THE UNIVERSITY OF FLORIDA
CAMPUS PRESERVATION PLAN

THE UNIVERSITY OF FLORIDA

CAMPUS PRESERVATION PLAN

WITH

GUIDELINES

FOR REHABILITATION AND NEW CONSTRUCTION

IN THE

HISTORIC IMPACT AREA

CREDITS

Getty Campus Heritage Initiative Grant 2003-2007
Florida Division of Historical Resources Grant 2003-2004
Florida Division of Natural Resources Project 2004-2005
University of Florida Archives Library; Preservation of Historic Buildings and Sites Committee; College of Design, Construction and Planning Historic Preservation Programs; Facilities Planning and Construction Division; Physical Plant Division.

Principal Investigator: Professor Susan Tate, AIA
Co-Principal Investigator: Linda Dixon, AICP, Facilities Planning and Construction
Co-Investigator: Harold Barrand, Architect, Physical Plant Division
Consultants: Murray Laurie, Historian; Linda Stevenson, AIA; Jenn Garrett, MID
Professor Roy Graham, FAIA; Professor Kay Williams, FASLA
PhD Students: Jessica Goldsmith, MID; Abdelatif Qamhaieh, MAURP, PhD
Graduate Student: Carrie Gibson, MLA Student

Web Site Designer: Susan C. Limpert

This project has been financed in part with historic preservation grant assistance provided by the Bureau of Historic Preservation, Division of Historical Resources, Florida Department of State, assisted by the Florida Historical Commission. However, the contents and opinions do not necessarily reflect the views and opinions of the Florida Department of State, nor recommendation by the Florida Department of State.

PART I
THE UNIVERSITY OF FLORIDA CAMPUS PRESERVATION PLAN

STATEMENT OF SIGNIFICANCE

The University of Florida belongs to a tradition of great universities. It is one of the nation's largest public, land-grant research institutions and one of the most comprehensive universities in the United States, encompassing virtually all recognized academic and professional disciplines. In dramatic contrast to its opening in 1906 with two unfinished buildings and 102 students, the University of Florida entered the twenty-first century with a population of almost 70,000 students, faculty, and support personnel occupying over 900 buildings and 2,000 acres of land. Tracing its roots to a parent institution founded in 1853, the University of Florida marked 2003 as its Sesquicentennial and 2006 as the Centennial of the Historic Campus.

The University Record of 1906 predicted, "It may take a hundred years for the completion of these plans, but as the State grows…, the University will finally grow into a splendid and harmonious whole…." It is through this "harmonious whole" that the University of Florida campus stands significant among large public universities; it is this harmonious and compatible growth that the Historic Preservation Plan seeks to protect for future generations.

The visual unity of the University of Florida campus is remarkable among large public institutions. Throughout its first fifty years, the campus expressed national and global change while preserving compatibility and harmony. This consistency is evident, not only in its individual buildings, but in visual linkages in its built and natural environment.

Preservation of the historic campus has received support from public and private sources and from individual donors. Support from the Getty Campus Heritage Initiative funded the development of a Preservation Plan and Guidelines for the campus and related educational experiences for students and staff during 2003-2007. The Florida Division of Historical Resources in 2003-4 funded the survey of the campus historic impact area to recognize significant architecture of the early post-World War II era. The Florida Division of Natural Resources in 2004-5 funded a project to study computerized cyclical maintenance program for historic sites. Private contributions for significant building preservation projects have been matched by state funding for historic preservation work.

The University of Florida holds a position of prominence for its role of leadership in historic preservation--the historic campus listed on the National Register of Historic Places in 1989; a model Memorandum of Agreement with the State Historic Preservation Office in 1989; academic studies in preservation dating from 1960; and the commitment of the administration and the state to preservation of the campus heritage.

ARCHITECTURAL FEATURES OF THE UNIVERSITY OF FLORIDA CAMPUS

In an architectural competition for the role as University Architect, William Augustus Edwards presented a Collegiate Gothic image for the new University of Florida. In 1905, the young state of Florida was seeking an architectural image for its flagship university that would compare favorably with respected institutions; the Edwards proposal fulfilled that association.

The term *Collegiate Gothic* derives from *Gothic Revival*, an architectural movement in the nineteenth century inspired by medieval Gothic architecture of the eleventh and twelfth centuries in Europe. Gothic Revival was sometimes employed because of its moral overtones for governmental or religious buildings, such as the Houses of Parliament in London. Collegiate Gothic also has been called Tudor Gothic because of its association with great institutions of learning in England. One such example is the Oxford University Magdalen College Cloister Quadrangle and Great Tower.

The Collegiate Gothic expression for the Gainesville campus was destined to be tempered by the local context. From the outset, pressures of construction time and financial limitations affected the selection of brick, cast ornament, and restrained interior materials. Roofing tile and large windows were appropriate to the climate. Features associated with Collegiate Gothic were integrated and reinterpreted as the campus grew. Towers with pointed arches, finials, projecting bay windows, and crenellated (stepped) parapet roof lines evolved with time. Façades were defined with quoin corner reinforcement and brick patterns of checker and diaper diagonals. Plaques and relief details ranged from gargoyles that portrayed students and faculty to marine life to university symbols. These continued to evolve into the second half of the twentieth century when there were expressed in *moderne* forms and text.

The significance of the campus architecture lies in its visual expression of attitudes and developments from local to global scope. The straightforward buildings of the first decade recall the commencement of a campus in a region moving beyond frontier. The following decades exhibit the increased complexity of the boom years, followed by time consuming detail afforded by make-work projects of the depression years. Following World War II, an era of campus architecture that was compatible yet transitional to the new modern ideals and social directions solidified the cohesiveness that characterizes the campus today.

PHILOSOPHY AND UNIVERSAL VALUES

The University of Florida Historic Campus belongs not only to its own population and alumni, but to the universal heritage of institutions of higher learning. The first one hundred entering students in 1906 presented a dramatic contrast to entering students today. The male Caucasians in military uniform have been replaced by a global representation of students from diverse backgrounds, abilities, and developing viewpoints. For the years to come, all who matriculate or pass through these halls as visitors may see the campus as a part of the visible record of human achievement in our built environment.

The physical record of human history that lies within historic buildings and sites is a global link

among nations and cultures. The goal of preserving that architectural record crosses political and linguistic and economic barriers. The International Council on Monuments and Sites considers that "the conservation of the world's diverse cultural heritage is the responsibility and privilege of current generations as well as the privilege and right of future generations." The University of Florida, in preserving its historic campus and planning for its future, opens a door of communication from the local and regional levels to a global perspective.

GOALS AND OBJECTIVES

The goal of the Preservation Plan for the University of Florida is to assure a viable future for the campus that has preserved its visually cohesive character over the first century of its history. The University seeks a framework that will preserve and protect, yet encourage compatible and creative expression of each era as it unfolds.

The historic center has grown from open pine scrub land with two original buildings to an expansive, yet cohesive campus with canopies of live oaks, pines, and palms. Alterations have been remarkable for expression of social and architectural change within a context of compatibility. The campus buildings and landscape will experience constant pressure to keep pace with current standards and the advancing technology of university programs. Recognizing this essential role, the University of Florida looks toward compatible and creative expression of each era as it unfolds.

Specific Objectives of the University of Florida Campus Preservation Plan:

- To preserve the continuity and harmony of the campus;
- To contribute to an environment that supports learning and leading edge analysis;
- To encourage projects to restore and rehabilitate campus buildings and landscapes;
- To promote projects that reflect new directions alongside compatibility;
- To provide documentation of best practices;
- To support ongoing learning experiences for students and staff;
- To define goals and processes for work on the campus.

The Campus Preservation Plan implements the sesquicentennial motto of the University of Florida, "Honoring the past, shaping the future."

PRESERVATION STANDARDS

Designation of the Campus Historic District, listed on the National Register of Historic Places since 1989, the Memorandum of Agreement with the State Historic Preservation Office, and recognition of important features of the post-World War II era demonstrate the commitment of the University to preservation of the campus. The University Comprehensive Master Plan set an objective to "Promote the development of standards to preserve architecturally significant historic structures campus-wide to facilitate restoration and rehabilitation." The Historic Preservation Plan and Guidelines seeks to provide the information and tools to accomplish these goals.

The National Register of Historic Places is the nation's official list of cultural resources worthy of preservation. Authorized under the National Historic Preservation Act of 1966, the National Register is part of a national program to coordinate and support public and private efforts to identify, evaluate, and protect our historic and archeological resources. Properties listed in the Register include districts, sites, buildings, structures, and objects that are significant in American history, architecture, archeology, engineering, and culture. The National Register is administered by the National Park Service, which is part of the U.S. Department of the Interior. The National Historic Preservation Act of 1966 also established in each state a State Historic Preservation Office to identify and administer historic elements of the built environment. In Florida, this body is the Bureau of Historic Preservation, Division of Historical Resources, Department of State.

In 1989 the Florida Division of Historical Resources (the State Historic Preservation Office) concluded a Memorandum of Agreement with the University of Florida, based on agreements with federal agencies implemented under Section 106 of the National Historic Preservation Act of 1966. The Programmatic Memorandum of Agreement (UF MOA 030600) identifies areas of historic significance, references the Secretary of the Interior's Standards and Guidelines, and establishes a means of resolving disagreements between the Division of Historical Resources and the University regarding specific undertakings that may affect cultural resources. This agreement, considered by the SHPO to be a model for future adoption by other state agencies, was updated in 2000, pursuant to Section 267.061(2), Florida Statutes.

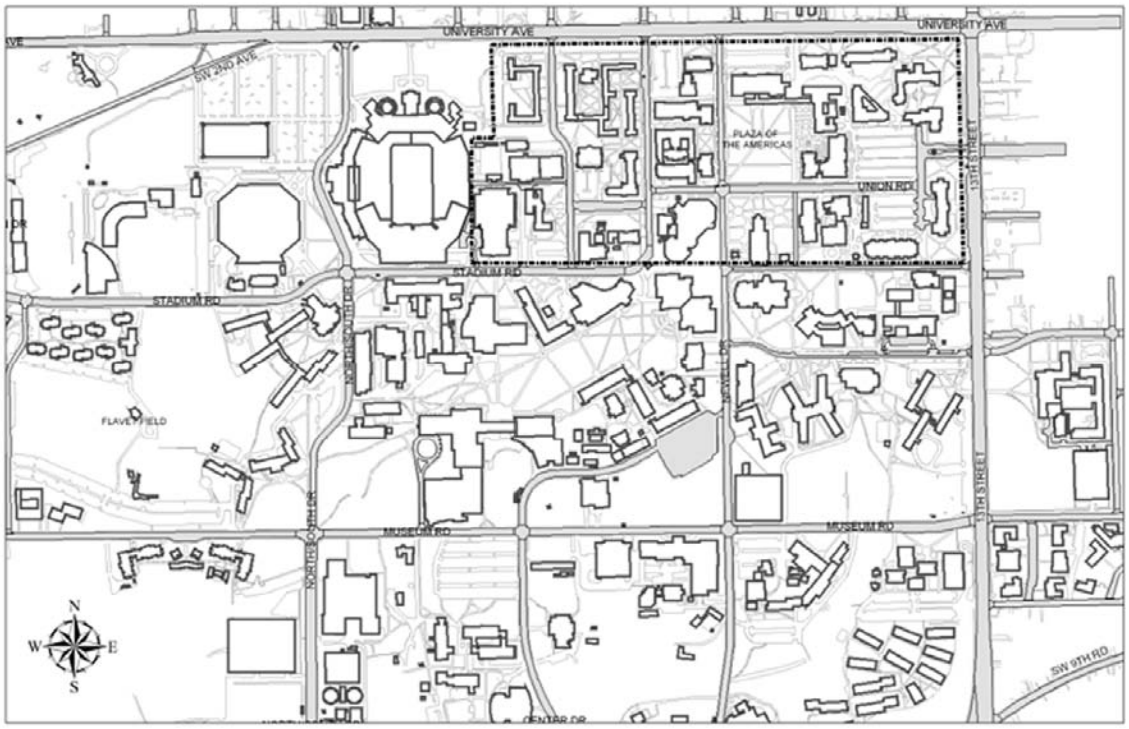
The Guidelines have been developed in concurrence with the University of Florida 2005 update of the campus Comprehensive Master Plan. The Guidelines are specific to the University of Florida campus and conform with the Secretary of the Interior's Standards, the criteria of the National Register of Historic Places, the Florida Building Code, and prevailing standards for life safety, health, security, accessibility, and sustainability.

The University of Florida Campus Preservation Plan builds on this base to provide direct access and practical application of campus goals and processes for outside professionals and university staff. As an academic institution, the University of Florida recognizes the educational potential of preservation of the campus. Each campus project affords a laboratory learning experience for students of historic preservation at the University of Florida. The goal is to produce work that will assure viable preservation of the campus and, by its principles, provide both technical and ethical academic experience for students.

HISTORIC DISTRICT IMPACT AREA

The subject property is owned by the State of Florida. The impact area is defined as the 197.5 acres of the northeast sector of the main campus of the University of Florida in Gainesville including historic center listed on the National Register of Historic Places in 1989. The area is defined by the features along both sides of the following roadways: University Avenue to the north, Southwest Thirteenth Street (Dr. Martin Luther King, Jr. Boulevard/US 441) to the east, Museum Road to the South, North-South Drive to the west extending to incorporate the President's Home. To the east of Thirteenth Street is the Gainesville College Park historic area.

The buildings, sites, and landscapes are the heart of the daily functions of the University campus including classrooms and laboratories, academic and administrative offices, assembly, library research, and pedestrian circulation. The significance lies not only in built and natural features, but also in the approaches, linkages, and view sheds.



PART II
GUIDELINES FOR
REHABILITATION AND NEW CONSTRUCTION
IN THE HISTORIC IMPACT AREA

Please use this link to access Guidelines

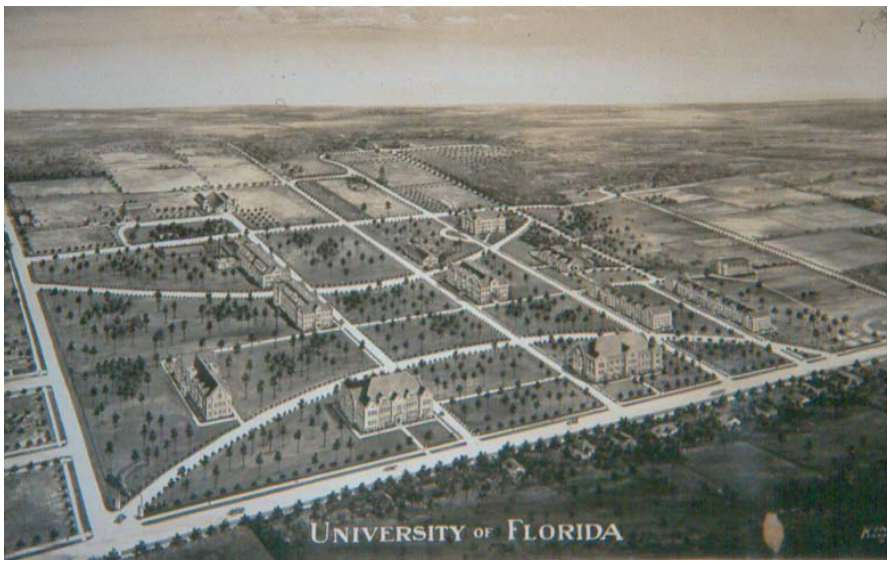
PART III
HISTORIC ARCHITECTURAL CONTEXT AND THE CAMPUS EVOLUTION

I. THE EARLY CAMPUS: 1905-1925
University Architect: William Augustus Edwards

The Florida Legislature in 1905 had adopted the Buckman Act that consolidated the system of higher education and established the University of Florida. On the night of July 5, 1905, a telegram was read on the courthouse square that designated Gainesville as the site of the new University of Florida and the local newspaper reported "everything that could make a noise was put to test."

In August of 1905, a competition to select an architect for the new university was described to two contenders – Henry John Klutho of Jacksonville and William Augustus Edwards of South Carolina. The loser would be paid $300 and the winner would become University Architect. The contenders agreed. The young state of Florida was seeking an architectural image for its flagship university that would compare favorably with respected institutions. Architect Edwards presented a Collegiate Gothic plan for the new University of Florida that fulfilled that association. Following the selection of the architect, the Board ordered comparative bids for the first university buildings; the lowest bid was more than the Board had money to invest. Architect Edwards was instructed to cut down the size of the buildings or make other changes that would not affect "the usefulness or the architectural features of the buildings but that might reduce the cost of construction."

CAMPUS PLANS 1905-25
The first campus plan, submitted in 1905 by William Augustus Edwards, was dominated by two arc roads and three zones with buildings sited at right angles. Principal academic buildings faced a central green. As the plan progressed during this period, an auditorium and administrative building were shown south of the green.

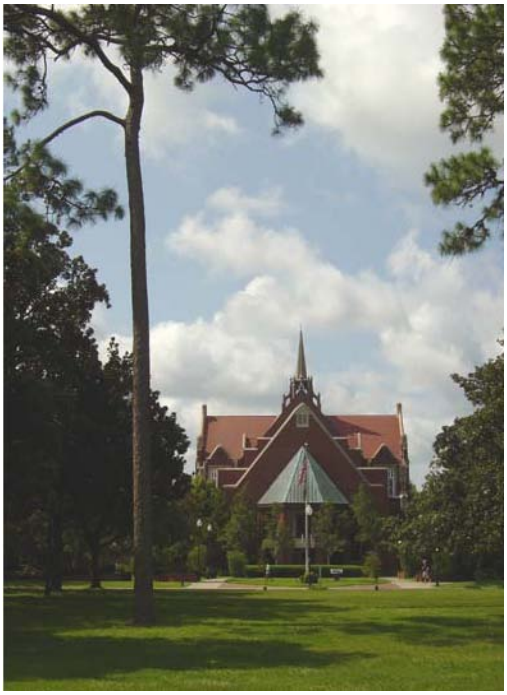


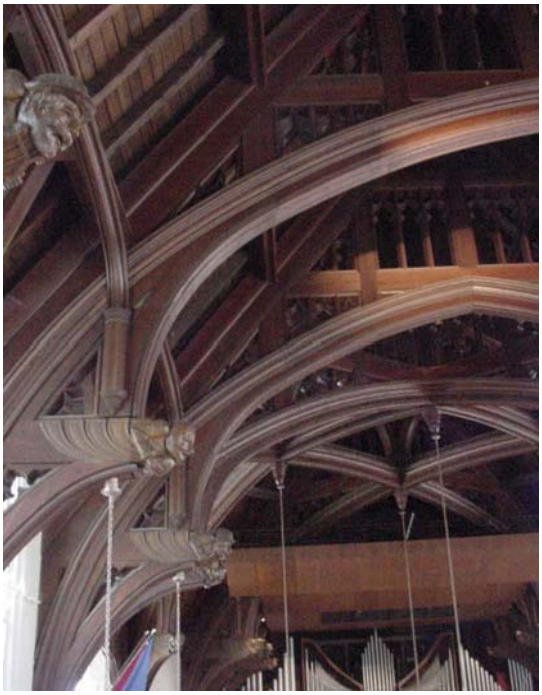
THE BUILDING PROGRAM 1905-1925

When the University of Florida opened for Fall Semester of 1906, the campus consisted of two unfinished buildings that served all university functions including classrooms, dormitories, dining hall, and administration. The buildings were named for Mayor William Thomas, who lobbied effectively to bring the new university to Gainesville, and Representative Henry H. Buckman, author of the bill creating the University of Florida.

The first expansion of the campus reflected the mission of the land grant institution: agriculture, mechanical arts, and military preparation. The Florida Experiment Station (Newell Hall) and Science Hall (Keene-Flint Hall) opened in 1910. Language Hall (Anderson Hall) opened in 1913 to flank Science Hall and create a gateway to the campus green. The College of Agriculture (Griffin-Floyd Hall) was built in 1912 at the southwest edge of the green. A major gift from the George Peabody Foundation funded the construction of the College for Teachers (Peabody Hall) in 1913 across the green from the College of Agriculture. The College of Law (Bryan Hall) opened in 1914. The 1922 Johnson Hall Commons and Rathskeller was destroyed by fire in 1987 and Benton Hall, completed in 1924 as the College of Engineering, was demolished when Grinter Hall was built in 1969. Not completed until 1927, the Horticulture Building was designed by Architect Edwards to meet the growing needs of UF's agricultural programs.

Along with the University Memorial Auditorium, the Library (Smathers Library East) represents the zenith of the Edwards era of the campus. During his tenure as University Architect, Edwards also would design the campus core buildings for Florida State University, Florida A&M University, and the Florida School for the Deaf and Blind; his long practice in South Carolina and Atlanta would include work for universities, public schools, and county courthouses.





II. THE CAMPUS AFTER THE FLORIDA BOOM 1926-1944
University Architect: Rudolph Weaver

In 1925 the University named Rudolph Weaver head of the new School of Architecture and the second University Architect. Weaver's understanding of the importance of the continuity of the campus image may be seen in his inscription on the back of a photograph of his addition to the Library, "This indicates my effort to carry out and maintain the character of another architect's work." Also in 1925, Frederick Law Olmstead, Jr. prepared a landscape plan for the Plaza of the Americas and surrounding buildings that would link the widely spaced campus with indigenous vegetation. Construction was constrained by the collapse of the Florida Boom and the market crash of 1929, but funding through government programs promoted an increase in craftsmanship and art in architecture during the depression years.

CAMPUS PLANS 1926-44
During the Weaver era in the 1930s, the arcs of the Edwards era began to be displaced by increasing density of building in the inner campus and by the presence of automobiles. A grid was beginning to replace the formal geometries of arcs and diagonals.

THE BUILDING PROGRAM 1926-1944
The Mechanical Engineering Building (Walker Hall) was designed by Rudolph Weaver and was completed in 1927, along with the Edwards design for the Horticulture Building. Names of famous men of science and fanciful alchemical figures embellish the façade of the Chemistry and

Pharmacy Building, designed by Rudolph Weaver in 1927. Buckman and Thomas dormitories were linked in 1929 by Sledd Hall and by Fletcher and Murphree Halls in 1939 to form the characteristic courtyards. The wealth of wealth of brick and stone patterns and cast ornament of these dormitories culminates in the south Mucozo Tower with sculpture depicting the friendship of sixteenth century Spanish explorer Juan Ortiz with Timucua Chief Mucozo and his tribe. The Tudor Revival studio for WRUF, the "Voice of the University of Florida," was designed in 1928 at the south edge of the campus and later housed UFPD, the University Police Department. The Florida Pool was completed in 1929 and construction began on Florida Field.

The Infirmary was designed in 1931 by Rudolph Weaver as a central pavilion with wings on either side, adapting the Collegiate Gothic to the medical and health care needs of the students. Whimsical figures depicting medical themes enliven the main entrances. Norman Hall was built in 1934 to serve the P.K. Yonge Laboratory School, a K-12 center for practice teaching and educational innovation, and now serves the College of Education**.** The Florida Union, the present south wing of Dauer Hall, was completed in 1936. Significant features include a Tudor chimney and bay window with universalist and Florida regional symbols in stained glass, completed in 1938 by D'Ascengo Studios of Philadelphia. When the Dairy Science Building was erected in 1937, it was distanced from its contemporaries by green and planted space that reflected the ongoing agricultural interests of the university.

III. WORLD WAR II AND THE POST-WAR HISTORIC CAMPUS 1944-1956
University Architect: Guy Fulton

Guy Chandler Fulton, who succeeded Rudolph Weaver as University Architect, directed a dramatic period of growth from 1944 to 1956. As veterans supported by the GI Bill surged the campus and the university became coeducational, twice as many buildings were added as had been built during the first 50 years of the campus.

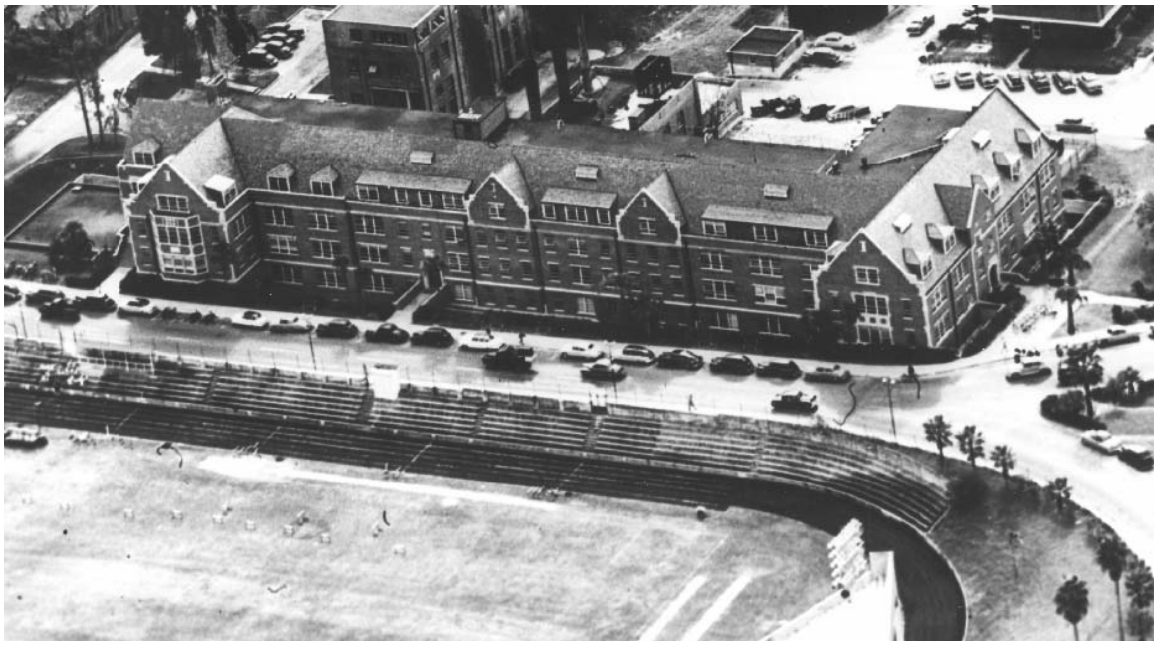
The compatibility of the buildings of the new era is evident in continuity in scale, height, and materials. Architectural forms and detail draw inspiration from the early campus, from the geography and climate, as well as from the attitudes of the post-war period. New relationships of building to site responded to demands of climate and new thinking about campus facilities. New methods of construction were demanded to respond to the needs of the exploding population of the university. Remarkably, Fulton inaugurated an era of campus architecture that was compatible yet transitional to the new modern ideals. The foundation was established for the cohesiveness and harmony that characterize the campus today.

CAMPUS PLAN 1944-1956

The 1948 master plan by University Architect Guy Fulton reflected a number of significant changes. In this plan, the main open space of the green, by then named the Plaza of the Americas, was extended to the east and south. The University Auditorium was the focal point at the intersection of the three open spaces. The new spatial configuration suggested in the 1948 plan became the major feature of the 1957 plan. The open space branched out even further and created a new open space corridor to the south. Another significant difference is related to building orientations; most of the newer buildings were not at right angles and a large number of the suggested buildings faced the new open space corridors.

THE BUILDING PROGRAM 1944-1956.

During World War II, construction ground to a halt but design proceeded on several campus buildings. After architect Weaver's death in 1944, completion of these projects became the responsibility of architect Guy Fulton. Two of these were the Engineering and Industries Building (Weil Hall, built in 1947 and 1949) and the new Gymnasium (1949), both at the edge of the athletic fields of the campus.



After World War II, the University of Florida witnessed unprecedented growth as veterans flooded the campus and as the all male institution became coeducational in 1947. Completed in 1951, Tigert Hall launched a new era in campus architecture that was both progressive and compatible with its Collegiate Gothic context. The reinterpreted Collegiate Gothic integrated traditional brick and tile with simplified cast trim in the comparatively massive reinforced concrete structure. The University Seal in the bold grid tower entrance and the plaques representing the University's colleges identify Tigert Hall as the seat of the University Administration. Tracing its roots to a parent institution founded in 1853, the University of Florida marked its centennial in 1953 by dedicating the Century Tower to alumni lost in World Wars I and II. From the Tower, the sound of the quarter hour tolls and the music of the 61 bronze bell carillons project across the campus.

Mallory, Yulee, Reid Halls, the first permanent women dormitories, were completed in 1950 to accommodate the newly coeducational university. Beyond the early campus, the brick walls and clay tile hip roofs establish continuity, while providing features suitable to the Florida climate and the latest standards of university housing. Guy Fulton assured material compatibility with the historic campus in providing specifications for these dormitories:

> "The brick be laid in American bond with alternate headers and stretchers. They are to be modular size cut solid brick with a full range of fire-flashed color and are to be cross-stacked in the kiln to vary color of each brick…. The roofing tile to contain fifteen distinct shades of natural burned colors to match the roofs of existing buildings. The composition is to be 50% light tile from light buff to medium red, 50% dark tile of which 30% should be of burned dark red and 20% greenish. No chocolate brown or light cream is to be used."

Across a green, Broward Hall opened in 1954 to house the rapidly increasing numbers of women students. The women's dormitories were sited a studied distance from the new men's dormitories, Tolbert Hall, along with Riker, North, and Weaver Halls (1949-51). The Student

Services Center was dedicated in1950 and was named “the Hub” by students after a campus-wide contest on the occasion of its opening. This new building at the outer edge of the historic center made a gesture to the future while remaining in harmony with the scale and materials of the campus, as directed by University Architect Guy Fulton.

Marked in memory by Flavet Field, the three Flavet (Florida Veterans) villages were little more than a collection of wartime barracks moved to campus to house the vast number of new students and their families, but their impact as a community helped to shape the diverse student body of the University today. Recycled barracks also filled the void of space for academic programs; some of the “temporary” buildings that dotted the campus persisted for nearly four decades. Ironically, it was a budget surplus from the Flavet housing that funded construction of the President’s Official Residence and Reception Center, completed in time for the 1953 University Centennial celebrations.

Matherly Hall housed the College of Business Administration when it opened in 1953. The structure is representative of the post-World War II modified collegiate gothic with clay tile gabled roof, brick veneer, and crenulated parapet with cast concrete details. The expansive window fenestration and linear cast concrete detail surrounding the windows express the attention to climate and a new direction of more massive campus buildings. Carlton Auditorium was designed in 1954 to accommodate the fast growing student population. The auditorium is located just south of Walker Hall and shares a breezeway with the 1927 building. McCarty Hall consists of a series of four structures designed for the College of Agriculture in 1956 by University architect Guy Fulton. This complex has contributed to numerous IFAS research projects, ranging from Gatorade to the “low-carb” potato, and reflects the ongoing significance of the university’s commitment to agricultural research.

THE ARCHITECTS TO THE BOARD OF CONTROL

1905-1925 William Augustus Edwards

William Augustus Edwards had earned a degree in Mechanical Engineering from South Carolina

College in Columbia in 1889. His practice with Frank C. Walter included work for South Carolina College, numerous public school projects, and county courthouses. When the University project began, William Edwards left the firm of Edwards and Walter in Columbia, South Carolina and established his practice in Atlanta, later in partnership with William Sayward.

During his tenure as Architect to the Board of Control, Edwards also designed buildings for the other three institutions established by the Buckman Act. For the Florida State University (established as Florida Female College, in spite of opposition by certain legislators who considered college education for women either scandalous or a waste of money) Edwards designed buildings with a more direct connection to Tudor Gothic, distinguished by a prominent entry tower gate. Edwards' FSU buildings include: Bryan Hall Dormitory (1907), James Westcott Memorial Building in 1911, Sewannee Dining Hall (1913), Reynolds Dormitory (1913), Broward Dormitory (1917), the School of Education (Psychology) in 1918, Jennie Murphree Dormitory (1922), the Dodd Hall Library (1924).

The Normal School for Negroes (now Florida A&M University) was also established in Tallahassee. The Edwards buildings at FAMU, including the Carnegie Library (1907) and the Commons (1924), reflect the classicism of the Beaux-Arts influence. Edwards designed the campus for the School for the Deaf and Blind in St. Augustine in a simplified Mediterranean language appropriate to St. Augustine.

In 1927, Edwards was engaged by Mayor William R. Thomas to design the Hotel Thomas, which was exemplary of the Mediterranean Revival of the Florida Boom but unique in Gainesville where the examples of that style are primarily domestic. Edwards continued to practice in Atlanta into the 1930s.

1925-1944 Rudolph Weaver

In 1925 the University of Florida opened a School of Architecture and hired Rudolph Weaver to serve as head of the school and as Architect to the Board of Control. His understanding of the importance of the continuity of the campus image may be seen in his inscription on the back of a photograph of his addition to the Library, "This indicates my effort to carry out and maintain the character of another architect's work."

Weaver had taught and designed buildings at Washington State College and the University of Idaho before coming to Florida. As Weaver and his staff worked on Board of Control commissions in the same building as the School of Architecture, students were in constant touch with projects. "His meticulous drawings are elegant, and his attention to the smallest detail is evident as one examines the well-preserved examples of his work."

1944-1956 Guy Chandler Fulton

Fulton, who completed his architecture degree in 1916 at the University of Illinois, had worked at Washington State College with Rudolph Weaver and had practiced in Los Angeles before moving to Florida in 1926 to work again with Weaver. After Weaver's death in 1944, Fulton was appointed Architect to the Board of Control. The Board stated that Fulton's "knowledge of architecture and building construction in unexcelled by any architect in the State" and that he

“produced and design buildings of highest quality and permanency.”

The monumental building program of the post-war campus would reflect the economic, sociological, and architectural changes that were emerging across the nation and the world. Remarkably, Fulton inaugurated an era of campus architecture that was compatible yet transitional to the new modern ideals. The foundation was established for the cohesiveness that characterizes the campus today.

Fulton’s work emphasized the role of materials in compatibility, particularly the brick and tile that were a part of the first building directives of the Board of Control in 1905. When Fulton designed the first women’s dormitories as a departure gothic influences to emphasize new economy and efficiency, he specified the brick to “match the brick used in the Chemistry building and the Florida Union” and the roofing tile “to contain fifteen distinct shades of natural burned colors to match the roofs of existing buildings.” When Fulton stepped down as chief architect in 1956 because of health problems, the Board of Control delivered a mandate for his successor Forrest Kelley that all buildings on the campus would continue this use of brick and tile.

Working with Fulton was Jefferson Hamilton, University Consulting Architect. In addition, Fulton coordinated projects by architects selected to work on the campus, notably Russell T. Pancoast and Associates of Miami (Hub Student Services) and Kemp, Bunch and Jackson Architects of Jacksonville (Tigert Administration Building).

PRESIDENTS OF THE UNIVERSITY OF FLORIDA

- Andrew Sledd (1904-1909) B.A. from Randolph-Macon College in 1894 and his M.A., in Greek, from Harvard in 1896, Yale Ph.D. in Latin in 1903. 1870-1939
- Albert Murphree (1909-1927) University of Nashville, Bachelor of Arts in 1894. 1879-1927
- James Farr (1927-1928)
- John J. Tigert (1928-1947) BA from Vanderbilt in 1904, Rhodes Scholarship to attend Oxford, 1882-1965
- Harold Hume (1947-1948) Bachelors and Master of Science degrees from Iowa State College, Agriculture.
- J. Hillis Miller (1948-1953) A.B from the University of Richmond in 1924, University of Virginia A.M. in 1928, Columbia University Ph.D. in 1933, psychology, counseling.
- John Allen (1953-1955) B.A. Earlham College in 1928, master's in astronomy from the University of Minnesota in 1929, Ph.D. from New York University in 1936

• J. Wayne Reitz (1955-1967) Reitz received his bachelor's degree from Colorado State University, University of Illinois, M.S.1935, University of Wisconsin PhD 1941, agriculture.

• Stephen C. O'Connell (1967-1973) interdisciplinary Business Administration and Law program and received his B.S.B.A. and LL.B. degrees in 1940.

• E.T. York (1973-1974) bachelor's and master's degrees from Auburn University, Ph.D. from Cornell in 1949, agriculture.

• Robert Q. Marston (1974-1984) VMI in 1943, M.D. from the Medical College of Virginia in 1947, Rhodes scholarship to attain his B.Sc. in 1949.

• Marshall Criser (1984-1989) bachelor's degree in business administration in 1949 and law degree in 1951

• Robert Bryan (1989-1990) master's and a Ph.D. from the University of Kentucky in English.

• John Lombardi (1990-1999) M.A. and Ph.D. degrees from Columbia University in history

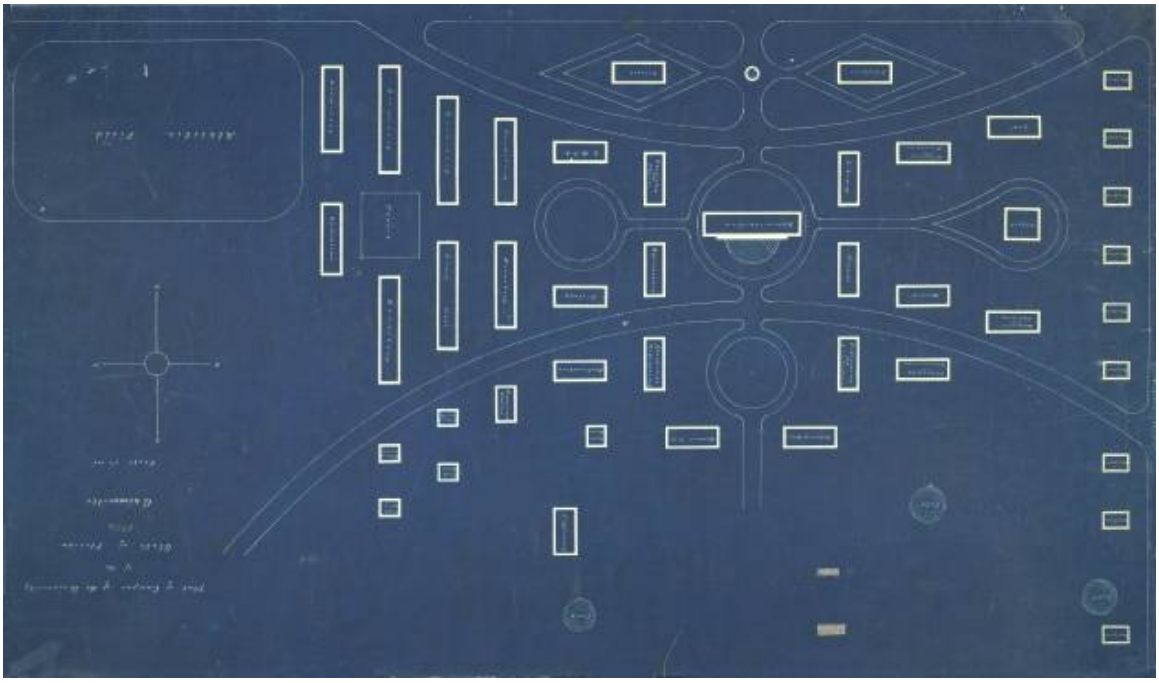
• Charles E. Young (1999-2004) master's and doctoral degrees in political science from UCLA

• J. Bernard "Bernie" Machen, D.D.S., M.S., Ph.D. Iowa (2004-) educational psychology

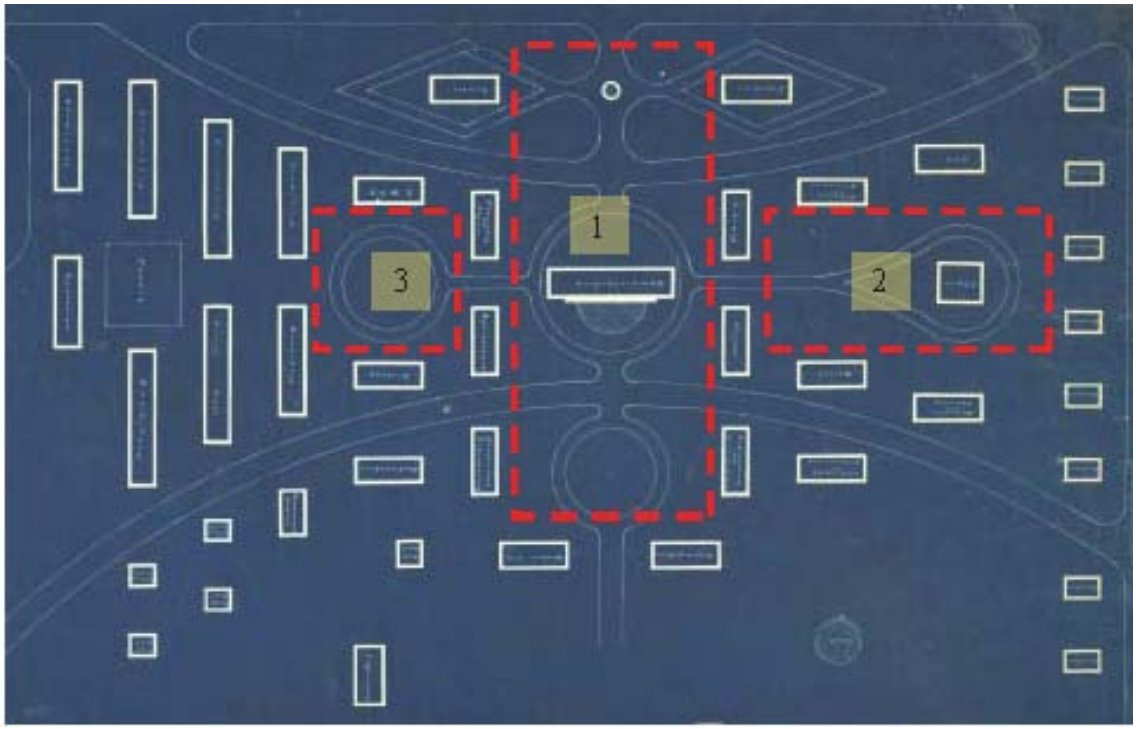
PART IV
EVOLUTION OF THE CAMPUS PLAN

THE 1905 PLAN

The 1905 Master Plan is the first official master plan for the University of Florida, and marks one of the few institutions in the United States to plan for the future development before starting the first buildings. The plan was created by the architect William A. Edwards in an aim to give the University of Florida an image that compares favorably to more renowned institutions. Two monumental arches represent the back bone for this master plan. The arches provide connectivity within the campus in addition to their aesthetic value. Three major open spaces could be observed in this plan. The main central green space is in the same location of today’s Plaza of the Americas. It was intended to be the main gathering area of campus, and this was further emphasized by the building organization around the space, its openness towards University Avenue, and the positioning of an administration building in the middle of the area.



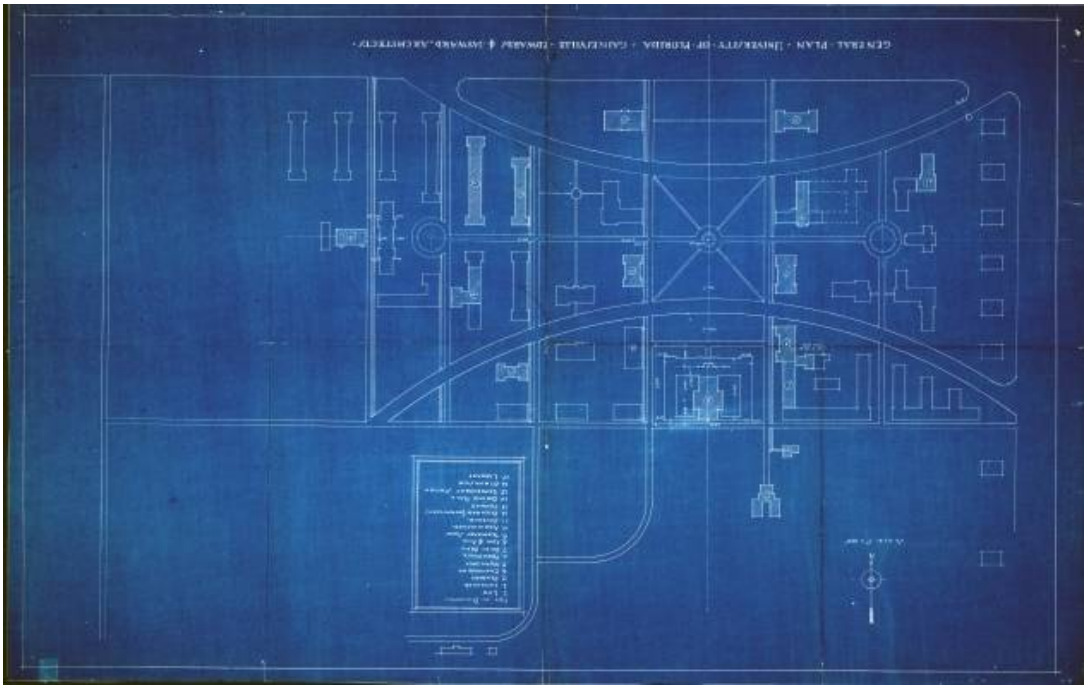
The second open space located to the east was distinguished by the chapel located in the middle, the space was intended to serve both the academic buildings, and the residence units located on the east edge of campus. The third open space was located to the west; it also was intended to serve both the academic units and the dormitories located on the west side of campus. Transportation and connectivity are major parts of this master plan. As mentioned earlier, the two monumental arches were the main arteries of campus, providing access to most buildings within the campus area. Also, a series of geometrically-shaped pathways created linkage between the different areas of campus and the different open spaces. It is important to notice that the master plan is nearly symmetrical in building distribution north and south of the administration building and chapel. Also, all buildings are at right angles from each other.



THE 1920 PLAN

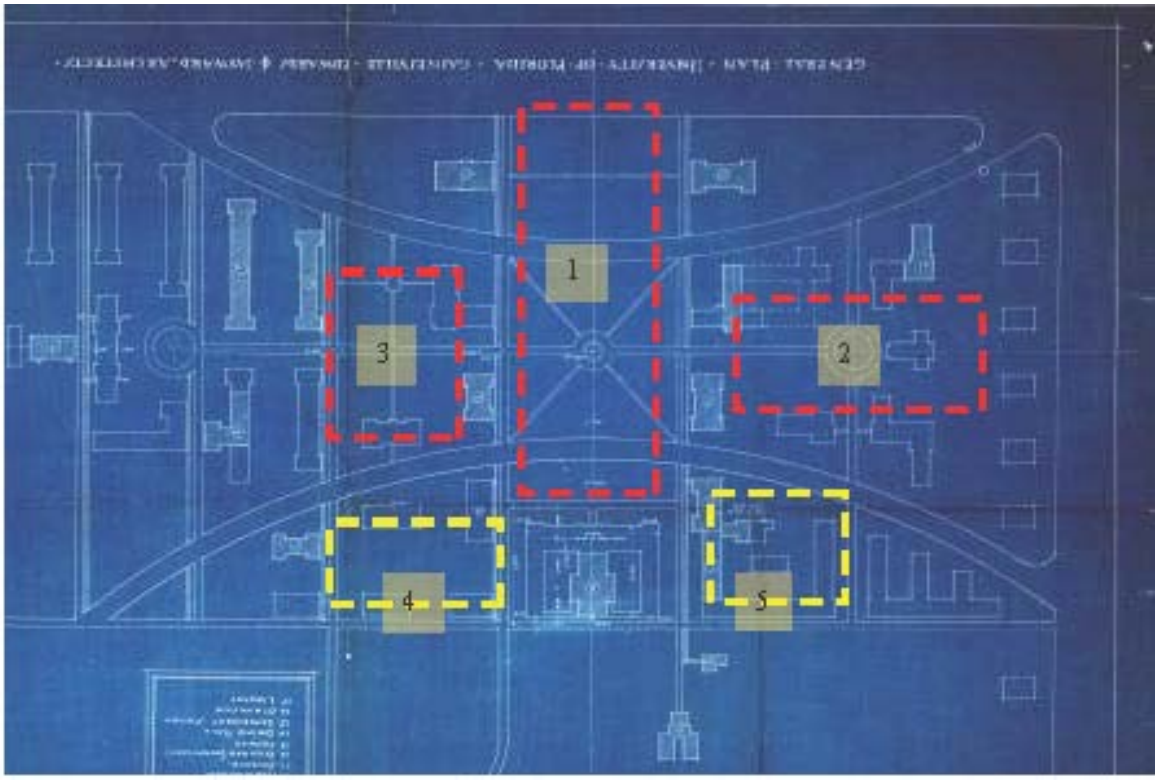
The architect of the 1920 master was also William A. Edwards. This plan shared a lot of commonalities with the 1905 plan, and expanded upon the original. The two monumental arches remained significant features of this plan, but some obvious changes occurred in building locations and distributions. The administration building as suggested in 1905 was omitted in the 1920 plan. And a new building – the University Auditorium was built in the north side of the main open green space which was later known as the plaza of the Americas. The landscape of the Plaza of the Americas was later designed by Fredrick Law Olmsted, Jr. and the space was designated in 1931. The chapel also suggested in the 1905 plan was not present in the 1920 plan.

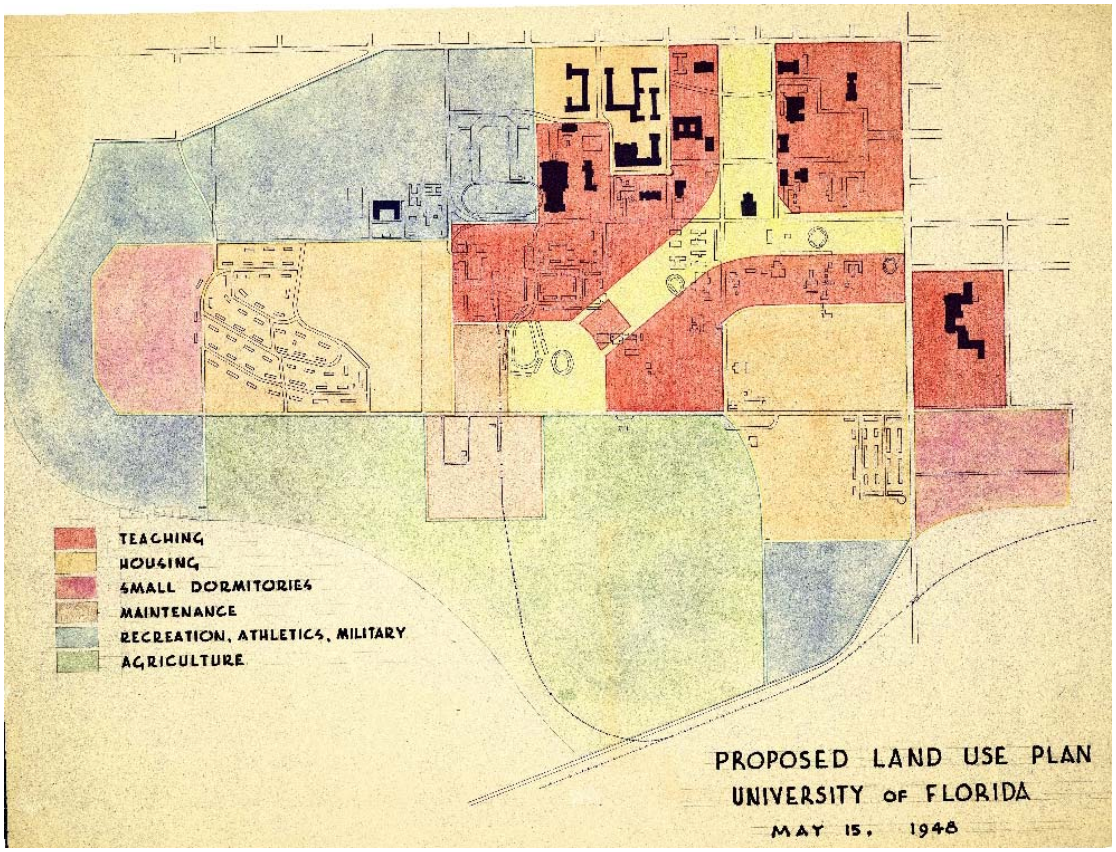
The same three main open spaces from 1905 remained in the layout, with some variations. Also, new open spaces and courtyards started to emerge due to the building shapes and placements. The symmetry in building shapes and distribution noticeable in the 1905 plan began to disappear by 1920. An important aspect of this master plan was that some of the buildings in the plan actually existed by 1920, which meant that the plan was becoming more set compared to that of 1905. Some of these buildings include Flint hall, Anderson Hall, Buckman, Thomas, Bryan Hall, Peabody, Floyd, the University Auditorium, and Smathers Library. Despite all the modifications and the changes since 1905, the Plaza of the Americas space maintained its openness towards University Avenue helping to keep the campus open to the general public. Some changes were made to the campus walkways layout; the geometric shapes disappeared and a more grid-like pattern began to emerge. Also the walkways became narrower, simpler, and less monumental.



THE 1948 PLAN

Between 1920 and 1948, the campus underwent substantial change. A board of Control Architect was appointed and a General Plan evolved by 1930. This plan was an expansion of the 1906 Plat. Functional relationships were not materially changed, but a trend was started toward grouping buildings dealing with similar subjects. By the end of this period, the surge of growth and projected growth made obvious the need for a new Master Plan that was submitted in 1948. A Land Use Proposal was developed in 1947 to form the foundation of the 1948 Plan. This proposal included approximately two and one half times the area of the previous plan (510) acres exclusive of some 1,200 acres devoted to agriculture use.


1
2
3
4
5


TEACHING
HOUSING
SMALL DORMITORIES
MAINTENANCE
RECREATION, ATHLETICS, MILITARY
AGRICULTURE
PROPOSED LAND USE PLAN
UNIVERSITY OF FLORIDA
MAY 15, 1948

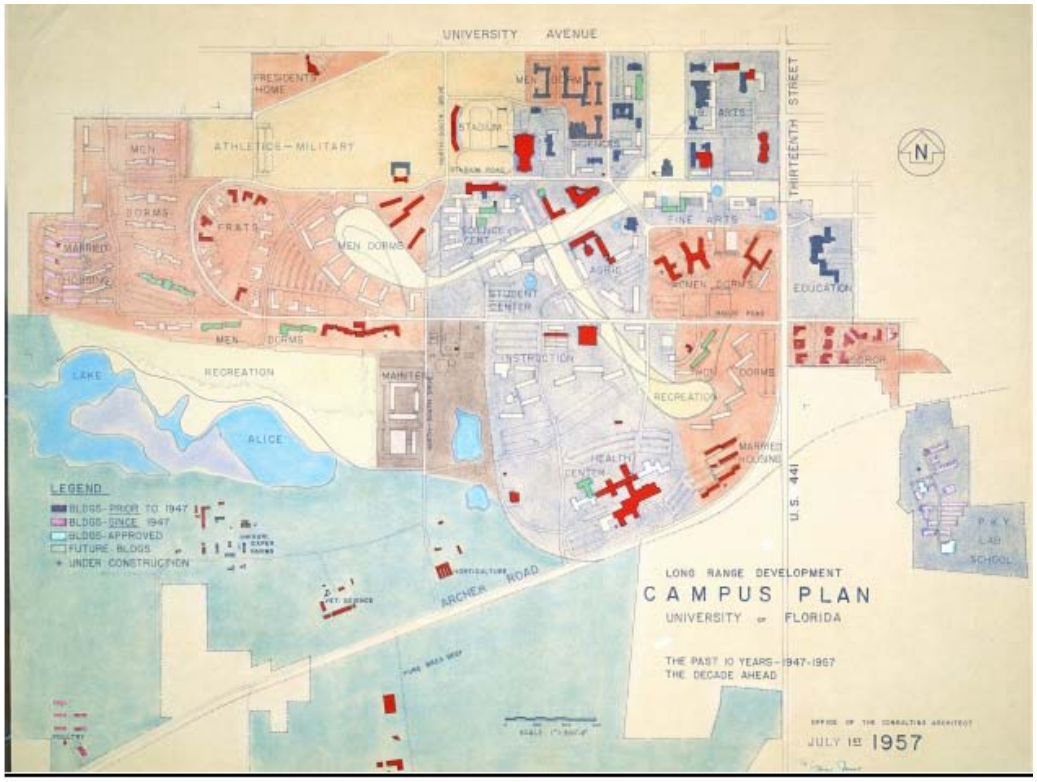
The 1948 master plan reflected a number of significant changes when compared to the previous years. The architect of this plan was Guy Fulton, and the period was the post World War II boom period. One of the most outstanding differences is the disappearance of the two monumental arches which were major features of the 1905 and the 1920 plans. By 1948, the area covered by campus grew significantly compared to previous years. The campus extended south bordering Archer Road. Norman Hall was built on the east side of Thirteenth Street, to be the first campus building built across of SW Thirteenth Street. In the west, the expansion was mostly in athletic functions and housing. The residence units suggested adjacent to SW Thirteenth Street in the previous master plans were cancelled and relocated to the west. A more diverse land use pattern emerged, with more emphasis on sports and agriculture especially to the south (for agriculture functions).

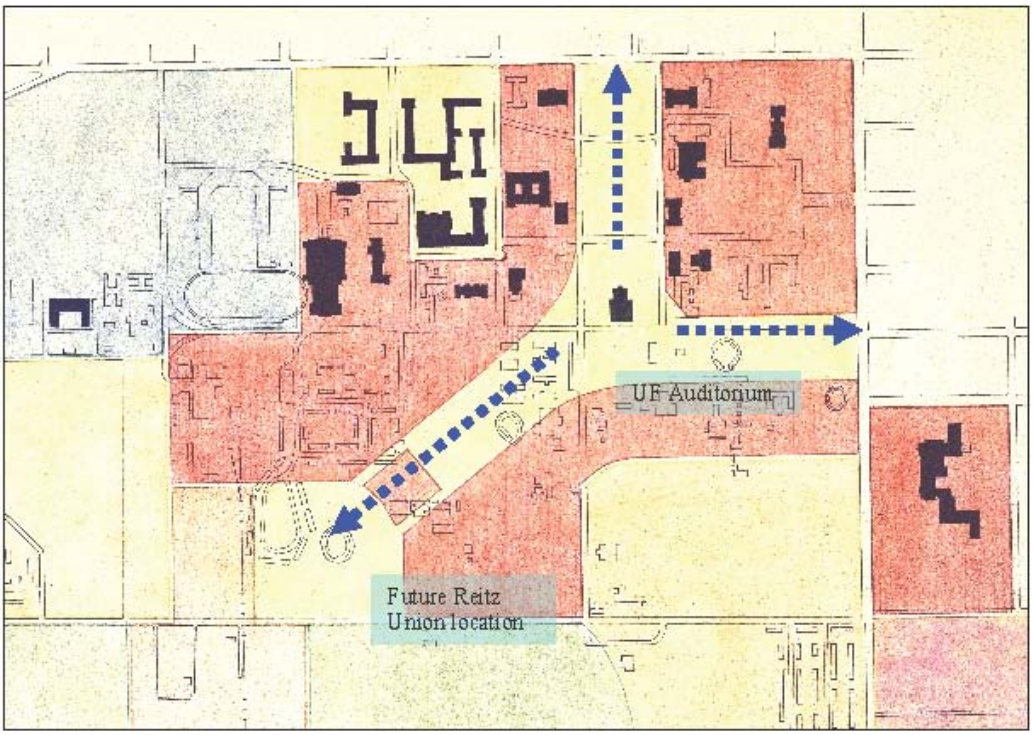
The open space distribution was also significantly different compared to previous years. The main open space remained the Plaza of the Americas, yet in this plan; the open space was extended and branched out east towards SW Thirteenth Street. It also branched out south towards the location of the Reitz Union today, forming an open space corridor. The University Auditorium was the focal point of the space located at the intersection of the three open spaces. This new proposed spatial configuration proved later to have a significant impact on building locations, orientations, and the future growth of campus.

Transportation changes were also significant in this master plan. The 2 monumental arches disappeared from the plan. A larger network of roads and sidewalks emerged. Most sidewalks and roads remained at right angles from each other, with a few exceptions. By 1948, the automobile was becoming more common compared to previous years, yet no parking land use was suggested in this master plan. It is also important to notice that railroad tracks were present on campus and the tracks terminated south of the stadium. The tracks were connected to railroad tracks along what is known today as Archer Road.

When the 1948 Plan was adopted, it was anticipated to serve the University for another twenty years. However, the unprecedented growth experienced during the next ten years made it obvious that revisions would be required in order to allow additional expansion. This expansion and development of a new plan was aided by the fact that the 1948 Plan and land use pattern had been strictly followed in the growth to that point.

THE 1958 PLAN



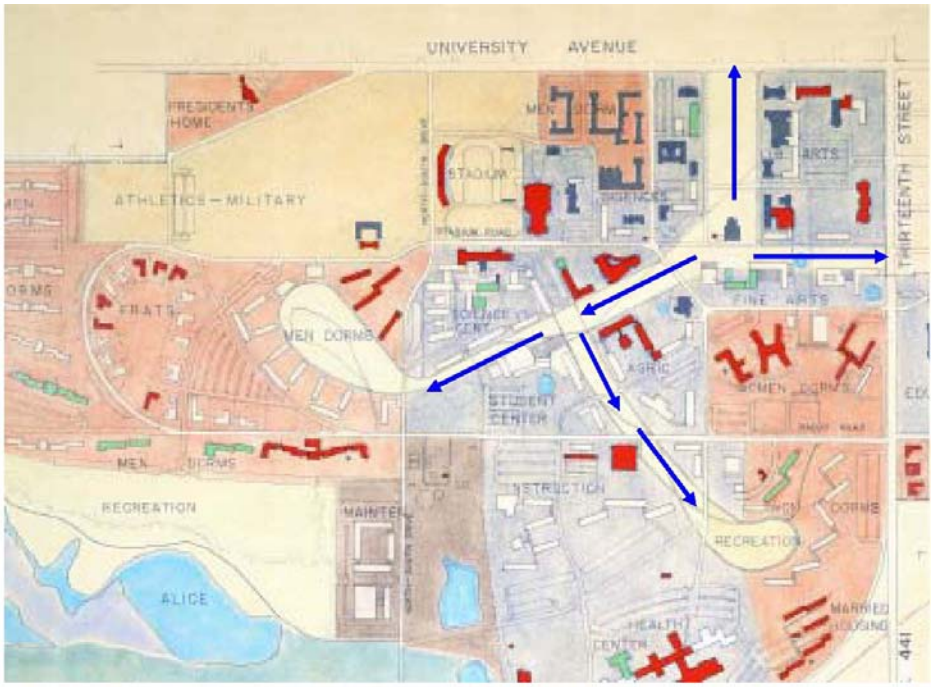


The 1958 plan continued to reiterate some of the newer campus planning directions that started to emerge in the 1948 master plan. The 1958 plan was designed to accommodate the enrollment projection of 20,000 students, which was the level at which another review would be initiated. This was assumed to be a ten-year plan. The 1958 plan contains an increase in acreage of more than 35% over the 1948 plan. The need for this level of expansion necessitated a substantial move by academic areas to the south and housing to the west.

The new spatial configuration suggested in the 1948 plan became the major feature of the 1958 plan. The open space branched out even further and created a new open space corridor starting from the suggested location of the student center, and ending close to the married housing units near Archer Road. The open space corridor also extended west to the location of Flavet Field today, where men's dorms are suggested in the plan (Figure x). Another significant difference is related to building orientations, most of the newer buildings are not at right angles and have different orientations, and a large number of the suggested buildings face the new open space corridors. In this master plan, the area covered by campus land uses grew dramatically especially through agricultural functions. The agriculture land use expanded south beyond Lake Alice, and even further beyond Archer Road. Some important buildings were also shown in this plan. Such buildings include the Health Science Center, Shands Hospital, married housing units, Corry Village, sororities, fraternities, the president's home, P.K. Yonge School, Tigert Hall, and some of the newer dormitories.

Another major difference in the 1958 plan is that it shows a number of parking lots in different areas of campus. This indicates the wide use of vehicles on campus for the first time, and could be one of the most dramatic changes in campus development history. Yet, although there are a number of parking lots shown in the map, no separate land use is designated for parking. Such designation took place in later stages of the campus planning development. The presence of automobiles on campus influenced and continues to influence the development of campus, especially campus open-spaces and circulation. Other than the sweeping open spaces, the master plan reflects few pedestrian sidewalks; most of the emphasis is on automobile oriented transportation.

The 1966 Plan

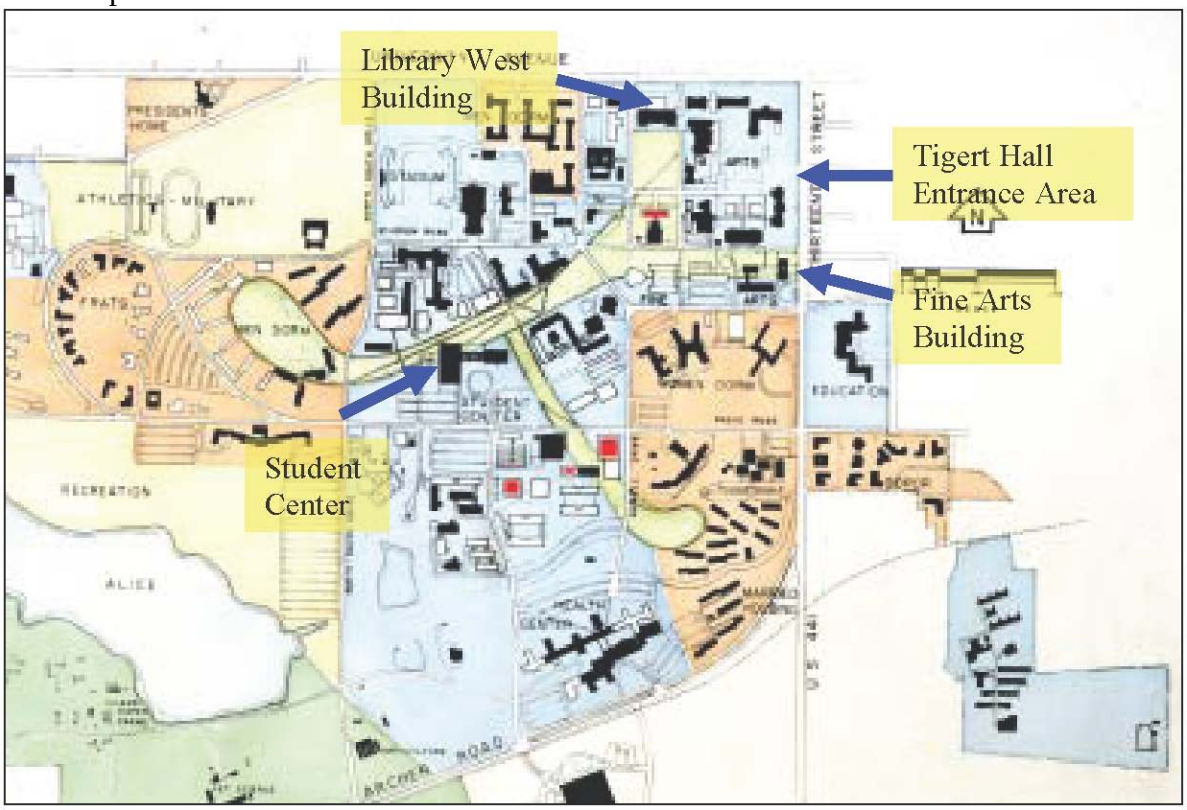


The 1966 master plan was quite similar to the 1957 master plan. The campus area grew even further west and south by 1966. Most of the growth to the west and south was low density; with only a few buildings, such as those at Physical Plant were constructed. The bulk of the new buildings were established in the north east part of campus especially around the new open space corridors, and especially in the form of family housing and dorms. For the first time, campus area expanded beyond SW 34th street. Also the golf course area was considered a part of campus and included in the campus plan. One of the significant changes to campus and campus planning was the construction of the Library West building. Although the building is not in its self monumental, its impact on campus and campus planning was monumental. The location of library west on the north end of the Plaza of the Americas signaled the end of this plaza as the main entrance to campus, a role it successfully fulfilled since the beginning go the century. Also, the new Fine Arts' building was located on the east end of the open space running from the auditorium to SW 13th street. Although the impact of the Fine Arts building was less significant, both of these buildings helped shift the focus off these areas as entrance points to campus. More emphasis was placed on the new student center (the Reitz Union) as the new center point of campus. Also, the open space north of Tigert Hall became the main gate to campus, especially due to the major vehicle entrance area from SW 13th street, the parking lot, and the monumental features of the Tigert Hall itself (figure x).Like the previous master plan. The focus of transportation in the map was on the automobile. Few sidewalks were shown in the map. New streets were created on campus especially in the west.

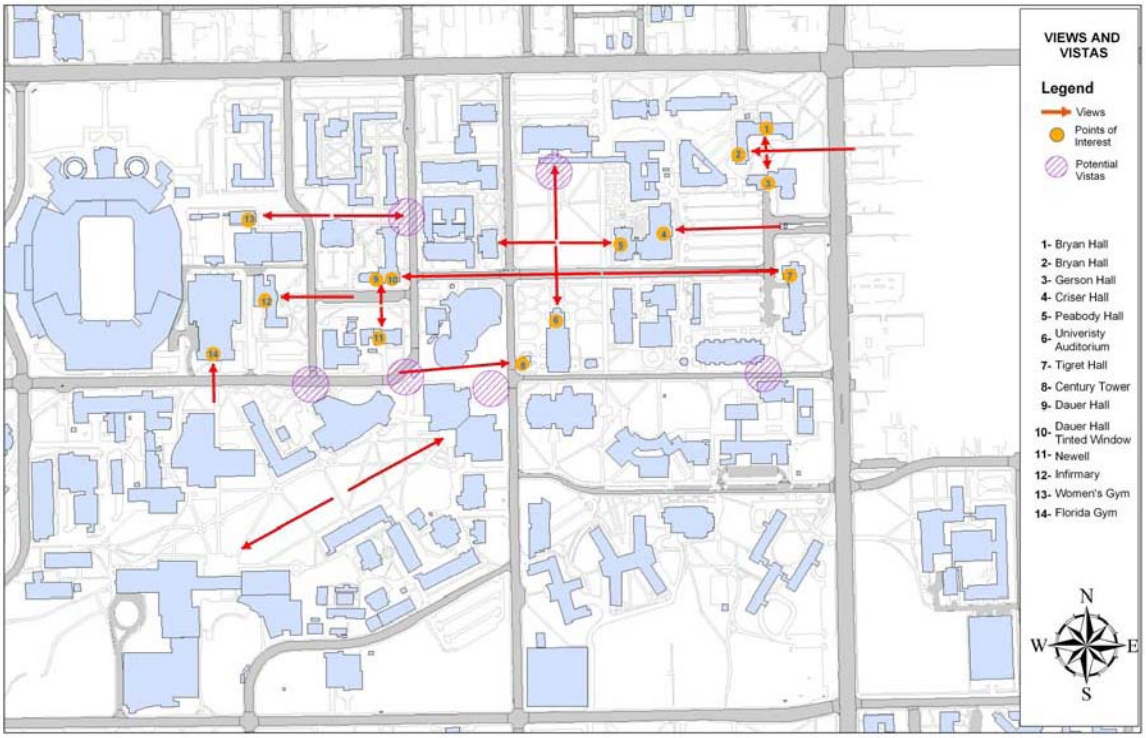
THE ROLE OF THE CAMPUS PLAN IN THE HISTORIC IMPACT AREA

The University of Florida has a remarkable heritage of campus planning, guiding the campus before the first construction took place. This heritage will continue to play a role as the University continues to update its campus Comprehensive Master Plan.

Considerations will include historical build-to lines along roadways along with building orientations to reinforce the historic right-angle grid patterns as well as orientations that frame the sweeping exterior spaces of the 1948 Plan and subsequent campus plans. Exterior landscape/streetscape projects will be suggested to reinvigorate historic courtyards and open spaces. Views, vistas and pedestrian corridors reflect the open spaces first established in the historical campus plans. Views of historical features, such as the Dauer Hall stained glass windows and restored entryway, will be preserved and showcased in recommended refurbished streetscapes.



Views and Vistas



Context sensitive architectural designs will continue to reinforce the campus plan. Character-defining features of campus historic architecture suggest guidelines for new buildings and compatible materials. New development will be accommodated in such a way as to enhance, rather than detract from significant buildings in the historic context area. Attention to building density, height and bulk will be compatible with existing architecture. New campus areas will accommodate activity hubs to house larger buildings in new complexes that are incompatible within the historic district and the historic impact area.

The visual unity of the University of Florida campus is noteworthy among large public universities. The campus buildings and campus plans have expressed national and international developments of each era, while preserving compatibility and harmony. This consistency is not only in individual buildings, but in visual linkages of built and natural environment. The campus is significant also for its role in the application of preservation in academic degree programs, in supervision of work on the campus, and in the commitment of the administration and the state to preservation.

PART V: PROJECT CASE STUDIES

1. Smathers Library East Window Refurbishment and Brick Re-pointing

The Project was begun by the Physical Plant Division to address the leakage of air and water into the Library, especially the second floor Grand Reading Room.

The window refurbishment portion of the Project was undertaken because the window units, most of which were installed in 1927 had deteriorated over time. The windows, as originally installed were operable metal sashes with hammered, tinted glass in leaded frames. The metal sashes were mounted in wood frames that were painted white.

Many of the operators were not functional, some windows could not be completely closed and some of the glazing was cracked or broken. The original glass did not reduce either heat loads or UV rays. The wood frames had considerable rot especially at the bottoms.

The Project first abated the asbestos bearing caulking and removed the entire window assemblies. The openings were closed with plywood and the windows were sent to Tampa for the asbestos abatement of the paint, repair and/or replacement of the sash and frames. After renovation of the sash and frames, they were returned to the building and installed in the openings in which they were originally installed. The wood frames were then caulked and painted in place. Due to the presence of and preference for utilizing air conditioning it was decided to re-install the sashes such that they no longer operate.

The original glazing that could be reused was interspersed with similar new glazing, which produced an interesting mosaic of varying tints. Both existing and new glazing was covered with a clear film to reduce the heat load and UV rays.
The brick re-pointing was done because of moisture intrusion through the brick joints and the cast clay cap joints on the parapets.

The mortar was removed from the horizontal joints by power grinding and from the vertical joints by hand chisel. The joints were then refilled with mortar that was selected to match the original color and texture. The cast clay caps were removed and a copper cap was installed over the top of the parapet. The capstones were then replaced, anchored with metal pins and the joints were caulked with a flexible caulk, which matches the original mortar.

In addition to the above the east and west walls of the Grand Reading Room, were patched and painted, the landscaping adjacent to the west side of the building was renewed and the southwest entrance to the building, which has not been used for many years was refurbished.

The Project was completed in August of 2004

2. University Auditorium Repair

The Physical Plant Division sought to resolve a significant leak problem in the campus landmark

University Auditorium. The building has a Cupola with a skylight at the peak of the main seating area roof, directly above the center of the fifth row of seating.

Within the Cupola is a skylight and above the Cupola is a copper Spire topped by a copper cap, which holds a copper Finial with a copper ball. The Finial had been tilted on an angle for some time. The first thing that had to be done was to attain access to the Cupola. This was done by accessing two levels of flat roof via ladders and then resting a third ladder up a valley to the base of the Cupola.

The first repair that was attempted was to inspect the copper cladding of the Cupola and the Spire and then solder or caulk the joints as appropriate. After the next rain, the Cupola still leaked.

Next, the outer and inner skylight covers were removed, inspected and re-installed with new caulking. After the next rain, the Cupola still leaked.

Although it did not seem logical that enough water could come in around the Finial, however, since this was the only area that had not been addressed, it was decided to see if this area required repair. Inspection of the Finial required the use of a very large crane. The crane was set up, the cap and Finial were removed, a new cap was fashioned, the new cap and Finial were installed, including new lead boots and the crane was removed in one day. After several rains, the Cupola has not leaked.

3. **Norman Gym Roof Replacement**

Physical Plant Division addressed the challenge of a new roof for historic Norman Gym, built in 1932 as part of the Norman Hall complex, which housed the PK Yonge Developmental Research School. PK Yonge moved to a detached campus in 1959.

The original sloped roofs on the Norman Hall complex were all clay tile with the exception of Norman Gym, which was copper. Over the years repairs and replacements of the roofs were done with clay tile, including the Gym, which was converted to a clay tile roof sometime between 1958 and 1975. Exhaustive research of records and archives could not determine the exact date of the conversion.

When presented with the historic research showing the first roof was copper, the UF Historic Preservation Committee approved the concept of replacing the clay tile with copper. The copper roof concept and rationale was then forwarded to the Florida Architectural Preservation Services Department in Tallahassee for approval. This department determined that, since Norman Gym had been identified as having a clay tile roof for most of it's existence, the roof should be replaced with clay tile. The Construction Documents were, therefore, modified to reflect the use of clay tile.

When a representative of the Florida Architectural Preservation Services Department inspected the existing roof and the relationship of Norman Gym to the rest of the complex a few weeks later the previous determination was reversed and a copper roof was recommended.

A copper roof was then successfully installed.

4. **Tigert Hall Window Replacement**

The Physical Plant Division was presented several reasons for replacing the windows at Tigert Hall, some of which are the following:

- The existing windows were double hung, and no longer weather tight (estimated 44 CFM air leakage per window).
- Occupants would open windows, which further disrupted the HVAC system
- The single pane loose fitting windows resulted in excessive noise from 13th Street.
- There was considerable heat load through the glazing, which was not insulated or tinted.
- Prototype replacement windows indicated that new non-operable, double insulated, tinted windows could successfully address the problems with the old windows, while maintaining the appearance of the building as originally constructed.

Tigert Hall is not currently listed on the National Register of Historic Places and is not included in the Memorandum of Agreement with the Florida Division of Historical Resources. However, at the inception of the window replacement project, it was determined that, given the construction date of 1950 and the importance of Tigert Hall in the history of the University of Florida, the project should be executed as though the building was officially historic.

The replacement aluminum window frames were designed such that they would match the existing mill finish and mullion proportions. These frames were designed such that they would also fit inside the fixed portion of the existing windows. Insulated, tinted glass was selected that retained the appearance of the original glazing. Considerable care and experimentation was taken to select the most appropriate caulking that would have the appearance of the original, but also have flexibility and durability.

The concept was approved by the UF Historic Preservation Committee and also submitted to the Florida Architectural Preservation Services Department in Tallahassee.

A representative of the Florida Architectural Preservation Services Department inspected and approved the prototype.

The installation of the windows involved careful measurements of each window and identifying the occupants of each room so they could be accommodated during the demolition/installation process. After coordinating with the occupants, the existing operable portions of the window systems were cut and broken out and then replaced with the new fixed units. One of the major policies for the project was that windows that were not demolished unless they could be replaced the same day.

The project resulted in a quieter, more comfortable, more energy efficient environment which maintains the original appearance of the building.

5. **Dauer Hall Southeast Entrance**

Physical Plant Division undertook the restoration of the historic entrance to Dauer Hall with the reconfiguration of accessible entrances to the building. The Southeast Entrance has been the main entrance to Dauer Hall since the original construction, which was completed in 1932. One of the notable features of this entrance is the ceiling mural, which is attributed to Rudolph Weaver. Mr. Weaver was the Architect to the Board of Control of Institutions of Higher Learning and was the architect for most of the earlier buildings in the historic area of the University of Florida campus.

In 1987 a project was initiated to provide handicapped accessibility to Dauer Hall. To achieve this the original, relatively small, cast stone landing and steps were covered by a larger concrete landing to accommodate the installation of an exterior wheelchair lift. New steps and handrails were installed at the end of the new landing, approximately 10 feet east of the original steps. The lift, while not unattractive, was not compatible with the adjacent building.

After the installation of a new elevator tower, which provided better accessibility, it was decided to remove the 1987 lift. After the lift was removed it was discovered that the original landing and steps were apparently mostly intact.

Hoping to preserve the original landing and steps, the rest of the demolition of the 1987 work was done carefully, to protect the material below. These precautions were successful as most of the landing and steps were maintained in excellent condition. The original outside pieces of the landing and stairs were missing so new pieces were fabricated and installed that are similar, but not identical to the original pieces.

New metal handrails that match the originals were also installed.

6. **Dauer Hall South Entrance**

The Southeast Entrance has been utilized for access to Dauer Hall since the original construction, which was completed in 1932. In the course of over 70 years the landing, steps and wrought iron railing have deteriorated and have had various repairs made to them, mostly without sympathy regarding the historical nature of the area. One of the immediate problems is that the landing, which extends approximately 10 feet beyond the building is leaking.

The landing is constructed of quarry tile on a mud bed over a brick vault. Water has leached through the landing structure and caused efflorescence on the surface of the vault as well as infiltrating into the lower level of the building.

The PPD A/E Department has developed a Scope of Work to do the following:

- Document the existing quarry tile colors and designs for future reference when the tile is replaced.
- Carefully remove and identify the quarry tile from the landing.
- Remove the mud bed under the existing quarry tile.
- Remove dirt that is suspected to be between the mud bed and the top of the brick vault.
- Stabilize the space between the top of the brick vault and the mud bed, perhaps with

concrete.
• Remove and reset the precast steps that are loose – repair if damaged.
• Strip and repaint the wrought iron railings.
• Install an impervious pan over the concrete that was placed over the brick vault.
• Install a mud bed over the pan and install the quarry tile, utilizing as much of the existing tile as possible.
• Clean off the efflorescence on the vault walls.

PROJECT PROCESSES AND MANAGEMENT
PHYSICAL PLANT DIVISION
ARCHITECTURE/ENGINEERING DEPARTMENT

INCEPTION OF PROJECT

Minor Projects:
The need for a **Project** is recognized by User (Owner's Representative), by visual observation, periodic maintenance surveys, by availability of funding to enhance a University department (gift, grant or other), the UF Physical Plant Deferred Maintenance List, or to increase facility's usefulness and/or historical integrity.

A **Work Order** is issued by the UF Physical Plant Division (PPD) Work Management Center, in response to a request from the User, PPD Personnel or other UF entity. The Work Order is sent to PPD Operations Engineering, which determines, usually by the cost or complexity of the Project whether to address the Project with their forces or send the Work Order to PPD Architecture/Engineering (A/E) Department. This scenario addresses only the Work Order processes as they apply to the A/E Department

Upon receipt of the Work Order, it is assigned to a (A/E) Project Manager, who will, in conjunction with the User, develop a **Scope of Work**, which describes the objectives of the project and may identify the amount of funding. This Scope of Work is signature approved by the A/E Assistant Director, the User and the Project Manager.

Major Project:
Similarly, the need for a major project is recognized by the User (Owner's Representative). The User may include various academic departments, Housing Division, University Athletic Association, Transportation and Parking Division, IFAS Facilities Division, University of Florida Foundation, Shands Hospital or other university units and auxiliary organizations. Some of these entities have their own resources to implement minor projects. Most major projects, but not all, are managed by the Facilities Planning and Construction Division. Major projects are defined as those valued at more than one million dollars.

The project needs are vetted through a prioritization process that may vary depending upon funding source. Capital Improvement Program projects are prioritized by the University of Florida Board of Trustees and submitted annually to the state legislature for funding. Capital

Improvement Trust Fund (CITP) projects are similarly prioritized approximately every five years. Other projects are prioritized through Student Government or other committees and administrators. All of the major capital projects on the campus are reflected in the campus Comprehensive Master Plan, which is amended as needed to update project status and priority.

ASSEMBLING THE DESIGN TEAM

Minor Projects:
The Project Manager will then issue a **Request for Proposal** to one of several consultants under contract with the University of Florida to perform professional services. The Request for Proposal will include descriptions utilizing the Scope of Work, program data and probably conferences and on-site meetings.

The consulting firm responds to the Request for Proposal with a **Proposal**, which includes an understanding of the Scope of Work, methodology proposed for achieving project goals and the fee that is proposed.

Upon acceptance of the Proposal, usually following negotiations to confirm a meeting of the minds, a request for a **Purchase Order** (PO) is issued to the UF Purchasing Department.

When the PO is issued, the Consultant is given an original copy of the PO and a **Notice to Proceed** from the Project Manager.

If it is decided that a Construction Management (CM) Company should be used for pre-construction services, the company would be selected with the same processes that are used for the Consultant. The services of the CM Company would extend through the completion of the Project.

Major Projects:
Once prioritized and funded, major projects proceed through a process of Programming, Schematic Design and Design Development. They are assigned to a project manager, typically in the Facilities Planning and Construction Division. Architect/Engineering firms are hired for the design service. When the Design-Build approach is used, the Architect/Engineering firm is hired as a consultant to the Design Builder.

PROJECT DEVELOPMENT

Minor Projects:
Upon receipt of the Purchase Order, the Consultant begins work on the design of the Project, perhaps with assistance from the CM Company, regarding construction methods and costs. Throughout the Project, the Consultant is required to submit **Monthly Reports** on the status of each University project that he is working on.

As the Design is developed, the Project Manager verifies what **UF Committees** should review the Project. The committees are: **Lakes, Vegetation and Landscaping**; **Traffic and Parking**;

Preservation of Historic Buildings and Sites and **Land Use**. The Project Manager and the Consultant then present the Project for review by the appropriate committees. The recommendation of each committee is reviewed by the Vice President for Academic Affairs who determines the final decision. It may be necessary to have multiple presentations to the committees as the design is developed and finalized.

Plans for renovations or alterations to buildings that are listed on the National Register of Historic Places, the Memorandum of Agreement with the Florida Division of Historical Resources (the State Historic Preservation Office) or which are deemed to be historic must be submitted to the Florida Architectural Preservation Services Department in Tallahassee, Florida.

Projects for new buildings or that modify the exterior of existing buildings must also have a color rendering submitted to the Vice President for Academic Affairs for approval.

The Project Documents are also reviewed by various departments and individuals, usually after the **Design Development**, **100% Documents** and **Bid**, or **Final Documents** stages. Reviewers include, but are not limited to, Environmental Health and Safety (EH&S), PPD Systems, PPD Facilities, PPD Operations Engineering, State Fire Marshal, the Americans with Disabilities Act (ADA) Coordinator and the Users Representative. Comments from the reviewers are forwarded to the Consultant who responds to the comments and modifies the Documents as required.

After review, EH&S issues a letter with comments based upon their review. The 100% review comments also serve as a "**Letter of Compliance**" which must be submitted to EH&S along with a completed form to request a Building Permit.

Upon completion of the Final Construction (Bid Set) Documents, the project is either scheduled for bid or the Construction Management Company provides a **Guaranteed Maximum Price** (GMP) for constructing the Project. When the project is bid there is usually a Pre-Bid meeting a approximately two weeks before the bid date so the contractors can familiarize themselves with the site and ask questions regarding the project. Upon review of the bid or the GMP and the recommendation of the Consultant, the Project Manager requests that Purchasing issue a **Purchase Order** for the construction of the Project.

Major Projects:

Through the three-step design process, projects are reviewed by a set of university committees. The committee members include a broad cross-section of the campus community including, faculty, administrators and students. These committees are 1) Preservation of Historic Buildings and Sites (PHBS); 2) Transportation and Parking; 3) Lakes, Vegetation and Landscaping; and 4) University Land Use and Facilities Planning. Each of these committees has a specific charge in respect to reviewing construction design plans and comprehensive master plan amendments. The PHBS committee is specifically charged with overseeing projects in the historic impact area and renovations of registered buildings covered by the existing Memorandum of Agreement with the State Division of Historical Resources. In accord with this Agreement, the project managers and Architecture/Engineering firms will coordinate with the State DHR, often including early input during the programming phase.

CONSTRUCTION

Minor Projects:
Purchasing, upon receiving documentation of the Contractor's or CM's insurance, issues a Purchase Order for the construction work, which is sent directly to the Contractor or CM. A Performance Bond may also be required depending upon the estimated cost of the Project.

Upon receipt of the Purchase Order, the Project Manager schedules a **Pre-Construction Meeting**, prepares a **Notice to Proceed**, arranges for **Parking Permits** by filing a **Request for Temporary Parking Permits** and produces a **Project Sign(s)**. The Contractor or CM is required to prominently post the Project Sign(s) on the construction site.

Included in the Pre-Construction Meeting is a discussion of the specifics of the Project and the delivery of the Purchase Order, Notice to Proceed, Letter of Compliance and Project Sign.

When the Contractor or CM receives the PO they apply for a **Building Permit** from EH&S. The application includes presenting a copy of the Letter of Compliance. A copy of the Building Permit is to be included in the PPD A/E Project File.

The Contractor or CM is also required to submit a list of employees and their birth dates to the University Police Department (UPD).

Prior to any excavation, including postholes for fences, cuts through sidewalks or paving, etc., the Contractor or CM is required to submit a request for, and receive, a **Dig Permit** from PPD Operations Engineering.

Periodic meetings are held, usually at the Job Site, to discuss the progress of the Project, clarify Construction Document intent, discuss unforeseen conditions and address concerns of the User. The **Minutes of the Construction Meetings** are to be prepared and distributed by the Consultant.

During construction the Contractor or CM is responsible for requesting **EH&S Inspections** at the appropriate times. If required, **Fire Marshal Inspections**, usually at 60%, Substantial Completion and Final Completion are scheduled through the PPD Project Manager, who files a **Request for Fire Marshal Inspection** form with EH&S.

Modifications, including Project Duration and Cost, to the Construction Documents are achieved by **Change Orders** for a Project that was bid competitively or by **Contingency Authorization** for a Construction Management Project. Change Orders are also issued for Construction Management Projects if the Contingency is depleted. Change Orders and Contingency Authorizations are produced by the Contractor or Construction Manager, who signs and dates them and sends them to the Consultant. The Consultant reviews the documents, signs and dates them and forwards them to the PPD A/E Project Manager. The Project Manager further reviews them, signs and dates them and sends them to PPD A/E Contract Management. PPD A/E Contract Management sends the Change Orders to Central Purchasing, which issues a **Purchase**

Order to change the original Purchase Order**.** Contingency Authorizations are recorded by PPD A/E Contract Management only, unless the Contingency is exceeded, which would require a Change Order.

Should work on the Project require an interruption of utilities and/or safety services (plumbing, electrical, fire alarms, sprinkler systems, etc.) a Utilities Outage must be scheduled. The Utilities Outage Request is originated by the Contractor or CM and sent to the PPD Project Manager, who has it signed by the Assistant Director for PPD Systems. The PPD Project Manager then takes the request to the PPD Work Management Coordinator who signs it and forwards it to the PPD Work Management Clerks, who notify the building occupants of the Outage and issue the Outage.

Construction Pay Requests, including a **Certificate of Partial Payment** and an **Invoice** on the Contractor or CM's letterhead are sent to the Consultant, who reviews the documents, signs and dates them and forwards them to the PPD A/E Project Manager. The PPD Project Manager further reviews them, signs and dates them and sends them to PPD A/E Contract Management, which sends them to Central Purchasing, which issues a **Payment Voucher**.

The **Consultant's Pay Requests** are submitted to the PPD Project Manager in the form of Invoices on the Consultant's letterhead. Invoices should include a recapitulation of the status of payments. The PPD Project Manager initials and dates the Invoice and forwards it to PPD A/E Contract Management, which sends them to Central Purchasing, which issues a **Payment Voucher**.

At the end of the Project, the PPD Project Manager schedules a **Substantial Completion Inspection** and distributes a **Notice of Substantial Completion Inspection** to parties that may have an interest in the Project.

During this inspection the Consultant compiles a list of those in attendance and a **Punch List** enumerating construction items that are incomplete or need correction. He then prepares a Certificate of Substantial Completion.

When the **Substantial Completion Punch List** is completed, the PPD Project Manager schedules a **Final Completion Inspection** and distributes a **Notice of Final Completion Inspection** to parties that may have an interest in the Project. During this inspection the Consultant compiles a list of those in attendance and verifies that the **Punch List** items have been satisfactorily completed. The appropriate entities must submit the following items to the PPD Project Manager, who will forward them as required:
Contractor:
Operation and Maintenance Manuals for
PPD Records, PPD Operations Engineering & the user.
Warranties and Bonds for the PPD Project File
Keys and Keying Schedule for the User
Spare Parts and Extra (stock) Materials for PPD Facilities
List of Subcontractors for the PPD Project File
Shop Drawings for the PPD Project File
Consultant:

Mylar As-builts to PPD Records
Prints from As-builts to PPD Records
Computer Disks with Drawings and Specifications to Records
Before and After Photographs to Records

The final pay request, including a **Certificate of Final Payment, Certificate of Contract Completion,** an **Invoice** on the Contractor or CM's letterhead and Lien releases from all Subcontractors are sent to the Consultant, who reviews the documents, signs and dates them and forwards them to the PPD A/E Project Manager. The PPD Project Manager further reviews them, signs and dates them and sends them to PPD A/E Contract Management, which sends them to Central Purchasing, which issues a **Payment Voucher**.

At or near the end of the Project the PPD Project Manager submits the final **Florida Fire Insurance Trust Find Coverage Request Form** to Environmental Health and Safety.

Major Projects:
Major projects follow a similar path of reviews, permitting and inspection as do Minor projects, although this work is typically performed by consultants who are overseen by university project managers. The University's Design and Construction Standards, Design Services Guide and Model Templates are the tools that identify the process to be followed.

PART VI
CAMPUS HISTORIC LANDSCAPE STUDY

HERITAGE SPACE

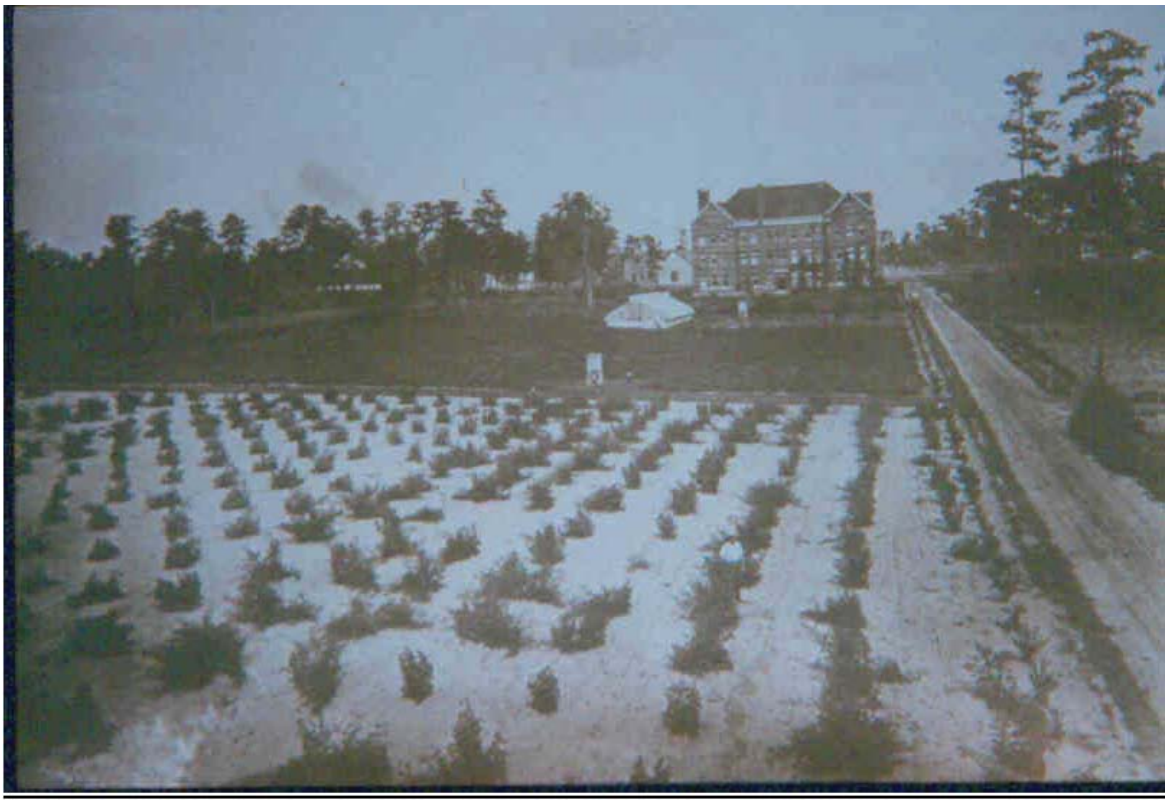
Heritage spaces are historically significant primary open spaces on campus that aid in the spatial organization of the campus landscape, and were formed by the intentional clustering of structures around a green space. They typically are the original open spaces on campus and therefore have historically functioned as outdoor rooms for the campus social and recreational life, such as campus rituals, ceremonies, and concerts, whether formal or informal events. These spaces, architecturally categorized as grove, quad, lawn, green, oval, square, plaza or mall, are the spaces recognized by laypeople as the campus landscape. Not only do these spaces have a visual impact on campus, but they symbolize campus, and personify campus life in both alumni recollections and new students' impressions. Heritage spaces, because of their long-term presence on campus, typically are collages of design decisions, circulation additions and new plantings throughout the decades.

Plaza of the Americas

Applicable Standards for Rehabilitation of Heritage Space

Plaza of the Americas

- Social History
- Site History
  - Existing Conditions
    - Circulation
    - Planting
    - Views
    - Climate
    - Furnishings
  - Character-defining Features
  - Guidelines for Preservation and Rehabilitation
  - Guidelines for New Construction



SECONDARY SPACES

Secondary spaces in campus design are those minor spaces that are shaped by the spatial organization of structures. The difference between heritage space and secondary space on campus is slight, and is not the shape, size, or intent of the space, but that secondary spaces have less visual and symbolic impact to the campus landscape design. Secondary landscapes in campus design are open spaces such as minor quads, courtyards, and terraces, and also the immediate landscape surrounding a structure, or recognized extensions of the architecture.

Secondary spaces in UFs historic district are significant, not simply as landscapes, but because they contribute to the context of UFs historic architecture, and to the sense of place that characterizes the historic district. The compatibility of physical elements, the preservation of views and axes, and the respectful treatment of architectural features, are strong attributes of the building periphery landscapes, and serve to protect the historic integrity of the architecture, and provide a link between the built environment and its context. Physical elements in the landscape are plant material, and structures such as planters, seat walls, retaining walls and gateways. Architectural features are primary and secondary entrances, windows, stairs, ramps, detailing, and corners; respectful treatment of these features includes to accent, frame or respond to favorable features, and to minimize or block unfavorable features.

The historic district's character, or its sense of place, is additionally impacted by landscape design decisions on planting, circulation, microclimate and furnishings in the secondary open spaces. To preserve the historic integrity of the historic district these components should compatibly contribute to the context, and reinforce a common character as that determined by the historic architecture. Views and axes are significant design attributes in these spaces because they provide links between the open space and structures, and provide visibility and connectivity which are favorable characteristics in campus design.

Applicable Standards for Rehabilitation of Secondary Open Space

Secondary Open Space

- Site History
- Existing Conditions
  - Circulation
  - Planting
  - Views
  - Climate
  - Furnishings
- Character-defining Features
- Guidelines for Preservation and Rehabilitation

Guidelines for New Construction

Secondary Open Spaces are:

- Courtyards at Thomas, Buckman, Fletcher, Sledd and Murphree Halls
- Murphree Plaza
- Emerson Courtyard
- Yardley Historic Courtyard

Additional Open Spaces for special consideration are:

- Courtyard bordered by Leigh Hall, Griffin-Floyd Hall and Chemistry Building
- Circular plaza and memorial south of Walker Hall
- Parking lot at main entrance at 13th and 2nd
- Anderson Hall and Matherly Hall Corridor
- Carlton and Little Corridor
- Gerson Hall Terrace and Open Space
- Plaza west of Smathers Library

Connections to Built Environment

Applicable Standards for Rehabilitation of Building Periphery Landscapes

1. A property shall be used for its historic purpose or be placed in a new use that requires minimal change to the defining characteristics of the building and its site and environment.
2. The historic character of a property shall be retained and preserved. The removal of historic materials or alteration of features and spaces that characterize a property shall be avoided.
4. Most properties change over time; those changes that have acquired historic significance in their own right shall be retained and preserved.
5. Distinctive features, finishes, and construction techniques or examples of craftsmanship that characterize a property shall be preserved.
6. Deteriorated historic features shall be repaired rather than replaced. Where the severity of deterioration requires replacement of a distinctive feature, the new feature shall match the old in design, color, texture, and other visual qualities and, where possible, materials. Replacement of missing features shall be substantiated by documentary, physical, or pictorial evidence.
7. Chemical or physical treatments, such as sand-blasting, that cause damage to historic materials shall not be used. The surface cleaning of structures, if appropriate, shall be undertaken using the gentlest means possible.
9. New additions, exterior alterations, or related new construction shall not destroy historic materials that characterize the property and its environment. The new work shall be differentiated from the old to protect the historic integrity of the property and shall be compatible with the massing, size, scale, and architectural details to protect the historic integrity of the property and its environment.
10. New additions, exterior alterations, or related new construction shall not destroy historic materials that characterize the property and its environment. The new work shall be differentiated from the old to protect the historic integrity of the property and shall be compatible with the massing, size, scale, and architectural details to protect the historic integrity of the property and its environment.

Building Periphery Landscape

- Site History
- The Connection (Views, Physical Elements, Architectural Features, Axis)
  - North
    - Character-defining Features
  - West
    - Character-defining Features
  - East
    - Character-defining Features
  - South
    - Character-defining Features
  - Guidelines for Preservation and Rehabilitation
  - Guidelines for New Construction

Connections to Built Environment are:
NEWELL HALL: FLORIDA EXPERIMENT STATION
Site Summary

The secondary landscape of Newell Hall is characterized by open lawn and multiple palm trees on the north and south sides' building periphery landscapes. In historic aerial images of Newell Hall, circa 1939, a round-about is located south of Newell Hall, where the driveway is located today, with a palm tree located in the center. In the historic images, palm trees also lined the streetscape east of Newell Hall, however, today the streetscape is lined with shummard oaks. Perhaps the numerous palm trees located on the site today are there because historically palm trees dominated this secondary landscape.

Connections Between Newell Hall and the Landscape

North. A connection exists between Newell Hall's north façade and the building periphery landscape design on the north side by use of physical elements to respond to architectural features of the structure. This connection is created by planters that are extensions of the architecture, and are located in the ground at windows that are below ground level. The planters are not planted, so the opportunity exists to strengthen the connection between the structure and the building periphery landscape by installing plant material in the planters, which would also improve the view from these windows. The building periphery landscape has minimal plantings on Newell Hall's north side, except for the numerous palm trees in the open lawn. Therefore, the opportunity exists to strengthen the connection between the structure and the building periphery landscape by installing plant material that responds to the architectural features of the north façade, which are the windows and planters.

Character-defining features:

- Open lawn with few plantings.
- Palm trees.
- Below ground-level planters at basement windows.

West. On the west portion of Newell Hall, a connection exists between the structure and the building periphery landscape through the use of physical elements to respond to architectural features of the structure. An enclosed covered outdoor space, extending from the west façade, is bound by brick walls that use a diamond pattern in the masonry. This diamond pattern is repeating the use of a diamond shape found above the main entrance to Newell Hall, on the structure's east façade. Additionally, brick walls with the same diamond pattern are used to border a greenhouse located on site, southwest of Newell Hall.

An additional connection exists between Newell Hall's west façade and the building periphery landscape design on the west side by use of physical elements to respond to architectural features of the structure. This connection, like that on the north façade, is created by planters that are extensions of the architecture, and are located in the ground at windows that are below ground level. The planters are not planted, so the opportunity exists to strengthen the connection between the structure and the building periphery landscape by installing plant material in the planters, which would also improve the view from these windows.

Character-defining features:

- Diamond-patterned brick wall that bounds enclosed covered outdoor space.
- Diamond-patterned brick wall that borders greenhouse.
- Below ground level planters at basement windows.

East. A connection exists between Newell Hall's east façade and the building periphery landscape design on the east side. This connection is the use of plant material to respond to an architectural feature, by framing the structure's primary entrance. There also exists a connection between Newell Hall's east façade and Rolf Hall since the structures' primary entrances are located on axis to each other. Rolf Hall's primary entrance serves as a focal point from Newell Hall's primary entrance. The opportunity exists to strengthen the connection between Newell Hall and Rolf Hall by installing plant material that responds to these two primary entrances and provides a visual link across Newell Road.

Character-defining features:

- Plant material that frames the primary entrance.
- Focal point of Rolf Hall's primary entrance on axis with Newell Hall's primary entrance.

South. A connection exists between Newell Hall's north façade and the building periphery landscape design on the south side by use of physical elements to respond to architectural features of the structure. This connection, like that on the north façade, is created by planters that are extensions of the architecture, and are located in the ground at windows that are below ground level. The planters are not planted, so the opportunity exists to strengthen the connection between the structure and the building periphery landscape by installing plant material in the planters, which would also improve the view from these windows. This building periphery landscape, like the north side, has minimal plantings, except for the numerous palm trees in the open lawn. Therefore, the opportunity exists to strengthen the connection between the structure and the building periphery landscape by installing plant material that responds to the architectural features of the north façade, which are the windows, planters and secondary entrance.

Character-defining features:

- Below ground level planters at basement windows.
- Open lawn with few plantings.
- Palm trees.

Guidelines for Rehabilitation and Preservation

Recommended

- Retain distinctive features such as open lawn and numerous palm trees.
- Install plant material compatible with the character of the secondary landscape in below ground-level planters.
- Retain landscape feature of diamond-patterned brick walls that link structure to the landscape.
- Reinforce connection between Newell Hall and Rolf Hall.

BRYAN HALL: COLLEGE OF LAW

Site Summary

The site context of Bryan Hall is unique because it is surrounded by several landscape types and components, which are the building periphery landscape, the campus periphery landscape treatment to the north and east, the campus' main gateway at the corner of University Avenue and 13th Street, Emerson Courtyard open space design, done in 1987, to the west, and the compatible landscape design, implemented with Gerson Hall's construction in 2004, to the south.

Connections Between Bryan Hall and the Landscape

North. The building periphery landscape design on Bryan Hall's north side is minimal, with no obvious connection to the structure. In this space are located sizeable bike rack and utility box areas, a large stairwell addition with a second floor entrance, and an emergency exit. Because of the high visibility of Bryan Hall's north façade from University Avenue, this is an opportunity to create a connection between the structure and the building periphery landscape by installing plant material that responds to the architectural features of the north façade, and minimizing or removing unsightly views such as the bike rack and utility box areas and emergency exit. The stairwell addition and second floor entrance made to Bryan Hall's north façade is detrimental to the view from University Avenue. Covered by the stairwell is a grand two-story concrete-detailed façade, with an entrance, and secondary façade that includes a detailed granite panel. The stairwell's removal would provide the opportunity to improve the view of Bryan Hall, and of campus from University Avenue, because this would allow a unique architectural feature to be appropriately treated by plant material and landscape features to create a strong focal point.

Bryan Hall's location in the historic district's northeast corner is significant because the campus' historic periphery landscape treatment of an open lawn borders the north and east side, and because this northeast corner is the main pedestrian entrance, or gateway, to campus. There is no obvious connection between Bryan Hall, and the open lawn and gateway. However, as the gateway transitions into the open lawn space, there is symmetrical treatment by the pedestrian circulation, plant bed and plant material in the northeast corner. An opportunity exists in the historic district's northeast corner to create a connection between Bryan Hall, and the open lawn and gateway, and to strengthen the connection between the open lawn and gateway. Plant material at Bryan Hall's northeast corner should respond to architectural features. Views can be improved to Bryan Hall, and to the gateway, by expanding the symmetrical treatment from the gateway to Bryan Hall, and elaborating on the existing symmetry. Physical elements, such as planters, plant material, overhead landscape features, and consistent hardscape materials, can be used to expand the gateway across the open lawn, and to more strongly identify this gateway as the main pedestrian entrance to campus, by creating a secondary gateway, or plaza, that also serves as a node for pedestrian and bicycle circulation. Because this is the main pedestrian gateway to campus, a secondary gateway would also be an opportunity to locate interpretation of the University of Florida architecture's historic preservation and campus landscape.

Character-defining features:

Detrimental or missing feature

- Poor view of highly-visible large bike rack and utility box areas.
- Poor view from University Avenue of emergency exit.

• Poor view of large stairwell addition and second floor entrance, which interrupts view of architectural feature.

• Poor view from main pedestrian gateway located at University Avenue and 13th Street.

Feature appropriate to context

• Symmetrical treatment at gateway by pedestrian circulation, plant bed and plant material.

West. The building periphery landscape design on Bryan Hall's west side is minimal, with no obvious connection to the structure. In this space are located a primary entrance with handicap-accessible ramp, a hardscaped secondary entrance area with benches, and a linear plant bed along the façade. The opportunity exists to create a connection between the structure and the building periphery landscape by plant material responding to the architectural features of the west façade, including windows and hardscaped secondary entrance. Physical elements can be used to strengthen the hardscaped secondary entrance area with consistent use of construction materials and details, and to minimize view of the handicap-accessible ramp.

Located to the west of Bryan Hall is Emerson Courtyard. This open space design has little connection to Bryan Hall's west side. The existing connections are pedestrian circulation on axis with the secondary entrance, and consistent use of construction material and some plant material. To strengthen the connection created by the plant material, between Emerson Courtyard and Bryan Hall, an expanded plant palette and improved planting design should be used. The opportunity exists to strengthen the connection between the secondary entrance and Emerson Courtyard by improving the view along the pedestrian circulation by creating a focal point in the courtyard; at present, the view terminates at a retaining wall. The opportunity also exists to create a connection between this secondary entrance, Emerson Courtyard, and pedestrian circulation entering from the campus periphery landscape of the northeast corner, by locating the focal point in Emerson Courtyard where the two axes intersect.

Additionally, the opportunity exists to create a connection from this secondary entrance to the Anderson Hall and Matherly Hall corridor by location of a focal point. However, this may involve realignment of the retaining wall south of Matherly Hall.

Character-defining features:

Chief Feature

• Pedestrian circulation on axis with secondary entrance.

• View, on axis with secondary entrance, through Anderson Hall and Matherly Hall corridor, to Library East.

Feature not significant

• Hardscaped secondary entrance area with seating.

• Handicap-accessible ramp at primary entrance.

Detrimental or missing feature

- Poor view from pedestrian circulation, on axis with secondary entrance, which terminates at retaining wall.

East. The building periphery landscape design on Bryan Hall's northern east side is minimal, with no obvious connection to the structure. Located on this façade is an emergency exit. Because of the high visibility of Bryan Hall's east façade from 13th Street, this is an opportunity to create a connection between the structure and the building periphery landscape by plant material responding to the architectural features of the east façade, and minimizing unsightly views such as the emergency exit.

A connection exists between Bryan Hall's southern east façade and the building periphery landscape design on the east side. This connection is the use of plant material to respond to an architectural feature, by framing the secondary entrance. With the construction of Gerson Hall, compatible landscape design was implemented that also created a connection between Bryan Hall's southern east façade, and the open lawn east of Bryan Hall, which is the campus' historic periphery landscape treatment. The connection is pedestrian circulation, along a cross-axis, that extends from a secondary entrance to additional pedestrian circulation located in the open lawn.

Character-defining features:

Chief feature

- Pedestrian circulation, on axis with Bryan Hall, connecting Bryan Hall and perimeter campus landscape.

Feature appropriate to context

- Plant material that frames the secondary entrance on southern east facade.

Detrimental or missing feature

- Poor view of highly-visible emergency exit on northern east facade.

South. A connection exists between Bryan Hall's south façade and the building periphery landscape design on the south side by the use of physical elements to respond to architectural features of the structure. This connection is created by planters, which are extensions of the architecture, to respond to the windows and doorways by smaller planters being located between the windows, and larger planters framing stairs up to a platform with three entrances. The planters are further connected to the structure through the use of brick, a consistent construction material. Plant material in the planters also respond to the windows and doorways, by differentiating planters between the windows with one plant type, and planters framing the entrances with another plant type.

There also exists a connection between Bryan Hall's south façade and the open space design between Bryan Hall and Gerson Hall, implemented with Gerson Hall's construction in 2004. This connection is the primary pedestrian circulation that extends from Bryan Hall, on axis with the entrance, through the open space. An additional connection exists between Bryan Hall and Gerson

Hall since the pedestrian circulation terminates at Gerson Hall's north façade, where signage for the structure is located on the façade as a focal point.

Character-defining features:

Chief feature

- Secondary brick planters located between the windows.
- Primary brick planters that frame the entrance area.

Feature of high importance

- Primary pedestrian circulation, on axis with Bryan Hall, connecting Bryan Hall to secondary open space between Bryan Hall and Gerson Hall.
- Primary pedestrian circulation, on axis with Bryan Hall, connecting Bryan Hall to Gerson Hall.

Feature appropriate to context

- Plant material used to differentiate between secondary and primary planters.

Guidelines for Rehabilitation and Preservation

Recommended:

- Relocation of highly-visible large bike rack and utility box areas.
- Screen view from University Avenue of emergency exit.
- Removal of stairwell and second floor entrance on north façade.
- Placement of physical elements to respond to north façade's architectural feature of grand two-story concrete-detailing, entrance, and secondary façade with detailed granite panel.
- Improve view from main pedestrian gateway by use of plant material to respond to northeast façade of Bryan Hall.
- Reinforce gateway located at University Avenue and 13th Street as main pedestrian gateway by secondary gateway design, and extension of gateway by use of physical elements and consistent hardscape pattern.
- Preserve, and expand on, symmetrical treatment at gateway by pedestrian circulation, plant bed and plant material.
- Preserve pedestrian circulation on axis with secondary entrance.
- Rehabilitate view, on axis with secondary entrance, through Anderson Hall and Matherly Hall corridor, to Library East.
- Reinforce connection between hardscaped secondary entrance, with seating, with Bryan Hall by using physical elements and consistent construction material.
- Minimize view of handicap-accessible ramp at primary entrance with physical elements.
- Rehabilitate view from pedestrian circulation, on axis with secondary entrance, which terminates at retaining wall.
- Preserve pedestrian circulation, on axis with Bryan Hall, connecting Bryan Hall and perimeter campus landscape.
- Reinforce connection on southern east façade with additional plant material that frames the secondary entrance.
- Screen poor view of highly-visible emergency exit on northern east facade.
- Preserve secondary brick planters located between the windows.
- Preserve primary brick planters that frame the entrance area.
- Preserve primary pedestrian circulation, on axis with Bryan Hall, connecting Bryan Hall to secondary open space between Bryan Hall and Gerson Hall.
- Preserve primary pedestrian circulation, on axis with Bryan Hall, connecting Bryan Hall to Gerson Hall.
- Maintain intention of plant material used to differentiate between secondary and primary plan**.**

PART VII
GUIDELINES FOR ELEMENTS ADDED TO HISTORIC IMPACT AREA: MONUMENTS, ART WORKS, TECHNICAL AND MECHANICAL ELEMENTS

Introduction

These Guidelines are based on established standards that recognize the long range values of preservation and compatible evolution. They are not designed to inhibit creativity or technical advancement, but to inspire ingenuity in the framework of the context. Nationally recognized standards have been used as the foundation for the University of Florida guidelines. These guidelines provide a framework for case specific evaluation by established committees that are an essential part of the environment of learning that constitutes a university.

Guidelines recognize the transience of users and the relatively permanent interaction of the built environment and society. Guidelines seek to provide a framework in which the individual architect, designer, artist, university administrator, faculty, student organization, or donor will recognize the significance of the ongoing compatibility of the campus context.

Additions of New Features and Artistic Elements in the Historic Impact Area

The national guideline recognized by governmental and private professional interests engaged in work related to the historic patrimony is the document, The Secretary of the Interior's Standards. These guidelines apply to districts, sites, buildings, structures, and objects listed on the National Register of Historic Places.

According to the Standards, "New additions, exterior alterations, or related new construction will not destroy historic materials, features, and spatial relationships that characterize the property. The new work shall be differentiated from the old and will be compatible with the historic materials, features, size, scale and proportion, and massing to protect the integrity of the property and its environment. New additions and adjacent or related new construction will be undertaken in such a manner that, if removed in the future, the essential form and integrity of the historic property and its environment would be unimpaired."

The Florida's Art in State Buildings Program Guide has provided additional influence in development of these guidelines. The review criteria evaluate collaboration between the artist and the architect to promote the integration of the artwork and the site. The Program Guide further defines the differentiation between artwork that fits an urban setting or a rural environment or a university setting. Established guidelines for art in public places require evidence of appropriateness, durability, maintenance, public safety, environmental sustainability.

Compatibility within Historic Context

Compatibility is based not on individual preferences but on accepted principles of design. These include scale, proportion, massing, materials, color and value, texture, geometric form, and context. Further, understanding of the extant language of detail and form is key to compatibility. Each case will be evaluated in the framework of these principles.

During the first half century of the University of Florida campus, artistic expression was skillfully integrated with the architecture and interior architecture. The restraint and continuity that is exhibited by the resulting historic campus established a precedent. Any additions within the historic impact area must respect the built environment that is the physical record of human history at the University of Florida.

Review Process for Features and Art Proposed for the Historic Campus Impact Area

In addition to review by Florida's Art in State Buildings Program or other initiating entities, proposals will be reviewed by the Preservation of Historic Buildings and Sites Committee prior to any decision to proceed. For art in relation to new construction, it is key to initiate the project with the architect in the preliminary stage of design. Reviews of compliance will be conducted by the University of Florida Preservation of Historic Buildings and Sites Committee, appropriate related University committees and administrators, and by the Florida Bureau of Historic Preservation. For proposals that are accepted, the Preservation Committee will also review the following: qualification and selection of architect/designer/artist; programming; preliminary design; design development; project completion.

Each case will be evaluated individually by application of guidelines. These reviews will evaluate the potential impact in the historic impact area of the proposed art or feature based on the philosophy and standards discussed in these guidelines. Such review does not include evaluation of the intrinsic value of any work of art but rather of its compatibility within the historic impact area. Considerations will include, but not be limited to, the following: historic precedents of the early campus; holistic character of the historic impact area; relation to significant features of historic buildings or sites; established language of details, character defining features, or materials; pedestrian linkages and focal points; integration with the cultural landscape; compliance with standards and guidelines; application of principles of compatibility within the historic context and the "harmonious whole."

PART VIII
LINKS AND RESOURCES

University of Florida Archives, Smathers Library East
http://web.uflib.ufl.edu/spec/archome/univarch.html
UF Architecture and Fine Arts Library
UF Builds: http://web.uflib.ufl.edu/ufarch/default.htm
(created by Architecture and Fine Arts Librarian Edward Teague in 1999 and updated by Librarian Ann Liddell, this web page contains links to sites including a campus map, historic sites, construction to 1999) Site includes:
Historic Sites Guide: http://web.uflib.ufl.edu/ufarch/historic.htm
AFA preservation holdings:
http://web.uflib.ufl.edu/afa/publications/presdox-index.html
(index of preservation resources in AFA library)
UF Preservation of Historic Buildings and Sites Committee:
http://www.facilities.ufl.edu/cp/hpp.htm
UF Interdisciplinary Graduate Concentration in Historic Preservation:
http://www.dcp.ufl.edu/hp/index.php

STATE OF FLORIDA
State Historic Preservation Officer:
http://dhr.dos.state.fl.us/preservation/

FEDERAL
The Secretary of the Interiors Standards for Rehabilitation.
http://www2cr.nps.gov/tps/tax/rhb/stand.htm

Historic Buildings and Structures Information
http://www.cr.nps.gov/buildings.htm

Heritage Preservation Services, National Park Service http://www2.cr.nps.gov/
Monuments http://www.nps.gov/phso/monuments/
Grants and Tax Credits http://www.cr.nps.gov/helpyou.htm

National Register of Historic Places http://www.cr.nps.gov/nr/ National Historic Landmarks
http://www.cr.nps.gov/nhl/
National Center for Preservation Technology and Training http://www.ncptt.nps.gov/
Advisory Council on Historic Preservation http://www.achp.gov/

HABS/HAER/HALS
http://www.cr.nps.gov/habshaer/habs/hals.htm
http://www.cr.nps.gov/habshaer/

GSA - Historic Preservation http://www.gsa.gov/historicpreservation
National Park Service Preservation Program Funds
http://www.achp.gov/funding-nhpa.html

Federal Agency Preservation Assistance Program
http://www2.cr.nps.gov/pad/fapa_p.htm

US Green Building Council: LEED
http://www.usgbc.org
USGBC's LEED® for Existing Buildings Rating System 2004

Preservation Briefs: http://www2.cr.nps.gov/tps/briefs/presbhom.htm
Technical Preservation Services http://www2.cr.nps.gov/tps/
Publications
http://www2.cr.nps.gov/tps/tpscat.htm

National Register of Historic Places: Criteria
www.cr.nps.gov/nr/listing.htm

PUBLIC/PRIVATE ORGANIZATIONS
National Trust for Historic Preservation http://www.nationaltrust.org/
Forum http://forum.nthp.org/ Student membership $60
Historic Hotels of America http://www.nationaltrust.org/historic_hotels/list.asp
Florida Trust for Historic Preservation http://www.floridatrust.org/

American Institute of Architects AIA
http://www.aia.org http://www.e-architect.com/
AIA Historic Resources Committee http://www.aia.org/pia/gateway/PIA_Home_pages/hrc.asp

American Association of State and Local History
http://www.aaslh.org/

New York City Landmarks Commission http://www.nyc.gov/html/lpc/
SPNEA Society for Preservation of New England Antiquities http://www.spnea.org/
Preservation Society of Newport County http://www.newportmansions.org/home.php
Winterthur http://www.winterthur.org/
Welsh Color & Conservation, Inc. http://www.welshcolor.com/

INTERNATIONAL
ICOMOS and World Heritage
http://www.icomos.org/
http://whc.unesco.org/nwhc/pages/home/pages/homepage.htm
http://www.iccrom.org
US ICOMOS
http://www.icomos.org/usicomos/
internships http://www.icomos.org/usicomos/SIP/internships.html

FRANCE
http://www.monum.fr/index1_en.dml
http://www.frenchheritagesociety.org

REFERENCES FOR THE HISTORIC CAMPUS OF THE UNIVERSITY OF FLORIDA

Arnett, William Tobias. "A Study of the Campus Planning Problems at the University of Florida." M.A. thesis, University of Florida, 1932.

Barnett, Albert Edward. Andrew Sledd 1870-1939: His Life and His Work, 1956, Manuscript in the University of Florida Archives Library.

Board of Control of the State of Florida University System. Minutes. University of Florida Archives Library.

Broward, Robert C. The Architecture of Henry John Klutho : the Prairie School in Jacksonville. Jacksonville: University of North Florida Press, 1983.

Bryan, John Morrill. An Architectural History of the South Carolina College, 1801-1855. Columbia, S.C. : University of South Carolina Press, 1976.

Building Program of the University of Florida. Manuscript in the University of Florida Archives Library.

Catinna, Anne. Years of Transition: Architecture on the University of Florida Campus, 1944-56. Thesis, M.S. in Architectural Studies, University of Florida, 1993.

Dober, Richard P. Campus Architecture: Building in the Groves of Academe. New York : McGraw-Hill, 1996.

Edwards, William Augustus, Architect to the Board of Control of the State of Florida 1905-1925. Papers in the collection of the University of Florida Archives Library; architectural drawing in the collection of the Physical Plant Division, University of Florida.

Fulton, Guy Chandler (1892-1974), Architect to the Board of Control of the State of Florida 1944-56. Papers in the collection of the University of Florida Archives Library; architectural drawing in the collection of the Physical Plant Division, University of Florida.

Gaines, Thomas A. The Campus as a Work of Art. New York: Praeger, 1991.

Gannon, Michael. Florida: A Short History. Gainesville: University Press of Florida, 1993.

Garrett, Jennifer Lane Scott. Finally Home: The University of Florida as a Microcosm of American Post-World War II Residential Design [electronic resource], MID Thesis, May, 2005.

Goldsmith, Jessica. The Evolution of the Architectural Ornamentation on the University of Florida campus, 1906-1956 [electronic resource] MID Thesis, 2007.

Hildreth, Charles H. and Merlin G. Cox. History of Gainesville, Florida: 1854- 1979.

Gainesville, FL: Alachua County Historical Society, 1979.

Johnson, Sid. "The First Fifty Years: Construction and Architecture at the University of Florida." Unpublished manuscript, Architecture and Fine Arts Library, University of Florida, 1984.

Kerber, Stephen. "William Edwards and the Historic University of Florida Campus: A Photographic Essay." Florida Historical Society 57: 327- 336.

Klauder, Charles Z. and Herbert C. Wise. College Architecture in American and its Part in the Development of the Campus. New York and London: Charles Scribner's Sons, 1929.

Laurie, Murray D. Guide to Florida State University and Tallahassee. Pineapple Press, Sarasota, 1999.

Laurie, Murray D. and Kevin McCarthy. Guide to the University of Florida and Gainesville. Sarasota: Pineapple Press, 1997.

Lyon, Elizabeth. Campus Heritage Preservation: Traditions, Prospects & Challenges. Eugene, Oregon: University of Oregon School of Architecture & Allied Arts, 2003.

McCarthy, Kevin M. and Carl van Ness. Honoring the Past, Shaping the Future. University of Florida Images for the Sesquicentennial. Gainesville, 2003.

McVoy, Arthur D. "The Building Program of the University of Florida." Manuscript in the collection of the University of Florida Archives, 1947.

Miller, J. Hillis. Papers, 1947-1953. University of Florida Archives Library.

Olmsted Brothers, Inc. Landscape architecture plans in the collection of the Physical Plant Division, University of Florida, 1927.

Proctor, Samuel and Wright Langley; foreword by Stephen C. O'Connell. Gator History : A Pictorial History of the University of Florida. Gainesville: South Star Pub. Co., 1986.

Proctor, Samuel. "The University of Florida: Its Early Years." Ph.D. dissertation, University of Florida, 1958.

Reeves, F. Blair. "Report of the Ad Hoc Committee on the Preservation of Significant Buildings and On-Campus Sites." Manuscript in collection of University of Florida Archives, 1977.

Sanborn Map Company. Gainesville maps, 1909, 1913, 1922, 1928.

Sellers, Robin Jeanne. Femina Perfecta: The Genesis of Florida State University.Tallahassee: The Florida State University Foundation, nd.

Tigert, John James. Papers 1929-1947. University of Florida Archives Library.

Thomas, George E. and David Bruce Brownlee. Building America's First University: An Historical and Architectural Guide to the University of Pennsylvania. April 2000.

Turner, Paul Venable. Campus: An American Planning Tradition. New York : Architectural History Foundation ; Cambridge, Mass. :MIT Press, 1984.

Wagner, Paula. Jennings hall [electronic resource]: Analysis of the Significance and Viability of a 1961 Residence Hall on the University of Florida campus, MID Thesis, 2006.

Weaver, Rudolph. Papers in the collection of the University of Florida Archives Library; architectural drawing in the collection of the Physical Plant Division, University of Florida.

Wells, John E. and Robert E. Dalton. The South Carolina Architects 1885-1935: A Biographical Dictionary. Richmond: New South Architectural Press, 1992.

Wills, Martee, and Joan Perry Morris. Seminole History. Jacksonville, FL: South Star Publishing Co., 1987.

Withey, Henry F. Biographical Dictionary of American Architects (Deceased), William Edwards 190-191 and William J. Sayward, 537-8