

JENNINGS HALL: ANALYSIS OF THE SIGNIFICANCE AND VIABILITY OF A  
1961 RESIDENCE HALL ON THE UNIVERSITY OF FLORIDA CAMPUS

By

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by

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To Ryan and my soon-to-be-born daughter.

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Abstract of Thesis Presented to the Graduate School  
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The University of Florida experienced a housing boom on campus between the years 1950 and 1961. During this time, fifteen permanent residence halls were constructed, accounting for more than fifty percent of living accommodations in 2006. Completed in 1961, Jennings Hall was the sixth and final all-female residence. Though other dormitories of this period have similar architectural features, Jennings Hall is the only one to have a unique saw-toothed roofline defining the placement of public spaces from private spaces; integration of the building design with the natural landscapes; and an entry garden surrounded by a saw-tooth covered walkway leading individuals up to the formal, atrium-like entry space. Jennings Hall is still serving its main objective, to house students pursuing a college education, and has seen only minimal renovations.

Upon the opening of this residence hall in 1961, it was classified as a state-of-the-art residence facility with supportive spaces for the college student. In 2006, students have different expectations from their living environments. Can rehabilitation of this

residence hall accommodate the needs of students in 2006 and beyond, while preserving its defining features? This thesis will analyze these characteristics and propose a rehabilitation design plan, including current state-of-the-art features designed within the framework of the Secretary of Interior's Standards for Rehabilitation.

## CHAPTER 1 INTRODUCTION

By 1960, it was clear that the battle between the architectural traditionalists and modernists, which had been waged on the American campus for at least three decades, had been won firmly by the moderns. [1: 294]

-Paul V. Turner. *Campus: An American Planning Tradition*, 1984

In the book *Campus: An American Planning Tradition*, Paul Turner asserts that American colleges and universities accepted “modern architecture” later than the general population and society as a whole [1]. Turner defines modern architecture as “rejection of historical tradition and its frequent emphasis on functionalism and flexibility” [1: 251]. Modern architecture may be characterized as “bold, clean, simplified, and efficient” and affordable [2: 572]. The *Oxford Dictionary of Architecture* describes “the aims of Modernism” as “radical, concerned with the suppression of all ornament, historical allusions, and styles, counterbalanced by the elevation of objectivity and the evolution of industrialized methods of building” [3: 428]. Throughout this thesis, modern architecture will be defined as a style of architecture that emphasizes minimal ornamentation and capitalizes on function.

Modernist residence halls flourished across the country after World War II, when veterans and baby boomers began going to college [1]. During the 1950s and ‘60s residence hall facilities were rapidly being built across the country to accommodate the influx of all types of students [1, 4]. Not only was there a high need for dorms, but the government was providing low-interest loans for schools to build housing because of the 1950 Title IV of the Housing Act [4]. Schools across the country wanted to take

advantage of these loans, so ornate decorative buildings gave way to a functional and affordable approach to modern architecture.

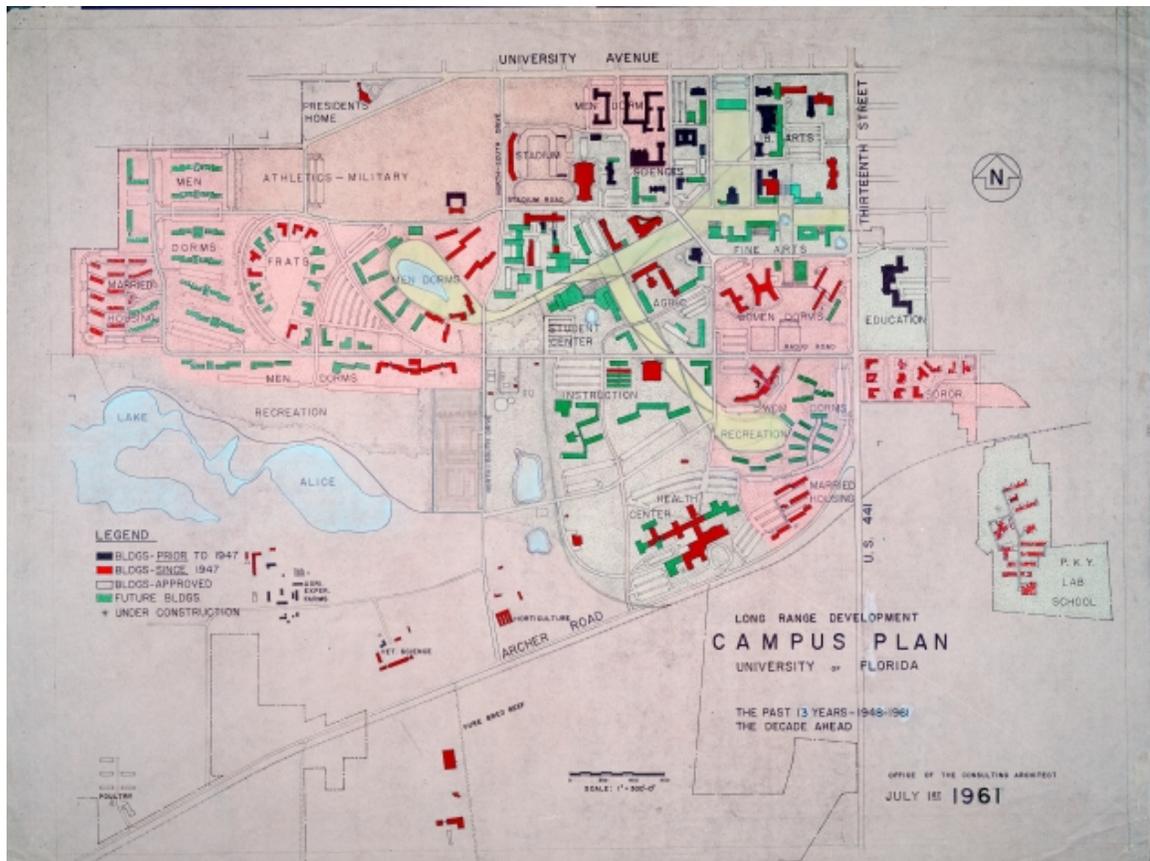


Figure 1.1 1961 University of Florida Campus Map [5]

The University of Florida built fifteen permanent residence halls between the years 1950 and 1961, which accounted for more than fifty percent of the residence halls on campus in the year 2006. These residence buildings are Mallory, Yulee, Reid, Tolbert, Weaver, North, Riker, Broward, Rawlings, Graham, East, Simpson, Trusler, and Jennings Halls [6]. The residence hall building boom on the University of Florida campus was in response to the large number of World War II veterans who enrolled in college under the GI Bill and the first enrollment of women in 1948, after passage of the Coeducation Bill [1, 7-8].



Figure 1.2 East Side of Jennings Hall

Jennings Hall opened in 1961, along with five other residence halls that were completed that year [6]. This hall was the last dedicated to women students on the University of Florida campus, and later was the first female hall to host both men and women under the same roof. The original residence hall design boasted such spaces as laundry rooms, kitchenettes, multiple public lounges, a library, and a room that functioned as either a classroom or meeting room [9]. Public spaces were enclosed and positioned between the two residential wings of the building, allowing students to easily pass from one wing to another without going outside the building.

This state-of-the-art facility was well designed and well thought out by the architect, but many years of advancements have left Jennings Hall lacking its competitive edge among newer and renovated residential facilities. There is an increasing awareness that residence halls built across the country during the post-World War II building boom, including those on the University of Florida campus, need to be continuously updated

with new technology and spatial renovations, while maintaining their historical features [10-12].

### **Statement of Problem**

This thesis will analyze the state-of-the-art of Jennings Hall at the time of construction so that the original vision of the facility can stay intact when devising a rehabilitation plan. This research will also analyze current design trends of residential facilities in order to propose a state-of-the-art rehabilitation. Since this building will soon be eligible for historic designation, it is crucial to understand the historic context of the building in order to achieve both of these goals.

### **Significance**

Modernist campus housing buildings from the post-World War II era are in the early stages of being identified as historic among historic preservationists. Additional buildings of the late 1950s and early 1960s will soon reach the benchmark of historic designation. Jennings Hall will be used in this thesis as a case study to distinguish historic characteristics of the early 1960s, when it was erected. An understanding of this hall historically, together with a rehabilitation plan that not only celebrates the building's unique style but also brings the vision of the architect back into the building, will position the University of Florida as a leader in preservation and sustainability issues. Preserving and rehabilitating this residence hall will help to maintain a community that is knowledgeable about the past of the institution and provide a new link in the campus history of compatible growth, while allowing students to experience history in a facility updated to new standards of accommodation, security, and technology.

## CHAPTER 2 LITERATURE REVIEW

### **Introduction**

Residence halls or dormitories have been a part of American college tradition since Harvard was founded in 1636 [1]. Though these buildings serve a vital purpose on college campuses, relatively little research has been published about them. While published works and professional journals were searched for related research and case studies, the primary material utilized in this thesis came from original construction documents and specifications, university archival records, and on-site analysis.

### **Primary Resources**

The University Archives in Smathers Library East and the University of Florida Department of Housing and Residence Education were sources for photographic and documentary records. The original construction documents, along with specifications for Jennings Hall, were found through the Architecture/Engineering Department of the Physical Plant Division located on Radio Road in the northwest section of the University of Florida. The department stores all original construction documents and specifications wrapped in a temperature-controlled room. The wrappings are labeled so that individuals can find bundles of drawings and information for a specific building. Most buildings have more than one bundle of original material.

The original construction documents indicated that Jennings Hall was built in 1961 with an annex or dining hall on-site [9]. This facility was connected by a covered walkway contained by a designated planted area to be designed and implemented a few

years after the opening date. The dining hall no longer serves the original purpose and has been turned into office space, primarily for the University Police Department. The original dining facility is not being considered as part of Jennings Hall for the purpose of this thesis.

The original construction documents subdivide Jennings Hall into three parts—A, B, and C [9]. Section B is the public spaces of the residence hall while sections A and C are the private wings that comprise the residential spaces or private spaces of the facility. The public spaces sit in between the two private wings.

The original construction documents contained floor plans, elevations, and details [9]. There were also electrical plans, beam schedules, and a site plan, to name a few other drawings [9]. The floor plans, elevations, and details indicated the original function of spaces and some of those spaces have changed functions prior to the initiation of this research. These differences were evaluated during site visits of Jennings Hall.

The original construction documents often contained notations of specific materials to be used for a particular detail [9]. For example, on the drawing details for the front desk, or “control,” notations indicated the use of walnut paneling [9]. Besides these notations, specifications for fixtures, windows, and flooring were found. For example, each residential room contains a built-in closet and storage unit. The specifications found indicate that this unit was built locally in Gainesville, Florida by Wood Products, Inc [9]. These original units have a 1/16” red birch veneer [9].

Since these documents and specifications are archival, notes were taken on-site for reference at a later date. The original construction documents have been previously

scanned, and the Architectural/Engineering Department provided a disc of these drawings in TIFF format.

The archival library at the University of Florida provided original letters, memos, and papers from various sources that helped with understanding the change in architecture from Collegiate Gothic to modernism and the acceptance of women into the University. Presidential papers and memos from the eras overseen by Tigert and Miller provided information about the transition of the campus architecture after World War II. More specifically, these papers called for architecture to be “modern” and “without decoration” [13]. The Miller papers requested that Northwestern University, the University of Vermont, and the University of Connecticut be toured in order to examine their new buildings [14]. This enabled the University of Florida to acquire ideas of high quality from other areas of the country.

Looking into the Dean of Women’s records in the archival library provided insights into women’s issues at the University after women were accepted as full-time students in 1948 [8]. Reports regarding the temporary living conditions women endured were found within the records. The dedication speeches given by Dean Marna V. Brady and Mrs. Harris at the opening of the first female residence halls, Mallory and Yulee, were insightful into their perspectives of the architecture used for the buildings and the spaces created within the residential facilities [8].

The Department of Housing and Residence Education hosts its own archival information on every residence hall on campus. The Jennings Hall folder contains written information for the building, such as handbooks given to residents that contain rules of the facility [15]. It also contains articles from newspapers.

## Secondary Sources

### University of Florida Information

Sharon Blansett's book, *A History of University of Florida Residence Facilities*, provided historic background information on all residential facilities on the University of Florida campus [6]. The book is written in chronological order, from the oldest residence hall facility still being used today to the most recent facilities built. Blansett's book includes photographs of all the buildings, which, when coupled with the accompanying information, provide a noticeable link between some of the residence halls and their architecture styles. Primarily, this resource served as a starting point into the historic context of Jennings Hall.

Anne Catinna's thesis from 1993, *Years of Transition: Architecture on the University of Florida Campus 1944–1956*, was another important source. Catinna targeted these years because of contemporary architectural changes on the campus. From the first campus plan in 1905, the University adopted a collegiate gothic style, but 1944 marked a transition [16]. The post-World War II era reflected the modernism expanding across the United States. The thesis discussed the first three buildings completed during this time period—Tigert Hall, the administration building, and Mallory and Yulee, two female dormitories [16].

During these specific years, Guy Fulton was the named architect on the State Board of Control (BOC), which governed all state schools in Florida, including the construction of facilities [16]. Guy Fulton was a named contributing influence into the change of styles by Catinna's thesis. Evidence also shows that President Tigert called for the architectural style change by requesting a decrease in decorative features. According to an interview between Catinna and Forrest Kelly, who succeeded Fulton as the BOC

architect, lack of money was also an underlying factor for the change in architecture styles [16].

According to Catinna, there were many factors that influenced architectural change; however, Fulton was the one who ultimately decided to keep the architecture compatible through the use of materials [16]. Red bricks, terra cotta roof tiles, and simplified stone accents were utilized in the new buildings to show compatibility with all the buildings on campus [16]. By using the materials in this fashion, Fulton kept the campus unified. In fact, Kelley said in his interview with Catinna that it was an expectation that he continue to work with these materials when designing buildings on campus [16].

Jennifer Garrett's thesis, *Finally Home: The University of Florida Campus as a Microcosm of American Post World War II Residential Design*, was completed in 2005. Garrett's research looked at all housing on the University of Florida campus from 1945–1956. Garrett looks generally at the housing situation over the country in suburbia as well as college campuses, finally narrowing the scope down to the University of Florida campus [7].

The Garrett thesis begins by looking at the University as a whole during 1945, taking into consideration the return of Florida veterans and the acceptance of women students [7]. Due to the influx of students, the housing demand was great at that time. This caused the University to look to some temporary buildings, known as the Flavel Villages, to provide shelter for veterans and their families [7].

Single student facilities were being constructed in various parts of the University for both men and women students [7]. These structures, Tolbert, Riker, Weaver, North, Mallory, Yulee, and Reid Halls, opened in 1950. Garrett discusses their architectural

significance and reaction to the local climate and compares their features to the trends found in residential design throughout the country [7].

Garrett gives suggestions of further study within the recommendation area of her thesis. She points to a need to discuss ways of bringing post-World War II residence halls, especially those significant on the University of Florida campus, back to the original concept created by architect Guy Fulton [7].

William Arnett's thesis, *A Study of the Campus Planning Problem at the University of Florida*, written in 1932, gave insight into planning at the University through the year 1931. The status of the campus plan and buildings is a focus of the thesis.

During the 1930–1931 academic year, the Educational Survey Commission directed that the University of Florida house half its student population [17]. That academic year, the school was housing 21.5% of the student population [17]. Arnett hypothesized a few solutions to the campus planning, going a step further and included women's dormitories within his suggested campus plan. Though women were not yet being accepted into the University, Arnett saw a need to plan ahead for that time when women would be allowed to attend the University on a full-time basis [17].

Arnett's thesis suggested where new housing could be provided for both male and female residents [17]. Each solution was discussed and all but one was discarded. The solution chosen was then discussed in more detail, giving locations for buildings. Estimations on acreage and how many individuals could be housed on this land were also provided [17].

### **Campus Planning and Residence Hall History**

Paul Turner's book *Campus: An American Planning Tradition* was a valuable resource that gives an overview of campus planning, including its history at American

colleges [1]. The discussion of residence halls provided insights into the connection of American universities to English and European universities, specifically how their traditions have been utilized or reworked in America [1]. For instance, early schools created courtyards by bounding the sides with connected buildings [1]. Though most American universities do not continue this practice of keeping the town or community out of the campus, it is clear that courtyards are still an important concept, reinterpreted. Residence halls are often placed in such a way to create these courtyards without keeping the rest of campus outside of the space [1].

Due to the general nature of the topic, each era is addressed in limited detail, especially most recent eras. Turner points out that there was a transition in architecture and planning on campuses, although campuses accepted modernism more slowly than elsewhere [1].

Insight into residence hall history and the planning of facilities during this era was also found through many independently written chapters in the book *Student Housing and Residential Life*, edited by Roger Winston, Jr. The chapter titled “A Brief History of Collegiate Housing,” by Charles Frederiksen, discussed the Title IV or Housing Act. This act, which was passed by Congress in 1950, gave institutions low rates on loans to build or repair residential facilities on college campuses [4]. Colleges and universities everywhere took advantage of these loans and built high-rise facilities that focused on getting the most students possible into a unit without much concern for their needs [4]. This act did not cover furnishings of rooms, and schools skirted around this issue by applying fixed furniture in the rooms so the furniture would fall under the construction cost or what the loan covered [4].

These buildings took away the fundamental purpose of a residence hall, which is to provide a social education and bridge the gap between academics and the living environment [4]. Now that these buildings are getting older, campuses are currently involved in another building boom or renovation period where colleges are trying to rectify the negative effects of the Housing Act. In fact, Harold Riker makes a call to action to avoid emulating these facilities when plans for new construction or renovations are being created [12].

### **Current Residence Hall Trends**

Residence hall construction and renovation projects share common features, which help to define what state-of-the-art means and what current design trends are. Over the last few years, with the support of the United States Green Building Council (USGBC), sustainable buildings are being erected at a steady pace [18]. Colleges and universities are beginning to see benefits to utilizing sustainable construction methods within new construction and renovation projects. There are a couple of certified, sustainable renovated and new construction residence halls listed on the USGBC website, one of which is located on the Carnegie Mellon University campus [18]. In 2004, *The Chronicle of Higher Education* reported on this sustainable dormitory. The article, written by Will Potter, provides a brief overview of the project. Though there are not too many dormitories classified as sustainable, the growing concern for the environment and rising construction costs will catapult sustainable design deeper into the residential facilities [19].

Besides *The Chronicle of Higher Education*, other journals such as *Planning for Higher Education*, *American School & University*, and *School Planning and Management* were sources that publish information about current residence hall

construction and renovation projects. *Planning for Higher Education* provided two articles summarizing projects that have been recently completed. In the first article, written in 2003, Charles Dagit discusses Cornell University's experience with freshman housing. This project at Cornell University started in 1998, and the facilities were completed for the fall of 2001 [20]. The concern was that freshmen coming onto the campus were not being housed together and that their "class identity" was not cohesive; thus, the institution decided to create accommodations just for the freshman class [20]. Glass walls and open multi-storied public spaces help to keep the plan open and allow students to see one another even while interacting in different spaces. The residence wings are comprised of suite-style rooms—two double rooms and one single room share one bathroom. Hallways are varied in width to create entryways into the student rooms and reject the traditional straight-run corridor seen in past residence halls. Dagit states that halls geared for certain populations need to be designed to promote cohesion while decreasing seclusion [20].

In the second article, from 2004, Christopher Hill highlights different trends found in current residence hall designs at Colby College, Pennsylvania State University, and the College of the Holy Cross [21]. Suite-style rooms are highlighted, along with the interaction spaces created throughout the building. Integrating academics into the residence hall is another feature pointed out within the article. In the end, Hill remarks that "successful residence halls should not lean on the past, but they should improve on the history and vitality of a school" [21: 35].

The articles found in *American School & University* and *School Planning and Management* discuss renovation projects. First, at Princeton University, Blair/Buyers

Hall was constructed in 1896, and by 1996 had not seen major renovations; needless to say, the building was worn and needed an overhaul [22]. This residential facility originally housed restroom facilities only in the basement. The renovation changed this by adding facilities to other floors. The attic and basement spaces were reclaimed for residential rooms as well as social and academic spaces. Historic characteristics were restored while allowing technologies to be updated, which was the goal of the project [22].

The second renovation project took place on the Middlebury College campus [23]. Four residence halls built towards the end of the 1960s were the center of the project. The residence halls were reorganized to create multiple types of rooms such as singles, doubles, and suites that included bathrooms. Along with the reorganization of the residence hall rooms, additions were constructed to allow free passage between the buildings [23].

At the University of Florida, Reid Hall, one of the three original residence halls for females, is currently under renovation to integrate academic spaces geared specifically towards the College of Fine Arts into the residence hall. These spaces will eventually provide an art studio, a multi-purpose gallery space, and sound-proof practice rooms.

### **Summary**

The information gathered from various sources was instrumental in providing a solid framework for this thesis. Original construction documents and specifications provided invaluable insights into the innovative design and functionality of the building. This, coupled with on-site investigations, led to conclusions on the status of the facility. Other archival information found at the University of Florida effectively communicated the influences that were making an impact during this era. Understanding the history of

campus planning and residence halls only provided a stronger basis when researching the trends currently found in new construction and rehabilitations of these facilities on college and university campuses. Overall, all this information was immeasurable when determining the defining characteristics and new functions to be executed within Jennings Hall.

## CHAPTER 3 RESEARCH METHODS

The research on Jennings Hall is meant to serve two purposes. The first purpose is to understand the residence hall historically and architecturally, and the second is to understand the new trends in residence hall design and test these ideas and thoughts through a rehabilitation design for Jennings Hall. To achieve the second goal, archival and on-site analysis were the two main methods utilized within this thesis project.

Archival analysis was conducted primarily through the University of Florida's library system, the Physical Plant Division, and the Department of Housing and Residence Education Office. The archive library served as a resource mostly for background information for the project such as presidential papers. Architecture trade publications from the late 1950s and early 1960s were consulted to find the trends of residence hall design from that time period. The Architectural/Engineering Department within the Physical Plant Division, located on Radio Road, provided access to all the original drawings and specifications of Jennings Hall [9]. These drawings have been scanned in order to provide digital images, which have also been a valuable working platform.

The Department of Housing and Residence Education Office shared an archive file kept on the residence hall. This file contained all handbooks and rules for Jennings Hall since the opening of the facility [15]. Sharon Blansett, Assistant Director of Housing for Marketing, Public Relations, and Research, continuously updates this file and has also published a book, *A History of University of Florida Residence Facilities*, which contains

many facts and historical information about all the residence halls, including Jennings Hall [6].

The Department of Housing and Residence Education Office has been supportive by providing information during on-site analysis. In addition, photos were taken of the residence hall during the site visit in order to have reference to spaces while working on the design plans away from the facility. These site visits and photos provided a comparison to the original construction documents and specifications of Jennings Hall.

The Secretary of the Interior Standards for Rehabilitation guided the process of identifying historic features [24]. Information received from the United States Department of the Interior through the website and printed materials were instrumental in determining the historic status evaluation process of the building. Practical experience gained while documenting and studying a historic building on Nantucket Island assisted with the evaluation process. The materials and practical experience served as a framework while Jennings Hall was being evaluated and helped identify the historic significance of the building.

According to the material from the Department of the Interior, in order to assess the building properly, original construction documents, original specifications, and alterations to the building are to be located and studied [24]. Original documents and archival information are coordinated with on-site investigation. During this investigation, the interior and exterior environments are surveyed for the original materials and design solutions, and alterations made to the building through the years are identified [24]. This process assists with determining the defining characteristics of the building. These

characteristics or features are then listed and referred to regularly in the proposed rehabilitation design solution for the building.

Other useful information was gathered while meeting with different individuals within the Department of Housing and Residence Education Office. Understanding their philosophy and financial situation was helpful when decisions were being made about the direction of the renovation plan. Maintenance and other staff members of the building who have seen Jennings Hall change through the decades were also a valuable resource especially when clarification was needed.

A survey of current information on residence hall design was done through current publications and journals. Peer-reviewed journals and trade publications were a main source for current projects and case studies about new construction and renovation projects for other residence halls around the United States. These articles provided a basis for competitive and comparable facilities at other institutions to be evaluated. This basis helped define what state-of-the-art means at this time and guided the proposed rehabilitation design solution for Jennings Hall.

## CHAPTER 4 EVOLUTION OF RESIDENCE HALLS

### **Residence Hall History**

In the twelfth and thirteenth centuries, European colleges and universities laid the groundwork for the residence facilities students would live in while working toward an education [1, 4, 25]. These facilities were not provided by the school—instead, students would seek out housing within the community in which the school was located [25]. Sometimes students could afford to live alone with servants while attending the institution, and other times students would live with townspeople. In addition, students would often group together to rent a house and create their own community, asking a leader within the town or institution to help oversee finances and activities. In Paris, France, these places were referred to as hospicium, while in Oxford, England, they were referred to as halls or hostels [1, 25]. By approximately the middle of the thirteenth century, colleges and universities took over governing these houses or halls [25]. Undergraduate housing on colleges and universities was secured shortly after the first known halls were created strictly for graduate students [1]. Colleges then began taking on the role of what is commonly referred to as *in loco parentis*, or being a parent to the students living on campus; many students traveled great distances to go to school and parents wanted proper guidance for their children [4]. This act of the college serving as the parents originated in Germany [4].

American colleges and universities took these influences from France, Germany, and England to create the residence hall or dormitory [1, 4, 25]. Since history suggests

that men started living in houses together while going to school, the early men's residence halls took on characteristics that reflected these houses [26]. These characteristics included smaller sections with separate entrances, and each section, if multi-storied, had its own stairwell [1, 26]. The rooms were then created on each floor around the stairwells. Individual rooms were usually equipped with a bed, mattress, dresser, desk, and chair—the same furniture offered to students during the twelfth and thirteenth centuries, which remains the standard today [27].

By 1870, the number of schools open to women started to increase [28]. However, a survey done in 1875 showed that of the 209 schools offering women a “superior education,” only six met the standards set for men's colleges [28: 56]. When designing residence halls for women, different standards were followed. The biggest difference was in the spatial layout, which did not utilize sections, but rather a long corridor with rooms on either side [1, 27]. These floors then had bathrooms in a central location for all the residents of the floor to share. In addition, the long building layout was utilized for security reasons so that all college functions were under one roof, and there was only one point of entry [1]. This strategy was first utilized in Vassar College to provide security and more of a family-oriented environment among residents. This female dormitory design eventually became an American style [1].

Since women's dormitories strived to create a family environment, spaces were planned on both intimate and grand scales to accommodate all needs of female students [1]. These spaces, in some cases, included rooms such as a laundry room, a sewing room, a shampooing room, a kitchenette, a trunk room, common or entertaining rooms (both formal and informal), and a room that could serve refreshments [1, 29-30]. These

spaces helped contribute to the realization of the idea that female dormitories were to serve as a home away from home where students could learn social graces such as dinner party or afternoon tea etiquette [30]. Books, magazines, artwork, flowers, and plants were just a few items that were supposed to be on display around the residence hall to illustrate the beauty and homelike nature of the residence facility [29-30].

After World War II, veterans were beginning to return to institutions for degrees [1]. This phenomenon created a housing shortage over many college campuses, so schools began to buy up barracks from the government that were no longer being used at the close of the war [1, 4]. The enrollment boost increased the universities' need for permanent residential facilities, creating a housing building boom in the 1950s and 1960s [4]. During this boom, the housing staff living within dormitories started to become more of a professional class. This meant that the role of the "housemother" began shifting—the beginning of the end of *in loco parentis* [4].

The federal government's response to this building boom was to provide low-interest loans for construction of facilities, a result of the Title IV, or the Housing Act, of 1950 [4]. In order to get the most for their money, institutions started creating "built-in" furniture so that furnishings would qualify as part of the construction costs, since the low-interest loans could not be used on free-standing furnishings [4].

### **Current Residence Hall Trends**

Two residence hall design trends began recently emerging during the construction of new residence halls. First, suite-style residence halls became popular. Students perceive less crowding in a facility that is composed of suite-style rooms rather than rooms in a double-loaded corridor [31]. These same residents feel that they develop their social skills more than those in a double-loaded corridor [31].

Hill reports projects in which three schools all created some form of suite-style living, consisting of a series of single or double rooms sharing a common lounge, a kitchen, and bathroom facilities in some variation [21]. Cornell University in Ithaca, New York created a new freshman residence hall complex that coupled a double and a single room together, sharing a bathroom [20]. Birdsey reports on Middlebury College's rehabilitation of four residence halls built in the 1960s [23]. Because students leave their homes with high expectations of their new living arrangements, some students opt out of living in residence halls because of the double-loaded corridor and shared restroom facilities, choosing instead to live off-campus [23]. Middlebury took their residence halls and created a variety of living accommodations such as singles, doubles, and suites with various combinations of these room types sharing living room space and bathrooms [23].

Academic endeavors included within the residence hall spaces also surfaced as an emerging trend. Bringing academics into the dormitory setting has taken on various formats such as special interest halls and like-major floors or halls [31-32]. Pike's study shows that students involved in a learning community have positive experiences outside the classroom, which lead to a high level of involvement and interaction within the university community as a whole [31, 33]. Edwards' study shows an increase in GPAs among the male participants, and an increase in persistence within minority students [34]. Persistence was measured between year one and two by factors such as staying at the university, staying within the same college and major, and staying within the learning community [31, 34]. Bringing academics into the residence hall was not a new thought; Rowe pointed out that this idea came from the original residence halls of Europe [32].

An trend currently gaining momentum is the creation of sustainable residential buildings. The first dormitory to encompass features representative of sustainable design is found at Carnegie Mellon University [19]. This facility was built with small private rooms and many social spaces, in order to draw students out of their rooms. For the 260 residents living in the facility, there are 230 interaction spaces [19]. Additionally, each resident room has operable windows and controls for the temperature [19]. Not only is this a characteristic of sustainable design, but also gives students control over their environment.

Kennedy outlines a few key concepts to remember when dealing with residence facilities, whether in new construction or a renovation plan [11]. They include creating communities with academic focus; giving students amenities such as cable and computer jacks; creating a variety of living spaces; providing enough electricity for all appliances needed; and providing flexible furniture in order for students to be able to creatively move their rooms around [11]. Birdsey concurs but adds the need to promote social interaction by spatial layout and to reflect private housing with respect to the look of furnishings [23]. Colleges and universities also need to upgrade facilities once new amenities surface, in order to keep students' interest and keep the facilities most up-to-date [23]. Pocarobba further affirms these needs by defining a living and learning community as “halls having dining, computer interactive services, collaborative student areas, faculty living spaces and retail options” [22: 332].

Based on observation and analysis of recent studies, state-of-the-art facilities in 2006 and later should encompass sustainable design whether the building is new construction or a renovation. Since technology is always changing, it is important to

continue to upgrade living spaces to accommodate these changing needs while providing enough power to run the technologies. Another concept to consider is academics; students go to school to become educated. Interaction of academics and the social living environment only strengthens that fact, and brings together individuals who have similar interests or goals in life. Residents should not feel crowded and should feel that they have their own space. Living arrangements should give students more control over their environment, such as flexible or moveable furniture. Small groups of residents sharing common study, social, and restroom facilities should create an environment that is less crowded than spaces accommodating thirty or forty students.

### **University of Florida Campus Residential Facilities through 1961**

The University of Florida opened in Gainesville in 1906 with only two buildings, Thomas and Buckman Halls [6, 17]. The pair of buildings were designed as residence halls, but initially served all the living, learning, and administrative functions of the university. The facilities were organized with the individual entrances characteristic of an England dormitory and followed the 1905 plan for the new campus, with collegiate gothic detail of red brick and clay tile [17]. Both halls became strictly residence facilities by World War II [6, 17].

The housing demand continued to increase for the University. The rooms in Thomas and Buckman Halls were intended for two people; however, they began housing three and four people per room [35]. In 1915, the first boarding facility was opened by Mrs. G. S. Ramsey, and between 1915 and 1920, houses taking in boarders off-campus increased [35]. In 1919, the University bought the first set of barracks to be used as housing for students starting in the fall of 1920, but these were condemned by 1928 [35].

Though there was an obvious need for housing, the next residence facility, Sledd Hall, was not completed until 1929 [6]. This facility was built in sections and utilized construction methods that fireproofed the structure [17]. Rudolph Weaver, State Board of Control Architect for the period 1925–1944, continued the collegiate gothic plan of William Edwards [6, 17]. The dormitories of the Weaver era increased detail in ornaments on the building such as seals of European universities, animals, and plants [6]. The use of European university seals solidified the direct ties the American university housing system sought with earlier schools.

A survey of the student living situation during the 1930–31 academic year showed that only 21.5% of the attending student body lived in University of Florida dormitories [17]. The rest of the student population lived in either fraternity houses (23.1%) or private homes (55.4%) [17]. At this time, the Educational Survey Commission hoped that the university could house half the student population [17]. This goal could not be met with the current living facilities, so new construction was inevitable. Fletcher and Murphree Halls were completed in 1939, enclosing courtyards with the adjacent Sledd, Thomas, and Buckman Halls [6].

During World War II, campus and residence hall enrollment decreased significantly [6]. With the ending of the war in 1945, veterans began returning to school. Since residence halls were not full, veterans who had wives and families were able to rent rooms in Muphree Hall [6]. The number of students enrolling in school soon surpassed pre-war numbers [36]. Due to the increase in demand for housing, the University began purchasing temporary structures, which opened in 1946 [6]. By 1947, these temporary structures allowed 9,000 students to live in University buildings [37]. In a published

building program by the University, these temporary structures could also allow coeds to live on campus, if and when women were allowed to enroll [37]. This program also planned the next ten years of building on campus, and evidently residence facilities, though already in dire need, were not a high priority. Constructing housing for students fell to third priority during the second part of the ten-year plan [37].

The next fall after this building plan was published, women were allowed to enroll at the University, and in that first academic year, approximately 500 women enrolled [8]. That first fall, the women were not given any housing options on the University of Florida campus. In 1948, construction began on the first women's residence hall, and some women took residence in sorority houses, Lonilair and Michael Halls, or Pierce and Patrick Courts [6, 36]. Grove Hall, a temporary facility located where the School of Architecture now stands, was also used to house women during the early 1950s and again in the late 1950s [6].

In 1950, the first female residence halls—Mallory, Yulee, and Reid—opened to freshman students [8]. These halls were designed and built under new State Board of Control Architect Guy Fulton [6, 38]. The spatial arrangement of these residence halls was characterized by long corridors with central public restrooms, reflecting the typical female-designed dormitory, which came to be known as the typical American dormitory [1]. There were also extra rooms within these halls to support the social, hygienic, and storage needs of female residents [1, 29-30]. The architecture moved away from collegiate gothic, but the buildings used the traditional campus red brick and clay tile, concrete awnings, and glass block as the prominent material selection [16, 39]. Other residence halls built with this same architecture style under Fulton included Tolbert,

North, Weaver, and Riker Halls (all 1950); Broward Hall (1954); Rawlings Hall (1958); and Graham, East, Simpson, Trusler, and Jennings Halls (all 1961) [6]. Hume Hall was built in 1958, but by 2000, it had been razed to construct a brand new Hume Hall for honors students [6]. In addition, Fulton oversaw the construction of Corry and Schucht Villages, permanent apartments located on-campus [6].

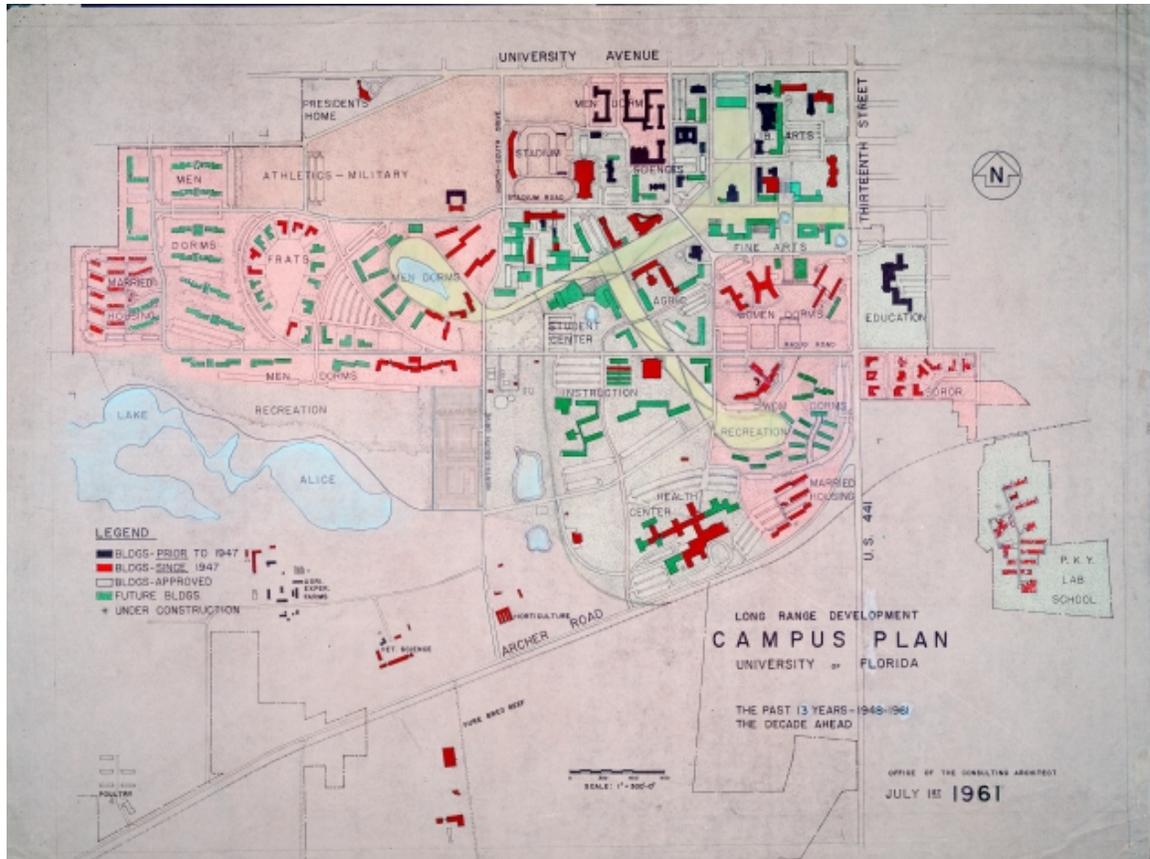


Figure 4.1 1961 University of Florida Campus Map [5]

### Summary

Understanding the history of the residence halls is valuable when considering the residence halls of today. Trends seen in new construction and renovations have a direct link to the history of dormitories. For example, academic spaces within the living facility are not new concepts; however, history shows that there was a diversion from this notion.

But the idea of providing academic support spaces within the living environment is making a presence in today's residential facilities.

Now that there is a general understanding of the history and current trends of residence halls, the scope can be narrowed down and information can be interpreted specifically for the University of Florida campus. Not only can changes in the facility design at the University of Florida be seen as history has evolved, but also the rejection of some design influences in the creation of dormitories. For example, a move towards long corridors from the original clusters of rooms around a stairwell is seen through the history of the residential facilities on campus. However, Fulton noticeably rejected the notion of giving up support spaces for students to increase the bed count within the residence halls, which was popular at other colleges and universities. Fulton's dormitories continued to have necessary and ample amounts of social spaces with multi-use rooms that contributed to the residence hall environment. These designs helped to continuously classify Fulton's dorms as state-of-the-art facilities.

CHAPTER 5  
HISTORICAL ANALYSIS OF JENNINGS HALL

**The University of Florida Residence Halls, 1950–1961**

On the southeast side of campus, Jennings Hall opened in 1961 as the last female residence hall to be built during the post-World War II building boom [6]. Fourteen University of Florida residence hall facilities built during 1950–1961 were operational in 2006, accounting for more than half the housing facilities on campus. These dormitories were built in response to the influx of enrollment caused by the ending of the war, the enrollment of women, and the coming of age baby boomer generation [1, 7-8].



Figure 5.1 1961 University of Florida Campus Map, Dormitory Areas [5]

The first dormitories to be built during this time period were Mallory and Yulee Halls built for the first women residents [6, 16]. A third residence hall for female residents, Reid, was finished shortly after, in 1950, and completed this group, linked by breezeways [6, 16]. Tolbert, Weaver, North, and Riker Halls were all built in 1950 for male residents and were located on the west side of campus [6, 7]. Broward Hall, opened

in 1954, and Rawlings Hall, opened in 1958, were the next two residential facilities built, and they were constructed for women on the east side of campus close to Mallory, Yulee, and Reid Halls [6]. In 1961, Graham, East, Simpson, and Trusler Halls were opened on the west side of campus to house male residents [6].

All fourteen residence halls named above were built under the State University System Architect to the Board of Control (BOC) Guy Fulton [6]. Fulton had received his Architecture degree from the University of Illinois [16]. Prior to working for the State University System Architect, Fulton worked at a firm and for Washington State University, under the State Architect Rudolph Weaver [16]. In 1926, Fulton came to Florida to once again work under the State University System Architect, who was once more Rudolph Weaver [16]. Fulton took over Weaver's position in 1944 [16, 38]. In 1958, Fulton resigned as head architect due to health problems, which promoted Forrest M. Kelly, Jr. as the BOC head architect [38]. However, Fulton continued to work as the architect in Gainesville until his full retirement in 1962 [38]. Fulton passed away in 1974 [38].

### **Comparative Analysis**

Since all fourteen residence halls were designed under the same architect, many similarities can be noted. The residence halls built during 1950–1961 moved away from the traditional Collegiate Gothic architecture of the campus, but maintained compatibility of materials and scale [16]. All of these four-story facilities utilize horizontal lines created by concrete awnings to emphasize their length and keep the hot Florida sun from baking the rooms [7, 16].



Figure 5.2 Broward Hall Hipped Roof

Only the female residence halls built between 1950 and 1954 share common themes of hipped roofs with clay tile raised above a flat frieze. All the male dormitories built between 1950 and 1954 have flat roofs above a flat frieze, like the dorms constructed after 1954.



A



B

Figure 5.3 Examples of the Entryways at (A) Weaver Hall with Enclosures, and (B) Yulee Hall with Open Porches

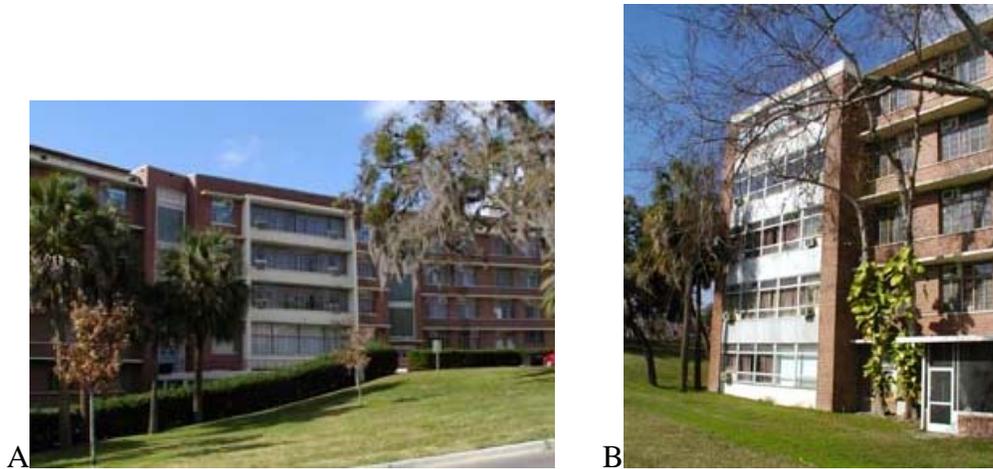


Figure 5.4 Porticos on (A) Broward Hall, and (B) Rawlings Hall.

Another common architecture theme is the use of a formal entryway that features a modernist interpretation of classical engaged portico<sup>1</sup> and a fronton<sup>2</sup> surrounding the actual door to the residence hall. Concrete supports project from the ground up four stories to the roof, framing either porches or windows. Mallory, Yulee, Reid, and Broward Halls feature porches, while Weaver, North, Tolbert, and Riker Halls feature window bays. On the ground floor, there is a wood fronton surrounding the entry door that has the name of the hall on the top portion. Glass doors are used, and glazing is found on both sides and above the fronton. Though Broward Hall does not incorporate a portico around the fronton, an interpretation of this portico can be seen encasing the public lounge spaces found on each residential floor, and can also be seen in Rawlings Hall, built in 1958. Broward introduced a public entrance space to bridge two wings of residents' rooms; this concept would be incorporated in the design of Jennings Hall.

Glass block is a common material used in the construction and design of the early residence halls—Mallory, Yulee, Reid, North, Riker, Weaver, Tolbert, and Broward

<sup>1</sup> Engaged portico—columns placed at regular intervals supporting a roof, normally attached as a porch to a building all embedded into the wall [3: 513]

<sup>2</sup> Fronton—small pediment or similar element over a doorway [3: 257]

Halls. The glass block is curved, creating a wave pattern versus flat glass block. This material is used heavily within stairwells of these residential facilities, in order to allow sunlight to penetrate a usually dark space [7]. The other residential facilities, Rawlings, Jennings, East, Graham, Simpson, and Trusler Halls, utilize other types of glazing within the stairwells to serve the same purpose.



Figure 5.5 Glass Block at (A) Broward Hall, (B) Riker Hall, and (C) Yulee Hall



Figure 5.6 Other Types of Glazing (A) Rawlings Hall, and (B) Jennings Hall

Breezeways are another common feature shared by Mallory, Yulee, Reid, Tolbert, North, Riker, Weaver, East, Trusler, and Simpson Halls. These covered, open walkways connect buildings on the ground level and sometimes on the upper levels of residential

facilities, allowing residents to move between facilities without having the sun and rain beat down upon them [7]. Broward and Jennings Halls were designed this way; however, the breezeways were completely enclosed, creating public spaces shared by each of the residential wings.



Figure 5.7 Breezeways at (A) Mallory, Yulee, and Reid Halls, and (B) Riker and Weaver Halls

### Summary

Guy Fulton's architecture style is noteworthy on campus for the scale, concrete awnings, brick, and glass block that create continuity. At the same time, even halls that use the same materials may use it differently. Figure 5.5 shows three examples of glass block encasement in three different residence halls. Fulton seemed to draw inspiration from the variations of each project. This is also seen in the usage of a massive public space connecting two residential wings. This simple element could have drawn inspiration from the open covered walkway seen in earlier buildings, but enclosed and made more functional. Such changes allowed each building to be connected while making each residence hall distinctive in its own way.

## Jennings Hall

### Site Analysis

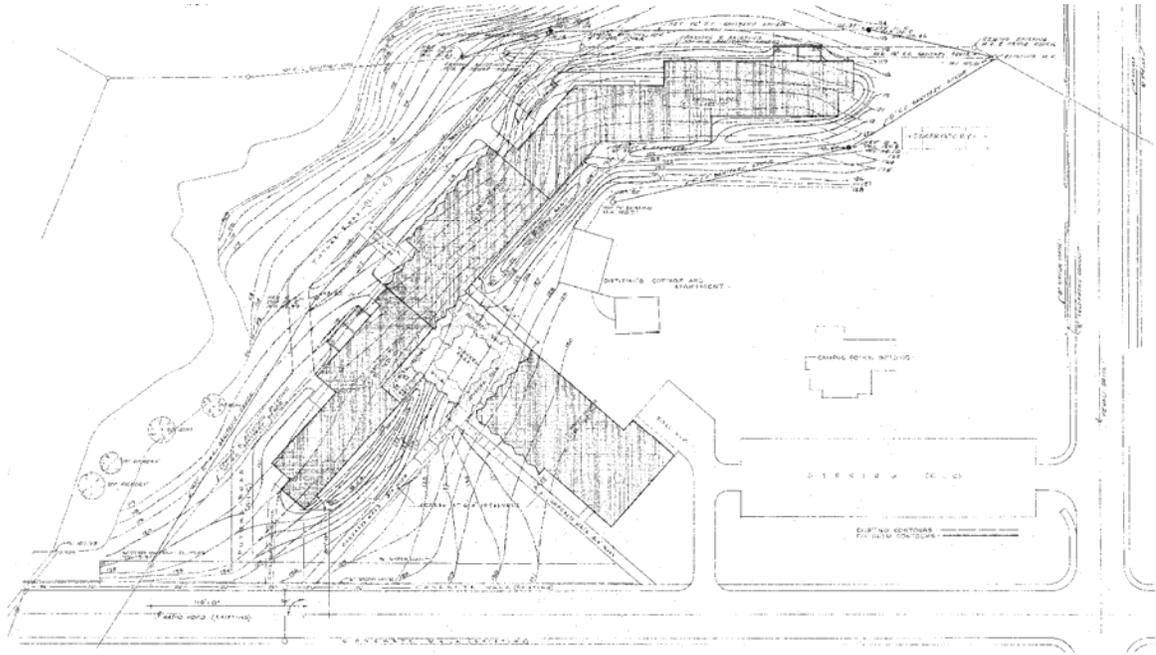


Figure 5.8 Original Construction Document, Site [9]

Jennings Hall is located in the southeast quadrant of the main campus. The residential facility is positioned south of Museum Road, west of 13<sup>th</sup> Street and east of Newell Drive. Most of the building is established on a northeast and southwest axis. The land is not completely flat on this site; a part of the ground floor is nestled into the site or against the earth creating spaces without windows. Along the east side of the building is a wooded area containing a creek. This natural landscape runs on the same axis of the building—a northeast and southwest axis; this landscape setting more than likely determined the way the building was placed on the site. Between the natural landscape area and the building is a service road, which houses dumpsters and a loading dock area for the facility. A small parking lot is located on the south side of the building and continues west past the edge of Jennings Hall.



Figure 5.9 The Approach to Jennings Hall



Figure 5.10 A Detail of the Japanese-inspired Garden at Jennings Hall

As visitors and residents approach Jennings Hall along its western side, walking south from Museum Road, a Japanese-inspired garden greets them. Though this type of garden was not specified in the original construction documents, University of Florida Landscape Architect Noel Lake designed and implemented this garden a few years after the completion of the facility. This patio space is bounded on the east side by Jennings Hall and the west side by the annex building. The southern edge has decorative concrete blocks lined with plant life such as banana trees. The northern edge has a rail and landscaping beds that hold plants such as bamboo. The stairs up to the garden or the

patio space are also located on the northern edge. There is a concrete sidewalk taking one around the garden, and above part of the sidewalks is a saw-toothed roof for cover, or a breezeway. The garden, located in the middle of the space, is full of plant life. There is a walking path through the middle that leads to a bridge over a stocked Koi pond.

The Jennings Annex building is located on the west side of the residence hall. Originally this structure served as a dining facility for the residence hall. Architecturally, the facility has matching characteristics to Jennings Hall, such as the saw-toothed roofline. It has been renovated to house offices and helps serve the University Police Department. Further west of this annex building are a parking lot and the historic University Police Department building.

Along the east side of the building, a patio extends off of Jennings Hall. This space has a few picnic tables and a built-in grill, installed in the early 1990s. Tall shrubbery and decorative concrete block help to create the boundaries of this patio space. There are stairs down to the service road the runs between the natural wooded landscape area and the residence hall.

### **Exterior Description of the Facility**



Figure 5.11 Horizontal Concrete Awnings

Jennings Hall utilizes red brick and concrete as major material elements in the façade. Concrete awnings run horizontally above the windows of the residential wings, helping to emphasize the building's length, while keeping the hot Florida sun out of the residents' rooms. Decorative concrete blocks are used to help create some privacy on concrete porches and patios.



Figure 5.12 Saw-tooth Roofline

The roof of Jennings Hall is flat. In order to help distinguish the public space from the private residential wings on the exterior of the building, a unique and decorative saw-toothed roofline was created. This pattern is repeated in other elements of the façade. The porches and railings off the public spaces on the east side of the facility reflect the distinctive element. The landscape beds on the west side of the building and the edge of the patio are also saw-toothed.



Figure 5.13 Two-story Lobby Space

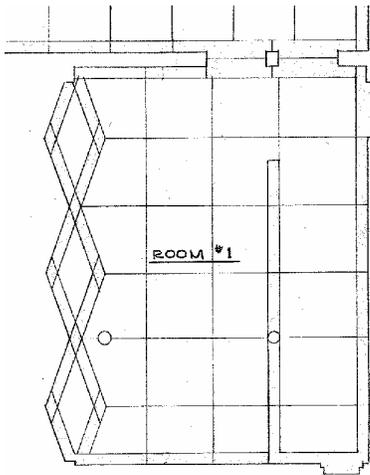


Figure 5.14 Original Construction Document, Terrazzo Pattern [9]

Windows are another major element, creating a rhythm formed by the single-pane, steel casement fenestrations found within each room. The public spaces also take advantage of the glazing, especially in the atrium-like lobby space. This space is one story on the west side of the building and two stories on the east side, and the walls are made of continuous glazing. These walls are also saw-toothed in plan, creating a diamond pattern with the saw-toothed roofline above. The walls are composed of 1/4" polished plate glass with aluminum and steel mullions [9]. Glazing can also be found in

all stairwells (see figure 5.6B). These windows are stacked one on top the other, creating a vertical feature within the façade.

There are a total of four stairwells in Jennings Hall. Each pair encapsulates the private wings that contain the residents' rooms. However, the two that touch the public spaces are taller than the rest of the building. This, combined with the vertical window element, disrupts the horizontality of the building, signifying a design change, which is emphasized in the saw-toothed roofline.

### **Interior Description of the Facility**

The main or formal entryway is into a lobby space that has an atrium impression, resulting from the continuous glazing found in this space. The west side of the space is one story, while the east side is two stories (see figure 5.13). The walls of glass help to maintain a connection between the landscapes—the Japanese-inspired garden to the west and the natural wooded area to the east—and the inside of the building. There are stairs within the lobby, allowing travel down to the ground floor; otherwise, the lobby space allows traffic to flow into one of the two private wings or more public spaces.



Figure 5.15 Control or Desk of Jennings Hall



Figure 5.16 Library Bookcase Wall and Patio Doors

The recreational room off of the lobby also hosts the control area or the reception desk and the student mailboxes. The recreational room has points of entry created by glass doors that allows for exit on and off the saw-toothed patio. Past the control area, there is a library on the left or east side of the building. This room is completely enclosed and has a built-in bookcase wall. Along the eastern edge, there are glass doors that exit onto the saw-toothed shaped patio overlooking the natural wooded area to the east. Past the library, there are offices and public restrooms. The other residential wing starts thereafter.

Downstairs, off the lobby space, there is another point of entry into the private wing and another recreational room. This recreational room has game tables, vending machines, and a TV. Double glass doors, like the ones on the first floor, are along the eastern edge of this space and lead out onto a saw-tooth edged patio and rail. Offices for various student organizations are linked to this recreational space on the western edge and do not have windows. The original office spaces had closets and a small buffet kitchen; however, renovations in some of the spaces have made each office different, depending on the needs of the organization. One office was converted into a laundry room with a fenestration into the recreation room so students can see washers and dryers

without walking into the enclosed space. Off the southern edge of the recreation room is a large meeting space capable of being divided into two rooms. There are two points of entry for this space and glass doors allow occupants to exit onto the saw-toothed patio.

Past all the offices and the meeting room, there is the other private wing entry point. However, past the entry of this wing, there are other spaces currently utilized by the Department of Housing and Residence Education. These spaces include various storage rooms and a key shop. Some of these spaces are no longer needed by the department, and can be utilized for other purposes.

Every residential floor has the same common spaces. The first space is a lounge with a small kitchenette. Each kitchen includes a stove, an oven, a sink, vending machines, and a microwave. Tables and chairs occupy the space and a TV is mounted on the wall. Trash rooms are located adjacent to each lounge area. The shared restrooms are also adjacent to the lounge space. Each restroom is equipped with showers, sinks, and toilets. Originally there were some baths in addition to the shower stalls; however, most of the restrooms have been renovated and the baths have been taken out to make room for more shower stalls [9].

Each residential floor is lined on both sides of the hallway with double occupancy rooms. The rooms have one window and come with moveable beds, desks, and dressers. Built-in closet and storage units surround the door. Originally these closets and storage shelves had sliding doors to enclose the space, but over the years, most have been taken off. Most floors have one triple and one single occupancy room. There are a few apartments scattered throughout the building that contain a living space with a kitchenette, a bathroom, and a bedroom.

The original terrazzo flooring is still seen in Jennings Hall. The National Terrazzo and Mosaic Association, Inc. supplied the gray terrazzo [9]. The light-colored mortar is balanced with dark chips polished at the surface. This flooring material was used throughout the atrium-like lobby space and in both the first floor and ground floor recreational rooms. Carpet was used in the office and meeting spaces found adjacent to the recreation rooms. Vinyl tile was used throughout the remainder of the building [9].

The control desk and library included built-in units. These were made with walnut veneers on plywood or solid walnut wood [9]. The reception desk area was altered from the original plan in the early 1990s. It was reconstructed to be similar to the original, but now meets codes for accessibility. The major alteration is located in the front façade of the desk. The original desk front facade was at a slight angle so that it did not create a ninety degree angle to the floor or counter [9]. The new desk front is perpendicular to the floor and countertop. The library built-in bookcase is original in design and has had minor repairs, which resulted in the replacement of some walnut wood located in the doors.

Each residence hall room comes with a built-in closet and storage area surrounding the entry door. Originally, this was a product made with red birch veneer, but over the years, this built-in has been painted and the doors have been removed [9]. The product was made locally in Gainesville, Florida at Wood Products, Inc. [9]. This company also did work on the cabinetry found in the original linen rooms, which no longer exist [9]. Wood Products, Inc. also created the bookstore counter [9]. The bookstore was originally found in Jennings Hall just off of the first floor lobby, and is currently being used as an office.

The restrooms on each floor originally had Crane brand baths [9]. These baths were equipped with showerheads, though there were also shower stalls. The original shower stalls had two small enclosed spaces—one was the actual shower, and the other was designed as a dressing area with a seat [9]. The original shower partitions and toilet partitions were composed of marble [9]. The toilet partitions are still there; however, the shower area has been renovated over the years, and those marble partitions are gone.

### **Architect's Vision**

Through the site planning analysis, it became evident that the building was arranged on this piece of land to purposefully take advantage of the views. Spaces were designed and glazing was utilized to take advantage of the natural landscapes. Additionally, porches and patios were created to overlook this area. Providing residents with the ability to experience this natural landscape was a goal of the architect.

Guy Fulton and the University of Florida wanted to make the women's residence halls top quality and state-of-the-art. Tours of other women's facilities at three other institutions were taken to gather ideas, to see building standards, and to examine spaces provided for the residents [16]. The feedback provided gave an idea of spaces to be considered and possibly incorporated into the design plan of the facility. This research also suggested the possibility of using pre-cast concrete as a method of construction [16]. Because of Fulton's high expectations, he wrote a letter discussing the issues found with this method, including the lower-than-standard spaces it could provide for the University [16]. Fulton received support for this position, and the tilt-up wall construction of the first female residence halls, Yulee, Mallory, and Reid, began [16]. These actions show how dedicated Fulton was to create designs and spaces that were better than those seen at other institutions.

Though Jennings Hall was built and completed eleven years later, this dormitory still showed the newest ideas, in order to bring this residence hall above the norm. This facility had kitchenettes and laundry facilities on each floor, giving the residents more convenient amenities. Roof decks were created in order for the students to sunbathe [9]. These decks have some privacy, due to the use of the decorative concrete block used on other porch areas of the building. Another convenience was the bookstore located adjacent to the main entry doors. Though the trend of the times was to minimize amenities and to maximize the number of students living in a space, Fulton incorporated and raised the standards in his designs, as exemplified in Jennings Hall.

### **Character Defining Features**

To proceed with rehabilitation, it is necessary to identify significant character defining features, according to the Secretary of the Interior's Standards for Rehabilitation [24]. The determination of these features is based on research of the building through archival documentation and the study of original construction documents, combined with on-site survey to evaluate original features and changes [24].

A major exterior feature of the building that defines the era in which it was built is the saw-toothed roofline. This roofline is not seen on any other building on campus besides the Jennings Hall Annex, and is used in the covered porch area in front of the main entrance to the building. This element is reflected in landscape beds and porches. Curtain walls that define the lobby space are saw-toothed in plan, creating a diamond pattern with the saw-toothed roofline above. Additionally, the concrete awnings used to create a horizontal feel and keep the Florida sun from baking the student rooms also provide a link to the other residence halls of the era.

The relation of the building to the site is a significant feature that defines Jennings Hall. The natural wooded and creek landscape area, as well as the Japanese-inspired garden, provide a picturesque setting for the residence hall. No other residential facility has as distinctive or extensive landscapes as Jennings Hall. The woods, the Japanese-inspired garden, and various plant life help define the site, as well as the character of the interior spaces with which they interact

Inside Jennings Hall, the atrium-like lobby space is a distinguishing feature of the building. Since the exterior walls of this space reflect the roofline in a saw-toothed manner, the experience of this space is different than any other within the facility. The curtain walls allow the Florida sunlight to penetrate the space and the natural views outside to be observed.

The terrazzo flooring found in this space and the other public spaces is original and in good condition. This flooring material should not be disturbed and should continue to be used. The other public spaces have many double doors made of glass that overlook the natural wooded area. These should not be disturbed because the glazing allows people within these spaces to enjoy the scenery.

The built-in bookcases found in the library are another distinguishing characteristic of this building. The bookcases are made of walnut-faced plywood and paneling that surrounds glass [9]. These built-in bookcases are in good condition and have had some repairs over the years. The repairs did not alter the design but some of the tones of wood are different.

The restroom facilities found on each floor have some defining characteristics—both unchanged and changed. The one feature that has not been changed or altered in the

restrooms is the marble stall partitions found between the toilets. These seem to be in fairly good condition and are the original polished sterling gray sheets that came from the Candoro Marble Co. in Knoxville, Tennessee [9].

### **Areas Subject to Alteration**

Other features in the restrooms have been altered, including showers, baths, and sinks. The shower stalls have all been changed from the original forms that also utilized marble partitions. Now tiled walls separate the shower areas. Most of the bathtubs have been taken out and only a few remain throughout the building. The sinks were originally attached directly to the wall but are currently in the process of being encased by a long countertop.

Each room has a built-in closet and storage unit that surrounds the door. These units still remain, but the original doors have been removed. These once red birch veneer units are now painted white to match the wall color [9]. Additionally, the kitchenettes on each floor have been renovated, and the laundry rooms have been taken off each floor. Now the laundry facility is found on the ground floor adjacent to the recreational lounge space.

Another defining space within the building would have been the control area and mailbox slots. However, in the early 1990s, these spaces were altered, creating differences from the original design. The mailroom and some mail slots were changed in order to provide more secure mailboxes for residents. The desk area kept most of the storage features, upgrading only in certain areas for technology or for the American Disabilities Act standards. However, two major changes did occur with the renovation of the desk. First, the walnut veneer was not reused. Secondly, the design of the front of the desk was changed. The original desk's front was at a slight angle while the new desk

front is straight meeting the counter and the floor at a ninety-degree angle [9]. Though the change to the desk is subtle, it is noticeable.

### **Summary**

Jennings Hall is distinguished by the saw-toothed roofline and curtain walls that link the interior atrium space with the landscape setting. It is the only building on campus to have such a recognizable roof edge, a feature that links the building with prevailing trends. Fulton designed the building to take advantage of the landscape on the east side, and included a place for a planted area before the formal entrance on the west side. Though the Japanese-inspired garden located in this space was not planned by Fulton but Noel Lake, it contrasts with the natural landscape to provide a different experience. Some of Jennings Hall's defining characteristics have been altered, but the major elements that distinguish this hall from other buildings on campus still remain. These factors make Jennings Hall a piece of irreplaceable architecture on the University of Florida campus and should be taken into consideration when the structure is undergoing maintenance or rehabilitation plans are being created.

## CHAPTER 6 PROPOSED REHABILITATION DESIGN PLAN

### **Introduction**

The proposed rehabilitation design for Jennings Hall followed the framework set forth by the Secretary of the Interior's Standards [24]. Through this framework, key defining features of the building were identified and preserved in the rehabilitation design. The saw-tooth roofline was a significant feature to the exterior of the building. The concrete awnings added functional and visual value while creating a link to other buildings on campus. The two-story glass enclosed atrium, the terrazzo flooring, and the built-in furniture were determined to be significant interior attributes. These character defining features preserve a visual record of this architectural era on the University of Florida campus.

Other factors taken into consideration in the creation of a rehabilitation design came from concepts and ideas found within the history of residence halls and current trends in dormitory construction. Understanding of past and present trends allowed new and reinterpreted concepts to be brought into the rehabilitation design effectively.

### **Program Overview**

The program detailed spaces that would contribute to the goal of providing an academic environment within Jennings Hall. The user of the residence hall was defined to identify specialized spaces that would relate to the specific academic field incorporated in this project. Aesthetic considerations were considered that would benefit the overall goals of the facility.

Below is the table that illustrates the program. The table lists both new and old spaces along with the required square footages needed in order to accommodate the spaces within a design [9].

Table 6.1 Program Overview

	Original square feet	Current square feet	New square feet
Lobby space	1897.25	1897.25	1897.25
Bookstore/ Convenience store	408	0	408
Control/ Desk and Mail area	711.875	711.875	711.875
Library	1438	1438	1438
Lounge	1683	1683	1683
Meeting Rooms	1997.1	1664.2	1305.1
Laundry Room	0	326.2	326.2
Fitness Room	0	0	322.4
Recreation Room	2560	2560	2560
Studio Space	0	0	847.8
Paint Room	0	0	184.3
Public Restrooms (basement)	260.4	0	260.4
Supportive Spaces	6133.35	6801.75	5101.25
<b>Residential Wings</b>			
Single Rooms	0	116	156.75
Double Rooms (average)	193.875	193.875	228.875
Triple Rooms	276	276	331.75
ADA Room	0	149.5	136.5
average per student	94	105	129.6
Bathroom Space (average)	417.56	417.56	500.5
average per student	12.3	12.3	20
Kitchenette/Lounge	346.5	346.5	453.75
Guest Restroom	0	0	39

### The User

The Department of Housing and Residence Education began planning academic initiatives in the residence halls in 2000, but the first implemented program was in 2002 [40]. Currently there are residence halls that foster support for specific colleges such as the College of Engineering, the College of Fine Arts, and the Honors Program [40].

There are also floors and halls focusing on international students, student leaders, and students devoted to wellness [40]. Each program implements these initiatives through planned events, and in some cases, specific academic spaces are created within the living environment [40].

Jennings Hall is currently one of two residential facilities dedicated to wellness through a program entitled GatorWell [40]. This program involves a partnership with the Student Health Care Center and the Department of Housing and Residence Education [40]. Events within the facility focus on health screenings, sex education, and massage therapy to name a few [40]. However, for the purpose of this thesis, the Department of Housing and Residence Education allowed complete freedom in the creation of a rehabilitation plan which included the ability to change the focus of the facility.

For this thesis, the new primary user was identified as students in the College of Design, Construction and Planning. More specifically, this user was to be enrolled in the beginning design studios through the School of Architecture. These studios educate and introduce students to the design fields of architecture, interior design, and landscape design.

The beginning studio, Architectural Design 1, does not have dedicated studio space for the students registered in this course. These students depend on shared studio space, and personal space found within their residences, to complete their projects. Lockers are available on a first-come, first-serve basis for these individuals. Usually the lockers fill up during the first week of school, and there are not enough lockers available for every student enrolled in the first design studio.

In identifying a new user group for this residential facility, an important consideration was the proximity of the college to the residence hall. The actual college and all the facilities associated with that college are located within the same area as on campus Jennings Hall. A second consideration was the ability to create a community around a specific academic goal. The students enrolled in the beginning design studios experience a unique transition into college by way of these classes, prior to being accepted into the program of their design profession of choice. This unique situation bonds students differently than other first year students on campus. The third consideration was the need for more academic spaces that could enhance the community. This facility would provide more support spaces as a remedy to the limited studio design space for these individuals.

There are other secondary users to be considered for the proposed design of Jennings Hall. Other students in the College of Design, Construction and Planning not enrolled in the beginning design studio live in this residence hall. Because some beginning students complete Design 1 during summer school, some may be enrolled in the Architectural Design 2 course in the fall when the majority of the students are registered in the Architectural Design 1 course. Faculty and graduate assistants that help teach this beginning design course will be considered secondary users if they decide to take advantage of the academic spaces provided within the residence hall. Meeting space could be utilized to hold office hours or meet with students outside the classroom setting. Additionally, the current shortage of gallery, reception, and presentation space would suggest that the faculty and upper division or graduate students might take advantage of

these spaces in Jennings Hall. Participation in these events would help orient the beginning students.

### **Aesthetic Considerations**

When considering a color palette and general aesthetic appeal of the interior spaces of Jennings Hall, it is important to take into account the era of construction, significant features of this building, and influences of the exterior environment. This building was completed in 1961; hence, the 1950s and '60s eras are inspirational time periods when aesthetics are being considered for the rehabilitation plan. Since the building falls within the modern architecture movement on the University of Florida campus, it is important to consider furniture and materials that are compatible with this time period. Furniture that features wood and utilizes clean, simple lines will be chosen for the facility. Ray Eames furniture from the 1950s served as an influence when selecting fixtures for the public spaces. Sustainability is a growing concern and trend in dormitory design and choosing furniture and materials from companies who use recycled content or have environmental policies assists the goal of creating an updated state-of-the-art facility. Additionally, the exterior landscapes prominently displayed around the building seep into the facility through the large amounts of glazing and need to be coordinated with the interior.

### **Description of Rehabilitation Plan**

This section will describe the spaces in the proposed rehabilitation plan. Figures illustrating the original construction documents and the newly proposed design plan will follow each description. The overall layouts will be first followed by the details of some spaces.

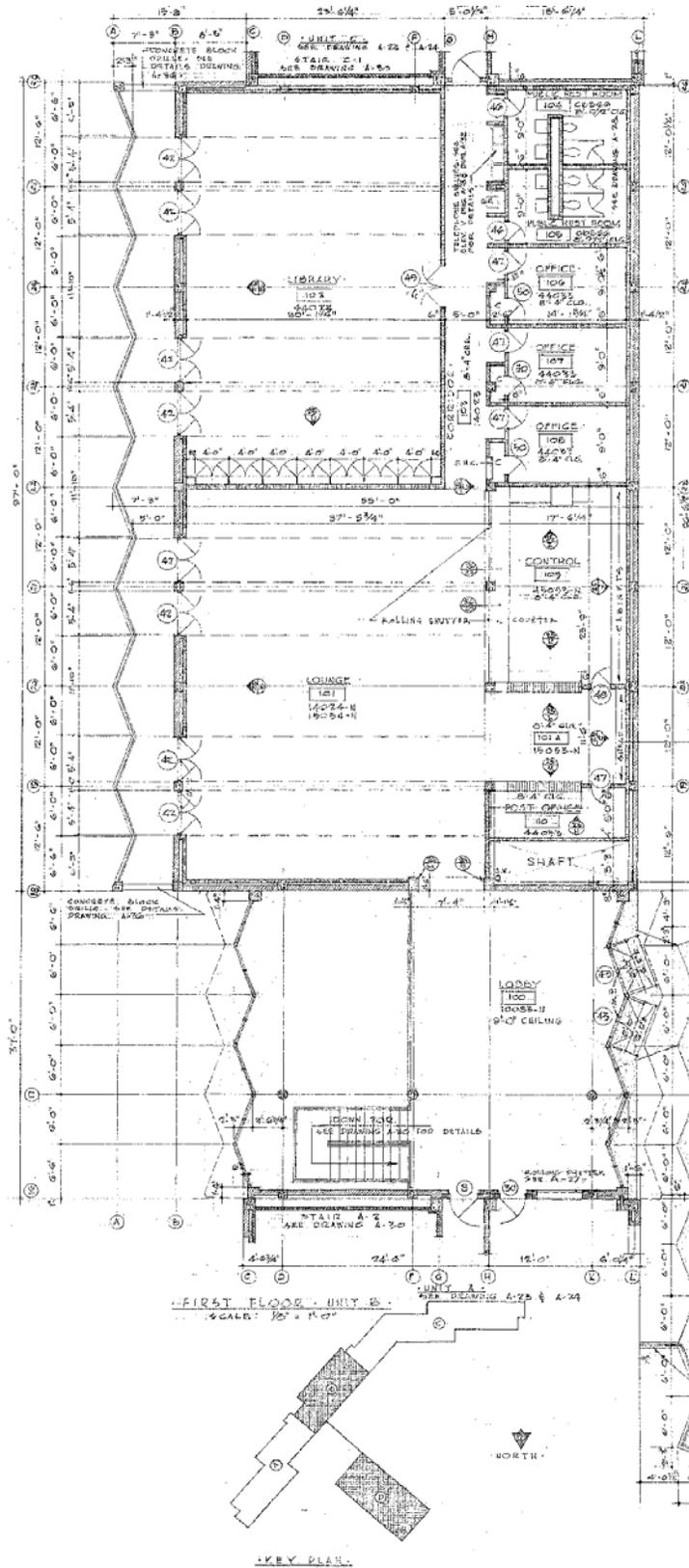


Figure 6.1 Original Construction Document, First Floor Public Spaces [9]

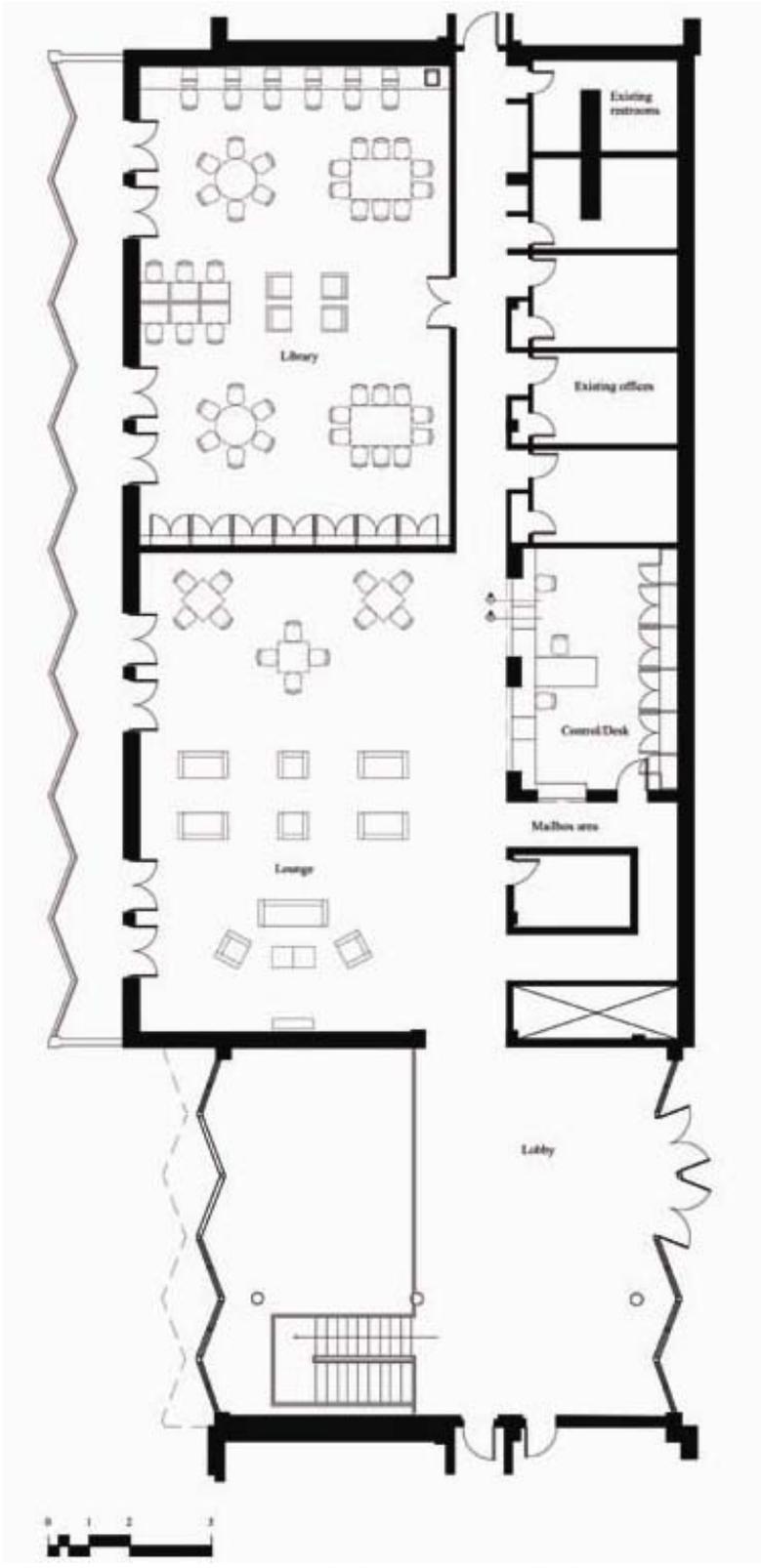


Figure 6.2 New Layout of First Floor Public Spaces

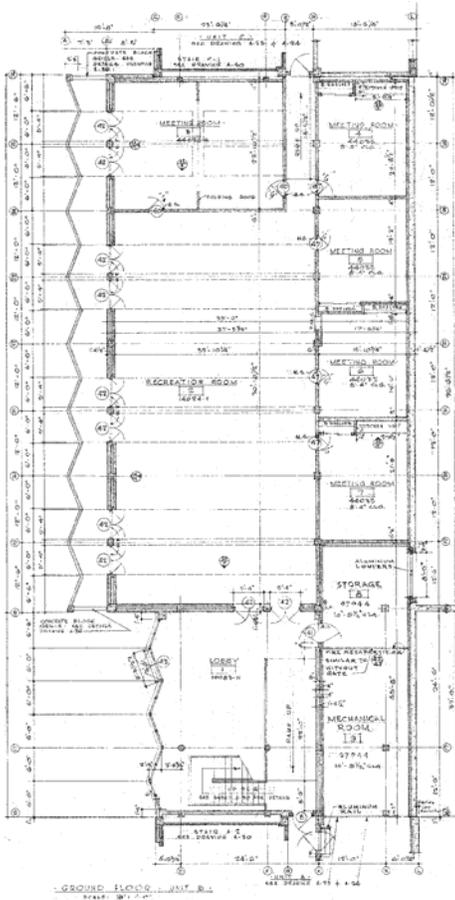


Figure 6.3 Original Construction Document, Basement Public Spaces [9]

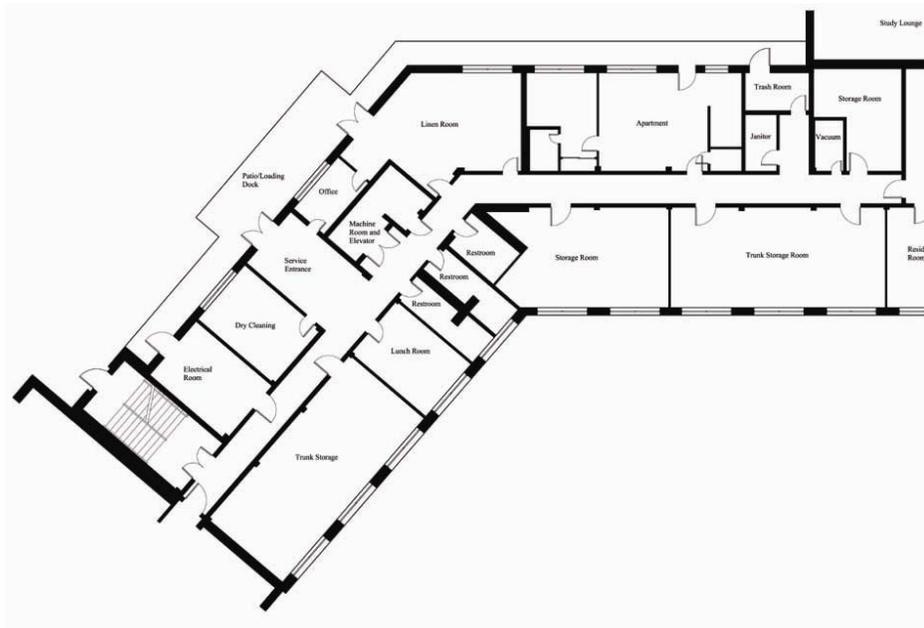


Figure 6.4 Copy of Original Construction Document, Basement Support Spaces [9]

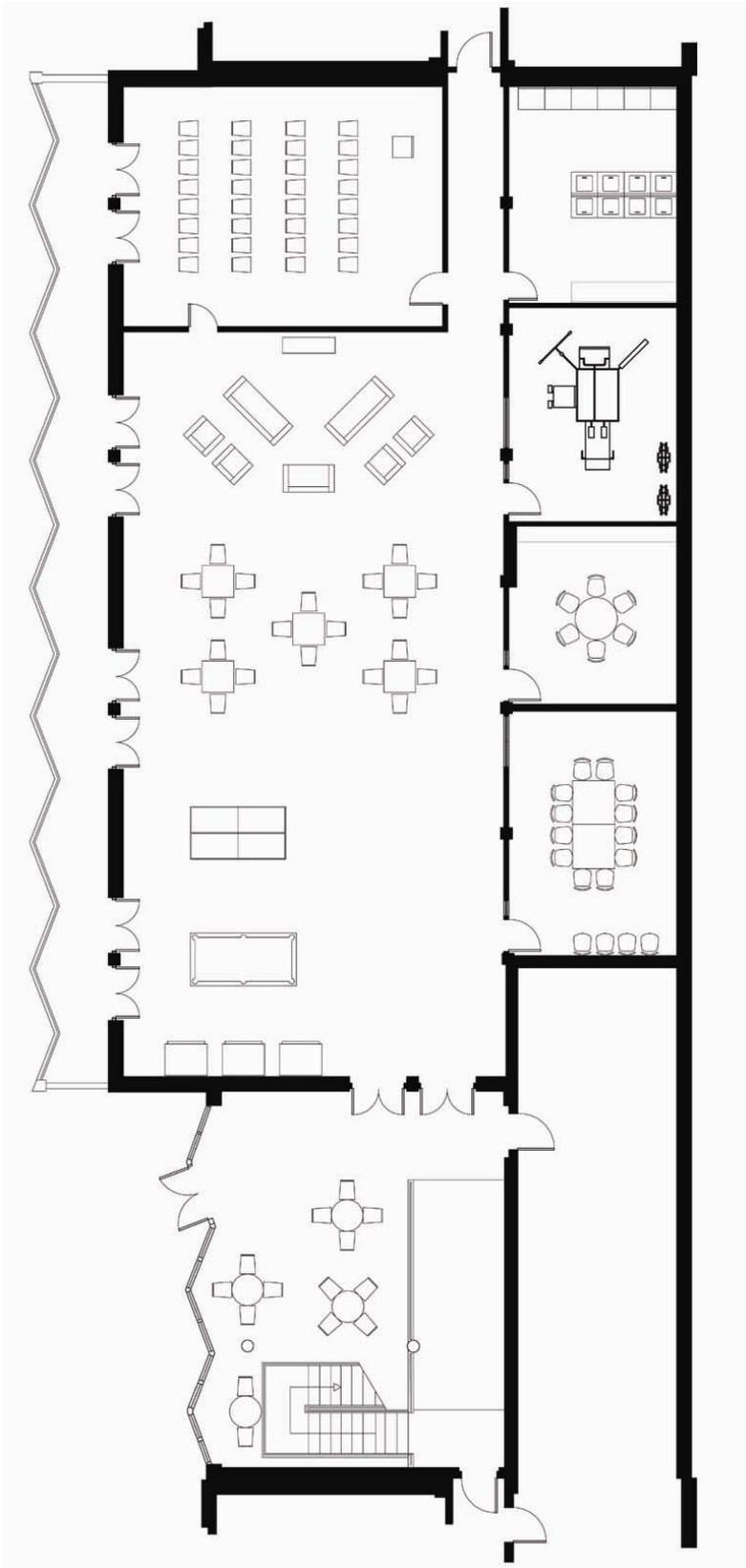


Figure 6.5 New Layout of the Basement Public Spaces

## **Lobby Space**

The lobby space has been identified as a character defining feature and will remain intact. The first floor functions of the lobby space will remain, while the ground floor of the lobby will be assigned a few new functions, such as study, presentation, reception, and gallery spaces. Moveable furniture and partitions will make it possible to transform the ground floor lobby space for these purposes. The ground floor of the lobby opens up onto a patio space, which will assist with carrying out these new functions.

Unless the ground floor lobby space is to be utilized as a gallery, reception, or presentation space, the main function will be study space. This space will have high top tables with stackable bar stools. This furniture can be utilized during receptions either with or without the bar stools. Since the stools stack, the space can easily transform into a presentation or gallery space. The presentation space will need chairs of normal height to be set up, while a gallery will need moveable partitions or screens to be properly placed. Storage for the extra furniture could be in the adjacent storage room off of the basement lobby space.

The chairs found within this space will be composed of molded wood, similar to chairs from the 1950s. Tables will be made of the same or similar materials. The moveable partitions or screens that will be utilized in the space will take on the same saw-tooth design found on the roof line of the facility, as well as the walls in the plan of the lobby space. This feature will enhance the importance of the saw-tooth roof line found only on Jennings Hall.



Figure 6.6 Examples of Molded Wood Chairs [41]

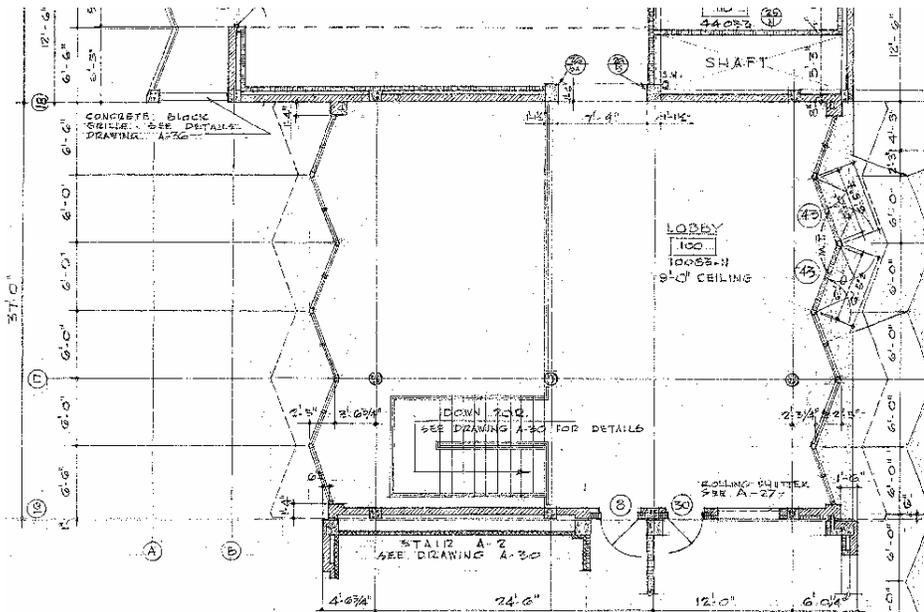


Figure 6.7 Original Construction Document, First Floor Lobby Space [9]

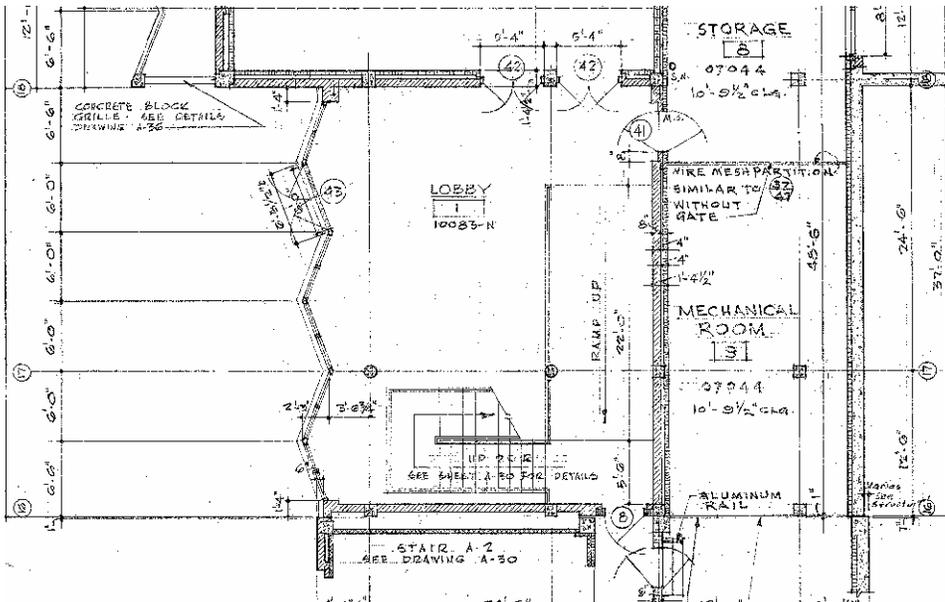


Figure 6.8 Original Construction Document, Basement Lobby Space [9]

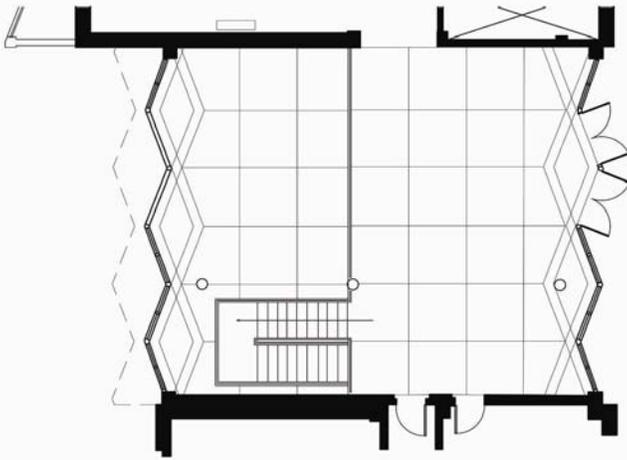


Figure 6.9 Lobby Space Showing Terrazzo Pattern

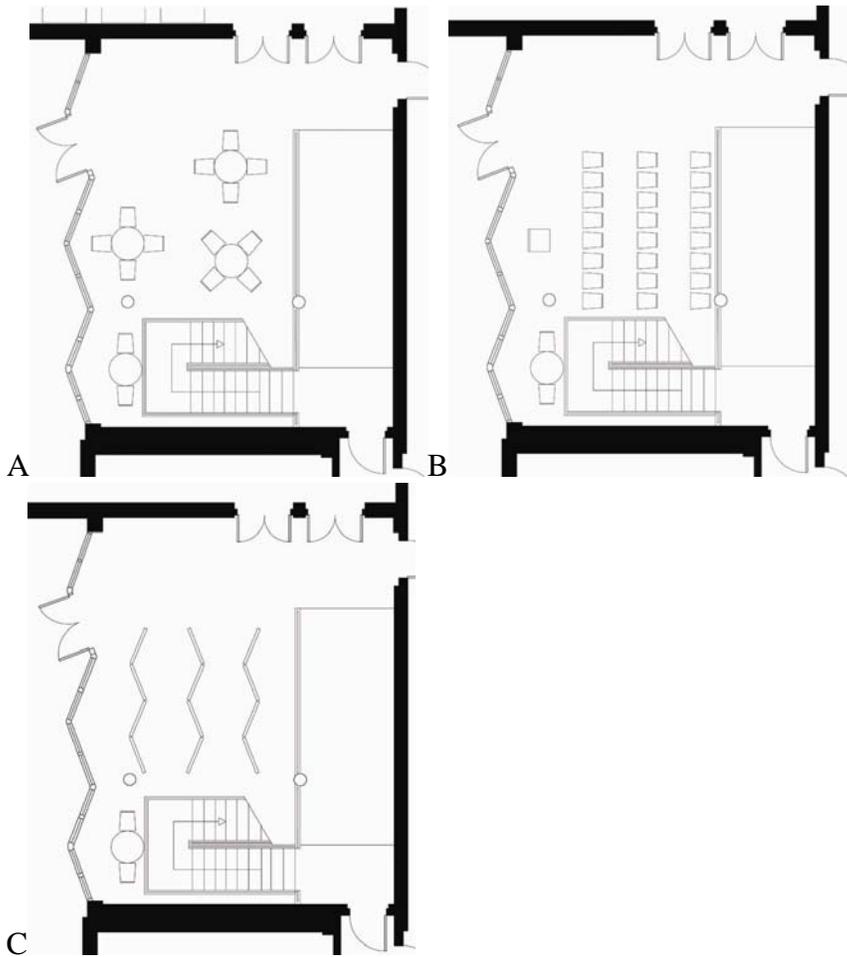


Figure 6.10 Proposed Lobby Space Functions (A) Study Space, (B) Presentation or Speaker Space, and (C) Gallery Space

## Convenience Store

There is an office off Jennings Hall's first-floor lobby entrance, which was a bookstore when the building opened in 1961 [9]. In order to recapture the original use of this space, a convenience store is proposed. This store will have supplies for architecture students such as foam core, balsa wood, cutting blades, rewritable CDs, and other supplies that are common and often necessary while working on a project. Additionally, there could be a place for cold drinks such as soda and iced coffee and some food items such as energy bars, snack packs of cookies or chips, and possibly pre-made items, such as sandwiches. Cold drinks and minor food items will keep the students energetic while working on projects.

This proposal suggests the store be open during late afternoon through evening hours or just evening hours, from Sunday through Thursday, because other popular stores in the area that carry these supplies are closed in the evening.

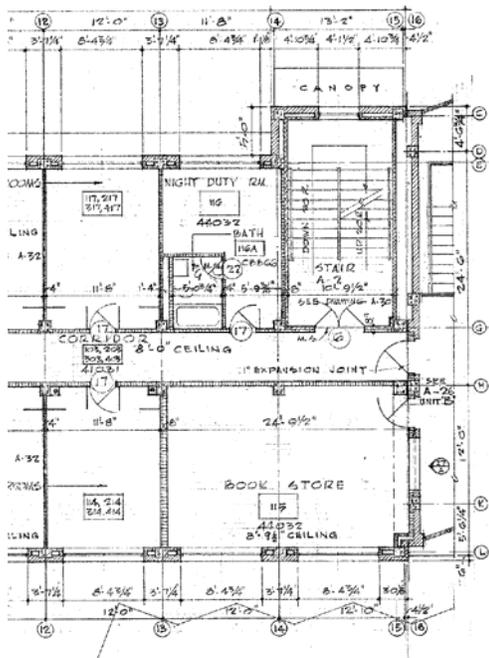


Figure 6.11 Original Construction Document, Bookstore [9]



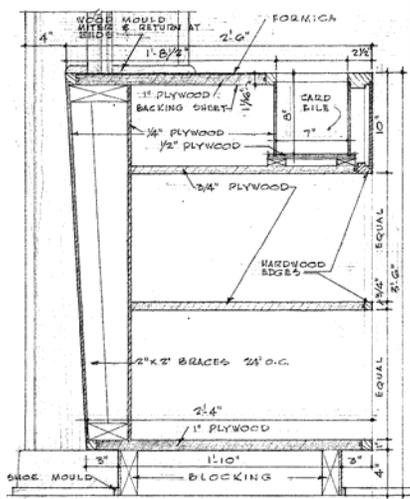


Figure 6.13 Original Construction Document, Desk Section Cut Detail [9]

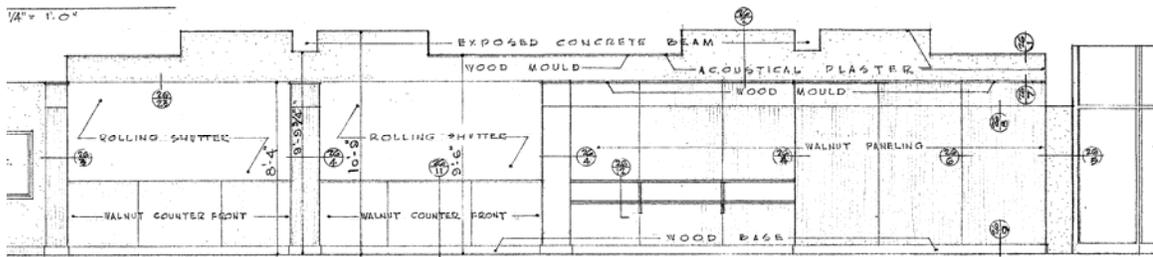


Figure 6.14 Original Construction Document, Elevation of Desk and Mail Area [9]

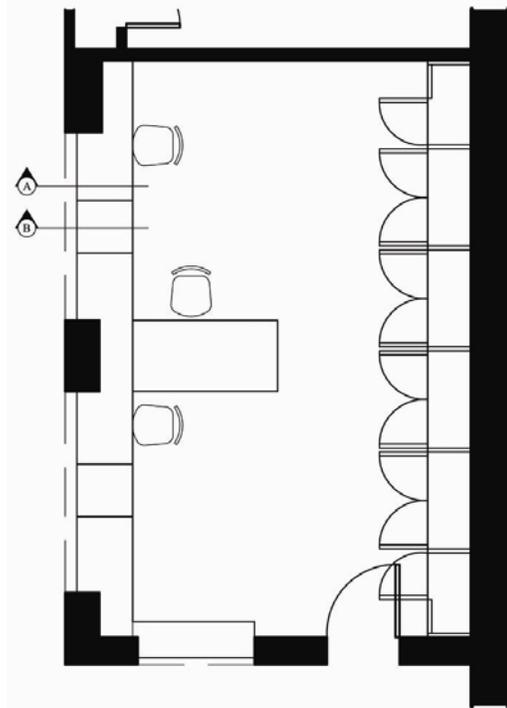


Figure 6.15 New Layout of Control Area

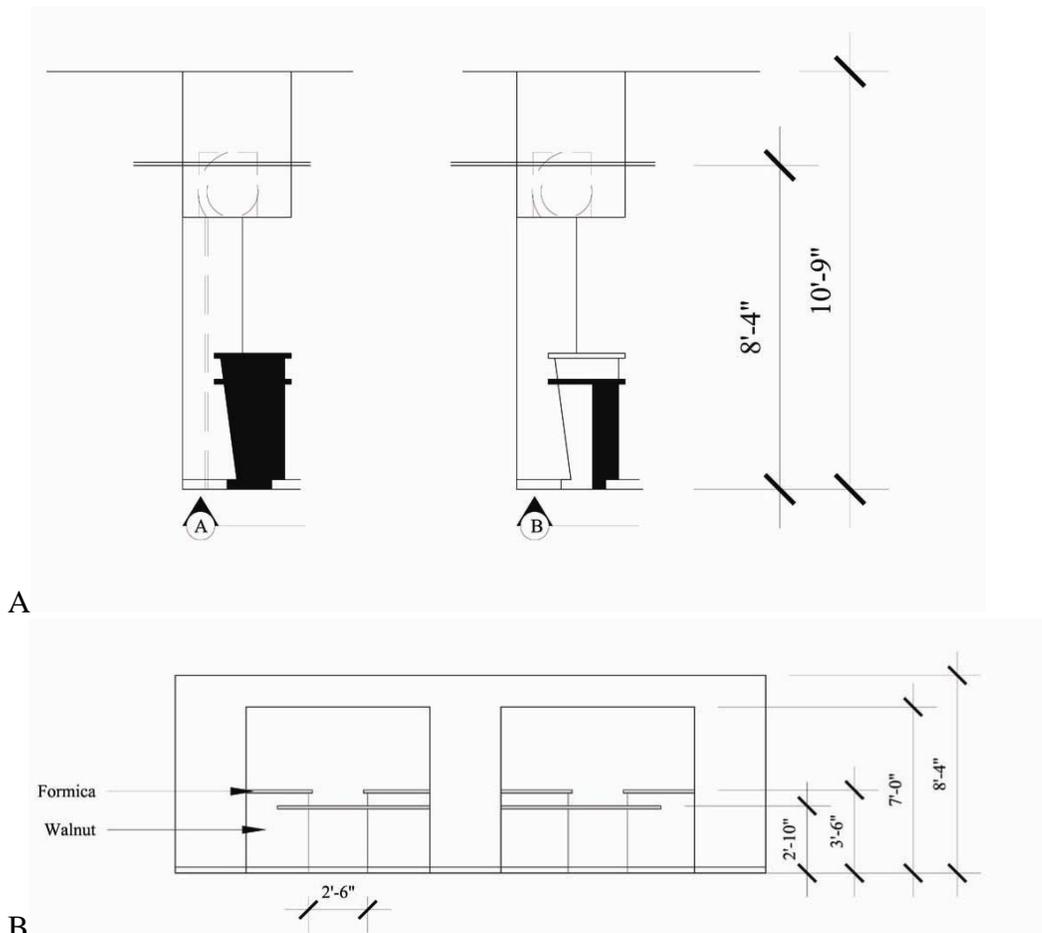


Figure 6.16 New Details of Control Desk (A) Sections, and (B) Elevation

## Library

The library is located down the hall from the front desk area. This space provides a quiet study place for residents. There is an original built-in bookcase located along one wall. This bookcase is made of walnut wood and glass and has had only minor maintenance [9]. In the rehabilitation plan, this library will take on a broader sense of its name and become a media room. This room will continue to use the bookcases with books and periodicals that serve as sources to all the design fields. Having some computers and a printer in this space will also benefit students who want to check their email or complete school assignments. These computers will be found on the opposite

wall of the built-in bookcases. Internet access will be provided in the space with tables that have Internet connections and electrical outlets.

The tables and chairs chosen for the space will be composed of wood materials. The style of the chair is influenced by the 1950s, while the table legs are influenced by the angle found on the original desk façade. Since the tables and chairs are more conducive for group study, a few seating choices will be available for individuals studying alone. Study carrels and lounge seats with built-in desks will be found within the media room. All wood used within this space will be monitored to closely match the original walnut coloring of the built-in bookcases. The lounge seating will be upholstered with a pattern reflective of the era, while using the color scheme influenced by nature. The carpeting will be replaced by new carpet to relate to the new material selections of the room. The carpet chosen should be from a company that has recycling programs for their products.



Figure 6.17 Examples of Seating for the Library [43]



Figure 6.18 Example of Tables for the Library [41]

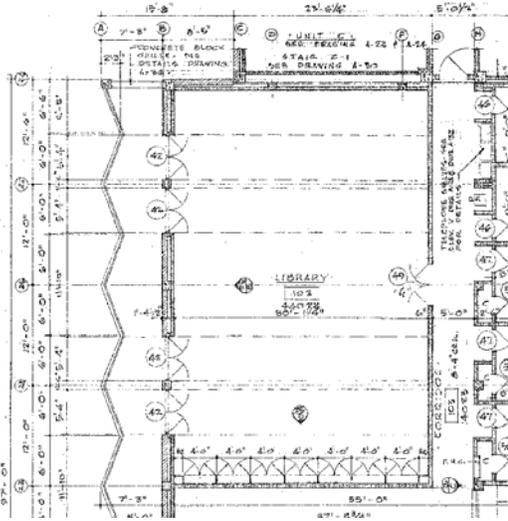


Figure 6.19 Original Construction Document, Library [9]

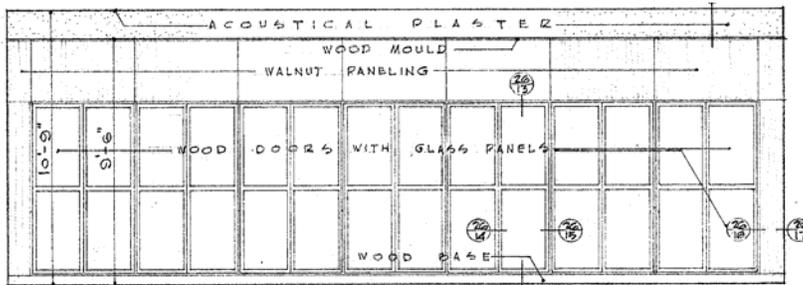


Figure 6.20 Original Construction Document, Bookcase Elevation [9]

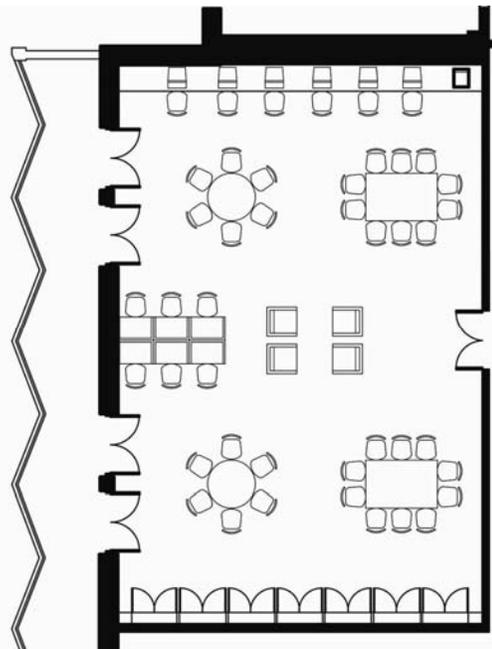


Figure 6.21 New Layout for Media Room

## Lounge

The first floor lounge will continue to serve the purpose of a general lounge area for the residential facility. This space is located across from the desk. It currently has a small TV and general lounge seating in small clusters that are defined by area rugs over the original terrazzo flooring. The new plan will allow residents to move the furniture around to meet their needs, removing the need for area rugs and allowing the terrazzo to be exposed. Lounge furniture will be influenced by the clean lines of the modern architecture movement and furniture from the 1950s and '60s. Patterns influenced from that time period and color natural color scheme will be chosen as the material for all lounge furniture. Tables found in this space will be matched closely to the wood tone of the desk.



Figure 6.22 Example of Lounge Furniture [44]

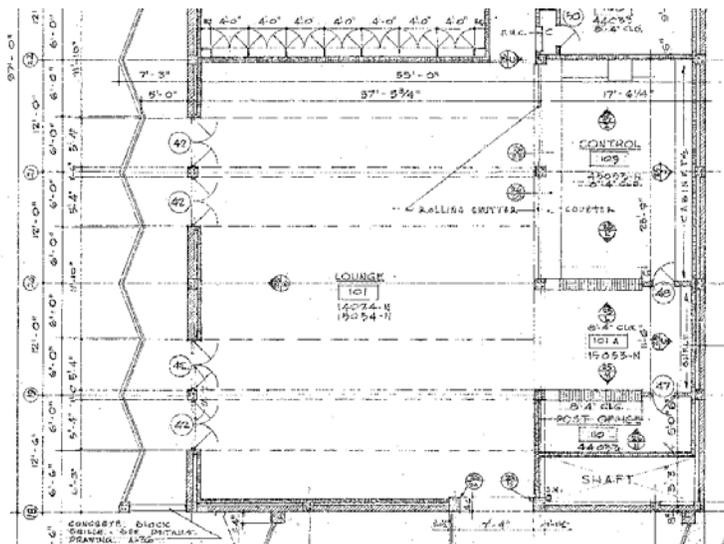


Figure 6.23 Original Construction Document, Lounge Area [9]

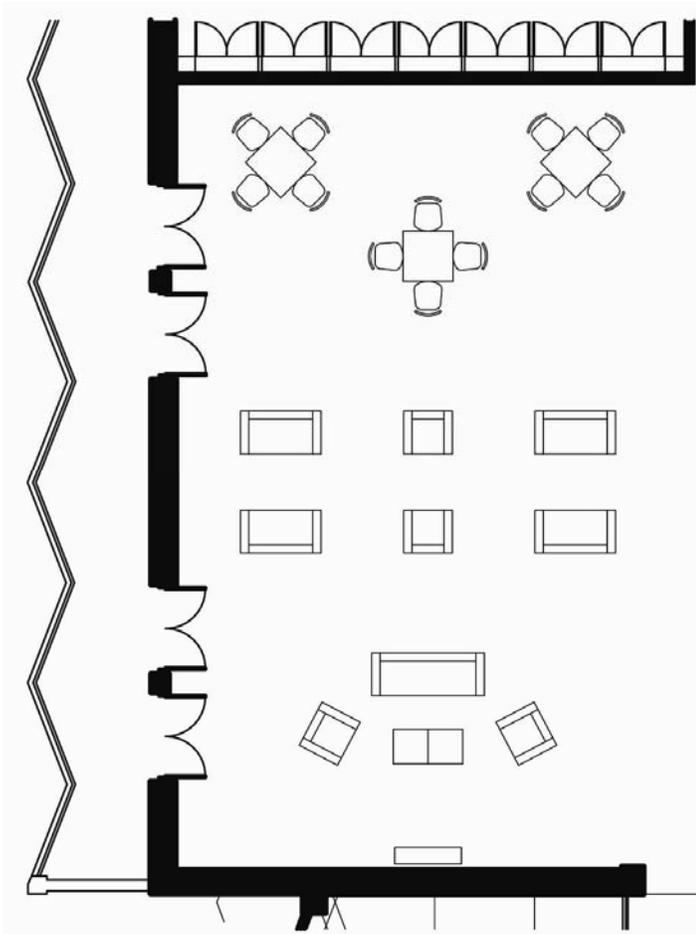


Figure 6.24 New Layout of Lounge Area

### Meeting Rooms

In the original design of the building, there were five meeting rooms on the ground floor. Four of them had storage closets, and two out of the four also had a small kitchenette. The fifth meeting room was a larger room that could be subdivided into two smaller meeting rooms, and is the only room with natural daylight penetrating the space. Currently, four of the meeting rooms, including the large one, are being used as offices or meeting space with some changes to the original layout. One of the meeting rooms has been completely changed into a laundry room.

The proposed design plan will keep three meeting rooms, including the larger one. The rooms will have a storage closet and furniture appropriate to work groups or small

meetings. Glazing will be added to the interior walls in order to allow some natural sunlight to reach these dark rooms. This glazing will relate to the glass doors found across the basement recreation room that exits onto the patio. Student study groups or activity groups can utilize these spaces. Professors and graduate students can also use the spaces to meet with groups or to work while being available for office hours within the residential facility. Additionally, the laundry room will remain. Only one of the original meeting spaces will change functions in the new design, to a workout room. This will benefit users of the building by allowing them to work out without leaving their living community. This supports a healthy environment and well-rounded student.

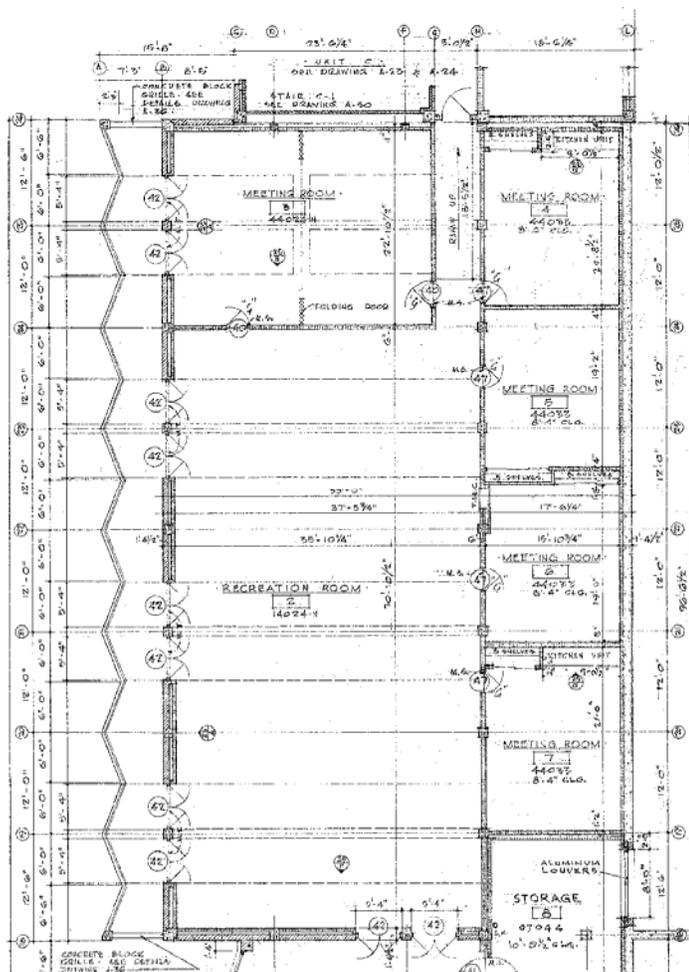


Figure 6.25 Original Construction Document, Meeting Rooms and Recreation Room [9]

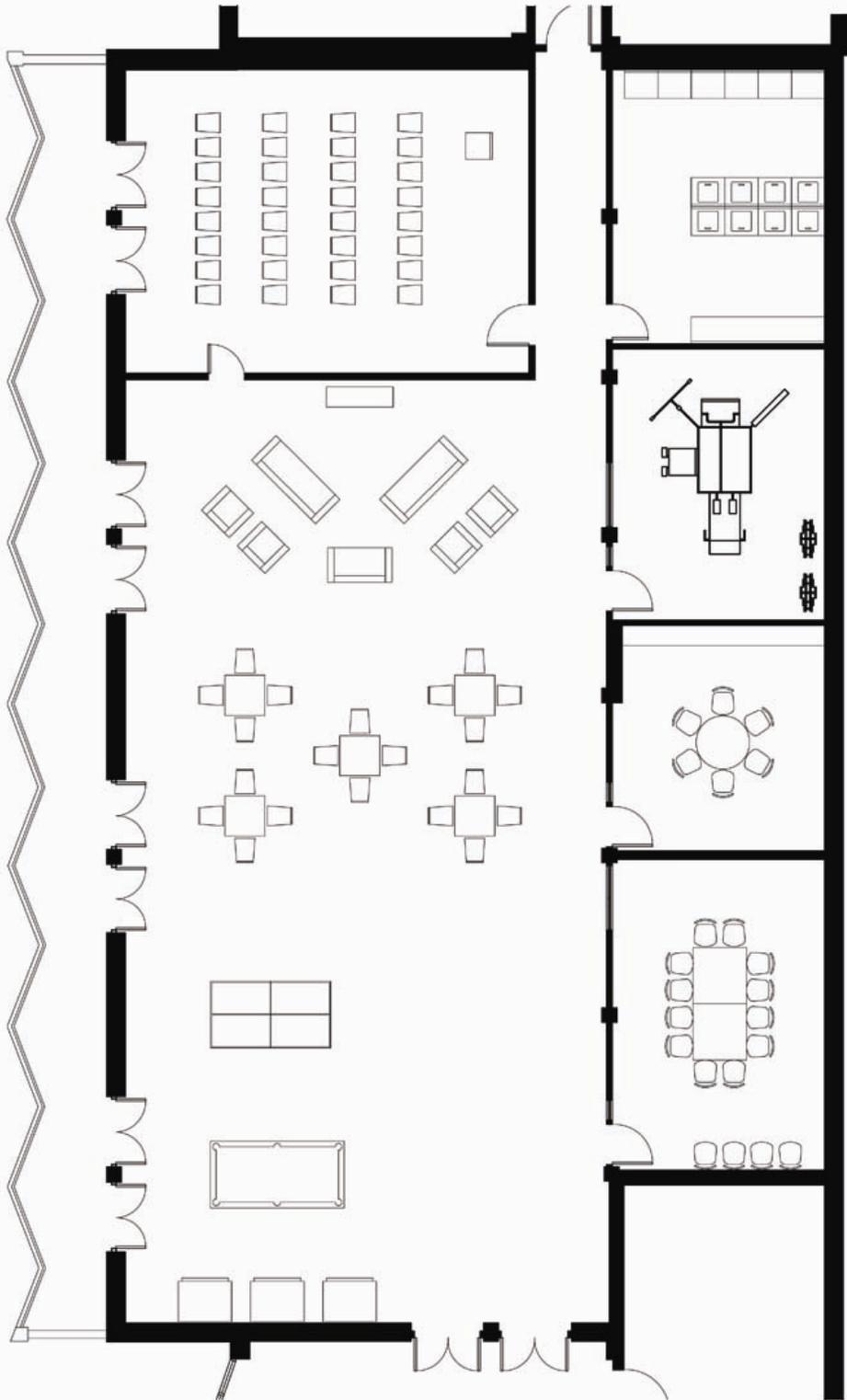


Figure 6.26 New Layout of Meeting Rooms, Fitness Room, Laundry Facility, and Recreation Room

**Recreation Room**

There is a second lounge area in Jennings Hall, in the basement off of the lobby space. This lounge area or recreation room houses a large screen TV, lounge seating, vending machines, a pool table, and a ping-pong table. This space will remain virtually intact, with only the addition of some tables and chairs. With new equipment and extra chairs, this space could also double as a multi-purpose room, allowing speakers or presentations take advantage of the large open space. The furniture found in this space will be similar to the lounge furniture found on the first floor and the tables and chairs found in the lobby basement.

**Studio Work Space**

Since there is a lack of studio work space for the students in Architectural Design 1, an area with desks or tables with appropriate chairs for studio work will be incorporated into the proposed design plan. This space will support the needs of students in the beginning studios and foster an environment where students can collaborate or discuss their thoughts and ideas with others. Lockers will be beneficial for students to conveniently store supplies.

This new space will be found in the basement of Jennings Hall down the hall from the recreation room, fitness facility, and laundry room. There is a Key Shop, originally a linen room, located on southeast side of this wing that will be absorbed to support the new studio space. This space is positioned on a patio area with double doors leading outside. A secondary storage room across the hall from the Key Shop will be absorbed to house an additional studio space. Desks and stools will be used as the furniture in the room.

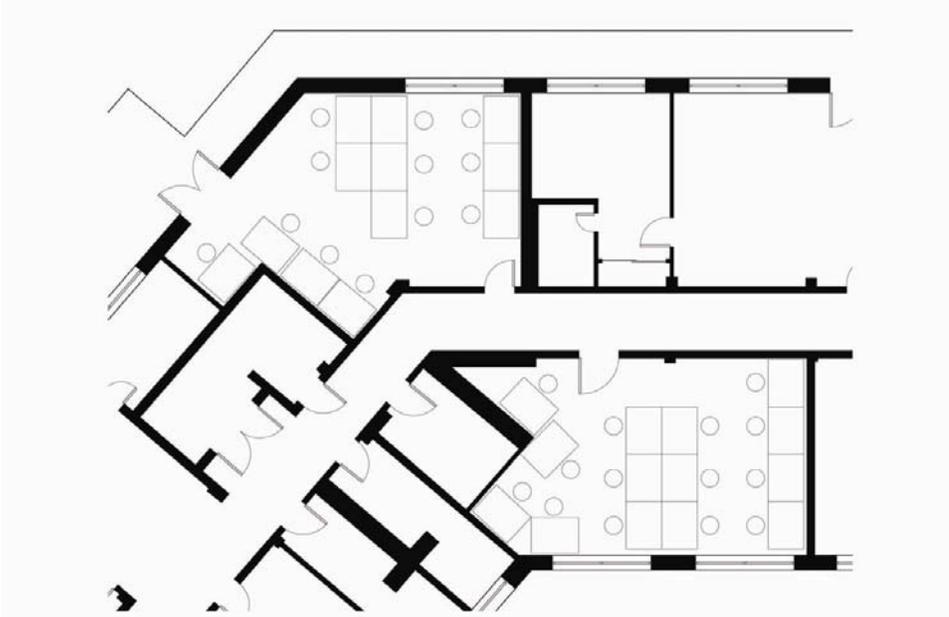


Figure 6.27 New Layout of the Studio Space

### **Paint Room**

A paint room can be equipped for spray painting models for design assignments. Using spray paint in undesignated areas can result in vandalized walls and floors. Fumes can also be an issue when not ventilated properly. The rehabilitation plan will propose this room to be placed in the original dry cleaning space which is now a general maintenance room. Since this room is found on an outside wall on the loading dock, proper ventilation could be installed to mitigate paint fumes.

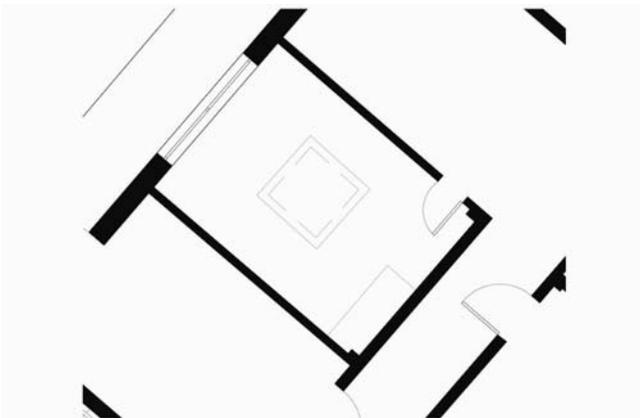


Figure 6.28 New Layout of the Paint Room

**Public Restrooms**

Public restroom facilities were once found in Jennings Hall basement. Though these facilities are now utilized as storage rooms, the plumbing still remains. The proposed plan will reinstall the plumbing, turning the storage rooms back into restrooms. These are much needed with the proposed addition of academic support spaces found in this area of the basement.

**Supportive Spaces**

There are other spaces found within the residence hall that will not be changed. These spaces are used to support the workings of the building such as mechanical rooms, storage rooms, supply closets, etc. Most of these supportive spaces are found in the basement of Jennings Hall. In addition, there are offices for the facility found on the first floor that will not be altered. The restrooms found next to these offices will also remain intact.

**Residential Wings**

One residential wing's layout will change while one will stay the same. This proposed change will enable a variety of living arrangements to be housed under one roof. If this change were to occur, studies could be done within Jennings Hall to compare the two different living styles. The rehabilitation plan, which was influenced by Middlebury College, will convert the double-loaded corridor into suite-style rooms hosting a variety of room occupancies such as singles, doubles, and triples. These rooms will have access to private or semi-private bathroom facilities. This type of mixed-use plan was also used at Middlebury College within residence halls built in the 1960s [23].

Creating rooms that allow students to feel like they have control over their environment is an important and attractive feature in new or renovated facilities [11]. To

allow students this freedom in the rehabilitated residential wing, new furniture that is stackable and moveable will be placed in each room. This will allow students to create their own room layout upon starting school, which gives a perception that a room is more spacious [45]. Students who have a higher attachment to their space have a higher retention rate [46]. The standard furniture to be found in each room will contain a wardrobe with two drawers, a bed that is adjustable to three heights, one three-drawer dresser, and one desk with a hutch containing a light and a chair.

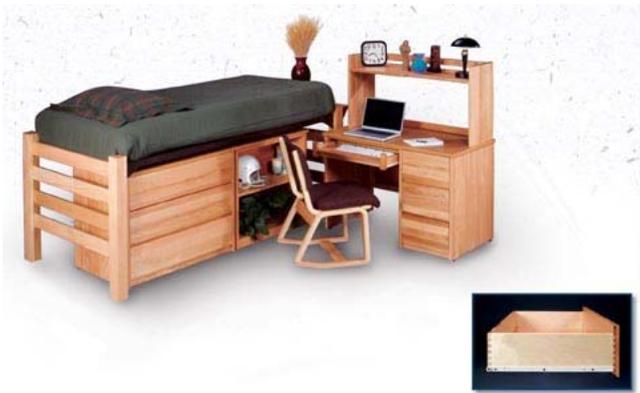


Figure 6.29 Example of the Moveable and Stackable Furniture [47]

Some minor renovations have already occurred within these residential wings such as the removal of laundry rooms from each floor in order to accommodate wiring reflective of technology updates. This room will remain intact, like the trash room and the placement of the service elevator. The kitchenettes have had updates on the cabinets since the originals built in 1961.

The lounges and kitchenettes will remain in the same location in the rehabilitation plan but will be updated. Additional lounge space will be provided adjacent to the kitchen and lounge space and will provide a different seating arrangement. The kitchen will support hard surfaces such as a couple of tables and a counter, while the additional lounge space added will contain plush lounge chairs. The chairs found within the

kitchenettes will be similar to the chairs found in the basement lobby space, which are prepared with molded wood (refer to Figure 6.6 A and B). The lounge seats will be the same as the chairs found in the library, which have desktops that can be used if needed (refer to Figure 6.17 B). These chairs will use a different pattern on the material to reflect a different ambience within the residence hall.

The kitchen space will be visually open to the hallway with a glass wall, which will visually assist in blending these spaces. The glazed wall will reflect the massive amounts of glass found in the entry space of Jennings Hall. This space will be a focal point of the hallway found in the middle of the z-shaped corridor.

Currently the residential wings have vinyl tile flooring in the hallways and student rooms. The tile flooring will remain in the rooms and the kitchen space, but appropriate carpeting will be recommended for the hallways and the open lounge space found adjacent to the kitchenette. This will help to create a softer-looking environment while absorbing some of the noise.

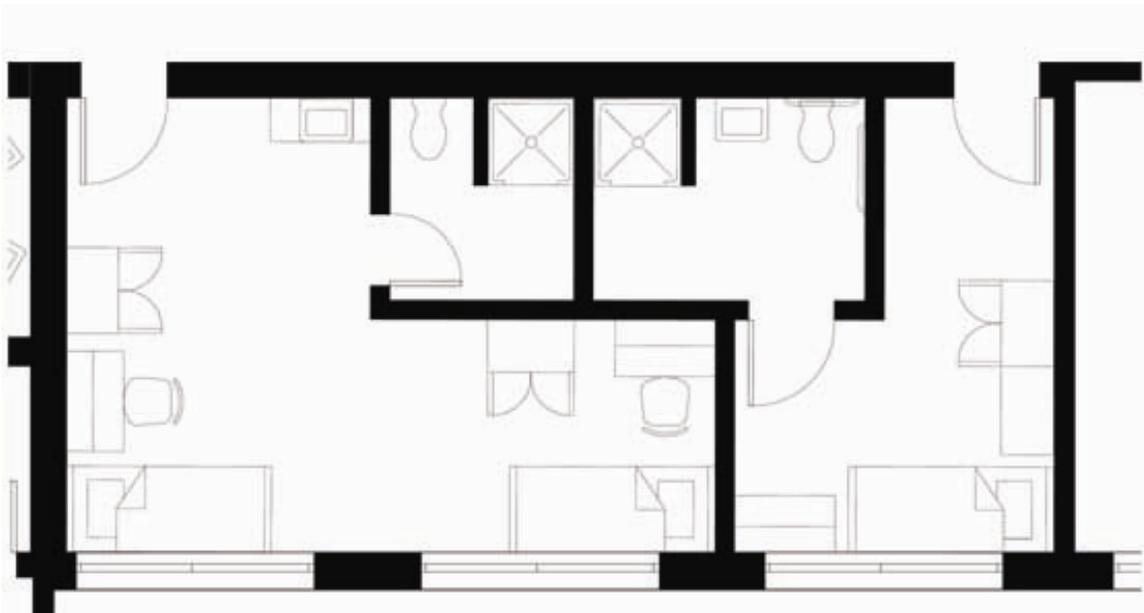


Figure 6.30 Detail of Furnished Residence Hall Rooms

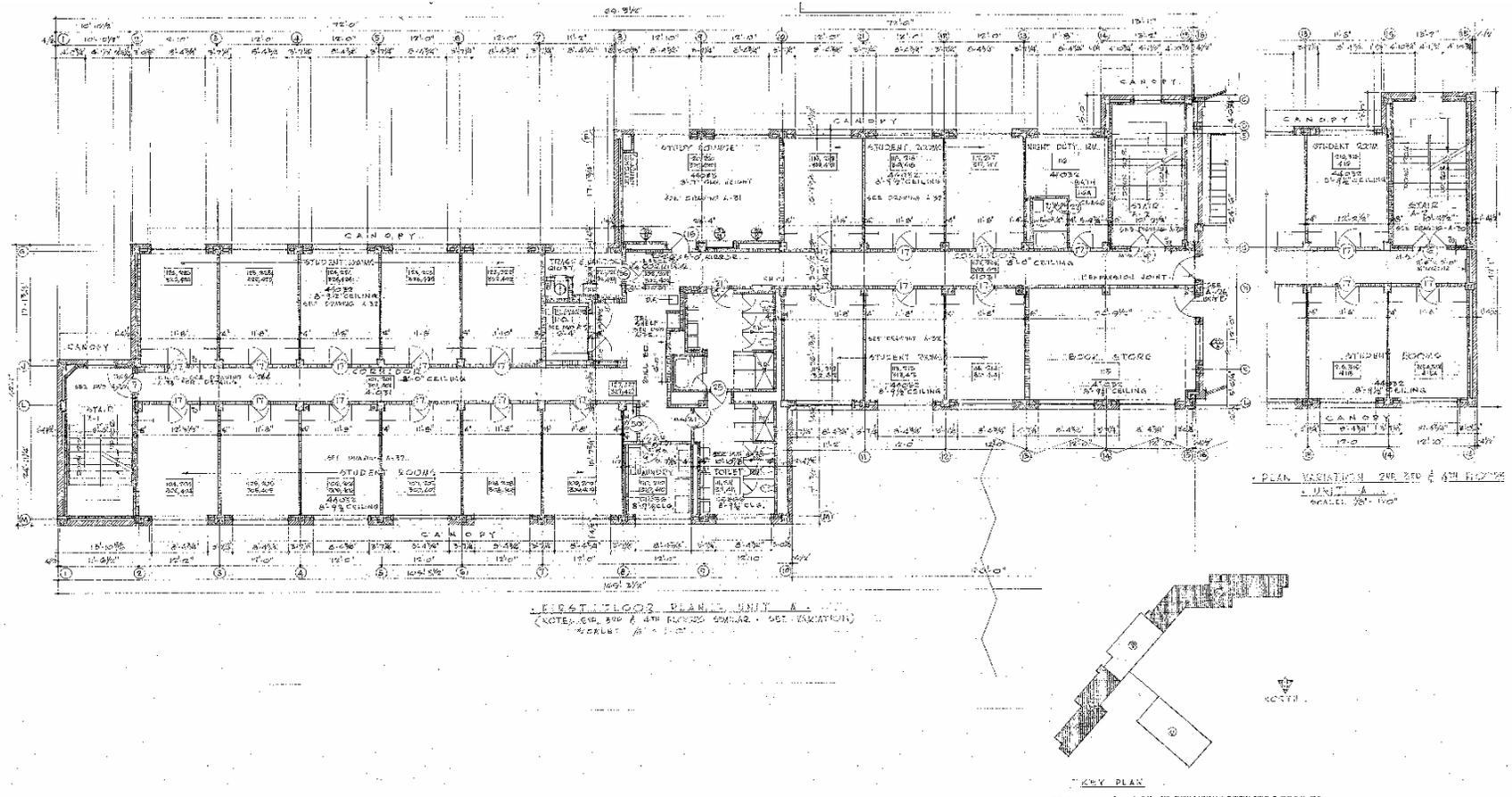


Figure 6.31 Original Construction Document, North Residential Wing [9]

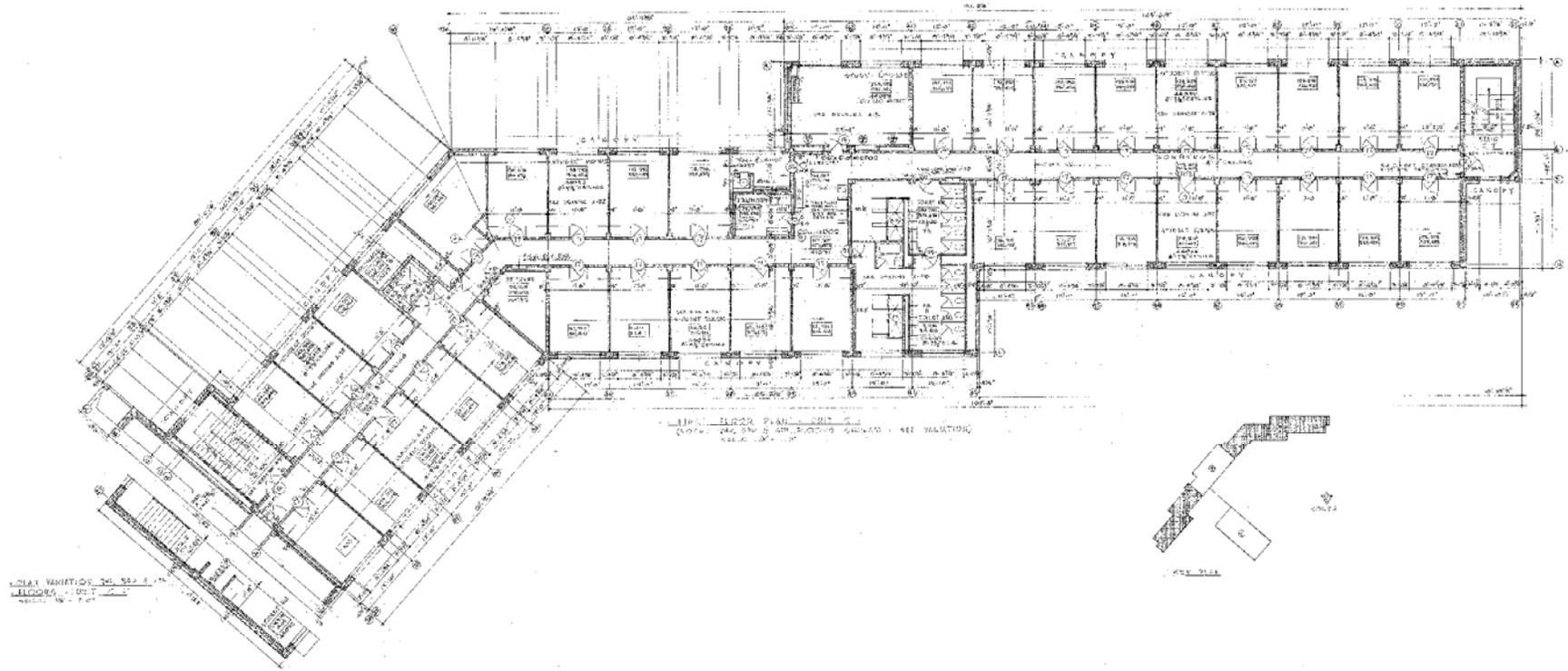


Figure 6.32 Original Construction Document, South Residential Wing [9]

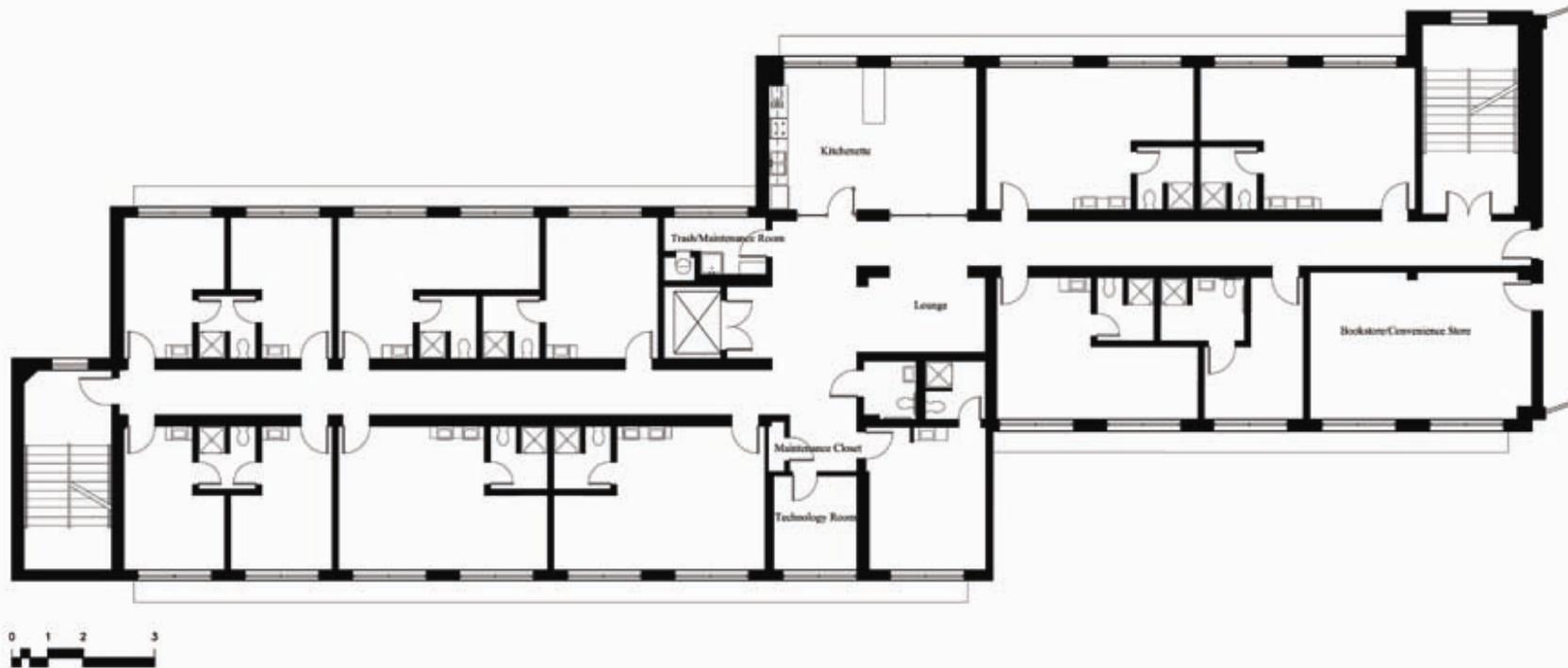


Figure 6.33 New Residential Floor Layout without Furniture



Figure 6.34 New Residential Floor Layout with Furniture

## **Exterior Spaces**

The exterior spaces of Jennings Hall are vital to defining the residence hall. The Japanese-inspired garden, found on the west side of the building off the main entrance, was designed and implemented by Noel Lake and should not be compromised in any way other than to be regularly maintained. This setting is conducive to small reception events where food and beverage tables can be set up either outside or just inside in the first floor lobby space. Few permanent benches are found in this space, so additional seating may be needed for events and gatherings taking place on this porch. More permanent benches or a few permanent tables could be added to the north edge of the space to support studying in the inspirational garden landscape.

The patio found on the east side of the building, off the basement lobby space, is also underutilized. This space may need additional foliage to hide any blemishes found on the service road, such as dumpsters. The space in its current state has minimal seating and contains a built-in grill. Additional seating will invite students to utilize the space more for gatherings or studying and will extend the usage of the inside lobby space found at the basement level, no matter what function is occurring.

The saw-toothed patios found off of the first and basement floor of the public spaces are important exterior environments. These patios are not currently used due to past misuse by the residents. The majority of the basement view of the outside is disturbed by planted shrubs, so the rehabilitation plan proposes to create or place planters on this patio with different varieties of plant life. The patio off of the first floor lounge and library should not be disturbed. This patio should be reconsidered as viable space that could be utilized by the residents of the building or during events in the hall. The

patio space off of the first floor lounge, across from the control, could be monitored more closely by dorm employees at the desk to prevent misuse from occurring again.

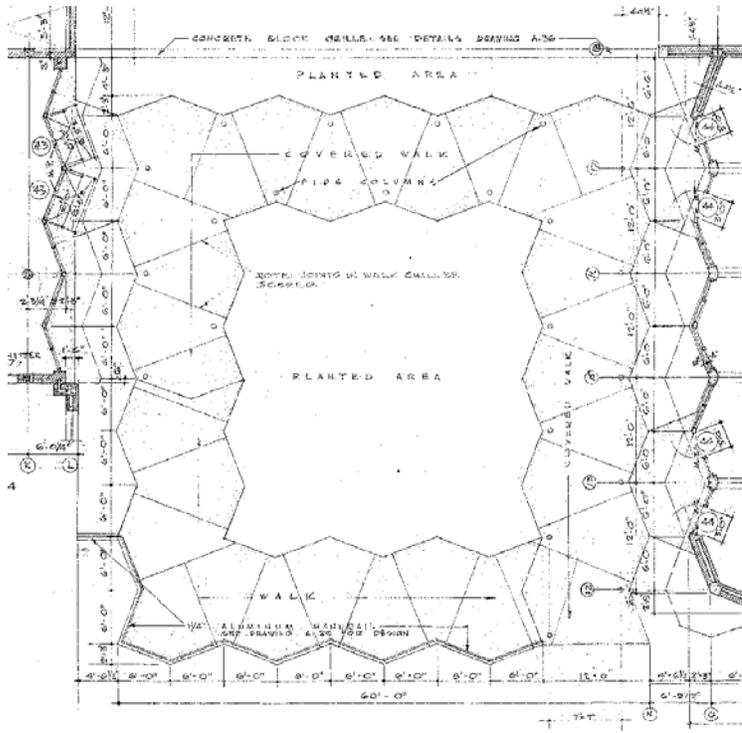


Figure 6.35 Original Construction Document, West Side Planted Area [9]



Figure 6.36 Jennings Hall Patio Spaces on East Side

### **Summary**

Guy Fulton designed Jennings Hall to create a living environment for the users during a time when other institutions across the country were concentrating on bed counts. With laundry amenities found on every floor and library and meeting rooms found within its public spaces, Fulton's living environment was supportive of the whole student. These spaces, coupled with the quality of the construction and material usage, made Jennings Hall a state-of-the-art facility.

In 2006, residence halls are designed with spaces that support the overall student experience on campus—complete with living, socializing, and academic spaces. Though Jennings Hall started out with most of these supportive spaces, the years have brought a change in the definition of the students' needs. The proposed rehabilitation plan incorporates more supportive environments for the overall student, such as computers with access to the Internet and individual control over living environments, which, over time, have become priorities.

## CHAPTER 7 CONCLUSION AND RECOMMENDATIONS

From the late 1940s through the early 1960s, modern architecture buildings were beginning to be accepted more and more on college campuses across the country [1]. These structures emphasized less ornamentation, less cost, and more concern for function [1-3]. A dramatic increase in student enrollment across the country during this period was in response to the war ending and the baby boomers coming of college age [1]. The government reacted by offering low-interest loans for construction of buildings for colleges and universities [4]. In order to get the most for their money, modern architecture styles were a promising choice due to the lower costs of these structures.

The University of Florida was no exception to the issues other colleges were facing during this time. The University also had peak enrollments from the men coming home from the war in the late 1940s through the early 1950s [6-7]. Another increase in numbers was caused by the acceptance of women into the institution, starting the fall of 1948 [6-8]. Baby boomers then increased these numbers further [1]. All of these factors created a huge housing demand on campus, resulting in a housing building boom from 1950–1961.

During this time, many permanent residence halls were built on campus, accounting for over fifty percent of the entire residence facility housing in 2006. These residence halls were built with a modern approach, the result of many factors, one of which was financial [16]. All dormitories were built under the direction of Guy Fulton, State University System Architect to the Board of Control [6]. Even after Fulton stepped

down as head architect in 1958, he continued to work within the Gainesville area, including the University of Florida [38].

Because Fulton designed all the residence halls during this time, many features are similar between buildings. Fulton first took materials used in other buildings on campus and incorporated them into the dormitories to create continuity on campus [16]. Within the finished products, one can see how these modern halls fit into the overall historic campus. Other features were utilized that connected all of Fulton's buildings, including horizontal concrete awnings above the windows, which functionally served as a way to keep the hot Florida sun from baking the students in their rooms [7, 16].

Jennings Hall was the last female residence hall to be built and was finalized in 1961 [6]. This hall was also one of the last under Fulton's reign. It had similar features to all the previous residence halls, as well as some new distinguishing features that are still unmatched today. These main features are found in the saw-tooth roofline and the overall placement on the site, which took advantage of the natural landscape setting. In response to the natural landscape, Fulton created a space for a planned landscape element. Through these distinctive features and other functional spaces geared to support the college student, this hall was a model for the phrase state-of-the-art.

While Jennings Hall has housed students for nearly half a century, it was clear that changes were needed to address the current trends of residence halls in 2006. A rehabilitation design has been proposed that balances the needs of current students and the historic features that originally set this facility apart from the rest.

Since Jennings Hall stands out from all of University of Florida modern architecture dormitories, it is important to keep the building's historic characteristics

intact so that it can be honored for its architecture, unique in the era in which it was erected. The saw-tooth roofline is a primary character defining feature that is reflected throughout the facility in fenestration, patios, walls, and planters. The lobby creates an atrium-like space that provides individuals the opportunity to experience the natural landscape setting through glass walls. Not only do the walls allow individuals to enjoy the view, but the walls reflect the saw-tooth design in plan. The control area or desk was redesigned in the same location as the original desk; however, in the process, the design integrity changed. The original desk provided an angled front, while the current desk is perpendicular to the floor and counter. Though the desk has been altered, it still serves as a significant feature. The library contains original walnut built-in bookcases that have had minor maintenance. These bookcases demonstrate the quality of the built-ins originally in the hall.

These significant interior features and spaces and exterior characteristics impacted the rehabilitation plan designed for Jennings Hall. The lush landscapes and views influenced the color palette used within the facility. Wood tones original to the structure, coupled with natural tones, were preferred when choosing furniture and in other aesthetic considerations. The modern architecture movement was another aesthetic influence in the design, both in time and definition. Furniture and the redesigning of the control desk took cues from the modernist movement.

Spaces now designed in the facility follow these aesthetic cues, while implementing the functionality needed by the students of 2006. For this thesis project, a new user group was defined that encompasses students in the College of Design, Construction and Planning taking Architectural Design 1. These students need to have

spaces in their residence hall that supports their academic needs, especially studio space. Though there will not be enough studio space for all to have their own desk, studio space in the residence hall will help create a bond within this group of students, and will allow students to work in their living environment. Though this initiative was seen in early models of residence halls, it disappeared with the building boom, and is seeing a comeback in later years of construction and renovation. Other areas that will support these students include a spray paint room, multi-purpose spaces that can support lectures and speakers, a fitness facility, a convenience store, and a media room that included print and digital resources.

Another area of the facility to be redesigned is one of the two residential wings. Not only are academic initiatives becoming a trend in residence halls, but so is suite-style living. Suite-style living can be seen in early male dormitories and has been reinvented for today's students. This type of living style provides quarters for students that encompass some sort of semi-private bathrooms, and sometimes shared lounges and kitchens. The Jennings Hall rehabilitation plan reinvented the short residential wing to accommodate suite-style living. This plan has a variety of living arrangements including singles, doubles, and triples, all with semi-private bathrooms. Additionally, the rooms include moveable furniture, with the exception of sinks fixed to the walls. Research has shown that students who have a greater control over their environments are happier, and moveable furniture allows individuals to create their own spatial layout.

### **Recommendations**

Though many residential facilities are rehabilitated, the research that goes into rehabilitation decisions is not published regularly in peer-reviewed journals. "How are these decisions being made?" and "What information has been consulted to draw

conclusions being used for a rehabilitated dorm?” are just a two questions that may be posed to individuals facing the challenge of rehabilitating a space. Those who have gone through this process successfully or are currently going through it should be encouraged to write about their experiences and processes, including their research tools. This information would be helpful to other institutions that may be looking for something to assist their decision-making process.

Modern architecture, especially on college campuses, is just beginning to be observed and recognized for its historic value. There is a lack of information on this era, as it has yet to be clearly defined. Studying this period of architecture can help to start classifying the defining features of this period and define modern campus architecture.

Because the University of Florida’s modernist residence halls were built under the direction of Guy Fulton, it would be valuable to do a more in-depth comparative analysis between the architecture and interior design of two or more residence halls. A comparison of women’s and men’s residence halls would be of interest.

### **Summary**

In summary, this thesis looked specifically at Jennings Hall’s historical context in order to define its distinguishing characteristics. These historic features then helped to guide the proposed rehabilitation plan. This plan not only took into consideration the defining characteristics, but also incorporated residence hall design trends to provide a state-of-the-art facility for 2006. Looking forward towards new ideas or trends of the times is not a new concept for the University of Florida residential facilities. Guy Fulton, the architect of the modern residence halls, continuously looked above and beyond the normal standards of dormitory design, which made Jennings Hall stand out as a state-of-the-art facility during its prime. A rehabilitation plan that preserves Jennings Hall and

meets the needs of a new generation of students recognizes the significance of Fulton's original vision.

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## BIOGRAPHICAL SKETCH

Paula grew up in Northwest Indiana and attended Ball State University in Muncie, Indiana, for undergraduate studies. Originally majoring in education, Paula graduated with a Bachelor of Science degree, majoring in marketing with a minor in mathematics. While attending Ball State, Paula was active in the housing and residence life community as a resident assistant, a member and officer of the National Residence Hall Honorary (NRHH), a committee member for the National Association of College and University Residence Halls (NACURH) conference, a member and chairperson for the Indiana Resident Assistant conference, and the Housing and Residence Life Marketing Intern, to name a few roles. Additionally, Paula served on the Regional Board of Directors as the NRHH Regional Director for the Great Lakes Association of College and University Residence Halls (GLACURH).

After leaving the Ball State University community in May of 2000, Paula moved to Chicago, working as the Marketing and Retail Coordinator in the Hermann Union Building at the Illinois Institute of Technology for two years. During the spring of 2001, Paula married Ryan Wagner. In the fall of 2002, Paula started graduate school at the University of Florida as a Master of Interior Design student within the College of Design, Construction and Planning. Because of Paula's history in the housing and residence life field, Paula wanted to capitalize on her experiences by doing research on institutional design, more specifically residence halls, for her thesis work. Additionally, historic preservation studies became another area of interest due to her experiences living in a

historic neighborhood of Chicago—Hyde Park. This interest led Paula to participate in the Preservation Institute: Nantucket during the summer of 2005. After graduation, Paula plans to move back to the Chicago area to pursue a career in rehabilitation or institutional design.