

Major Issues

During Phase 1, to gather strategic information, the Consultant team and the Advisory Committee met with many committees and campus groups. Through these meetings, a list of issues was gathered from the UIC community regarding the campus. Further outreach to the UIC community has solicited additional issues to those gathered through meetings. A consolidated list of issues has been recorded by the Consultant team, and has guided our work in Phase 1 of the Master Plan.

The planning team reviewed the issues and has analyzed the current state of the campus. The analysis of the campus context involved documenting the campus through photographs, an extensive collection of diagrams, and data compilation. At the end of this analysis phase, we have concluded that most of the strategic and physical issues gathered from observation and meetings with UIC can be categorized under several framing issues that have developed over time, as a product of the campus evolution. These framing issues have profound and multivalent effects on the campus:

COMPETING CAMPUS IDEAS

The East and West Sides of campus are each composed of fragments of different and competing ideas about what an urban campus should be.

DISCONNECTIONS

The East and West Sides of campus are disconnected from each other and they are disconnected from the surrounding city. Additionally, the South Campus has not been entirely connected to the rest of the East Side in more of a seamless transition.

SENSE OF PLACE

The East and West Sides of campus each lack a compelling “sense of place” and a strong institutional identity. Sense of Place is broken down into several subcategories that relate to the quality of places on campus and their interconnections.

These three framing issues are explained in more detail in the following sections of this report. Further, we have organized the campus issues that were gathered through meetings and conversations with the UIC community during Phase 1 as they apply to our framing issues. As the

Consultant team, it is important to communicate many of the diverse campus issues that members of the UIC community have expressed. Some of these are symptomatic of larger issues within the built environment. Hence, by organizing around the framing issues and attempting to bring consistency to the campus as a whole, the specific symptoms of these issues will be addressed. Many of these specific issues relate across the board to each other and present unique opportunities that will be addressed in Phase 2.

On pages 54-57, is the expanded list of all recurring issues heard from UIC stakeholders throughout this initial phase and organized within the three categories.



View East from Parking Lot 1B



View South from Taylor Street towards Applied Health Sciences Bldg

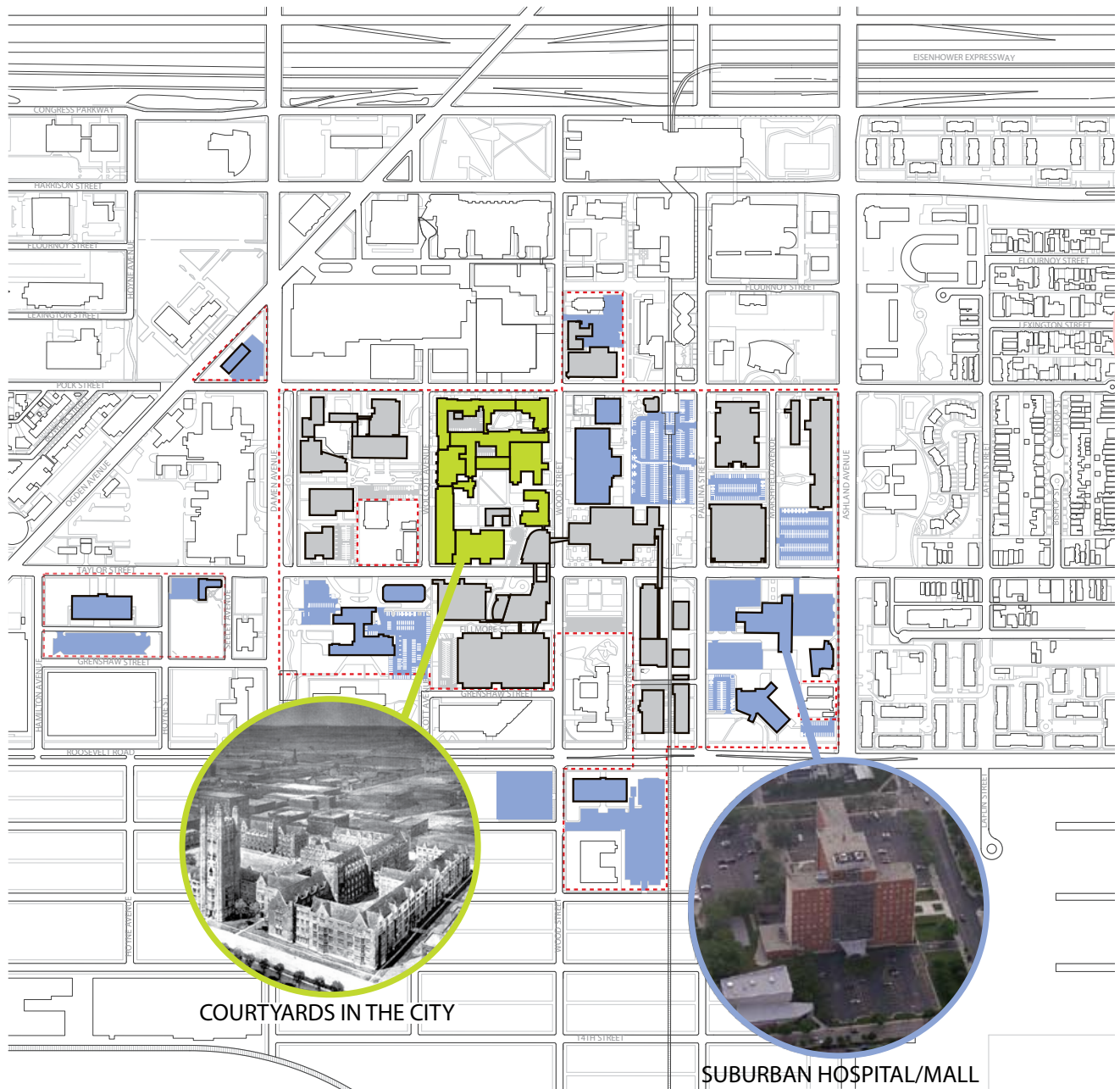


View East from UIC at Eisenhower Expressway



View North from Taylor Street, under El tracks at West Side

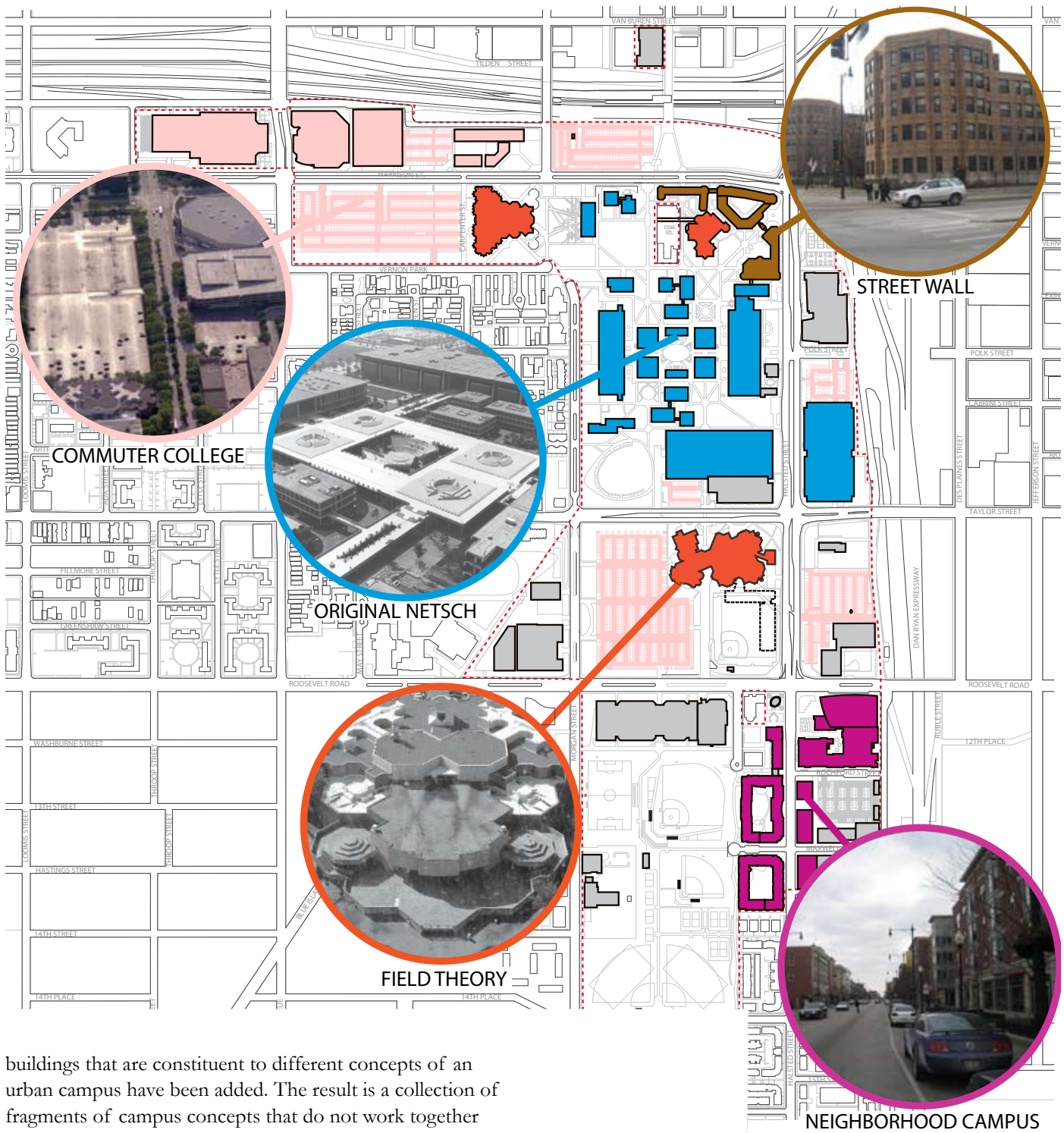
Layering of Campus Ideas



The East and West Sides of campus are each composed of fragments of different and competing ideas about what an urban campus should be.

At the scale of a Campus Master Plan, these competing concepts create a disjointed whole.

As outlined in “Campus Evolution,” both the East and West Sides of UIC began with strong ideas about the nature of an urban campus. On the West Side, the campus began with the construction of courtyard buildings that filled city blocks. These buildings responded to the urban context at the street edge while providing communal space in interior courtyards. On the East Side, Netsch’s original master plan projected a campus that was intended to operate like large urban infrastructure. Over time, on both Sides of campus, these original ideas have been compromised or replaced, as



buildings that are constituent to different concepts of an urban campus have been added. The result is a collection of fragments of campus concepts that do not work together to make a cohesive whole. This diagram identifies the major campus development concepts.

Each of the urban campus concepts to which the buildings on UIC's East and West Sides are constituent can form a cohesive campus plan. However, the fragments of campus development ideas present at UIC create problems that are

both aesthetic and functional.

For example, the buildings appearing in orange above were designed by Walter Netsch using a technique he called "Field Theory." Field Theory consisted of rotating simple squares into complex geometric elements radiating outward from



Fig. 15.1, Between Art & Architecture Building and SRCC, View North



Fig. 15.3, SRCC Service Court, View North



Fig. 15.2, Inside SRCC Courtyard, View West



Fig. 15.4, Between SRCC and SCE Tower, View West

central cores to create imaginative and organically integrated spaces. These buildings were meant to stand alone in a field of open space while connecting to the elevated walkways radiating from the center of campus. An undesirable condition was created when the “Street Wall” dormitory buildings shown in brown on page 27 were sited close to the north and east of the Art and Architecture building (a Field Theory building). The Street Wall buildings belong to an urban campus concept that defines the city block by building close to the street, while providing interior courtyard space. The University of Chicago and Yale Universities are successful examples of this strategy of urban campus development. However, the relationship between the Field Theory Building and the Street Wall building reveals that

the two are not natural neighbors. The space between the buildings is narrow, dark, uninviting and potentially dangerous (Fig. 15.1). While one reasonably successful courtyard is established inside a ring of Street Wall buildings (Fig. 15.2), the area where one might expect to find a second one is instead a parking lot and loading dock (Fig. 15.3). One of the major entries to the Street Wall buildings, as well as the entry to the Art and Architecture Building is sited within this uninviting large area of pavement. The problems precipitate from the combination of buildings that are constituent to two fundamentally conflicting ideas of urban campus development.



Fig. 15.5, Halsted Street at Roosevelt Road, View South



Fig. 15.7, East Side Quad, View North



Fig. 15.6, Halsted Street, View North

Likewise, the “Street Wall” residence hall buildings connect in an undesirable way to the Student Center East Tower. Belonging to Netsch’s original master plan, the SCE Tower was meant to be accessed via second-floor walkways that radiated from the center of campus. On the ground, the building was intended to be surrounded by wide margins of land that would be in scale to the Tower’s height and allow light to penetrate between buildings. Instead of remaining consistent to this idea, the Street Wall residence hall was built close to the SCE Tower, and connects on the second floor far from the location of Netsch’s original second floor walkways. The result is another narrow, dark and potentially dangerous pedestrian space (Fig. 15.4).

A similar discontinuity of campus development ideas occurs where the new South Campus meets the older East Side at Taylor Street. The “Neighborhood Campus” concept present in the South Campus included mixed-use urban-fabric buildings that would make the campus look like a typical Chicago neighborhood. Buildings are built close to the street, again defining a street wall, and public activity occurs on the sidewalk (Fig 15.5). While this has been somewhat successful, the development stops abruptly at Roosevelt Road, where it meets pieces of Netsch’s original master plan, parking lots and undeveloped land (Fig 15.6). The result is a sharp sense of disconnection. The South Campus feels like an entirely different entity than the rest of the East Side.

Still elsewhere, demolition and renovation has caused conflicting ideas about campus development. For example at the center of the East Side, above the lecture centers, the original Netsch master plan included a large second-floor “Forum.” This was an exterior public space that afforded grand views of the surrounding city. When the walkways were demolished, so too was this public space. It was replaced by a plaza on ground level. While this new plaza is an asset, at present it is cut off from the visual connection to the city once afforded by the Forum and it is completely paved, where an opportunity for some green space exists (Fig. 15.7).

While the West Side has a much older history of development, the collage of campus concepts it now contains is simpler to explain. The oldest block of the West Side (defined by Polk, Wood, Taylor and Wolcott) began a tradition of building close to the street edge, defining a



Fig. 15.8 Polk Street - West Side, View West



Fig. 15.10, College of Medicine West Courtyard



Fig. 15.9 Polk Street - West Side, View West



Fig. 15.11, College of Medicine Courtyard

street wall, and creating interior courtyards (Figs. 15.8-15.11). City sidewalks defined by buildings were for public and campus circulation, while the courtyards created semi-public exterior space for the campus community. In some places, this idea has recently been revisited, as in the new courtyard created by the Sport and Fitness Center and the Student Center West (Fig. 15.12). Elsewhere, and especially in blocks of buildings that UIC did not plan or build but has acquired from other institutions, this campus development concept is not consistent. The most prevalent concept for these inconsistent blocks can be compared to the development of a suburban hospital complex – where medical buildings

are located on vast lots, and surrounded by lawns and surface parking (Figs. 15.14-15.15). The significant difference in density between the two development models makes it difficult to sense a unified institutional identity in the West Side built environment. Blocks of street-wall buildings appear unrelated to blocks of medical buildings on vast sites; and the two types of buildings respond to the surrounding city in very different ways. As in the East Side, neither of these campus developments concepts is necessarily right or wrong, but a consistent concept for development would aid in making a single unified West Side.



Fig. 15.12 West Side Sport & Fitness Center Courtyard



Fig. 15.14 School of Public Health and Psychiatric Institute, View East

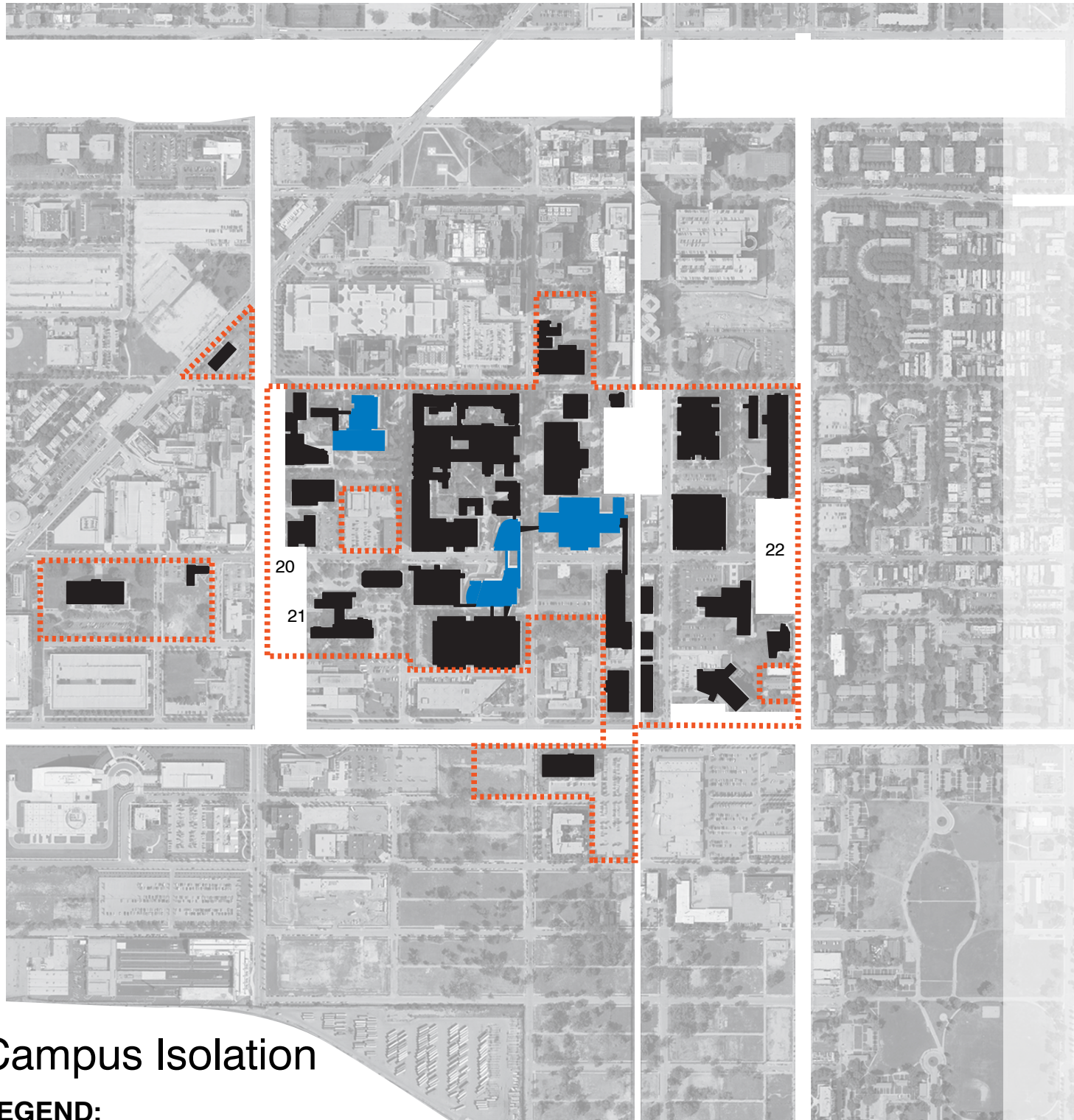


Fig. 15.13 West Side Sport & Fitness Center Courtyard



Fig. 15.15 College of Nursing Building , View East

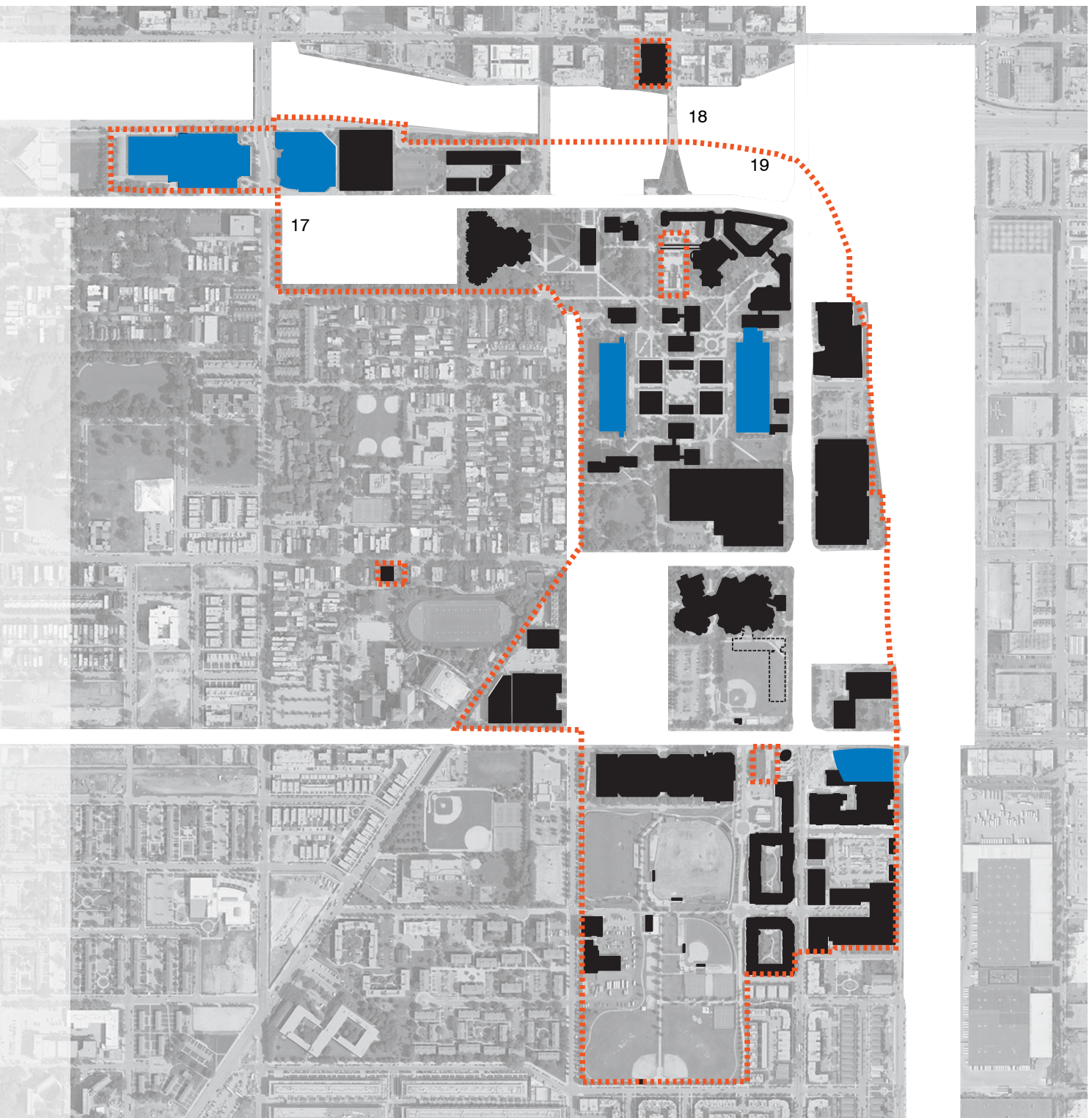
Disconnections



Campus Isolation

LEGEND:

- UNIVERSITY BUILDING
- SEPARATION ZONE
- VISITOR ENTRY BUILDINGS
- UIC CAMPUS BOUNDARY



The East and West Sides of campus are disconnected from each other and the surrounding city. At an urban scale, these diagrams of isolation zones, of visual connections, and of connecting transportation routes highlight issues.

This diagram presents the elements of the built environment that create zones of isolation between the two Sides of campus and between the campus and the city. These zones are shown in white and include parking



Fig. 17: East Side - Harrison and Racine Parking Lot, View East



Fig. 19: East Side - Harrison and Halsted field, View West

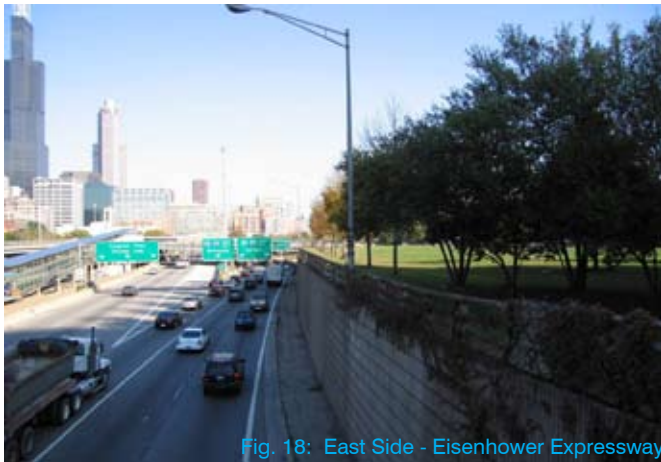


Fig. 18: East Side - Eisenhower Expressway Edge, View East



Fig. 20: West Side - Damen Avenue "Buffer" Zone, View North

lots that are on the periphery of the campus, vast canyons formed by the expressways, CTA train overpasses and unusually wide streets with parkways. Both Sides of campus are islands - isolated by vast zones of separation at their periphery. The buildings shown in blue are those that have potential to be outreach facilities to the public. At present, this opportunity is lost, as these potentially public interfaces are isolated from the surrounding community along with the rest of the campus.

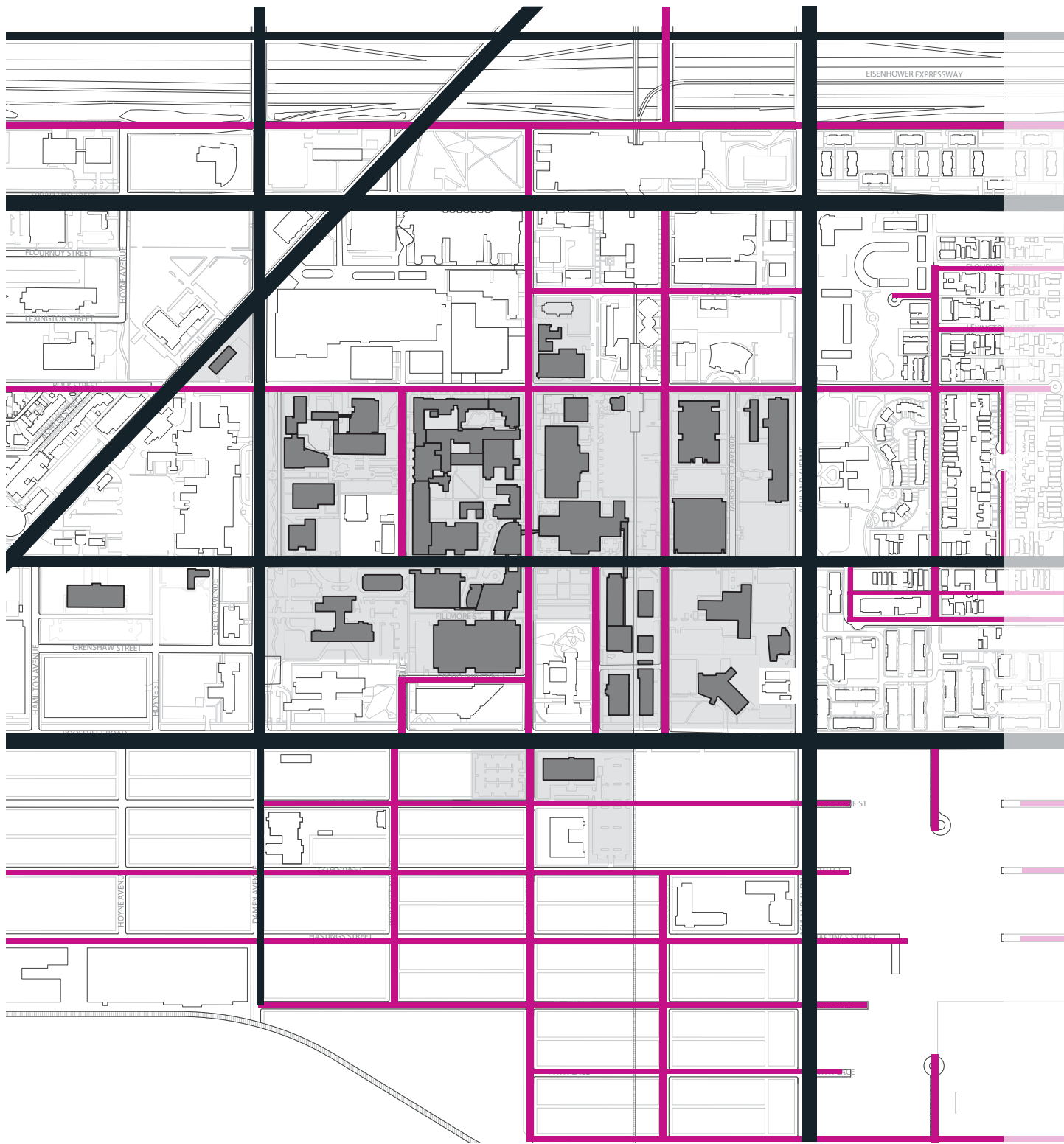
Several areas of isolation are located above and shown in photographs on these following pages (Figs. 17 to 22).



Fig. 21: West Side - Applied Health Sciences Parking Lot



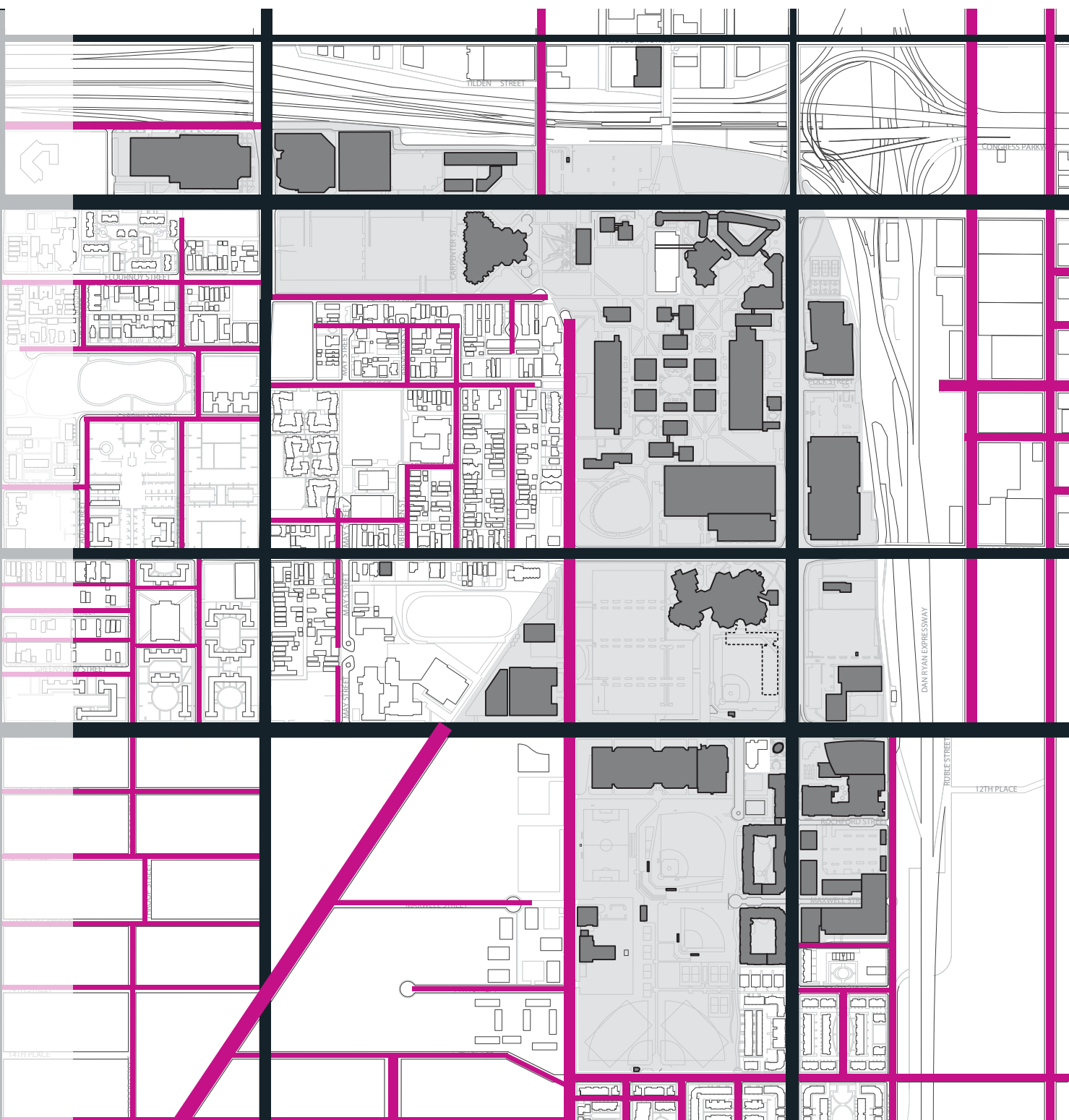
Fig. 22: West Side - Taylor and Ashland Parking Lots



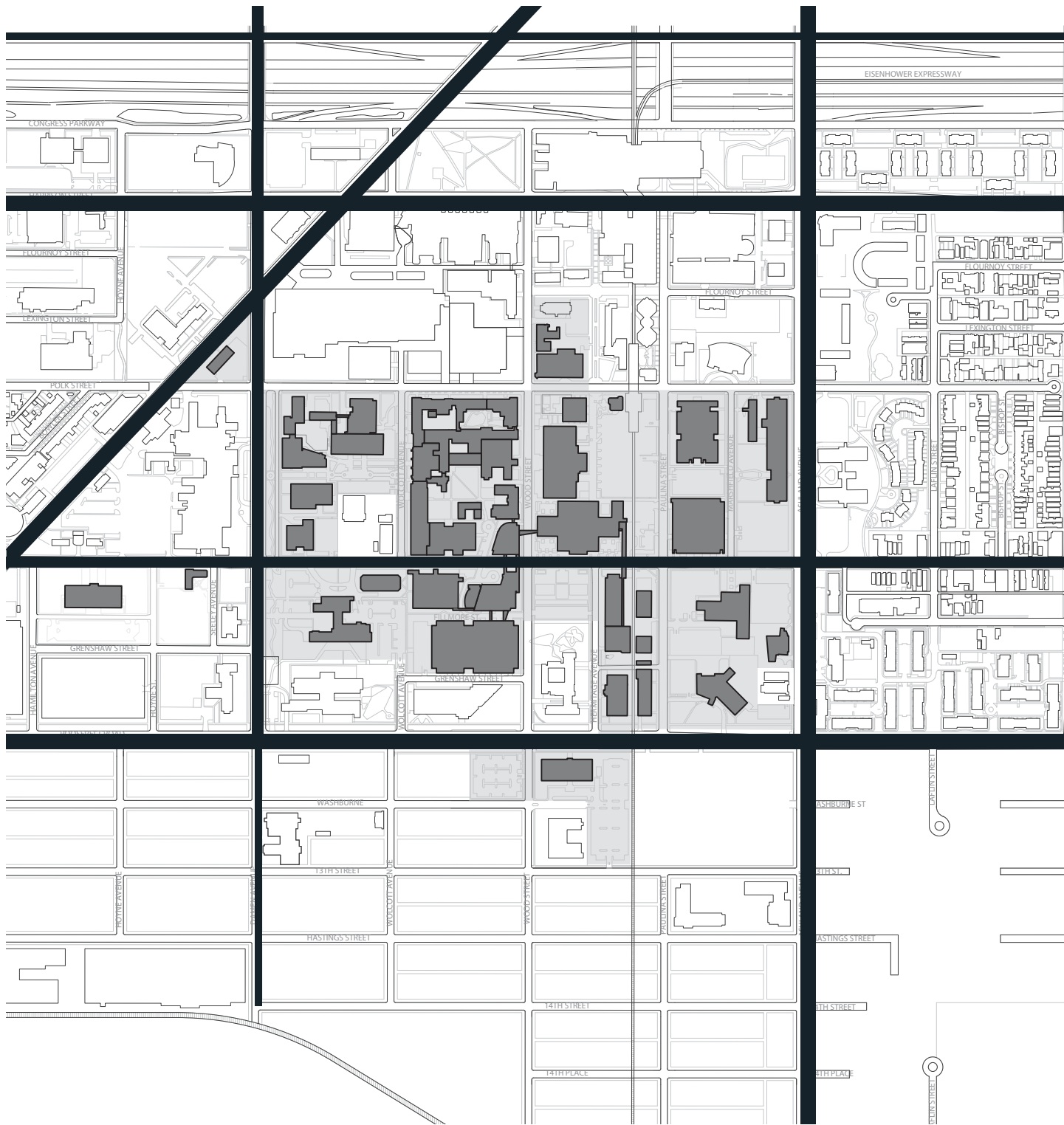
City Street Grid

LEGEND:

- CONTINUOUS CITY STREET
- DISCONTINUOUS CITY STREET



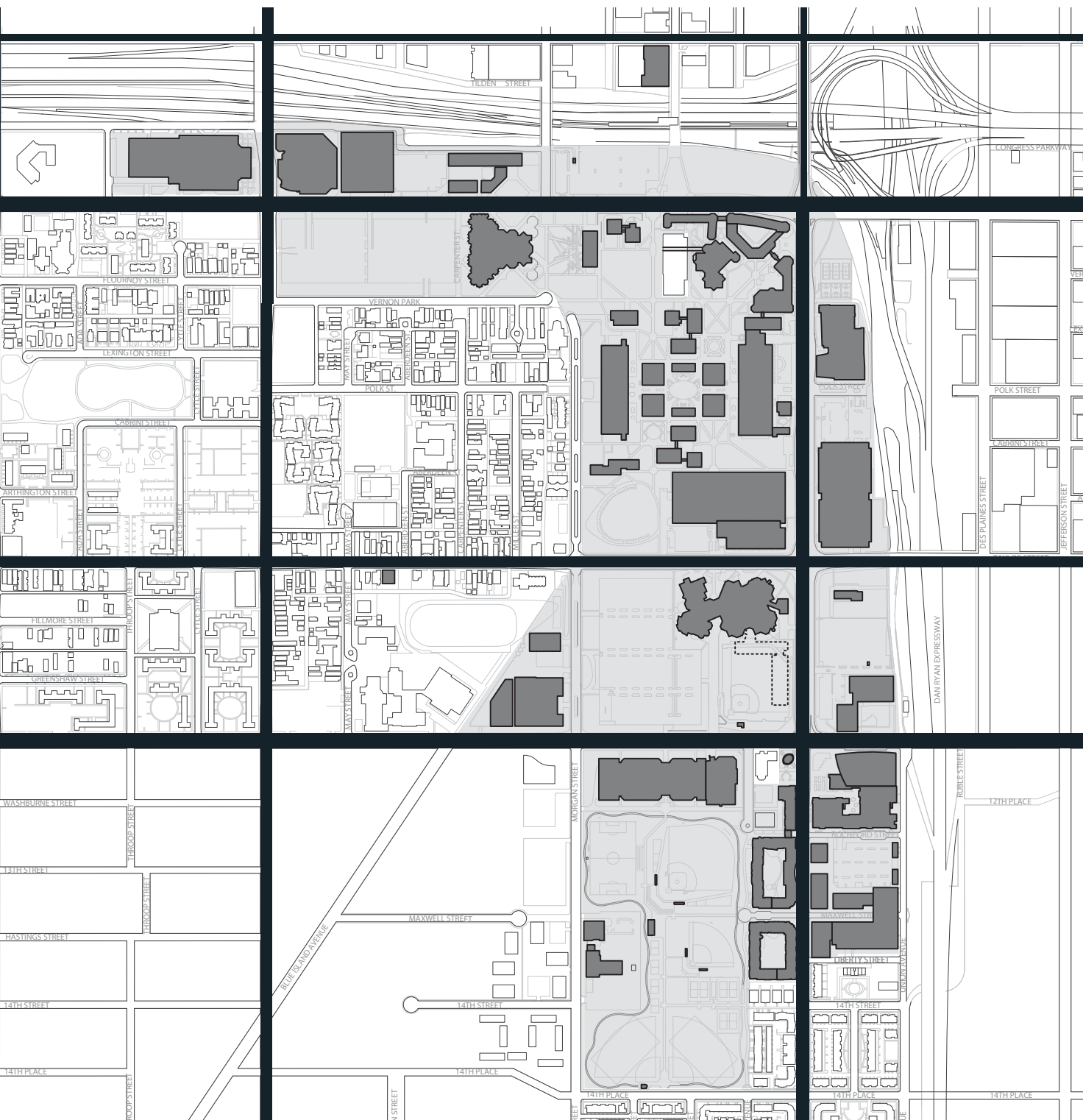
In order to connect the two Sides of campus to one another, the Sides must connect to the city that spans between them. In this diagram, the city street grid has been drawn to assess the nature of the urban fabric between the two Sides.



Continuous Streets

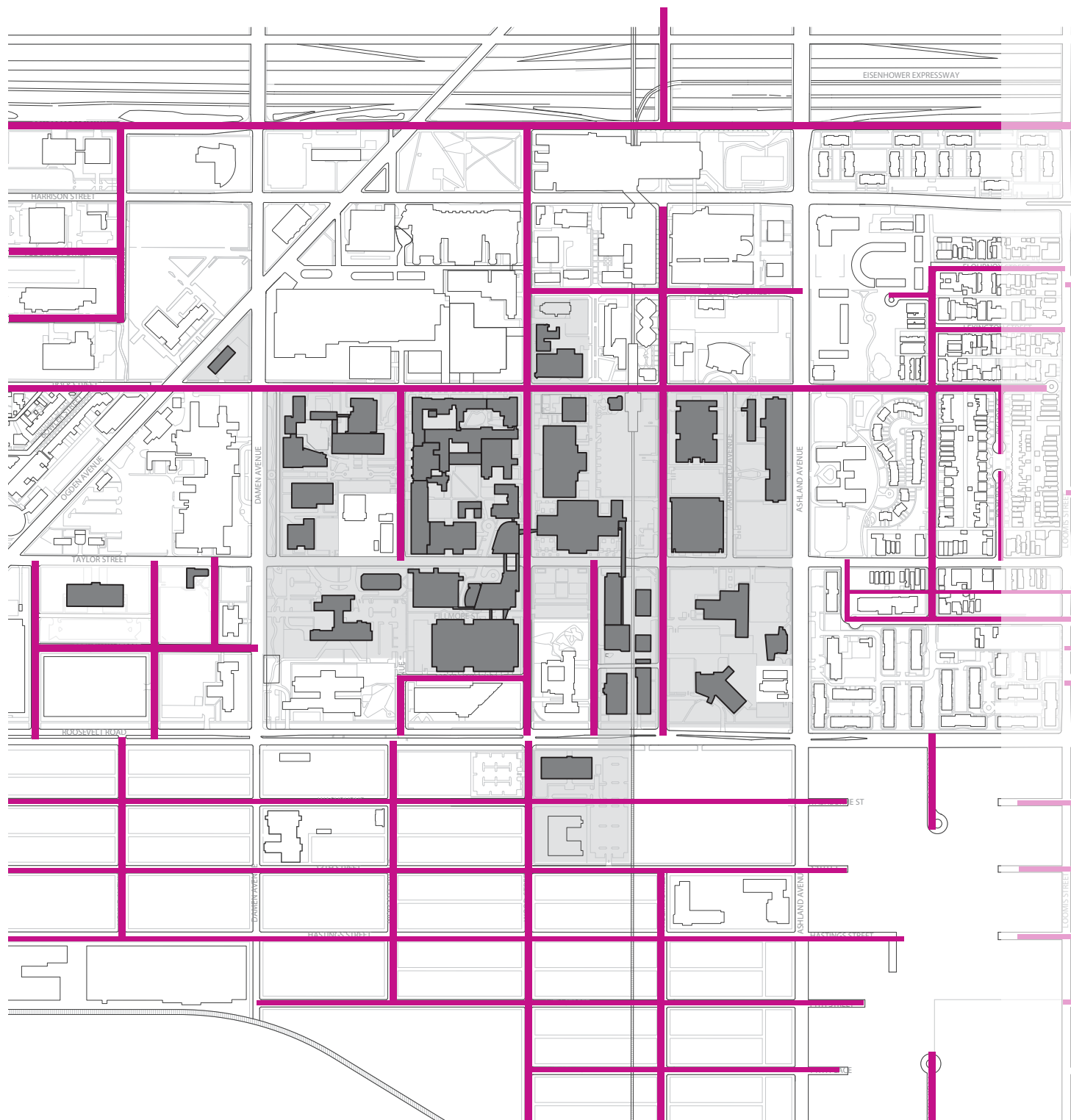
LEGEND:

— CONTINUOUS CITY STREET



Several continuous arterial streets exist that could provide connections between East and West Sides, and between the campus and the city. However, these streets can connect only at the peripheries of both Sides of campus, not at their “centers”. By virtue of the scale and size, with the

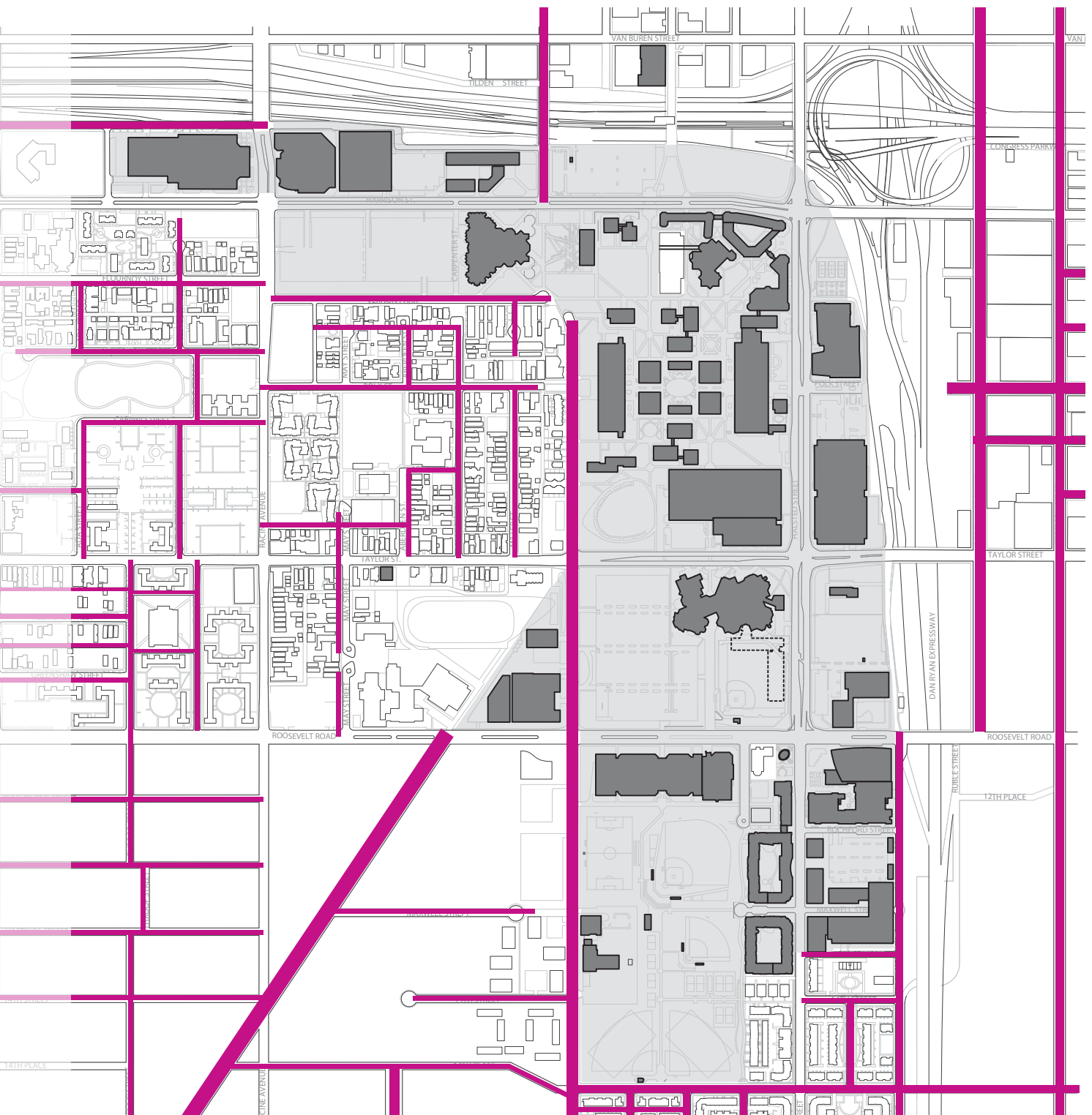
exception of Taylor Street, these arterial streets do not connect at an intimate neighborhood pedestrian scale.



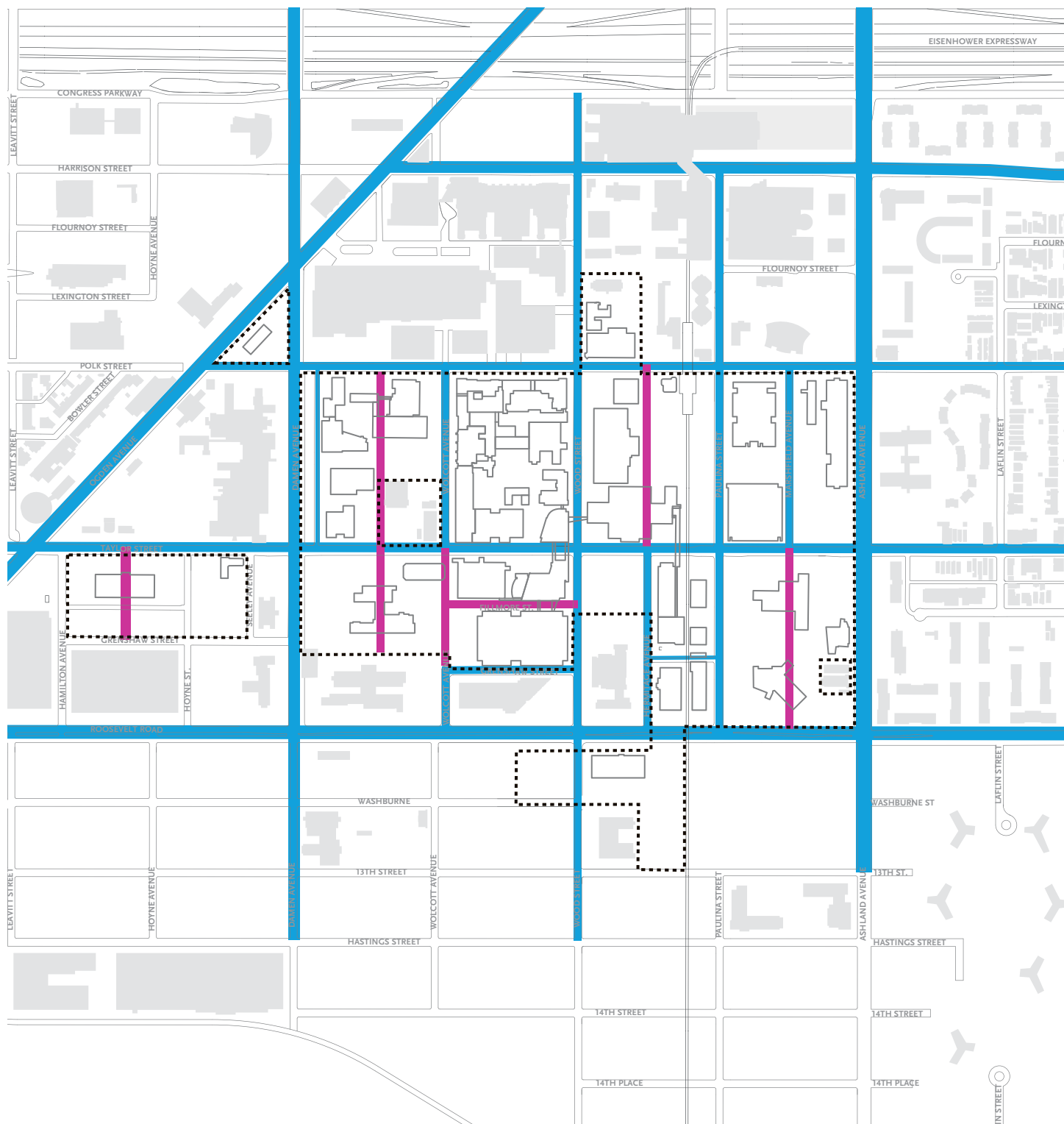
Interrupted Streets

LEGEND:

DISCONTINUOUS CITY STREET



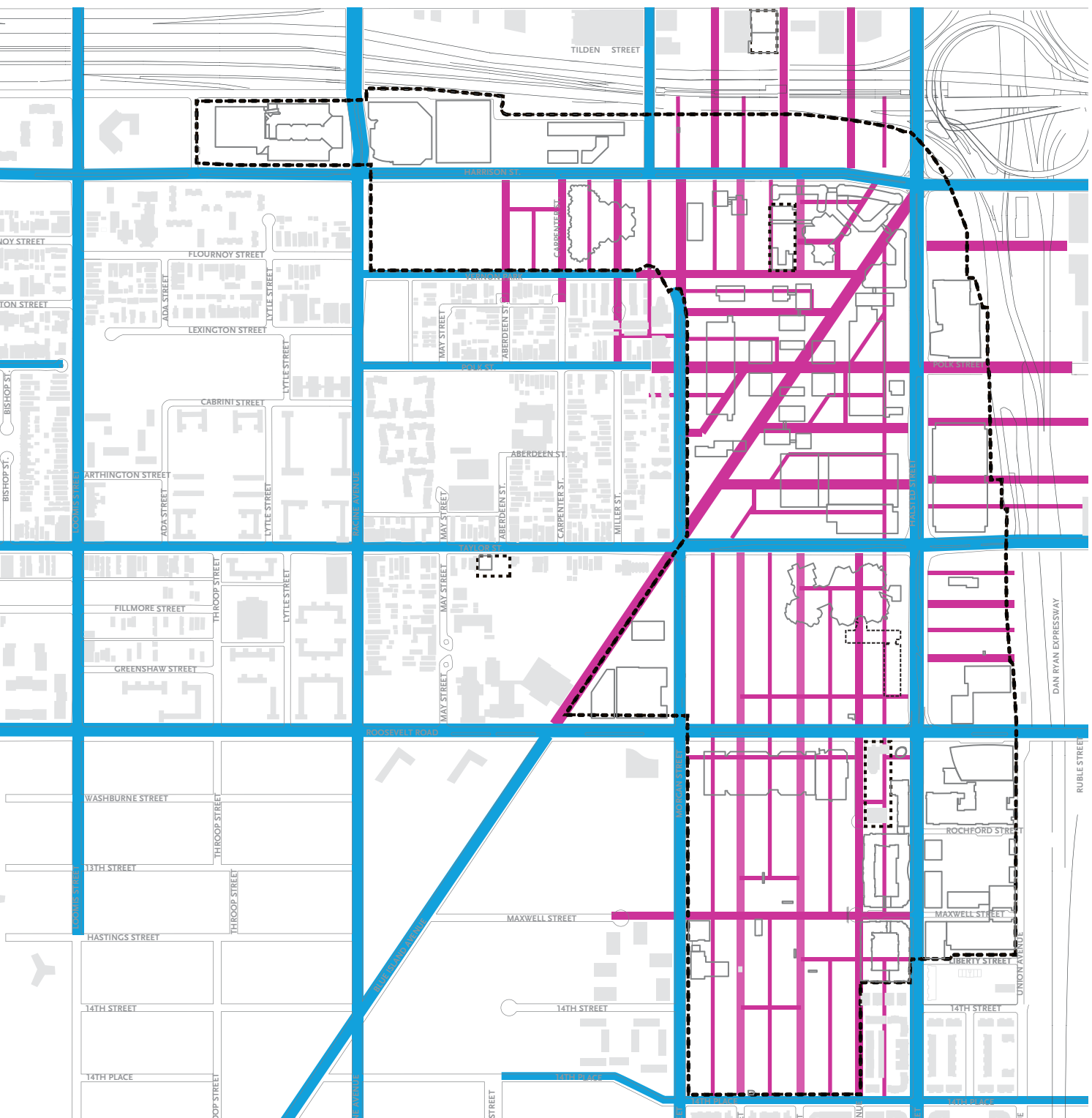
Remarkably, most city streets surrounding the UIC campus are interrupted. These roads are drawn here. As a result, clusters of neighborhood blocks are consolidated into mega-blocks, and the urban fabric becomes very discontinuous at the scale of the neighborhood. It will be a challenge to completely graft the campus into the urban fabric when the city itself is discontinuous.



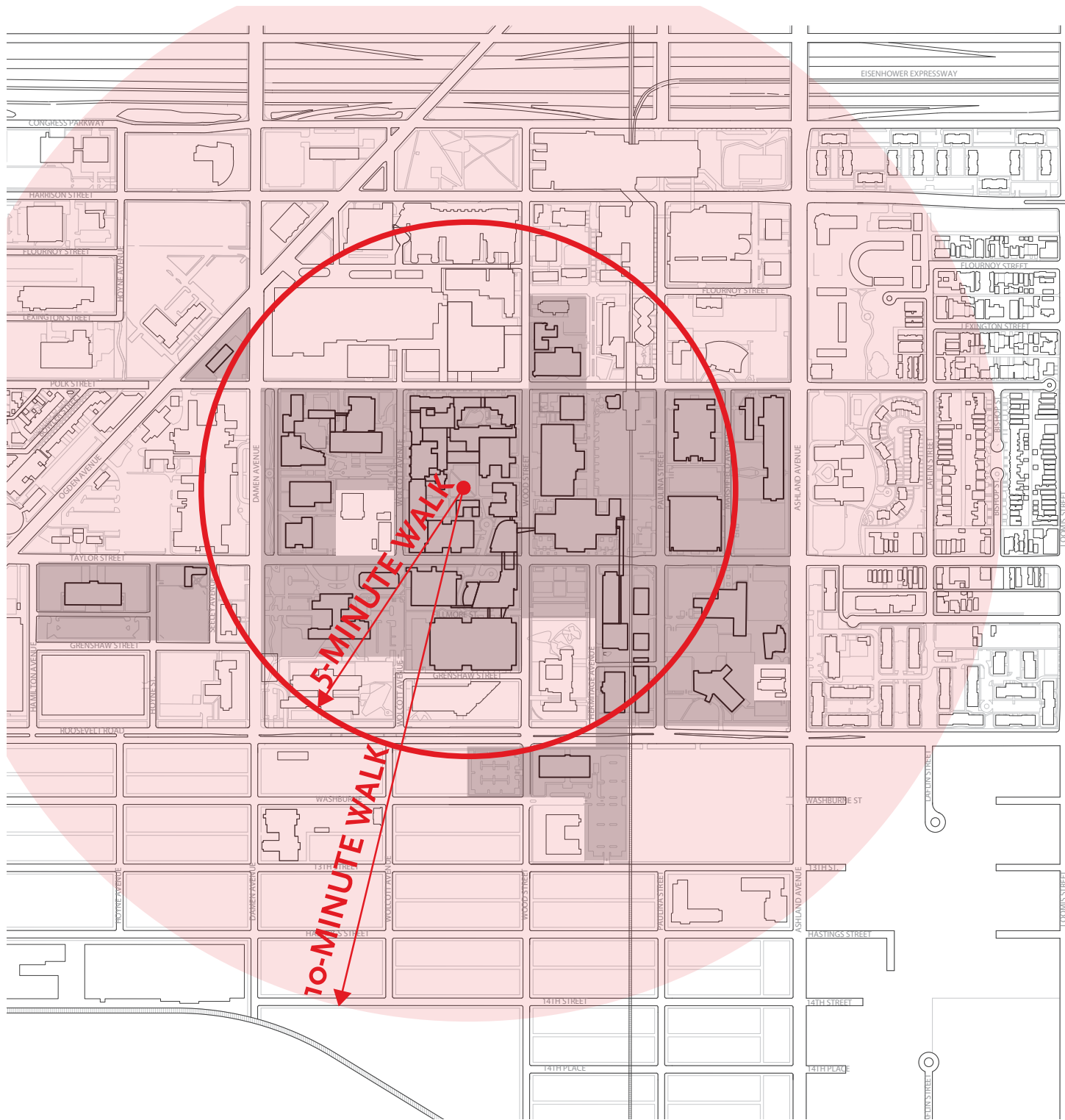
Former Streets

LEGEND:

- CURRENT ACTIVE STREET
- REMOVED STREET
- 2009 CAMPUS BOUNDARY



This diagram indicates the streets from the 1940's within the 2009 campus boundary. Many of the streets in red no longer no longer exist as vehicular streets but do exist for pedestrian or utilities. The diagram provides an understanding of the way the city grid worked prior to the campus being located within the existing fabric of the city.

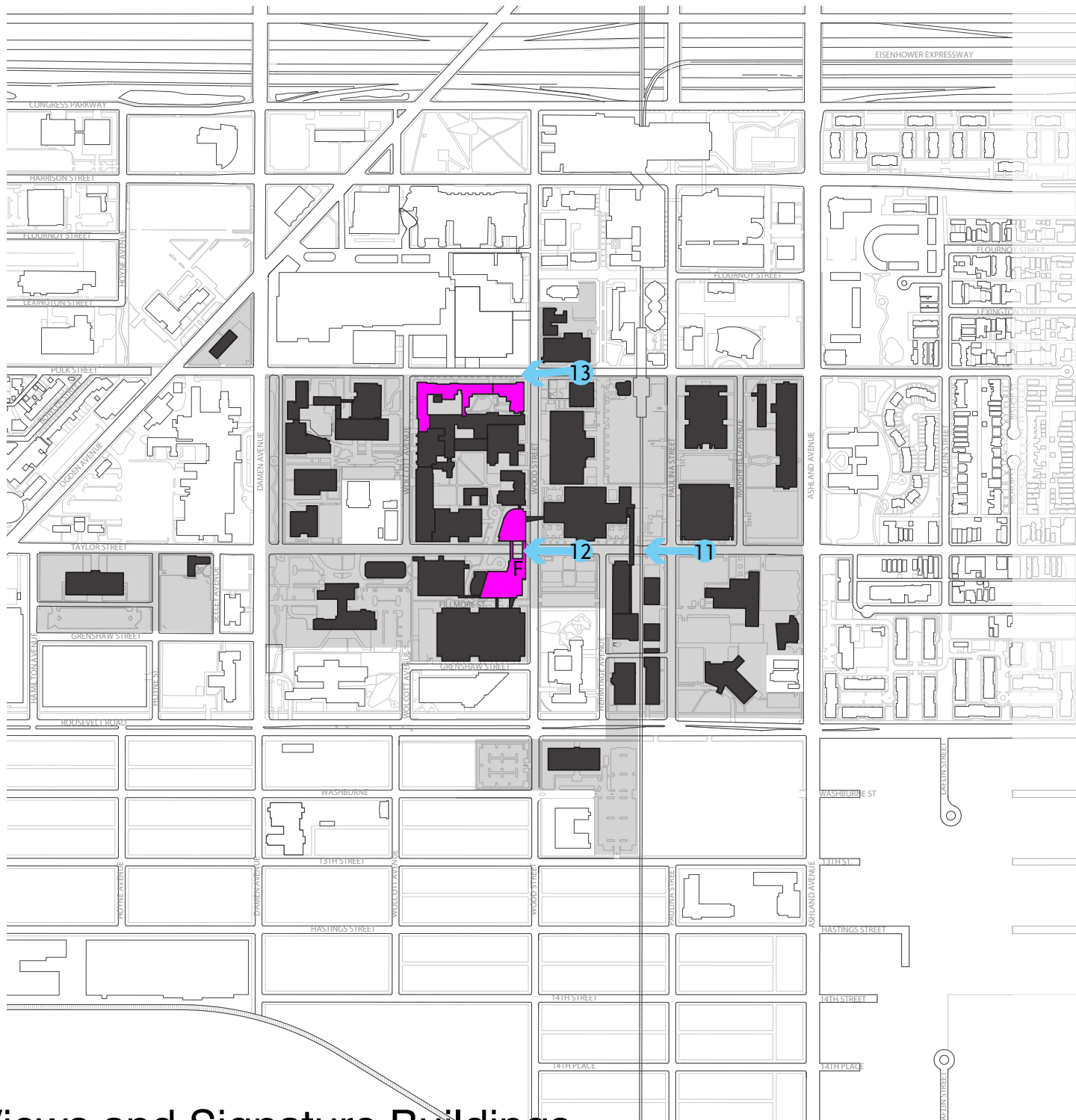


Pedestrian Connection



A viable pedestrian corridor between the East and West Sides of campus would improve the sense of campus unity. However, walking from the center of one Side of campus to the other can take as long as thirty minutes. While a pedestrian connection might still be sought, other means

of transportation will need to be re-established to make the everyday trek between East and West Sides work efficiently.

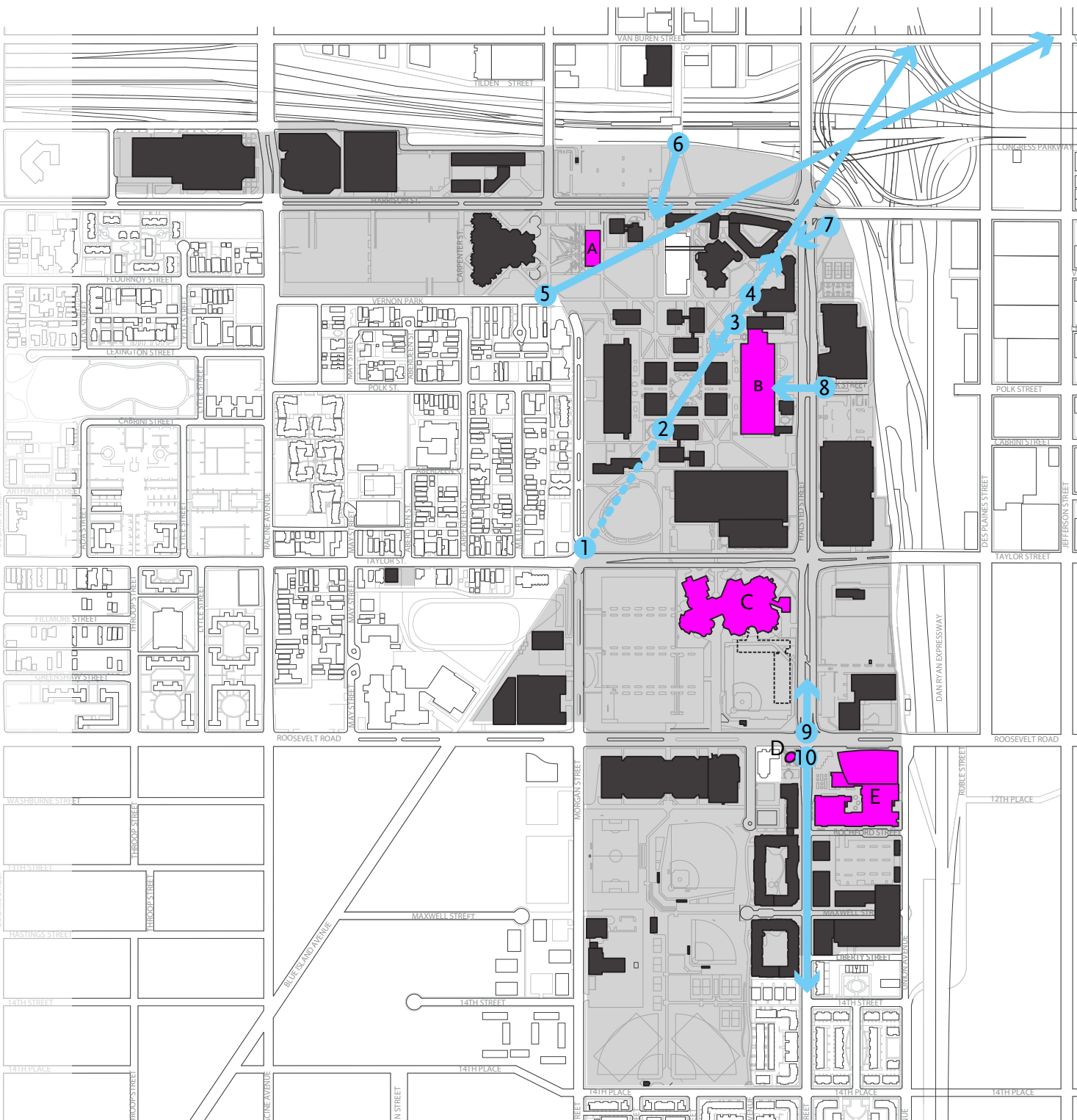


Views and Signature Buildings

LEGEND:

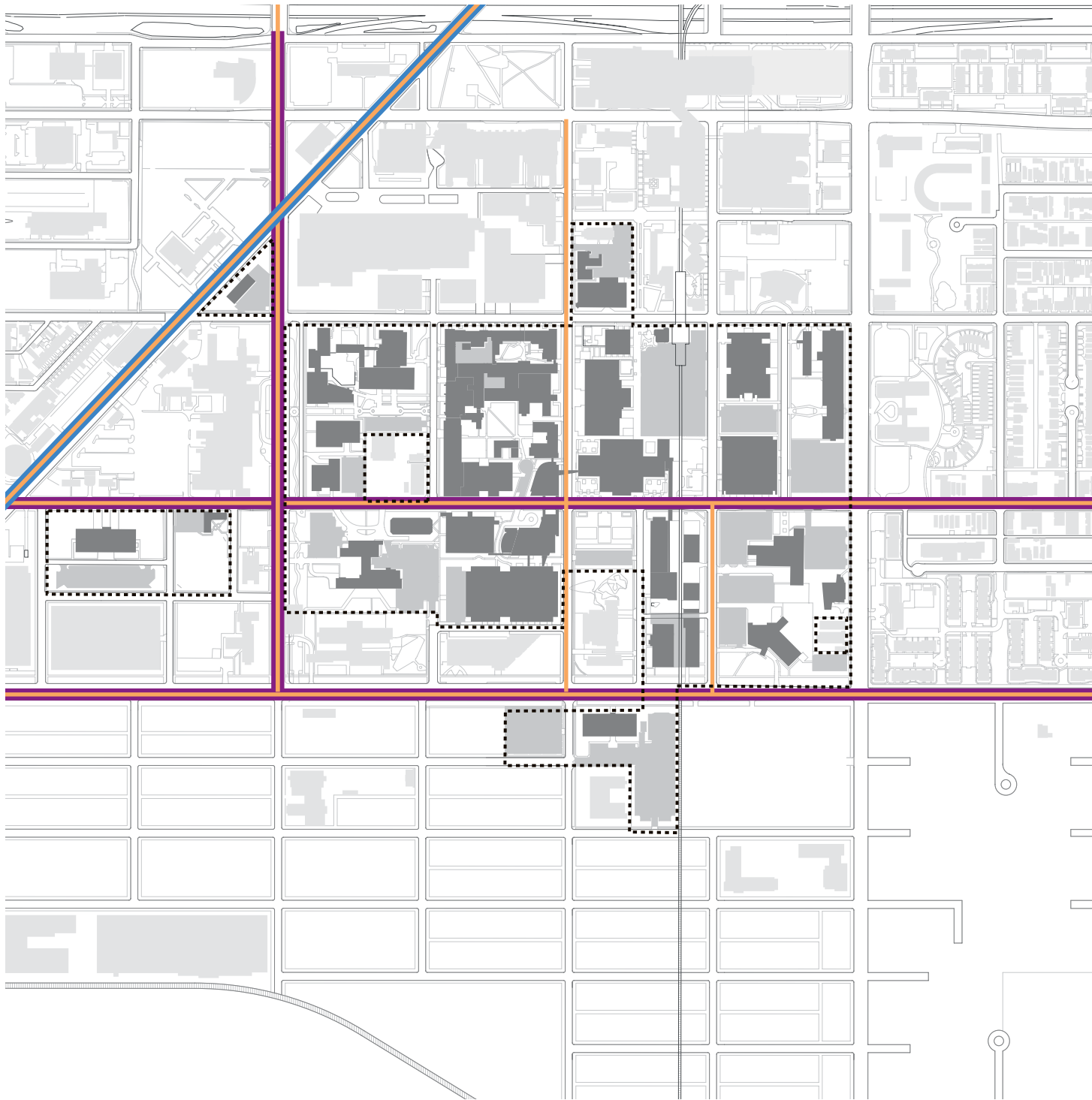
- SIGNATURE BUILDING
- VIEWS
- VIEWS - Partially Blocked

- | | | |
|--------------------------------|-------------------------|------------------------------|
| A. University Hall | 1. Blocked Skyline View | 8. Visual Cue: Entry |
| B. Student Center East | 2. Partial Skyline View | 9. Core Campus View |
| C. Science & Engineering South | 3. View into Quad | 10. New Campus View |
| D. Skyspace | 4. Visual Cue: Entry | 11. Entry/Gateway |
| E. Forum/ Stukel Towers | 5. Skyline View/UH View | 12. Entry/Threshold |
| F. Outpatient Care Center | 6. Visual Cue: Entry | 13. Street Wall - Tower View |
| | 7. Visual Cue: Entry | |



When considering the opportunities of connecting the campus to the city and within Sides of campus, it is important to consider the views and visual cues on campus. Views can serve to provide strong visual connections between places and aid in pedestrian wayfinding. Additionally long connective views provide to break down isolated exterior spaces which can assist in making campus

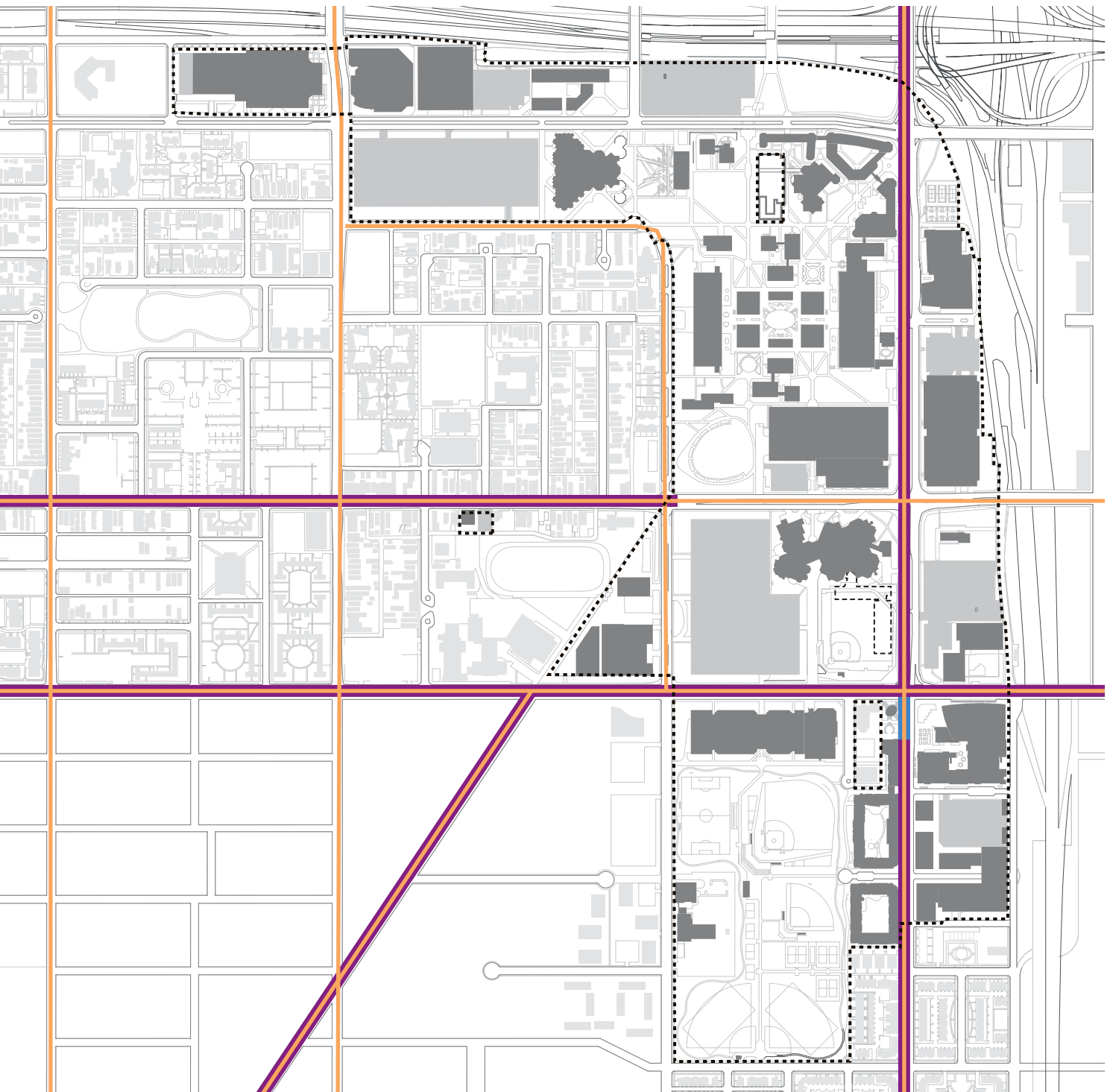
safer for the pedestrian. This diagram details existing views and visual cues that can be reinforced and enhanced in the master plan to make more positive connections of existing “places”. The signature buildings are the structures on campus that were indicated through campus interviews as “memorable or iconic”.



Bike Lanes

LEGEND:

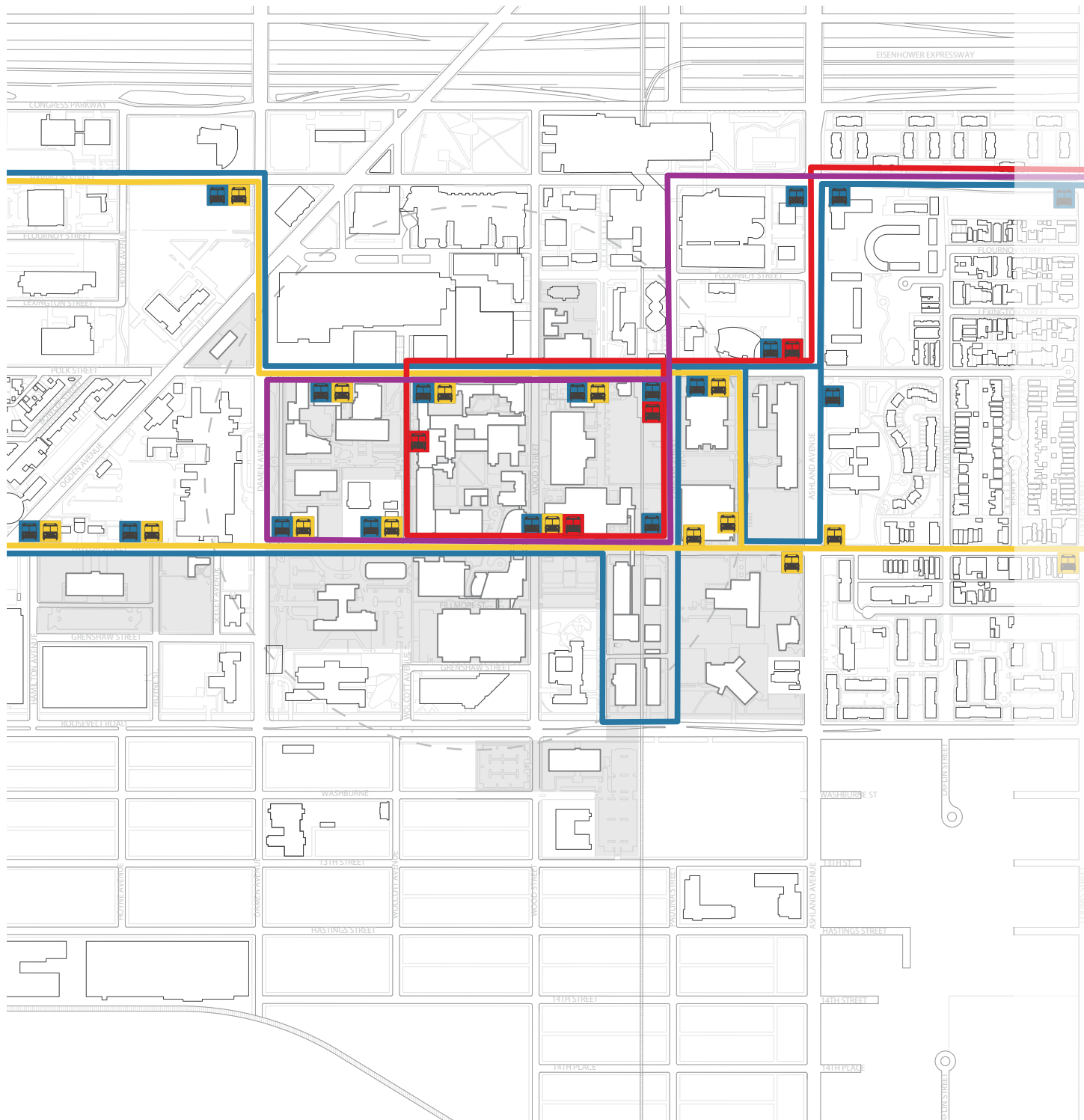
- EXISTING BIKE LANES
- EXISTING MARKED SHARED LANES
- RECOMMENDED BIKE ROUTES



City and future UIC bike lanes could provide an opportunity for a connection between the East Side and West Side. This diagram indicates several of the disconnects of the City's bike lane system when it goes through campus which should be remedied by the Plan. Ways to connect the sides of campus through more traffic controlled routes such as Polk Street will be considered in the Plan. An opportunity exists

to not only repair or connect the existing routes but to also connect to other transit options like CTA EL stations, bike parking stations, and major bus stops.

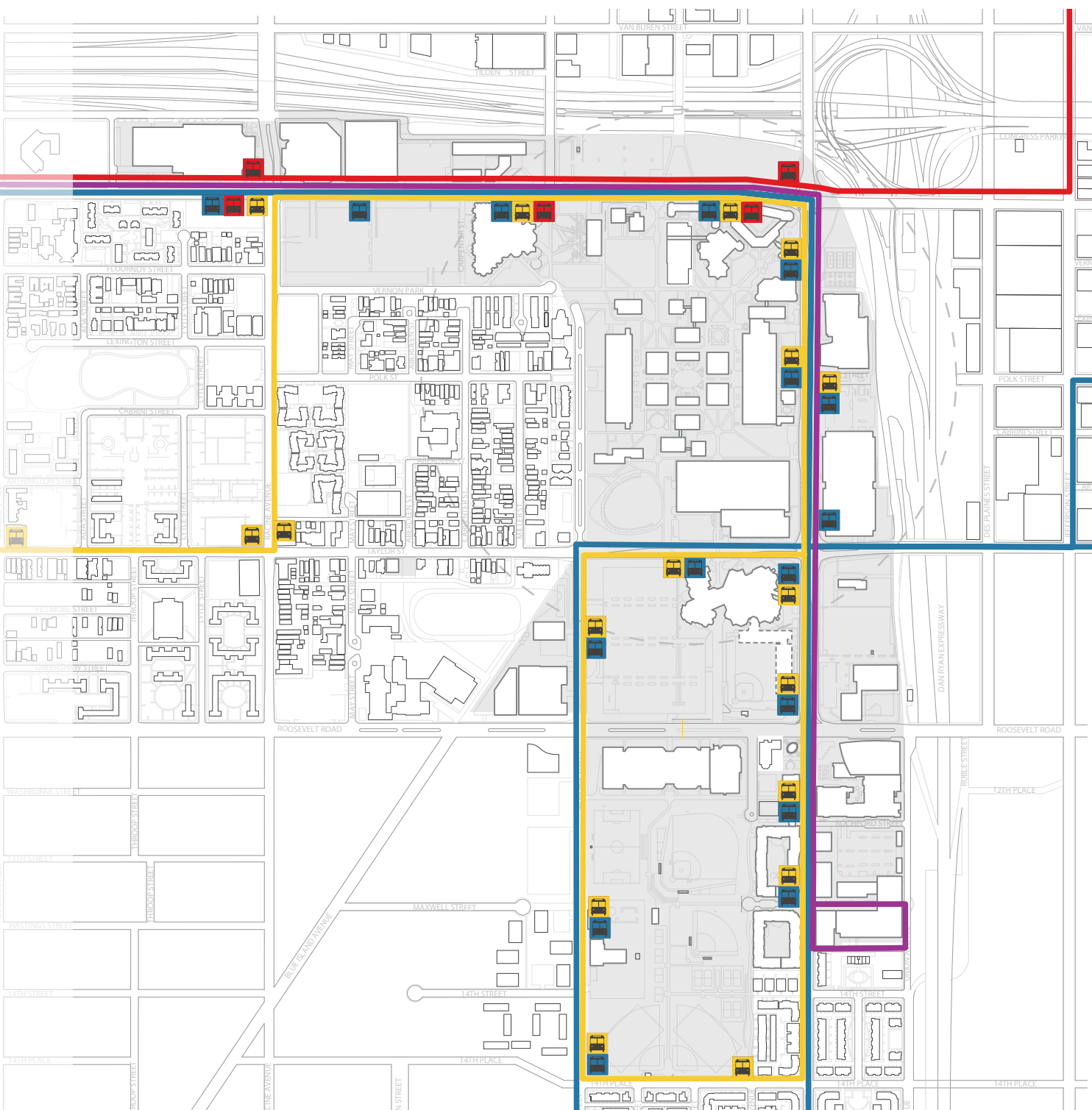
The bike route system shall be designed to connect to other transit options including the CTA EL stations, bike parking stations and major bus stops.



UIC Bus Routes

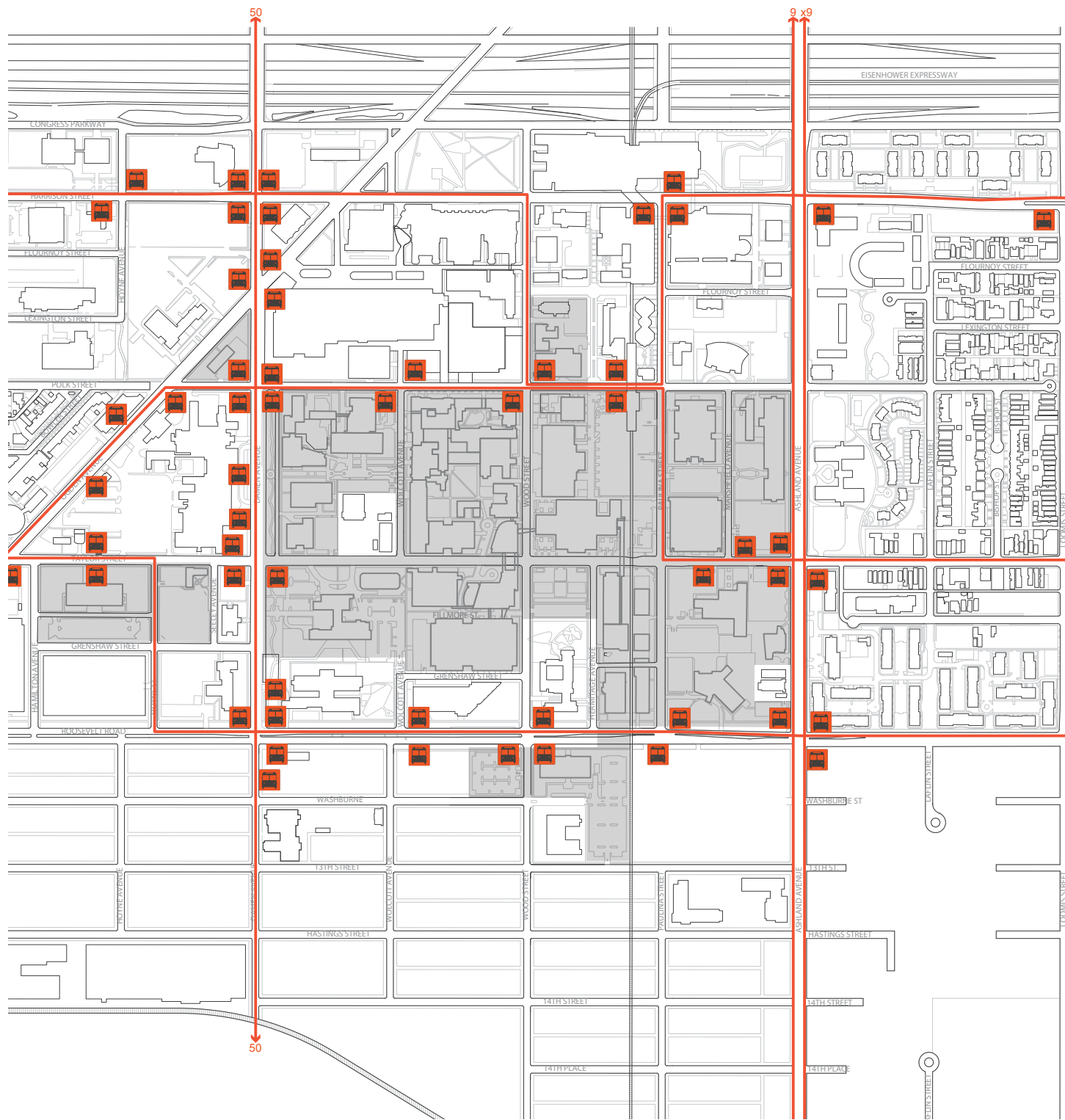
LEGEND:

- DAYTIME SHUTTLE
- EVENING SHUTTLE
- EXPRESS SHUTTLE
- COMMUTER SHUTTLE

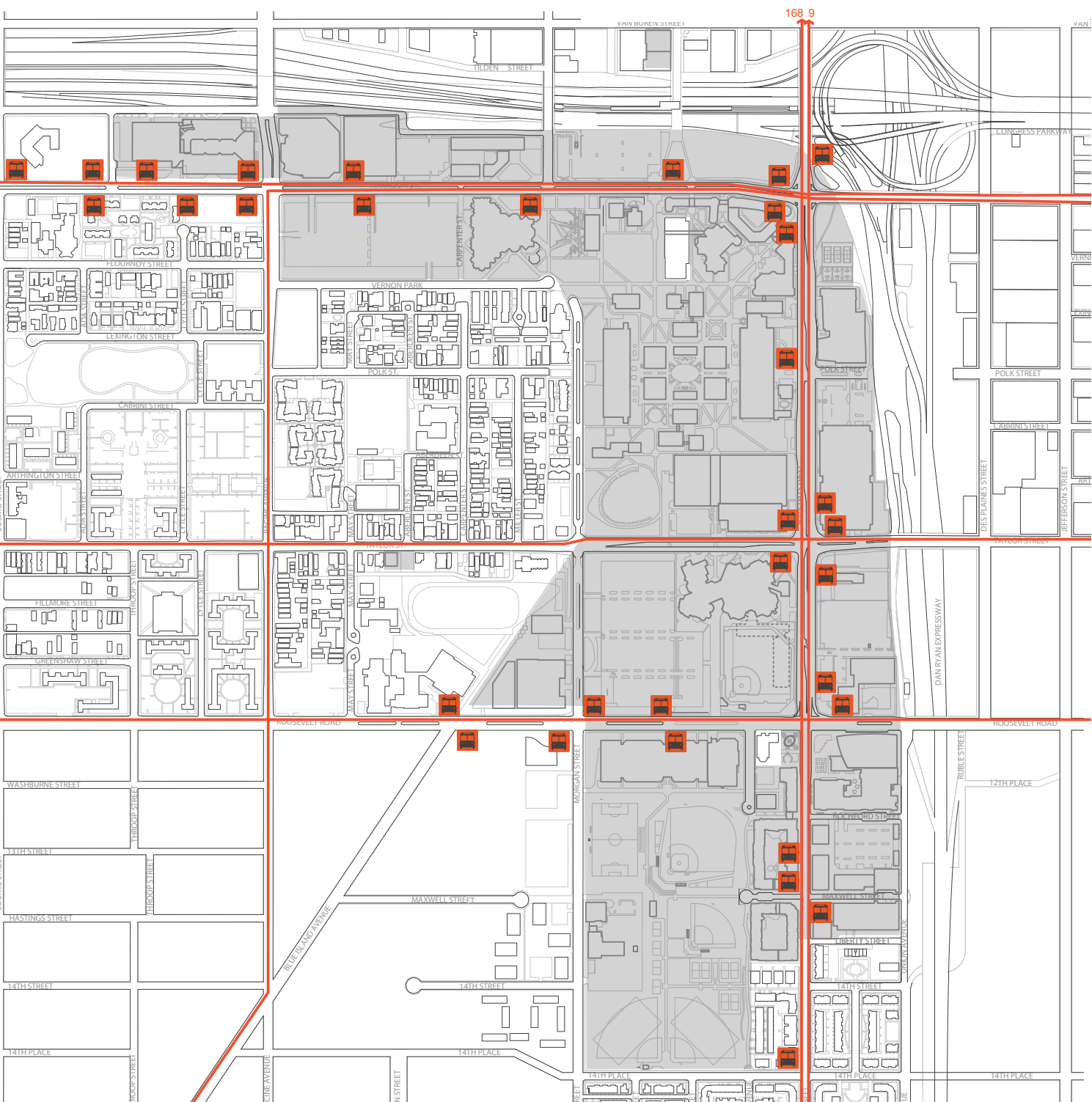


UIC provides shuttle buses for students and faculty to connect the East and West Sides. Presently, the routes of these buses are too circuitous to provide an efficient connection and the buses are commonly slow and late. Further, this diagram shows that the buses do not connect

the centers of the two Sides but concentrate on peripheral roads such as Harrison Street to provide more stops at “front doors” of buildings. Opportunities for more effective timely routes will be considered.

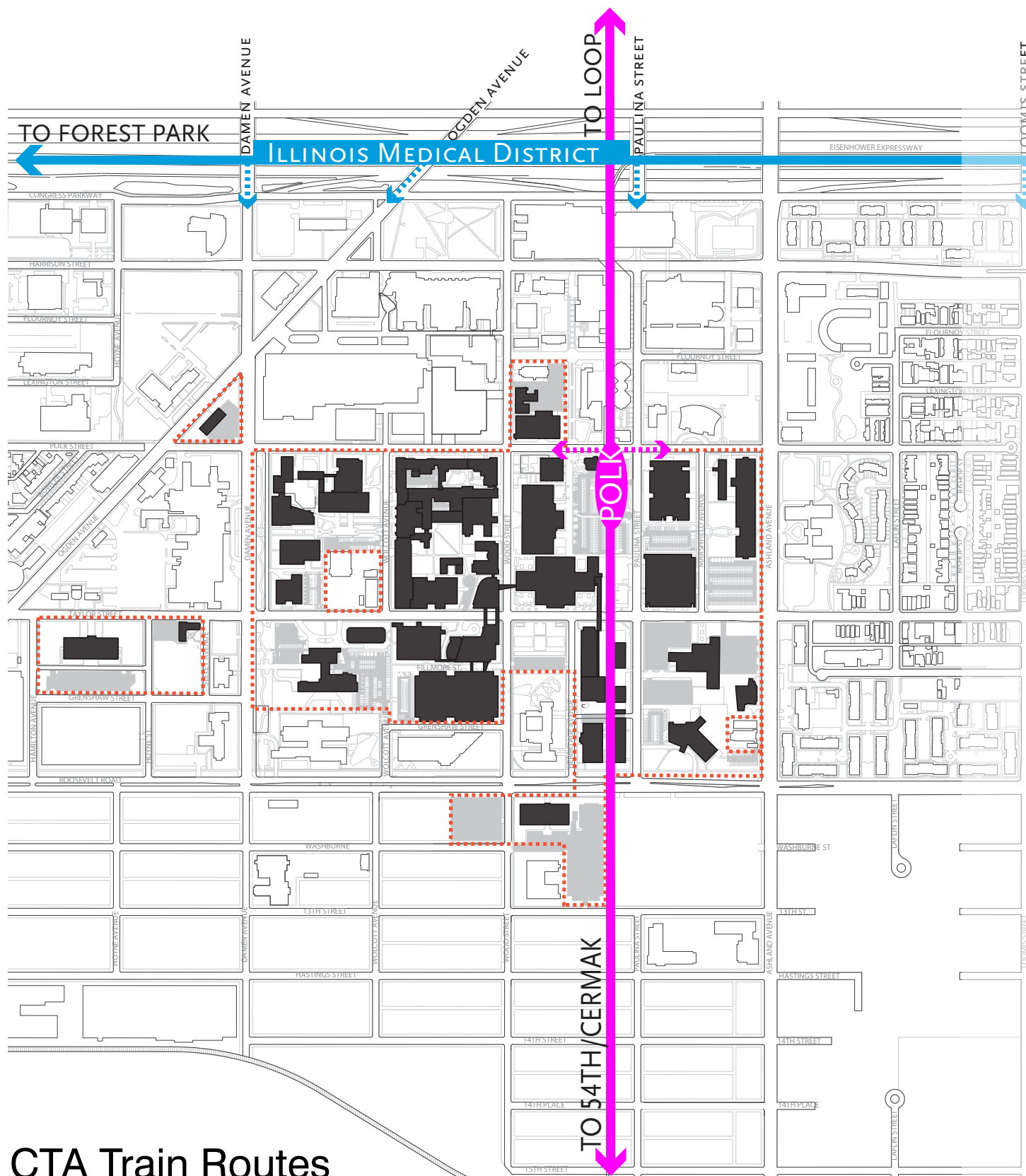


CTA Bus Routes



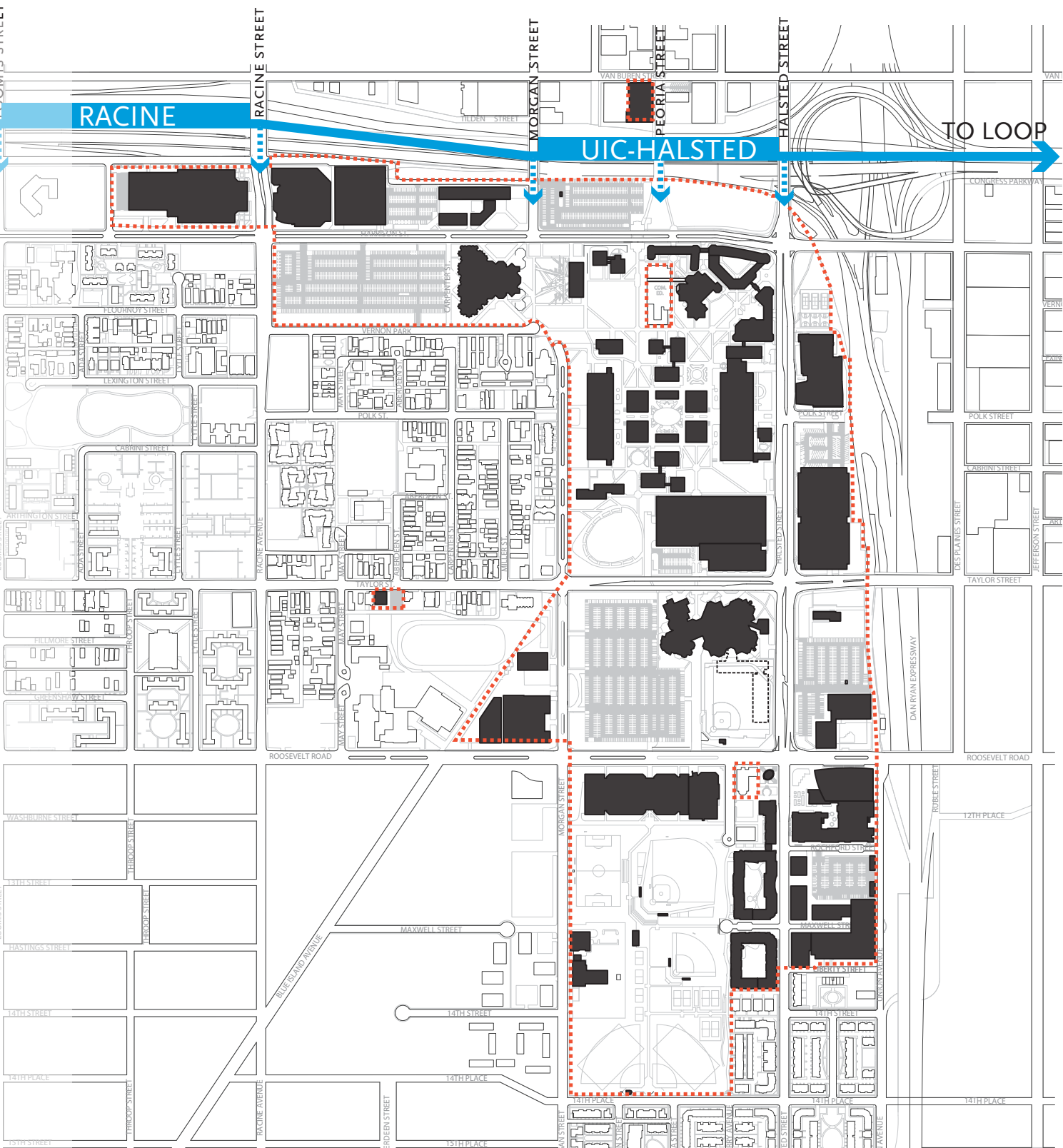
CTA buses have routes that are far more direct and efficient than those of the UIC buses. There could be an opportunity to eliminate, or drastically reduce, the UIC routes and provide all UIC people with CTA passes for transport between the two Sides. Additionally, the CTA

routes prove that bus transit is viable on direct routes between East Side and West Side, such as on Taylor Street.



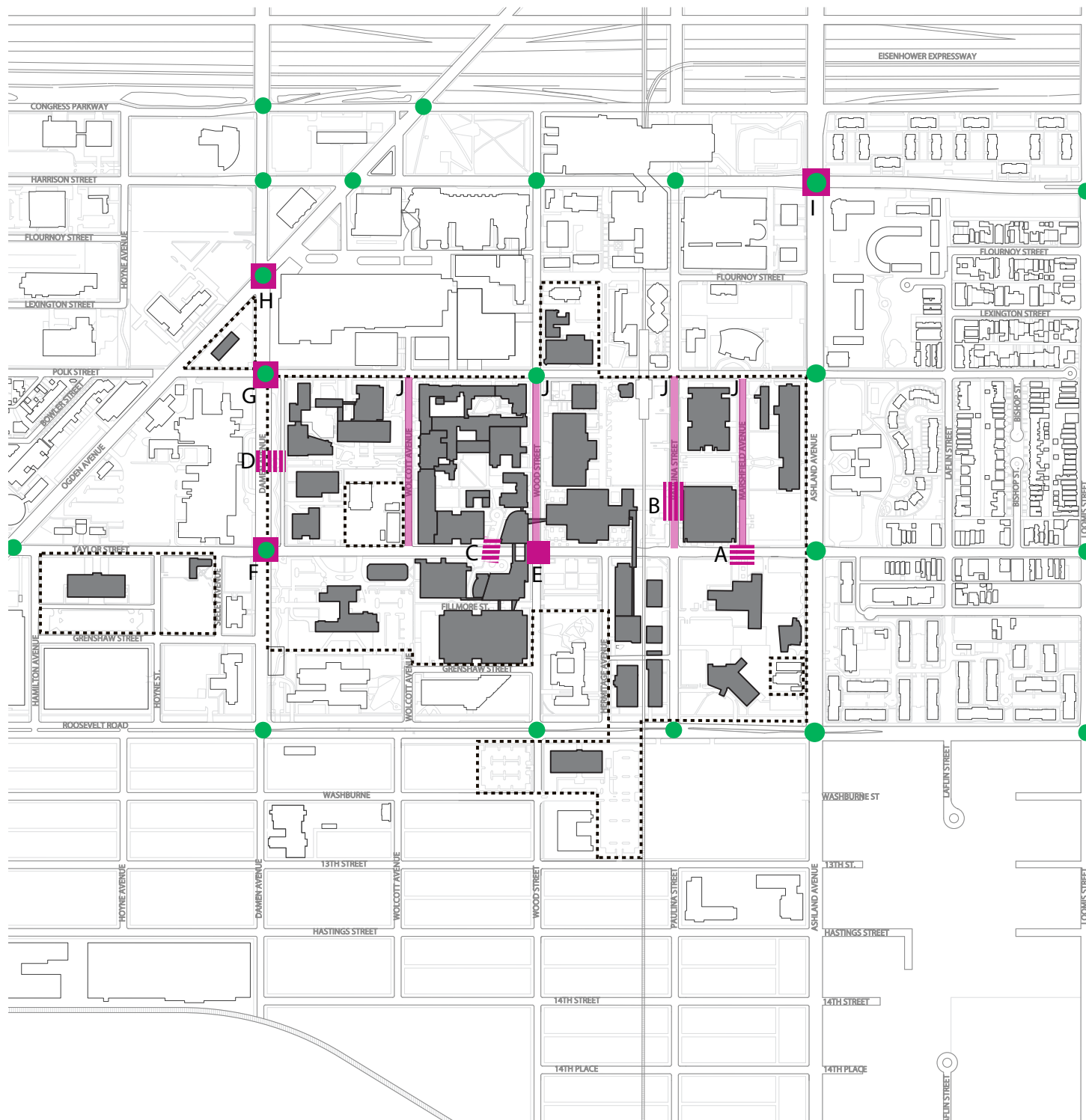
CTA Train Routes

CTA trains provide an efficient means of transportation to campus from off-campus residential areas for both student and faculty. However, while CTA Trains offer a good opportunity to connect each Side of campus to the city through existing infrastructure, CTA unfortunately



does not provide a direct connection between the East and West Sides without first being routed through the Chicago Loop. Without some CTA changes, this mode of public transportation is not a truly viable for connecting East and West Sides of campus.

Since many students, faculty, and visitors are using rapid transit to get to campus, the stations should be reconsidered as “front doors” to the UIC campus environment. These portals are an opportunity to plan for new and expanded gateway signage.



Vehicular Conflicts

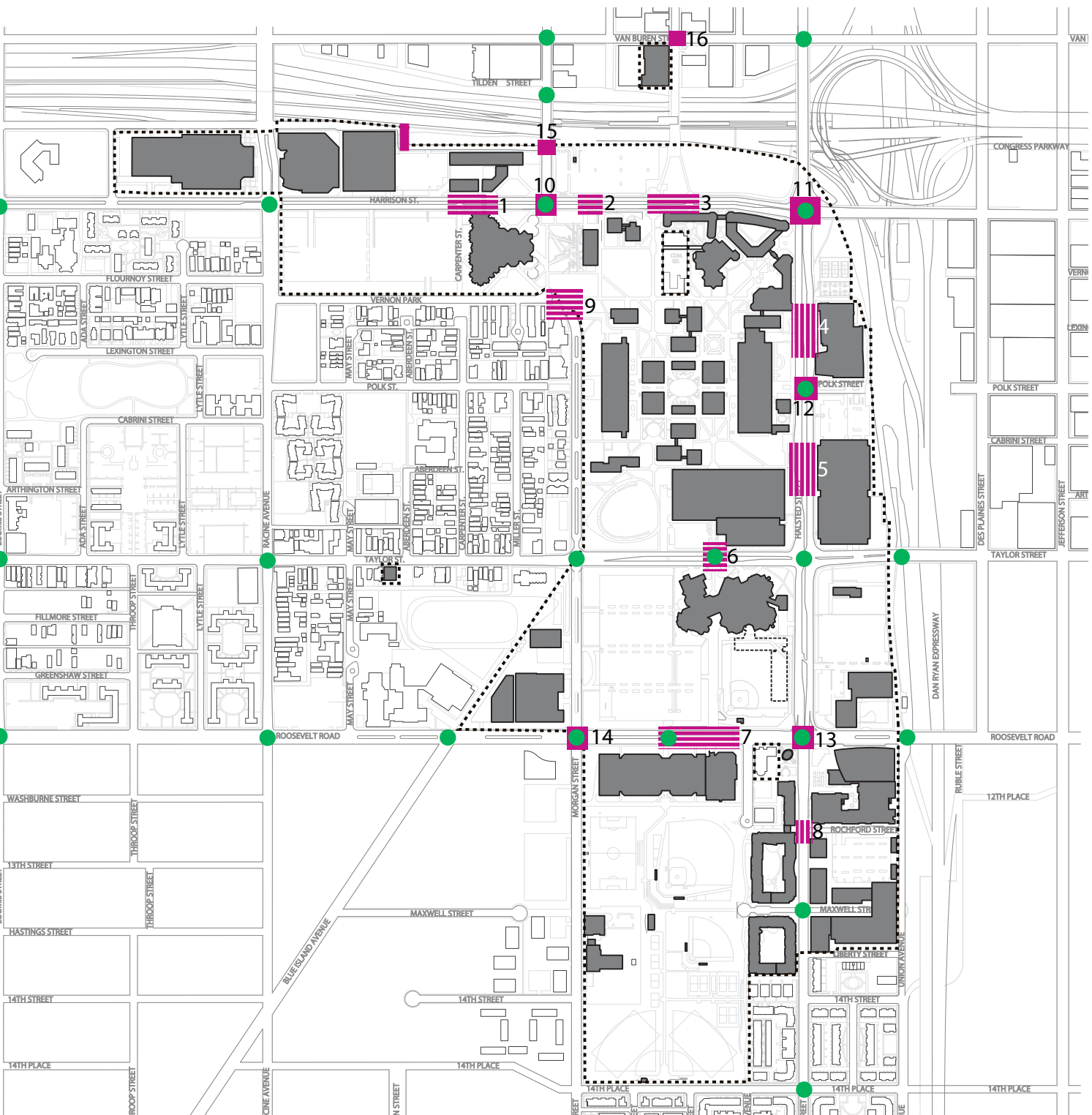
LEGEND:

 VEHICULAR/PEDESTRIAN MID-BLOCK CROSSING

 VEHICULAR INTERSECTION CONFLICTS

 TRAFFIC SIGNAL

14 LOCATION OF TRAFFIC "HOTSPOTS" ANALYSIS



There are several Vehicular - Pedestrian “hotspots” or conflict zones that merit analysis and changes to existing conditions to make positive impacts to pedestrian safety. UIC has determined the location of the conflict zones based on incident data and first hand experience. These conflict zones can be classified into situations at primary midblock crossings (whether currently identified or not), street

intersections, and street closures. In the Appendix, a traffic-pedestrian analysis by KLOA transportation consultants is included. There may be opportunities to reconfigure both the vehicular and pedestrian pavements to allow for less overlap, which will lead to improving pedestrian safety throughout campus.

Sense of Place



Fig. 23: East Side - University Hall at night, View North

The East and West Sides of campus each lack a compelling “sense of place” and a strong institutional identity.

“Spacemaking is the art and science of developing places that build community by bringing people together to create local identity.” - Philip Myrick

The maps herein highlight the thresholds, barriers and open spaces of the campus that need attention, at a more tangible human scale.



Fig. 24: West Side - Benjamin Goldberg Research Center, View North



Fig. 26: East Side - Educational, Performing Arts & Social Work Plaza, View East



Fig. 25: East Side - Student Center East, View East



Fig. 27: Existing Outdoor Furniture

On the UIC campus, the outdoor furniture, the existing fences and walls, indistinguished entrances and the scale of the buildings, all contribute to a defensive campus design and an atmosphere of isolation (Fig. 23). The campus is both defensive in its scale and discouraging in its details (Figs. 24 & 25).

The campus furniture is monolithic, which is not inviting, and its locations and layouts are often interpreted more as barriers than as invitations to linger and enjoy a space (Fig.

26). The precast concrete benches and receptacles (Fig. 27) may be indestructible but they contribute to a perception, both figurative and literal, of UIC as being a “cold” campus.

This coupled with poor signage and too many pathways that divide up open space contribute to a purely connective pedestrian experience. Typically, students follow the quickest, easiest route from class to dorm to parking without taking full advantage of the campus open space (Figs. 28 & 29).



Fig. 28: East Side - Stevenson Hall, View South



Fig. 30: East Side - BSB - hidden entry



Fig. 29: Cow Paths



Fig. 31: East Side - Stevenson Hall front door

On the East Side, with the removal of the Netsch designed elevated walkways in the 1990s, there has been an overall loss of campus continuity at grade level (Figs. 30 & 31). Interestingly, the result is that the campus trees are the primary elements providing mediation between the massive buildings and grade. In addition, across campus stark architectural facades relegate the pedestrian entry to second class status, preferring vehicular arrival and drop off over pedestrian approach (Figs. 31 & 32). Spaces are perceived as large and less pedestrian in the absence of walkways. Fig. 32 shows the absence of dedicated pedestrian sidewalks and the inclusion of a chain fence to deter safe pedestrian

passage to the entrance.

Other examples of unfriendly juxtapositions abound. For instance, on the West Side, large infrastructure elements have been inserted into the campus concept of “suburban ‘object’ building in unprogrammed open space.”

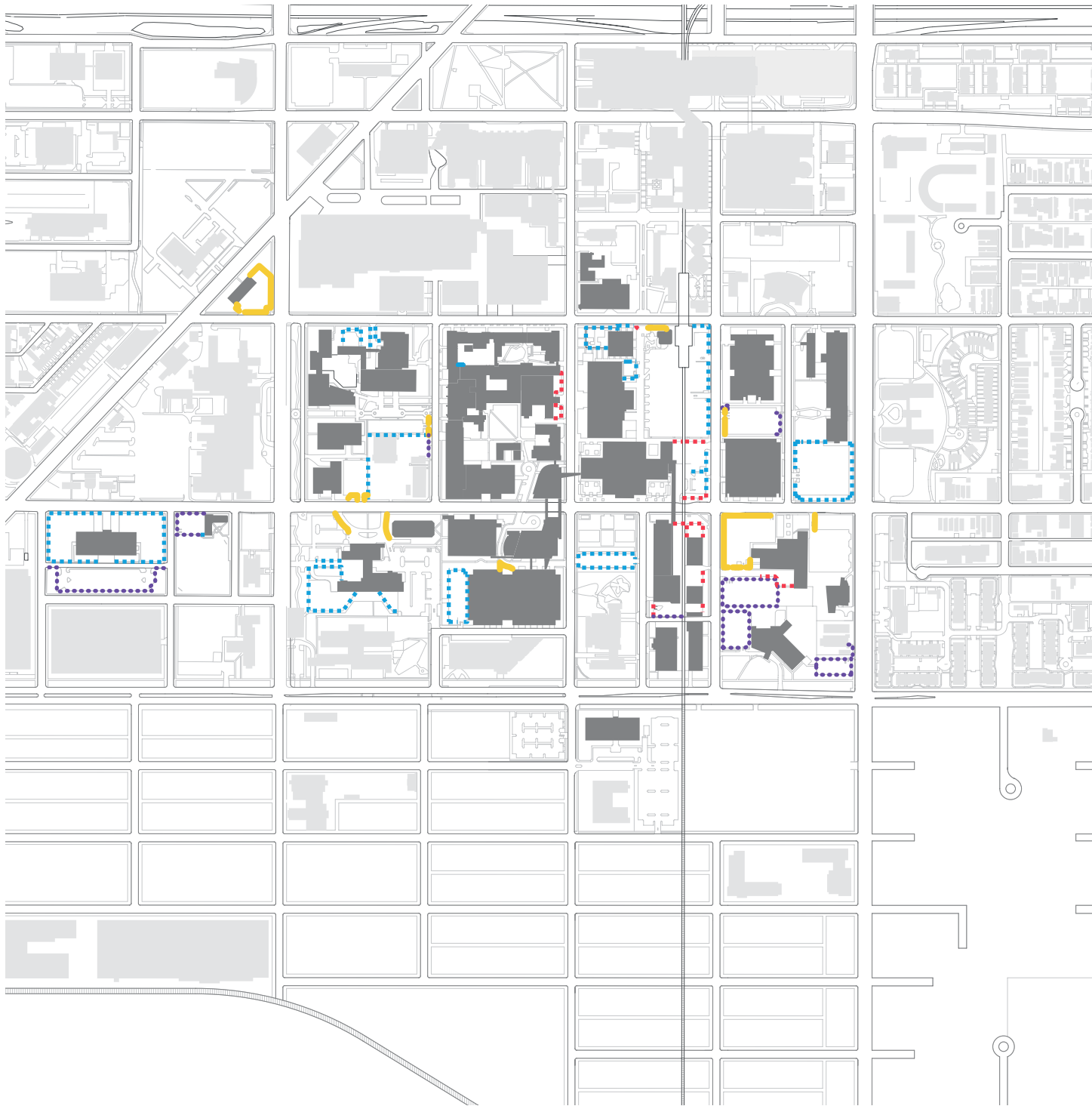
All of this has led to the current use of campus open space that is predominantly residual and resulted in many service oriented places (Fig. 33). The defensive design, stifled pedestrian movement, and under-utilized open space, all contribute to the campus’ current “lack of place.”



Fig. 32: West Side - Applied Health Sciences entry, view South



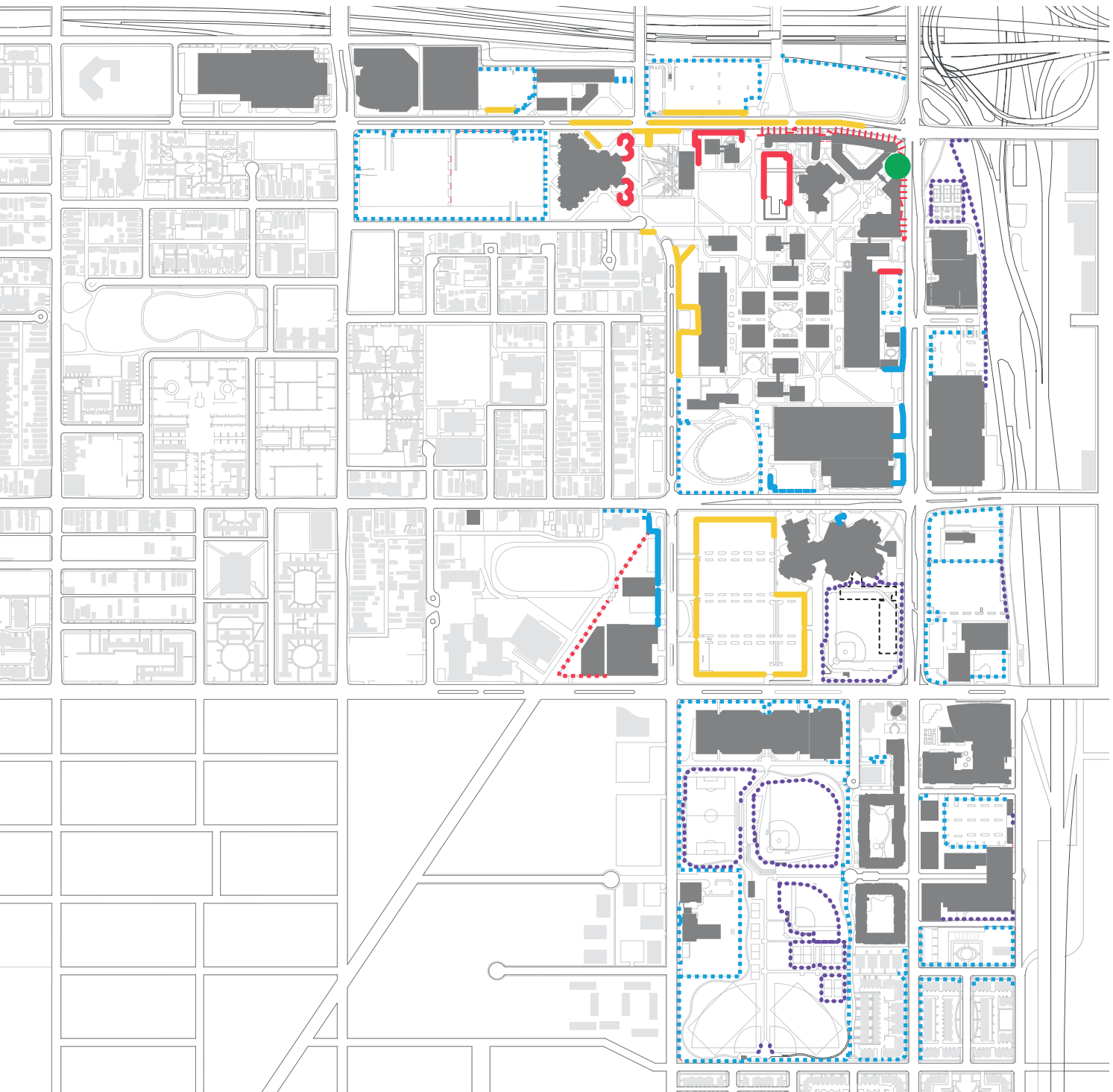
Fig. 33: West Side - El tracks and Utility bridge, view North



Barriers

LEGEND:

- MASONRY WALL - 1960'S HISTORIC
- MASONRY WALL (NON-HISTORIC)
- - - - - MASONRY SEATWALL
- METAL FENCE - HISTORIC
- METAL FENCE (NON-HISTORIC)
- CHAIN LINK FENCING
- POST & CHAIN FENCING
- TIGER TEETH BOLLARDS



The perimeter fences and walls of the East Side give the initial impression that the campus is difficult to penetrate from the street. Analysis shows that while there are significant perimeter barriers there are breaks in the perimeter to allow access. Nevertheless, the combination of high walls and fences, holdovers from a mid-20th Century view of town-gown relations, perpetuate an exclusionary stance toward the public.

There are opportunities to selectively remove limited runs of fencing to encourage a blurring of distinction between campus and neighborhood. The prevailing City of Chicago stipulation that all parking lots must have metal fences has changed, which allows for selective removal of fencing across campus. Also, there are a number of instances where fragments of walls, fences and bollards from the initial phase of East Side construction remain. These can



Fig. 37: East Side - View of ComEd wall & path



Fig. 39: East Side - Fenced-In Building



Fig. 38: Eisenhower Expressway View from Peoria St CTA station



Fig. 40: East Side - BSB brick site wall

be retained intact in most cases but should not be viewed as untouchable. For instance, the wall surrounding the Com Ed site should be removed when this parcel is turned over to the state for reuse (Fig. 37).

At the campus scale, the walls of the Eisenhower and Dan Ryan expressways provide the most significant barrier between the campus and the city (Fig. 38). At the pedestrian edge of the East Side of campus, brick perimeter walls from the 1960s have mostly been replaced with more visually permeable metal fences (Figs. 39 & 40). And at a finer pedestrian scale, fences at the backs of sidewalks project a staunchly defensive perimeter posture and result in an

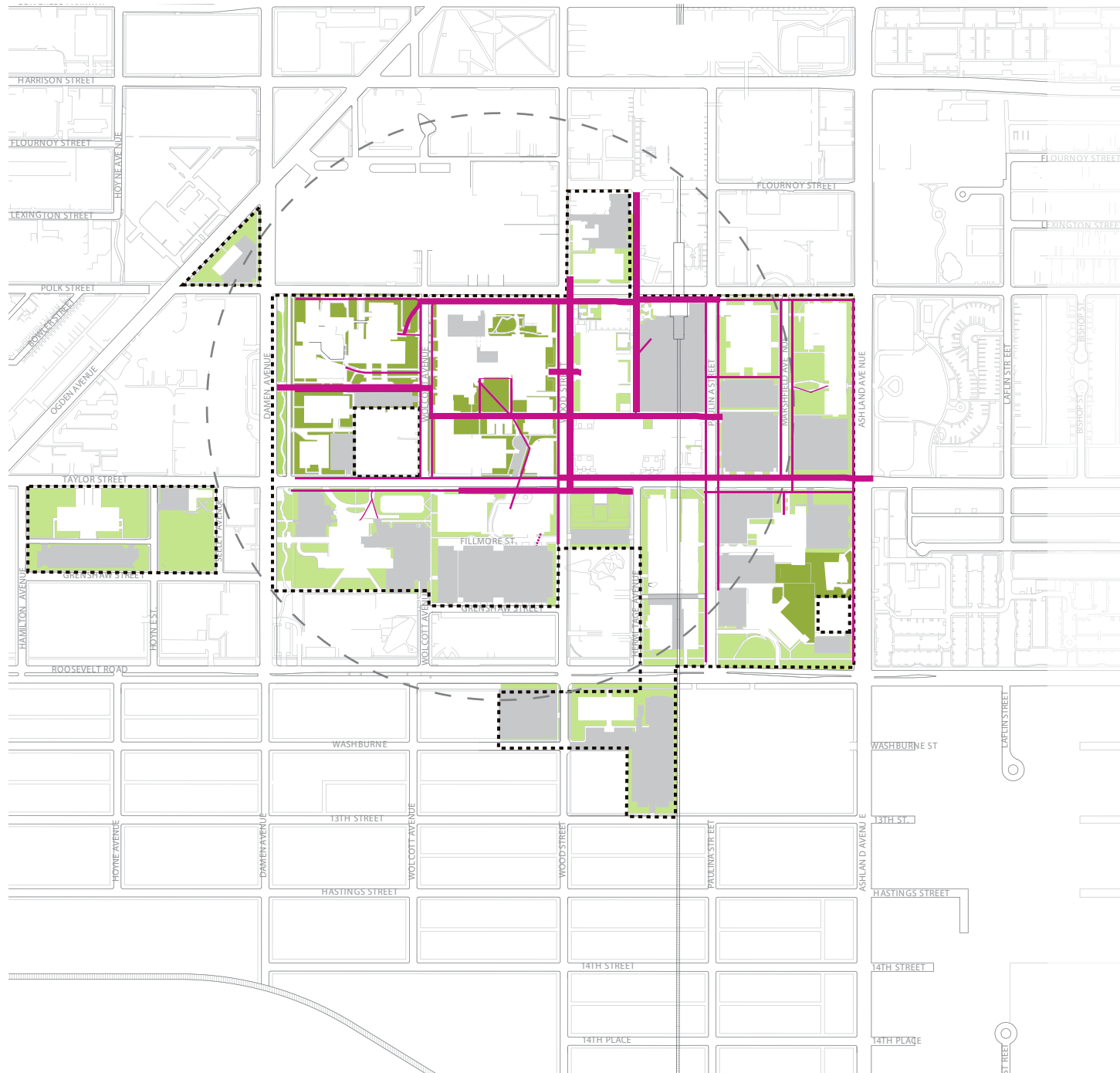
unusable residual landscape between fence and building (Fig. 39). In some locations, a lengthy perpendicular turn back of the metal fence presents an unnecessarily unfriendly barrier to pedestrians entering from the neighborhood into the Memorial Grove (Fig. 41). Within the campus, pedestrians are also faced with post and chain barriers used to deter desire lines and to protect the grass, which ultimately restricts informal passage between pavements (Fig. 42).



Fig. 41: East Side - Fences to control movement



Fig. 42: East Side - Movement control



Pedestrian Use of Space

LEGEND:

- PEDESTRIAN CONNECTIONS
- PRIMARY/CONNECTIVE OPEN SPACE
- UNDERUTILIZED OPEN SPACE
- PARKING
- 5-MINUTE WALK



Fig. 43: West Side - College of Medicine courtyard



Fig. 45: East Side - Central pedestrian spine, View South



Fig. 44: East Side - Sidewalk at Halsted & Harrison Sts., View East



Fig. 46: East Side - Science & Engineering South entry plaza

diagonal foot traffic occurs between the Behavioral Sciences Building and the Quad, before merging with north-south pedestrians heading further south to the Physical Education Building on Roosevelt Road. Notably, the East Side perimeter is bound by high speed arterial streets that discourage pedestrians from using those sidewalks and force foot traffic to the campus interior (Fig. 44).

Walkway dimensions, particularly on the East Side, lack a clear hierarchy. The widths of some walks correspond to the now-removed elevated walkways and the 1960's anticipation of a larger student population. This broad expanse gives the impression of a monumental plaza rather than a linear walk (Fig. 45). There is an established perception that there is too much pavement on campus



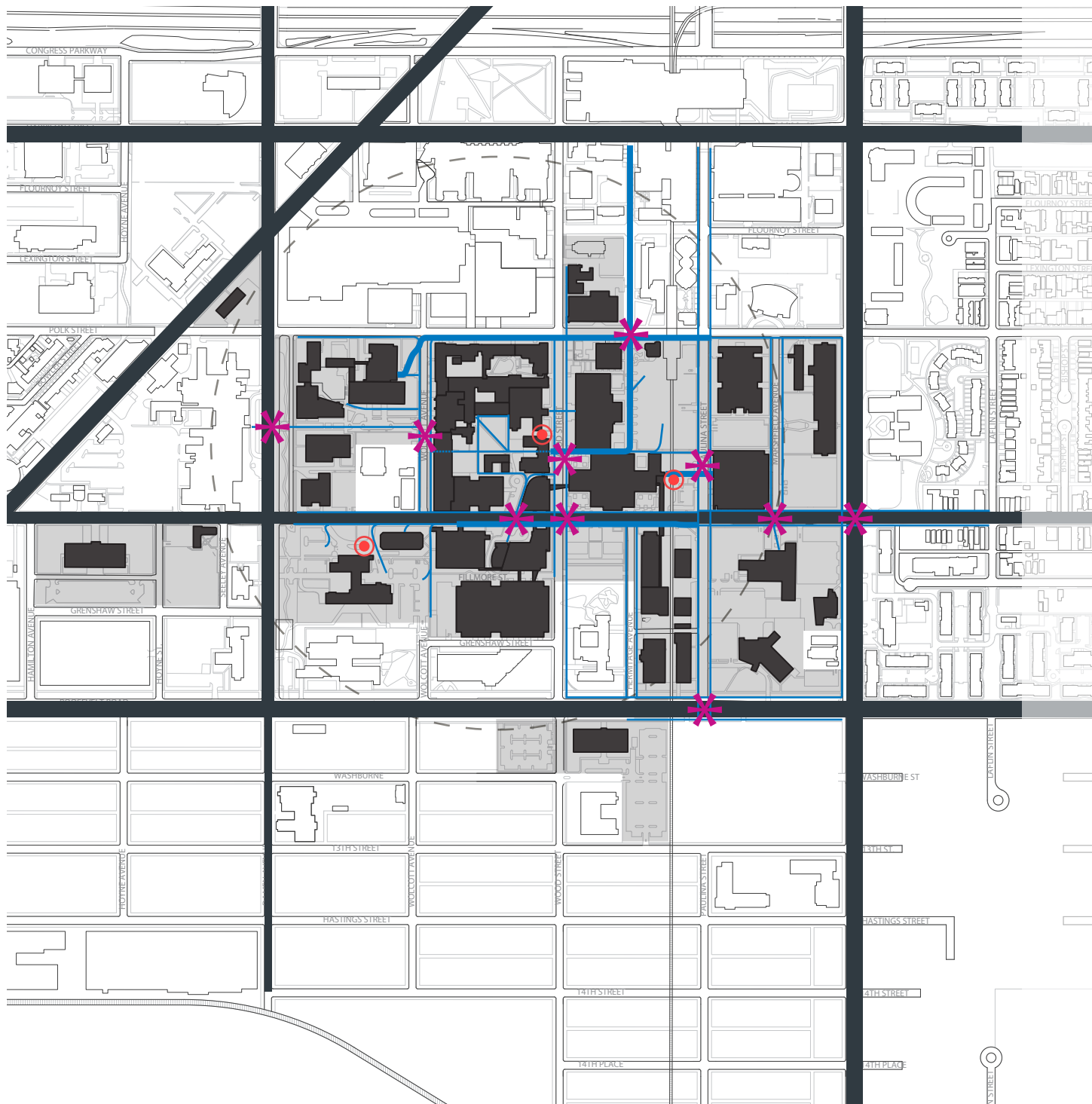
Fig. 47: East Side - Student Center East & Science & Engineering Laboratory, View East



Fig. 48: West Side - Neuropsychiatric Institute courtyard

- the uniformity of concrete as the predominant building material may contribute to that perception (Fig. 46). There may be an opportunity to edit out select pavements to reduce the expanse of paving and to provide better alternative programming for the areas that are not walkways. Pedestrian pavements have been aligned to meet most desire lines across campus,

though there are inevitably evolving routes that will generate ‘cow paths’ along paths of least resistance between primary destinations (Fig. 47 & 48).



Pedestrian Circulation and Street Conflicts

LEGEND:

- PRIMARY PEDESTRIAN CIRCULATION
- SECONDARY PEDESTRIAN CIRCULATION
- CITY STREETS
- CIRCULATION CONFLICTS
- SERVICE / PEDESTRIAN CONFLICTS

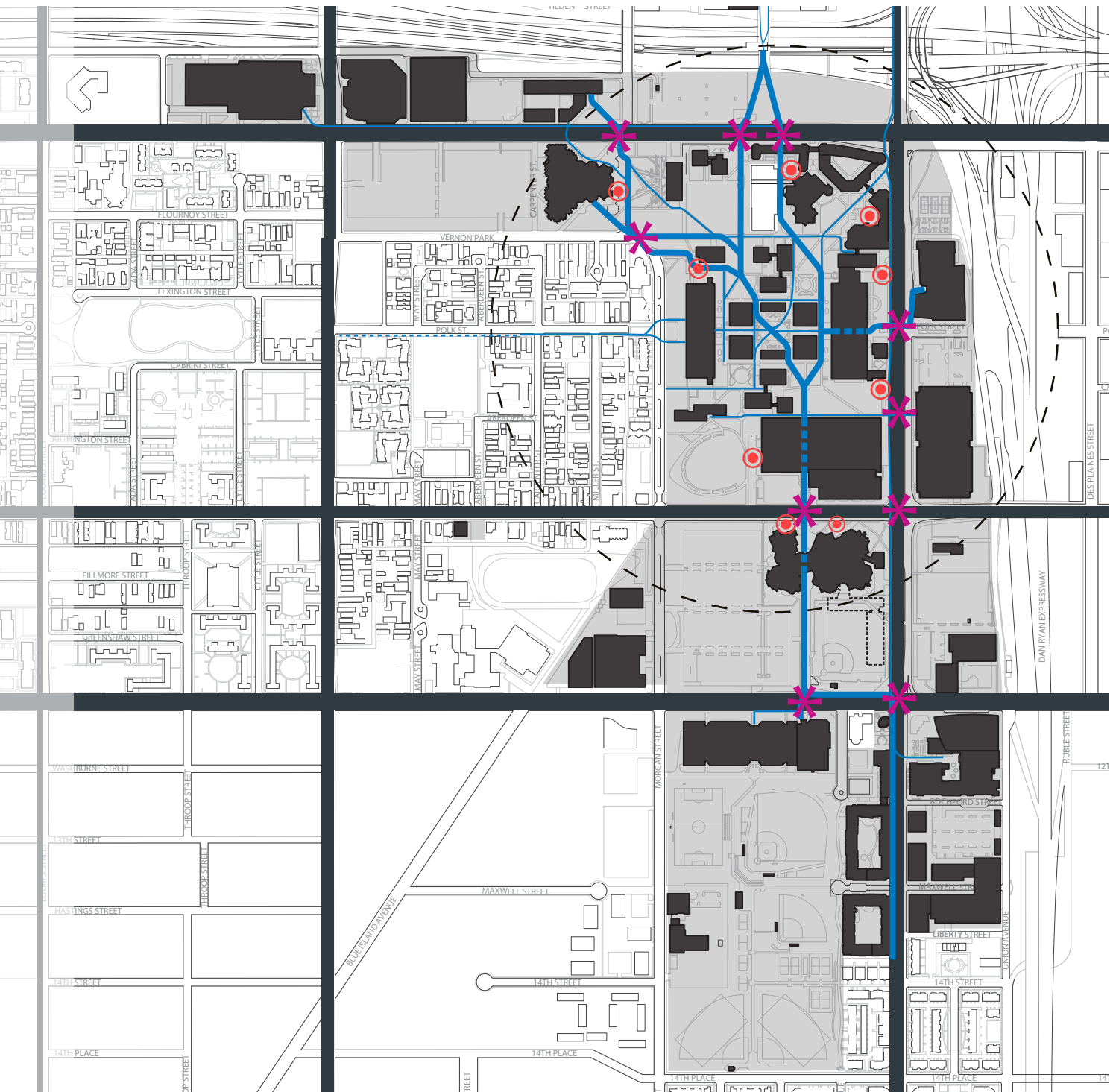




Fig. 49: West Side - View of Taylor and Wood Streets, View North



Fig. 50: East Side - Aerial view of Harrison and Peoria street crossings

The campus streetscape experience varies widely. Loosely screened service areas, surface parking lots, and land-banked sites provide a stark contrast to the zero-lot line development of most West Side buildings (Fig. 49). The East Side streetscape is either scaled to accommodate vehicular service traffic or contains remnants from the removal of the Netsch-designed walkways. This places

the pedestrian in an indistinguishable zone that is neither vehicular nor campus oriented. As UIC is an urban campus, conflicts between vehicular through traffic and campus pedestrians are not unexpected. Nevertheless, there are several hot spots that merit changes to existing conditions to make positive impacts to pedestrian safety, including crosswalk improvements (at Harrison and Peoria,



Fig. 51: East Side - Morgan Street cul-de-sac



Fig. 52: East Side - Student Residence & Commons service court entry, View South

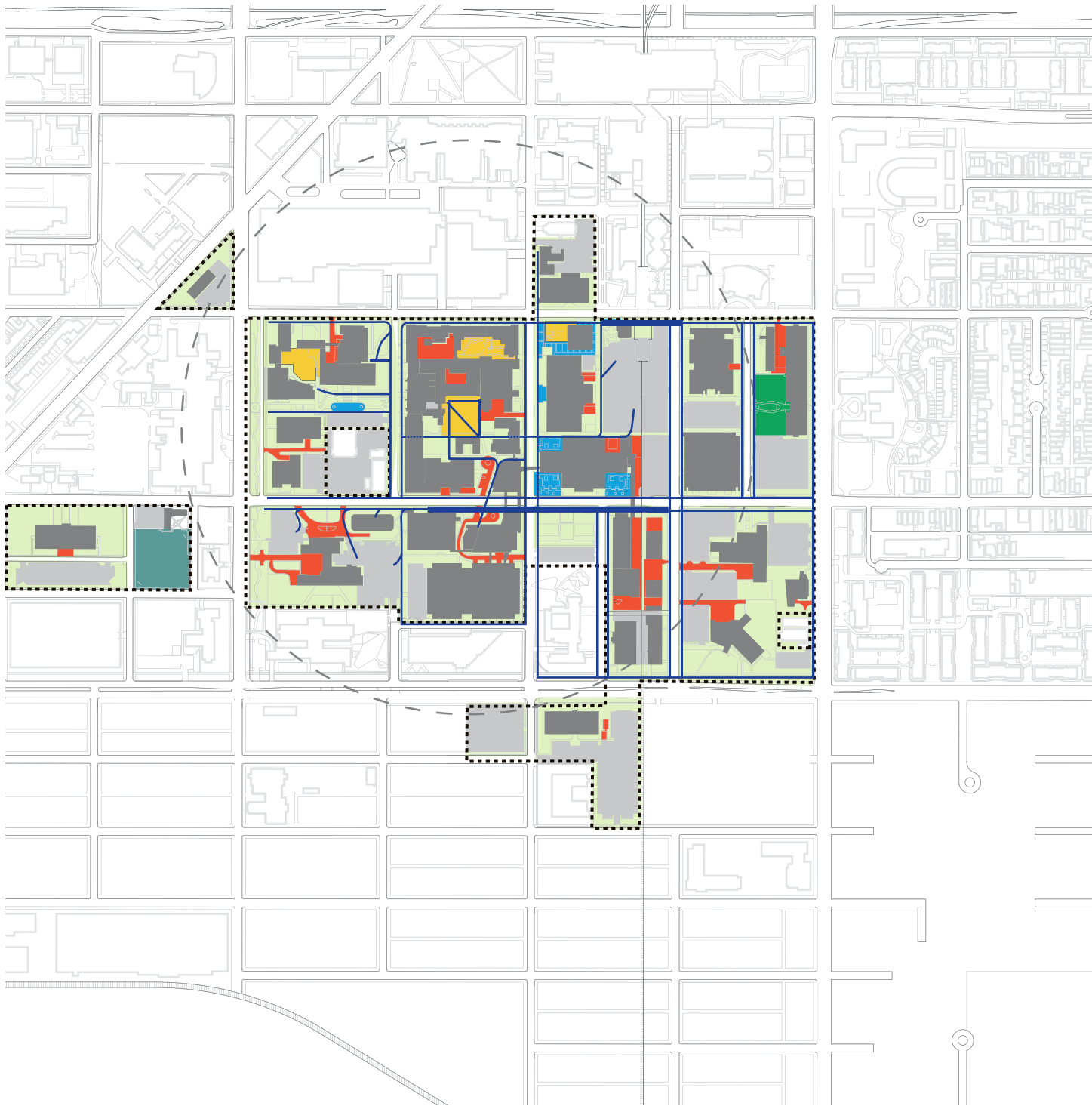


Fig. 53: West Side - central pedestrian spine

for example) (Fig. 50). Another hot spot occurs where one of the primary pedestrian paths traverses the Morgan Street cul-de-sac and results in a slow speed vehicular-pedestrian conflict (Fig. 51). When classes change, often at routine service or delivery times, both vehicles and pedestrians are prone to occupy the same space and both are inconvenienced. There may be opportunities to reconfigure

both the vehicular and pedestrian pavements to allow for less overlap.

Major mid-block crosswalks vary from purely painted to actuated signalization. While pedestrians have the legal right of way in a crosswalk according to law, practicality generally favors the vehicle (Figs. 52 & 53). There is an opportunity to improve pedestrian safety at many circulation conflict



Open Space

LEGEND:

| | | |
|--|---|--|
| CONNECTIVE | PLAZA | UNPROGRAMMED |
| FORMAL | COURTYARD | PARKING |
| SERVICE | MARKET | UIC BUILDING |
| RESIDUAL | ATHLETIC | VEHICULAR/SERVICE |



On the West Side, open space is composed of two types: an interior courtyard landscape, or a service and vehicular landscape. Courtyards are surrounded on four sides by buildings and do not have primary street or public access, while most of the public landscape is dominated by service trucks and cars. On the East Side, the central open space, known as the Quad, is a plaza and predominantly hardscape.

It was formerly configured as the Circle Forum when the elevated walkways were intact. All outdoor athletic space on campus is on the East Side and is generally scheduled for Athletic Department use. The single largest usable open space on campus is the Memorial Grove on the East Side – a formal space with a clear landscape identity. Throughout, the primary campus landscape experience is connective



Fig. 54: East Side - Student Residence and Commons, View South



Fig. 56: East Side - Student Center East exterior



Fig. 55: East Side -University Hall plaza details



Fig. 57: East Side - Open space south of University Hall

only: paved pedestrian pathways quickly move pedestrians between buildings. The result is a connective tissue that relegates an inordinate amount of land to residual space that has not been programmed or lacks spatial identity.

There have been recent efforts to invest in signature open spaces - spaces designed and conceived of as intentionally

public landscapes to welcome visitors to campus. On the East Side, courtyards were introduced for the residence halls to provide a warmer landscape experience (Fig. 54). Also, on the East Side at University Hall, a plaza was created (Fig. 55). However, the new alignments and details have worked against its success and suggest that new modifications could better integrate this space into the campus.



Fig. 58: West Side - College of Medicine West service "courtyard"



Fig. 59: West Side - Biologic Resources Lab and Taylor Street

Other campus areas that are essentially residual space, and configured primarily for drainage, are unusable as flexible event space because of subtle topographic fluctuations (Fig. 56). Fortunately, there is significant tree canopy on campus and, though young, it can still be supplemented quite easily (Fig. 57).

On the West Side, the original courtyards in configuration are quite wonderful but, practically, have given way to a more service oriented landscape (Figs. 58 & 59). New signature open spaces would be welcomed.

CAMPUS ISSUE TREES

The master planning consultant team of Booth Hansen and Hargreaves Associates met with many stakeholders from across UIC during on-campus worksessions December 12, 2008 and January 12 & 13, 2009. Additionally, the Advisory Committee and the Office of Facility and Space Planning has conducted numerous meetings and interviews with many other stakeholders including Town Hall Meetings on both sides of campus. A list of the stakeholders engaged for this process on the right. The following is the list of recurring issues heard throughout this initial engagement and organized within the three categories indicated by the consultant team. This condensed list of issues is by no means exhaustive of all comments made, remains as originally stated, and represent recorded views of most participants.

The issues have been organized according to the three framing issues (and subissues) indicated on pages 22-53 into a “tree” and the specific root issues contributing to the core issue. Issues recorded from the campus that call for the needs assessment of a program or open ended issues of campus definition will be further defined by UIC before being incorporated into this master planning effort. These items are indicated under the “Program” category. Items on that list that receive further input from UIC will then be located within the other three issues and Proposed Facility Needs.

A process of student engagement has been completed by the Urban Planning Graduate Students as indicated in the ENGAGE! Open House Report summary on Page 57. For the most part, the issues gathered from students by students are captured within the Issue Trees.

Campus Committees and Groups who met with Consultant Team

Executive Committee
Advisory Committee
Core Planning Team
Steering Committee
Sustainability Committee
Design Review Committee
Discover UIC
Deans
Illinois Medical District
University Historian
Transportation Subcommittee
Real Estate – Mixed Use Development Consultant

Campus Committees and Groups who met with the Advisory Committee Representatives

Academic Professional Advisory Committee
Admissions Recruitment Team
Alumni Focus Group
Alumni Relations Council
Chancellor’s Committee on the Status of Asian Americans
Chancellor’s Committee on the Status of Blacks
Chancellor’s Committee on the Status of Lesbian, Gay, Bisexual, & Transgender Issues
Chancellor’s Committee on the Status of Latinos
Chancellor’s Committee on the Status of Persons with Disabilities
Chancellor’s Committee on the Status of Women
College of Cycling
Committee of Assistant and Associate Deans
Diversity Strategic Thinking and Planning Committee
East Side Space Management Committee
West Side Space Management Committee
UIC Senate Executive Committee
UIC Senate
Senate Subcommittee on Buildings & Grounds
Faculty Senate Support Services Committee
Graduate Student Council
Health Professions Student Council
Hull House Museum Director
LAS Executive Officers
Provost Working Group
Recruitment Staff/Admissions Office
Research Advisory Council
Small Classroom Buildings Advisory Committee
Strategic Facilities Planning Group
Student Athletic Advisory Committee
Town Hall Meetings
Undergraduate Student Council

LAYERING CAMPUS IDEAS

INTEGRATING CAMPUS BUILDINGS/SPACES

Reinforce the identity and integrity of both the East and West Sides as a single integrated campus.

Except for original Netsch plan, UIC has not had a deterministic vision. It should be a "mosaic developed over many years." Develop frameworks to rapidly determine if development proposals presented to the university are good opportunities.

Clean up "hodge-podge" of facilities.

Campus needs identification of broad categories of land use.

DEFINING CAMPUS CENTERS

Need campus "centers."

Need a "forum" for people to talk and bump up against divergent views / diversity.

When walkways came down, UIC lost outdoor community places.

Outdoor spaces need a functional program.

East Side does not have very much "in between" spaces. Needs functional, social, & interactive diversity between centers of activity.

Need to review left-over or residual spaces such as highway overpasses, underpasses, and El tracks to make more inviting.

Campus Development:
Land rich but cash poor - undeveloped land is a great resource. The real land reserve on campus is the surface parking

Need definable entry spots (gateways) with services that visitors expect.

Physical features of buildings of buildings and passageways indifferent to Chicago climate.

PROGRAM

HOUSING / LIFESTYLE

Need critical mass of campus housing to change culture.

West and East Sides need graduate/married student housing with child care. (Absence of graduate student housing sacrifices a potential academic community).

Visiting Scholars need housing. (e.g., Applied Health Science = 30 visiting scholars/year; Pharmacy = 10-15/year).

Mixed use development should provide student amenities, residences and funding.

Need child care on campus.

UIC has created a taskforce to study the need for student housing and the relationship between housing and academic success of the campus.

Studies show that students who live in residence halls are more academically successful, and the residence halls are more diverse than most surrounding neighborhoods.

More residence halls would benefit the College of Engineering - applications are up 25%.

More housing on campus will aid in the intellectual mission of UIC.

A large majority of Applied Health Sciences students live in dorms, and more of them would if they could.

Many international students live on the East Side of Ashland Ave. in private housing.

LEARNING ENVIRONMENTS

Today's students need more interactive, interdisciplinary learning environments.

Need to be wireless interior and exterior to facilitate informal, interactive learning.

West Side was historically developed with a building for each college but current thinking would like to move away from that. West Side has plan for Health Sciences Teaching/Learning Center to bring colleges together to share resources and information.

Education paradigm has shifted to focus on diversity of instructional modalities and collaborative learning environments.

Determine Olympics potential impact on the campus.

Faculty would like to live closer to campus.

Campus needs environments for commuters. Needs to "socialize" commuters.

Graduates need more seminar space and office space.

Campus needs better acoustics. Big meeting spaces have bad acoustics. So does exterior space like the "Quad."

Need food and drink service with extended hours to foster collaborative late night learning.

Project Oasis provides interior space for comfortable interactive "way-sites." This concept needs to expand throughout campus. Look at Innovation Center (SSB) for interactive learning spaces.

Need campus/community amenities within walking distance (1/2 mile).

Building removal: several buildings could be torn down (Roosevelt Road Bldg. & Applied Health Sciences Bldg.) including finding new home for child care centers. On the West Side, Easter Seals building and School of Public Health are prime removal opportunities.

Look for opportunities to provide campus functions between sides of campus.

SUSTAINABILITY

Recycling and composting are occurring on campus and residuals are trucked off-site.

Consider alternative energy sources

DISCONNECTIONS

CAMPUS / CITY

CONNECTIVE TRANSIT

UIC Shuttle Busses are unreliable. CTA Busses are more reliable.

Improve paths between the campus and mass transit including paths from Ogilvie & Union Stations.

Bicycle circulation needs to be planned for bicycle storage, security and the provision of showers for bikers are needed.

CONNECTIVE PUBLIC SPACES

Need to review left-over or residual spaces such as highway overpasses, underpasses, and El tracks to make more inviting.

Plan should protect the surrounding neighborhood. Develop spaces on the margin of campus that connect to the surrounding neighborhood while "protecting."

CONNECTIVE PROGRAMS

Look for opportunities to provide campus functions between sides of campus.

Locate a School for Continuing Studies that draws people from the city and helps create a 24/7 campus.

Encourage mixed-use development but bars should be limited because they disturb the neighbors.

Is Taylor Street a good location for developer-driven housing?

How to run a campus that encourages off-campus living in a neighborhood setting?

The city is growing more residential and will eventually envelop UIC.

Neighborhood is underserved by UIC.

Campus and the City Connections: UIC could be more of an economic stimulus for the community.

Take advantage of being in the city: academically, architecturally and culturally.

UIC is an urban campus whose strength is accessibility. This campus is easily accessible to many people via expressway and public transportation and is located on the edge of the downtown of a major city and is surrounded by many neighborhoods.

Bridge together the different ethnic neighborhoods UIC borders: Little Italy, Chinatown, Pilsen, Greek Town.

Campus lacks convenient and appropriate visitor drop-off areas

CAMPUS "SIDES"

CONNECTIVE TRANSIT

Develop a workable connection: Roosevelt Road might be best for improved bus connection.

UIC Shuttle Busses are unreliable. Strike a deal with CTA and eliminate the shuttle bus completely? U of Chicago has a similar CTA deal.

Facilitate multiple modes of economical, eco-friendly and predictable transportation between the two Sides of campus.

Bicycle circulation needs to be planned for bicycle storage, security and the provision of showers for bikers are needed.

CONNECTIVE PROGRAMS

Programming is the key to cross-pollinate activity across campus and colleges.

Provide a space for faculty to connect to other faculty (i.e. Engineering Research Building has atrium that is having limited success).

Consolidate Student services (duplicated on East and West Sides, so different student populations never mix).

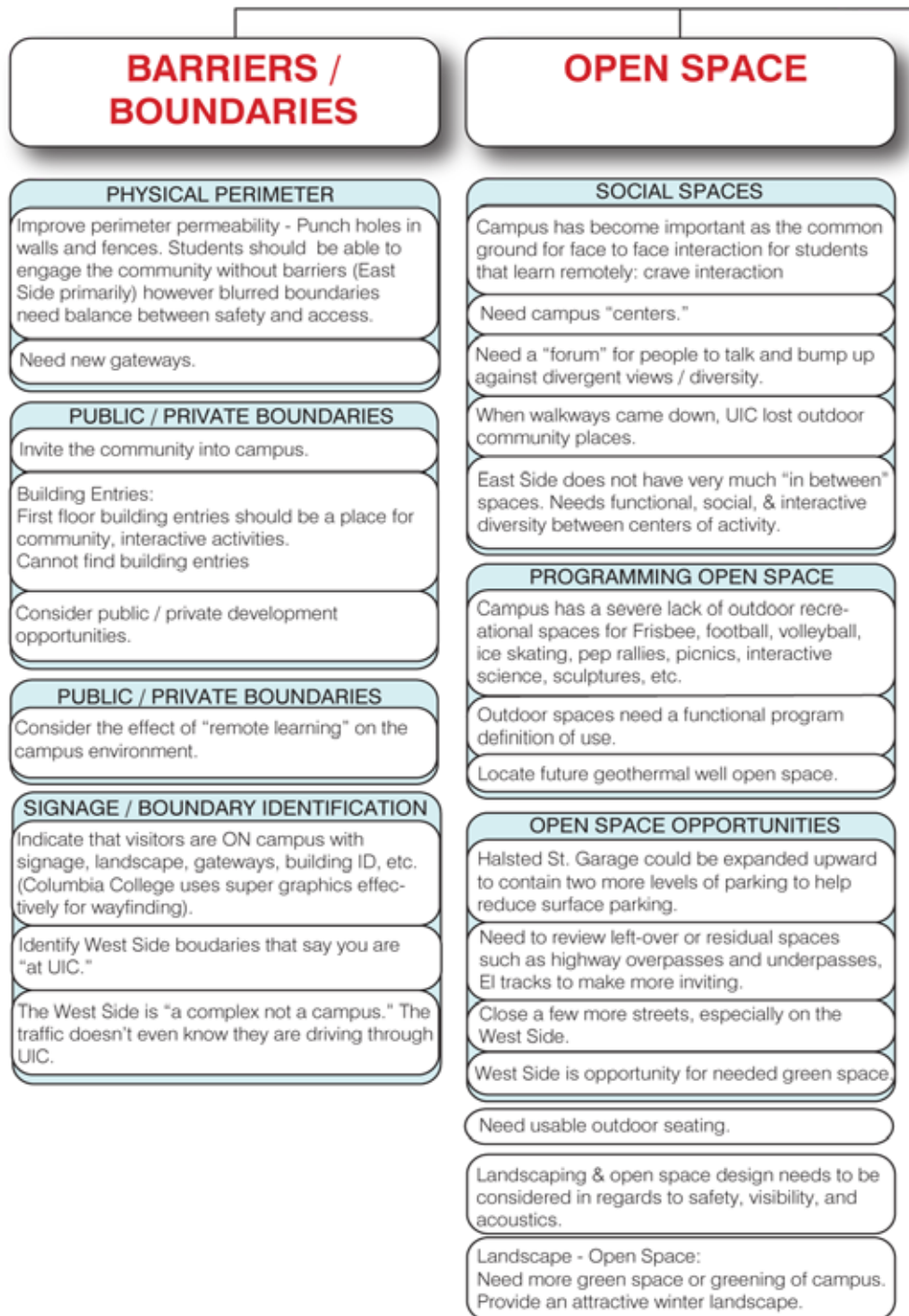
Intellectually and culturally connect East and West Side.

West Side: Need connections between the 6 colleges, Hospital, and Clinics in addition to creating image, boundaries, way-finding as means to get people to connect.

Make East/West Sides feel closer together >> must be ONE campus of UIC for identity. (It is one mile from the center of one side to the other.)

Develop a pedestrian "wander" or "meander" between East and West Side, through the neighborhood. Taylor is a potential 24/7 campus connector and Polk Street could be the pedestrian "pastoral neighborhood" connector.

Connect East Side to South Campus



SENSE OF PLACE

PEDESTRIAN CIRCULATION

EAST-WEST PEDESTRIAN CIRCULATION

Circulation between East and West Sides need to improve and to make the "flow back & forth" more effortless.

Develop a pedestrian "wander" or "meander" between East and West Side, through the neighborhood. Taylor is a potential 24/7 campus connector and Polk Street could be the pedestrian "pastoral neighborhood" connector.

At CTA Blue Line stop (UIC Halsted & Racine) create an appropriate "front door" to campus.

Relieve many pedestrian pressure points or conflicts with traffic.

Remove and reduce uneven and excess paved surface.

Location of Halsted St. Garage forces circulation through Student Center East which is difficult in off-hours - review mid-block crossing.

Student/faculty safety should be considered when they get off the CTA trains and in neighborhoods.

IMAGE

Reinforce the identity and integrity of both the East and West Sides of a single integrated campus.

GRAPHIC IDENTITY

Need improved signage and UIC graphics to signify campus and provide better campus identity and color (e.g., indigo blue and flame red).

Display a consistent symbol throughout the campus graphics.

Image & Color:
Not enough color.
Need bold consistent identifying graphics.

SIGNATURE SPACES / BUILDINGS

Correct the absence of "wow" spaces.

Need signature (quality) architecture at key locations because existing architectural design (concrete) strongly shapes the current perception of the institution.

Maintain key "historic" buildings such as College of Med. East & West Towers, & Hull House.

Need outdoor art to be more centrally located.

Announce UIC from the expressway.

Adding trees helps create pride for alumni who visit.

Need outdoor art to be more centrally located.

ACTIVITY / 24-7 CAMPUS

PROGRAMMING FOR 24/7

Determine the "critical mass" of students and faculty living close to campus required to make the campus (East and West) feel vital.

Need critical mass of campus housing to change culture.

Develop "centers of activity" as opposed to "colleges."

Need food and drink service with extended hours to foster collaborative learning late night.

Need environments for commuters to socialize.

SAFETY

Buildings should be placed to deter crime by increasing the continuity of activity.

Lighting is a safety issue. Campus must appear safe, and be safe.

Additional lighting can come from both increased exterior lights and from light emanating out from inside buildings.

Cameras and other safety technology should be present, and visible to deter crime.

Develop a 24-hour campus:
A 24-hour campus desirable on West Side (at least until 3am) but safety is a concern.

East Side open until at least 1-2 am.

24/7 campus - Internet will influence the 24/7 model for hybrid academic activity.

Trajectory shows an increase in campus vitality due to new Student Rec. Center & South Campus.

Limit "sprawl" to increase concentration of activities - keep compact and infill.

Bring interior campus activity out from behind solid walls and dark glass.

Campus must appear and be safe. Improved lighting levels will help.

ENGAGE! OPEN HOUSE REPORT

STUDENT CAMPUS ENGAGEMENT PROCESS

“The planning process will carefully and systematically involve a representative cross section of the stakeholders of the plan. This involvement will include an initial brainstorming reconnaissance to identify needs and desires, an intermediate assessment of physical development scenarios generated by the consultant in response to specific imagined futures, circulation of a final draft to obtain organized input from stakeholders and invited public presentation of the completed plan.”

-UIC Campus Master Plan Vision Statement

UIC’s campus is a community of people which hosts an astonishing variety of specialized educational disciplines, activities and projects that share a common place. Members of this community deserve the opportunity to provide feedback on the physical organization of the campus that serves their daily needs.

As part of the engagement strategy document developed by the Advisory Committee, the minimum participation thresholds for Phase I of the campus master planning process states that, “everyone on campus should have had opportunity to find out about the master plan process and schedule... everyone who wants to should have the opportunity to identify what they consider to be the best and worst features of the campus environment... identify issues or problems that should be addressed by the master plan... have the opportunity to read or hear about the draft Phase I report, and to express opinions and suggestions for consideration by the Executive Committee.”

As a component of this engagement strategy, a formal course offered in the College of Urban Planning and Public Affairs (CUPPA) at UIC was organized. We, a group of six graduate level students enrolled in various programs at UIC, were given the opportunity to utilize our time and expertise in creating and implementing an approach to garner input into the ongoing Campus Master Plan. As students committed to urban planning and the value of various forms of democratic participation, we focused our efforts on enhancing campus outreach.

As an approach for such outreach, we chose to focus on gathering student and everyday campus user’s input through a series of two open houses, held on both the east and west campuses. We chose this more casual method of outreach to supplement the more formal town hall style meetings organized by the Advisory Council. We chose this particular

format because we wanted to cast a wide net, starting a casual dialogue with students and other everyday campus users about the future of the campus through a series of fun interactive stations designed to gather input on a range of campus issues. The event was advertised to the UIC campus community via email, however the open format and event locations (at both Student Center East and Student Center West) attracted a large number of passers-by, individuals who on their own may not have been compelled to participate in or lend their opinions to the public engagement portion of the master planning process. A detailed description of the process is outlined in the following section of this report.

WHAT THE UIC COMMUNITY WANTS

After completion of the open houses and surveys, we set to the task of compiling the data we were able to collect. A wealth of insight was collected from respondents and participants, and we have attempted to sort the relevant information into the following six areas. We offer this composite advice, but are grateful for each and every smaller interaction, conversation, discussion, or image that went into creating a concept for the future of the campus. Our hope is that this work goes on to inspire further interaction, collaboration, and investigation to inform a master planning process that capitalizes on community engagement as a meaningful and powerful venue for public engagement.

BIG IDEA: FOSTER AN URBAN CAMPUS

In order to make the campus area come alive with vibrancy and vitality, the neighborhood has to be integrated into the campus. We recognize that there is an existing connection between the campus and surrounding neighborhoods, but enhancement of these existing relationships would increase the vitality of campus life. “Universities and colleges will increasingly look to the campus edge (even in difficult environments), will challenge themselves to build sustainably (even where budgets are tight), and will partner or compete with private developers in a variety of contexts. Mixed-use developments, which combine residential and retail space, are popular models.” From the comments collected from the open house, many students, faculty, and staff want a more vibrant campus.

OBJECTIVES

1. Improve the Common Areas on Campus

Interior and exterior public spaces are appreciated by UIC campus users as important in fostering an interactive social and educational environment. However, feedback solicited at the open houses indicates that campus users feel these common areas need improvement overall.

2. Modernize obsolete buildings

The participants request that the university update the classrooms and laboratory equipment, improve facilities, clean the existing buildings, improve the lighting and air circulation, and update the physical structures themselves.

3. Increase Student Programming and Participation

The Master Plan should include programming options for students in addition to proposed physical improvements. Programming is not currently included in the master plan. Our activities have identified this as an opportunity for inclusion into the ongoing master plan.

4. Commitment to the Environment

As urban cities grow, so do harmful environmental side-effects. Solving such problems as pollution and climate change are often left to the ingenuity of university researchers and scientists. As more research begins to focus on the sustainability of urban systems, UIC -- an urban campus -- can show its support for these concerns by putting their commitment to the environment into practice. Implementing native landscaping, green building practices, and pedestrian and bike route improvements were central themes expressed by the university community. More opportunities for environmental improvements can be explored with further engagement and planning with the UIC community.

5. Expand Housing Options

Student housing, specifically, has undergone major changes at universities around the nation as students want market-type amenities and choices in housing stock. A generation of students has become accustomed to colleges and universities competing for their enrollment with improved housing options (Schweitzer 2005). Solving this challenge will continue to require collaborative thinking between colleges and universities, their architects and engineers, their abutting communities, and the private sector.

In the final draft of the Master Plan 2010, it would be

beneficial to mention these options as opportunities for the university. Housing options for faculty and staff is also of concern, as 43% of faculty and staff respondents replied that they would be interested in a hypothetical Employee Assisted Housing Program at UIC.

6. Foster an Urban Campus

In order to make the campus area come alive with vibrancy and vitality, the neighborhood has to be integrated into the campus. We recognize that there is an existing connection between the campus and surrounding neighborhoods, but enhancement of these existing relationships would increase the vitality of campus life. "Universities and colleges will increasingly look to the campus edge (even in difficult environments), will challenge themselves to build sustainably (even where budgets are tight), and will partner or compete with private developers in a variety of contexts. Mixed-use developments, which combine residential and retail space, are popular models." From the comments collected from the open house, many students, faculty, and staff want a more vibrant campus.

