Reynolda Campus Master Plan

June 2009

Wake Forest
University

CONTENTS

Front Cover: Students on Manchester Plaza

View of Wait Chapel from the south

Introduction

In the fall of 2007, Wake Forest University President Nathan Hatch asked the University community to embark on a campus master planning process that would ensure the physical development of the campus was aligned with the University's strategic goals. His charge called for the development of a framework to guide the evolution of the campus over the next four decades.

A master plan does not develop in isolation from prior plans. The early part of this e ort involved revisiting previous plans from 2000, 1991, and 1986 and, most importantly, reviewing the original 1950's campus plan devised by Jens Fredrick Larson. Much of what was envisioned in Larson's master plan has been realized, and the current initiative focused on developing a similarly robust master plan for the coming half century. In keeping with the previous fifty years of development, this plan seeks to build on Larson's original vision and extend it for the next generation of Wake Forest University's development.

It is helpful to clarify what a campus master plan is and what it is not. By design a master plan is a framework for the future development of a campus. Ideally, it should guide current and future generations of leaders as they seek to understand where a needed facility or piece of infrastructure should be located and how it might relate to the surrounding areas. The master plan, however, does not drive larger questions such as the programmatic need for facilities or the institution's ability to a ord them. A campus master plan truly is about providing options and opportunities for decision makers.

Process

The central question that the master planning process sought to answer was: How well do the physical qualities of the campus help the University to succeed in its mission? Many aspects of the campus–the buildings and open space; utility infrastructure and environmental systems; sidewalks, roads, and parking–were documented and assessed. This baseline information provided an important foundation for the resulting master plan.

The planning process was structured intentionally to gather a broad range of perspectives and be responsive to feedback. Two committees–the Steering Committee and Advisory Committee–and three precinct study teams–Academic Life, Student Life, and Athletics and Recreation–formed the core working groups for this process. As the initiative proceeded, ideas were vetted and tested in various venues, including campus-wide forums. The process was structured around these four phases:

Observations

During the Observations Phase, quantitative and qualitative information about the Reynolda Campus was gathered to provide an integrated picture of the University. This body of knowledge o ered valuable insight into the history, culture, philosophy, and setting of the campus and how all of those are vitally entwined. During this early period, the design team and the community developed personal and intellectual relationships that led to a shared understanding of the campus. The conversations during the early period facilitated the development of planning principles which formed the foundation for the plans that followed.

Concept Development

The Concept Plan was developed from the planning principles and information accumulated during Observations. The Concept Plan sought to convey, in broad brush strokes, a diagrammatic depiction of the ideas generated in the first phase. It tried to capture these ideas while also ensuring that the plan remained rooted in Wake Forest's culture and vision.

Precinct Studies

Precinct Studies are simply a closer look at a portion–or precinct–of the campus. This process allowed for testing of potential solutions that addressed current needs and options that provided flexibility for future needs. The three areas selected for study were Academic Life, Student Life, and Athletics and Recreation. By involving members of the campus community and responding to their critiques and suggestions, the Precinct Studies provided plans that reflected the vision and the practical needs of the campus community.

Final Plan

The Final Plan was developed by refining and integrating the many ideas generated in the previous phases. It illustrates the potential development of buildings and grounds that is consistent with the goals of the strategic planning process, the character of the existing campus, and the culture of Wake Forest.

By its nature, the development of the master plan was iterative, involving a wide array of options for various areas of the campus. As a result, the master plan represents a significant process of exploring ideas and refining alternatives with input from a broad cross-section of the community, including faculty, sta , students, deans, cabinet members, and the Board of Trustees. Through the e ort of all of these constituencies, the whole Wake Forest community worked toward a vision of the campus' physical development as it may be far into the future. The final product represents a collective vision of the campus for many, many years with every possible building site included.

The Wake Forest community has spent nearly eighteen months engaged in intense conversation about how the campus should evolve in coming years to meet the University's mission of teaching, research, and public service. It is exciting to see that, as a result of this highly collaborative e ort, the campus has an array of options available which will permit the University to use its physical spaces in meeting current and future needs. This plan provides those opportunities without compromising those features–the charm, the beauty, the strong sense of community and integrity–that make Wake Forest such an exceptional and enduring experience for students, faculty, sta , alumni, and visitors. This document reflects the best thinking and best e ort of a substantial number of people, all of whom care deeply about Wake Forest. Through their support and hard work, a unique, robust, and vibrant plan for the future development of Wake Forest University has emerged, a plan that pays tribute to the best of Wake Forest's traditions and heritage while turning fully toward the future.

The Wake Forest community has spent nearly eighteen months engaged in intense conversation about how the campus can evolve in coming years.

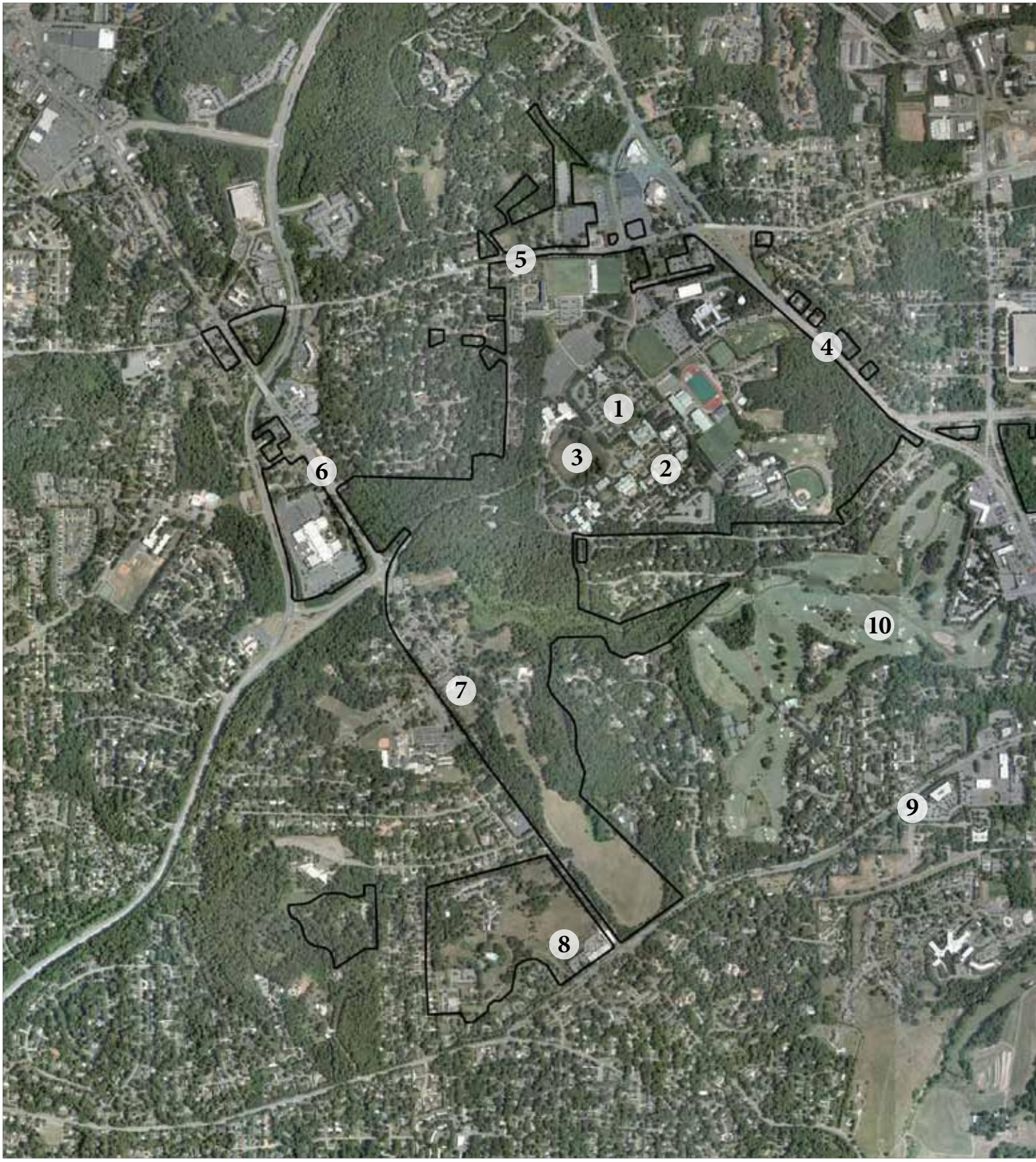
Cupola of Collins Residence Hall with downtown Winston-Salem in the background

Observations

Looking north along Wingate Road

Observations

The Reynolda Campus is celebrated for its iconic quadrangles, serene woodland setting, and intimate community. The design team spent several months getting to know the campus and its culture. This activity helped the entire campus community develop a shared understanding of the Reynolda Campus. Early in the process it became clear that students, sta , faculty, and alumni sincerely cherish the campus and the University. Documenting the history and physical conditions (built and natural) revealed the culture and traditions of the Reynolda Campus, as well as design opportunities and challenges. This body of knowledge o ered valuable insight into the culture, philosophy, and setting, ensuring that the resulting master plan was true to the character of the campus. What follows is a summary of the information discovered in this phase of the project.

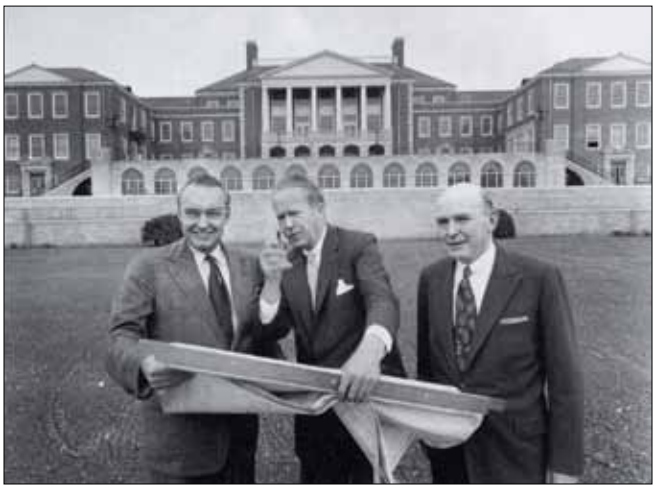


Aerial of Reynolda Campus vicinity

— University property

Places of Interest

1. Hearn Plaza
2. Manchester Plaza
3. Davis Field
4. University Parkway
5. Polo Road
6. Reynolda Road
7. Reynolda House, Gardens, and Village
8. Graylyn International Conference Center
9. Coliseum Drive
10. Old Town Golf Course
11. Deacon Boulevard
12. Lawrence Joel Veterans Memorial Coliseum
13. Dixie Classic Fairgrounds
14. Groves Stadium
15. Reynolds American Inc.



R.J. Reynolds, Jr., Jens Fredrick Larson, and Charles H. Babcock on Manchester Plaza, circa 1955.

Larson's rendered plan for the Reynolda Campus, circa 1950.

University History and Campus Development

From its beginning in 1834, the founders of Wake Forest had a noble and promising dream: to establish an institution of higher learning in the forest of Wake County with the early purpose of educating Baptist ministers and teachers. The early history of the College was tied intimately to the town of Wake Forest, North Carolina. As time progressed, both the town and College became seemingly inseparable. Both weathered the Civil War, though the College closed between 1862 and 1865, and emerged from a period of desolation with a renewed determination.

By the end of the 1880s, the campus was liberally planted with oak trees and magnolias. The style of buildings on campus evolved over time, but emerged by the 1940s as predominantly Georgian revival in character. The evolution of the Old Campus from an assortment of farm buildings in the 1830s to a distinctly collegiate character was to have a profound impact on the future development of the institution.

In 1938, the Bowman Gray Foundation developed an agreement between Baptist Hospital in Winston-Salem and Wake Forest College that permitted medical students to study for two years at the College and an additional two years at the Hospital; in 1941, the medical school moved to Winston-Salem. This relationship eventually led to the bold proposal by the Z. Smith Reynolds Foundation to move the entire College from Wake Forest to Winston-Salem.

By 1946, the College had hired Jens Fredrick Larson to devise a plan for the new campus. Larson was a well-regarded campus planner who produced significant campus plans and building designs for Dartmouth College, Colby College, Bucknell University, University of Paris, and University of Louisville. Larson also authored what was considered in his day to be the definitive text on collegiate architecture and campus planning, *Architectural Planning of the American College* (1933). Larson's work at Wake Forest represents the culmination of his professional career.

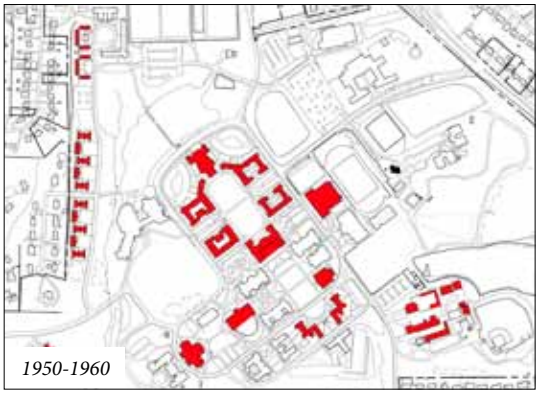
The Z. Smith Reynolds Library has a partial collection of Larson's drawings and records from the Reynolda Campus plan. It includes several versions of Larson's plan for the campus that record his consistent e ort to incorporate two major areas of activity: a public plaza where the University would greet the community, and a private quadrangle for the serious pursuit of academics. Larson tested several di erent relationships between these two open spaces while exploring ways to incorporate the modernity of the automobile and the heritage of the original campus.

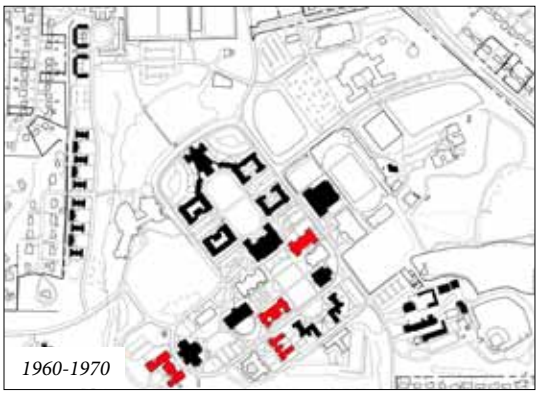
During a short but intense period of building, much of the organization and hierarchy of Larson's plan for the campus was realized, establishing a distinct and harmonious campus through the consistency of building-to-open-space relationships; the scale and proportion of the buildings; and the complementary use of building materials. Today, the campus heritage is still rooted in buildings and open spaces laid out by Larson.

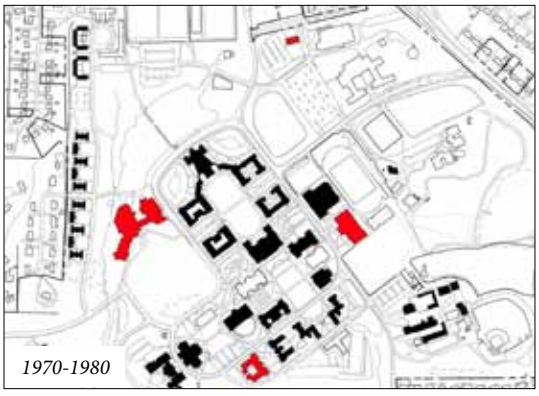
Building Age

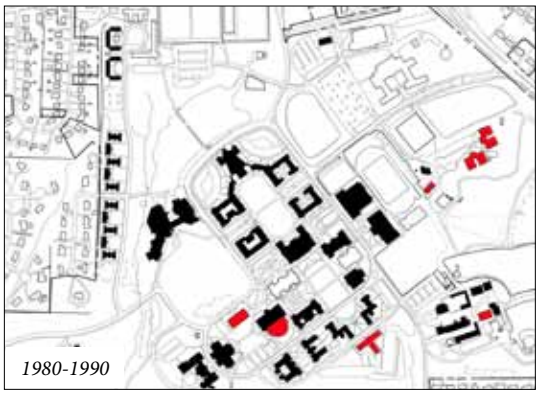
The Reynolda Campus was established in Winston-Salem in 1956. A large percentage of the existing facilities was constructed in a short period of time. Today, the University faces a significant maintenance challenge as most of the original buildings are more than fifty years old and would benefit from comprehensive renewal and/or modernization. Because there have not been significant upgrades to the infrastructure systems, they have far exceeded the lifespan for which they were originally designed, and they do not consistently meet modern expectations and standards. These diagrams illustrate the history of buildings as they relate to the current campus.

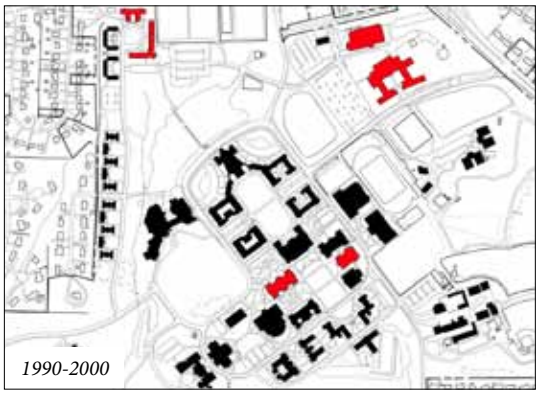
existing building new building

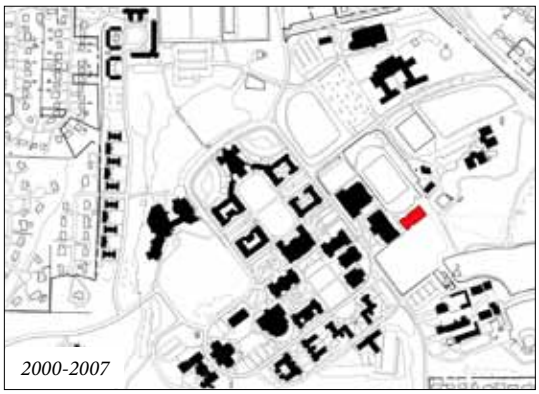

1950-1960

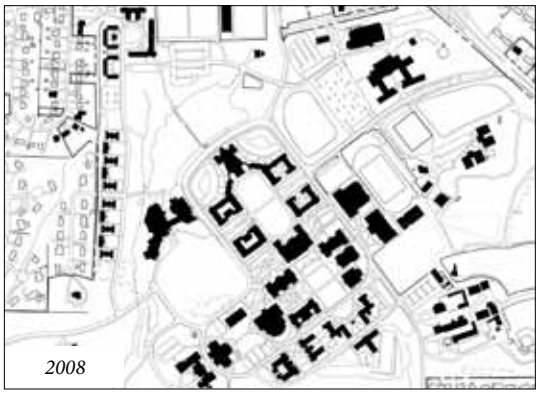

1960-1970


1970-1980


1980-1990


1990-2000


2000-2007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Local Context

University property
golf course
single family
commercial
civic
industrial

Campus Land Form

ridge line
flow direction
higher ground
lower ground

Local Context

Wake Forest University is located in Winston-Salem, in the heart of the North Carolina piedmont. This area of the state is characterized by soft rolling hills punctuated with freshwater creeks and streams. The beauty of the piedmont is an inherent part of what makes Wake Forest a special place; it is readily seen along Wake Forest Drive at the Reynolda Road entrance.

The campus is surrounded by mostly single-family residential neighborhoods to the northeast, north, west, and south. Three groups of directly adjacent neighbors are the residents of Belle Vista Court, the residents of Faculty and Royall Drives, and the residents of Paschal Drive. These near neighbors are an extension of the strong residential community on campus and contribute to the intellectual climate of the campus by fostering interaction among faculty, sta , and students. For instance, decades of Wake Forest students have walked to their professors' homes to share meals and discussion.

To the east of the campus and north and east of Groves Stadium there is a significant area of industrial use, dominated by Reynolds American, Inc. East of the campus, but south of Groves Stadium is a commercial district clustered around Deacon Boulevard, University Parkway, and Coliseum Drive. Recently the University has acquired much of the commercial property around Deacon Boulevard and is planning a new, mixed-use development there. South of Groves Stadium and east of the commercial area there are two large civic facilities–the Lawrence Joel Veterans Memorial Coliseum and the Dixie Classic Fairgrounds. The stadium, coliseum, and fairgrounds o er the campus convenient access to numerous special events, and o er a unique opportunity for community engagement and interaction.

Natural Systems

Campus Land Form and Ecology

Both the developed and natural areas of the Reynolda Campus have historically been shaped by the ecology and land form of its setting. From a 1950 aerial photograph it is evident that much of today's campus was already cleared and in use as farm land, and that parts of the Silas Creek valley and current western periphery of the campus were woodland.

Polo Road follows a pronounced topographic ridge along the north edge of the campus. Two lesser ridges run south through the campus from the Polo Road ridge. The campus core covers most of the western ridge. The Cross Country trails and Hooks Baseball Stadium take up most of the flat land on the eastern ridge. Hearn and Manchester Plazas are organized on axis with downtown Winston-Salem to the southeast and Pilot Mountain to the northwest.

The two ridges define the valleys of three unnamed tributaries that drain into Silas Creek. The south edge of the campus roughly follows the Silas Creek valley. Much of the creek valley is developed as the Old Town Club and golf course.

The forested areas and streams on campus are valuable assets, both aesthetically and ecologically. As a sustainability goal in the face of today's environmental stresses, the University is interested in conserving these assets. Forest resources are integral to the campus green infrastructure network, providing habitat; open space and recreational areas; connections to the regional ecosystem; teaching, research, and cultural opportunities; and stormwater management, among other benefits. A vigorous forest cover is also critical

From a 1950 aerial photograph, it is evident that much of today's Reynolda campus was used as farm land.

University property

Practically all of the forested campus land is mature.

to maintaining healthy stream ecosystems and flood control. Practically all of the forested campus land is mature (fifty-plus years old) and therefore valuable on both a local and regional basis.

Sustaining a healthy and beautiful campus environment will require a thoughtful integration of stormwater management strategies. Currently, the stormwater management facilities present on campus are generally consistent with the accepted practices at the time when the original campus was constructed in the 1950s. As a result, the volume and velocity of untreated stormwater from campus contributes to downstream erosion, sediment, and poor water quality. Lack of stormwater management in terms of on-site control also represents a missed opportunity to use rainfall for irrigation or other beneficial uses.

All but a small portion of Wake Forest University property holdings drain to Silas Creek, which is the major water feature of the Reynolda Campus. Subwatersheds were mapped to better understand watershed hydrology and the relative contributions to stream flows from non-University and University land holdings. The watershed context is important in understanding the conditions of the tributaries to Silas Creek and inferring the causes of the current stream conditions. As the University develops strategies for ecological restoration and conservation, watershed-based approaches will be an important consideration.

The overall philosophy and long-term approach recommended for the Reynolda Campus is to develop a stormwater strategy for the site that mimics the natural, undisturbed infiltration capacity of the land to the maximum extent practicable using a distributed stormwater management approach. A priority will be placed on vegetative filtering and uptake and/or infiltration, and providing stormwater treatment as close to the source as possible.

Additional information on this topic can be found in Appendix: Ecological & Stormwater Management Considerations.

Campus Open Space Network

The campus is dominated by two principal open spaces, Hearn Plaza and Manchester Plaza. Hearn Plaza, a ectionately known as "the Quad" to generations of Wake Forest students, is the primary public, ceremonial space on campus. The campus community gathers together here for the celebration of commencement, athletic victories, and other major campus events.

Manchester Plaza is the crossroads of the campus and a ords connections between athletics, freshman housing, academic facilities, and student services. It also serves as a gathering space for student-organized events.

The rest of the structured open spaces on campus are organized around these two principal open spaces. A series of smaller quads and parking courts are orthogonally arranged around Hearn and Manchester Plazas. A smaller quad, defined by the Benson Center, Z. Smith Reynolds Library, and Tribble Hall, opens o of the west side of Manchester Plaza. A similarly sized science quad is defined by Z. Smith Reynolds Library, Olin Hall, and Salem Hall. The strong structure of open space in the campus core is complemented by softer woodland that skirts the periphery of the campus to the east and west.

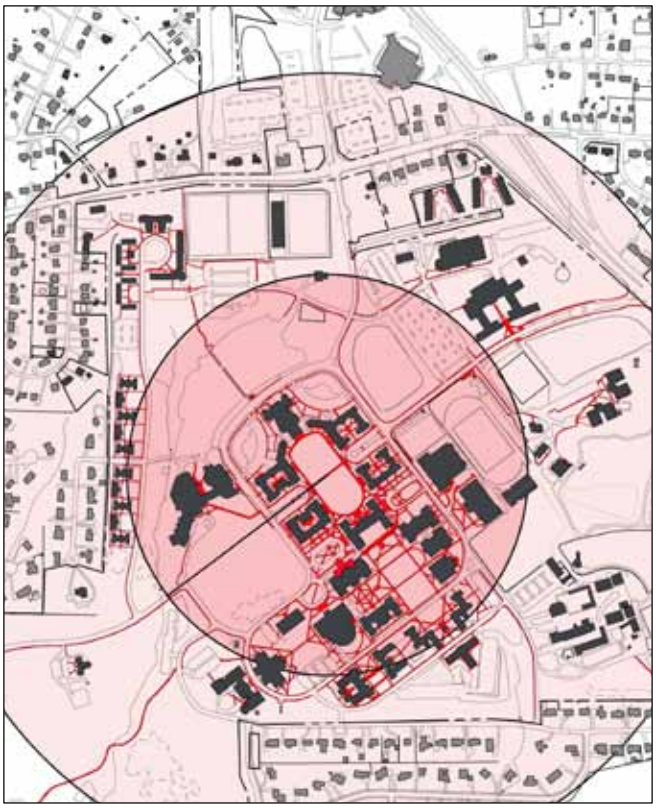
Built Systems

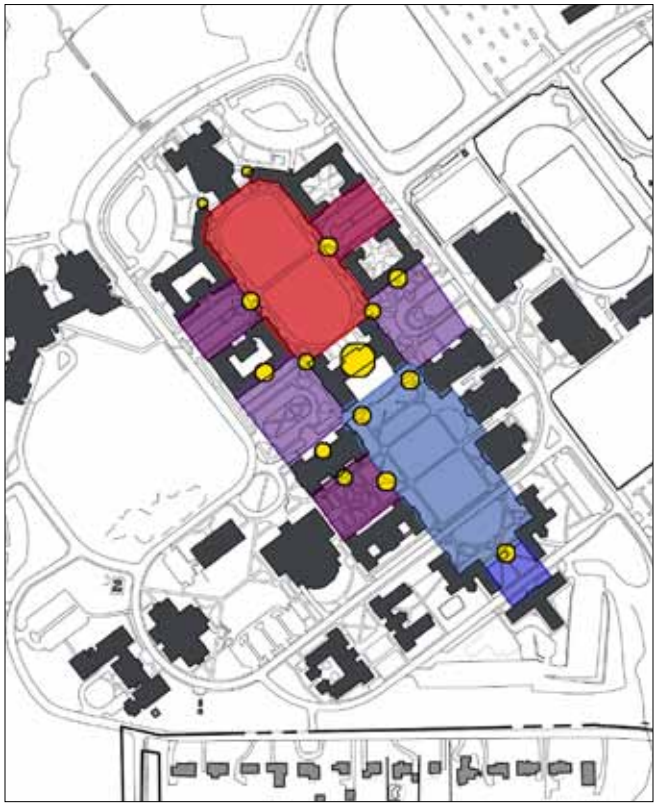
Building and Land Use

Wake Forest is known for its friendly and intimate collegiate culture. The building and land use pattern in the campus core is characterized by a close-knit mix of academic and student life activity that supports this strong sense of community.

There are other parts of the campus that are dominated by an individual use. For example, the northwest part of the campus including Polo and Martin Halls is primarily devoted to residence life. Similarly, there is a wide swath of athletic and recreation use that runs along the east side of the campus core. This area provides valuable resources and amenities for the campus, but also interrupts the flow of pedestrians across the campus where pedestrians cannot walk easily through varsity athletic fields and facilities.

This land use pattern results in some campus destinations, such as Polo Hall, Worrell Professional Center, and Scales Fine Arts Center, being perceived as remote or disconnected from the campus core. Changes to the campus land use that increase the mix of uses could result in a continuous pattern of activity across the campus.





Pedestrian Circulation

The campus has a rich and picturesque network of pedestrian paths in the campus core. Pedestrian connections outside the core are not as strong, especially at the periphery. Pedestrian movement on campus is complicated by a series of grade changes between the formal open spaces of the campus.

The change in grade between Hearn Plaza and the surrounding courtyards and parking courts are negotiated with short runs of steps. The steps are a distinctive feature of the campus, and they are often beautifully detailed with granite treads and decorative wrought iron. While the stairs add character to the campus, they have an unintended consequence of limiting mobility and access for some users.

Several significant Wake Forest destinations are a short distance from campus: Reynolda House, Gardens, and Village, as well as the area around Groves Stadium and Deacon Boulevard. An existing footpath that starts near the west side of Winston Hall provides easy access from campus to the cultural, recreational, and retail amenities of Reynolda House, Gardens, and Village.

The area around Groves Stadium and Deacon Boulevard is slated for development; safe and easy access there will be increasingly desirable. The current pedestrian route follows University Parkway along the eastern edge of campus to Deacon Boulevard. It is indirect and unfriendly to pedestrians. Vehicular traffic along this route is heavy and fast moving, and there is little of interest along the way.

Campus Circulation

streets campus gateway neighborhood access

Pedestrian and Vehicular Conflicts

streets pedestrian volume conflict areas

Transportation and Parking

Transportation infrastructure–the roads, parking lots, sidewalks and trails–comprises a significant portion of the Reynolda Campus and greatly influences growth on the campus. This infrastructure competes for limited space with potential academic, residential, recreational, athletic, green space, and other future projects. Many growth opportunities are constrained by access needs and the existing road network and parking.

Campus circulation is the result of a long history of traffic challenges. Many of those have subsided, but the legacies of their impacts remain in a campus circulation network that is confusing, especially for first time or occasional visitors. The quality of campus can be improved by structuring future development to ameliorate the impacts of the past.

Additional information on this topic can be found in Appendix: Transportation Elements.

Utilities Infrastructure

The successful ongoing operation of Wake Forest University requires a robust and reliable infrastructure system. The existing campus infrastructure includes: chilled water, heating, electrical, telecommunications, and water and sewer. These systems are adequate to meet current campus needs and in relatively good condition. Over time, new buildings on campus will trigger the expansion of capacity in these areas, with the exception of water and sewer:

- Chilled water infrastructure is in relatively good condition, but at capacity; new facilities will prompt the need to increase capacity.
- A single heating plant provides steam to the campus; there is room in the existing facility to add necessary long-term capacity.
- Electrical infrastructure is adequate for existing facilities; overall improvements will better accommodate campus expansion.
- Telecommunications infrastructure is near capacity; new facilities will prompt need to increase capacity.
- Domestic water and sanitary sewer systems are in good repair and of adequate capacity; low pressure deficiencies of domestic water system should be corrected and damaged areas of the sanitary sewer system should be repaired.

Additional information on this topic can be found in Appendix: Utilities Systems.

Existing Conditions

Observations Summary

Wake Forest, a student-centered Collegiate University, is a dynamic institution that will continue to add and expand academic programs. Thus, its campus must evolve to meet the changing needs of teaching and scholarship in the twenty-first century. During many conversations as part of the Observations Phase, it became clear that current conditions are neither up to date nor adequate to support the existing programs. More than thirty existing buildings will need comprehensive renewal in the coming years. The plan must address the challenge of renewal, expansion, addition and potential repurposing of facilities to meet the needs of the campus and provide the flexibility necessary to accommodate future opportunities:

- Original buildings from the 1950s are an inherent part of the charm of the campus, but consistency of building age means that many buildings are due for renewal.
- The beauty of the Carolina piedmont is an essential part of what makes Wake Forest a special place; Conserving this asset is vital to the University for aesthetic and ecological reasons and is rooted in the College's very origins–in a forest.
- The campus has a rich and beautiful network of pedestrian paths, which make it a joy to walk on campus. The quality of campus can be further enhanced by structuring future development to expand this asset, guiding vehicular traffic to the perimeter.

Concept Development

Pilot Mountain, in background, aligned with Wait Chapel and Reynolda Hall

Concept Development

The Concept Plan evolved from the planning principles articulated early in the process and significant input from the committees and campus community. It is intentionally broad-brush in its approach. It seeks to both convey ideas emerging from initial input conversations and to tie those concepts to the historical development of the campus.

Planning Principles

Planning principles by design guide the development of the physical campus and reflect the philosophy, culture, and character of the University. They represent the qualities and characteristics that define Wake Forest. The following planning principles were adopted to direct the development of the master plan:

Enhance Community and Scholarship
Maintain the intimacy of the undergraduate experience through the seamless integration of social and academic spaces. Create an expanded pedestrian campus that invites human interaction and harmony. O er a welcoming environment for visitors while retaining the scholarly focus.

Foster Connections
Provide physical and social spaces that encourage human connections. Strengthen outward connections to engage with surrounding communities, the region, and the world.

Create an Inspirational Environment
Extend the quality and scale of the built environment to support teaching and learning. Provide facilities informed by best practices and built for today and tomorrow. Create opportunities for a vibrant campus life.

Respect Natural and Historic Beauty
Emphasize and protect the natural and historic resources of the campus. Expand opportunities for green spaces and integrate sustainable practices during development.

Concept Plan

open space
woodland edge
enhanced pedestrian connections
development opportunity areas
campus circulation
areas of study
organizing axis
campus gateway

0 200 400

Concept Plan

Wake Forest's harmonious campus, with its emphasis on open spaces, reflects the free and open exchange of ideas which is the hallmark of the University. In order to draft a master plan for the future, an understanding of the campus heritage was developed through campus walks, photography, and research. During many conversations with the campus community, a number of opportunities and challenges were repeatedly discussed. These recurring ideas reflect the most important opportunities and goals for the campus and are documented in the Concept Plan–the starting point for the full master plan:

Extend core "feeling"
The master plan will extend the feeling of the core throughout campus. The campus core represents the warm and collegial culture of the Wake Forest community. It is characterized by an intimate scale, organized open space, and strong internal connections. These qualities can be used to knit together the core with other areas of the campus.

Expand pedestrian network
The master plan will expand the pedestrian network across campus. The campus is intimate, and walking creates opportunities for friends and colleagues to interact face-to-face. Street and sidewalk improvements will prioritize the pedestrian presence throughout campus to make walking a safer and more enjoyable activity.

Create a variety of open spaces

The master plan will enrich the campus open space network. High-quality open spaces on campus, such as Hearn Plaza and Manchester Plaza, are important gathering places for the campus community. New buildings will be organized around new open spaces of similar quality, but of varying sizes. Medium sized and intimate spaces will create additional opportunities for intellectual and social interaction among students, faculty, and sta .

Enhance campus ecology

The master plan will enhance campus ecology. The forested areas and streams on campus are an important part of Wake Forest life–both aesthetically and ecologically. The master plan will focus new construction in areas that are already developed and advocate for the overall health of the campus.

Connect to Deacon Boulevard and Reynolda Village

The master plan will improve access to Deacon Boulevard and Reynolda Village. The history and amenities of Reynolda House, Gardens, and Village o er enrichment and practical services to the campus community. The existing pedestrian connection is well established but needs improvement. Deacon Boulevard is already a special events destination for the campus community, and planned redevelopment there emphasizes the need for a safe and easy pedestrian connection to Groves Stadium and the surrounding area.

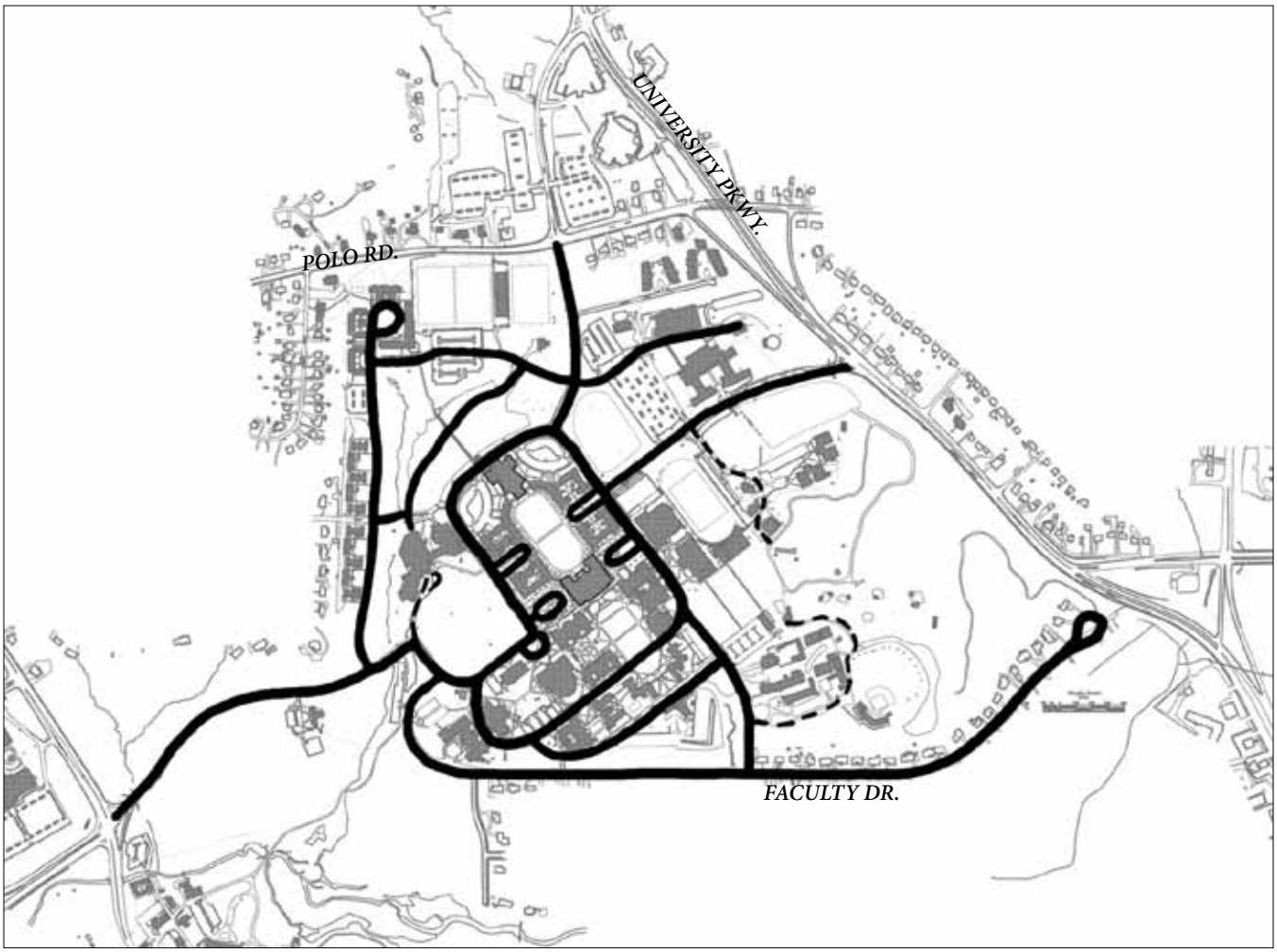
Circulation

The master plan will simplify campus circulation. The campus has a rich and picturesque network of pedestrian paths. To expand this network, a priority should be placed on reducing the impact of automobile circulation by clarifying routes and limiting the impact of parking in the campus core, and improving wayfinding.

In one way or another each of these goals is tied to the campus circulation. The design team and campus community had many discussions about the ideal campus circulation. Campus circulation has been shaped by a long history of traffic challenges. Cross-town traffic has been alleviated by extension of Silas Creek Parkway and the volume of traffic associated with the industrial area east of campus has changed significantly, but the legacy of their impacts remain. As a result, campus circulation is confusing, especially for first-time or occasional visitors. The quality of campus can be improved by structuring future development to ameliorate the impacts of the past.

As the result of much study, the master plan proposes a new loop road around the campus perimeter to reduce non-essential traffic in the campus core. The loop is created by connecting pieces of existing road with short lengths of strategically placed new road. The new circulation pattern creates direct access for regular users who know where they are headed, simplifies access for service and deliveries, and maintains direct access to the most compelling views of campus for first-time or occasional visitors. These changes to the road network make way for expansion of the pedestrian network. Access to the core of campus is maintained, and practical improvements favor pedestrians to create a high-quality walking experience.

Resolving the challenges of campus circulation allowed the planning process to move forward to more detailed study of smaller areas of campus.

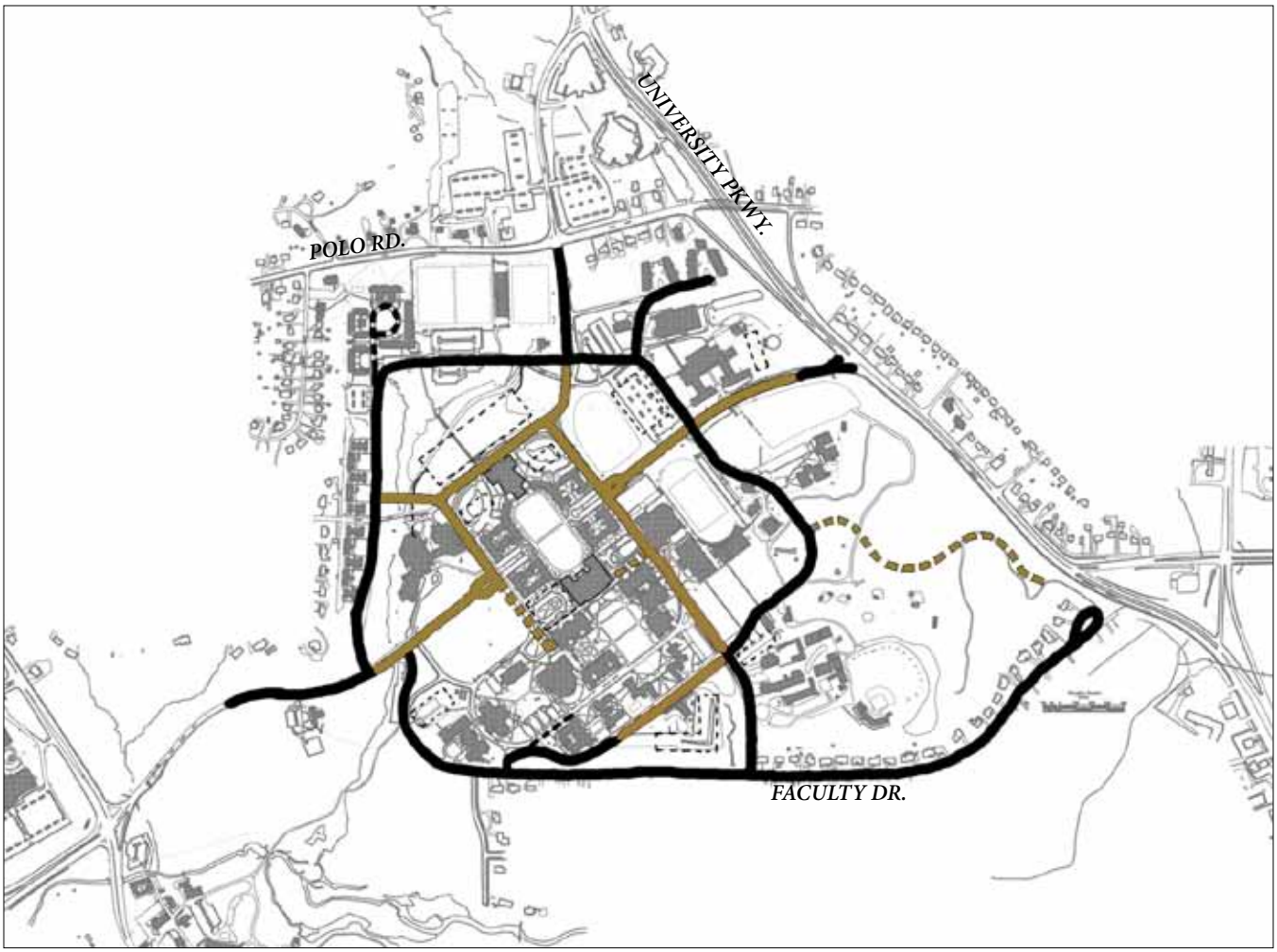


Existing Circulation Diagram

standard road limited-access road

At some points, Wake Forest Drive is four lanes wide.

Narrower lanes, slower traffic, and high quality materials like brick and granite improve the pedestrian network.



Proposed Circulation Diagram

standard road | limited-access road | high-quality pedestrian road | high-quality, limited-access road

Wingate Road already has many positive features, including mature Willow Oaks.

Practical improvements favor pedestrians to create a high-quality walking experience.

Precinct Studies

Reynolda Hall with downtown Winston-Salem in the background

Precinct Studies

Strong campus plans must balance the visionary and the realistic. Without vision, a plan will not inspire; without realism, it will not be practical–and therefore not implemented. Focused studies of small areas or precincts were used to test the vision established by the Concept Plan. Using the information gathered during the Observations Phase, as well as themes outlined in the University's strategic plan and recently completed space assessment, the design team and the campus community came together to brainstorm ideas of what the campus could be. A range of old and new ideas were considered, and the group's collective creativity guided the final decision. These workshops allowed frank discussion of the pros and cons of many di erent ideas; often an idea that at first seemed far-fetched turned out to be part of an ideal solution.

Evolving academic programs require additional space.

Academic Life, Student Life, and Athletics and Recreation were the three areas chosen for study. By involving members of the campus community and responding to their suggestions, these studies provided a plan that reflected the needs and desires of the campus community:

Academic Life

The first workshop focused on the locations and relationships of academic facilities. Many of the issues discussed are highlighted in the University's Strategic Plan. Some examples include: the potential for new interdisciplinary institutes; highlighting faculty research and scholarship; the changing relationship between the Babcock Graduate School of Management and the Calloway School of Business and Accountancy; and creating a richer sense of academic community. The workshop also considered practical issues such as building setbacks and massing; treatment of open space and entry ways; pedestrian and vehicular circulation systems; service points; and landscape composition.

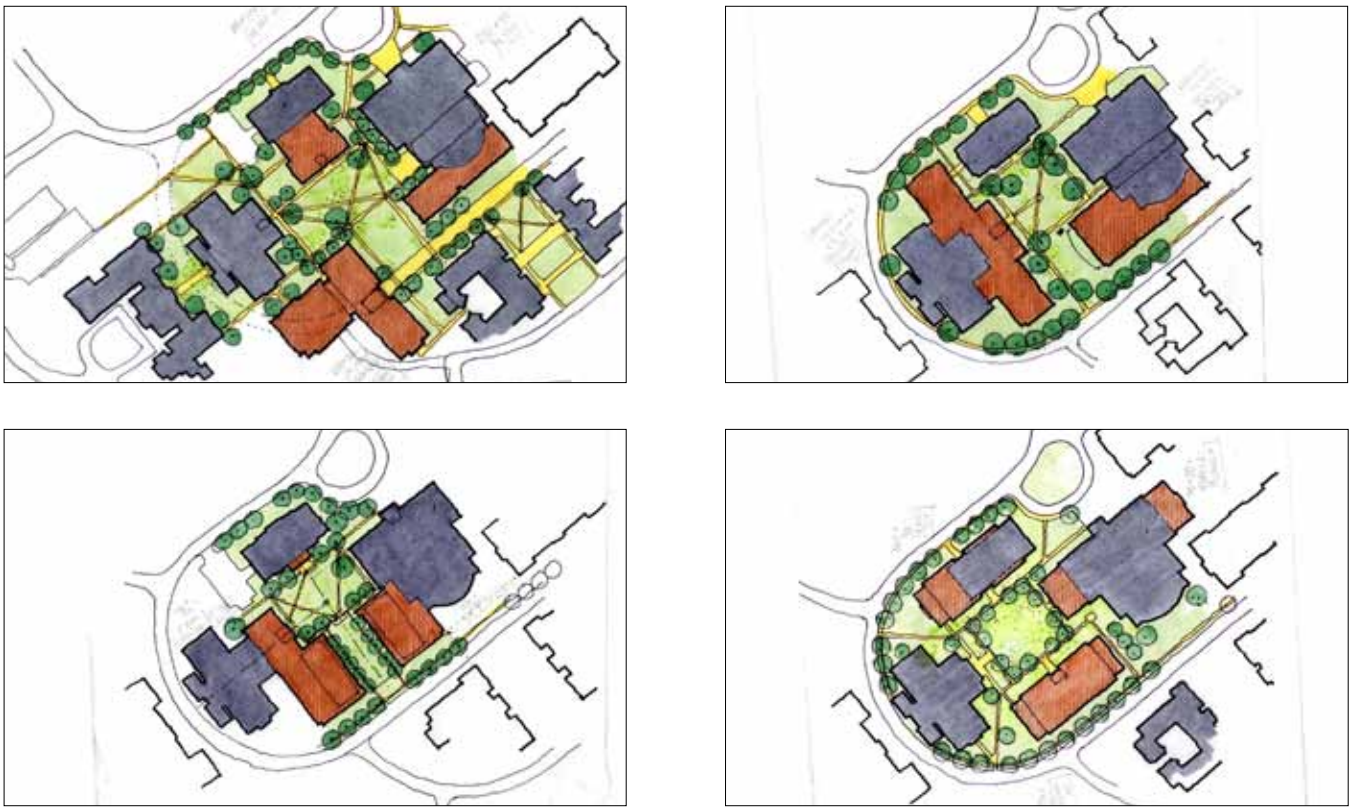
The Academic Life workshop identified a number of ideas for the development of the campus that were ultimately included in the master plan. Together they represent a strategy to meet current academic program needs and identify options to address needs that may arise in the future:

- Current facilities are not meeting academic program needs. Many of the original academic buildings need renovation, and evolving academic programs require additional space. To meet these needs Tribble Hall can be renovated; and Carswell Hall, Z. Smith Reynolds Library, and Scales Fine Arts Center can be renovated and expanded to better meet academic program needs.

- Academic programs will need temporary housing during the significant renewal previously described. Two new buildings on the east side of Davis Field can provide the necessary classroom and office space for these programs during the renovations. Subsequently, these buildings will be suitable space for program expansion. These additional academic facilities can create a quadrangle anchored by Z. Smith Reynolds Library and Scales Fine Arts Center.

- The Sciences have a well-identified need for additional program space. A new building on the south side of Z. Smith Reynolds Library and Salem Hall has long been discussed. A new science building in this location would provide the needed program space and complete the Science Quadrangle.

- Potential academic building sites were identified north of Wait Chapel and on the east side of Wingate Road. These sites are not necessary to address current needs, but provide opportunity for long-term academic program growth as the campus continues to mature.



The Science Quadrangle

existing building proposed building

0 200 400

These drawings of the Science Quadrangle (above) are typical of the iterative process of Precinct Studies. Each scenario tests a di erent solution to the identified need for additional science program space and provides options for long-term academic growth as the campus matures. The first of these scenarios includes a change to campus circulation around Winston and Salem Halls; when considered in the full context of the campus, this idea proved to be a good solution to both program and circulation needs in this part of the campus.

The Student Life workshop focused on the locations and relationships of student-oriented facilities.

Student Life

The second workshop focused on the locations and relationships of student-oriented facilities. Some of the issues discussed included: planned enrollment growth; an increased percentage of the student body living on campus; housing variety; student maturation and experience of progression in residential life; definition of community; Greek life; strategic locations for new facilities and gathering spaces; and repurposing Reynolda Hall to meet student life needs.

The Student Life workshop resulted in a number of recommendations for the development of the campus, and many are reflected in the master plan. Collectively, they o er direction about how to meet current student life program needs and create options to address future needs:

- Currently food service facilities and residence halls are at capacity; additional capacity is needed to accommodate planned enrollment growth. The area between Polo Hall and Wait Chapel can be used more efficiently to meet campus needs. This area is low-lying; existing parking could remain in place, but be topped by a new quadrangle and buildings. This area could accommodate enrollment growth with a new facility for dining and other student services as well as new residence halls.

- Residence Life and Housing offers a strong experience for incoming freshman, and planned enrollment growth requires that this program be expanded. New residence halls south of Gulley Drive can reinforce and expand the freshman experience in the south campus and accommodate planned enrollment growth.

- Hearn Plaza Residence Halls, original to the 1950's era construction, are due for renewal. These buildings can be renovated to better meet modern student life program needs.

The campus community needs additional recreation facilities.

Athletics and Recreation

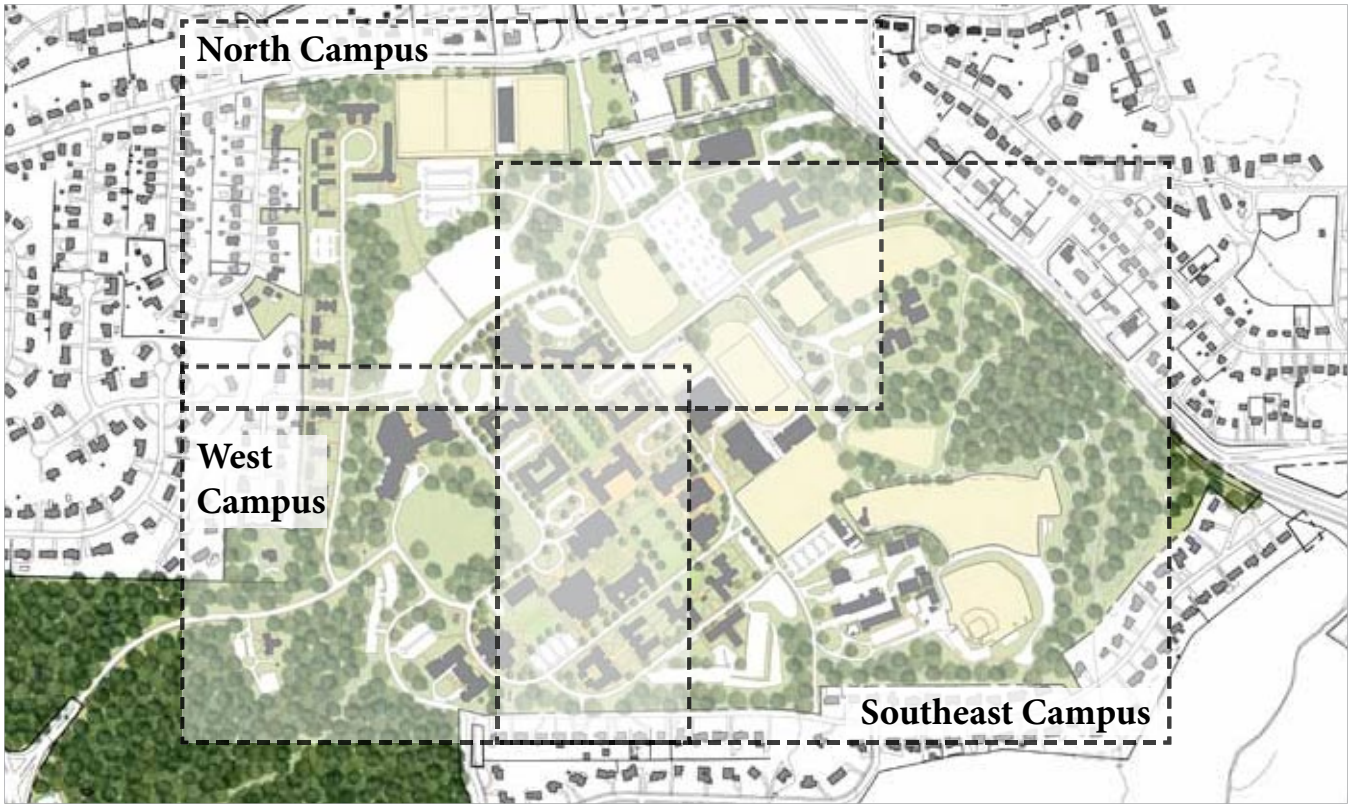
The third workshop focused on the locations and relationships of athletic and recreation facilities. Some of the issues discussed included: planned enrollment growth; pervasive need for varsity athletics and recreational sports facilities renewal; location of the new campus recreation center; and program opportunities created by the redevelopment of the Deacon Boulevard area. The workshop also considered practical issues such as building setbacks and massing; treatment of open space and entry ways; pedestrian and vehicular circulation systems; service points; and landscape composition.

Participants in the Athletics and Recreation workshop were focused on solutions to their respective program needs, but also on the needs of the campus at large. Bold thinking in this workshop opened up opportunities to meet the special needs of these programs, while supporting University-wide goals for connectivity. The group identified a series of steps that over time can unlock great opportunities to meet a variety of needs:

- The campus community needs additional recreation facilities. A major recreation facility can be located at the northeast corner of Wingate and Wake Forest Roads. This location creates advantageous programmatic adjacencies between existing athletics and recreation facilities, including Kentner Stadium, Miller Center, and Water Tower Field. The new facility will provide much needed modern recreation program space and a limited amount of structured parking for students, faculty, and sta . It will also generate activity between the campus core and Worrell Professional Center and define the east side of a new quadrangle.

- A safe and easy pedestrian connection from campus to the Groves Stadium area is needed to support the redevelopment planned for that area. Relocation of athletic practice fields to the current site of Palmer and Piccolo Halls makes way for a new pedestrian path. This move would also create opportunities for additional academic or residential building sites to address future needs.

- Varsity athletics needs an indoor practice and training facility. These program elements could be accommodated in an addition to the east side of the Miller Center. This expansion would also o er the opportunity to consolidate Athletic Program offices and facilities. Additionally, this new facility would make it possible to demolish Manchester Athletic Center to make way for long-term academic growth.



Existing Conditions

Each of the three precinct studies was successful because of the participants' enthusiasm and love for the campus. These workshops identified many exciting opportunities for individual program needs, but also maintained a broader perspective that took into account the best interests of Wake Forest as a whole. Two particular points of consensus among workshop participants were the location of the new campus recreation center and the importance of a safe and easy pedestrian connection to the Groves Stadium area. These are among the many ideas from the workshops that are represented in the master plan, which identifies a wealth of exciting options for the development of the campus. These options can be best understood by focusing on smaller areas of the campus, one area at a time. What follows is a description of potential projects proposed by the master plan in each of three areas of the campus–the west, north, and southeast:

West Campus

existing building proposed building site

0 200 400

West Campus

West campus, when approached from Reynolda Road, delivers a special campus arrival experience through the quiet woods of Wake Forest Drive and direct access to the academic core. The experience can be enhanced by restoring the original alignment of Wake Forest Drive across Davis Field. This change simplifies automobile circulation and creates an opportunity to expand the open space of Davis Fields towards the woods of Reynolda House and Village. At the same time, there is potential for new buildings that are crucial to meeting the needs of academic programs. These buildings work together to create a new academic quadrangle that completes Larson's vision for this part of the campus:

1. Realignment of Wake Forest Road includes restoring the road on the north side of Davis Field to create a noticeable arrival experience true to Larson's vision for the campus and expands the southwestern edge of Davis Field.
2. New admissions building better accommodates program and strengthens University welcome of prospective students.
3. Additions to Salem Hall and new building provide space for program growth and further define the Science Quadrangle.
4. Additions to Z. Smith Reynolds Library accommodate collections and student needs and refresh the library's north façade. Building sites on the east side of Davis Field provide additional classroom and office space to facilitate renewal of other academic buildings.
5. New academic quadrangle east of Davis Field on axis with the library's new façade creates additional high-quality open space and realizes an idea that originated in Larson's campus plan.
6. Additions on the south side of Scales Fine Arts Center provide additional program space and anchor the north end of the new academic quadrangle.

North Campus

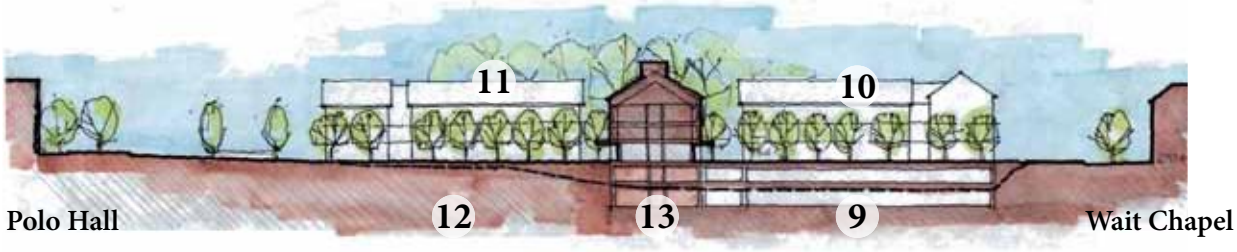
Today, North Campus is dominated by picturesque views of Wait Chapel from the north and east. This campus icon can be enhanced by making use of the untapped potential of the parking lot to its north. The low ground of this area can remain as a parking resource, but can be covered over with new quadrangles and buildings that simplify pedestrian access and strengthen community between Polo Hall and Wait Chapel. The approach to the Chapel from University Parkway in the east will be transformed by new academic buildings and a campus recreation center that define a new quadrangle:

7. Building sites could be used for upper-class residence halls or other program needs.
8. Academic building takes advantage of existing grade change to include structured parking at the ground level and helps define new academic quadrangle.
9. New academic quadrangle anchored by Wait Chapel makes best use of existing grade change to create additional high-quality open space on grade with Chapel and improves pedestrian experience from campus core to Polo and Martin Residence Halls; structured parking below.
10. Academic building provides additional program space and helps define new academic quadrangle.
11. Two residence halls provide additional on-campus housing for upper-class students and help define a new residential quadrangle.
12. New residential quadrangle creates additional high-quality open space and improves pedestrian connection from campus core to Polo and Martin Residence Halls.
13. New student services building accommodates expansion of dining and other amenities.
14. Academic building provides program space for high profile programs, improves arrival experience along Wingate Road, and anchors new quadrangle.
15. Expansion of existing chilled water plant to service additional building square footage.
16. Relocated Poteat Field provides expanded recreational play fields.
17. Campus Recreation Center provides additional program space, connects Worrell Professional Center to the campus core, and defines the east side of a new quadrangle; site takes advantage of existing grade change to include structured parking.
18. Academic building provides space for program growth and defines south end of new quadrangle.
19. New quadrangle creates additional high-quality open space and improves pedestrian experience from campus core to Worrell Professional Center.
20. Building sites on either side of Wait Chapel provide long-term growth opportunities for academic program growth or additional on-campus housing.

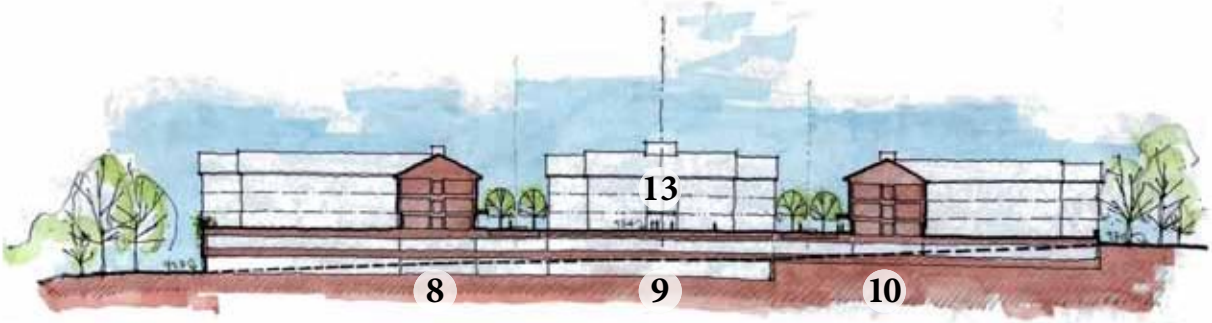
North Campus

existing building proposed building site

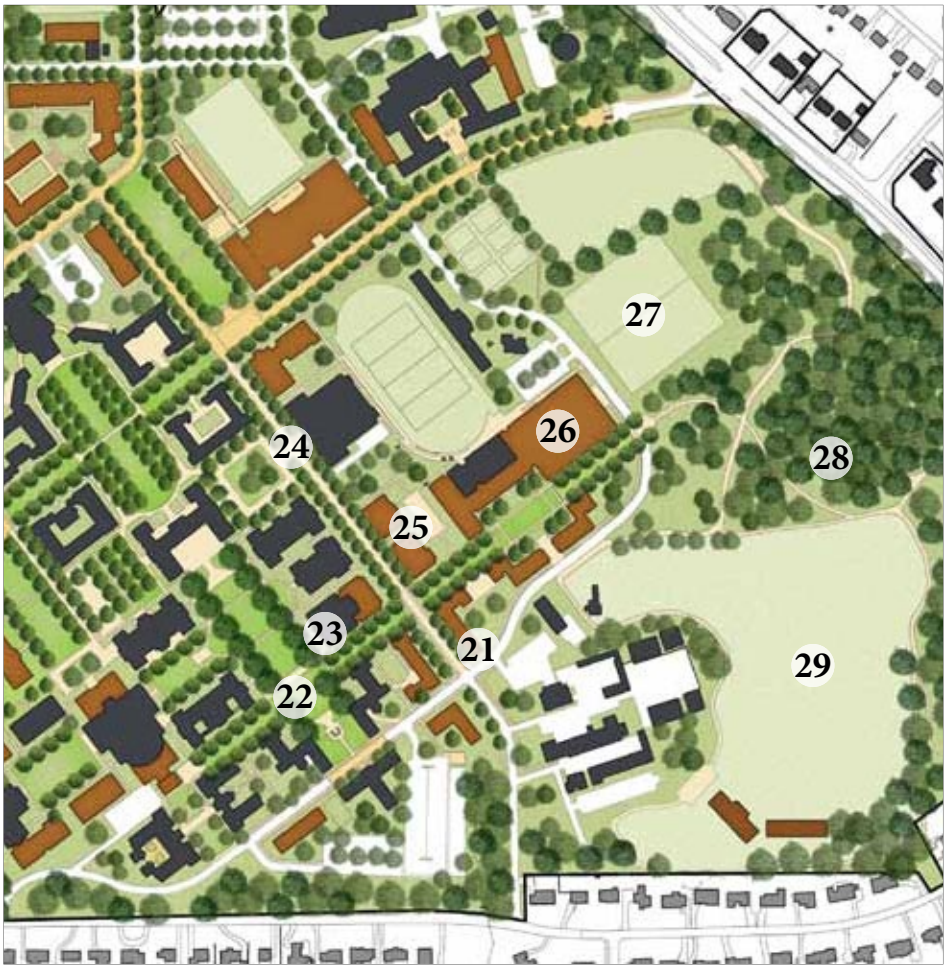
0 200 400



View AA, looking northeast across the Q Lot between Wait Chapel and Polo Hall illustrates potential of this area.



View BB, looking northwest across the Q Lot towards Polo Hall illustrates how parking and buildings can work together.



Southeast Campus

existing building proposed building site

Southeast Campus

Southeast campus provides much of the University's athletic and recreation facilities. These facilities have demanding requirements for large, flat areas, and generally discourage foot traffic. These challenges inspired great collaboration within the campus community and as a result, the plan for this area of the campus includes a new pedestrian connection to the Groves Stadium area, relocated practice fields, expanded golf practice green, enhanced indoor practice and training facilities, and consolidated athletic program offices, as well as new academic facilities and expansion of the freshman community:

21. Building sites can accommodate a combination of residence halls and academic program expansion.
22. Gulley Drive redeveloped as high-quality pedestrian path; improves campus connections to Reynolda Village and Deacon Boulevard.
23. Addition to Carswell Hall provides additional program space and improves the building's façade.
24. Wingate Road redeveloped as high-quality pedestrian route; improves pedestrian connectivity on campus.
25. Academic building provides space for program growth.
26. Expansion of Miller Center consolidates Athletic Program offices and facilities, including an indoor training and practice facility, and allows for demolition of Manchester Athletic Center.
27. Relocated practice fields provide privacy for competition sports practice and make way for pedestrian connection to Deacon Boulevard.
28. High-quality pedestrian path connects campus to Deacon Boulevard.
29. New Golf Practice Facility includes expanded indoor and outdoor practice areas to better accommodate program needs; quiet neighbor to Faculty Drive residents.

Decorative wrought iron arch and lantern typical of campus

Reynolda Campus Master Plan

Courtyard between Babcock and Johnson Residence Halls

Reynolda Campus Master Plan

The final plan is the culmination of many ideas generated throughout the rigorous planning process and represents the best thinking and e orts of many people who care deeply about Wake Forest. A number of potential building sites are identified; each is consistent with the scale and quality of the existing campus environment, and all are inspired by the planning principles and Concept Plan goals. The final plan builds on the heritage of the campus and culture of the institution. By respecting context–neighbors and ecology–it follows in the footsteps of the Old Campus in Wake Forest, North Carolina, and Larson's original plan for the Reynolda Campus. With this plan in hand, the University is well positioned to accommodate future program needs and change during its next phase of development.

Master Plan

exisiting University building proposed University building site other building


UNIVERSITY PKWY.
FACULTY DR.
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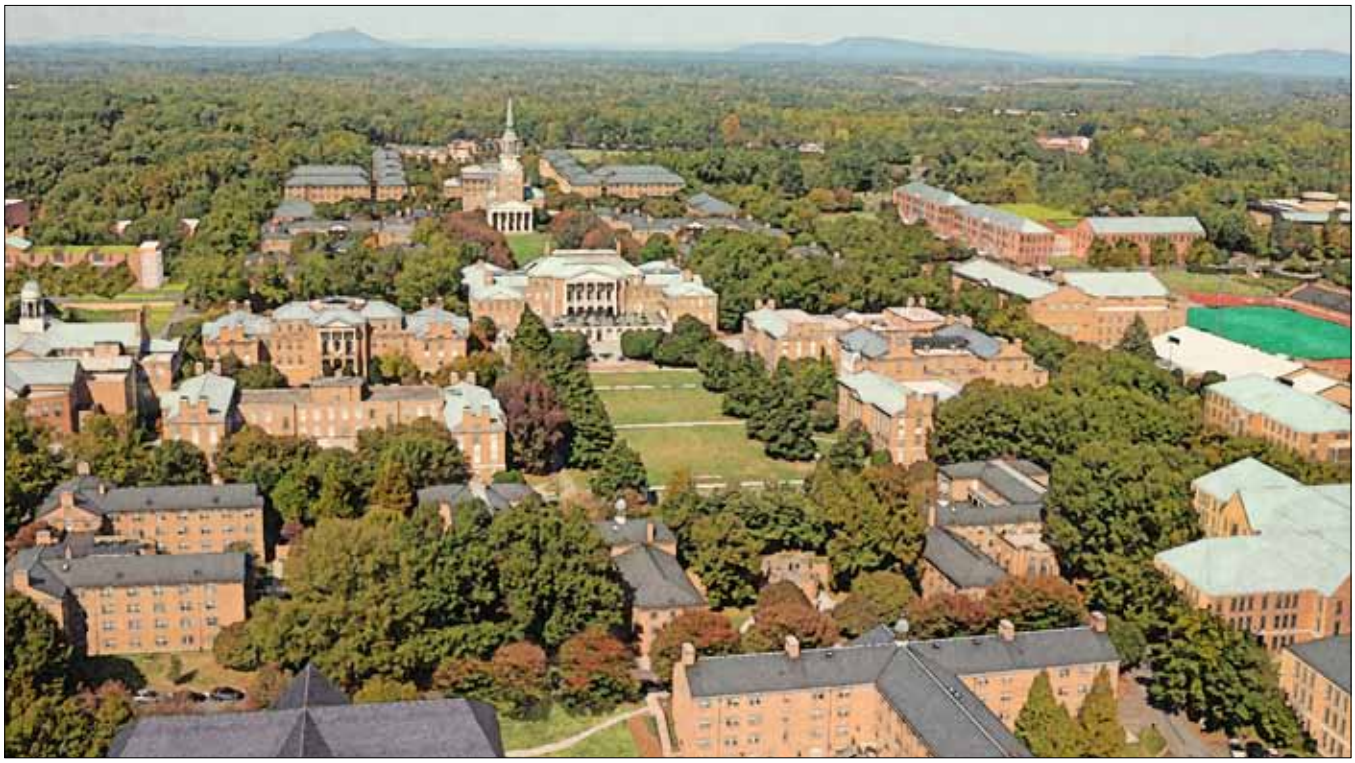
200
400

Before and After Views

Existing view across Davis Field toward Wait Chapel

Proposed

Existing view across Manchester Plaza toward Reynolda Hall



Proposed

Existing view south on Wingate Road toward Faculty Drive

Proposed

Existing view southwest from the Miller Center along Gulley Drive

Proposed

Implementation

Early implementation of Phase I is based on the currently planned facilities in the University's Strategic Plan. The order of projects identified in Phase II is based on current knowledge, but should be considered a theoretical exercise to demonstrate potential implementation.

Phase I of the master plan will likely include these projects:

1. **Renovation and Addition to Carswell Hall** provides additional program space and much needed improvement to the existing facility. Likely new location for the Anthropology Department, which would unlock potential capacity west of the Miller Center.

2. **Academic building on Davis Field** provides additional classroom and office space to facilitate renewal of other academic buildings; defines western edge of new Library Quadrangle that contributes to campus arrival experience.

3. **Science Building** addresses well-documented needs for additional program space and further defines the Science Quadrangle.

4. **Admissions Building** is already being planned and designed. This new facility will strengthen the University's welcome of prospective students.

5. **Realignment of Wake Forest Road** improves the campus arrival experience and expands the southwestern edge of Davis Field.

6. **Upper-class residence hall** and student services building work together to define two sides of a new residential quadrangle. The residence hall provides additional on-campus housing for upper-class students and facilitates the renovation of other on-campus housing. The student services building accommodates additional dining services and other student amenities.

7. **Freshman residence hall** expands the freshman experience and provides on-campus housing for planned student enrollment.

8. **Campus Recreation Center** addresses pressing need for improved on-campus recreation facilities. The building also defines the east side of a new quadrangle and takes advantage of existing grade change to include structured parking. Improvements to the site will strengthen the pedestrian connection between Worrell Professional Center and the campus core.

9. **Relocation of Poteat Field** provides expanded recreational play fields and makes way for a new quadrangle of high-quality open space.

10. **Golf Practice Expansion** is in early stages of planning and includes expanded indoor and outdoor practice areas to better accommodate program needs; quiet neighbor to Faculty Drive residents.

11. **Improvements to Reynolda Village path** support interaction between campus and Reynolda House and Village.

12. **Initiate path to Deacon Boulevard** to create interim access to Groves Stadium and other University facilities.

Implementation Phase I

University building
other building
proposed building site
proposed renovations

0 200 400

Phase II of the master plan is expected to include these projects:

1. **Renovation of Reynolds Gym, Tribble Hall, and Z. Smith Reynolds Library** to modernize and better meet campus needs.

2. **Additions to Z. Smith Reynolds Library, Worrell Professional Center, Salem Hall, and Scales Fine Arts Center** provide additional program space.

3. **New residence hall** expands the freshman experience and provides on-campus housing for planned student enrollment.

4. **New residence hall** completes the new residential quad. The residence hall provides additional on-campus housing for upper-class students and facilitates the renovation of other on-campus housing.

5. **Renovations of Poteat and Davis Halls** so that they better meet modern student life program needs.

6. **Utilities infrastructure and distribution expansion** to provide needed capacity for new facilities.

7. **Anthropology program relocated** to academic core; allows demolition of existing Anthropology Museum and Lab to unlock capacity of west campus.

8. **Demolish Palmer and Piccolo Halls** to facilitate relocation of Football Practice Fields.

9. **New road** on the east side of campus completes the new circulation pattern.

10. **Expansion of Miller Center** consolidates Athletic Program offices and facilities, including an indoor training and practice facility, and allows for demolition of Manchester Athletic Center.

11. **Path to Deacon Boulevard** connects campus to Groves Stadium and other amenities.

12. **Gulley Drive conversion** to high-quality open space provides additional opportunities for student gatherings, informal play, and enjoyment. Strengthens connection to Deacon Boulevard.

13. **Wingate Road improvements** create a high-quality pedestrian route that improves pedestrian connectivity on campus.

14. **Academic building on Davis Field** provides additional classroom and office space to facilitate renewal of other academic buildings.

Implementation Phase II

University building
other building
proposed building site
proposed renovations

Map Number	Use	Project	GSF/Floor	Floors	Total GSF
1	Infrastructure	Upgraded path to Reynolda Village	-	-	-
2	Other	Admissions Building	15,600	3	46,800
3	Infrastructure	Wake Forest Rd realignment & improvements	-	-	-
4	Academic	Salem Hall	25,100	2	50,200
5	Academic	New Science Building	12,000	3	36,000
6a	Academic	Z. Smith Reynolds Library (north)	10,700	4	42,800
6b	Academic	Z. Smith Reynolds Library (south)	10,500	4	42,000
7	Academic	New Academic Building (Davis Field)	12,100	3	36,300
8	Open space	Library Quad	-	-	-
9	Academic	New Academic Building (Davis Field)	10,800	3	32,400
10a	Academic	Scales Fine Arts Center	20,400	3	61,200
10b	Academic	Scales Fine Arts Center	23,300	3	69,900
10c	Academic	Scales Fine Arts Center	8,500	3	25,500
11	Housing	Upper-class residence hall (Allen Easley Dr)	3,200	3	9,600
11	Housing	Upper-class residence hall (Allen Easley Dr)	2,900	3	8,700
11	Housing	Upper-class residence hall (Allen Easley Dr)	3,200	3	9,600
12	Housing	Upper-class Residence Hall	27,300	3	81,900
13	Open space	Residential Quad	-	-	-
14	Housing	Upper-class residence hall	12,600	3	37,800
15	Other	Student Services Building	-	-	-
16	Academic	New Academic Building	23,300	3	69,900
17	Open space	Academic Quad	-	-	-
18	Academic	New Academic Building	23,300	3	69,900
19	Academic	New Academic Building (southwest corner Wingate Dr/ Carroll Weathers Dr)	35,200	3	105,600
20	Infrastructure	Chilled Water Plant	-	-	-
21a	Academic	Addition to Worrell Professional Center (west)	10,900	3	32,700
21b	Academic	Addition to Worrell Professional Center (east)	11,000	3	33,000
22	Athletics/Recreation	Relocate Poteat Field	-	-	-
23	Athletics/Recreation	Campus Recreation Center	85,600	2	171,200
24	Open space	Recreation Center Quad	-		-
25	Housing	Upper-class residence hall	13,000	3	39,000
26	Housing	Upper-class residence hall	13,000	3	39,000
27	Academic	New Academic Building (southeast corner Wake Forest Rd/ Wingate Dr)	20,700	3	62,100
28	Athletics/Recreation	Reynolds Gymnasium	-	-	-
29	Infrastructure	Pedestrian improvements Wingate Dr	-	-	-
30	Academic	Carswell Hall	9,600	3	28,800
31	Academic	New Academic Building (northeast corner Wingate Dr/ Gulley Dr)	20,300	3	60,900
32	Housing	Freshman Residence Hall (NE corner Wingate/Memory)	11,000	3	33,000
33	Athletics/Recreation	Indoor Practice Facility	86,500	2	173,000
34	Housing	Freshman Residence Hall (east end Gulley Dr)	10,650	3	31,950
35	Housing	Freshman Residence Hall (east end Gulley Dr)	10,650	3	31,950
36	Athletics/Recreation	Relocate football practice fields	-	-	-
37	Infrastructure	Connection to Deacon Village	-	-	-
38	Athletics/Recreation	New Golf Practice Facility	7,300	2	14,600
39	Housing	Freshman Residence Hall (SW corner Wingate/Memory)	8,700	3	26,100
40	Housing	Freshman Residence Hall (NW corner Wingate/Memory)	11,500	3	34,500
41	Housing	Freshman Residence Hall (west end Memory Ln)	8,100	3	24,300
42	Infrastructure	Redevelopment of Gulley Drive	8,100	3	24,300
43	Infrastructure	New road on east side of campus	-	-	-
Potential Development Capacity					**1,661,100**
	Housing	Townhouse Apartments (demolition)	-	2	7,900
	Housing	Palmer Residence Hall (demolition)	-	1	12,950
	Housing	Piccolo Residence Hall (demolition)	-	1	12,950
	Athletics/Recreation	Manchester Athletic Center (demolition)	-	2	57,950
Potential Demolition					**91,750**

The areas cited in this chart (left) are recommended based upon appropriate massing established by the master plan. They document the general intent of the master plan and provide a point of reference in planning for the future development of individual building sites. In addition to site capacity, development decisions will also be guided by program needs and financial considerations.

Architectural Design Guidelines

Front to back: Benson University Center, Reynolda Hall, and Worrell Professional Center

Architectural Design Guidelines

Historic Development of Campus Style

The original campus in Wake Forest, North Carolina, established in the 1830s, was characterized by a rural, agrarian landscape. Moving the entire college nearly 130 years later opened doors to a comprehensive planning e ort. Jens Fredrick Larson, an architect well established in American college planning, was hired, and an entirely new Wake Forest campus took form 120 miles west in Winston-Salem.

Larson believed regional materials coupled with local craftsmen result in appropriate architectural contexts that by nature enhance the character of the American collegiate campus. For Larson and the new Wake Forest campus, this meant gravitating to a variant of the Georgian revival style, exemplified by Old Virginia brick and stately sited buildings on grand quadrangles.

Future projects should maintain awareness of and work in concert with the existing campus fabric.

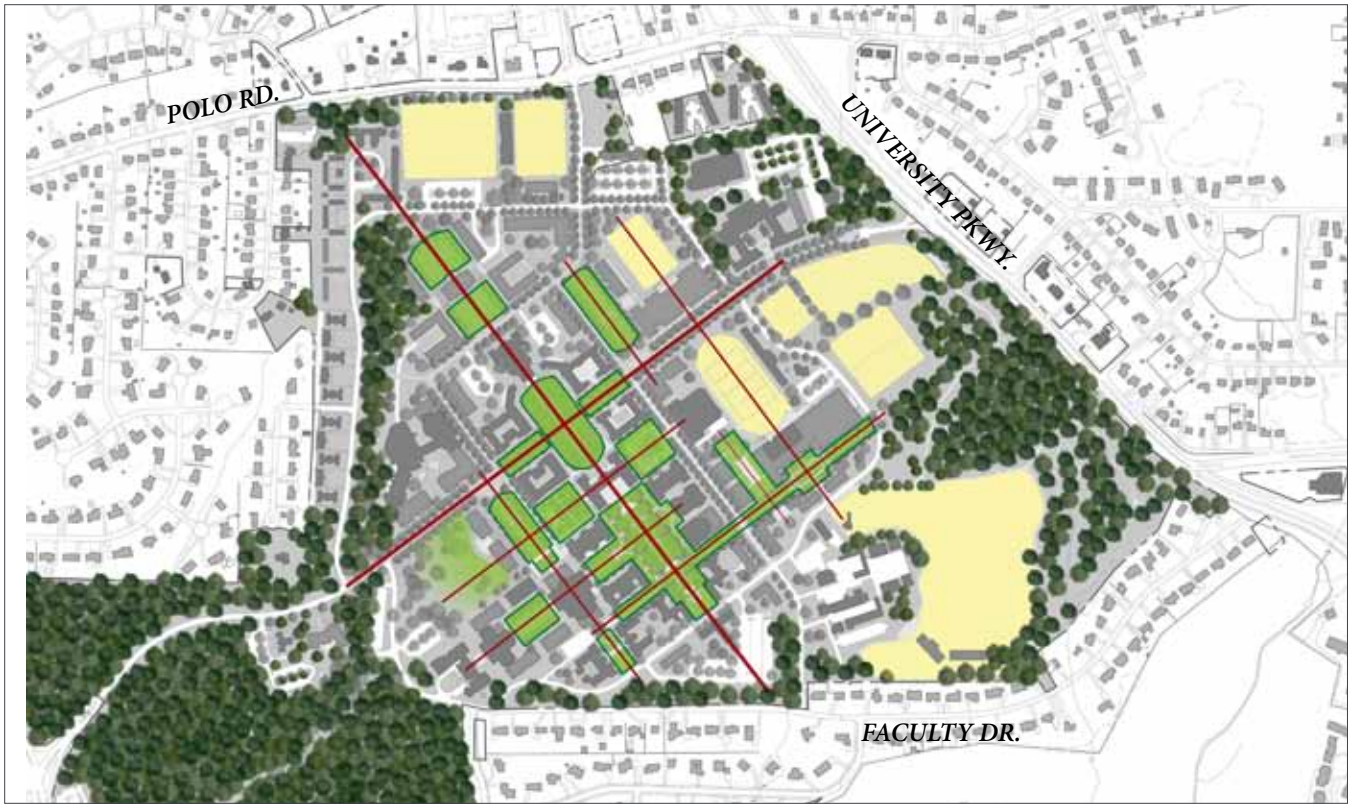
Initial phasing of Reynolda Campus construction began in 1951, yielding 1.14 million gross square feet of building space by the end of 1956. Steady addition of new facilities has resulted in the near completion of original planning concepts. Today, the campus includes nearly 200 acres of land and 2.5 million gross square feet of building space.

Larson's vision of planning and architectural style at Wake Forest in the 1950s established a strong campus character, now well rooted in the fabric of Winston-Salem. Placements of iconic buildings in the Georgian revival style on open quadrangles anchor and define the campus yet today. This definition of planned order and architectural character is uniquely woven into the physical fabric of Wake Forest and demands that no individual architectural thread should exist apart from a consideration of the whole.

Campus Structure

A distinct fabric has been created over time through the consistency of building-to-open-space relationships, the scale and proportion of the buildings, the complementary use of building materials, and the treatment of the ground plane and landscape. The Reynolda Campus derives its primary organization or pattern from the relationship between buildings and open spaces. The facades or edges of the buildings define the open spaces, and each open space is reinforced by regular axes that relate to building entries.

New buildings will support this pattern on the campus by defining new open spaces. As additions are made to the campus, it is vital that this tradition be continued. Designers should thoroughly study all aspects of the campus core, especially characteristics that make the campus unique. The Reynolda Campus is firmly rooted in the traditions of American campus planning and place making. Simple, enduring elements–Georgian revival buildings, quadrangles, and canopy trees–reference the University's foundation in Wake Forest, and work together to create a classic example of an American campus. The campus is unique because of its compact core, beautiful landscaping, and consistency of architectural style and scale.



Proposed Open Space Network.

natural area
high-quality open space
organizing axis
recreation field

Reinforcing this fabric is not as much about architectural style as it is about site, proportion and scale, fenestration, and materials. New buildings should have a human scale and encourage student activity. Fenestration of new buildings should have rhythms complementary and harmonious with those around them. The building materials should be consistent. Landscaping and screening can be e ective tools in unifying new buildings with existing buildings. A consistent approach to landscaping will also assist in unifying character.

The master plan provides for the expansion of the existing open space network, including four new quadrangles. The first, on the west side of the campus, will be anchored by Z. Smith Reynolds Library and Scales Fine Arts Center. This new formal, academic quadrangle is faithful to Jens Fredrick Larson's original plan and will bolster the presence of academics on the campus. The second, on the east side of the campus, will be anchored by the new Campus Recreation Center. The third, on the north side of the campus, will be a double quadrangle, defined by residence halls on the north end, academic buildings on the south end, and bisected by a new student services building.

Wake Forest University is committed to making its new buildings and gathering areas physically accessible to all faculty, sta , students, and visitors through universal design principles. Today, many buildings and areas on the campus are accessed via steps. In that same spirit, renovation projects shall seek to improve physical accessibility to create a more welcoming campus. This will be achieved by balancing technical access and design aesthetics. These changes may accommodate the campus design aesthetic by utilizing internal modifications to improve accessibility to external areas of community.

Materials

The Reynolda Campus is characterized by consistent building materials and architectural elements across campus. Flexible application of these materials and elements can create desirable variety through respect of each individual building's relationship to the original campus core.

The building materials palette is dominated by:

a. Slate roofs on residence halls.
b. Standing seam copper metal roofs on academic and administrative buildings.
c. Old Virginia brick veneer for all Reynolda Campus facades.
d. Oyster white painted wood trim.
e. Limestone for building details such as water tables and wall caps.
f. Cast stone for finishing details on site walls.
g. Wrought iron is used decoratively in lanterns and light poles, emblems, and railings.
h. Clear glass.

a. & b. Slate and standing seam metal roofs

c. Old Virginia brick

d. Oyster white painted wood trim

e. Limestone details

f. Cast stone on walls

g. Decorative wrought iron

h. Clear glass

Covered porches and passages

Columns

Layered roofscapes

Welcoming entries

Buildings on the Reynolda Campus employ common architectural elements to create a unique Wake Forest vocabulary:

- Covered porches and passages are common on campus. These areas provide shelter from the weather, create opportunities for interaction and impromptu gatherings, and add visual articulation to the campus fabric.
- Columns go hand in hand with the many covered porches and passages on the campus. For the most part, columns are round or square, typically fluted, and finished with simple capitals. Knowledge of classical proportioning when employing these elements is paramount to successful implementation.
- Layered roofscapes, generally more hipped than gabled, add depth and interest to campus architecture. Gabled ends, when used, commonly have centered chimneys.
- Integral gutters.
- Windows are primarily large, wide, tall and double-hung, opening up interiors to vast amounts of natural light. They are in most cases proportional. Most fenestration is clear or slightly colored as in Wait Chapel. Mullions are employed in nearly all applications and painted oyster white.
- Welcoming entries dominate campus.
- Granite ground course on monumental structures or a concrete grade beam are commonly employed at the base of buildings. Height varies in response to context and slope functionally to keep the soft old Virginia brick from wicking ground moisture and provide an aesthetic band on which buildings sit.

Reynolda Hall

Salem Hall

Massing

The Reynolda Campus is residential in scale; buildings are typically no more than four stories tall. A building's scale and massing is defined by a combination of its footprint, height, and overall shape (stepbacks, setbacks, roof form). Massing reflects and reinforces the overall scale of the open space that a building fronts and steps up or steps down to adjust to context and topography. For example, Reynolda Hall is one of the larger buildings on campus, but is approachable because of the articulation of its form. Stepbacks on the south side ease the height of the building while creating public spaces and terraces.

Generally, building footprints will be simple, efficient, and rectangular; they will respond to adjacent open spaces and buildings. Salem and Olin Halls define the edges of the Science Quad in di erent ways. Salem Hall responds to the quad with windows and a primary building entrance. While Olin Hall interacts in a straightforward way with Wake Forest Road, the side of Olin that addresses the quad lacks an entrance, and windows are too high for a passerby to see in. Salem's relationship to the quad is more desirable.

To accommodate a wide range of program needs, the master plan provides room for a variety of building footprint sizes. Extremely large buildings should break down mass into a composition of well-scaled parts.

By articulating the lower portion of a building's vertical surface, such that it appears to be distinct from the rest of the building, the perceived scale of a building can be made more comfortable. Building design should be clearly articulated in the first one to two stories to establish human scale at the ground level. Hearn Plaza is delineated by arcades and active public uses, which create a lively civic space. The number of stories before a building steps back will vary with its composition, including overall height.

Buildings will have a variety of roof forms–pitched or flat. While there is wide variety in examples on campus, buildings with small footprints are most appropriate to have pitched roofs, while larger buildings are more apt to have flat roofs. Many buildings skillfully incorporate both flat and pitched roof areas in concert with massing, height, and overall composition. High performance features such as green roofs and solar collectors should be carefully integrated to maximize efficiency and enhance building appearance.

Articulating a building's roofline helps to provide a visual termination to a façade and further helps to control its overall scale. Buildings should incorporate clearly articulated eaves, cornices, or parapets into their design. This can be achieved by a change in plane and/or a change in material.

Hearn Plaza

The guidelines are intended to be a mirror that reflects the finest examples of campus architecture.

Composition

Composition of most campus buildings is characterized by many multi-paned windows and gracious entries and porches that combine to create collegial gathering spaces. This traditional vocabulary is rooted in the heritage of the Old Campus and reflects the basic five-part order of the Georgian revival style. This architectural style values symmetry, scale, and proportion, typically resulting in a composition of a central door flanked by two windows on the first floor and five evenly spaced windows in each upper story. The central door is usually given prominence by its placement and ornament. These features are in evidence across the campus. For example, the north elevation of Reynolda Hall faithfully expresses the symmetry of this composition with eleven evenly spaced openings, and the central door of Manchester Hall is embellished with an open pediment.

Well-designed elevations have hierarchical patterns and rhythms that are visually stimulating and contribute to the liveliness of the campus. Openings (doors, windows, and loggia) can help to reduce the perceived scale of a building by dividing a continuous wall surface into smaller, more comprehensible parts. For example, the Central Heating Plant is a building with a utilitarian use, but thoughtful design. Windows and louvers are regularly placed to create rhythm and pattern in the building's elevations. These features are practical, functional, and attractive.

Composition should respond to the adjacent buildings and open spaces. Entries should be clearly expressed and created by a hierarchy of openings. Terraces, porches, and other transitional devices should be considered. Main entrances should be proportional to the entire facade. Consideration should be given to shade and overhead cover. Buildings may have multiple primary entries, and all must accommodate universal access. Doors should be wood or metal with glazing.

Program and design of operations performance should be meaningfully integrated into building design and never dominate. Proportion of the overall building, the façade, or an individual component (sunscreen, window, door, cornice, etc.) should be fully integrated.

Many multi-paned windows and gracious entries and porches combine to create collegial gathering spaces.

The Worrell Professional Center has multiple prominent entries.

The central door of Manchester Hall is embellished with an open pediment.

The Central Heating Plant is a building with a utilitarian use, but thoughtful design.

Component elements of building facades should be straightforward and legible. Building elements should balance innovation and function, and excessive aesthetic delineations should not be achieved at the expense of practical concerns such as maintenance and renovation.

Windows should be operable where technically feasible and integrated into the building's energy strategy. Window frames should be wood or metal, and colored to be compatible with other exterior materials. Clear glass is preferred; any use of colored glass should be subtle. No reflective glass should be used.

These guidelines establish a framework for future designers so that the beauty of the campus core will be extended to the entire campus. To encourage this, the guidelines recommend that future design decisions reflect the best architectural traditions now evident on the campus. The guidelines are intended to be a mirror that reflects the finest examples of campus architecture and a lamp that lights the way for future designs to foster the architectural heritage and innovative spirit of the University. In this regard, Wake Forest's buildings and grounds should resemble a good academic curriculum, combining tradition and innovation, preserving what is best about Wake Forest while moving forward.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FOREST UNIVERSITY
PRO HUMANITATE

Acknowledgments

View of Wait Chapel from Taylor Residence Hall

Acknowledgments

During the course of the planning process, the design team traveled to campus eight times. On campus, the project team hosted five campus tours and about forty meetings with more than eighty individuals, including the members of two committees and three work groups. The University hosted six public forums and welcomed more than two hundred participants including students, sta , faculty, neighbors, and alumni. The University is grateful to every person who participated in the process, preserving traditions and outcomes that have long distinguished Wake Forest.

Steering Committee

The Steering Committee served as the principal working group for the Master Planning process.

Matthew S. Cullinan, Vice President for Administration, *Chair*
James E. Alty, Associate Vice President for Facilities and Campus Services
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Advisory Committee

The Advisory Committee captured the views, input, and feedback of a broad range of campus constituencies.

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