



*defining the civic realm*

UNIVERSITY *of* FLORIDA  
Campus Design Guidelines

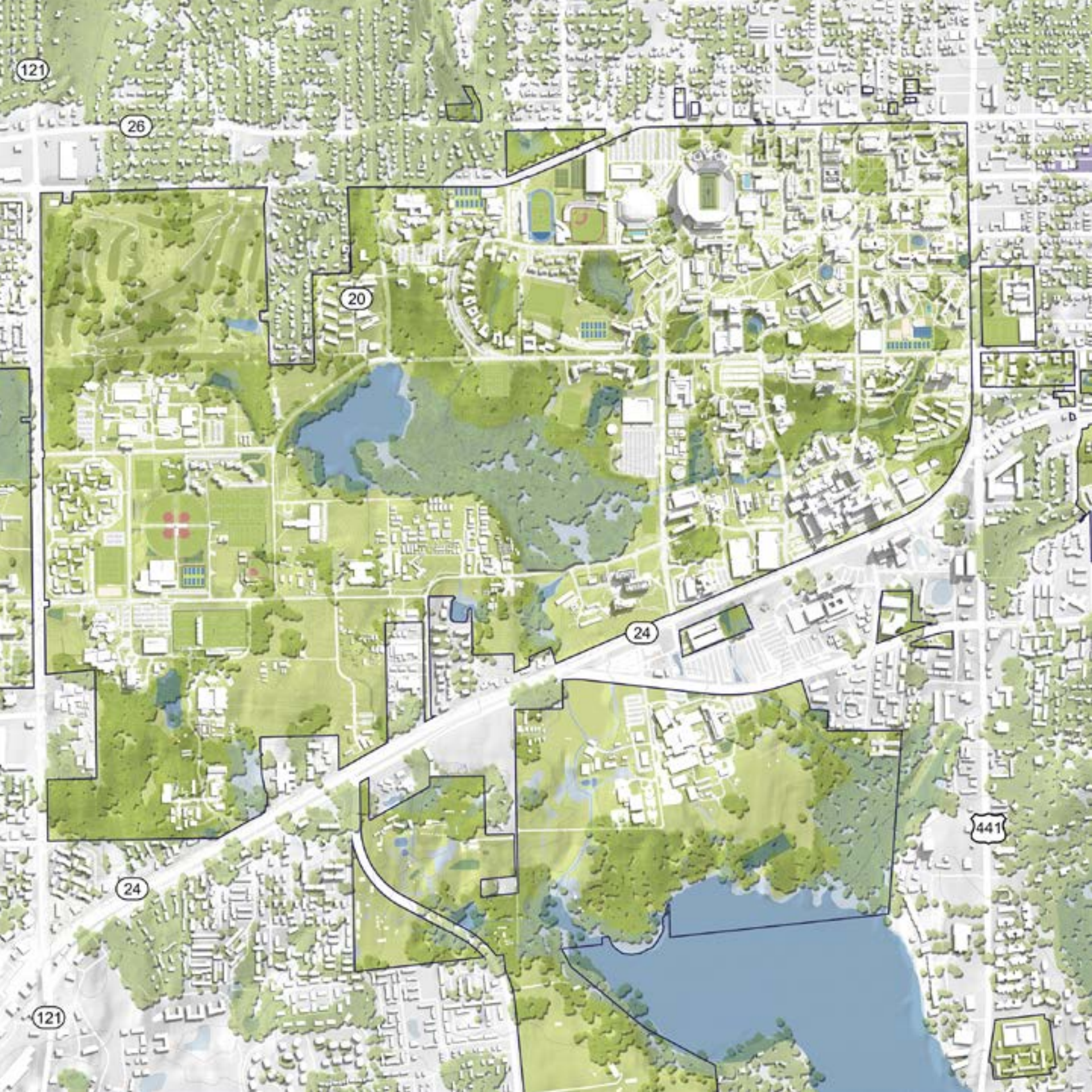
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# 1.1 PURPOSE

## What is the purpose of the Campus Design Guidelines and how do they relate to the 2016 Strategic Development Plan?

The University of Florida Campus is part of a greater community structure that extends widely across Alachua County and affects the region ecologically, economically, and culturally. As a major employer and landholder, the institution must incorporate policies that respect neighborhoods and promote healthy, vibrant working and learning environments. The character and quality of an institution's physical assets reflect its attitude toward its host community. Thoughtful treatment of campus edges, the openness of campus spaces to the city, and integration of its natural greenways as public parks all contribute to the sense of the University as a shared civic amenity.

The policies and principles embodied in the 2016 Strategic Development Plan, a joint effort between the University of Florida and the City of Gainesville, in many ways form the foundation for the Design Guidelines. Priorities such as strengthening city and campus connections, enhancing the pedestrian experience, improving land use by creating density, and discovering new partnerships all contribute to a broader UF community unified by common goals.

Together, the Strategic Development Plan and the Design Guidelines seek to strengthen connections beyond the defined limits of the campus. Early in the development of the American university, the founders of the institutions broke with the tradition of their European counterparts and sought campus locations in bucolic, rural settings. Set apart from the distractions of urban life, the idealized vision of a self reliant community devoted to scholarship took root. Today, the American campus looks outward rather than inward. The community of learning is not limited by physical boundaries. Initiatives such as the Strategic Development Plan seek to make new connections through partnerships, shared venues, business and research ventures, and shared resources. While the university seeks to look outward and make connections, it also must ensure a cohesive campus environment that brands the university as much as any mascot or toptier academic program. If successful, the physical design approach will aid in comprehending the campus physical organization and communicating the values of the institution. The Campus Design Guidelines provide the framework that gives physical meaning to the mission and aspirations of the the institution.

A plan of the University of Florida showing the adjacent city fabric and natural features.





## 1.2 THE GOALS OF THE DESIGN GUIDELINES

### Defining the campus civic realm, preserving campus character, and promoting design innovation.

The primary goal of the Design Guidelines is to ensure that the existing campus civic structure and quality of buildings is maintained, strengthened, and extended. The civic qualities of a campus can only be achieved through the proper modulation of density and proximity. Generally speaking, the campus should be an urbane environment capable of balancing the public interests of the academic community with the private interests of the institution's many individual stakeholders and disciplines.

The three dimensional build-to envelope described in the Guidelines will ensure that open spaces are appropriately scaled and that building facades will provide consistency throughout the campus. A well maintained and hierarchical system of landscaped streets and pathways will ensure that eccentricities in the existing campus fabric are knit together and that future projects will relate to overall campus organizational strategies.

The Guidelines provide direction for enhanced integration of the campus historic core with neighboring campus areas to the south and west. The characteristic frequency of pathways in the historic core provides a benchmark for integrating other zones into the broader composition. An enjoyable and comprehensive campus can be achieved through infill, improved circulation and consistent attitudes toward the overlaid campus systems of landscape, circulation, civic spaces, and buildings.

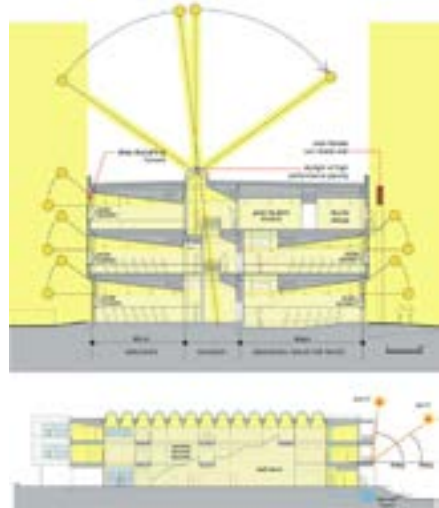
The document addresses the campus response to climate in a holistic manner. They promote the integration of long-standing climatically responsive typologies such as courtyards and courtyard buildings. They integrate landscape strategies that are specifically suited to northern Florida while reducing the maintenance burden and the consumption of resources. The Guidelines suggest the implementation of architectural design elements that reduce cooling loads and provide thermal comfort for pedestrians such as arcades, awnings and covered entrances.

In some ways, the Guidelines provide a vision for the campus future. The pressures of responding to climate change may lead to new paradigms of building form and articulation not present on the UF campus today. Provided the goals and principles of this document are adhered to, a marriage of campus-wide consistency and stylistic expression and innovation can be achieved.

### The primary goals of the guidelines:

- Reinforce the best aspects of the campus and provide guidance for a creative, yet cohesive architecture and landscape.
- Promote sustainability through resource management and climatically responsive typologies.
- Strengthen campus circulation, define a hierarchy of streets and pathways in support of the Campus Landscape Master Plan.
- Improve the legibility and sense of hierarchy of campus spaces.
- Enhance the natural campus systems and better integrate conservation areas with the campus.





1 Examples of past design review presentation materials.

## 1.3 THE DESIGN REVIEW PROCESS

### What is the pathway forward for future design consultants?

The quality of the University of Florida's physical environment is monitored by the Architectural Review Council (ARC). The ARC is comprised of faculty from the UF College of Design, Construction & Planning (DCP), staff from the UF Planning Design and Construction Division (PDC), as well as architectural alumni, and practicing architects, landscape architects and urban designers. The Council serves in an advisory capacity to the Faculty Senate Land Use and Facilities Planning Committee, providing the professional expertise needed by LUFPC to fully evaluate the work submitted by our professional consultants. The ARC is also advisory to the university administration, which ultimately is responsible for delivering the building program with quality design. It is important that the design of buildings and open spaces contribute to the preeminence of the university and follows the concepts advanced in these Campus Design Guidelines as well as other University programs. Rather than dictate design, the ARC will guide the design process by asking the right professional questions, and will lead consultants, as well as the greater University community, to a deeper understanding of the role of architecture on campus.

The design process for university consultants is detailed in the Design Services Guide. The ARC is one step in a series of reviews that also involve several Joint Faculty Senate Committees and regular meetings with the Owner and user groups.

### What are the responsibilities of the ARC?

- To monitor design projects and ensure that they comply with the concepts proposed in the Campus Design Guidelines as well as the overall intent of the Strategic Development Plan.
- To develop and update the Campus Design Guidelines and recommend modifications to the Campus Master Plans as required.

### Which projects require review?

- Any major project that adds to or alters the architecture or open space on or adjacent to campus
- Minor projects may be reviewed, depending on significance or extent of impact upon the architecture or open space on or adjacent to campus
- Any project that affects the civic spaces on campus

### When are projects reviewed?

- The ARC meets regularly as required to maintain project schedules. Projects are reviewed individually by ARC members and project progress may be submitted continuously electronically.
- The ARC may discuss projects with the design team and UF Project Manager by e-mail and, when needed, may schedule presentations for the regular meeting.
- At a minimum, projects should be reviewed by the ARC at
  - Schematic Design, and
  - Design Development
 In some instances, design phases may be combined.
- The University Architect or consulting architect reviewer will review on-site mock-ups

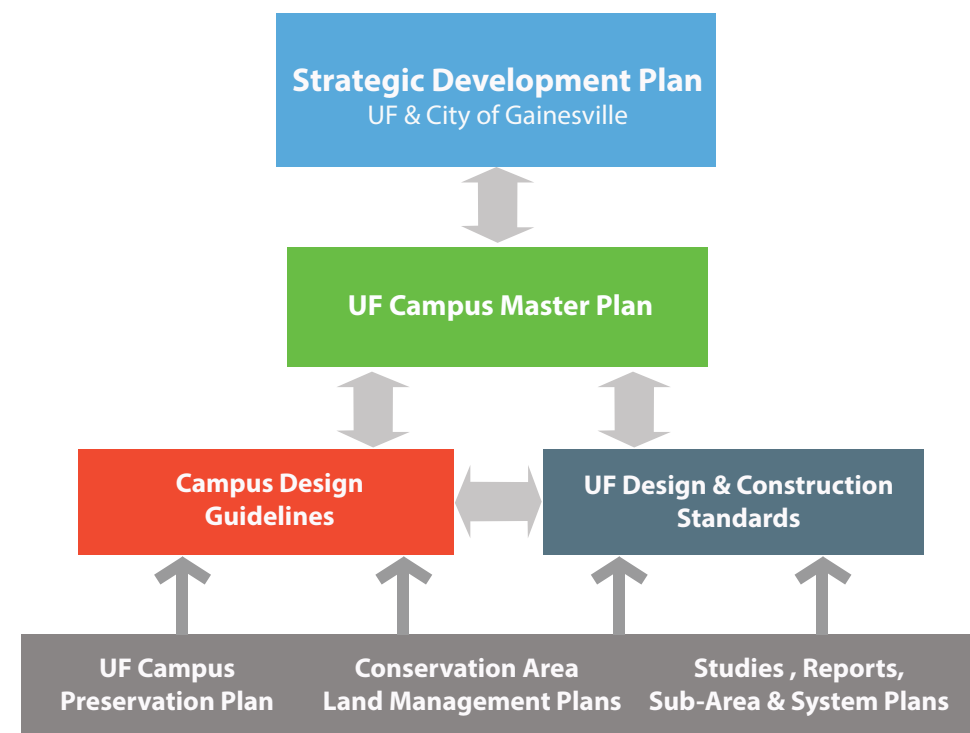
### What presentation materials are required by the ARC?

- Design professionals are encouraged to consult the ARC webpage (<http://www.facilities.ufl.edu/committees/arcmeetings.html>) for submittal requirements in addition to the requirements listed in the UF Agreement Between Owner and Professional and the UF Design and Commissioning Service Guidelines ([www.facilities.ufl.edu](http://www.facilities.ufl.edu)).





1 Representative components of the overall campus planning documents.



2 The structure of UF planning documents showing the interrelationship of the parts.

## 1.4 CURRENT UF PLANNING & DESIGN DOCUMENTS

The Campus Design Guidelines as an integral component of the UF planning documents.

The 2016 Campus Design Guidelines are one important component in a hierarchy of documents provided by UF Planning, Design & Construction to guide design professionals through capital construction projects. These documents provide stratified levels of understanding and direction for prospective designers and builders ranging from regional policy and aspirations to specific requirements for construction materials. The content of each document is meant to complement and reinforce one another.

### The 2016 Strategic Development Plan

Describes long-term initiatives and partnerships between the University of Florida and the City of Gainesville. It outlines policy and principles directed toward creating a vibrant community that fosters innovation and sustainable practices. The document proposes both physical and non-physical principles for creating better connectivity between the city and campus, strengthening neighborhoods, creating density and campus/city/business collaboration.

### The 2015-2025 Campus Master Plan

Mandated by the State of Florida, the UF Campus Master Plan provides goals, policies, and objectives for guiding construction on the main campus and certain non-contiguous parcels including intergovernmental coordination and public infrastructure concurrency. Prescriptive policies are organized typologically. It contains documentation of both man-made and the ecological conditions of the campus. The document provides recommendations for future building placement and infrastructure initiatives.

### UF Campus Landscape Master Plan

Currently under development.

### UF Design & Construction Standards

The Standards establish requirements common to all facilities comprising the UF campus. They are meant to ensure that projects are durable, easily maintained, safe, and compatible with existing and planned facilities. Organized in CSI format, the document stipulates generalized requirements for materials and procedures.

### UF Design & Commissioning Services Guide

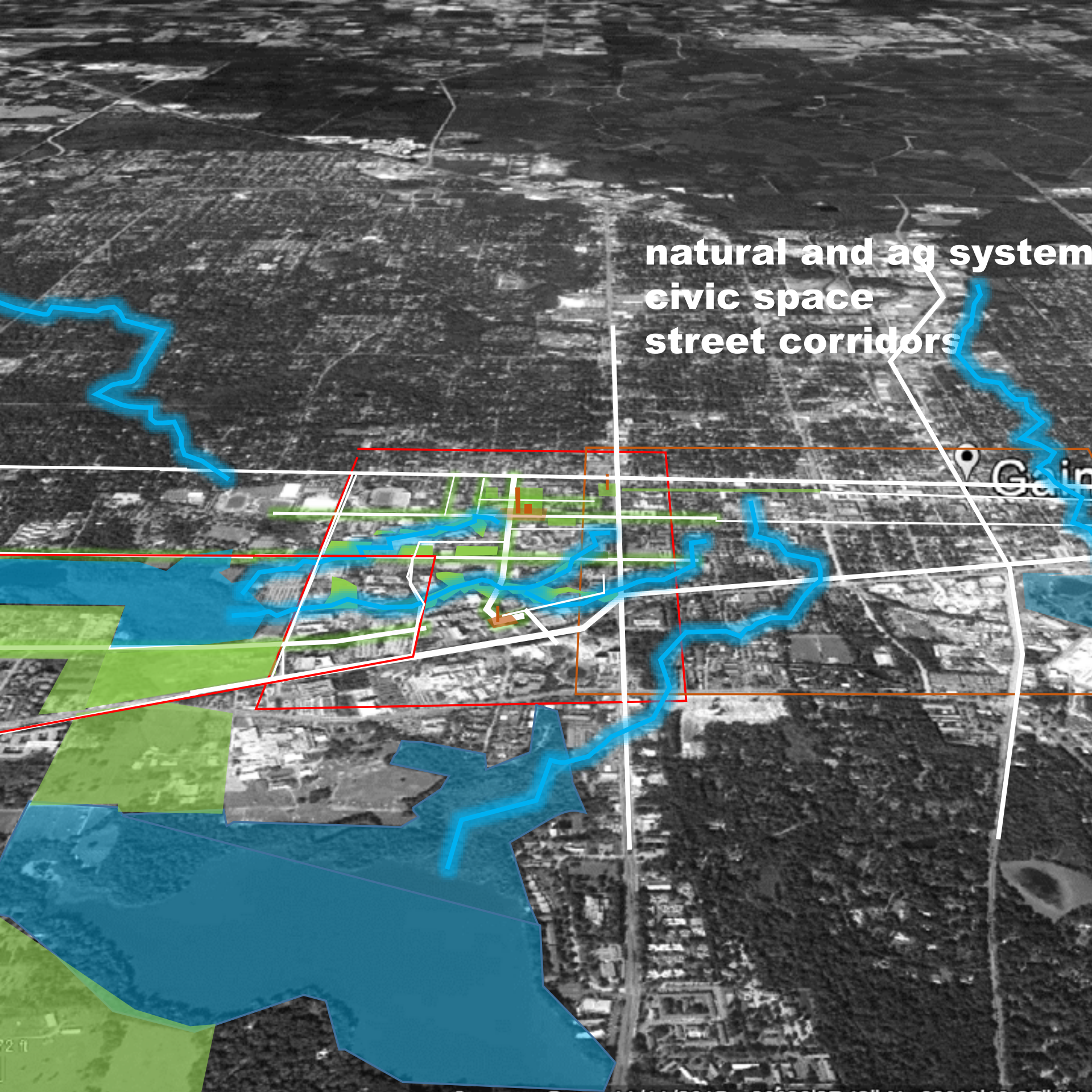
The Design and Commissioning Services Guide is furnished as a guide to Design and Commissioning Professionals providing services to the University and is intended to assist them in fulfilling both its contractual and professional responsibilities.

PDC maintains additional reports and plans that support the executive level documents, such as the Campus Preservation Plan and the Conservation Area Landscape Plans. Prior to project design, the pertinent publications should be reviewed.









## 2.1 THE UNIVERSITY OF FLORIDA CAMPUS IN CONTEXT

The campus as mediator between the natural and built environments.

Since the opening of the University of Florida in Gainesville in 1906, the campus has expanded from a modest collection of academic buildings addressing University Avenue, to encompass more than 900 buildings of various typologies distributed across 2,000 acres. It is a physically diverse and expansive campus, defined by the urban fabric of the City of Gainesville to the north and east and interwoven by water features, fields, and forested areas to the south and west. The campus center maintains the necessary density present in iconic American universities, while westward growth through the rural landscape is dispersed and suburban in nature.

The successful relationship between the campus and city is largely a reflection of strong campus planning strategies implemented during the institution's early years. These plans established the urban edge along University Avenue and 13th Street and delineated consistent building setbacks. The intermediate space created between the campus buildings and street edge provides a shared space for the mutual use of both the campus and city, a kind of linear park. It announces that the University is a civic entity devoted to students and citizens alike. While consistent in height and surface materials, the street wall created by campus buildings is porous enough to produce the sense that the campus is open and inviting. Thus, the physical properties of the campus are able to mediate between the private interests of the University and the public interests of the City.

The organization and form of today's campus, particularly south of Stadium Road, is largely the result of ancient above and below ground geological and hydrological features. The campus is overlaid with natural corridors that extend beyond the realm of the University and link the campus to the regional ecology. The legibility of the campus fabric has been influenced, and at times compromised, by the existence of ponds, sink holes, and former stream beds. The conservation and enhancement of these natural systems, and their usefulness as a water management system, should become an important aspect in defining the campus itself. Such elements should be exploited both as devices to announce the limits of particular campus precincts, and as elements that add to the unique qualities that define the lush natural character of the campus. The natural landscape and water features, refined campus landscape architecture, and the built environment should be integrated into a comprehensive composition in which the constituent parts reinforce the reading of the whole.

The University of Florida in its regional context. Natural systems traverse the campus. The framework of the university itself is an extension of the urban fabric.





## 2.2 CAMPUS CHARACTER

### An enduring sense of place, the visual heritage of the campus.

The visually striking landscape and architecture of the University of Florida campus embody our most revered connotations of academia. This idyllic vision of the campus is the consequence of a mutually supportive relationship between the spatial properties provided by a lush and varied landscape and the quality and expression of its buildings. The profuse canopies of oak-lined pathways and palm filled courtyards reinforce the connective armature of campus spaces and have provided both visual identity and the organizing elements for campus growth. The visual character of the campus has been further reinforced by a consistency of building massing, scale, materials and detailing that are unique to the University of Florida.

The architectural language of Collegiate Gothic buildings and of their more abstract successors, has provided the campus with the iconography with which we associate academia and collegiality. Between the construction of the first UF buildings in Gainesville and the buldings completed in the early 1950's, this system of motifs was implemented to great effect. By integrating the same elemental design strategies over time, the campus was provided the thread of continuity that could be passed through successive architectural styles and has perpetuated the sense of place.

The chosen aesthetic has had a profound influence on the spatial nature of the campus as well as the expression of individual buildings. The form of many early UF buildings represents a strategy to relate to one another, so that the overall collective takes precedence over singular structures. Iconographic elements such as portals, archways, and towers help to mark campus axes and provide pedestrian connectivity. The richness of the architecture is enhanced where buildings meet the sky with crenellated parapets, dormers, and gables. Highly ornamented entrances of sculpted stone contrasted with red brick walls provide the campus with symbolism and a sense of dignity and purpose.

Thus, the early campus buildings, located in what we now note as the Historic Core were able to produce a memorable environment highlighted by overall consistency and an abundance of idiosyncratic expressive moments. While this imagery is powerful, the architecture and landscape of the campus have evolved, and other parts of the campus require thought and attention.

Representative images showing the character of the campus. Diversity of the individual building elements is achieved within the context of a unified campus palette of materials and scale.

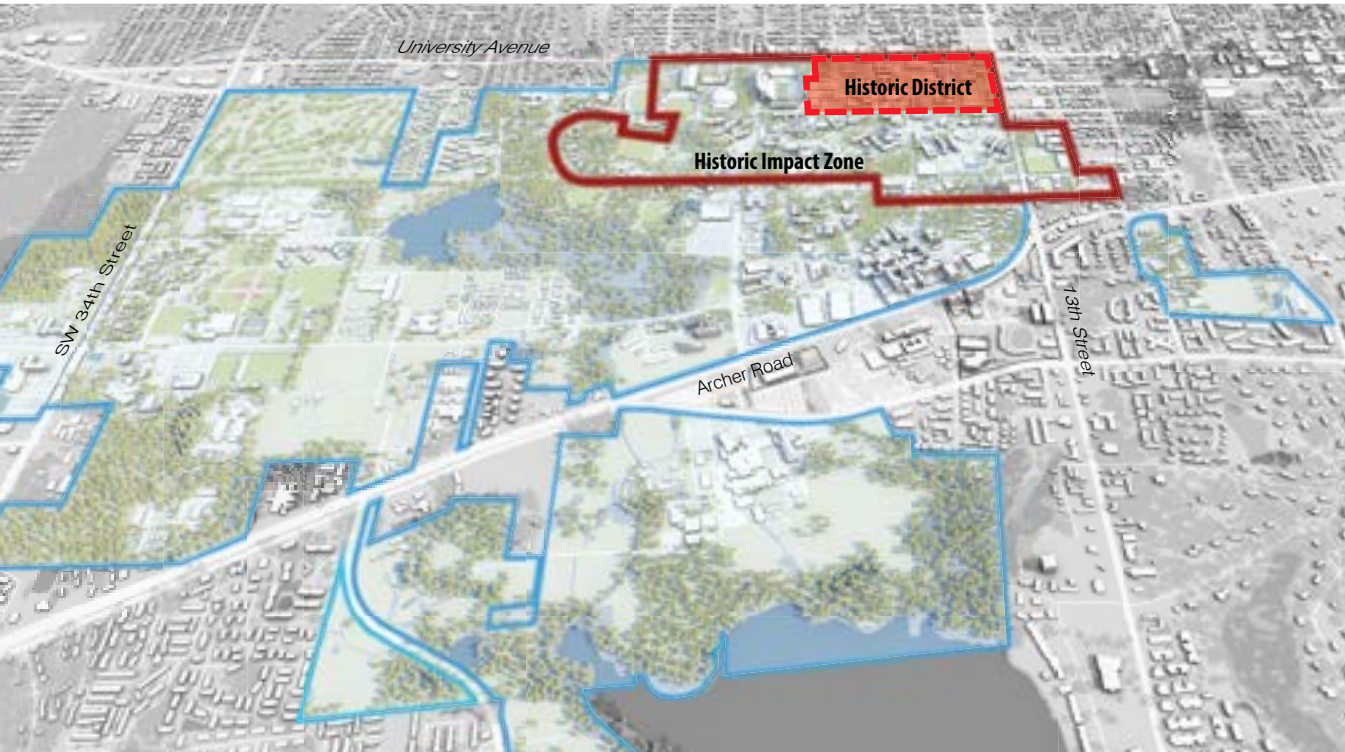


### Producing a unified campus among varied precincts.

While the Historic Core provides many of the indelible mental images that remain with students, faculty, and visitors, the precinct represents a small area of the overall holdings of the University. Many of the daily academic, living and recreational activities on campus take place outside the historic core. The degree to which the inhabitants of the institution feel connected to the greater academic community, and to the heart of campus, is partially dependent on positive attributes of the built environment. The richness of the teaching, learning, and research experience is greatly enhanced when the physical environment supports connectivity and socio-academic interaction.

Beyond the Historic Core, the campus can be characterized by several general precincts, categorized by building typology, scale, and density. Some precincts are better defined and recognizable as discrete neighborhoods than others and some buildings or spaces may occupy overlapping districts. This document provides a methodology that will serve to guide UF staff and consultants in enhancing the positive aspects of particular precincts and in repairing disparate or underutilized areas. By implementing the outlined Street, Spaces, Natural, and Buildings systems in an integrated way, the campus as a highly connected, cohesive environment will begin to emerge while distinctions and barriers between campus zones will be minimized.

The several campus precincts have their own particular characteristics and histories. Following is a summary of the prominent campus areas.



The Historic District and the Historic Impact Zone shown in the context of the overall campus.



### 1 The Historic Core

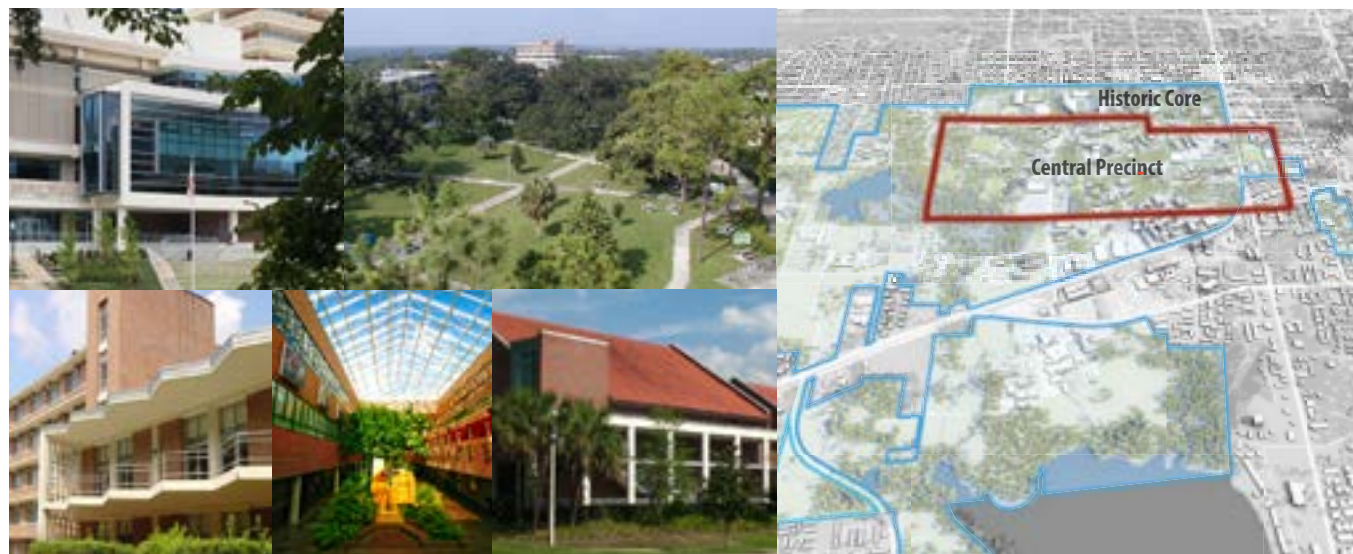
The historic core includes an Historic District on the National Register of Historic Places. The district includes twenty-seven protected buildings and the Plaza of the Americas. A wider, Historic Impact Area has been established that includes an additional five significant campus buildings that are individually listed on the National Register of Historic Places. The majority of the Historic impact area extends south of the Historic Core into the Central Precinct.

The University of Florida campus is noteworthy among large public institutions for its visual cohesiveness and harmony linking the eras of its evolution. The campus encompasses the Collegiate Gothic of its original plan 1905-1925, overseen by Architect William Augustus Edwards, alongside buildings from 1925-1944 designed by Architect Rudolph Weaver and characterized by increased ornament and site density. The campus that stood bare in its 1905 beginning became enhanced with live oaks and palms that grew in harmony with the built environment.

From 1944-1956, under the supervision of Architect Guy Chandler Fulton, construction responded to international architectural directions and a surge of campus population after WW II with a compatibility that was also a statement of new horizons. This provided an impetus for ongoing expansion to reflect each era that unfolds while preserving the heritage that has built UF.

Building projects in the Historic District are governed by the UF Campus Preservation Plan and a Programmatic Memorandum of Agreement with the Florida Division of Historic Resources. In general, future work in the district should enhance the extant building patterns and density. The recurring architectural motifs and the established exterior materials of the district should be further explored in ways that tie contemporary architecture and methods to the rich past of the campus.





## 2 The Central Precinct

This area of the campus varies widely in its building density, program, and landscape. The precinct contains five individual buildings that are listed in the National Registry of Historic Places. Reitz Union and Reitz Lawn are the center of the precinct's activity and form a link between the Historic Core and the more open character of campus areas to the south and west. With its rolling topography, scenic pond, and diverse canopy of mature trees, the space presents a picturesque counterpoint to the more formal collegiate vision of the Plaza of the Americas. The precinct offers diverse attitudes toward the creation of street space with varying levels of formality. Several of the precinct buildings fulfill the traditional campus role of forming street edges; Weil Hall, Frazier Hall, and the Physics Building all address the streets in a positive way and are appropriately scaled. The wooded southern boundary of the precinct, and its connection to the Lake Alice Conservation Area, offers an opportunity to create a park-like common area that mediates between the academic campus and the UF Health Campus. Trails through the wooded areas, both formal and informal, provide additional pedestrian connections, but are not always visible or inviting.

In contrast to the Historic Core, there is a diminished frequency of pedestrian paths forming the network of internal precinct streets and pathways. The size of the district feels exaggerated because pedestrian movement is not well organized and landscape architecture is not consistent. Pedestrian connections to the other precincts exist only at the precinct periphery, in the form of campus streets.

The legibility of the Reitz Lawn space itself suffers due to the orientation of the surrounding buildings and the lack of strong building entrances. In many cases, the buildings seem to present ambivalent elevations to the space and therefore do not fully engage in activating or defining it. Opening the ground floors of these buildings at strategic locations with transparent volumes will help re-engage the internal functions of the buildings with the activity and energy present on the lawn. There is a great continuity in the use of materials, but the organizational strategies of the elevations are too diverse to create a cohesive sense of place. A strengthened system of pathways with associated landscape would greatly improve the space and the precinct while improving the visual connections of the lawn to the surrounding campus. Careful infill, additions, or building modifications that orient building entrances toward the open space will also improve the character of Reitz Lawn.



## 3 The UF Medical Precinct

The UF Medical Precinct forms the present southern edge of the university along Archer Road and is bound to the north by a stream and the varied topography of Bartram Carr Woods. As in many hospitals with modest beginnings, the campus has grown in an organic manner, with expansion branching off to suit programmic needs. The organization of the complex is typically from the inside out and the edges are residual, as internal function and efficiency is the dominant planning goal.

The complex is comprised of several disciplines that have expanded on the site since the 1950's. The UF colleges of Medicine and Nursing opened on the site in 1956. In 1958, the UF Teaching Hospital opened and was later renamed the W.A. Shands Teaching Hospital and Clinics in 1965. The J. Hillis Miller Health Science Center includes the Colleges of Dentistry, Medicine, Nursing, Pharmacy and Veterinary Medicine. South of Archer Road is the Veteran's Affairs Medical Center which is connected by an underground passage to Shands Teaching Hospital.

The scale and massing of the complex is decidedly different than the academic campus to the north as is the degree of openness between buildings. This typological shift, from the porous nature of traditional space-oriented academic campus to a monolithic mega-structure poses interesting planning issues when considering how the complex relates to the broader campus. On Archer Road, the issues of openness, transparency and hierarchy of the complex should all be addressed. The proposed slowing of vehicular traffic on Archer matched with improved street crossings will enhance the pedestrian experience. Improving the relationship of the street to the building edge and the character of the associated landscape would help greatly in promoting the sense that UF Medical is part of the greater campus.

This document addresses the need to connect the precinct north to the campus center. The prescribed improvements to Newell Drive and the establishment of a major plaza terminating the north-south campus axis will help dissolve the physical and psychological barriers to understanding the UF Medical Campus as a vital part of the UF community.





#### 4 The West Precinct

The West Precinct is a multi-functional zone comprised of cultural, residential, recreation, and agricultural research programs. The landscape is notably rural in character, with buildings of differing scales set back from the street at varying distances and parking often occupying the space between building and street. Over time, programmatic enclaves have developed in the precinct without relationship to one another or to the campus. These small groupings of buildings continue to consume finite land resources. While SW 34th Street forms the nominal western limit of campus, both the UF Health Orthopaedics and Sports Medicine building and Florida Surgery Center have jumped to the west side of the road, potentially pushing the campus frontier further westward.

The Cultural Plaza forms the western campus gateway and includes the Samuel P. Harn Museum of Art, the Florida Museum of Natural History, and the Curtis M. Phillips Center for the Performing Arts. The ensemble of buildings have a prefatory relationship to both Hull Road and SW34th Street and are surrounded by a wooded glade on the other two sides. A large parking lot creates separation between the Phillips Center and the road. The complex could be improved by creating a more ceremonial approach to the building and by developing a more direct relationship to the street through landscaping. Emphasizing the intersection of 34th Street and Hull Road as a campus gateway would also improve the sense of arrival on campus.

Preserving the rural qualities of the precinct is paramount from both a resource management standpoint and as a method of defining the approach to the campus from the southwest and its character.

## Campus Details, Art, and Iconography

The identity of the UF campus is enriched by expressive architectural details and public artwork. From the earliest days of the University, a program of iconographic elements has been integrated into its buildings. Elaborate entrances with sculpted motifs allude to the academic program within or to historic events. The use of themed detail to convey symbolism links each successive student population to the rich history and culture of the University of Florida. Its presence helps convey the importance of knowledge in the lives of each student.

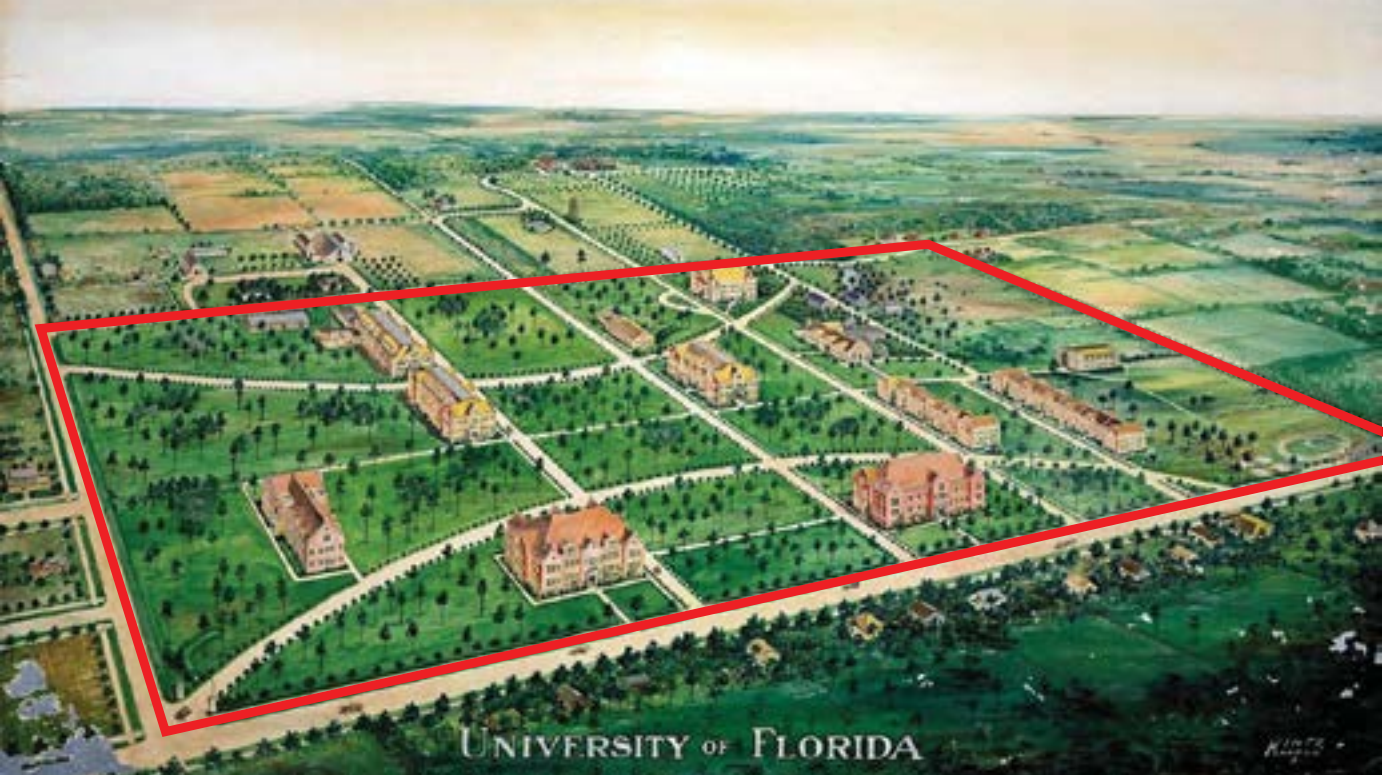
Art on campus shows that the university is a cultural institution. It enhances the civic qualities of the place and can provide visual focus and landmarks. The program of artwork furthers the layering of meaning on campus and ties the many diverse disciplines together.

On campus, public works of art are normally installed by the "Art in State Buildings" program. For state funded projects exceeding \$2million in construction cost, State law requires the university to set aside a half-percent of each new building's construction budget, but no more than \$100,000, for new art to be displayed on or around the new building. However, there is no limit for private donors or other resources to contribute to campus public art. In such cases, artwork programming and placement should have a formal committee or process for oversight.

The inclusion of artwork into future projects should be undertaken during the early stages of design. The work should reinforce the architectural character of the building, and efforts should be made to fully integrate pieces into the design rather than applying them late in the process, or after the project is constructed. Overall, a sense of unified craft should be evident in both the program of artwork and in the detailing of the building elements.







- 1 In a view from the northeast, an aerial rendering of the Gainesville campus in 1916 shows a symmetrical composition organized around an axial lawn with a strong cross-axis. The grid of campus streets provides an organizational armature for future buildings.
- 2 A 1950 campus plan from the office of Dan Kiley. Here, the main north-south axis and the orthogonal pattern of streets and buildings remain intact. South of Stadium Road, a new organizational strategy has been employed with the introduction of picturesque, park-like arms that respond to natural features.

## 2.3 UF CAMPUS PLANNING

### Planning strategies and morphology of the institution.

Between the drafting of the first rudimentary plans for the nascent University of Florida in 1905 and the years immediately following World War II, the custodians of the campus followed the same commonly understood rules for campus planning and growth. Throughout the Edwards and Weaver Eras of the early 1900's, the campus underwent expansion and infill based on axial arrangements of buildings organized to provide spatial definition to quadrangles and streets. The placement of buildings did not immediately create density on campus as we understand it today. Rather, the buildings were shaped and spaced to anticipate future needs.

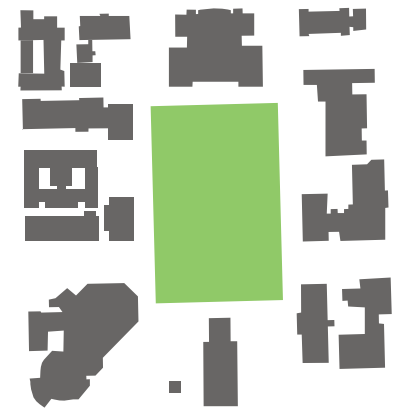
With the strength of an organized grid of orthogonal campus streets and pathways in place, new buildings could be inserted into available open blocks as required. In the aerial rendering from 1916 shown to the left, the clear street grid and simple block buildings are evident. The plan itself was open to interpretation and the buildings could be shaped to meet the particular circumstances of their site and respond to extant structures. The plan could absorb buildings of increasing size and programmatic complexity. Continuity was achieved through building alignments, complimentary material use, building scale, and landscape. Indeed, variations on the same basic plan can be found indicating buildings of various scales placed in different locations in and around the main quadrangle.

By the 1950's, if not earlier, a fundamental shift in campus planning had taken hold across America. Space as the defining campus element had been replaced by the private realm of individual buildings. The devaluation of civic space began to erode the coherency and the quality of many campuses as the role of the university architect was diminished, or disappeared entirely, and the plan gave way to process.

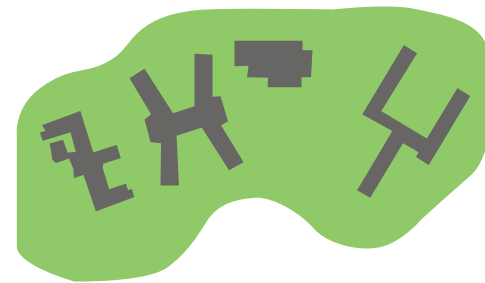
The 1950 UF Campus Landscape Plan from the office of Dan Kiley, shown at the bottom of the previous page, sought to reconcile the two divergent forms of planning. The drawing shows the grid of the northern campus sector fortified with additional infill and regimented rows of trees. South of Stadium Road, a new organizational strategy was employed with the introduction of picturesque, park-like arms that respond to the sloping topography and hydrological features. Elements of this vision of the campus as an informal, organic park persist on the campus today. The sloped diagonal of Reitz Lawn and buildings making up the former Men's and Women's Dormitories reveal fragments of the unrealized plan.

Contemporary UF campus plans and guidelines must address the need for thoughtful infill and repair in ways that mediate between the two earlier forms of campus planning. The campus should embody both the density and formality of the early campus and the picturesque qualities implied by the campus plans of the 1950's.





1 Space centered campus planning



2 Object centered campus planning

## 2.4 CAMPUS GROWTH

### Density, placemaking, and strategic planning on campus.

Common to many land-grant universities, the UF campus was a well ordered collection of widely spaced buildings surrounded by expansive agricultural fields and natural landscape for much of the 20th century. The institution made a grand symbolic gesture to the city to the north in the form a wide axial lawn and a gracious arced street facing University Avenue. The university could also be approached by train from the south and therefore presented two front doors to the world. Campus streets extended the pattern of the city grid, and physically linked the institution to the city fabric. The entire campus core could be traversed by foot in less than ten minutes.

The pedestrian campus requires proximity and compactness. Over time, and into present building campaigns, the UF campus has continued to become more dense at its historic core. Recent projects have continued the tradition of thoughtful infill. This inwardly directed density contributes to the richness and variety of campus spaces and to an enhanced pedestrian experience. Beyond the historic zone, the buildings in the first ring of expansion, roughly defined by Museum Road and Gale Lemerand Drive, maintain some connectivity with the original campus, although the character and scale of the structures is decidedly different. Throughout this zone, the frequency of campus streets is diminished when compared to the historic district. The resulting blocks are large and offer a reduced number of pathways connecting the inner precinct areas to the larger campus infrastructure.

During this time of continued infill at the campus center, the University has experienced dramatic outward growth to the west and south, with an ever-expanding frontier. South of Museum Road, as the campus grew, new projects were spaced further apart, creating small, self-centered groups organized by use. The era is characterized by horizontal expansion and over-extension, analogous to what we now consider suburban sprawl. In such a condition, campus resources are overtaxed and the system of landscaping is thinned to the point that it can not be sustained. Some of this can be attributed to the introduction of the car on campus. With ever more student and faculty vehicles present, campus streets and surrounding roads became wider and with fewer intersections and crossings to interrupt travel speeds. The character of such streets is not compatible with the context of the campus and buildings with addresses on these streets often do not define or engage them. In addition, precious land is now devoted to the storage of vehicles by large footprint parking structures and in some cases, important sites more suited to academic buildings are now occupied by garages.

Continued outward growth can impact the quality of student life. When the size of an institution exceeds acceptable walking distances from the heart of campus, social and academic connections can become strained and students living or studying at the periphery of campus become isolated from the shared collegiate experience.

- 1 At left, two styles of campus planning are illustrated. In the first type, represented by the area around the Plaza of the Americas, the campus is organized by streets, landscape and spaces. Buildings play a subordinate role within the system and contribute to the fabric of built structures.
- 2 In the second type, represented by Broward, Reid and Mallory Halls, buildings have a more autonomous relationship to the landscape and to one another. While this may sometimes result in a localized, picturesque quality, the planning style uses a disproportionate amount of land and doesn't add to the overall organization of the campus.





1



2

## Restraining expansion and directing density.

The compact center of the Historic Core, indicated to the left **A**, is organized by the Plaza of the Americas and the fabric of densely arranged buildings define a well-ordered spatial system. The precinct is recognizable in plan by the consistency of building footprint sizes, shapes, and spacing. The edges are well defined along University Avenue, 13th Street, and Stadium Road.

The second growth zone **B**, expanded the limits of the campus south to Museum Road. This period coincided with increasingly complex building programs and a larger campus population. The scale of the buildings is notably larger while the overall density is decreased as more space is required to support buildings that are not designed to relate to one another. The edges of the second zone are less defined and the quality of the street space is diminished.

As growth has continued south of Museum Road and west of Gale Lemerand Drive, the campus density has changed dramatically. Buildings have been spaced to fill the remaining available land in a form of academic homesteading. The bucolic nature of the fields along Hull and Mowry Roads has been compromised and supplanted by a varied collection of building types and styles.

Land, however, is a finite commodity. As outlined in the 2016 Strategic Development Plan, future capital projects and growth should be concentrated in the area described by the red box shown in the diagram to the lower left of the previous page. The area illustrated will provide ample space for proper building density and coverage for the next thirty years. This strategy will insure that the heritage of the campus character and building patterns established during the early campus years will be extended and enhanced. Areas of campus that have suffered during later growth or patterns that do not support the campus vision should not be built on in the future. The conservation of these lands, particularly fields, wetlands, and wooded areas will be as important as future buildings in establishing the evolving identity of the University of Florida.

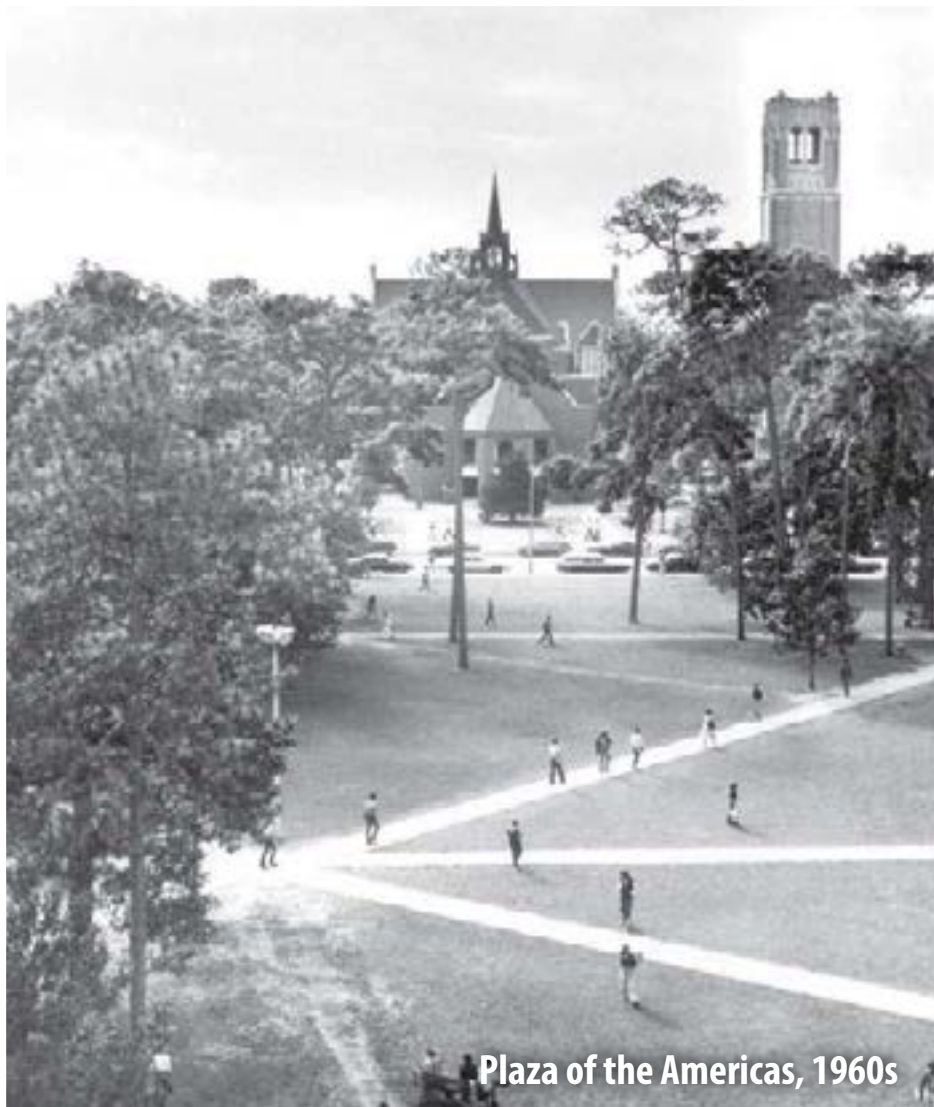
It is understood that in certain areas outside the proposed building concentration area, issues of program adjacency may require new buildings or additions. The merits of this should be carefully weighed against the costs to the remaining open space. A detailed, long-term phasing plan should be employed by the university that balances new construction with the removal of structures that are nearing the end of their lifespans to ensure that resulting net square footage of the precinct does not increase, and that plans can allow for the reclamation of the natural landscape.

- 1 Beginning in the 1950's, the campus began to expand to the south and west, consuming fields and encroaching on natural areas. The original campus density and proximity of buildings was not translated to the new areas.
- 2 Campus growth has accelerated in the areas to the south and west of the central campus. This process threatens the definition of the campus and produces unsustainable environments. Future growth should be concentrated to enhance the quality of the campus.









Plaza of the Americas, 1960s



Library West, 1970



Creek, 1920



Peabody, 1977



UNIVERSITY OF THE STATE OF FLORIDA

Campus Aerial, 1910

## 3.1 INTEGRATED APPROACH

### AN APPROACH TO CAMPUS GUIDELINES

It can be difficult to distinguish our great American campuses and cities, large or small. Both institution and city alike seek a unique identity, vibrant and varied economy, and healthy live/work balance. It is critical that every move the campus makes must manifest and support its unique place and mission. In today's financially challenged world, the University should harvest value of every dollar spent, while maximizing learning (academic and civic) per square foot with minimum inputs.

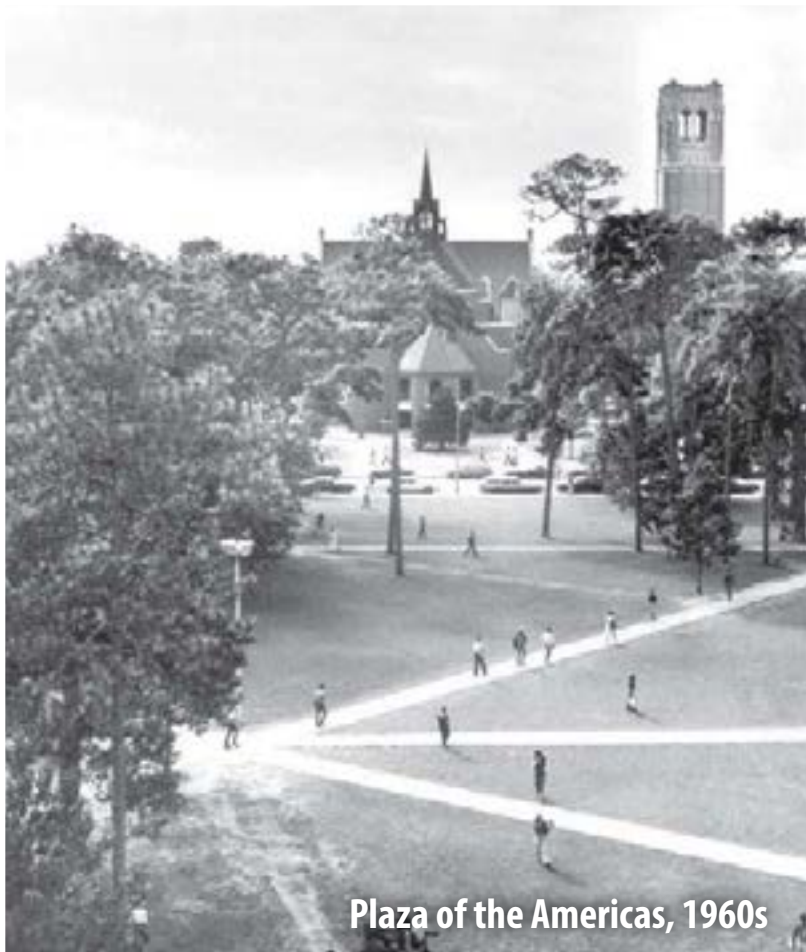
It is critical that the university think about itself as two intermingled histories: one physical, with a particular biological imperative and climatic reality that requires a highly specific response, and the other a unique cultural history that is constantly enriched as new campus constituencies come every year. The campus reflects these changing human eras in its architecture (what works and what doesn't), its academic response to world problems (constantly changing), in its civic environment as the university moves from an internal focused environment to a more inclusive external environment. In short, Campus, Nature, and City are becoming One.

This leads the university to think about design standards for each of the topic areas requested: precinct, infrastructure, architecture, landscape, and identity (wayfinding) as elements of an integrated whole place versus independent encyclopedias of details. The key thought being each element is a result of and reinforces each other element. It prescribes less, while enabling unity, innovation, and good decision-making more. The university suggests a project implementation process that identifies and institutes three critical, inter-related levels of design and place-making:

- **Campus Unity:** An ecological and infrastructure system with a specific mission and within a specific community;
- **District Identity:** Campus districts and their characteristics (use, architecture, site, climate); and
- **Place Function:** Infrastructure, service, mobility, entries.

The benefits of such an approach are a more thoughtful, qualitative response to unity versus a formulaic and prescriptive approach; unique districts that are still part of the UF culture; and long-term process, operational, and cost efficiencies.





Plaza of the Americas, 1960s



Bryan Hall, 1914



Proposed Open Space Typologies

## 3.2 OPEN SPACE TYPOLOGIES

### Existing Conditions

The University of Florida is approximately 2000 acres comprised of a rich palette of natural, agricultural experimental fields, recreational fields and venues, and manmade development consisting of streets, parking, buildings and man-made open space.

The natural systems consist of lake, wetland and upland forest, and stream systems that are indigenous to the region. These also serve as campus recreation resources. Where they exist within the developed areas of the campus, they have been subject to restriction, untreated campus runoff, and invasive species.

The campus legacy of agricultural fields and related resources is both rich and in need of overall review as campus development continues to put pressures on these resources. An overall management review is needed that unites academic research needs and land resource character to maximize research, land efficiency, and proximity.

Campus recreation field resources are primarily located on west campus. Many of these field sites have supplanted former agricultural research plots.

Open Space Typologies: Civic Spaces, Quadrangles, Courtyards, Natural Corridors, Parking Courts

### Design Principles

On the developed east and south campus, a variety of open space types are present: natural, quadrangles, courts, and parking courts. As density increases in these districts, these open spaces will see increased pressure to serve the overall campus population. Greater clarity and investment is needed in the historic spaces and stunning natural corridors present today in the east and south districts.

As stated previously, the natural systems in east and south campus consist of wetland and upland forest, and stream systems that are indigenous to the region. Where they exist within the developed areas of the campus, the natural systems have been subject to restriction, untreated campus runoff, invasive species and are without a clear strategy for forest management.

### Recommendations

Rejuvenate existing campus open spaces and move toward clear, bold, and unified material and planting palettes that can be maintained.

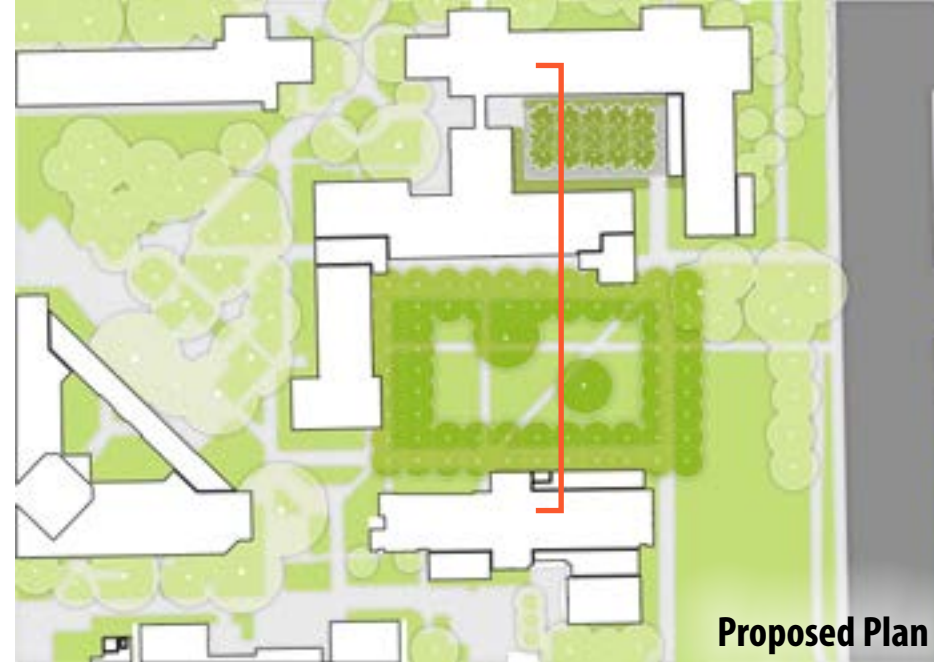
Eliminate low walls unless they serve a grade function.

Wherever possible anticipate rainwater capture, infiltration, and or reuse.





Existing Plan



Proposed Plan



### Existing Conditions



### Stanford University, Palm Court



## COURTYARDS

STUDY AREA: BRYAN HALL, HEAVENER HALL, GERSON HALL

### Existing Conditions

These small spaces are located in the historic district of the campus. The courts are generally more intimate in scale and often completely surrounded by buildings. They tend to be linked academic or residential uses. These spaces were initially simple palettes of trees, lawns, walks and stunning portals through buildings. Over time, planting compositions, low sitting walls, walk materials, and poor lighting have obscured the original clarity and function of these spaces. There should be a phased simplification of these spaces by thoughtful plant removal, removal of all unnecessary walls and impediments to flexible use, a more thoughtful planting strategy that enhances student use and comfort, a strategy for stormwater accommodation, and a furniture and lighting strategy that enhances use and safety.

### Design Principles

Establish a clear singular idea in each court.

Enliven building uses at the perimeter of the court and make them transparent where possible.

Maintain multiple building entries and building portals through the courtyard.

### Recommendations

Conduct a thorough analysis of soils, drainage, tree canopy, movement patterns within the plaza.

Simplify the tree palette in each courtyard. Establish a clear dominant tree at the building perimeter, and if existing, a sculptural secondary tree as composition focus within the space.

Remove all fixed site furniture such as the brick walls within and around the space.

Consider an informal generous loose granular and porous pavement system at the court perimeter with necessary handicapped accessible walks to building entries.

Review the immediate building perimeter spaces to add a secondary species canopy (such as groves of palms) and flexible sitting areas with movable tables and chairs.





## PARKING COURTS

### Existing Conditions

It is inevitable that some parking accommodation remain in the core. Today, many of these spaces are convenient, but unsightly campus areas. Where they remain, these lots should be refined into a more court-like environment, with appropriate simple compositions of pavements, walls, hedges, and trees providing shade, water infiltration, and screening become unifying elements.

### Design Principles

Remove large, long term surface lots in the campus core. In campus perimeter zones far from the historic and academic core, make simple porous fields of granular pavement under strong groves of trees.

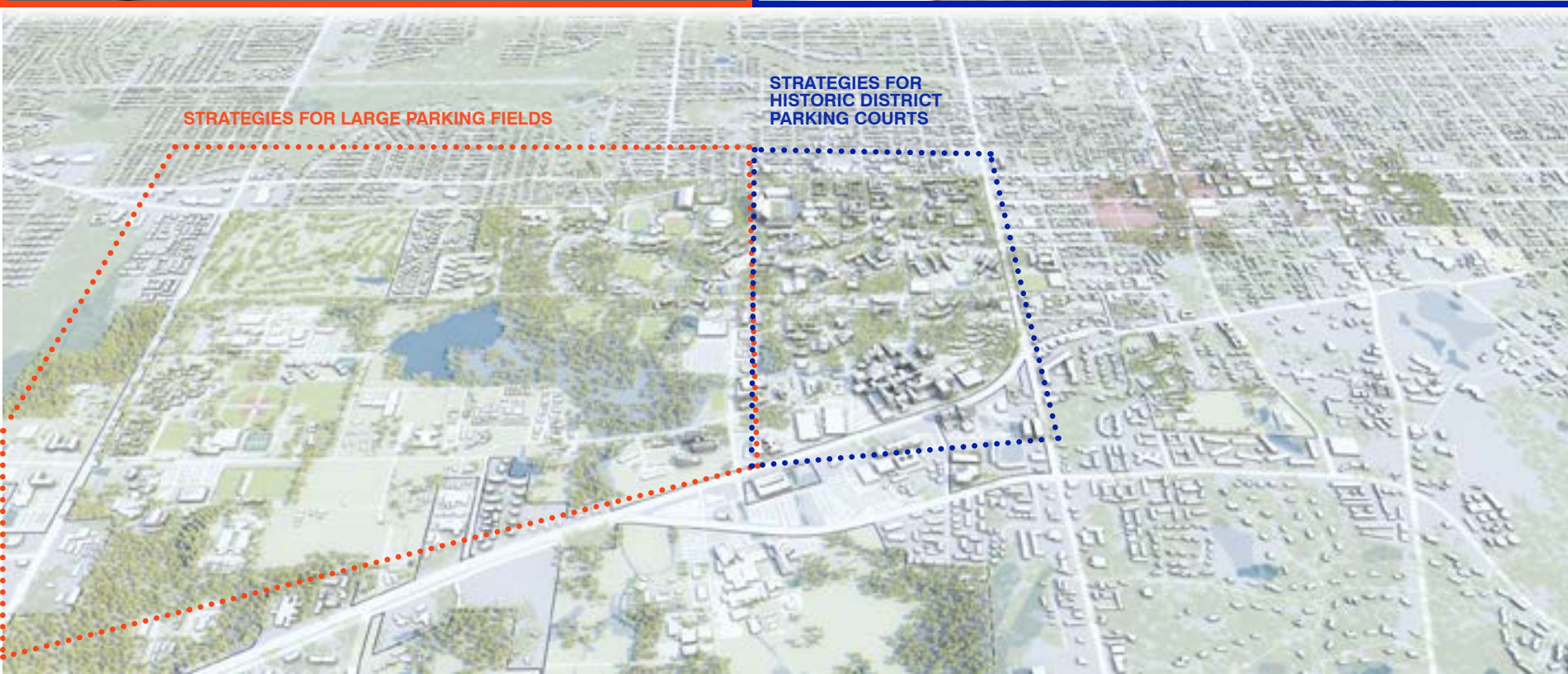
In the compact core establish a system of small (30-50 cars) walled and shaded parking courts where cars serve staff and administration.

### Recommendations

Do a parking study to refine the parking needs in the core academic areas.

Define parking courts with active buildings and or free standing walls.

Porous pavements are preferred.







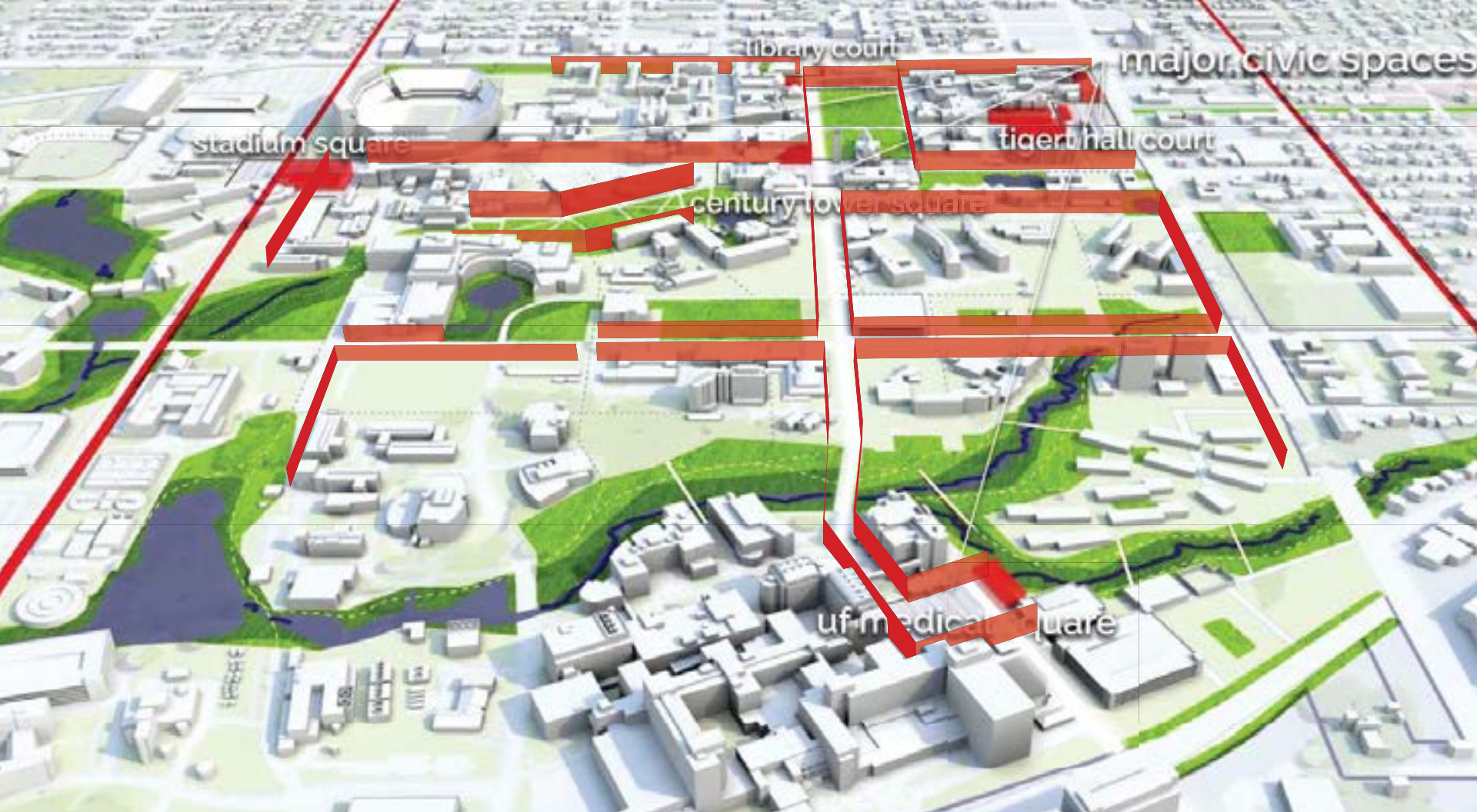


## 3.3 ARCHITECTURAL GUIDELINE PRINCIPLES

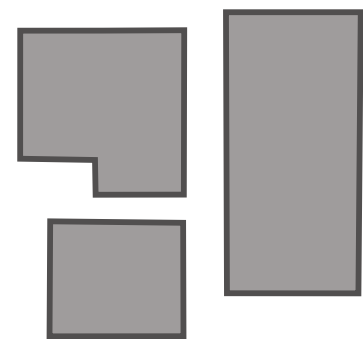
The design guidelines are organized by a set of overarching principles. These generalized concepts reflect the institution's ideology toward the physical qualities of the campus. The evolution of the campus should reinforce the heritage and the future of the University of Florida with inspired yet cohesive architecture and landscape.

- 1 Buildings are to exhibit the traits that define the campus civic realm.
- 2 Building faces are to adhere to build-to lines established by a regulating plan.
- 3 To reinforce spatial consistency; cornice, eave, base, and pent-house heights should relate to neighboring buildings.
- 4 Buildings are to address major campus spaces with facades.
- 5 Campus buildings are to have clearly defined entrances.
- 6 The spaces between buildings are to be designed as extensions of the campus spatial armature.
- 7 Building materials should fit harmoniously into the context of neighboring buildings.
- 8 Building design should incorporate climatically responsive elements and be inherently climatically responsive without complete reliance on technology.
- 9 Service areas are to be integrated into building architecture.

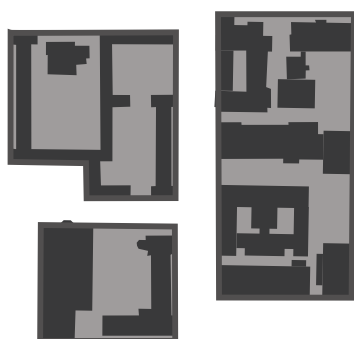




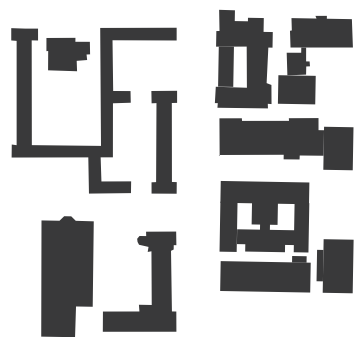
1 Campus plan showing the major civic spaces. The spatial legibility of the campus depends on well defined streets, quadrangles and courtyards.



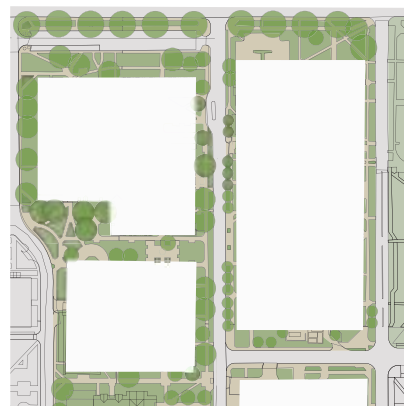
2 Urban blocks on campus.



Urban blocks and buildings.



Urban buildings on campus.



Urban campus blocks defined by a consistent armature of streets, pathways, and landscaping.

## PRINCIPLE 1

Buildings are to exhibit the traits that define the campus civic realm.

The legibility of the campus is largely dependent on its architecture to define streets, quadrangles, and courtyards. To do this, buildings must maintain proper massing, scale, and spacing. They should address public spaces with facades of appropriate scale and composition and should incorporate entrances that engage the landscape and reinforce campus axes. Their facades present a kind of architectural dialogue with one another and reinforce the sense of place.

The primary organizing element of the campus is its system of well defined quadrangles. The quadrangle provides the figural clarity and stability that allows variation among the other subordinate campus elements; the relatively private realm of individual buildings and courtyards. These "outdoor rooms" provide the stage on which the civic life of the campus is played out. To achieve successful spaces on campus, the buildings defining them must perform several roles well, both in the expression and relationships of their exterior surfaces and in the internal organization of their circulation and program. The internal world of campus buildings is an extension the civic realm, it is a semi-public zone that can provide connections from one outdoor room to another. Campus buildings can be further tied to the landscape with the thoughtful design of exterior gathering spaces, creating a connection to both the broader campus and to complementary internal social spaces.

The relationship of a building's massing to the space it is defining is an important one. Whether a building is providing definition to a street, courtyard, or quadrangle, there are specific dimensional proportions required for making campus spaces. When buildings are placed too close to one another, they lose the sense of individuality, and the porous nature of the campus fabric is lost. When placed too far apart, or inappropriately distanced from the street, they lose the ability to make spatial walls and risk becoming autonomous and pavilionized.

These relationships represent a particular form of urbanism seen only on the American campus, where buildings work together to form space and create campus hierarchy, yet maintain a sense of openness and connectivity. The diagrams to the lower left illustrate the basic campus structure that allows for both spatial legibility and formal variety. Campus blocks are composed of urban buildings, with straightforward plan shapes and massing, and a strong armature of streets and landscaping. Campus buildings should be shaped to accommodate future campus growth or to repair fragmented and disparate areas. Building heights, too, must be carefully regulated to form consistent eave and parapet lines that reinforce the three dimensional qualities of outdoor campus rooms.

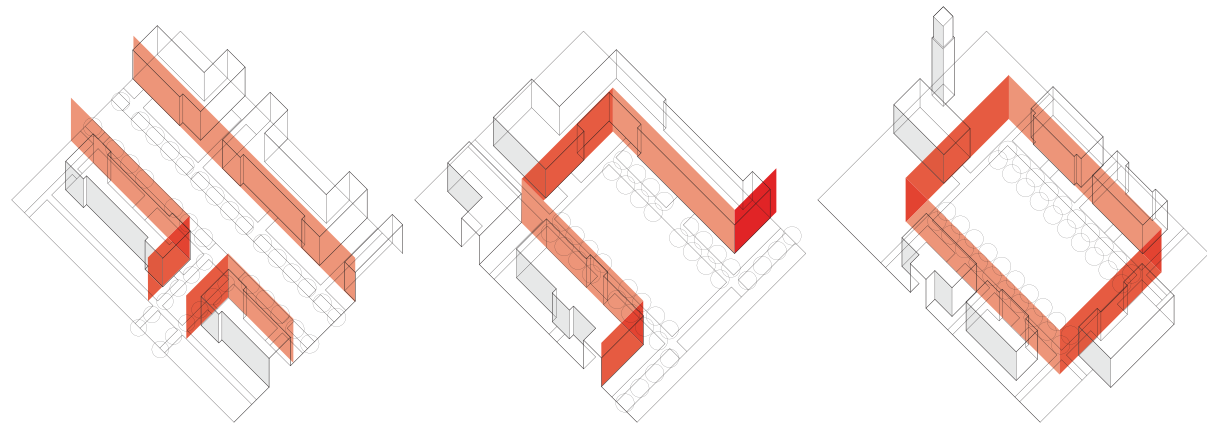
### Recommendations

- Building forms are to be shaped and arranged to create campus space.
- Building forms are to relate to neighboring buildings.
- Building massing is to enhance the consistency of the campus fabric.
- Campus spatial hierarchy is to be maintained by addressing quadrangles and streets with facades.





1 The campus overlaid with a diagrammatic regulating plan. Here it can be seen how the campus civic armature is defined by the build-to lines and a well established campus fabric. Potential infill sites, show in red, align with the prescribed plan to complete blocks and relate street edges to existing buildings.



2 Illustrative diagrams of an idealized street, a courtyard, and a quadrangle each defined by a regulating plan. The resulting spatial volumes provide clarity to the system of pedestrian connections through a campus



## PRINCIPLE 2

**Building faces are to adhere to build-to lines established by a regulating plan.**

In order to define the various typologies of campus space, building walls must align in a predetermined way that is adhered to over time. This encourages continuity of surface, when buildings are spaced accordingly, and creates a visual coherency that supports the definition of exterior spaces. Such regimentation of facade alignments is provided by a Regulating Plan. The plan lays out the general build-to lines and describes the system of civic campus spaces and streets. Thus, the plan indicates spaces to be defined rather than the form of individual buildings. Such loose-fit arrangements within prescribed limits ensure that the plan can absorb buildings of differing typologies and promotes innovation and architectural expression.

Further dimensional information and notes pertaining to facade alignments with existing buildings and other landmarks are provided on more finite precinct plans. These also provide guidance for the internal precinct elements such as quadrangles and courtyards. Such documents are included in campus master plans and should be carefully coordinated with campus infrastructure.

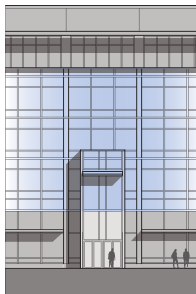
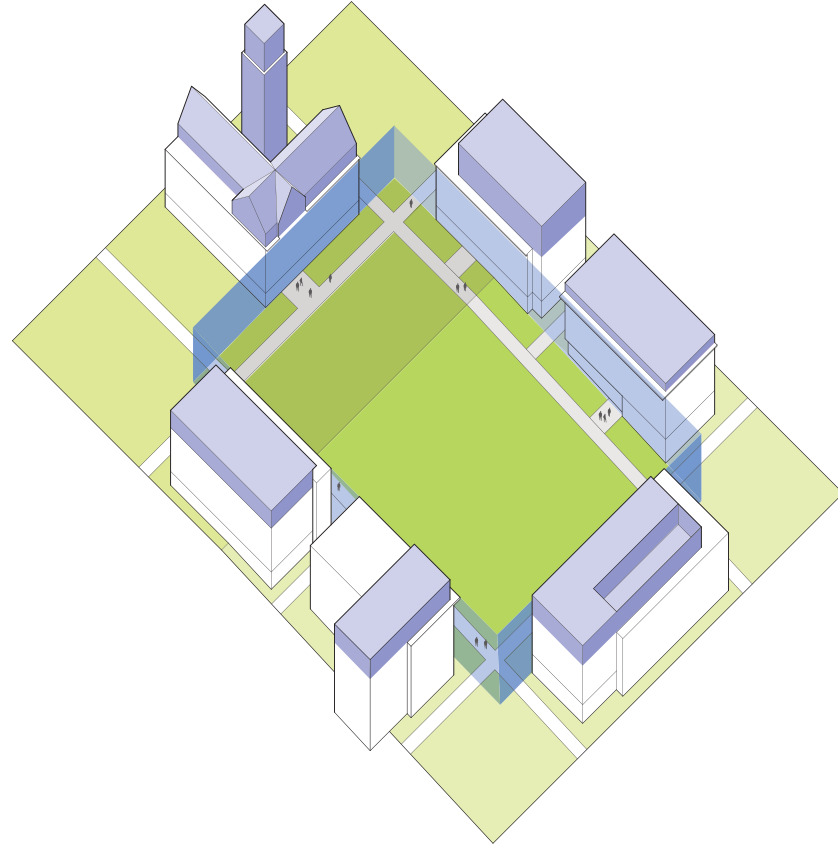
### Recommendations

- Nominal building faces are to align with established build-to lines.
- Segments of building facades can be set-back from the build-to line provided that at least 60% of the facade conforms to the line.
- Projecting elements such as bay windows or aedicular entrance pieces are allowed to extend beyond build-to lines.
- Additive elements such as awnings, cornices, and canopies may extend beyond build-to lines.

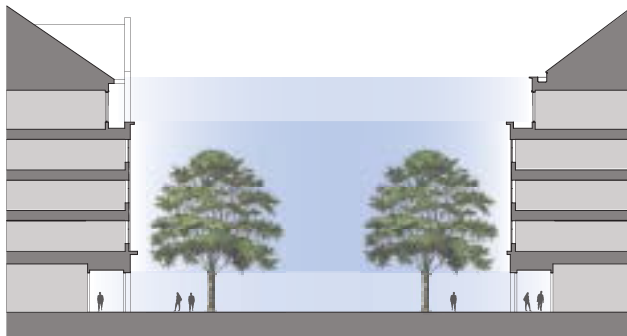
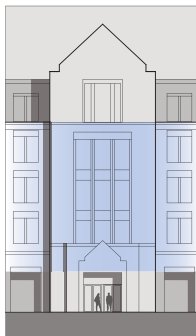




- 1 The continuity of the campus fabric is dependent upon consistent use of materials, scale of massing, and building heights.



- 2 A general cornice or eave height provides a consistent limit to campus space, even with sloped topography. Elements above this line, gables, mechanical penthouses, and upper floor setbacks can vary in height and expression.



- 3 The spatial definition of campus is enhanced when the relationship of each of the building's constituent parts are well established. Each of the horizontal components contribute to the sense of scale. The middle zone of campus buildings should roughly correspond to the tree canopy.

## PRINCIPLE 3

To reinforce spatial consistency; cornice, eave, base, and penthouse heights should relate to neighboring buildings.

Over the course of the history of the UF Campus, its buildings have become increasingly larger and more programatically complex. The campus has been able to sustain a level of coherency and quality by maintaining consistent eave and cornice heights. These architectural elements define the spatial volume of the streets, quads and courtyards they address.

The majority of buildings on the UF Campus are three to four floors in height, with several taller buildings located south of Museum Road. Occasionally, a building's attic story is expressed as a series of dormers or gables and the building's first floor is raised above grade several feet. Despite eccentricities among individual buildings, though, a generally uniform building height has been established that promotes campus consistency. This generalized uniformity strengthens relationships between buildings and offers opportunities for architectural dialogue between proximate buildings.

When the required building volume of future campus buildings can not fit within the generalized height limit of a campus neighborhood, the additional upper levels should be set back from the primary face of the building. These setback volumes should be expressed as penthouses, gables and dormers, or other roofscape elements. They should be differentiated from the main building massing in materiality and scale.

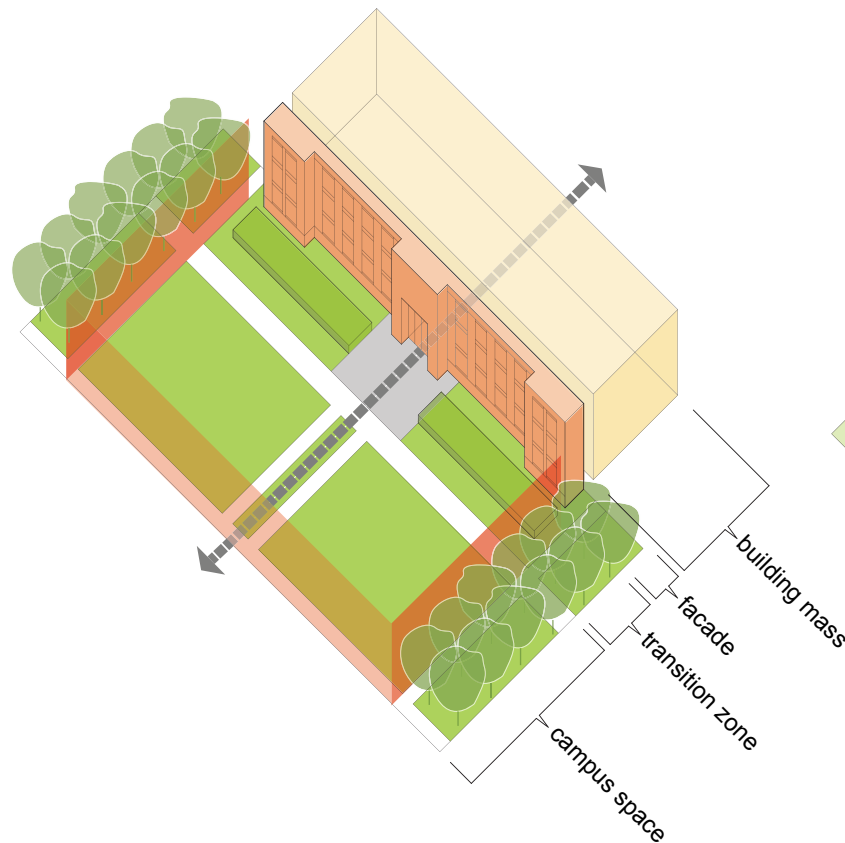
### Recommendations

- To maintain a consistent campus fabric and maintain spatial definition, building heights and massing should correlate to the space they are addressing.
- Building heights are to be compatible with defined street, quadrangle, and courtyard sections.
- Where building programs require more volume than can be accommodated in the prescribed number of floors, additional floors should be set back from the building face and expressed as penthouses or attic storeys.
- Taller building elements may be acceptable where they create points of reference or mark campus axes.

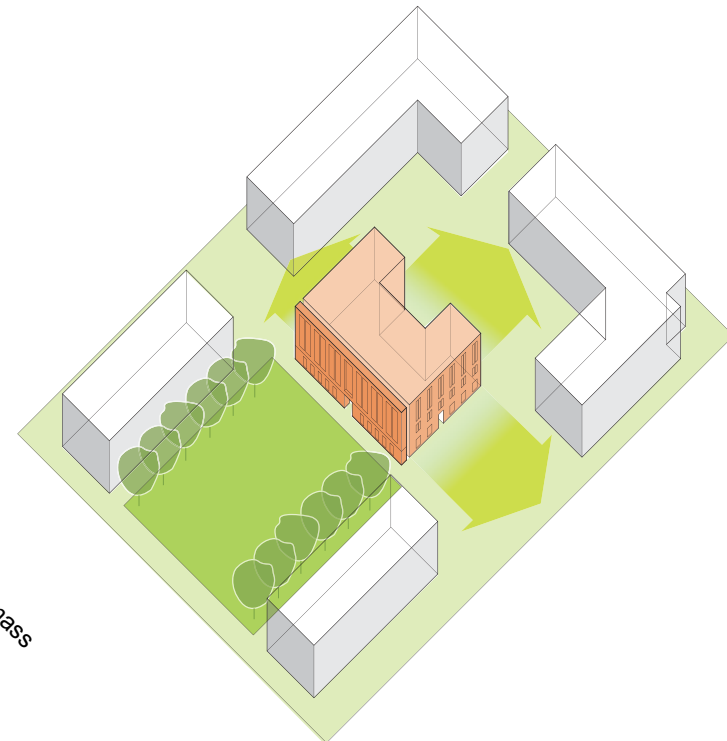




1 Representative campus elevations.



2 The facade's role is to provide three-dimensional definition to the volume of campus civic space.



3 Campus buildings tend to present four elevations of equal or near equal importance. Creating a hierarchy of facades improves the legibility of campus spaces.

## PRINCIPLE 4

### Buildings are to address major campus spaces with facades.

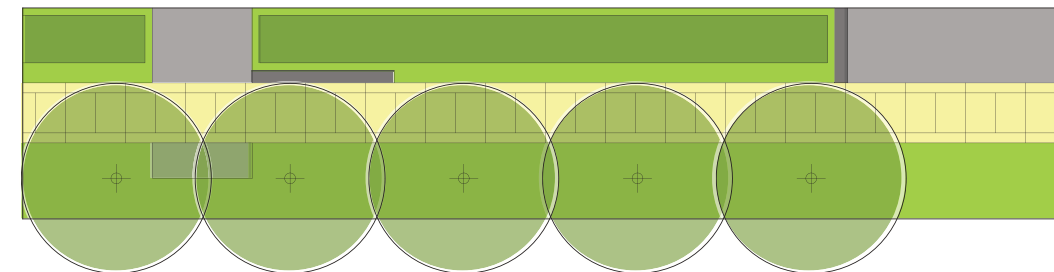
The clarity of a university's system of outdoor spaces is dependent on the scale and quality of the surfaces that define them. The responsibility of a university building's facade is to define the public realm, and, together with the facades of other buildings, form the three-dimensional volume of exterior rooms. The facade is the face of the building and is more formal than the elevations that address secondary spaces. They present a symbolic, idealized vision of the academic program within and outwardly reflect the sensibilities and aspirations of the campus.

Facades are generally expressed as rectilinear planes. This provides a ground plane on which additive elements, such as entrances, are applied. Negative elements, such as loggias and arcades, can also be carved from the ground plane. Facades are based on compositional rules, a framework of proportions, alignments, and figure/ground relationships. They embody an underlying organizational pattern and are usually symmetrical, with the building's main entrance often acting as the primary centering element. Facades act to mediate between the scale of the campus quadrangles and courtyards and the building's internal public spaces. This intermediate zone, and the sense that one is moving from one realm to another, is enhanced by a well designed landscaped zone directly outside the building. Together, the facade and the landscape form an integrated composition that provides a transition zone between interior and exterior.

The differentiation between facades and elevations is an important one. Facades should address primary spaces while elevations delineate secondary spaces and pathways. Thus, the scale, compositional attitude, and articulation of the facade plays an important role in helping to clarify the campus system of civic spaces. In defining secondary spaces, elevations may be less formal and more expressive. They are not necessarily symmetrical as their form is often conditioned by proximate buildings and the circumstances of the site. Elevations are often characterized by repetitive bay structures and they exhibit less dimensional depth than facades. Elevations should incorporate secondary building entrances.

University buildings tend to present four faces to the outside world and may create spaces of various scales on each side. The design of facades should respond to this reality. Together, building shapes and facades should present appropriate responses to site specific conditions. At left, Figure 3 illustrates this concept. The main point is that campuses are more understandable when buildings present discernable faces that relate to spaces and other buildings. Buildings with four undifferentiated elevations are not as strong in presenting a civic face or in producing a sense of spatial hierarchy.





1 A building's facade should be composed of three horizontally organized elements; a base, a middle, and a top. Provided the general strategy is employed, the field of fenestration at each level can be expressed in a variety of ways.

## Facade composition and proportions.

In order to respond to the particular space they are addressing, facades should be expressed as a composition of related elements. A building's base grounds it to the landscape and creates an articulate zone that modulates the building scale occupied by pedestrians. Ideally, the base should correspond to the height of the first floor. This zone should incorporate transparent elements to enhance the sense of an interconnected academic world.

A system of repetitive bays responds to the scale of the campus space and establishes the internal order of the building. Figural elements such as entrances and projecting bays provide differentiation and focal points. These pieces should be located to respond to site specific features such as campus axes, courtyard centerlines, or important corners. The various parts of the facade should be consolidated by a proportional system into a cohesive composition.

These requirements are not stylistically dependent. As illustrated in the Historic Core, a range of architectural styles can be absorbed provided basic compositional rules are followed.

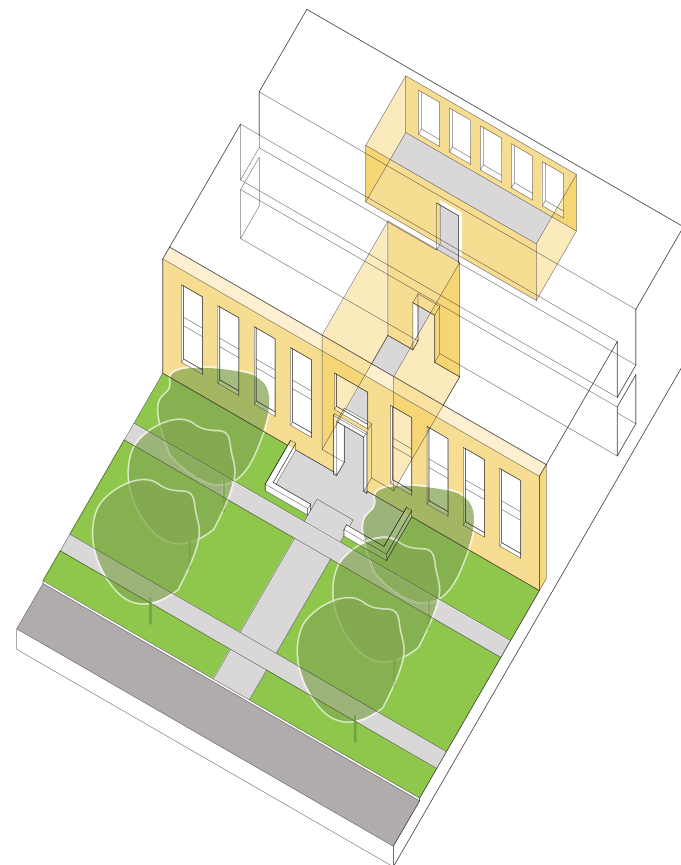
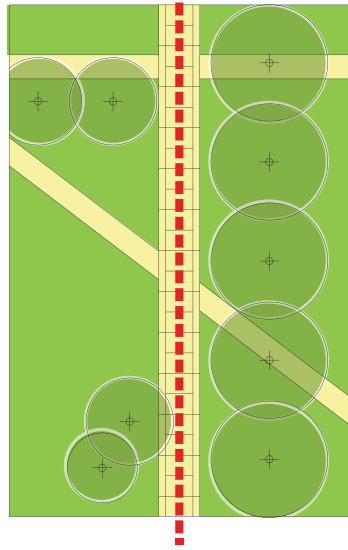
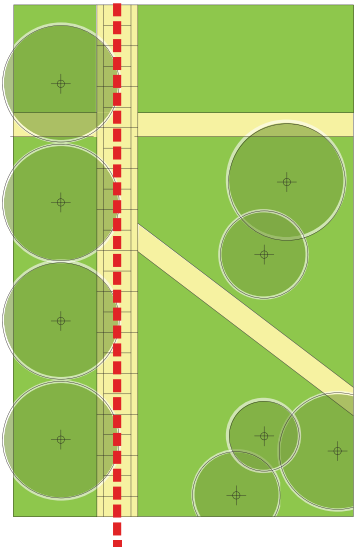
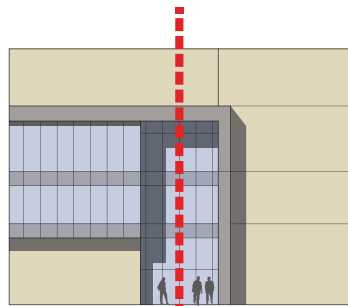
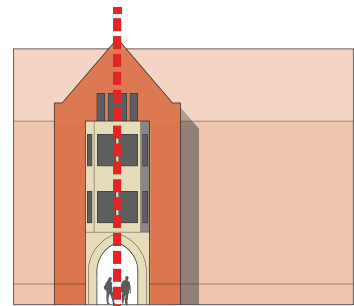
## Recommendations

- Facades should incorporate a base, a middle, and top.
- The scale of materials should be appropriate to the particular part of the building they are cladding.
- Facade composition should support the clarity of primary entrances.
- The base of a building facade should relate to the landscape zone in front of the building.



2 Sledd Hall. The building elevation is organized horizontally by a base, a middle, and a top. A three story field of stacked windows is periodically interrupted by projecting bay windows. The bay windows and gabled attic story provide a vertical counterpoint to the horizontal composition.





1 A building's entrance is the transition zone between the interior and exterior realm. The system of campus circulation is part of the entrance narrative which extends to lobbies, atriums, and significant interior spaces.

2 Building entrances should be aligned to campus pathways. The clarity of the campus circulation system and the sense of connectivity is strengthened when figural facade elements end axes and relate to the greater campus.

## PRINCIPLE 5

### Campus buildings are to have clearly defined entrances.

Building entrances are to be clearly visible from campus spaces and streets. They are to support the system of campus pedestrian axes and should have a direct relationship with the campus spaces they address. They should align with campus pathways to form visual campus landmarks when appropriate.

The building entrance should mediate between the external campus circulation and the internal system of lobbies and corridors. The pedestrian experience should be a fully unified sequence. Lobbies and entrances should be appropriately scaled to reflect their relationship to the campus space. Entrances are to be part of an ensemble of parts that link the building interior to the outside world. This includes the components of a transitional zone that may incorporate terraces, site walls, and landscaping.

Entrances should be considered an element within the broader facade composition. It includes more than the doorway itself, but also the components that provide comfort and shelter from the elements. The entrance can be engaged in recessive elements such as loggias and porticos, or expressed as additive elements in the form of aedicular pavilions.

Safety should be considered in entrance design. Transparency and lighting should be thoughtfully integrated in the design to produce a welcoming transition zone at all times of the day. Chapter 010000, Section 1.2, I of the UF Design & Construction Standards address several strategies for providing increased security. The section promotes Crime Prevention Through Environmental Design (CPTED) strategies that seek to keep buildings and entrances easily observable, extend the realm of safe areas, and control access.

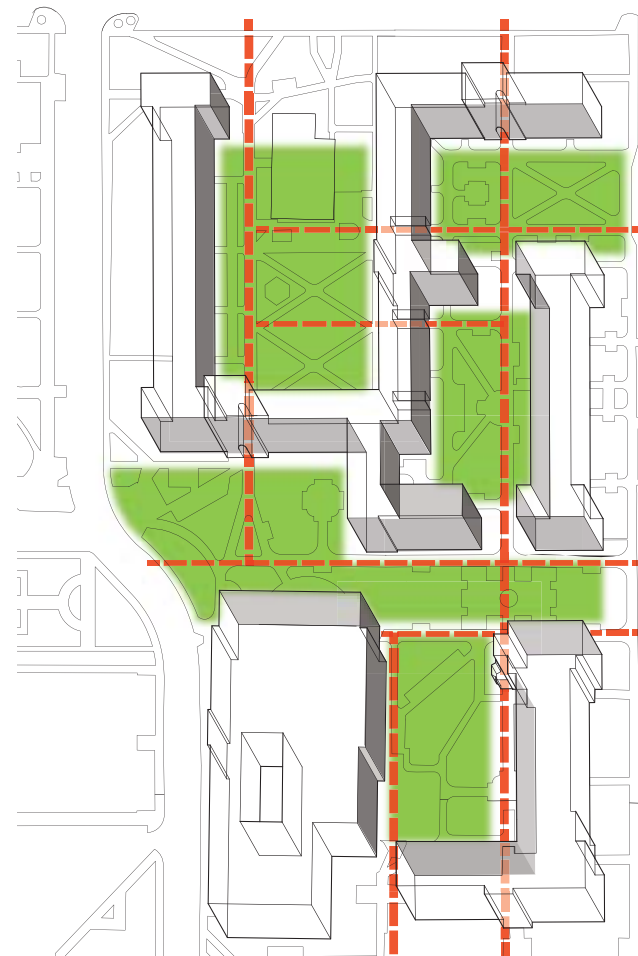
### Recommendations

- Entrances should be considered an element within a larger elevational composition. They should be grouped with other elements to form a larger figural piece.
- Entrances should include the components of a landscaped transitional zone.
- Entrances should be appropriately scaled to both the space they address and to the massing of their host building.
- When possible, entrances should end campus pathways or form the focal point for view corridors.
- Entrances may be expressed as additive volumes or as recessed elements.





- 1 Exterior spaces should be designed as extensions of the academic program.



- 2 Secondary campus spaces and the spaces between buildings should extend the clarity of pedestrian connections. The space between buildings should act as thresholds, or ante-rooms, before reaching more monumentally scaled spaces. Campus buildings should be spaced and shaped to produce intimate courtyards of different scales and character.

## PRINCIPLE 6

The spaces between buildings are to be designed as extensions of the campus spatial armature.

The campus should be provided with a variety of different scaled exterior spaces. The area between buildings, when not defining a street or quadrangle, should be designed as a purposeful element that mediates between landscape and building and links proximate buildings to one another. When possible, such connective spaces should be designed as discrete courtyards.

Campus buildings with urban qualities produce secondary spaces that maintain figural integrity and reinforce organized pedestrian movement. The simplicity of their form, and the adherence to regulating lines and alignments generally result in interstitial spaces that maintain spatial clarity. These spaces are often more interesting than formal quadrangles in that the elevations that define them are required by necessity to mediate between differing scales, and need to be shaped in plan to adapt to the circumstances of a particular site.

In contrast to the frontality of facades that address quadrangles and streets, elevations defining secondary spaces often present asymmetrical compositions that attempt to relate to external forces as well as internal programmatic pressures. The locations of building entrances on secondary spaces should be carefully considered. Entrance locations should provide visual campus markers and reinforce the system of pedestrian axes.

Occasionally, areas between buildings are required for services such as loading, waste collection, or as utility corridors. Service courts should be organized to avoid pedestrian conflict, minimize noise, and allow efficient access to buildings. These elements should be visually screened from campus pathways as much as possible with walls or landscaping that relates to the host building or to the landscaping program.

Campus pathways and landscaping elements should provide consistency when moving from one space to another. This program of landscape elements should reinforce the sense that secondary spaces are outdoor rooms. Each successive space may have its own character, but continuity is achieved by adhering to the hierarchy established in the Landscape Guidelines.

### Recommendations

- Buildings are to be shaped to create well defined secondary spaces.
- Building placement is to support and enhance campus circulation patterns.
- Secondary entrances are to engage the space they address.
- Space between buildings should be utilized as exterior teaching spaces when appropriate.





1 Representative materials and textures on campus.

# PRINCIPLE 7

## Building materials should fit harmoniously into the context of neighboring buildings.

Building materials should be sensitive to the character of the overall campus and to proximate buildings. Materials should fit harmoniously within the context of existing buildings to achieve an overall sense of campus unity. The UF campus maintains cohesion through the consistent use of similar brick blends, light colored stone framing elements, and a generally similar scale of fenestration. This is an approach that ties buildings of varying stylistic expression together. The scale of materials and color of surfaces provides commonality even when buildings are stylistically diverse and scale may be incongruous. The overall palette of the campus is warm and subdued. The individuality of buildings is achieved through localized formal gestures and detailing rather than the expression of unique surface materials.

The technology of building enclosure design is constantly evolving, driven by the recent expectations for high performance envelopes that are now required to satisfy performance goals not given a great deal of attention in past eras. This is particularly germane for buildings located in climates with extreme ranges in temperature and humidity like Gainesville. The changing nature of the science of building enclosure systems means that new materials and methods may be implemented. Future designers on campus should seek to integrate new building technologies in ways that thoughtfully respect campus traditions, and integrate the guidelines outlined in this document.

Material compatibility can be classified by three characteristics; color/tone, scale, and texture. The traits of building materials have direct relationships to the parts of the structure they define. At the building base, for instance, the materials should relate to the scale of people and should present characteristics that are tactile and inviting. The middle floors of a building relate to the scale of campus space and therefore can be expressed as larger sized panels or present larger readings of modular materials. Attic stories are generally lighter in tone and can be clad in materials that emphasize this quality.

## Recommendations

- Materials should portray a sense of permanence and quality.
- Cladding materials should be compatible with neighboring buildings in color, scale and texture.
- Building materials are to be resilient.
- Sustainable criteria of materials should be considered. Product lifespan, source location, and reuse potential should be factors in material choice.

The following pages outline recommendations for particular materials systems. Innovation and expression in material use are encouraged provided there is overall compatibility with the campus and the issues noted above are addressed.





## Masonry:

- Brick is to be a blended mix of colors related in tone to the red, brown, and reddish orange brick of the Historic Core.
- Brick patterns throughout campus vary. The Historic Core contains examples of Running, English, and Flemish Bonds. More recent areas of campus range from Running to Stack Bond. The decorative effects of brick patterns should be explored on future projects.
- Brick is to be modular size, jumbo brick is not acceptable.
- Large expanses of inarticulated precast concrete are not permitted.
- Panellized systems such as terracotta and composite materials are permitted provided they meet the pertinent criteria of scale, color, texture.

## Glass:

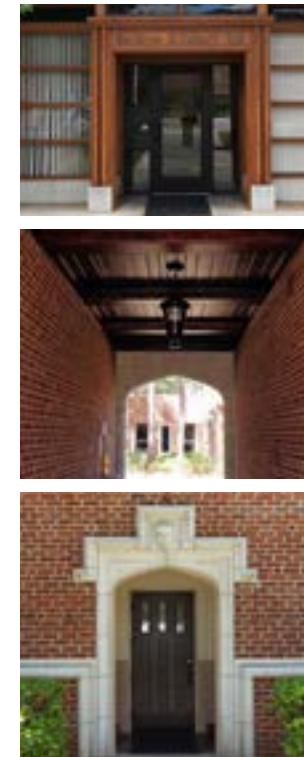


- Punched windows are to be recessed from the building surface to produce depth and shadow and to express the solidity of the wall. Windows coplanar with exterior wall surface are not permitted as they produce wall surfaces that are monolithic and thin in appearance.
- The percentage of window area is to adhere to energy codes.
- Glazing is to be clear when possible. Where energy codes mandate the use of tinted glass, it should not be noticeably colored or reflective.
- Large areas of glazing should be expressed as grouped windows. They should reinforce the compositional structure of the elevations.
- Large areas of undifferentiated curtainwall are not permitted. Curtainwall mullions should produce a hierarchy of widths and depths. The depth and articulation of mullions should produce a sense of quality and craftsmanship.
- Strategies for minimizing bird strikes are outlined in Chapter 0840000, Section 1.5 of the UF Design & Construction Standards. The section outlines methods for reducing reflected images and enhancing the perceived opacity of glazed surfaces.



## Metal:

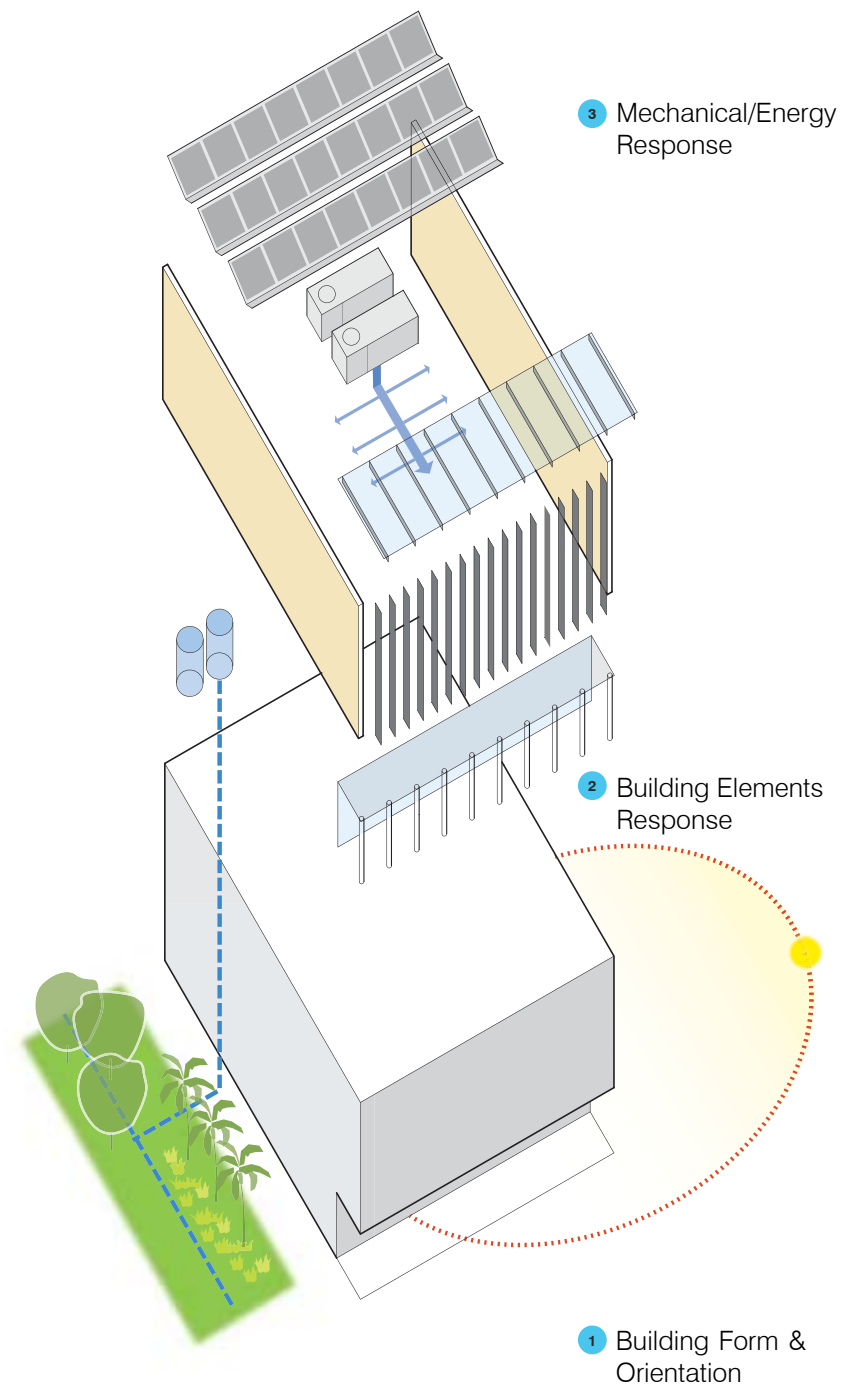
- Metal as a cladding material has not been used extensively on the UF campus. Existing buildings tend to favor natural materials. Metal panel has been used in some buildings, though, to complete roofline profiles, or in more recent buildings as complimentary materials to brick or glass.
- In general, warmer, more tactile materials are preferred where people come in contact with the building. If the design dictates use in such areas, however, metal panels should express tactility and craft.
- Metal panel is acceptable on higher parts of buildings such as attic stories, penthouses, and mechanical levels.
- The size of panels should correspond to the scale of fenestration and to the spacing of window mullions. Metal panel should be sized and detailed to exhibit the level of craft and quality expected on a university campus.
- Natural materials such as copper, and zinc and terne coated products are favored over composite metal panels for their tactile appearance.



## Wood:

- The use of wood on campus tends to be relegated to areas around entrances and portals. Keeping wood elements protected from rain and intense sunlight reduces maintenance and extends the lifespan of the material.
- The warmth of the wood at entrances provides an inviting quality. The sense that a level of craft has been applied to doors and elaborate frames adds to the feeling of domesticity at residence halls.
- Wood as a secondary or feature material should be further explored at building undercuts and covered entrances. The species should be resilient and durable regional species.
- To add a sense of craft and connection to the landscape program, wood timbers may also be allowed for arcade or pergola elements.





## PRINCIPLE 8

### Campus buildings should incorporate climatically responsive elements.

Future buildings, renovations, and additions on the UF campus must address the need to conserve resources and reduce energy use. The architecture of campus buildings is to respond to both the general issues of energy and resource use and to the specific climatic response required by a particular building site. Design consultants should understand the specific responses required by the region. Gainesville's climate is defined as "humid subtropical" and it receives almost 48 inches of rain per year, nearly twice that of the average US city. The inland region's climate resembles most of the rest of Florida between May and the end of September, with frequent thunderstorms, high humidity and daily temperatures ranging from the low 70's to around 92° F. During the winter months, however, Gainesville has a climate that differs from much of peninsular Florida with multiple nights of below freezing temperatures.

The issue of creating climatically responsive architecture should be approached holistically by looking at three inter-related building systems; Building Form and Orientation, Architectural Elements, and Mechanical & Energy Systems. When properly implemented, these systems should reinforce the character of the UF campus, create interactive learning spaces, and promote innovative architecture.

#### 1. Building Form & Orientation

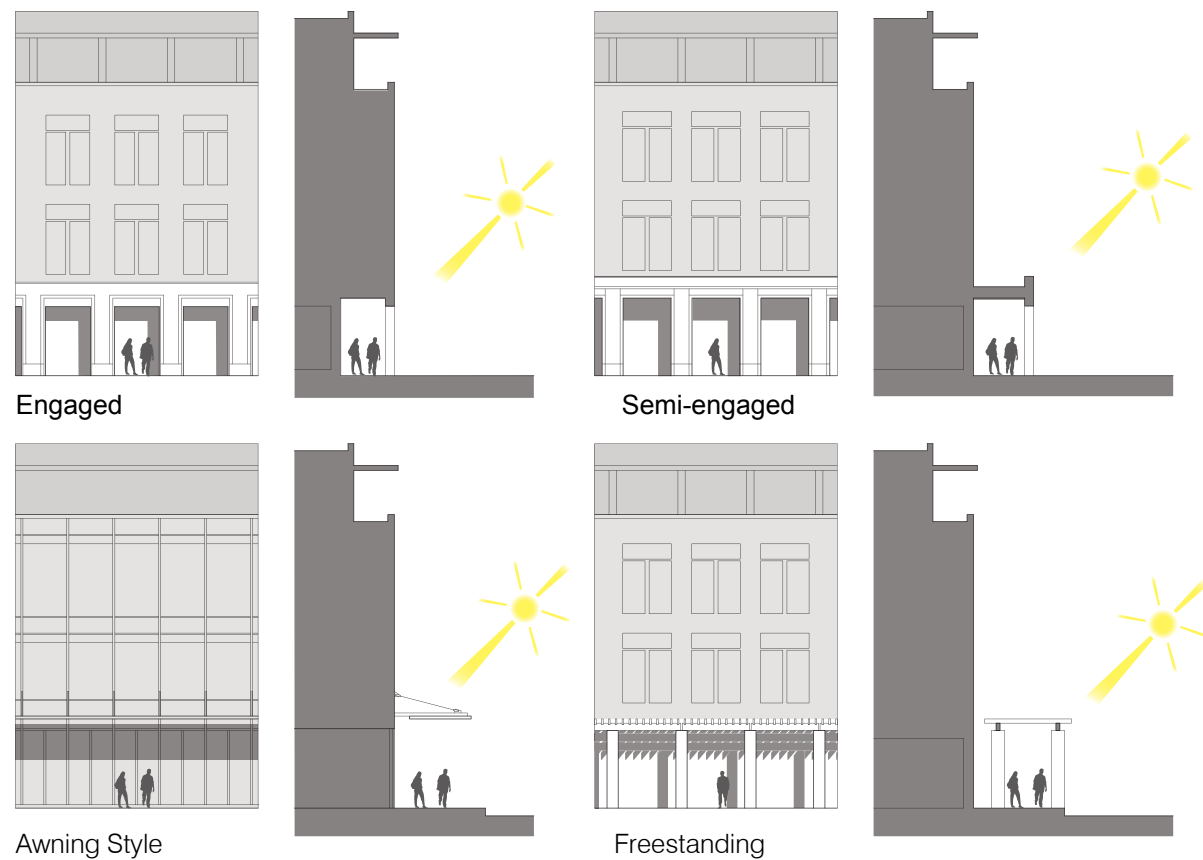
Sustainable design practices should be a marriage between different scaled approaches to climatic issues. The basic building blocks of architecture, or formal typologies, can respond not only to the climate, but to the internal programmatic requirements of a building. Structures located in warm and humid climates benefit from compact building forms and from being arranged closely enough to one another as to create shaded courtyards. Massing arrangements that promote air movement can reduce ground temperatures and will enhance the pedestrian experience.

The orientation and expression of building elevations should be closely examined during early design phases. Gainesville is located in a cooling-dominated climate zone and protection from sun and direct solar radiation is essential. The proportion of glazed to opaque facade area should be well considered.

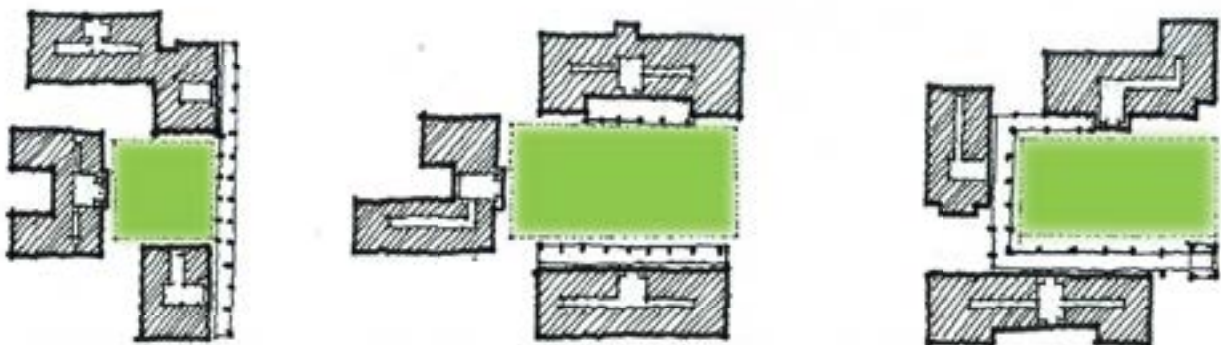
#### 2. Architectural Elements

The second level of climatic response involves the building systems employed to either take advantage of an inherent climatic aspect or to mitigate its impacts. This category directly influences the architectural appearance of a building and therefore the use of such elements should be weighed against the surrounding context of the proposed project. In buildings where abundant natural daylighting is desired, the scale and texture of shading elements such as brise soleil, awnings, and louvers should relate to the scale and detailing of neighboring buildings.





1 Loggia Typologies.



A freestanding loggia connecting two buildings to complete a courtyard.

Engaged and semi-engaged loggias create a consistent ground plane and strengthen spatial axes.

A freestanding loggia helps consolidate disparate building forms and strengthens spatial definition.

2 Loggias can be used in a variety of ways to define and consolidate campus space.

More basic and longstanding traditions can be employed to reduce solar gain and create pleasant environments. The buildings of the UF campus already incorporate several techniques. Modern buildings on campus employ undercuts and carved out areas at the ground floor to provide shaded transition areas. Stand-alone arcades are present in both the Historic Core and the areas south of Stadium Road. These elements mitigate solar gain, reduce the need for conditioned space, create more permeable ground floors, and provide areas of active use outside the building. They provide an articulate zone at the building base that gives designers an opportunity for architectural expression.

Such architectural set pieces can tie together disparate elements of campus architecture or help to define courts. They are part of the campus circulation system and should enhance the relationship of landscape to building entrances. They are part landscape and part architecture.

### 3. Mechanical/Energy Systems

The third of the integrated responses involves the building's environmental systems, the conservation of resources, and in some cases, the supplemental production of energy on site. The requirements of these systems vary with each building typology and siting circumstance and therefore a general approach to good mechanical design concepts is needed. Whole building design strategies imply that the relationship between each of the building's systems is understood and coordinated. In this regard the building skin, daylighting considerations, HVAC systems, and lighting design all work together efficiently. To achieve this, architectural and engineering concerns must be addressed early in the design process and should be devoted to meeting goals set by the university.

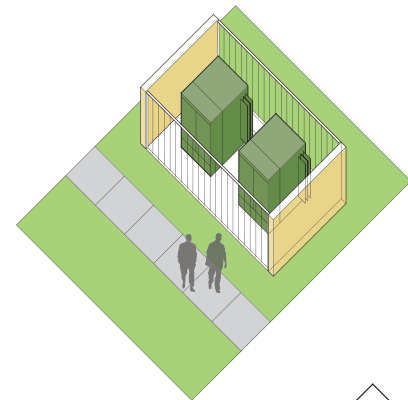
Future buildings should implement high performance HVAC systems, utilize high efficiency lighting systems with a focus on natural lighting, and minimize water resource consumption. These broad concepts form the basis for the implementation of more specific strategies that respond to the particular needs of each campus building, and allow for evolving building technologies.

#### Recommendations:

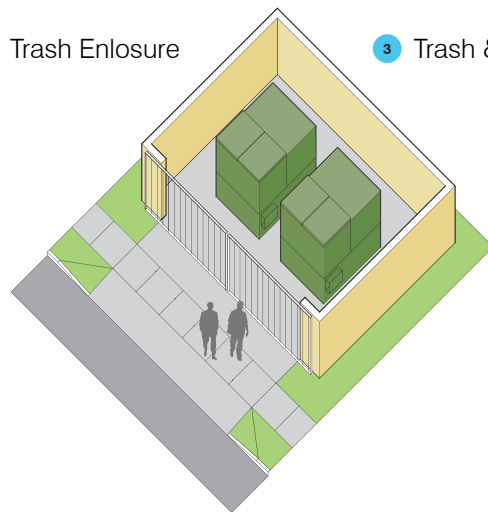
- Proposed building shapes are to be designed to provide climatically responsive benefits.
- Implement a "whole building" design approach.
- When appropriate, elements such as loggias and arcades should be incorporated into building design.
- The architecture of building elevations is to respond to solar orientation.
- Projects are to conform to UF sustainability standards and policy outlined in the UF Design & Construction Standards. Chapter 010000, Section 1.10 describes the university's goals for building performance, the conservation of resources, and the implementation of materials as they relate to LEED criteria.



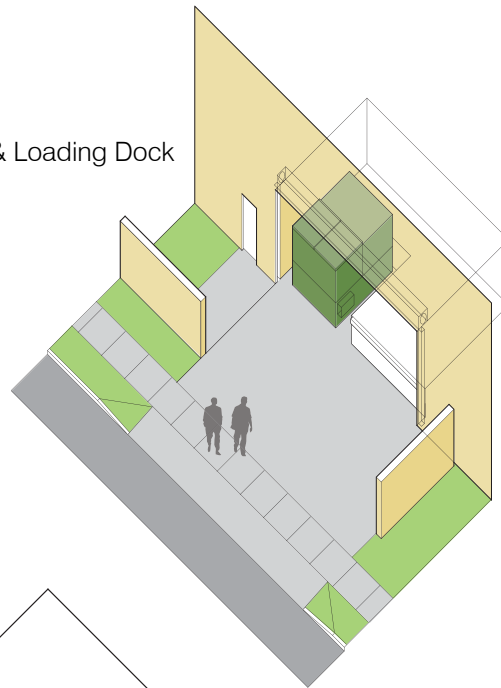
1 Transformer Enclosure



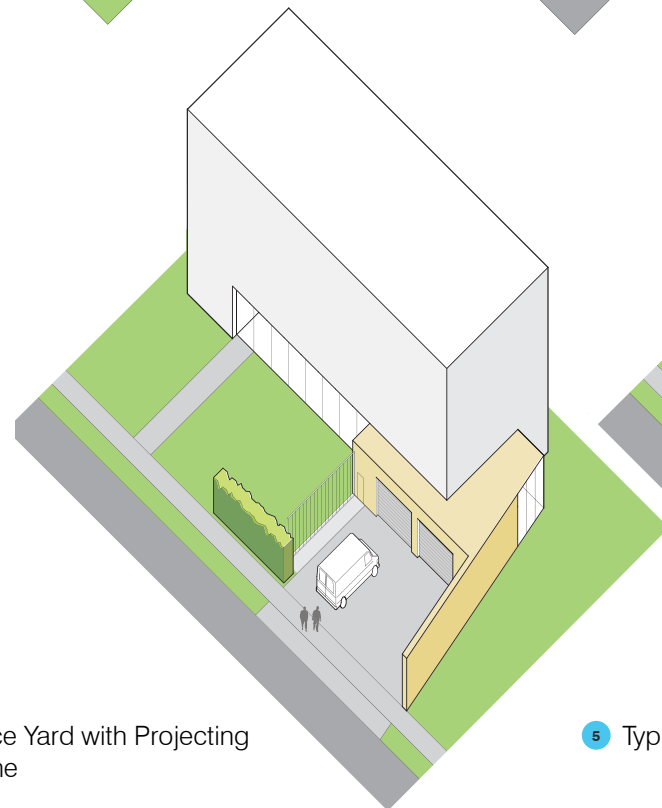
2 Trash Enclosure



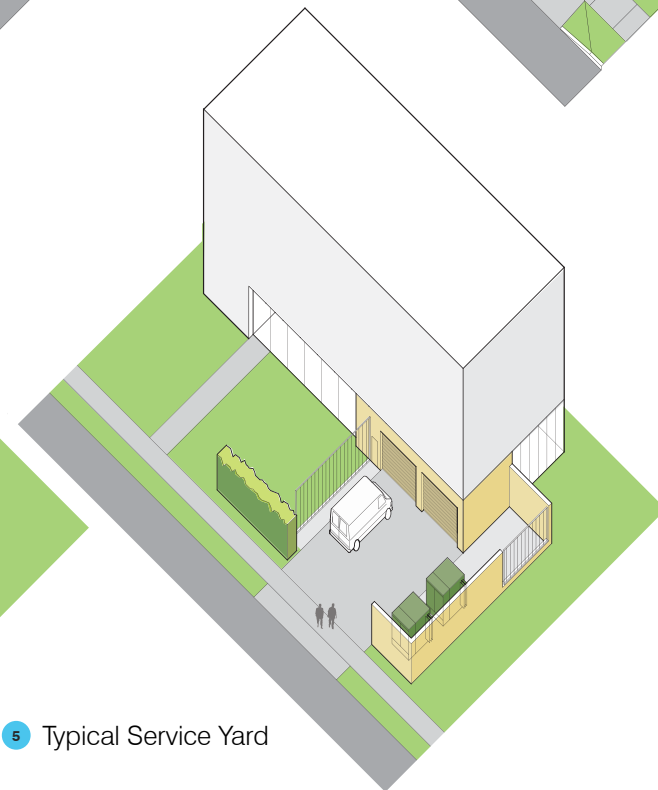
3 Trash & Loading Dock



4 Service Yard with Projecting Volume



5 Typical Service Yard



Service areas should be well screened with landscaping or site walls. Loading docks and trash areas should be placed within the mass of the building. Such elements should compliment the overall building design and should relate to established building datum lines and attitudes toward materiality.

## PRINCIPLE 9

### Service areas are to be integrated into building architecture.

Campus service areas must be strategically placed to provide optimal accessibility by the various maintenance, delivery, utility and custodial groups while using the minimum footprint and visual disruption.

Service areas can be categorized into three groups;

1. Staging and delivery
2. Garbage/recycling storage and removal
3. Campus infrastructure enclosures

Service areas should minimize aesthetic and circulatory effects on the campus while optimizing access and functionality. They should be located away from pedestrian open spaces and building entrances. Service areas should be well-screened with vegetation or masonry walls and should be gated where possible, especially at interfaces with pedestrian circulation.

Loading docks, trash containers or utility structures should be located within buildings when possible. Building programs should incorporate loading docks and covered staging areas within the assignable square footage. The space should be designed as a part of the overall building composition both in plan and elevation.

Trash receptacle enclosures should be gated, visually subordinate to adjacent buildings and constructed from complementary materials. Utility infrastructure enclosures should generally be sited and designed to avoid aesthetic impacts to campus open space and campus circulation.

### Recommendations

- Service areas and mechanical equipment is to be obscured from pedestrian view.
- Mechanical equipment should not be located on grade unless located in well defined service courts.
- When obtrusive mechanical equipment can not be relocated within a building that is being renovated, it should be screened.
- When located on roofs, mechanical equipment should be setback from roof edges. Equipment should not be visible from the ground.
- Equipment should be incorporated into the building architecture. Mechanical screens should be integrated into architectural elements such as tower elements, dormers, and penthouses.
- Loading docks and service yards are to be pulled within the building volume whenever possible. Service court walls should be integrated into the building design and should utilized the same materials palette.







# BUILDING TYPOLOGIES

The university campus is generally composed of five main building typologies. Each contributes to the organization and character of the collegiate environment in its own way and has a specific formal expression. Although they may be formally and programmatically unique, the ensemble of campus buildings created is more important than the expression of any one building. The relationships between typologies is also important as they affect the spatial organization and clarity of the campus. Adjacent buildings of differing typologies should be carefully designed to enhance the overall campus. Commonalities between such buildings, whether in massing, solid to void ratios, envelope materials, or datum lines should be carefully considered in order to reinforce the broader campus design ethic.

**1** *Monumental or Iconic Buildings:*

Such buildings project a particular symbolic importance on campus. They are often sited in prominent locations, allowing them to act as intermediaries between campus and the surrounding context or to be the focal point in a campus neighborhood. The expression of their massing and form tend to differentiate them from nearby buildings. They tend to contain programs that are shared by the entire university and do not belong to a particular academic discipline. More than other types, they represent the civic importance of the university. On campus, this typology may include chapels, libraries, auditorium, performing arts buildings, or sports venues.

**2** *Academic Buildings:*

These are the building blocks of the university. They are often internally flexible, able to absorb a variety of academic disciplines and can be altered or adjusted to meet new programmatic requirements over time. The buildings are usually regular in plan and their simple massing allows for easy integration into the existing campus fabric. Their elevations are meant to provide definition and scale to campus spaces.

**3** *Laboratory and Research Buildings:*

Research buildings are closely related to academic buildings with the additional burden of heavy mechanical supply and exhaust requirements and highly specialized programmatic spaces. Their internal organization is dictated by strict adjacencies and dimensional requirements and therefore are not as flexible as the more mutable academic buildings.

**4** *Residence Halls:*

Student residence halls provide living, social, recreational, study and dining spaces. Conceptually, they are like houses, with private rooms organized around communal social or study spaces. The size of the residence hall social group is sometimes reduced to smaller units by introducing localized lounges and study spaces by wing or floor. Residence halls are often arranged in groups to form related neighborhoods with identifiable architectural character.

**5** *Ancillary Buildings:*

These buildings support the campus infrastructure and transportation requirements. Included in this typology are storage and maintenance facilities, physical plants, and parking structures. Although conceptually utilitarian, the design of such buildings should strive to enhance the campus environment. The architectural expression of parking structures, due to their size and desired adjacencies to campus buildings should be thoughtfully considered.

Following are recommendations for the dominant repetitive campus typologies; Academic Buildings, Research Buildings, Residence Halls, and Parking Structures.





# ACADEMIC TYPOLOGIES

## Promoting intellectual and social exchange.

The the most common architectural typology of the campus is the academic building. In recent years, the type has evolved to embrace new pedagogical methodologies, technologies, and emerging fields of study. Education spaces have transformed to address new learning styles and student trends. Contemporary academic buildings are evolving to enable active and collaborative learning.

The architecture of the buildings must anticipate continued changes during this era of rapid information exchange. Buildings should be designed to be adaptable, able to absorb new directions in education. Interior corridors and lobbies should be designed as public spaces where casual conversations and chance meetings can occur. Informal study areas integrated into building circulation promote the feeling of collegiality.

The building's exterior architecture should reflect the importance of its academic program and the symbolic nature of its pursuits. The academic activities of the campus should be visible to pedestrians. The composition and expression of facades should engage in an architectural dialogue with nearby buildings, relating neighboring structures through common heights, proportions, or materiality.

## Recommendations

- Academic building ground floors should contain building community spaces and shared university education spaces.
- The materials of building bases should reflect the permanence of the institution. Simultaneously, transparent elements should be integrated to promote the sense that the building is a place for the exchange of ideas and to provide a sense of security.
- The massing of academic buildings is to relate to its context. Where building program can not fit within the established cornice height of a neighborhood, attic story setbacks should be employed.
- Considerations for building proportions should include daylighting requirements.
- Large lecture rooms are to be provided with natural light when possible.
- Academic buildings should provide ample unprogrammed space for informal gathering. The spaces outside lecture halls should be generous enough to accommodate study areas and pre-lecture queuing.
- Facades should express the dignity of the institution. The proportions of the fenestration, relationship of solid to void, quality of materials and level of detailing all contribute to the sense that the campus is revered.
- Architectural expression and the projection of the building's program to the outside world is encouraged, provided the underlying principles of the guidelines are followed.







# RESEARCH TYPOLOGIES

## Technological expression on the traditional campus.

Campus research buildings are a related version of the academic building, designed with the added requirements of mechanical supply and exhaust services. They are dedicated to the housing of the experimental sciences. Their internal organization is fixed, and is derivative of precise adjacency and space requirements. Depending on the particular discipline, the size and structural needs of spaces within research buildings vary, as do requirements for natural lighting and ventilation.

Research buildings on campus, can represent a kind of environmental laboratory. Their design and visual expression can illustrate to the campus population the relationship between research and the physical world. By adopting a “building as a system” concept, the application of building sciences and architectural expression can be unified. The concept mandates the interaction between different elements comprising the system;

- Building enclosure (envelope)
- Inhabitants (humans, animals, plants)
- Building services (electrical, mechanical)
- Site (landscape and vegetation)
- External environment (weather micro-climate)

Research buildings should respond to the challenges of the regional climate. Rather than solely considering the additive architectural elements generally used to mitigate solar exposure, the form of the building as a climatic response should be explored.

## Recommendations

- Ground floors should contain building community spaces and shared university education spaces, visible from the exterior.
- Mechanical penthouses should be integral to the building massing and architecture. They should not sit as hats on the top of buildings. Penthouses should be articulate and should correspond to the quality of the rest of the structure.
- The elevations of research buildings should relate to the architecture of the campus while expressing the nature of the internal program.
- The form of research buildings should express a climatic response.





Jennings Hall

Riker Hall

A courtyard between Buckman and Sledd Hall.

# RESIDENTIAL TYPOLOGIES

## Promoting the socio-academic mission through architecture and landscape.

The ensemble of residence halls in the Historic Core; including Murphree, Thomas, Fletcher, Sledd and Buckman presents a fine example of compact, courtyard-centered housing. This typology is successful on many levels: it defines pleasant campus streets, presents a civic face to the city, forms appropriately scaled campus spaces, and extends the armature of campus pathways. The typology exhibits urban qualities that are specific to campus planning and present positive relationships and juxtapositions with other buildings. The history of this typology is longstanding and it's imagery exemplifies our idealized connotations of the campus as an institution.

Well proportioned courtyards create thermal benefits as well. During hot weather, they provide shading and lowered ground level temperatures. When it is humid, the stack effect enhances ventilation. Vegetation can further reduce courtyard temperatures. Consequently, energy needs for cooling are reduced during summer months.

On a large college campus, the courtyard provides a social benefit. The space is effectively an outdoor room, It becomes a communal forum and provides opportunity for chance encounters between students. It is a space shared by the University at large, but provides a sense of identity to the students who occupy its periphery. It is a multi-functioning space, programmed by students themselves.

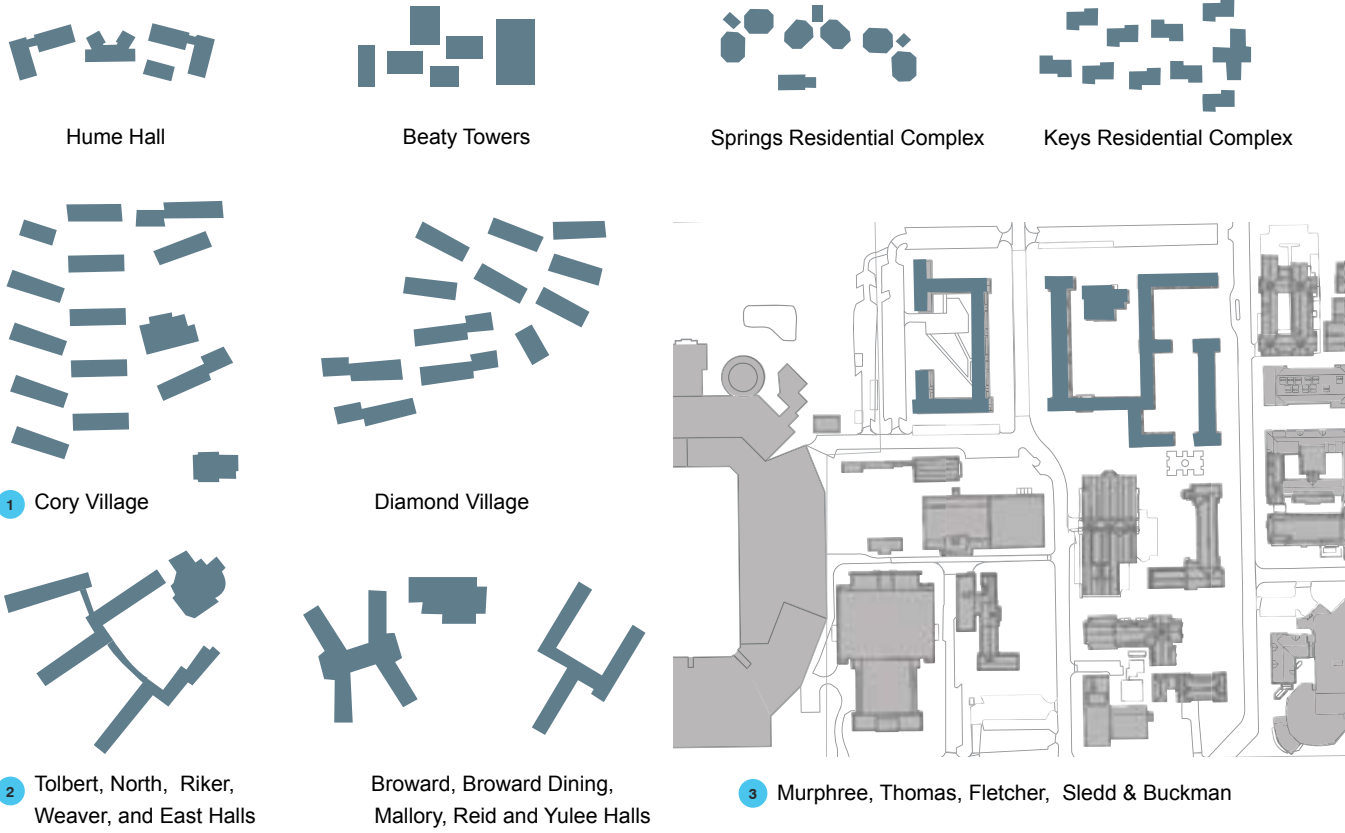
After the Edwards and Weaver era dormitories were built, however, new strategies for resolving the pressures of housing students were implemented. Not unlike on other campuses around the country, the housing boom at UF of the 1950's created residential enclaves that were disassociated from the campus core both by distance and by form. In general, the later buildings represent the inverse of the courtyard typology. The buildings making up each group maintain their individuality by distancing themselves from the street and from one another and the courtyard as the principal organizing campus element has been supplanted by pavilionized object buildings. This document proposes a return to organizational planning that enhances the overall campus experience, makes better use of land, and provides student residents with a sense of communal identity.

## Comparing typologies.

When shown dissassociated from their sites and context, as shown to the left, the spatial qualities and organizing strategies of housing at UF can be more readily understood. Much of the housing stock is arranged in loosley organized groupings of small scaled buildings. Some are located great distances from the core of the university. In order to create well connected living/learning communities, housing should be located closer to academic activities and should be designed to facilitate student interaction whether they are freshmen or married graduate students.

Such design means emphasizing shared spaces and enhancing connectivity to the rest of campus. Since all spaces are treated equally, the cluster housing shown at the left, represented by Cory and Diamond Villages ❶, lack the necessary spatial hierarchy to produce a real sense of place. Radial housing types represented by the ensemble of Tolbert, North, Riker, Weaver and East Halls ❷ do a better job of creating space, but the arrangement of housing bars are more outward looking than dedicated to making true shared collegiate space. Neither strategy defines campus street space or provides meaningful connections to the rest of campus.

The courtyard style housing shown to the left, represented by Murphree, Thomas, and Sledd Halls ❸, promotes the qualities we associate with collegiate life. The form is compact, creates well defined space of pleasant scale, and is porous enough to make numerous connections to the broader system of campus pathways possible.





## Existing UF Residence Hall Typologies

The three main plan types of residence hall arrangements found on campus; Radial, Cluster, and Courtyard, are characterized by individual building form and site strategies. Each typology reflects the zeitgeist of a particular moment in time, and most fit into the context of a broader master plan that was either left incomplete or supplanted by subsequent planning endeavors. Understanding the attributes and deficiencies of each type will help identify ways to repair or enhance the buildings and their associated landscape.

Within both the "Radial" and "Cluster" formats, opportunity exists for the strategic placement of new buildings and additions. Providing a strong focal element in the form of exterior communal space will help. This may be a courtyard that assumes some hierarchical dominance, or a well ordered campus yard that improves both an internal campus street and the sense of identity for a group of residence halls. Building alterations that locate common rooms on these spaces will further enhance the sense of community.

Future planning efforts should seek to optimize the use of land around residential enclaves to strengthen the architectural character of the neighborhoods. Where land is underutilized, infill should be used to build out campus blocks in ways that make pleasant streets. Where infill projects are not anticipated for many years, robust landscaping should take the place of buildings to complete the blocks and define campus circulation.

Noted here are the attributes of the three typologies.

Reid and Mallory Halls



Broward Hall



Tolbert Hall



East Hall



### 1 Radial Plans

- Housing bars are loosely oriented toward a central programmatic element
- Wide courts are created with underdeveloped landscaping
- Low site coverage
- Difficult to expand
- Not well connected to system of campus pathways
- Relationship of buildings to campus streets not considered
- On the UF campus, the examples shown above represent fragments of a more extensive, unrealized plan that arrayed the buildings around an organically shaped open space

University Village Apartments

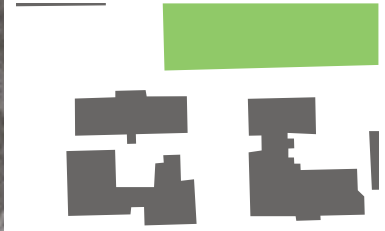


Maguire Village

Beatty



Diamond



### 2 Cluster Plans

- "Modern" planning, towers and boxes in undifferentiated landscape
- Non-contextual
- Non-spatial
- Low site area coverage
- Communal space is often absent as an organizing device
- Limited number of internal pathways and connections to the campus pedestrian system
- Group of buildings do not relate to surrounding built context



Sledd Hall



### 3 Courtyard Plans

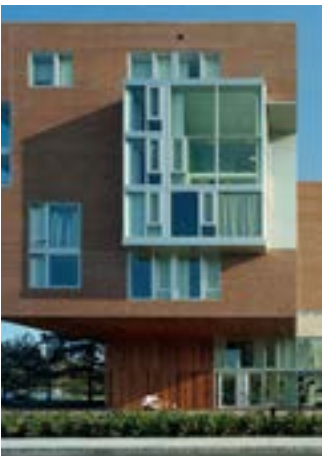
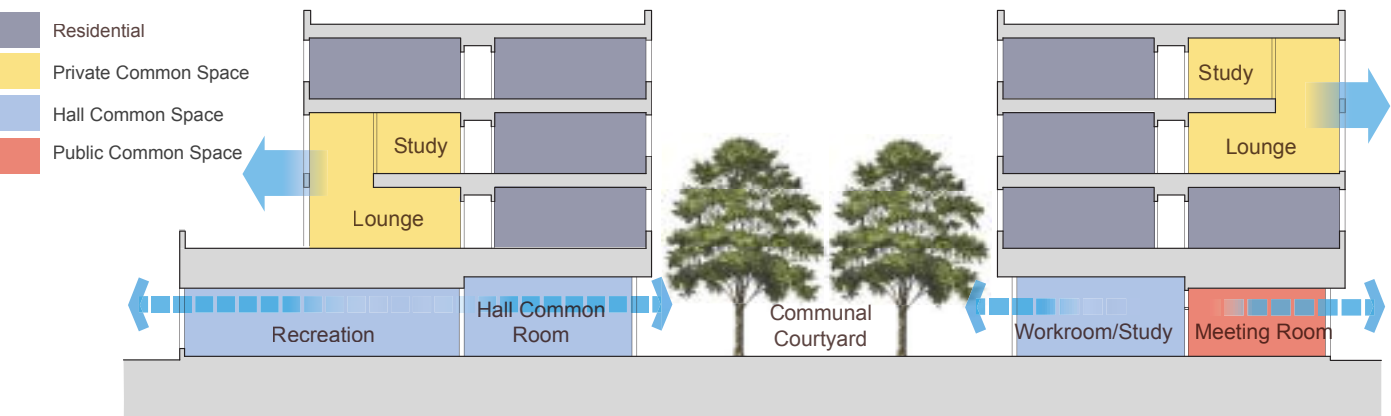
- Create a well defined perimeter
- Form identifiable blocks
- Create well defined campus spaces
- Extend the campus system of pathways
- Building shapes are readily expandable
- Provide beneficial climatic response
- Create a sense of identity for residents



## Residential Typologies: Recommended Program Distribution

The ground floors of student residence halls should be activated with communal program elements. Each component should be located with strategic intent and with respect to its ability to activate the major public outdoor spaces of its site by its presence and visibility from the outside. Public common spaces provide an amenity that is shared with the broader university community. They can act as the common gathering space for a group of residence halls, or provide a place for student organized lectures. The intent of such spaces is to break down the autonomy of individual residential buildings and to encourage student interaction.

Floor lounges and study rooms on upper floors provide a second, more private, level of communal space. When possible, lounges should interconnect floors in section to further integrate the residence hall population. Such arrangements help to expand the size of each student's social and academic community. Architecturally, lounges should be located to make visual connections to the university, further enhancing the sense of belonging to the academic community. Studies and lounges provide opportunities for figural elements on building facades and, when expressed as transparent elements, provide well-lit elements at night.



Kyu Sung Wu Architects



William Rawn Associates



Michael Dennis & Assoc.



Sasaki

## Recommended Residential Design Elements:

Residential buildings should be inviting, open places that provide varying levels of private and public accommodation. Much of student social and academic life is played out in the communal spaces and studies of residence halls, and the buildings play a key role in the socialization of maturing students. Residence hall design should encourage a balance between the two sides of student life. Following are recommendations for residence hall design.

### 1 Transparent base:

The bases of residential buildings should allow for transparent elements to be projected to the surrounding campus. Such campus common spaces and residence hall common spaces promote that sense that the university is a shared community for learning.

### 2 Integrate sustainable elements:

Residence halls should integrate sustainable elements and use materials and construction methods that reduce the use of natural resources.

### 3 End campus axes with clear entrances:

Residence halls should feel connected to one another, and to the rest of campus. Where appropriate, the buildings should be visually and physically connected to the system of campus pathways by locating entrances and other figural elevational elements to pathways and vistas.

### 4 Arrange buildings around exterior community space:

Nearly all the residence halls on campus today are part of collections of other similar buildings. Some sense of student identity and belonging can be achieved through this common experience. Future projects and alterations to existing housing should provide outdoor spaces that provide a more formal sense of place.

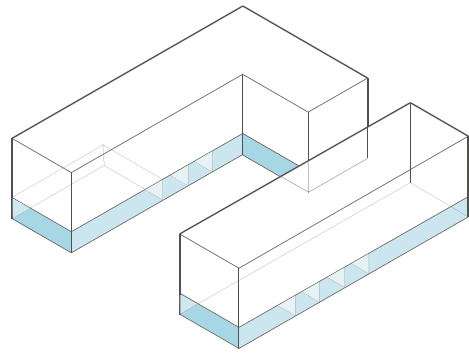
### 5 Ground floors should be occupied by communal program:

Locating communal spaces such as hall lounges, study rooms, community kitchens and recreation rooms on the ground floor with visual and physical connections to exterior space, enhances the shared collegiate experience.

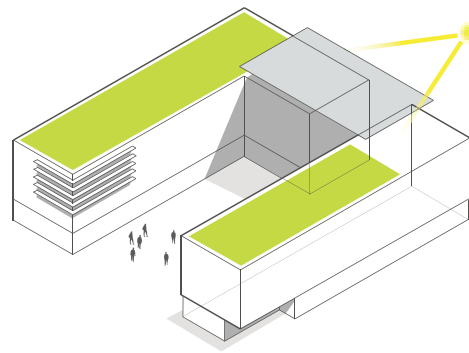
### 6 Entrances should be extensions of the landscape:

Building entrances and connected landscaping should create an intermediate zone between campus pathways and building interiors. Entrances should provide cover from the elements and together with appropriate paving, site walls, and seating should define space.

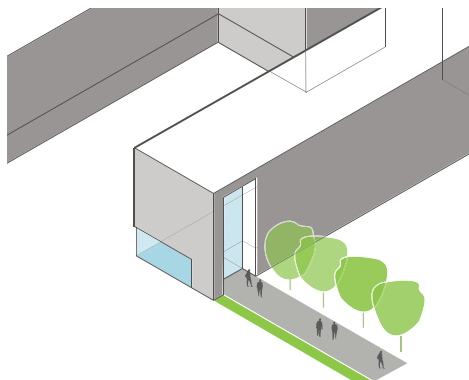




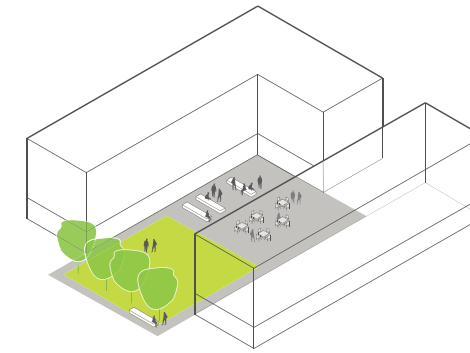
1 Transparent Base



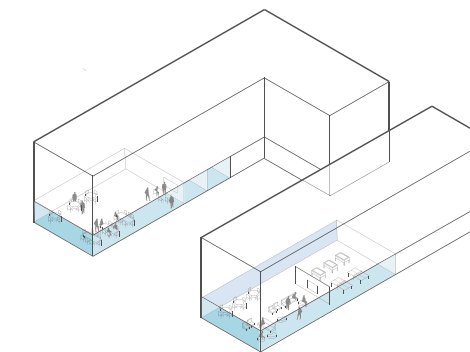
2 Integrate Sustainable Elements



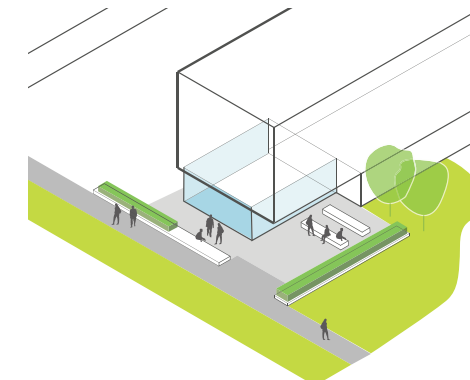
3 End campus axes with clear entrances



4 Buildings should be arranged around exterior or community space.



5 Ground Floor programmed with communal program, open to campus



6 Entrances are to be extensions of the landscaping and should create exterior space.







1 Possible infill along Stadium Road and Gale Lemerand Drive.



2 Infill at Broward and Mallory Halls defining Inner Road and the corner of 13th Street.



3 Diamond Village reimaged with inner streets and dense campus fabric.

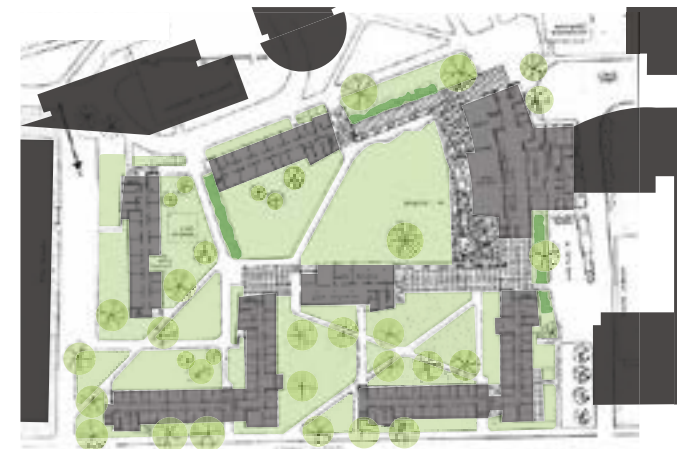
## Infill and repair in residential districts:

Many of the existing residential areas on campus lack two important characteristics, a coherent organizational strategy and a positive relationship to campus streets. The resulting environments do not relate well to the rest of campus and feel alien to the established spatial structure. Infill, repair, and selective demolition strategies should focus on the definition of student spaces and building out to campus streets. As noted in the Architectural Principles chapter of this document, a well-concieved regulating plan will be crucial towards completing amorphous or irregularly shaped street edges.

The shaping of a meaningful spatial armature will also strongly depend on the quality of the landscaping. Smaller, more defined spaces will be easier to maintain. The Landscape Guidelines provide a hierarchical system for addressing such spaces and will help in diminishing distended and anemic landscaping around residence halls.

The scale of the residential groupings at UF is similar to those found on many other campuses. Three such "case studies" are presented here. They illustrate how residence halls can be arranged to form ensembles of buildings centered on well defined active and passive use exterior spaces. The perimeters of each complex relate to campus streets and pathways and are pourous enough to make critical connections to the campus circulation system. Each building in the group provides architectural clues that drive the design of subsequent buildings. The locations of entrances, lounges and other social spaces visually connect the individual buildings to one another.

Left: Possible infill solutions that knit disparate building shapes together and reinforce campus streets. Density can be increased while improving the quality of campus spaces.



## 1 Harvard Graduate Center

The Harvard Graduate Center (1948-50) by Walter Gropius offers insight into possible infill strategies. It is a contemporary of two residential complexes at UF that include Tolbert and Weaver Halls and Broward and Mallory Halls.

The complex exhibits many of the same traits embodied in the UF housing precincts. The buildings are generally three and four stories tall with a predominately horizontal massing and expression, some elements are splayed, and the housing is grouped around a dining and community center. Unlike the UF buildings, however, the Gropius buildings help define street space and create a variety of different scaled courtyards, suitable for different forms of student interaction. Rather than being rotated to address topography, the splayed buildings at Harvard resolve a shift between the campus grid and the grid of the city fabric. The perimeter buildings are shaped to allow for future buildings to be seamlessly integrated into the ensemble.





## 2 Barrett Honors College, Arizona State University

The Honors College is comprised of 7 buildings each between four to seven stories tall. The precinct houses 1,700 students.

The ensemble is bordered by multi-lane arterial roads along two edges and the building faces align to make strong street edges and define two tree lined campus allee. Courtyards of various sizes and character provide internal precinct organization. An east-west pedestrian path connects buildings and courtyards through the precinct center. Communal spaces and a dining facility occupy the ground floor of the center of the ensemble. These elements spill out into the courtyards and activate their edges.

The buildings maintain a consistent architectural language and material coloration. Narrow, well shaded courtyards respond to the Arizona climate. Covered walkways and tensile canopies reduce the scale of the building walls and provide further shading.



## 3 Butler College, Princeton

The undergraduate residential college is comprised of seven separate buildings housing 600 students. The precinct dining facility also serves a second residential college and terminates an important campus axes.

The arrangement of courtyards allows for clear pedestrian connections through the precinct. Buildings are shaped to create numerous small courtyards with diverse character. Spaces are carefully interconnected, building bases are porous with portals and archways allowing cross-campus pedestrian movement.

The curved face of the southernmost buildings define an elliptical playing field, the primary figural campus element. Building heights remain consistent at four stories with occasional vertical tower elements located to emphasize pathway focal points.





### Parking Structure Practices to Avoid:

- 1 Structure is placed too far from street.
- 2 Landscaping is unorganized and does not connect the structure to the street edge.
- 3 On grade parking next to the structure emphasizes the building as an object.
- 4 Street elevation is expressed in the same manner as the other elevations, and does not make a civic gesture appropriate for a campus.
- 5 Vehicular entrance is not differentiated from other bays.
- 6 Stair and elevator towers are opaque.

### Recommended Parking Structure Practices:

- 1 Building has appropriate relationship to the street edge similar to other campus buildings.
- 2 Landscaping reinforces the definition of street space and relates the building to the street edge.
- 3 The street elevation relates to campus scale and level of detail. The composition contains both repetitive and figural elements.
- 4 The entrance is clearly defined and provides an activated hub where bicycles can be parked and campus transit systems can be accessed.
- 5 Vehicular entrance is clearly expressed.
- 6 Stair and elevator towers are transparent and well lit.

## PARKING STRUCTURES

### Form and function, making the typology contextual.

Parking structures should exhibit the same inherent design principles as other campus buildings. They should be expressed as having a base, a middle, and a top. Entrances should be clearly visible. The garage should respect build-to lines and the relationship of building to street should reinforce the definition of street space. Vertical and figural facade elements should be located to respond to, and reinforce, campus axes and connections. Garage exteriors should illustrate a level of design care and detailing that presents the building as an integral part of the campus.

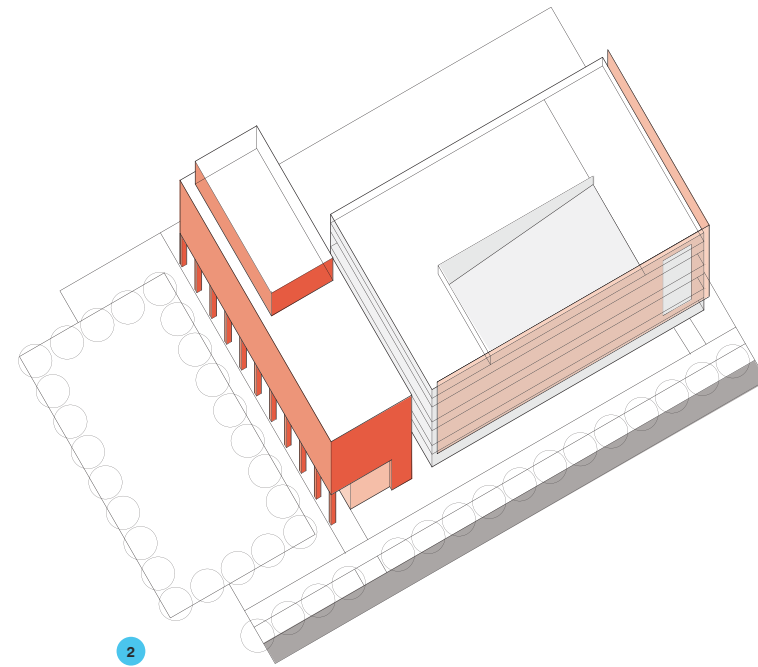
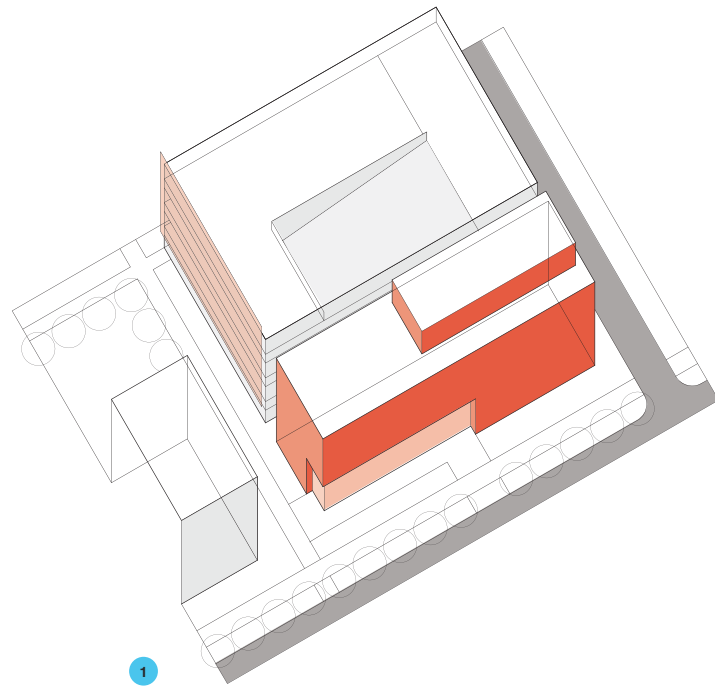
Parking structures should not be located on sites that may be more appropriate for academic or research buildings. Corner sites, in particular, should be reserved for buildings of more auspicious meaning and symbolism. Where possible, garages should be sited in ways that allow them to be screened by narrow buildings of similar height. In this way, the public face of the structure is activated and the quality of campus spaces is maintained. Designers and planners should anticipate this eventuality when establishing garage dimensions and locations.

While new structures can follow recommendations readily, existing parking structures should be adapted where they present landscapes or elevations that do not contribute to the design ethic of the university. Several of the existing campus structures attempt to relate to the university by employing brick spandrels or express corner stairs as tower elements. These efforts help to make the garages appear less incongruous to neighboring campus buildings, but the architecture does not fully assert itself in defining space or making memorable campus places. Where existing garages are located in highly public areas and should otherwise contribute more fully to the character of the university, remedial efforts should be undertaken to bring the structures into alignment with the campus design guideline principles.

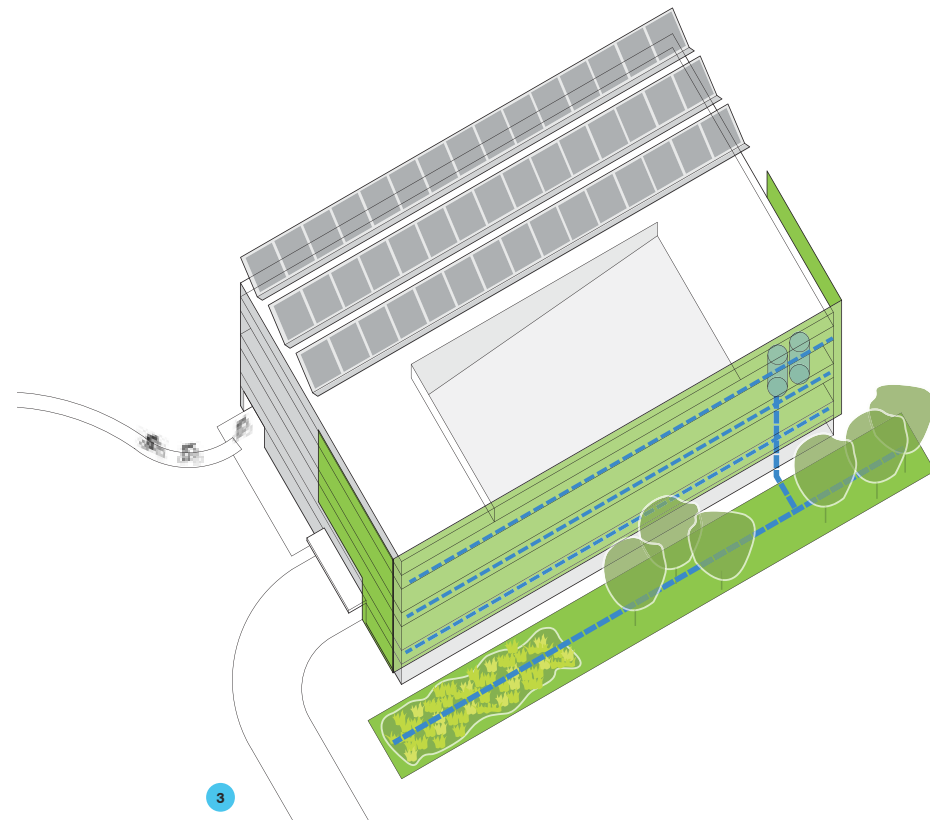


A variety of innovative methods can be used to create parking structure enclosures that add quality and substance to the campus. The concept is not to pretend that parking does not exist behind such envelopes, but that the typology should be accepted as an integral part of the campus and is to be expressed in ways that provide visual interest and project the sense that the structure is part of the collective of well designed campus buildings. As with other typologies, the architectural style is less important than how the building contributes to the overall campus aesthetic.





Parking structures should be screened from important campus views with narrow buildings. These buildings should present a public face to the campus and incorporate elements prescribed in the Architectural Principles.



### Suggested Sustainable Elements

- Provide bicycle parking
- Provide recharge stations for electric vehicles
- Preferred parking for hybrid vehicles
- Dedicated carpool spaces
- Provide raingardens and vegetation with indigenous species
- Provide green-screen elements
- Install Teflon fabric canopies to reflect sunlight and dissipate heat island effect
- Install rooftop solar panels to generate electricity and as shading devices
- Use high efficiency LED lighting at interior and exterior



While many consider parking structures to be a purely utilitarian typology, their visual quality can profoundly affect the character of a campus. Two approaches to creating more contextual parking structures are explored here:

The first, illustrated in the the diagrams to the left, shows a version where independent buildings are placed in close proximity to garages to form a kind of formal programmed skin to the structure. Diagram 1 describes the placement of a narrow building between a campus street and the long elevation of a parking structure. The building fills out the block and provides a formal elevation of appropriate scale to the street. Pedestrian activity is created by the building at night, and a clearly defined, transparent entry signals safety to the users of both structures. An example of how an additive element can improve campus spaces is shown in diagram 2. Here, space that may have been neglected due to its proximity to a parking structure is improved by infill. The building defines a new courtyard, addresses a campus street, provides a covered pedestrian circulation path, and sheilds the unattractive end of a parking structure.

A second option for making parking structures more contextual is to integrate program into their bases, as shown in the images above. Here, the multi-use structures provide human activity in the sometimes underutilized or unsafe understories of garages. The campus spaces and streets that the buildings define are also enlivened where they otherwise may have projected the sense of a dark and uninhabited zone. Each of the examples above represent an attitude toward the design of elevations as important contributors to the campus character. It is understood that there may be bureaucratic hurdles toward integrating garages with programmed space at UF. The principle, however, is clear, garage elevations should be treated as placemakers that add to the quality of the campus.

### Recommendations

- Parking structures are to respect build-to lines.
- Locate parking structures to anticipate additional “screen” buildings.
- Entrances and stairways should relate to campus pathways. To prevent ground floor pedestrian cut-through traffic, pathways around the structure should be easily understood.
- Parking structures should incorporate sustainable elements.
- Elevators and stairways should be highly visible. Both should be enclosed in glass and located to facilitate logical access to pedestrian circulation and to avoid cut-through traffic by pedestrians.
- Interiors floor plates should be well lit.
- Parking structure elevations should incorporate architectural elements that help the buildings relate to the context of the campus.



## PART 4: CONCLUSION





A proposed aerial view of the University of Florida with enhanced Newell Drive and Stadium Road. The intersection of the two campus streets forms the redefined Century Tower Square. From the 2016 Strategic Development Plan.

## 4.1 CAMPUS VISION

The University of Florida campus is at an auspicious crossroads. As the institution seeks to establish academic and research preeminence, its physical assets must also evolve to keep pace with the mission. Preeminence will require enhancing the tradition of great architecture on campus, reimagining underutilized districts, and preserving the natural landscape qualities that define its character. Recognizing that the campus is part of a larger, interrelated organism of neighborhoods, businesses, and other academic institutions has led to the establishment of the 2016 Strategic Development Plan.

The Strategic Development Plan outlines goals and policies that aim to create an environment of cooperation between UF, its neighbors, and the City of Gainesville. The Plan also proposes strengthened physical connections between the city and campus, intimately tying the two entities together to promote ease of movement, citizen engagement, and educational and economic opportunity. The Design Guidelines included in this document are directly related to the goals of the SDP. The underlying principles of each document seek to enhance the civic realm.

Campus Master Plan and Design Guidelines provide a framework for ideas, and are open to interpretation and augmentation over time. Rather than providing hard, finite directives, the documents provide the structure through which a campus design ethic can be implemented. The Architectural Review Council and Land Use and Facilities Planning Committee are the entities that guide this ethic and insure that campus projects relate to the overall ideology of the institution. The ARC, then, carries with it the institutional knowledge and cultural memory to make decisions that place the quality of the campus first, and the private interests of individual projects second.

The goals of the Design Guidelines reflect the goals of the institution. The campus has a profoundly beautiful and memorable historic district. Few institutions can boast of the abundance of dense tree canopy and lush vegetation present at UF. These characteristics provide a benchmark and inspiration for future growth on campus. By adhering to the tenets of the Guidelines a rich, expressive, and pleasant campus will continue to emerge.

- Reinforce the best aspects of the campus and provide guidance for a creative, yet cohesive architecture and landscape.
- Promote sustainability through resource management and climatically responsive typologies.
- Strengthen campus circulation, define a hierarchy of streets and pathways.
- Improve the legibility and sense of hierarchy of campus spaces.
- Enhance the natural campus systems and better integrate conservation areas with the campus.