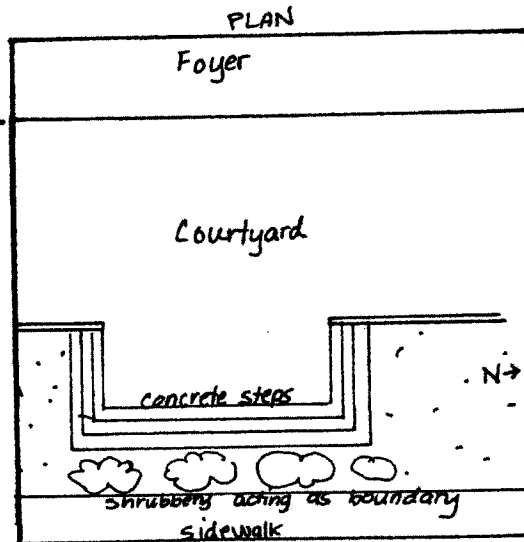
**Performance Requirement 2**

Students, faculty and others using Lapham Hall's courtyard should have a feeling of separation from any major adjoining general campus walkways. The courtyard design should minimize general campus traffic by creating natural and man-made boundaries that annotate the territory of the courtyard.

**Concepts**



new ramp from SW quadrant of campus to Maryland Ave.



In a similar manner, she developed goals, performance requirements and concepts to enhance the aesthetic pleasures of the Lapham Hall courtyard and foyer.

## **GOAL 2: addressing aesthetic pleasure**

**To create an enjoyable, relaxing and visually appealing atmosphere in Lapham Hall's foyer and courtyard that increases ones time spent there.**

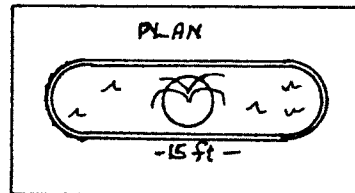
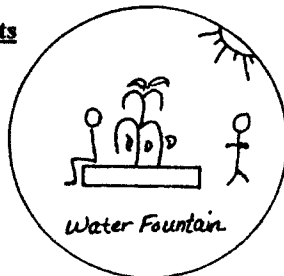
*General conclusions from previous field findings:*

*The foyer and courtyard offer no features that evoke any sort of aesthetic pleasure. The courtyard has no form of art or an interesting façade that sparked a glance. The foyer is also void of pleasing features. There is no artwork, no interesting circulation patterns or architectural forms. The top features that were especially liked were; the large amount of lighting in the foyer due to the large windows, a feeling of 'open space' (most likely due to the large windows) and the greenery of the courtyard. The features that 'caught there eye' were again the large windows and several courtyard elements pertaining to nature. Features that were especially disliked in the foyer and courtyard were summed into two categories. The primary theme was that the space is old and falling apart. The secondary reason was that the area is perceived as plain and boring. These likes and dislikes are not all tangibles and relate more to how one feels when in the space.*

### **Performance Requirement 1**

The courtyard should offer a large-scale interactive artistic object that stimulates multiple sensors. It should be centrally located and also serve as a rest spot.

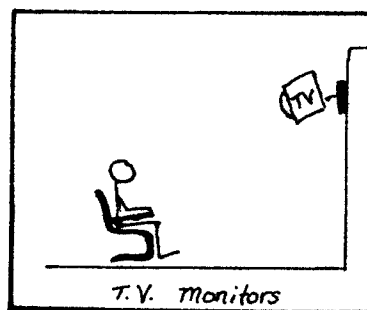
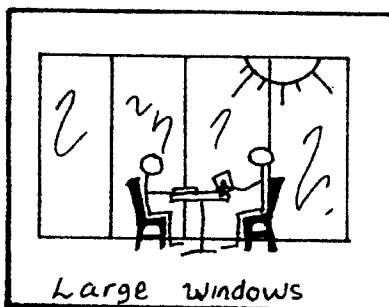
#### **Concepts**

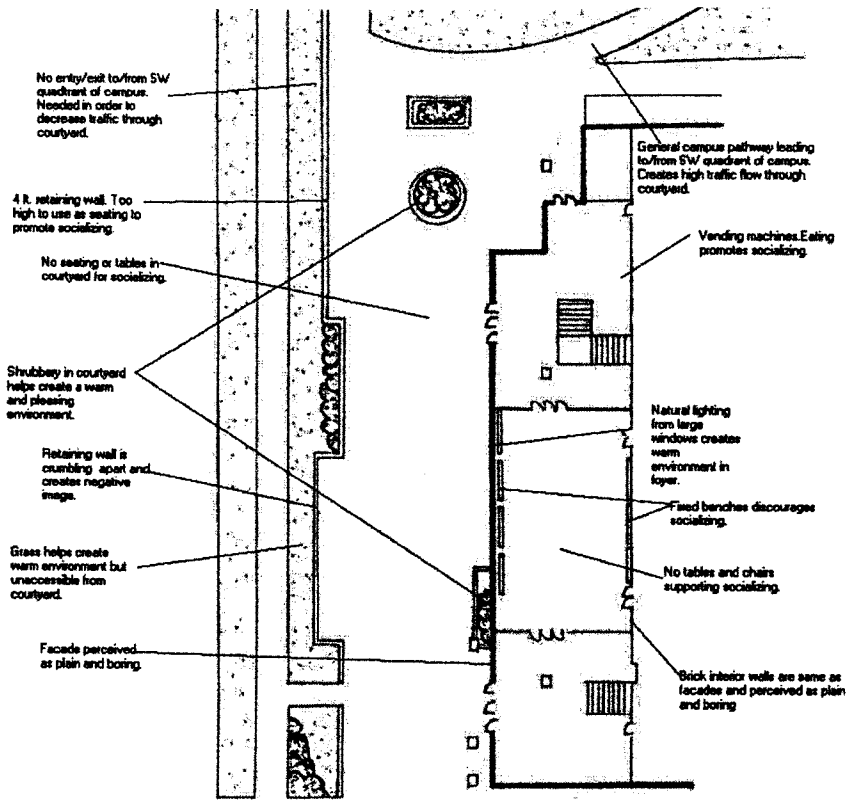


### **Performance Requirement 2**

The foyer should offer multiple forms of visual stimulation that enhances relaxation. Appropriate seating arrangements should be strategically placed to aid in maximizing these various features.

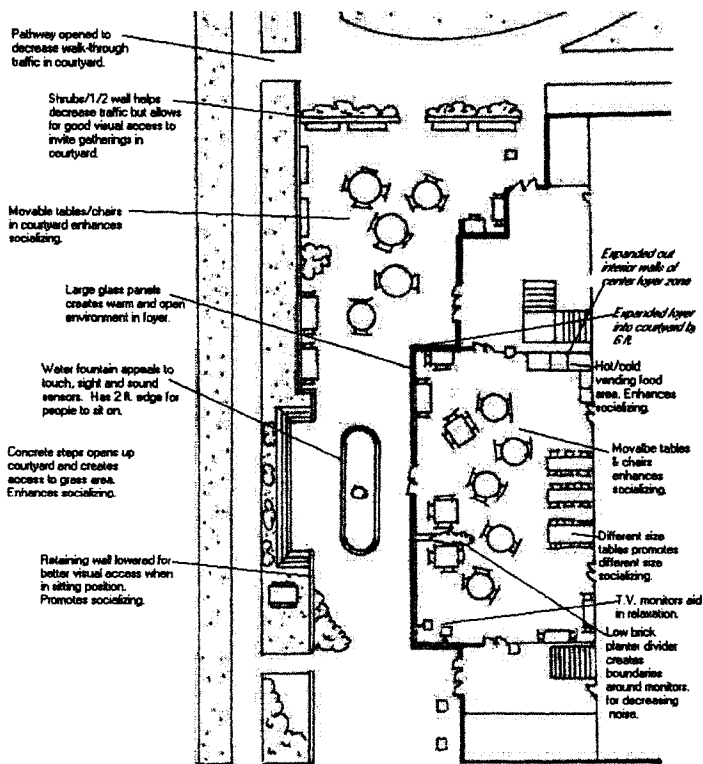
#### **Concepts**





Annotated evaluation of Existing Courtyard and Foyer

Based on these programmatic statements and goals, she evaluated the design features of the existing Lapham Hall courtyard/foyer setting, assessing the extent to which the present amenities and layout helped meet those goals.



Redesign recommendations

She then turned her focus to **redesigning the space**, stating how particular design features would enhance social interaction and aesthetic pleasures there.



## Example of Sandburg Greenspace

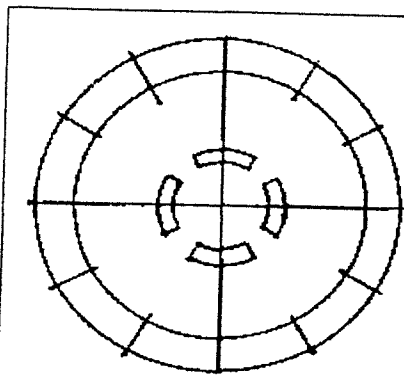
In a similar manner, another team took on the challenge of the Sandburg Greenspace – a prominent but under-utilized area of the campus at the corner of Hartford and Maryland Avenues.

They established two **goals**: (1) to provide an attractive destination for human interaction and active engagement with the site; and (2) to provide visual interest through aesthetically pleasing features. The **performance requirements** and **concepts** they established to help meet these goals included the following:

### Performance Requirement 1:

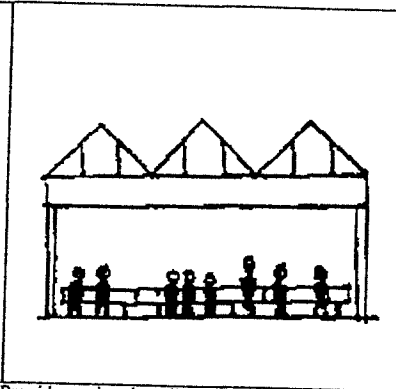
The Sandburg Greenspace shall provide an inviting atmosphere that allows for group interaction.

Concept Diagram A



Provide seating that allows for groups of people to congregate and interact.

Concept Diagram B

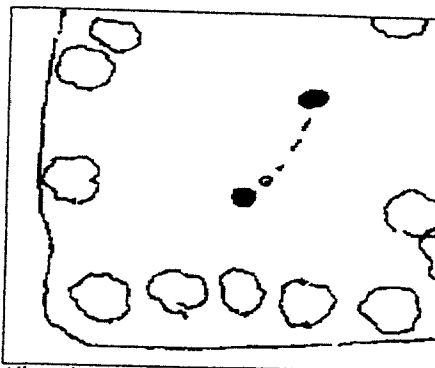


Provide seating that allows for people to interact while waiting for the bus.

### Performance Requirement 2:

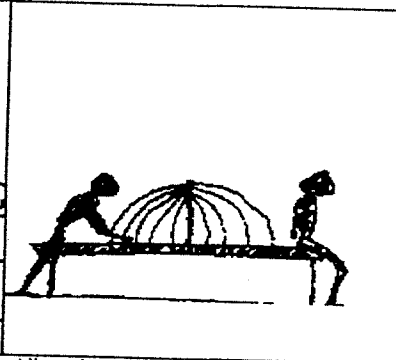
The Sandburg Greenspace should provide places which encourage users to interact with the environment.

Concept Diagram A



Allow adequate open space so users may partake in physical recreation.

Concept Diagram B



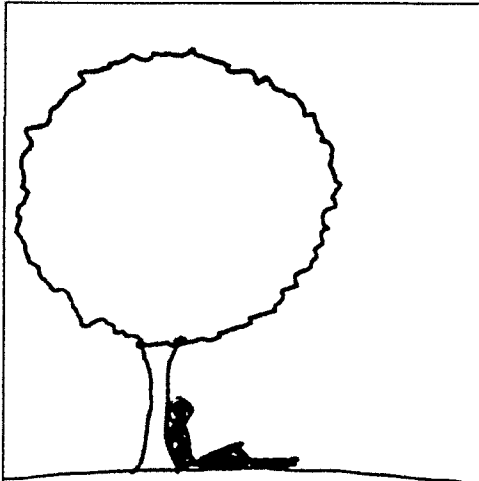
Allow a human scale for the fountain to engage users to interact with it.

Performance Requirement 1:

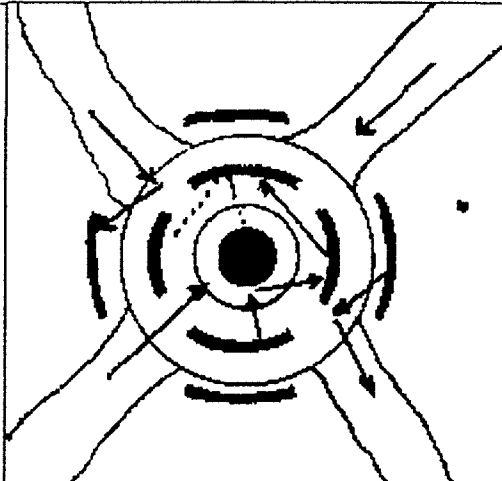
The Sandburg Greenspace shall provide intriguing opportunities for users to passively engage the site.

Concept Diagram A

Concept Diagram B



Provide shaded areas and other landscape where users can retreat and simply relax and look at their surroundings.



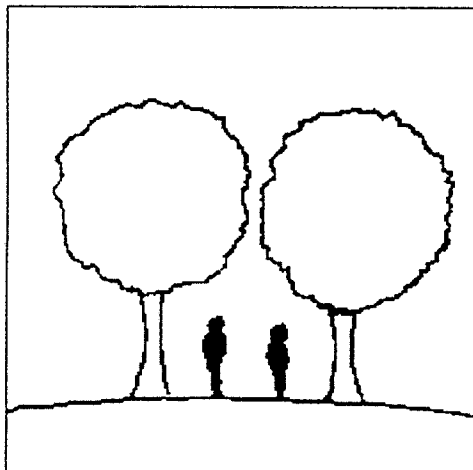
Seating around the fountain allows users to look inward and outward, toward or away from the fountain.

Performance Requirement 2:

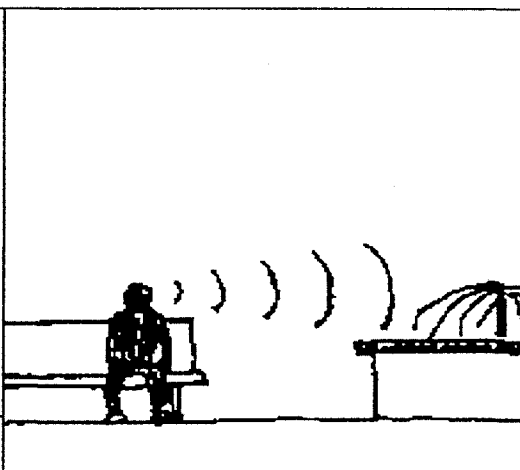
The Sandburg Greenspace shall create an environment which encourages different experiential qualities.

Concept Diagram A

Concept Diagram B



Tree-lined paths create a human scale and a comfortable place to walk.



The fountain would offer users of the space enjoyment of peaceful sounds, such as running water.

Their final **redesign** incorporated design features that better addressed social interaction and aesthetic pleasures of this important site of the UWM campus.

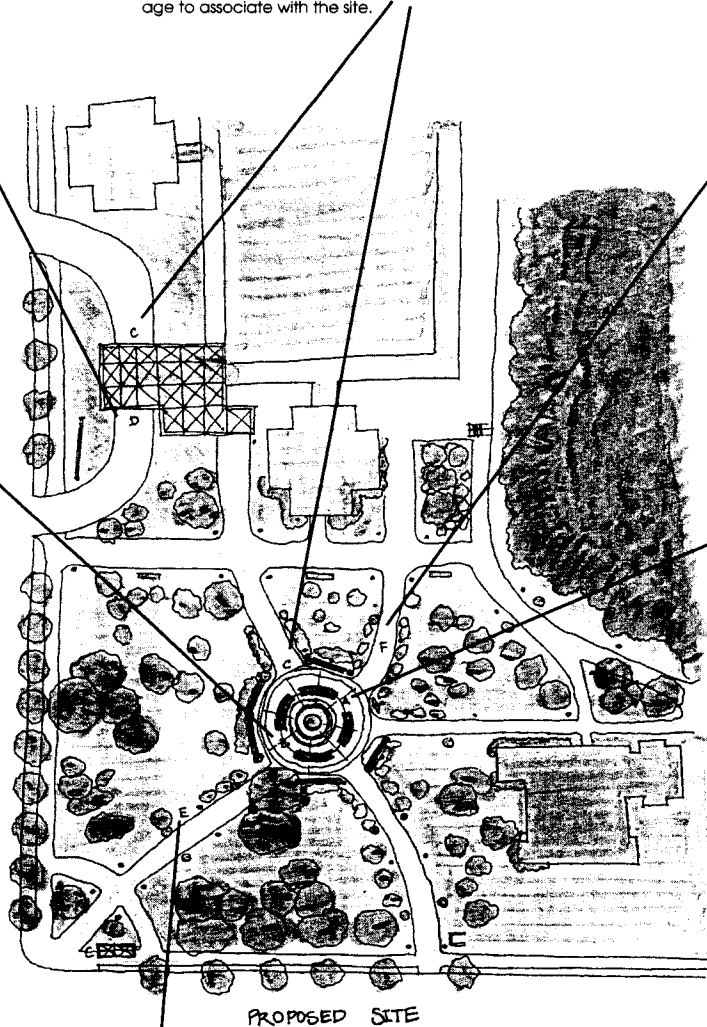
**C. Create Landmark Features:** The proposed design includes adding some memorable landmarks within the park. A fountain serves as the focal point of the site. Not only would it be soothing to experience, but it will also become a familiar place to congregate. Another recognizable feature is the covered drop-off, which would become the formal primary access point from the street to the building. It would become the "Front Door" of Sandburg Halls. The unique architectural style of the canopy, with its glass pyramid roof, makes it a memorable place. Similarly, the bus stop shelter, patterned after Sandburg's canopy, would become a recognizable image to associate with the site.

**D. Provide Outdoor Shelter:** The new park layout provides some additional outdoor shelter on the site in the form of a covered entrance to Sandburg Halls. This canopy would protect people from the elements. People exiting and entering cars in the driveway are shielded from wind, sun, snow, and rain, making for a convenient drop-off or pick-up.

**B. Provide Interesting Things to Look At:** The new design scheme adds several objects of visual interest to the site. The planters, formally located along the paths and fountain, will add a variety of colors throughout the site. The fountain, with its sphere of water, is also an eye-catching addition. The form and materials of the bus stop and covered drop-off canopy allow for visual interest as well.

**F. Creating a Variety of Landscape Features:** The new design scheme allows for landscaping improvements. Planters, which provide a place for colorful flowers to grow, are the major addition. Some planters are incorporated into the benches as one combined unit, while other planters are independent fixtures. Rows of trees and hedges are planted along the pathways, which emphasize circulation patterns. The area along the walkways that have natural canopies formed by the trees, become an "outdoor room" which provides another experience for pedestrians.

**A. More Places to Sit:** The proposed redesign of Sandburg Park includes adding more seating. The seats provide a place for people to sit or lay down. There are several benches for people to use alone or in groups. Benches are placed along the walkways near the fountain. This allows for person-to-person interaction among sitters as well as between sitters and pedestrians.



**E. Provide Some Outdoor Lighting:** The proposed redesign of Sandburg Park includes improving the current night lighting. The addition of more lights would improve the lighting conditions and create a friendlier night-time atmosphere, showing that the park is a significant feature of the entire campus and is still usable after dark. Better lighting would also increase safety within the park. In addition, decorative lighting could be incorporated into the fountain, thus highlighting it as an amenity to the site.

# ACKNOWLEDGEMENTS

There were many other assessments and design recommendations from students on the vast range of campus public places. What we cover in this booklet only scratches the surface. However, systematic evaluations of the campus have led here to more insightful re-thinking of the nature of our public places. Our intent is to encourage administrators and others on the UWM campus and in the UWM community to seriously and creatively consider the potential, and importance, of the physical environment in enhancing all dimensions of educational experience.

The students of ARCH 302 class of Fall 1999 who participated in this work include:

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| Congdon, Nicholas L.       | Olson, Chad Allen             |
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| Erickson, Todd James       | Palenski, Jeffrey Allan       |
| Falk, Laura Elizabeth      | Peterson, Amy K.              |
| Feile, Eric P.             | Pliska, Ryan Thomas           |
| Fisher, George Matthew     | Ringhand, Jessica             |
| Gagnier, Matthew John      | Ruiz, Dwayne                  |
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| Giuliano, James A.         | Schoedel, Eric Alan           |
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| Guarin, Melisa Emilia      | Stanton, Kattie Jean          |
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| Hoerter, Sara Ellen        | Viola, Anthony Jon            |
| Iusi, Dexture Tyler        | Wawrzyniak, Paul              |
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| Kelly, Sean Matthew        | Yee, Catherine                |
| Konczal, Daniel Joseph     | Ziemer, Erin Marie            |
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