6.2.2 Vibrant Student Hub

Recommendation 3 addresses the priority to transform the 333 East Campus Mall facility by activating and integrating space and enhancing the facility's anchor identity along a primary campus thoroughfare.

As outlined in Section 5.3.2, the successful transformation of the facility is contingent on a clearly defined identity statement and associated design tenets that drive planning strategies. The most impactful strategies were identified and bundled in the following recommendations:

6.2.2.1 Recommendation 3a: Activate the Mall and Entry to 333 East Campus Mall to create a more more welcoming, open entry lobby that draws students in and provides visibility into the services and resources that are not currently visible or understood to be within the facility.

6.2.2.2 Recommendation 3b: Increase Multipurpose Use of RSO Space at 333 East Campus Mall to better optimize the use of space in the Student Activity Center on Levels 3 and 4 to support gathering and a variety of activities as well as addressing the quantitative space deficit identified for Registered Student Organizations (RSOs).

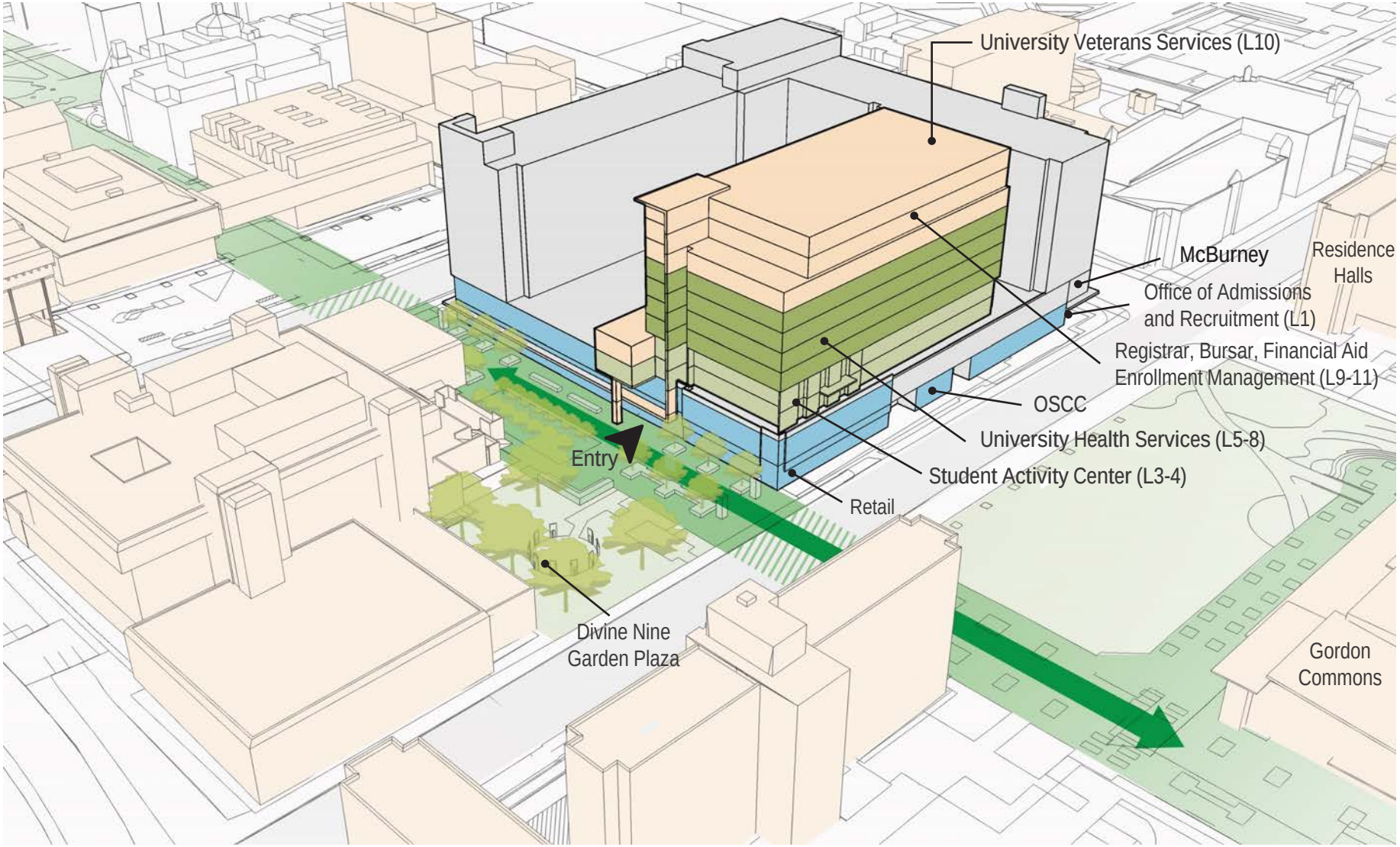
6.2.2.3 Recommendation 3c: Promote Synergies to foster community, wellbeing, and warm handoffs by encouraging a less siloed, more intentional strategy for who and what is in the building and creating a more interconnected approach to connect these services for students by sharing common resources and amenities vertically throughout the building.

6.2.2.4. Recommendation 3d: Outdoor Programming Opportunities to foster connection and leverage the relationship between activities and resources within the building and the vibrancy of its location along the very active Mall.

6.2.2.5. Partnerships: Identify potential partnerships that could be enhanced by modifying / adding different groups and/or services to the facility.

Figure 6T illustrates the existing services and resources in the 333 East Campus Mall complex and context of the facility along the Mall.

Figure 6T: 333 East Campus Mall - Diagram of Existing Services and Resources



6.2.2.1 Recommendation 3a: Activate the Mall and Entry

The goal of Recommendation 3 is to activate the Mall and building entry to create a more welcoming, open lobby that draws students and guests into the facility and provides visibility into the services and resources that are not currently understood to be housed within. This reimagined entry would benefit Student Affairs services as well as other student support functions located in the building, such as financial aid and registrar services. It is recommended that further discussion with all building occupants occur as part of subsequent feasibility and pre-design studies.

The inspiration images at right illustrate design strategies and qualitative attributes necessary to achieve the recommendation, and the conceptual diagrams on the following pages show how these strategies could be applied. Note - as this facility is not owned by UW-Madison, developer lease agreement requirements would need to be addressed as part of solution generation; intent of the aspirational imagery is to communicate a big idea / opportunity that would require further refinement.

The design strategies are grouped as follows:

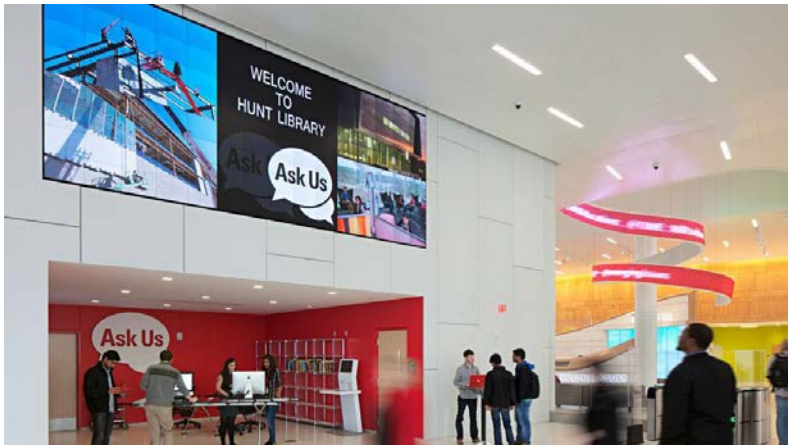
- **3a1 / 3a2: Extend the Mall and views inside the building entry**. A1 shows how an operable wall can blur the line between interior and exterior spaces to create a more open, inviting entry, and A2 illustrates how transparency can help to extend views into a branding wall to express the identity of the facility.
- **3a3: Express inside out[1]**. Examples for A3 demonstrate how technology can engage people outside and inside of the entry to promote functions and activities happening inside the building, and interactive displays used to connect students with specific areas of focus designed to connect, inspire action and instill a sense of stewardship.
- **3a4: Entry Kiosk / Help Desk[1]**. A4 suggests the implementation of a help desk area that could be staffed and/or supported by interactive kiosks to better connect students to resources and promote more warm handoffs.
- **3d: Outdoor programming**. This strategy suggests further utilization of the adjacent Mall for programming activities that tie to functions housed within the building. Refer to Section 2.2.2.4 for additional information.

[1]Strategy generally requires organizational commitment and/or staffing to maintain.

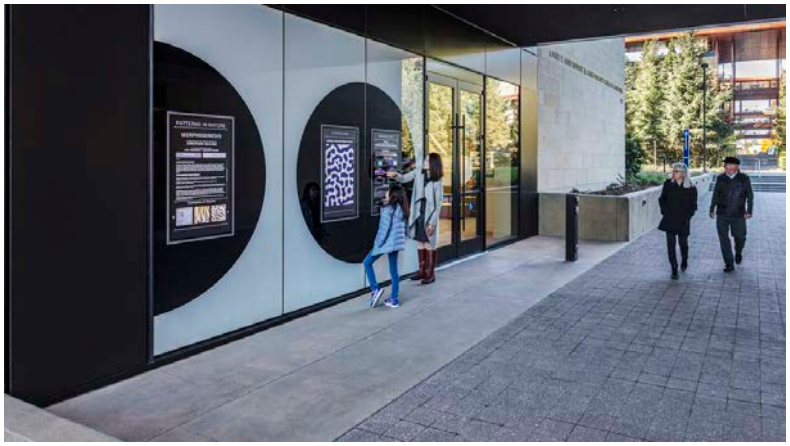
3a1 **Extend Mall Inside: Operable Wall**
Example: Juno Therapeutics, Flad Architects

3a2 **Extend Views Inside: Identity Wall**
Example: ASU Student Pavilion, Weddle Gilmore Black Rock Studio & HGA

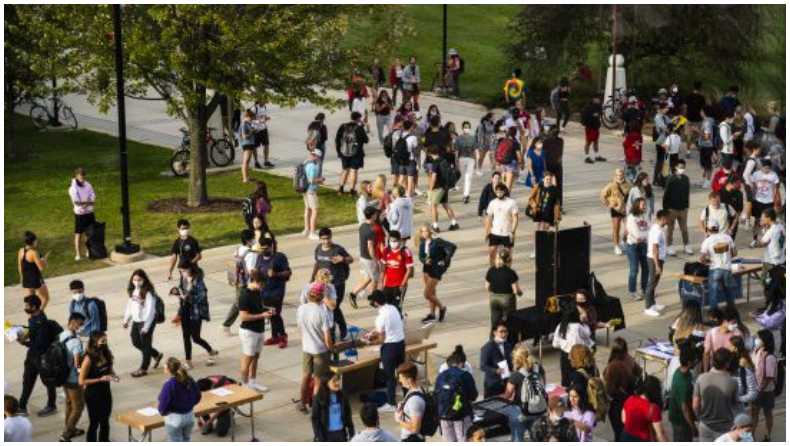
3a3 Express Inside Out: Tech Wall
Example: James B. Hunt Jr. Library, North Carolina State University, Snøhetta



3a4 Entry Kiosk: Help Desk
Example: James B. Hunt Jr. Library, North Carolina State University, Snøhetta



3a3 Express Inside Out: Tech Wall
Example: Stanford University Bass Biology Building, Flad Architects



3d Outdoor Programming
Example: Kohl Center Promenade

Figure 6U: Recommendation 3a: Activate the Mall and Entry – Floor Plan Diagram

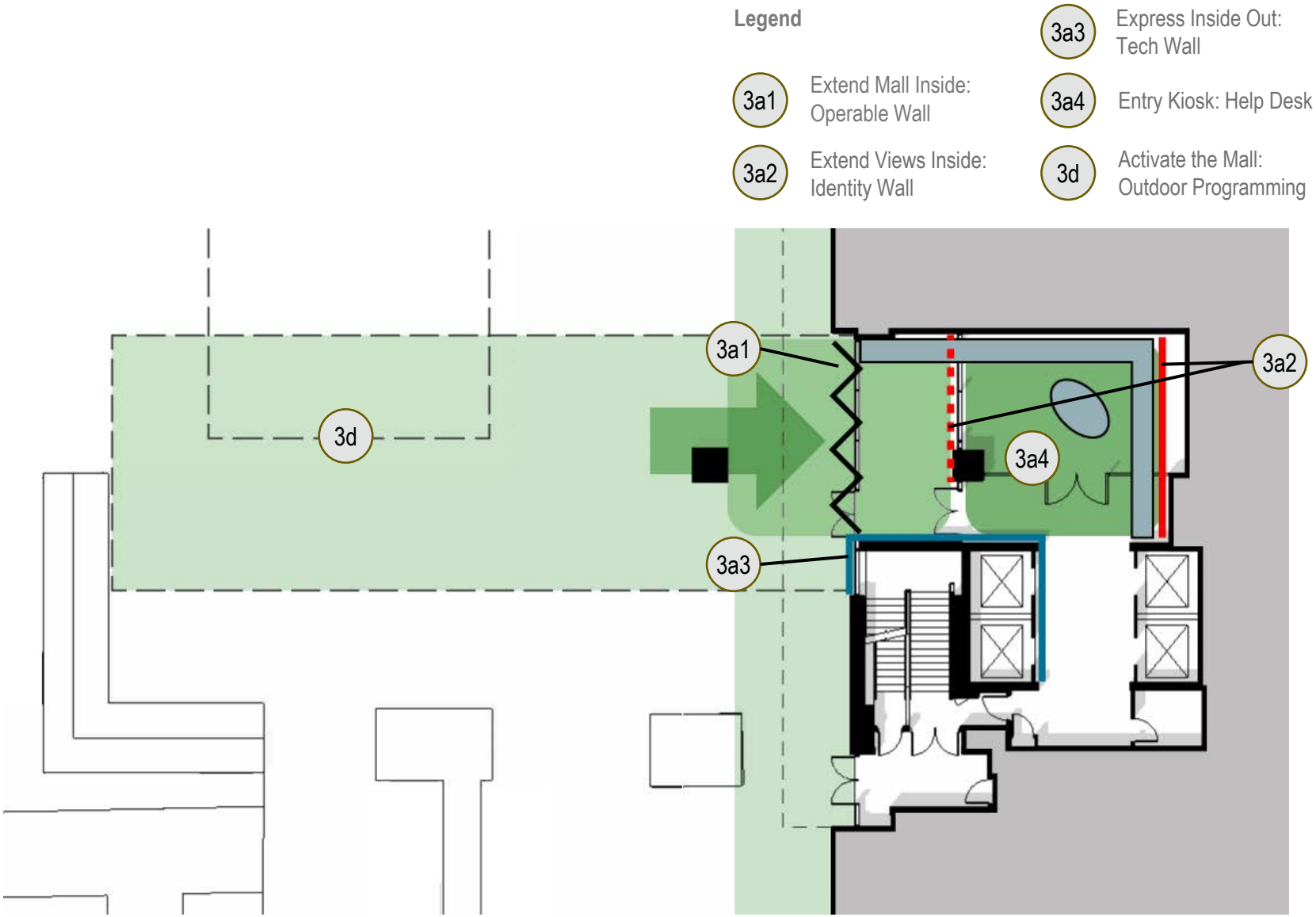
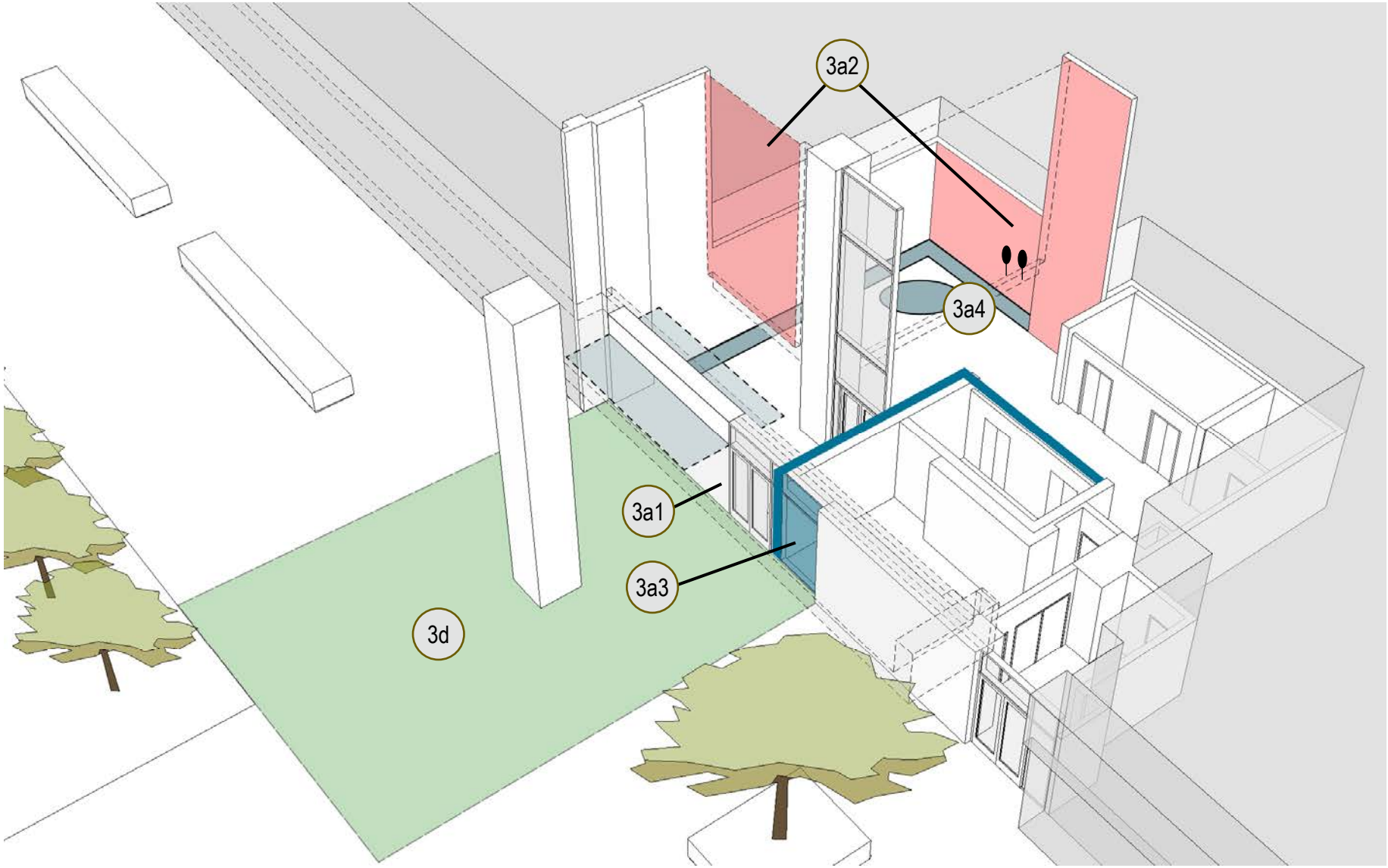


Figure 6V: Recommendation 3a: Activate the Mall and Entry – Axonometric View



6.2.2.2 Recommendation 3b: Increase Multipurpose Use of RSO Space

The focus of Recommendation 3b is to accommodate more multi-functional space to support a variety of activities and address the space deficit identified for Registered Student Organizations (RSOs) by better optimizing the use of space in the Student Activity Center on Levels 3 and 4. The building currently houses approximately 11,600 ASF of RSO space with a future protected target of 20,000 ASF, resulting in a deficit of approximately 8,400 ASF. The table below provides a breakdown of all square footage on Levels 3 and 4. Space assigned to Student Affairs is highlighted in blue below and in Figure 6W at right.

Opportunities to address the need may include a combination of the following:

- Reconfigure existing RSO space to be more flexible, illustrated in conceptual imagery on the following page (Figure 6X).
- Examine options for non-RSO space on these floors to provide more contiguous RSO space and increase interchangeability.

Changes to spaces on Level 3 & 4 noted in the table below would require discussion with the SAC-governing board. Blue text below indicates SA spaces.

	ASF
Greater University Tutoring Services	812
Radio Station	3,548
Student Print	1,799
ASM	3,590
Commons / Lounge / Support	14,155
Conference / Meeting / Multipurpose	7,668

Figure 6W: Recommendation 3b: Axonometric SAC (L3-4)

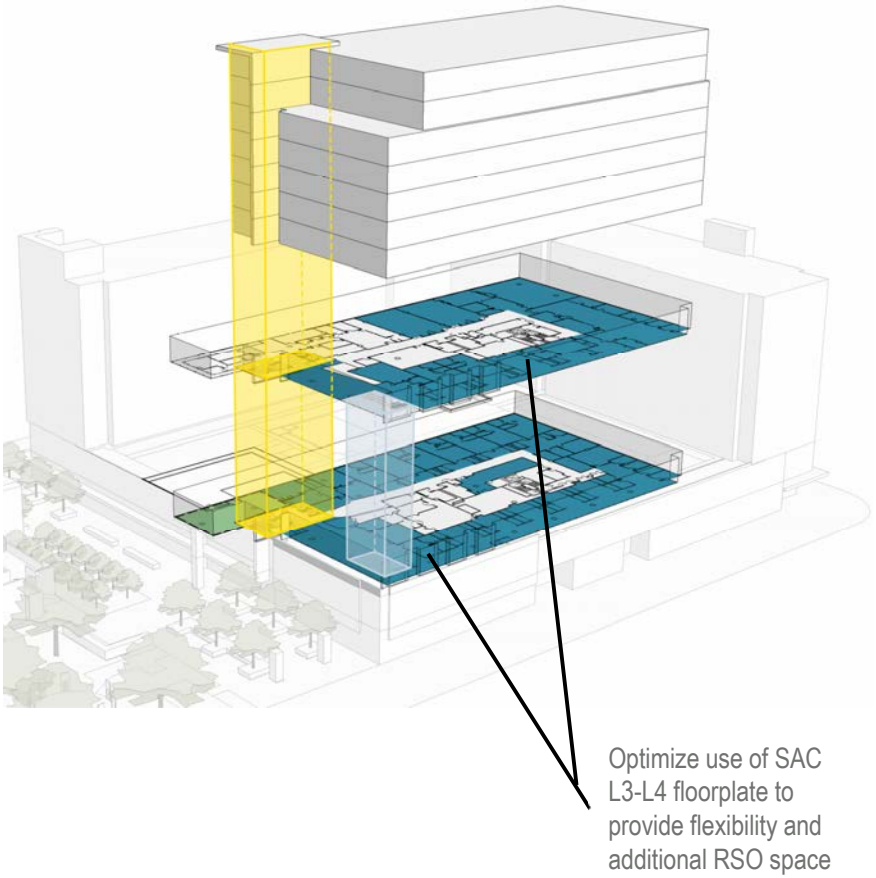
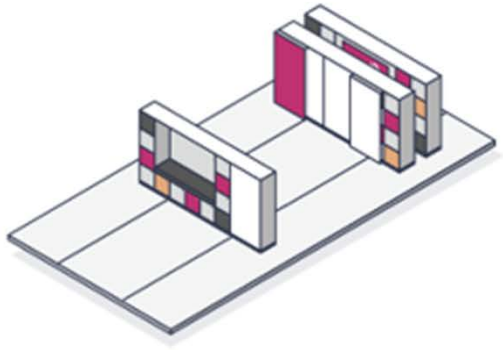
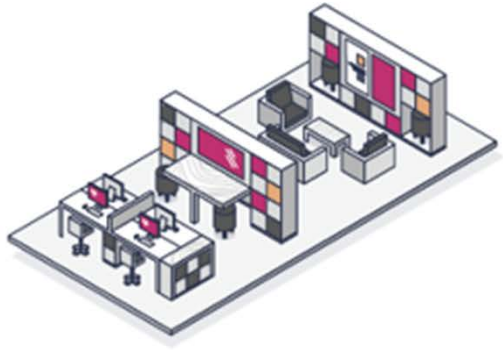


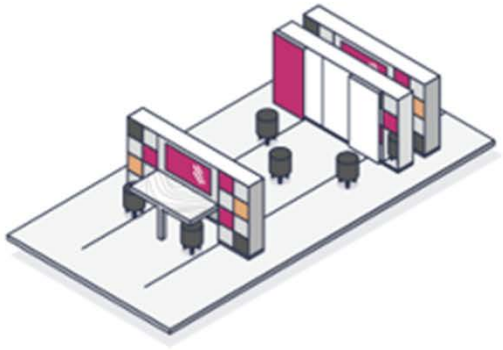
Figure 6X: Recommendation 3b: Accommodate More Multi-Functional Space
Example: Spacesaver Corporation, Campus Design Trends – Student Center Design, 2022

3b

Optimize use of SAC L3-L4 floorplate to provide activity zones with flexible, adaptable mix of space types & program groups - balancing open space for collaboration with the need for private space and acoustical separation and enclosed space for storage







6.2.2.3 Recommendation 3c: Foster and Promote Synergies Community, Wellbeing and Warm Handoffs

The objective of Recommendation 4 is to address evolving student needs for connection and community (bridging capital) and enhanced wellbeing by encouraging a less siloed, more intentional strategy for resources is in the building and by creating a more interconnected approach to foster 'warm handoffs'.

Two primary design strategies were identified for this recommendation:

3c1: Share resources vertically to create connection & community. The images at right illustrate resources identified by focus group participants as opportunities to foster connection, community and warm handoffs.

Intent would be to organize these resources adjacent to elevator lobbies at upper floors as shown on Figure 6Y on the following page, so that they are accessible to all building occupants and interconnect services that are otherwise striated horizontally in the building. Creating this more public zone may require the reconfiguration of doors and walls on some floors with the potential addition of a secure set of doors in the main corridor.

It is unknown how much additional space would be gained, or improved utilization, can be expected by sharing space. Based on space types available in diagrammed areas 3c1and 3c2 (Figure 6Y) compared to space needs, it is anticipated some efficiency and integration can be achieved.

3c2: Integrate wellbeing throughout by providing program spaces and activities on and adjacent to the roof terrace. Mental Health services are provided on Level 7 of the building through the University Health Services. The green roof and access to roof patio on Level 3 provides a unique opportunity to extend functions associated with wellbeing to this level. Refer to Figure 6Y on the following page.

The terrace could be developed to provide spaces that allow for rest and retreat while connecting with nature. Spaces adjacent to the terrace could be repurposed for use by groups for exercise, yoga, meditation, or counseling.

Refer to section 6.2.2.5 for additional, related opportunities related to the creation of community and fostering a sense of belonging by incorporating affinity group spaces in the facility.

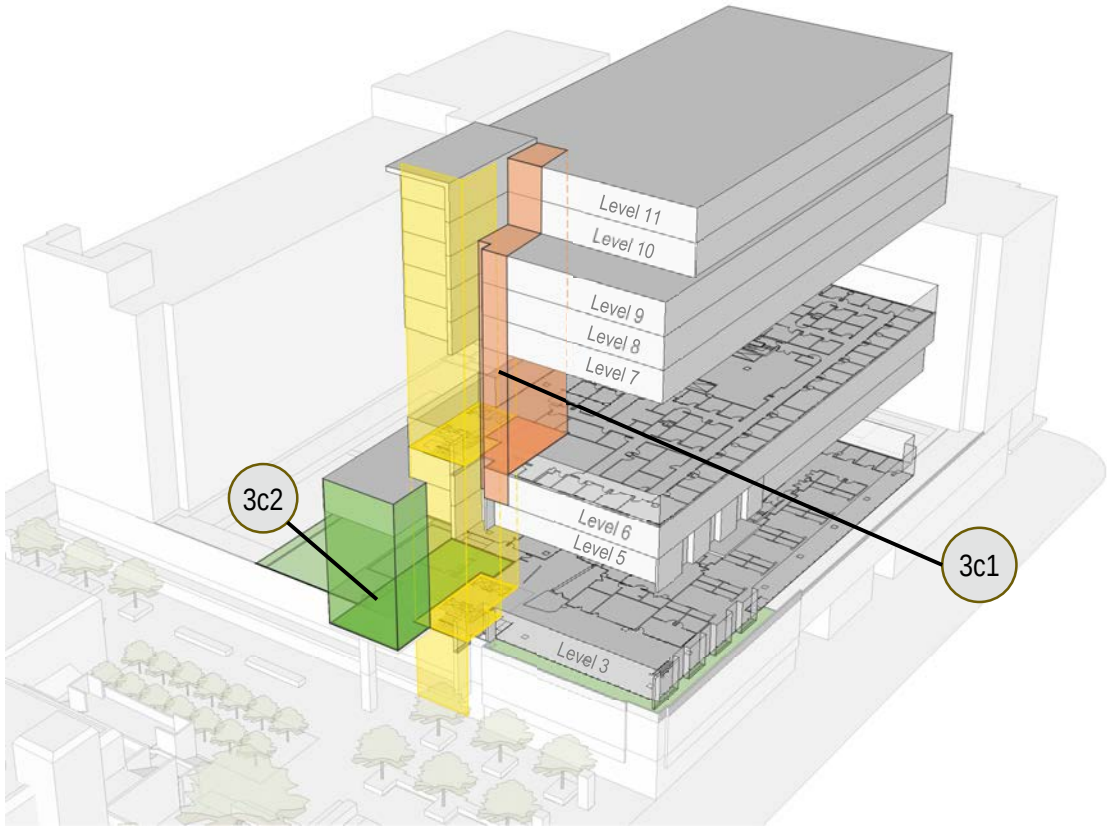
3c1 **Share resources vertically to create connection & community**
Focus group participants noted the need for more 'maker' spaces
Example: Wheelhouse Studios, UW-Madison (photo credit: Bryce Richter)

3c1 **Share resources vertically to create connection & community**
Students noted the need for more space and bigger spaces for programming
Example: Stanford University Denning House, Ennead Architects

Figure 6Y: Foster Community, Wellbeing, Warm Handoffs – Axonometric View

3c2 **Program spaces on roof terrace**
Example: Duke University Student Wellness Center, Duda | Paine Architects

3c2 **Program activities adjacent to roof terrace**
Example: Duke University Student Wellness Center, Duda | Paine Architects



Notes:
- Considerations related to roof terrace maintenance relative to Student Affairs program use would require further exploration with Campus.
- Intent for spaces adjacent to roof terrace would be to design for multiple functions to optimize utilization over the course of the day and throughout all seasons.
- Many of these enhancements will also require additional staff resources.

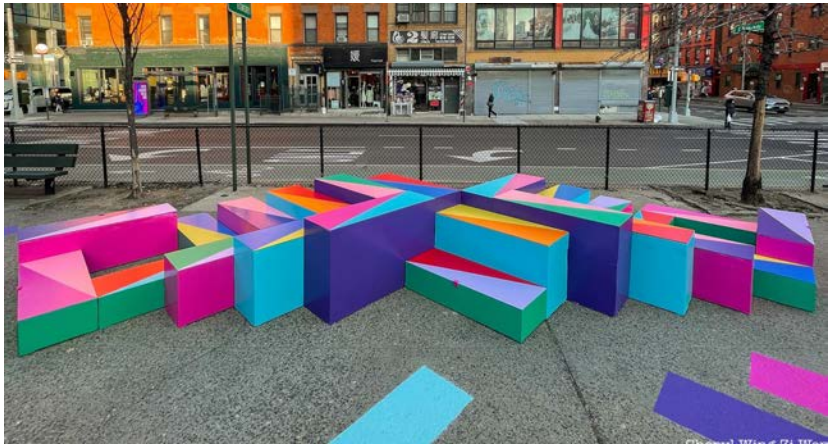
6.2.2.4 Recommendation 3d: Outdoor Programming Opportunities

The intent of Recommendation 3d is to leverage the relationship between activities and resources within the building and the vibrancy of its location along the very active Mall. Planning strategies that emerged as recommendations from the focus groups included the following:

- Utilize outdoor spaces for programmed activities as an extension of the services and resources that are provided inside the building. For example, as shown in image 3d on page 6.30, outdoor space on the Mall could be utilized for student org activities, such as group meetings, mentoring / study groups, career fairs, etc.
- Incorporate tables and chairs to support outdoor dining similar to the Chazen Café on the Mall north of University Avenue.
- Provide opportunities for expression, such as examples for public art shown in the images as right.

Extending use for these outdoor program functions throughout the year, across multiple seasons was identified as an important consideration. Considerations relative to maintenance and oversight of these public spaces would require further coordination with Campus.

Note: Outdoor programming opportunities to be incorporated into 2025 Campus Comprehensive Plan. Framework Plan to identify programs that could utilize spaces and Campus will combine with other Schools, Colleges and Division ideas



Public Art *// Example: Azimuth (NY) by Cheryl Wing-Zi Wong*

Outdoor Dining *// Example: Chazen Cafe*

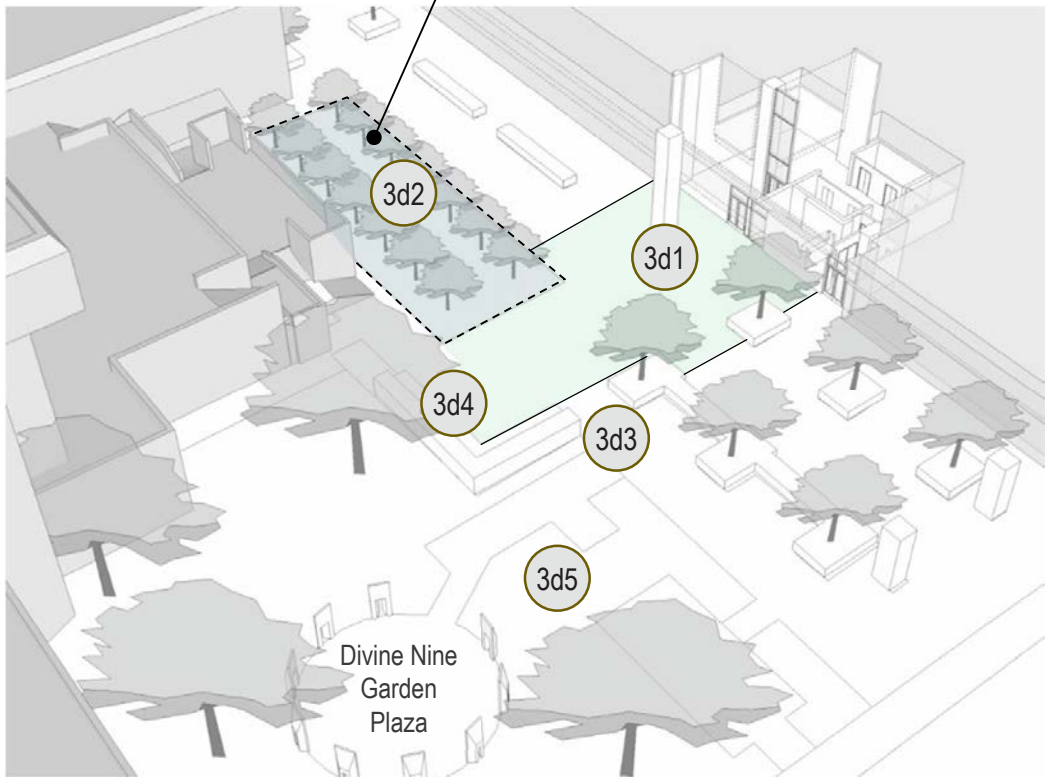
Public Art *// Example: Snow Sculpture (artist unknown)*

Figure 6Z: Recommendation 3d: Site Enhancements to support Outdoor Programming

The following design recommendations were identified to support the planning strategies outlined on the previous page:

- 3d1 Paving to highlight entry
- 3d2 Refresh site furnishings (benches, tables) and specialty lighting to support a variety of programmed meetings and events
- 3d3 Transition materials to Divine Nine Garden Plaza
- 3d4 Further enhancements to existing amphitheater to extend seasonal use
- 3d5 Informal seating additions to Vilas Green area


Existing grove of trees – East Campus Mall




Bill & Melinda Gates Foundation Campus, Gustafson Guthrie Nichol


Divine Nine Garden Plaza, SmithGroup

6.2.2.5 Partnerships

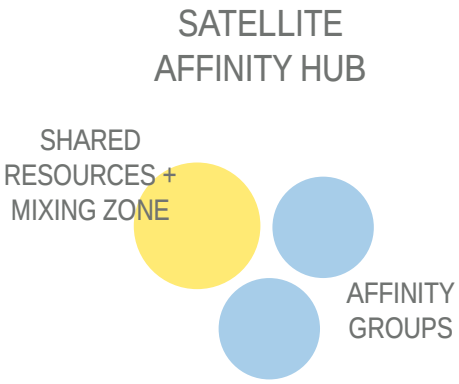
In addition to the planning and design strategies outlined in the previous sections, it was noted that partnerships could be enhanced by modifying / adding different groups and/or services to the facility. Other functions were identified for potential inclusion in 333 East Campus Mall building included the following:

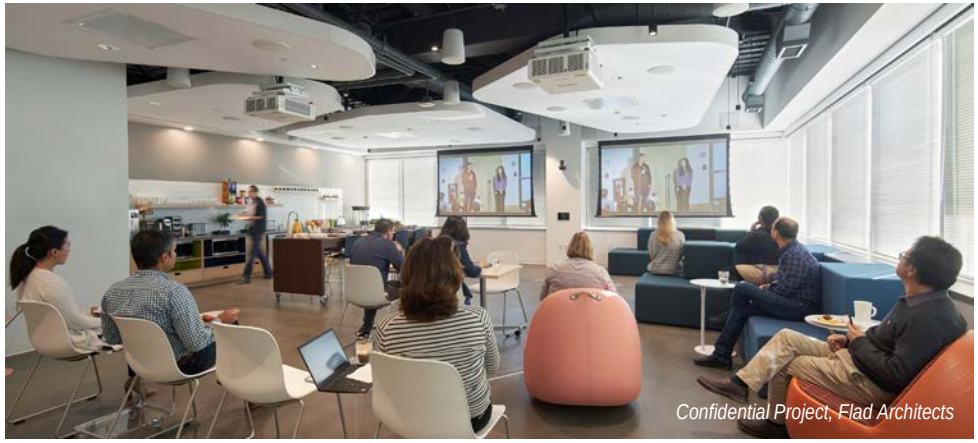
- Gathering space for various communities (e.g. students in recovery, first gen, student veterans, and others)
- Student affairs offices located in the Red Gym
- Multi-faith space for spiritual health
- Center for Leadership and Involvement (CfLI)

Accommodating these functions would require additional space in the building beyond what is currently assigned to Student Affairs on Levels 3 through 8 and thus require discussions with other building occupants.

Refer to Section 6.2.3.2 / Recommendation 5: Rebalance Space Types & Locations for additional information.

Design: Lorena Lopez/University of Miami





Confidential Project, Flad Architects

6.2.3 Spaces to Meet Evolving Student Needs

Recommendations 4 & 5 aim to address evolving student and staff space needs:

6.2.3.1 Recommendation 4: Provide Spaces to Support Wellbeing & Multi-Modal Use to increase bridging and bonding capital, allow for restorative self-care, and provide services and support proximate to high-traffic student areas.

6.2.3.2 Recommendation 5: Rebalance Space to Increase Student Engagement and to better align function with needs per campus cluster offering opportunities to repurpose space in surplus to meet deficits identified.

6.2.3.1 Recommendation 4: Provide Spaces to Support Wellbeing & Multi-Modal Use

The goal of Recommendation 4 is to provide spaces that respond to evolving student and staff needs and to demonstrate how space can be multi-modal based on the following definition: characterized by several different modes of activity or occurrence. The conceptual diagrams on the following pages aim to first capture the multiple functions, attributes, needs and space types identified as important and highlight the gaps.

Bonding Capital (Figure 6AA) and **Bridging Capital** (Figure 6AB) concept diagrams illustrate the spectrum of space needs to support student connections within peer groups and across groups, respectively. For spaces that support Bonding Capital, students note limitations in a lack of quantity, access, location and qualitative attributes. For Bridging Capital or facilitating the bridge between groups that occurs with places to gather or co-mingle, students perceive a deficit of multipurpose functionality to fully support the unique needs of varying groups.

The programming and facilitation of activity that occurs within space and to support the spaces in-between along the pathway to a destination, are important to the broader network of offerings. In some cases, there is seemingly enough quantitative space of the right type, but the lack of programmed, facilitated, and visible activity contributes to the perception that space is unavailable in some way for student's intended use. For example, though several outdoor spaces are reservable, students may not be aware of their availability if they do not see those spaces in regular use. Planning for staff or space management resources is a common consideration when creating new or multi-purpose space types to help facilitate use.

The illustration of evolving wellness space needs are shown in the **Restorative Places** diagram (Figure 6AC) which captures students seeking the ability to self-assess, regulate, reduce stimulation and manage stress as a part of an integrated model of campus wellbeing. Attributes documented suggest needs beyond the clinical services and speak to access to nature, sensory control, and reservable space to rest or reheat a meal.

The **Revolving SA-Services** diagram (Figure 6AD) communicates a shared, flexible space model which can support bringing satellite services, resources, and support to locations that are proximate to high-traffic student areas and embedded in schools or colleges. A model of this type can help to overcome some of the travel distance barriers faced by many centralized SA departments and offer a touchdown space to meet students, work for a period of time, setup open office hours, convene a counselling session, etc.

In gathering and documenting the four big areas need and the gaps that exist, the recommendation then includes a matrix and set of space prototypes (Figure 6AE) to document how spaces of different scales can support a multitude of functions. For instance, a small sale space can be setup to support a docking station for virtual telehealth appointment and also support drop-in advising or counselling. A larger scale space that is outfitted with flexible furniture and nearby storage can be readily adaptable to support teamwork, hands-on "messy activities", yoga or dance classes, a vaccine clinic, etc. These space guidelines and examples can be used to assess existing space or to communicate multi-functional needs when planning new space within Student Affairs or in conversations with campus partners.

As is diagramed Figure 6AA, the identified needs are dynamic and interrelated. Gaps in meeting needs for Bonding Capital include:

- Access and availability of reservable spaces, especially small or individual spaces to connect virtually. Though spaces like this exist in the College Library, for example, demand has increased and exasperates the challenge of being able to secure a dedicated space for a specific time, as is often needed when scheduling a virtual appointment. Additional, operational considerations contribute to the perceived gap, such as lack of general awareness of available space, ability to understand real-time availability for impromptu needs, and cost barriers of reserving some spaces.
- "Pods" that cluster small individual spaces with larger areas for peer to peer or teamwork.
- Spaces that support the unique needs of groups and are programmed or facilitated in some way so that students are aware of their availability to be used for a given function. Examples of spaces students highlighted as "missing" include dance rooms with hardwood floor and mirrors, hands-on art or "messy" spaces, kitchens to cook together, and spaces to facilitate unique art or music performances. Further study is required to determine whether spaces to support these functions are lacking on campus, whether existing demand exceeds capacity, or whether operational considerations can increase awareness and availability of spaces available to students.

Figure 6AA: Conceptual Space Needs for Bonding Capital

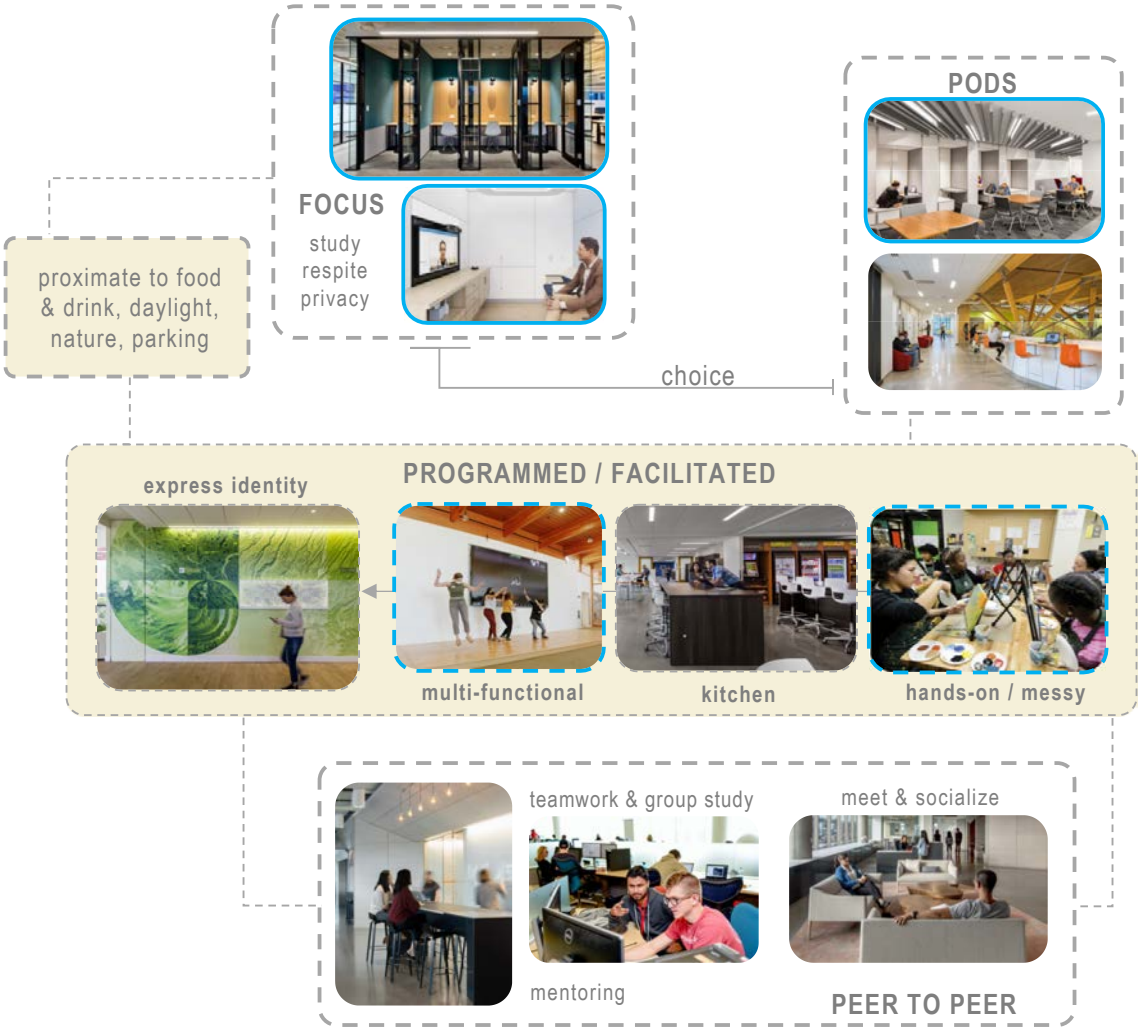


Figure 6AB: Conceptual Space Needs for Bridging Capital

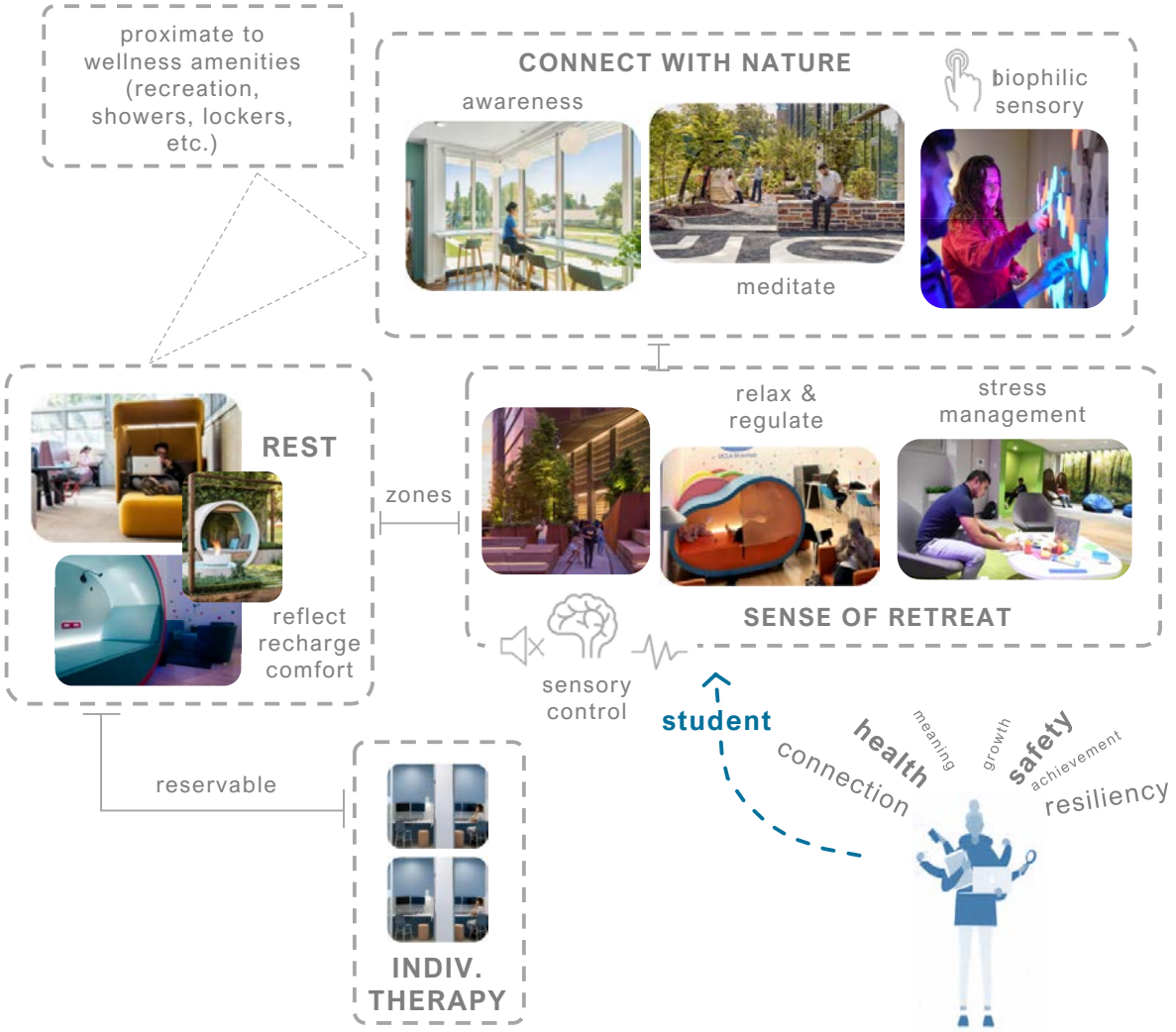
Figure 6AB diagrams needs identified to support Bridging Capital, noting potential gaps areas including:

- Indoor destinations:
  - Incubator space and/or venues to host pop-up booths or stations.
  - A large event venue to host approximately 3,000 attendees. This need was further studied to gather demand-data and use-cases through the Wisconsin Union team and estimate the square footage. Refer to the Appendix Section A.4 for data gathered to inform future campus and business planning.
- Outdoor destinations and spaces between:
  - Spaces to support team building activities (ropes course, etc.).
  - Programmed and facilitated spaces that connect different destinations and extend the usability of outdoor space throughout all four seasons. Further study is required to evaluate campus opportunities in partnership with UW-Madison Facilities, Planning, and Management department and to identify entities that manage and operate the space. Refer to Recommendation 2b for some specific opportunities at Red Gym and Recommendation 3d for opportunities at East Campus Mall.

Some of the identified needs within wellness spaces were captured as Restorative Places, diagrammed in Figure 6AC. Gaps in providing these space types include:

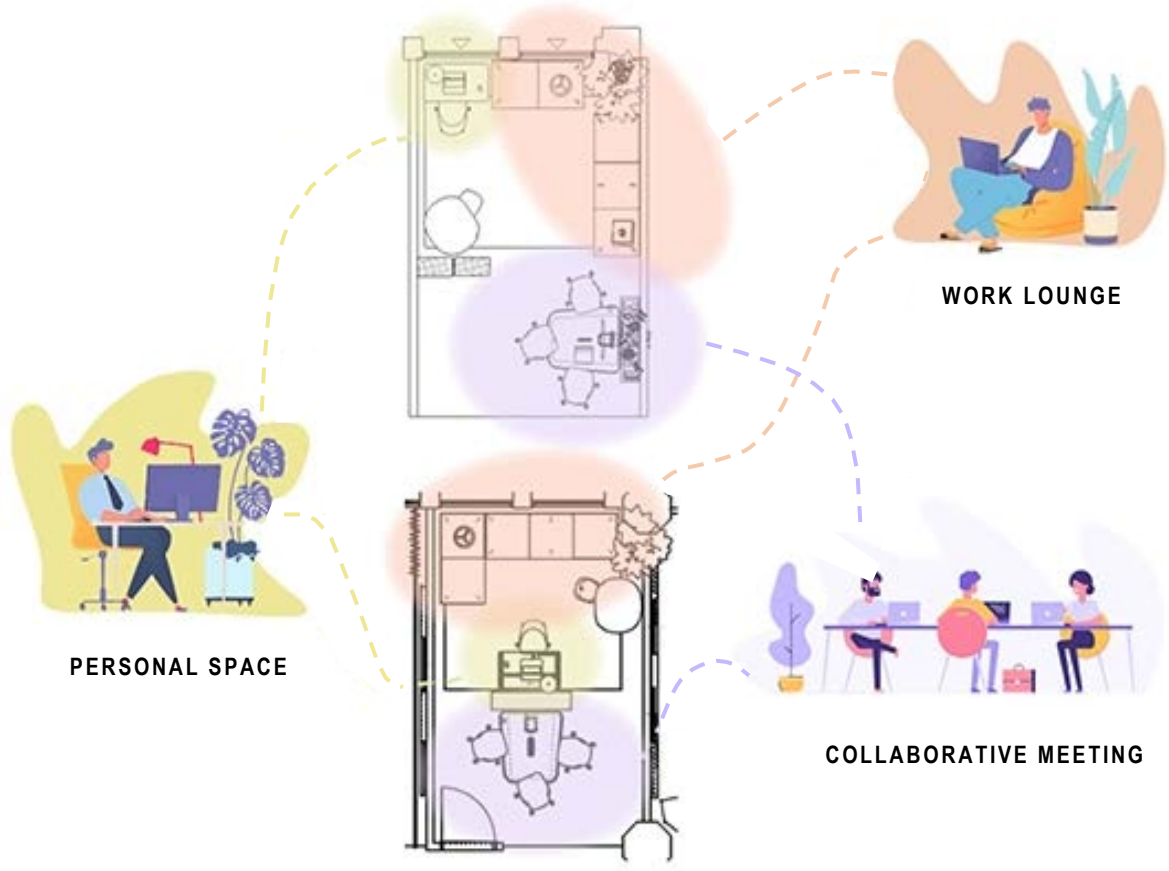
- Access to spaces that allow for rest, retreat, and recharge from the hustle of campus life and academic pressures. Students noted specific access deficiencies in lockers (to store belongings for a long-day away from their residence), microwaves and fridges[1] to reheat lunch, access/views to nature to decrease seasonable affectedness, and environments which destress and de-stimulate.
- Similar gaps identified under "Bonding Capital" appeared within existing space limitations to support wellbeing, including:
  - Access to individual spaces to support virtual telehealth or counselling services that are challenging to do in shared dorm rooms or open, informal student study spaces.
  - Real time monitoring of spaces to demonstrate space utilization in-the-moment, to reference when determining when and how far to travel to access any given space. This became a necessary component to more drop-in, un-reservable-type space, otherwise students felt they likely would not travel a space if they didn't have some indication of availability when they got there.

Figure 6AC: Conceptual Space Needs for Restorative Places



[1] While shared/public kitchens and microwaves are a popular request, there is evidence that such spaces quickly become unsanitary. If this concept moves forward, more will be studied to ensure solutions are consistent with applicable campus health codes.

Figure 6AD: Conceptual Space Needs for Revolving Student Affairs Services
Modified from "WorkBetter Lab" flexible use diagram



In meeting with the various department leaders and stakeholders, a tension between meeting student access expectations and providing a sustainable operational model which supported staff culture and community emerged. Figure 6AD aims to offer a model which overcomes the gap of a satellite location for a number of functions, services, and resources more proximate to students but without compromising the efficiencies and benefits of a centralized operation.

This model, modified from the "Work Better Lab", suggests multiple simultaneous or rotating functions could be accomplished in a relatively modest amount of space. The personal space offers a touchdown staff workstation. The work lounge offers an alternate seating arrangement to meet with peers, mentor, or offer counselling. A collaborative meeting zone suggests the space could accommodate a small group of people with access to technology and virtual connectivity to other locations and additional participants.

Operationally, the sharing of space like this presents challenges including but not limited to scheduling, ownership, balanced utilization, and staff willingness to be mobile. Successful models already implemented across campus include embedded counselors and the "Let's Talk" series, which could provide models for other Student Affairs departments and functions to consider.

Figure 6AE: Summary of Multi-Modal Space Needs, Gaps (left) and Prototypes by Space Type (right)

Space Types and Scales	Uses and Functions by Multi-Modal Space Concept				
	Bonding Capital	**Bridging Capital**	**Restorative Places**	**Revolving SA Services**	**Gaps**
Individual / Small Spaces	• Virtual Appointments / Telehealth • Focus / Study • Privacy • One-on-one advising		• Focus / Study • Respite / Retreat • Privacy / Indiv. therapy • Recharge / Regulate	• One-on-one advising / office-hours • Touchdown Workspace • Counselling • Mentoring	• Available / Accessible • Reservable or Dedicated • Secure • Part of connected-space clusters (variety of sizes)
Group / Meeting Spaces	• Student organized programming • Meet / Teamwork / Group-Study • Mentoring • Hands-on Activity • Socialize	• Multi-functional • Incubator Space	• Small group therapy • Wellness Coaching • Access to nature • Nap Pods • Meditation / Prayer / Yoga • Stress management • Sensory control	• Small-group counselling • Small-group meeting • Pop-up clinics • Department programming	• Programmed / facilitated spaces that support unique needs of groups and foster connections b/w groups • Awareness • Realtime availability tracking • Cost barriers
Gathering / Third Spaces[1]	• Student organized programming • Team building • Socialize	• Blurred School-Life • Recreation • Incubator / Pop-ups • Large Events • Destinations & pathways • Public Art / Expression			• Programmed / facilitated spaces that connect destinations • Incubator Space • Large Event Venue • Outdoor teambuilding

[1] Refers to Ray Oldenburg terminology (The Great Good Place, 1989) who calls one's "first place" the home and the people the person lives with. The "second place" is the workplace—where people may spend most of their time. Third places, then, are "anchors" of community life and facilitate and foster broader, more creative interaction In other words, "your third place is where you relax in public, where you encounter familiar faces and make new acquaintances."

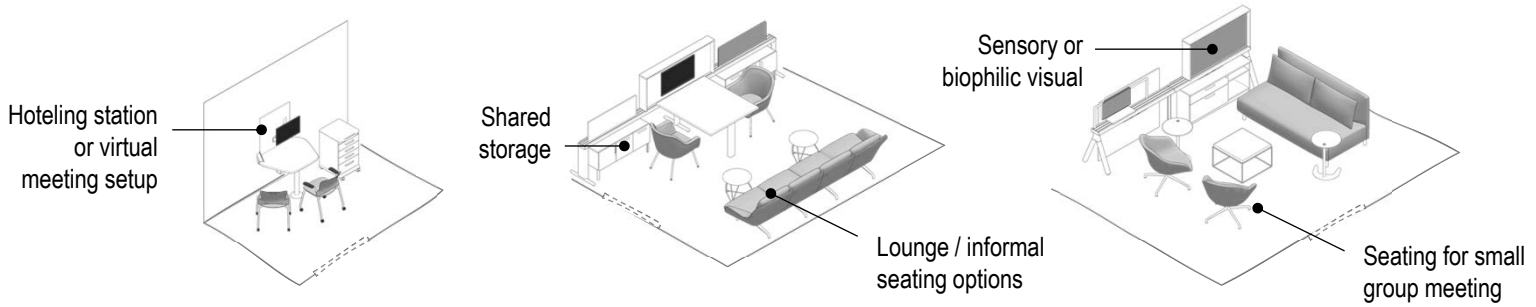
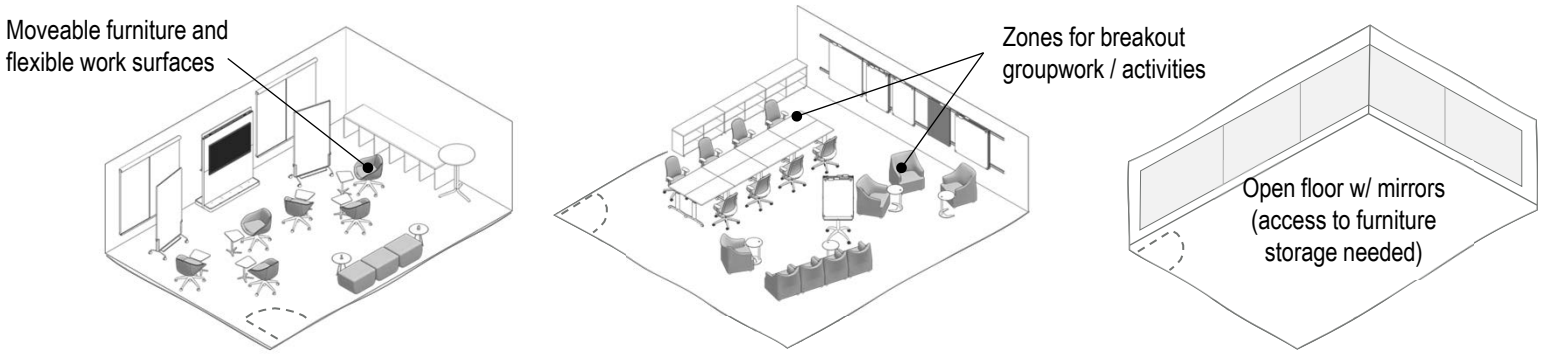
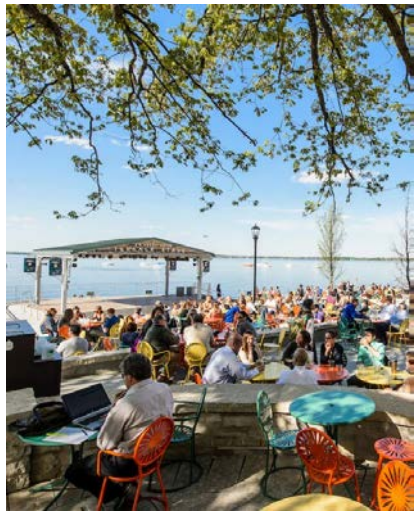
	Example Space Prototypes For Reference Only
Individual / Small Spaces Range of 80-150 ASF	
Group / Meeting Spaces Range of 250-400 ASF	
Gathering / Third Spaces	Gathering/Third Spaces are more about activating / programming the "spaces between" destinations. Refer to concept imagery on the following page (Figure AF) for examples in lieu of prototypes

Figure 6AF: Example Precedents of Gathering / Third Spaces – Existing at UW-Madison (left) and Peer Institutions (right)

Divine Nine Plaza



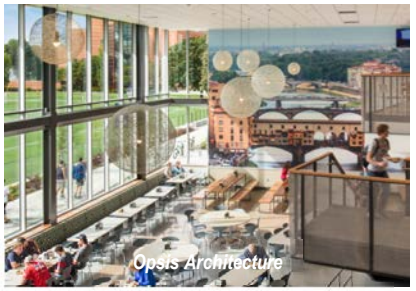
Memorial Union Terrace

Wisconsin Institutes for Discovery, Lobby

East Campus Mall

Geffen Academy at UCLA

Stanford University, Bass Biology



Gonzaga University, Hemmingson Center

Stanford School of Medicine, Discovery Walk

The available space opportunity at Middleton Building is estimated to be approximately 3,600 ASF if STFE is relocated (not including the Transfer Engagement Center). There is a range of opportunity to repurpose that space and provide multi-modal student spaces, demonstrated in the precedent examples included below.

Univ. of San Diego Dedicated Lounge with couches and a kitchenette to support commuter student needs to store or reheat food, sleep, and hangout, estimated at 600-900 ASF.

UCLA Brain Hub fit out as a prototype for safe rest, study, and sleep. Located in what was a racquetball court (estimated at 800 – 1,000 ASF) in the campus recreation building, the hub offers proximity to showers as well.

Weill Cornell Medicine Center for Virtual Care telemedicine pods, estimated at 35-50 ASF each.

Univ. of Michigan Wellness Zones offers 3 decentralized locations to support student drop-in stress management, massage chairs, light therapy, and biofeedback software. Estimated at 200-300 ASF.

Rider Univ. ZenDen Relaxation Lounge prioritizes accessible space for students with mental and emotional health conditions like depression, anxiety, ADHD or autism, estimated at 600-900 ASF.

UW-Madison Student Activity Center Open Study Space (2,800 ASF) offers workstations in high demand for individual or group study sessions.