

I. INTRODUCTION AND SUMMARY

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University campuses maintain a unique spot in our imagination. Linked to nostalgia for youth, they follow us in memory, and their physical aspects, particularly those that are most imageable, come to stand for the whole. Images of the campus stay with us on our life's journey and are thereby broadcast throughout the world. This is especially true of the University of Michigan, whose context is global and whose graduates are numerous and widespread; they all, like today's University community, nurture an image of the Michigan they love.

In his message to the University community, President Bollinger described a reassessment of the physical campus the University has chosen to undertake as many of its parts continue to grow at unprecedented rates:

"In 1837, when the Ann Arbor Land Company granted the 40-acre tract bounded by State Street, North University, East University, and South University as the site for the University of Michigan, not even the most visionary civic and academic leaders could have imagined the reach of the campus we now occupy. Today, our Ann Arbor Campus comprises five or six discrete campuses, each with its own geographic center and its own master plan. For many years, we have recognized the Central Campus, the Medical Campus, the North Campus, and the South Campus. I returned to Ann Arbor to hear for the first time of the East Campus and the Briarwood facilities.

"The last ten years have witnessed an unprecedented period of construction on each of these campuses. We are, however, at risk of centrifugal sprawl, of diluting our essential coherence and sense of community. Much good work has been done on planning for the University campus, but it no longer suffices to plan campus by campus. We need to conceive of our Campus as a whole and consider its place in the larger Ann Arbor community. We need to take a long view, to consider what our University Campus might be like, what its character should be, one hundred years from now."

VSBA has been invited to be the planners for this conception of the whole. What follows is Phase I of this study. As an overview, a "once-round-lightly," it is intended to sketch out the scope of the study and to lay the groundwork for future stages of the planning process.

A. PURPOSE OF THE PLAN

What physical development will help take Michigan's highest aspirations into the twenty-first century? How should physical plans be related to policy decisions in all areas of the University's growth and to evolving relationships on campus?

In his charge to the Campus Plan Advisory Committee, Robert Beckley sets a mandate for a campus plan that:

- enhances the academic, scholarly and research mission of the University
- creates and sustains the vitality of a place easily identified as a "community" of scholars for faculty, students and supporting staff
- enhances the relationship between town and gown
- celebrates the highest principles of aesthetics and environmental design
- is dynamic and can respond to the changing needs of the academy and its constituency.

The Advisory Committee -- and the plan -- is charged with representing the highest values and aspirations of the University and helping to shape an environment that can best sustain these values into the next century.

B. USES OF THE PLAN

A long-range campus plan for physical development can help the University's overall strategic planning efforts by:

- Describing a variety of ways of thinking about the physical campus -- as a series of systems and subsystems, for example, or

as a succession of activities within buildings -- and sharing these perspectives broadly with the greater University community as an aid to coordinating decision-making.

- Setting out principles for the location of buildings and activities and the organization of the landscape within the broad fabric of campuses and properties, to inform and coordinate decisions about structures, systems and subareas of the University.
- Discussing the physical implications of academic, administrative, operational or financial policies under consideration, suggesting which events might trigger physical change.
- Producing information on the character, condition and capacity of the University's physical infrastructure, and suggesting opportunities for activities and uses that this heritage of buildings and landscapes offers.
- Establishing or verifying the role of each campus or property in the whole, outlining the desired relationships between areas, while suggesting programmatic, strategic, or physical linkages to augment these roles and relationships.
- Assigning priority to existing needs, identifying "brushfires," and formulating long-term strategies for the twenty-first century and beyond.
- Suggesting policies that might support goals for the physical campus.



fig. 1. The Diag Looking Southeast

C. PLANNING APPROACH AND PROCESS

We have approached the campus planning process as a series of interrelated tasks whose goal is to propose strategies and a vision for the long term future of the campus and to obtain consensus among the Advisory Committee and the University's other constituent groups. We have recommended a process of analysis and design that:

- defines the major objectives of the project
- describes alternative means of achieving them
- advises the client group on the choice between means and, that choice made,
- suggests plans for implementation over time.

We believe this process should be reiterated several times at different scales and degrees of detail, making the overall master planning process a circular one. This, the first iteration, attempts an initial definition of the overall campus, its aspirations, opportunities, problems, issues and options. Following phases will cover much the same territory, but at different scales and degrees of detail.

1. Phase I and Its Reception

In Phase I there has been considerable stress on data gathering. With the help of various University constituencies, we have compiled a broad base of knowledge on which to build future phases of the plan. In parallel, we worked with the University to evolve a system of representation, steering and decision-making for the plan.

- In *"Learning from Michigan"* (in Section II), we attempt to engage and understand, at an artistic level, the campus' "many landscapes," broadly defined to include all aspects of the physical campus -- buildings, spaces and vegetation -- and all facets of its architectural and landscape character, from urban to natural areas. *Land use and other campus patterns and systems* have been mapped (Section II.E) in order to better understand the campus and to lay a foundation for future recommendations.
- Our assembled data and analyses are incorporated under the headings *"Mission, Goals, Opportunities, Problems, Issues and Options"* (MGOPIO) in Section III. This format can provide a framework for the findings and recommendations of the plan.
- *Brushfires*. Even in the early stages of the plan, issues needing immediate attention arise. By studying these areas in more detail -- "the apple with the tree" -- we apply what we have learned to the matter at hand and in the process learn more about the University as a whole.

The information in this report has been derived from published documents, previous studies, first rounds of discussions with City and County officials and University officers, faculty, students, and administration, and walking and driving around. It has been enriched by comments from the University community, and is presented here for comment and input.

We have made interim presentations to the Advisory Committee, the Deans and a Business Operations staff group. Many of the individuals in these groups have taken an active interest in the process. Some have shared draft information with their constituencies, and many have sent us comments by letter and e-mail. These have been invaluable in sharpening issues, clarifying or correcting facts and unearthing new information. Some comments are reflected in this document; others will be further explored in future phases.

Although an important purpose of Phase I is to bring issues and options -- as we now understand them -- to the fore, it is too early for resolution of issues or recommendations between options. These will require a deeper understanding of particulars and the continuing participation of the University community.

2. Future Phases

The next immediate phase of the plan is likely to focus on particular areas and systems -- on individual Schools and Colleges, individual campuses, aspects of student life or campus transportation, for example. What we learn from these more finely grained analyses can help inform the direction of the overall plan.

We expect to continue to plan in a cyclical manner in subsequent phases, moving, in consultation with the Advisory Committee, from general statements of overall purpose to fairly detailed options related to action and design ("design" defined broadly -- there can be economic as well as physical design in the campus plan), and to widen the circle of participants in the process.



fig. 2. View of Angell Hall along State Street

D. THE CAMPUS

1. Images and Landscapes of the Campus

What is the image of the University of Michigan that graduates hold so dear? From our discussions and observations some buildings and spaces have emerged as special:

- *The Diag* (fig. 1), as the center of the original 40-acre campus and home of some of the most historic campus buildings and artifacts -- not to mention Engineering Arch or the block "M"-- holds a special place in the University community's imagination and has been described as the heart of the campus.
- At the *northwest corner of the Diag*, the contrast between the shaded green of the Diag and the bustling, commercial activity and architecture of State and Liberty Streets -- including Nickels Arcade and the State Theater -- sets each in relief and emphasizes the vitality of their connection.

- *Burton Memorial Tower* and its recent North Campus counterpart, *Lurie Tower*, mark important centers and, as landmarks identifiable from a distance, are symbolic representations of the campus and the University. If the University is a set of precincts seamed into the city, its most imageable landmarks -- like the Towers, or the Rackham Building -- define centers of intensity rather than edges.
- Individual buildings and spaces -- for example, *the Law School and its Quadrangle, the Rackham Building, Ingalls Mall* (fig.3), *West Hall, Hill Auditorium and others* -- help give structure and identity to the Central Campus. *Michigan Stadium* anchors the Athletic Campus and provides a visual gateway to the University.
- Other important places are off the everyday paths of the general population -- for example, *the Music Building* in its forest clearing or *Maya Lin's Wavefield*. These must be discovered as quiet delights.
- Architecturally distinguished buildings, such as the *Art Museum, Angell Hall* (fig. 2), *Yost Arena, the Kelsey Museum* and the *LS&A Building*, contribute to an interesting, variegated matrix of campus buildings.

- Special, almost sacred landscapes include the extensive *Arboretum, Botanical Gardens* and *wooded areas of North Campus* and others that are small and precious, such as the *Martha Cook Garden*.
- The *Michigan Union* and the *Michigan League*, important landmarks for University communities past and present, provide daily opportunities for lively intermingling of faculty, students and staff from different disciplines.

Clearly, there is no one image of the University, but rather a collage of many. Each of the campuses and areas is different from the others, and each includes within it distinct landscapes and architectural complexes.

Various philosophies have influenced planning and development of the campuses over time so that today the University landscapes include:

- The many-layered Central Campus with the original forty-acre superblock at its core, changed over time through demolition, adaptive reuse and new construction; overlaid with Beaux Arts planning; and expanded through the creation of additional superblocks.
- The fortress-like Medical Campus, whose hard outer "rind" -- reinforced by topography, roads and a significant elevation change across it -- encircles the remnants of a more grid-like genesis and a pedestrian network at its core.
- The forest clearings of the North Campus, with some infrastructure and buildings based on Saarinen's plan, but overlaid with more recent complexes that follow other planning principles; adorned with large-scale works of art in the public realm and small, intimate spaces, largely hidden behind buildings -- like the garden behind the Bentley Library.
- The South Campus, with large varsity sports facilities, the annexation of former industrial buildings serving Facilities, Public Safety and other workaday uses, growing to the south as land becomes available.
- The acquired land and buildings east of Highway 23 - including former agricultural lands, a primary care medical facility and a research-park-in-the-making -- side by side with the legacy of the Matthaei family which includes a botanical garden, important natural areas and a faculty and alumni/ae golf course.
- The facilities at Briarwood Mall and other remote, suburban medical facilities.
- Other acquired properties, such as Wolverine Tower.



fig. 3. Looking North along Ingalls Mall



fig. 4. Aerial View of the Huron River (*Dale Fisher Heli-Photo, Grass Lake, Michigan*)

2. *A Preliminary Interpretation of Campus Development*

The University's present campus began within Ann Arbor's grid plan (fig. 5). There is an inherent democracy in the grid; land is subdivided equally, there are no broader avenues with kings' palaces at the ends. Streets give direct access to buildings and connect both longitudinally and laterally. The grid can spread to infinity, but makes interesting patterns to accommodate topography and other natural features. For example, Ann Arbor's grid was distorted to accommodate the Huron River and the hills to the north and west of Washtenaw and Geddes Avenues, including the site of the present Medical Campus.

When the University moved to Ann Arbor in 1837, the campus superblock was established as a forty-acre exception within the grid. Buildings on the block were entered from the surrounding streets; the center of the block was relatively undefined.

As the campus developed, the grid became a plaid, as the Ann Arbor street system was altered to suit the scale and geometry of the automobile. The Central Campus expanded through the formation of precincts and growth of additional superblocks, which largely focussed inward and frequently required the closing of streets (fig. 6). By the 1990s, only remnants of the original grid existed within the Central Campus. Now perimeter roads give access to campus and subareas but also break the connections between campus areas, and between the campus and the town.

Helicopter views of Ann Arbor (fig. 4) show wooded uplands rising from the mist in the Huron River valley. One upland is the Medical Center, separated by sloping topography and roads from the river and neighboring precincts. Earlier views of the Medical Center show a greater connection with its surroundings, including a street leading to the old hospital. Now, the Center seems like a "walled city" with an inner network of buildings and open spaces.

The North Campus, a second upland area, was conceived as a series of clearings in a primeval forest. Later, more intense development was undertaken in an attempt to make the North Campus more like the Central Campus, but North Campus seems perhaps like Central Campus with "glandular problems" -- its spaces seem too big for conviviality. Bonisteel Boulevard was built in anticipation of the interstate highway's being closer to the campus than it was, and was not really designed for easy connections across.

Large sports facilities developed along the street edges of South Campus, with a railroad, former industrial buildings, athletic fields and parking in the interior. How might this area change as pressures for growth near Central Campus increase?

The University properties east of Highway 23 are in early stages of development and retain vestiges of presettlement landscape -- what should their character be? Next steps require more information about present patterns and conditions and future demands to be made on this important land holding.



fig. 5. Map of Ann Arbor, 1911 (Hatcher map Library)

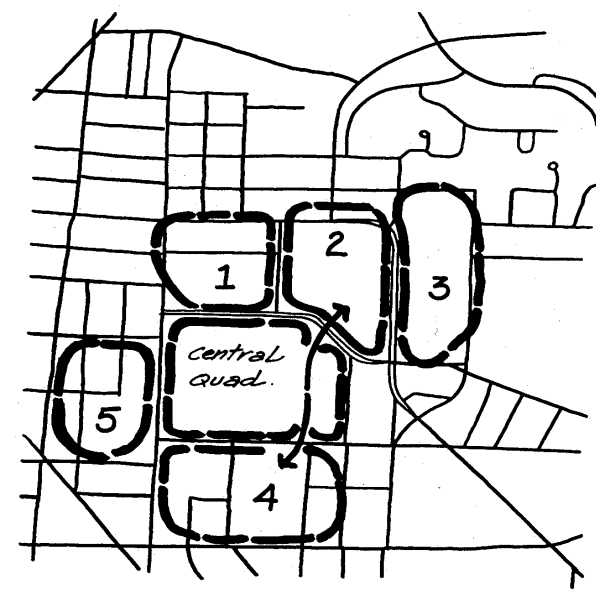


fig. 6. Illustration from JJR Plan (Reproduced from Central Campus Plan Update, 1987, JJR)

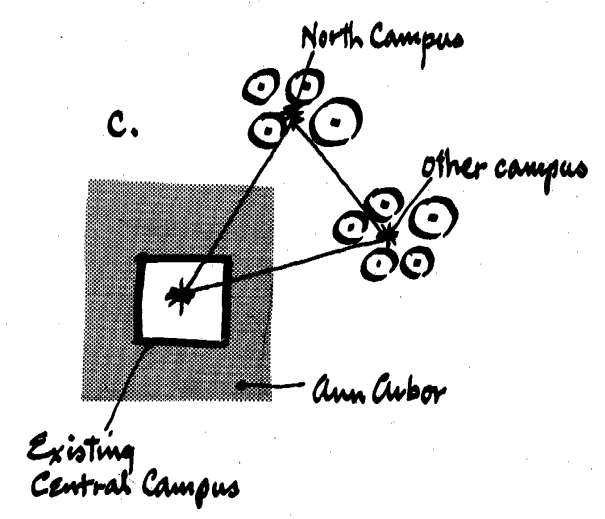


fig. 7. Illustration from JJR Plan (Reproduced from Central Campus Plan, 1963)

3. Campus Patterns

The University of Michigan campus comprises many layers of complex patterns -- of landscapes, activities and structures. An understanding of these patterns and the relationships they support will be basic to any attempt to add to or change the physical campus.

In Phase I, we have combined maps from different sources to convey information on all campuses and about many urban and campus variables -- land use, transportation, landscape and others. Some patterns -- land use, for example -- are illustrated layer by layer. By disaggregating layers of activities and structures in various ways, we hope to perceive new relationships, understand the rules that guide or should guide their growth, and thereby make planning well-based decisions.

On the pages directly following (pp. 6-7), we include land use maps for the campus and surrounding areas, juxtaposing town and gown uses. Shown disaggregated are retail, housing, performing and cultural arts, and medical and other science-related uses in and around the University campus. Other pattern maps are included in Section II.E of this report.

As we learn more about other patterns and relationships in future phases -- archaeological sites or learning channels, for example -- we will map those too.

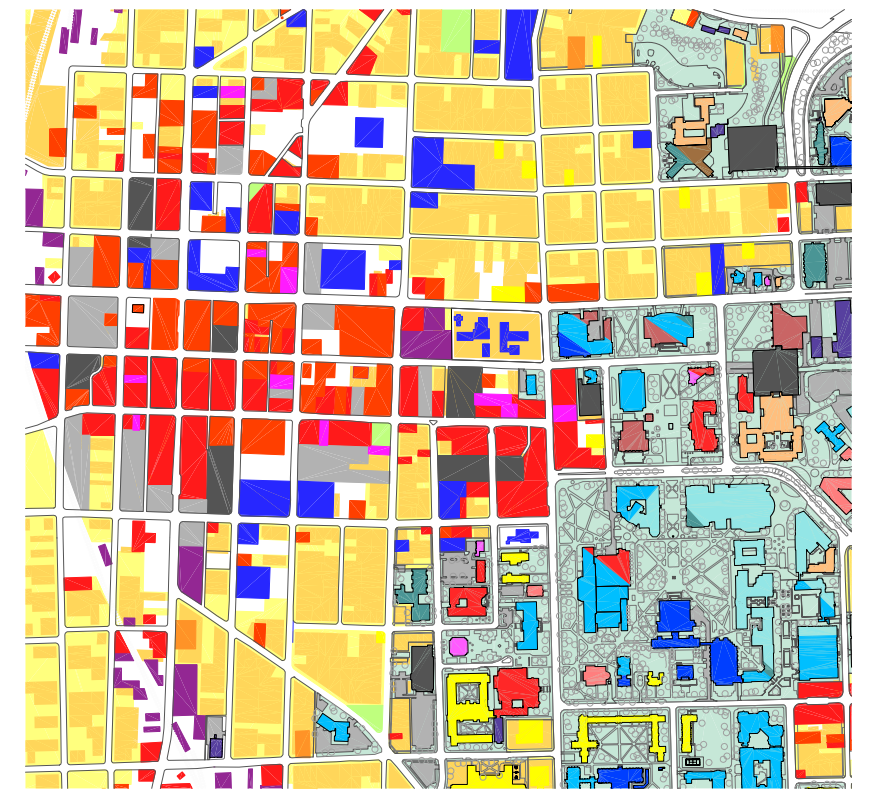


fig. 8. Detail of Land Use Map

UNIVERSITY OF MICHIGAN

- UM Health System
- College of Pharmacy, Division of Kinesiology, School of Dentistry, School of Nursing, School of Public Health, & the Medical School
- UM Libraries
- College of Architecture & Urban Planning, Law School, College of Literature, Science & the Arts, Officer Education Program, Rackham Graduate School, School of Art & Design, School of Business Administration, School of Education, School of Information & Library Studies, School of Music, School of Public Policy Studies, & the School of Social Work
- LS&A Sciences, College of Engineering, & the School of Natural Resources & Environment
- UM Institutes
- UM Athletics
- UM Recreation
- UM Student Housing
- UM Student Services
- UM Museums
- UM Administration
- UM Performing Arts
- UM Facilities

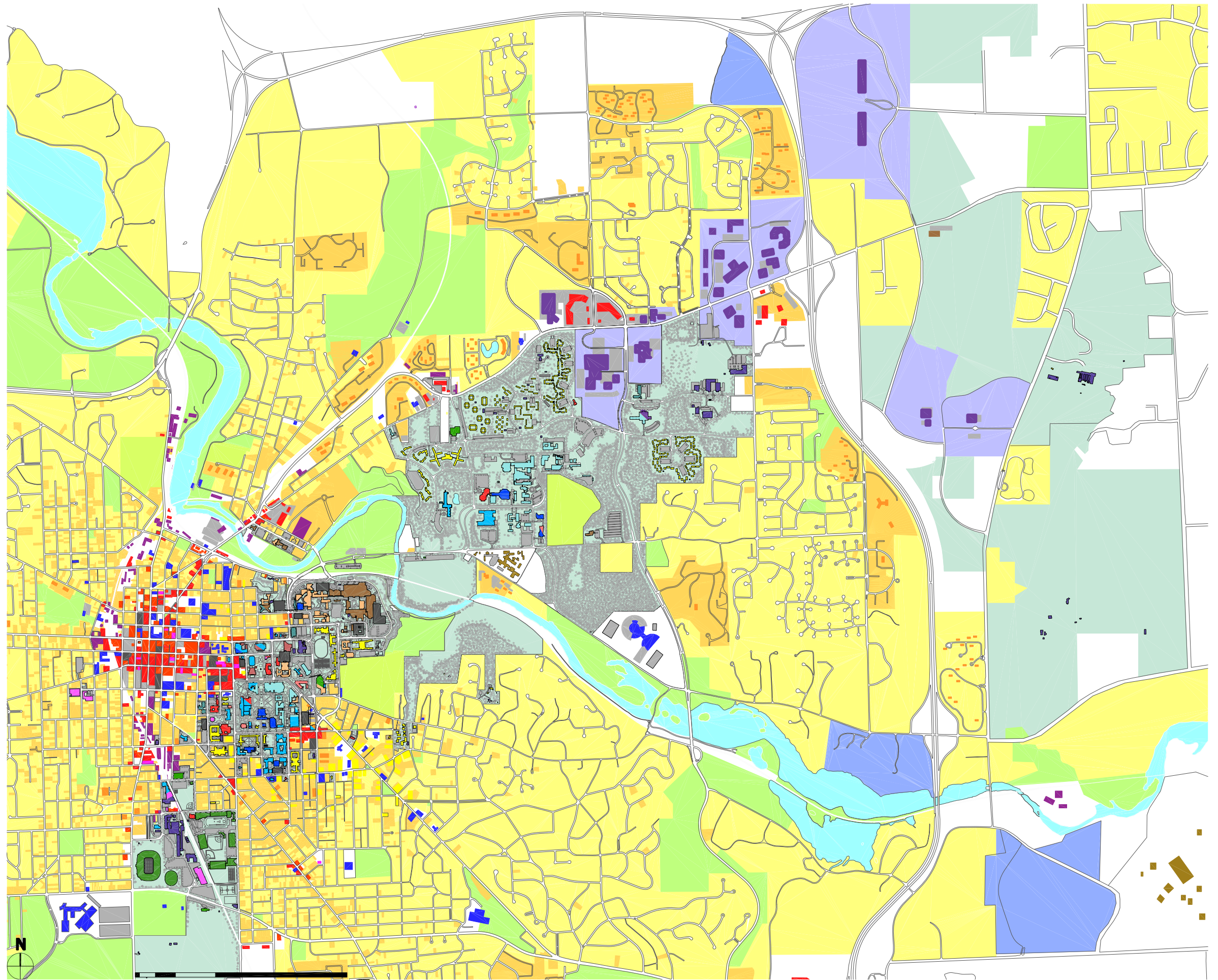
OTHER LAND USES

- Medical Hospitals & Clinics
- Industrial
- Corporate Complexes, Research & Development Offices
- Corporate Properties
- Institutional
- Other Colleges and Universities
- Public Open Space
- Cemeteries
- Housing
- Multi-Unit Housing
- Rental Property
- Offices
- Retail
- Entertainment
- Parking Lots
- Parking Garages

LAND USE: CAMPUS & SURROUNDING AREAS

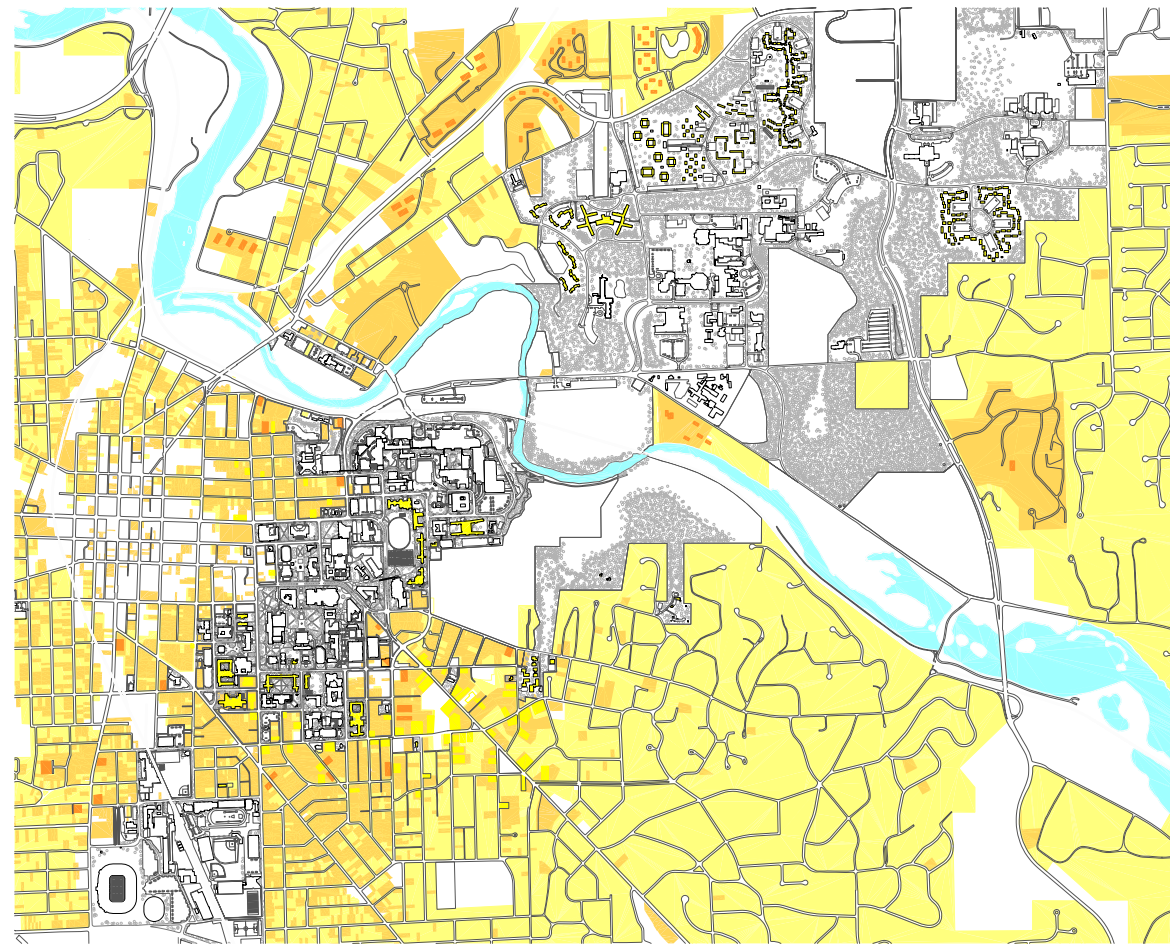
University of Michigan Campus Plan, Phase I

Base Map: UM Facilities Planning & Design
 Information Source: UM Office of Space Analysis,
 Hedberg Maps, Inc.

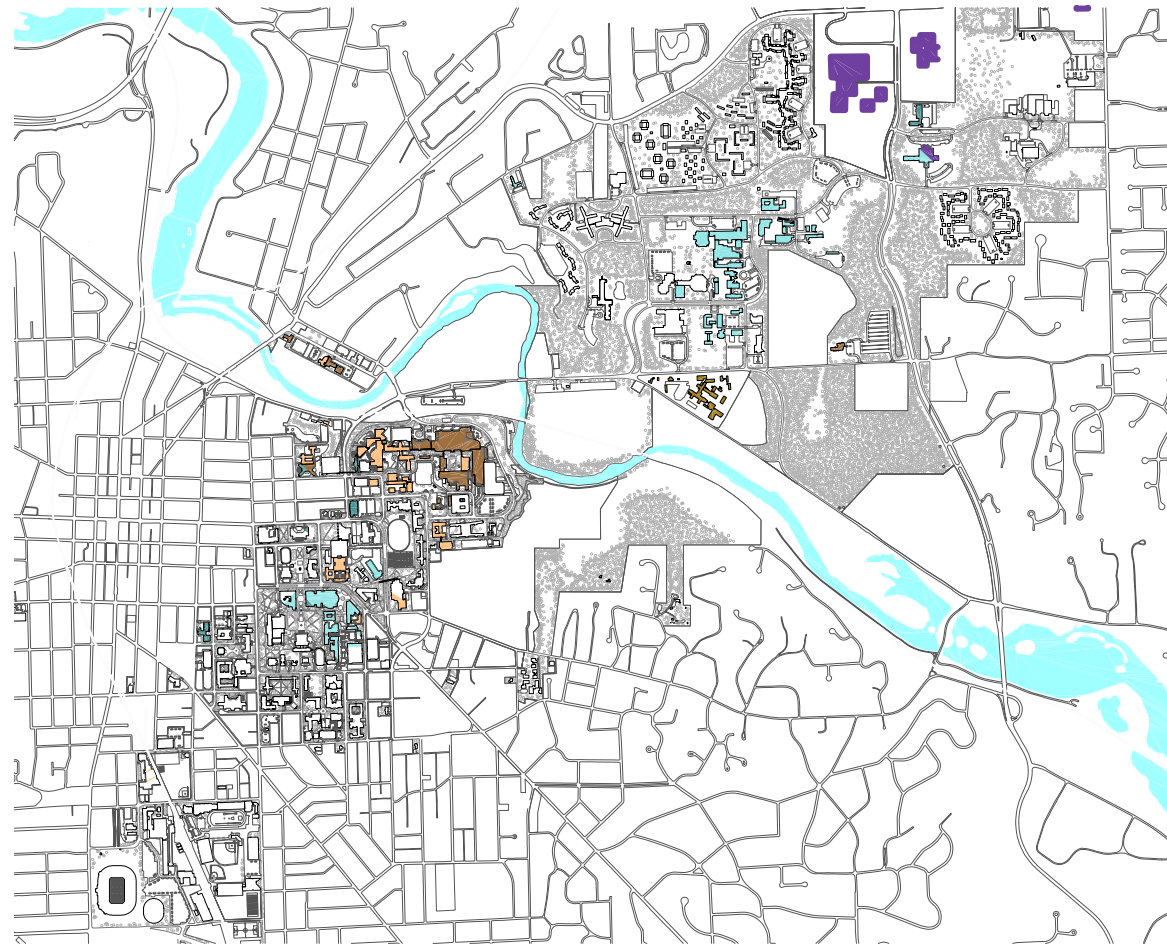


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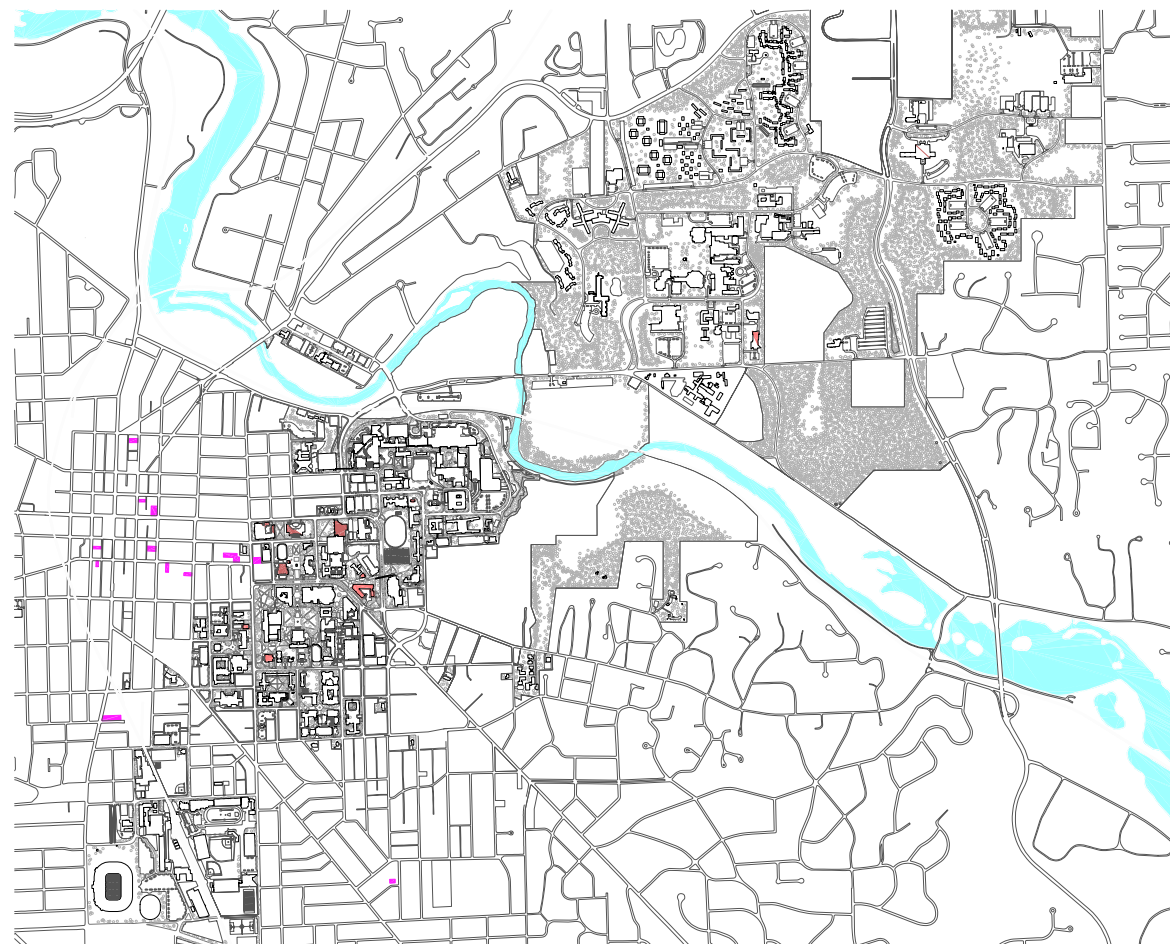
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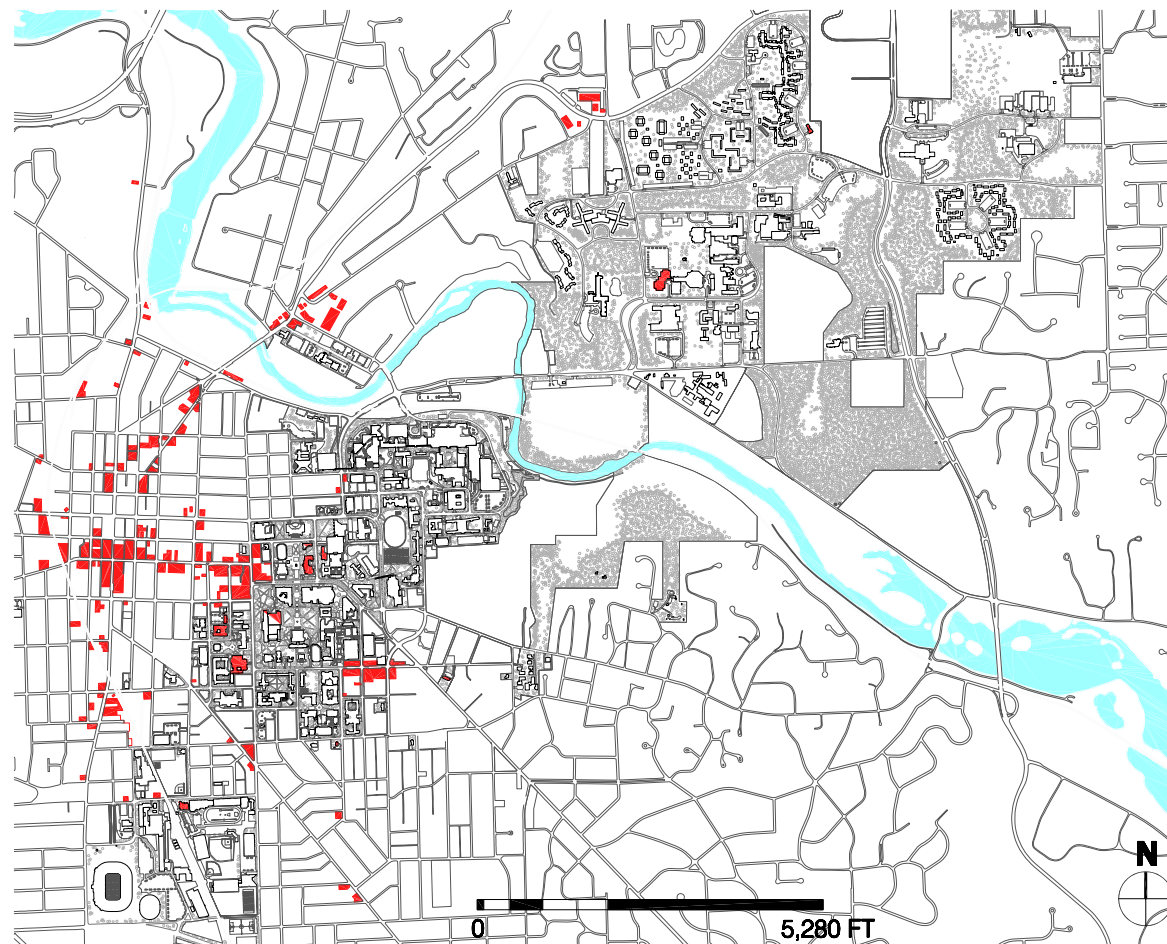
HOUSING



UM HEALTH SYSTEM, UM SCIENCES & ENGINEERING, OTHER HOSPITALS, CORPORATE RESEARCH & DEVELOPMENT



CULTURAL & PERFORMING ARTS & ENTERTAINMENT



RETAIL & UM STUDENT SERVICES

UNIVERSITY OF MICHIGAN LAND USES

- Medical Hospitals & Medical Clinics
- College of Pharmacy, Division of Kinesiology, School of Dentistry, School of Nursing, School of Public Health, & the Medical School
- LS&A Sciences, College of Engineering, & the School of Natural Resources & Environment
- UM Institutes
- UM Student Housing
- UM Museums
- UM Performing Arts
- UM Student Services

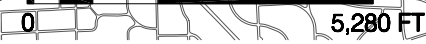
OTHER LAND USES

- Corporate Research & Development
- Hospital
- Housing
- Multi-Unit Housing
- Retail
- Entertainment

**LAND USE:
PATTERNS DISAGGREGATED**

University of Michigan Campus Plan, Phase I

Base Map Source: UM Facilities Planning & Design
Information Source: UM Office of Space Analysis,
Hedberg Maps, Inc.



Venturi, Scott Brown & Associates, Inc.



April 22, 1998

4. Campus-wide Linkages and Systems

What elements of the physical campus can help provide unity? Here are some first thoughts:

- *Systems and connections.* University-wide systems include the bus system, bicycle and pedestrian pathways, e-mail, M-Pathways, the *Michigan Daily* and M-Care -- but how about system-wide activities or combinations of activities? All residential life facilities, for example, including dining? All campus arts and sciences? The collaborative between Engineering, Medicine and the Life Sciences?
- *Imagery and symbolism.* The daily experience and memory of images that are beloved University-wide -- Burton Tower, the Diag, Michigan Union, the Michigan League, Hill Auditorium and Michigan Stadium -- help knit the University together as a community.
- *Shared cultural and recreational resources.* These include downtown Ann Arbor, the Arboretum, the Musical Society, football Saturdays and other shared amenities perceived as “public goods.”
- *Spectrum of landscape.* Although the character of each campus is unique, within their Ann Arbor-Washtenaw County setting they represent a broad spectrum of landscape types, ranging from small, interconnected urban spaces near the city center to large, open, suburban spaces north of the Huron, and to remnant rural and natural areas beyond city limits. The connections and transitions between these places may not be visible enough to make the landscape system perceptible as a whole and a strong unifier. Future phases of the plan should consider ways of raising levels of perceptibility of the broader, river-based landscape.
- *“M-Pride.”* The University community is united by a pride in the institution, its values and successes. One obvious galvanizing example is the support for the Athletics program.

E. A SHARED PUBLIC REALM

1. The University in the Region

The University has tremendous educational, cultural and economic significance to Ann Arbor and the region. For example:

- After Detroit’s Big Three automobile manufacturers, the University is Michigan’s largest employer. According to the University’s department of human resources, the Ann Arbor campus employs 22,295 faculty and staff.
- The University’s combined student, faculty and staff population in Ann Arbor exceeds 59,000 people. As of the 1990 census, 109,592 people lived in Ann Arbor.
- The University’s art museum attracts over 80,000 visitors a year, and the Musical Society -- an independent organization affiliated with the University -- presents over 70 productions a year, most in UM buildings.
- Of the University’s almost 400,000 living alumni and alumnae, 23,218 live in Washtenaw County.
- The Office of Business Operations states that the University, its employees, students, and visitors “pumped an estimated \$2.5 billion in [fiscal year] 1994-1995 into the local and Michigan economies.”

2. The Meeting of Town and Gown

The relationship between Ann Arbor and the University is a mutually dependent one. Advisory Committee member Colin Day writes, “*Just as the University’s vitality powers the town so the proximity of that vibrant downtown enlivens and contributes in a major way to the life of the University. I am sure I am only one among many at the University who was attracted to the University at least partly by the townlife and is kept here to a considerable degree by that life and the rarity of it in the USA. ... In brief, we can recruit and hold outstanding people at least in part because of the sense of life in downtown.*”

The University and Ann Arbor share many areas of concern, including safety, housing and the quality of the environment. The University sits not apart from the City, but as a series of precincts within it. This integration is not only perceptual; about 70% of the University’s students live in the surrounding communities. Campus edges are indistinct. At their best, these edges -- like that at the northwest corner of the Diag (fig. 10) -- are exciting and active. At the other end of the spectrum, garages and parking lots separate the campus and the City.

3. The Huron River

The University and the Huron River define a cruciform that divides the city of Ann Arbor into quadrants. Although many in the University community cross the river daily, it barely registers as an important image for the University or the city.

So clear and dramatic a presence on maps, the river is barely visible from the vehicular bridges that cross it, and there are no more than a few glimpses of the valley from Central and North Campuses. It is perceived as separating campus areas rather than connecting them. Yet at almost every meeting we’ve attended so far, a desire to make better connections to and across the river has been articulated. How can the river become a more tangible part of the experience of the campus?



fig. 9. The Huron River at Gallup Park

4. Creeks and Watersheds

There are five tributary creeks that are within or adjacent to University property. The condition of these is varied. Of the five tributaries, two, Fleming and Swift Run creeks, retain their historical channel course and shape. Miller Creek and Malletts Creek have been relocated, channeled, and piped to various extents. Allen Creek has been completely piped since the mid-1920s.

F. MGOPIO: MISSIONS, GOALS, OPPORTUNITIES, PROBLEMS, ISSUES AND OPTIONS

As part of this first phase, we have begun formulating a list of the plan's missions, goals, opportunities, problems, issues and options (MGOPIO). The most general and campus-wide are excerpted here, and a detailed list is provided in Section III.

Comments and additions from the University community continue to pour in. We are most grateful for them. Some of these have been incorporated in the present lists; others -- more detailed or requiring more extensive research -- will be investigated in future phases.

1. Key Themes and Goals

At the end of Phase I, the Advisory Committee notes, "We hope to be, or become, a single campus with interlocking parts -- a Uni-versity. This conclusion can be used to frame the next phase(s) of the development of the Campus Plan, which should promote this integration by every possible means, including links, transportation, decisions regarding aesthetics, housing, landscaping and the like."

As we now understand it, the Campus Plan should devise strategies that:

- Define a physical setting for the life of the mind of a great University and for those who use and support it. Allow for the complex and shifting reality of the life of the mind.
- Establish an overall framework and hierarchy for development, relating physical priorities to academic and financial policies.
- Promulgate an understanding of the physical campus, its historical development, aesthetic dimensions, present patterns and conditions, and future options, and its place, historically and today, in the growth of Ann Arbor.
- Encourage a sustainable, liveable, amenable and beautiful environment.
- Provide facilities for education and research that promote the public good, foster areas of creative collaboration, and support individual excellence.
- Encourage an intensity of cultural, recreational and social activities, and define a spectrum of residential opportunities, on and off campus, that will continue to attract and help to hold the highest caliber faculty, students and staff.
- Nourish the arts on campus and in Ann Arbor, including establishment of an Arthur Miller Theater.
- Increase physical opportunities for interdisciplinary collaboration University-wide, perhaps especially in relation to growth in the sciences.

- Define and develop the roles of each of the University campuses. This includes providing a more convivial environment for the North Campus with imageable connections to the rest of the University, and identifying appropriate purposes for UM-owned properties east of Highway 23.
- Balance densification and outward expansion.
- Help define a "home" for each member of the University community -- a physical location identified as the central place of experience for each faculty, student or member of staff.
- Help evolve a planning process that establishes an appropriate balance between centralized and de-centralized decision making, and invites participation of the wider University community, relevant governmental agencies and local citizens.

As planners, we must seek truth but know we will not altogether find it; as artists, we leave room for many truths, seeking beauty, but knowing that, in truth, beauty may at times be agonized.

2. Campus-wide Issues

Here we have over 2,860 acres of UM campus. It is the sum of its warts and beauty spots and the resultant of its history and the myriad decisions made for it over time. Of course it is complex and contradictory; it's a human habitat. What view shall we take now and for the future of its various campuses and properties? Some are almost beyond our peripheral vision, others fill (perhaps overflow) our foreground. How shall we reassess their relationships within themselves and to each other for a new millennium, a changing society, and a burgeoning rate of technological development?



fig. 10. Northwest Corner of Diag at Intersection of Town and Gown

The Overview phase has raised many issues (and some hackles); these cannot be settled without digging deeper. Some of the broadest issues are presented here to help frame the discussion of future phases. Although the issues are posed as questions, we suspect the resolutions will not be "either-or." They are more likely to be "both-and" -- "this here and that there," or "this now and that later."

- The University's patterns of activities and systems are a constantly shifting set that move over the less changeable infrastructures and structures of the physical campus. What are the University's overarching disciplinary and interdisciplinary foci today? How might these evolve over the next 25 years? What physical shifts and extensions will this require? What types of reweighting might this involve for the various campuses and landholdings?
- How can we respond to changing patterns of activities, collaborations and associations now, yet leave flexibility for future rounds of change in educational and administrative policy? With generic, loft-like buildings that fit like mittens not gloves, allowing a succession of uses and relationships over time? Within a flexible grid, like the original plan of Ann Arbor? Within and across distinct precincts? Which elements should be fixed and which changeable?

- To what extent should town and gown be physically integrated? Should the University continue the practice of closing streets to create pedestrian precincts? The University's Office of Business Operations comments that traffic and commerce as part of the fabric of the University are "clearly contrary to our effort -- and that of most universities -- to provide as much safety as possible for pedestrians on campus...and encouraging a physical environment suitable for contemplation, study, and research. This is a university, not an entertainment district. While some of the universities in the world's crowded cities cannot avoid mixing academic buildings with the city environment...we can and should." On the other hand, Advisory Committee member Colin Day notes that "in the humanities and social sciences (at least) nurturing is less done by the construction of buildings than by the creation of opportunities for serendipitous encounters, informal meetings and the like. ... The great strength of Ann Arbor as a university town is the proximity and inter-weaving of downtown activities with the University: the downtown is where many of those serendipitous meetings can and do occur. The need to nurture and inter-weave with downtown is part of the program of sustaining the creative academic environment." Where in the spectrum of possible relationships with the city should the campus lie?
- As in the 1960s, Michigan still faces the issue of extended or compact growth. The decision then seemed to be between a growing center or a limited center with satellites. The pattern today resembles less and less that "garden city" ideal. Four areas demonstrate some aspects of a center: Central Campus, downtown Ann Arbor, Medical Center and North Campus; and there are several outlying areas, South Campus, properties east of Highway 23, Briarwood, etc. How shall we define them, together and apart, and in relation to the City and County?
- Where does the new administration see the place of decision-making about the physical campus, in whole and in part, in the polity of the University and of the City? What are the issues of democratic participation and of centralized and decentralized decision-making?
- How can we (all), as artists, draw from the fabric, history and iconography of the University its profoundest meanings and help these emerge in its physical development? What kind of beauty can this drawing engender?
- What are the "many landscapes" of the University? Where is that "special landscape" that sears the memory and is associated forever with our college days?
- To what degree should the various campuses have a commonality? Should they be as unified as possible or should each campus have its own distinct character? Within each campus, should unity or diversity be emphasized? Should that vary by campus?

- What responsibilities does the University have in environmental matters? Should it take a leadership position? What kind of neighbor should it be? What programs already underway could provide the necessary foundation for leadership?
- How should environmental concerns -- including the preservation of significant natural areas and the desire to limit impervious surfaces -- be balanced with the demand for new buildings, recreational facilities, and parking?
- To what extent should environmental considerations govern campus planning and the design of individual facilities? How will environmentally responsible positions and actions be defined?
- How can the physical campus and the patterns it suggests help to increase the frequency and fertility of interdisciplinary interactions and improve the quality of academic and student life?
- How should student life and student residential life facilities evolve to meet changing life patterns of students? How should they relate to academic cores?
- What kinds of connections and linkages between campuses are desirable?
- What role should cars play on the campus? Can land-use patterns emerge which would reduce dependency on the automobile? How can using transit be made more attractive than bringing vehicles to campus?
- What should be the nature of the University's cooperation and coordination with City and County governments? How should town and gown collaborate over areas of interface?



fig. 11. Historical View of "The Diagonal Walk" (Bentley Historical Library)

3. Some Preliminary Options

The "options" sketched out during this early phase of the plan are not yet recommendations; they are means of analysis rather than designs. They are broadly based, considered for heuristic purposes; their aim is to set out the scope of the problem and the range of possible solutions. It is too soon to make decisions on these options, as more information is needed to make good choices. Indeed, the information and response elicited by the options presented here may lead to different, more realistic options.

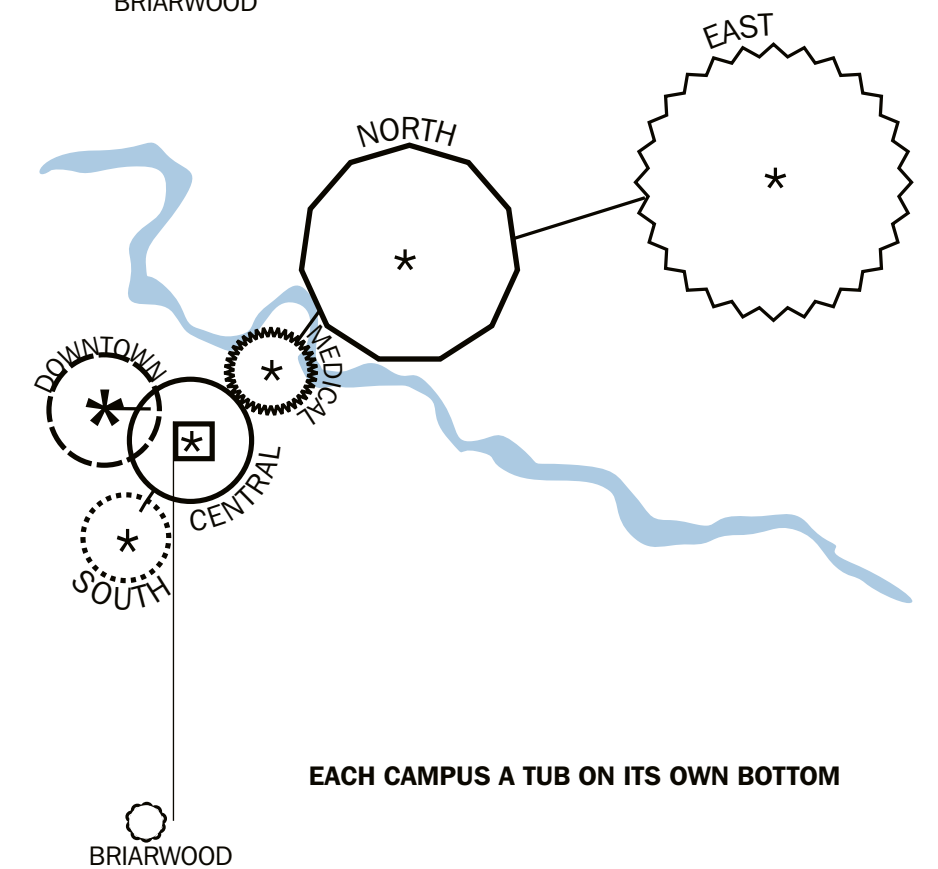
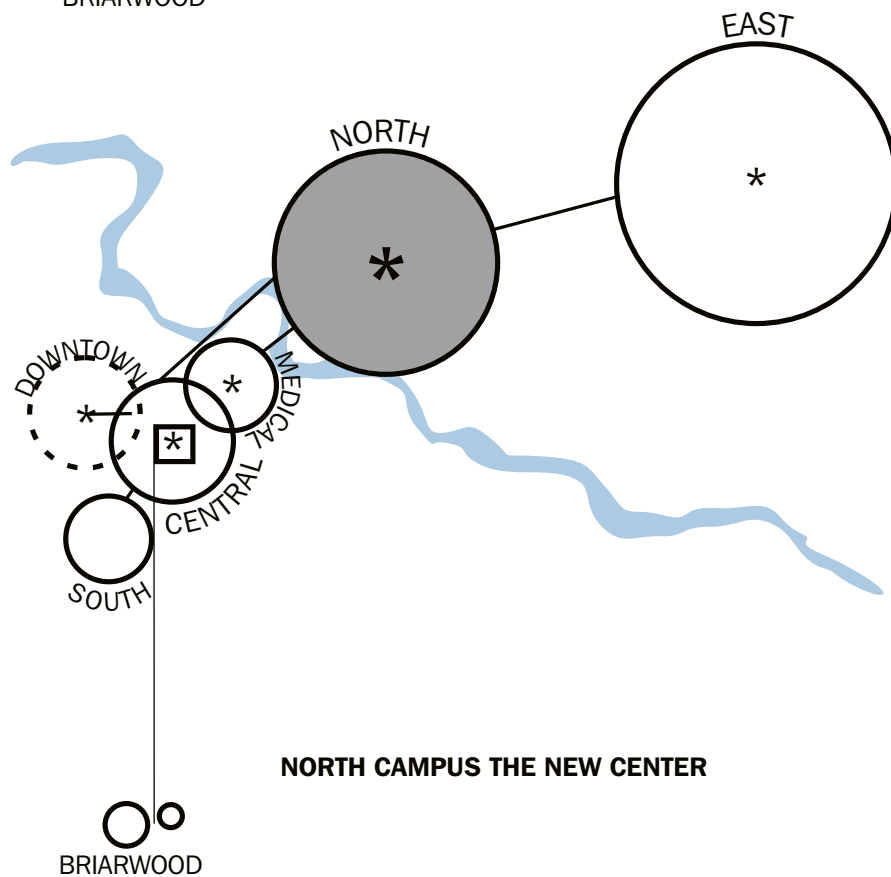
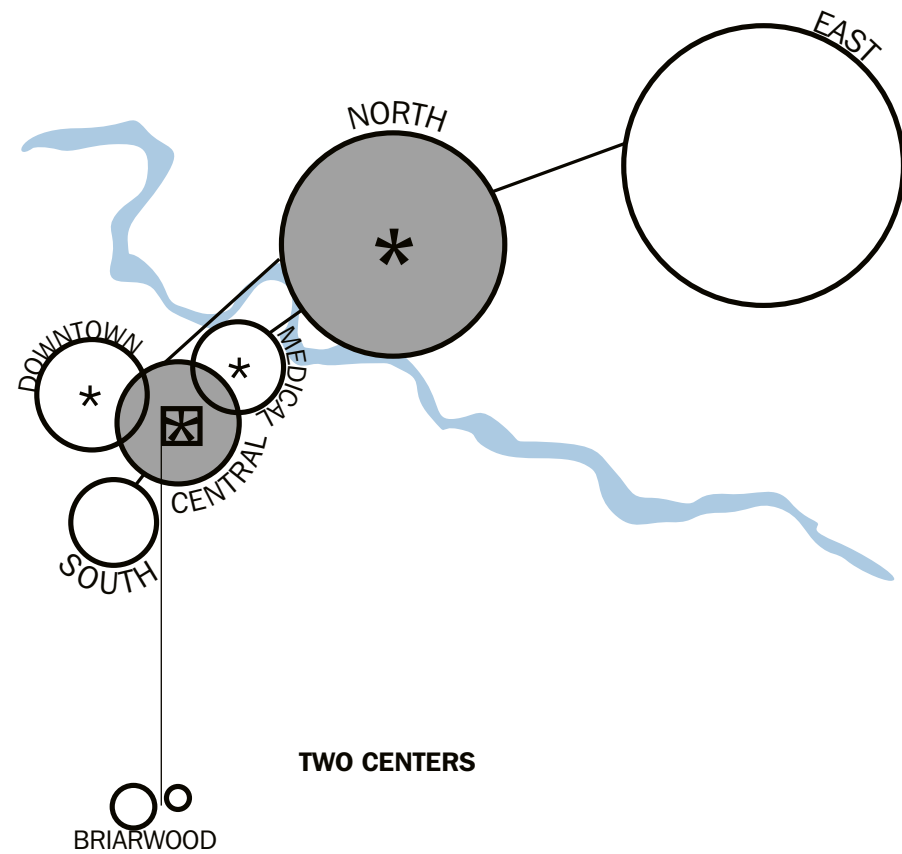
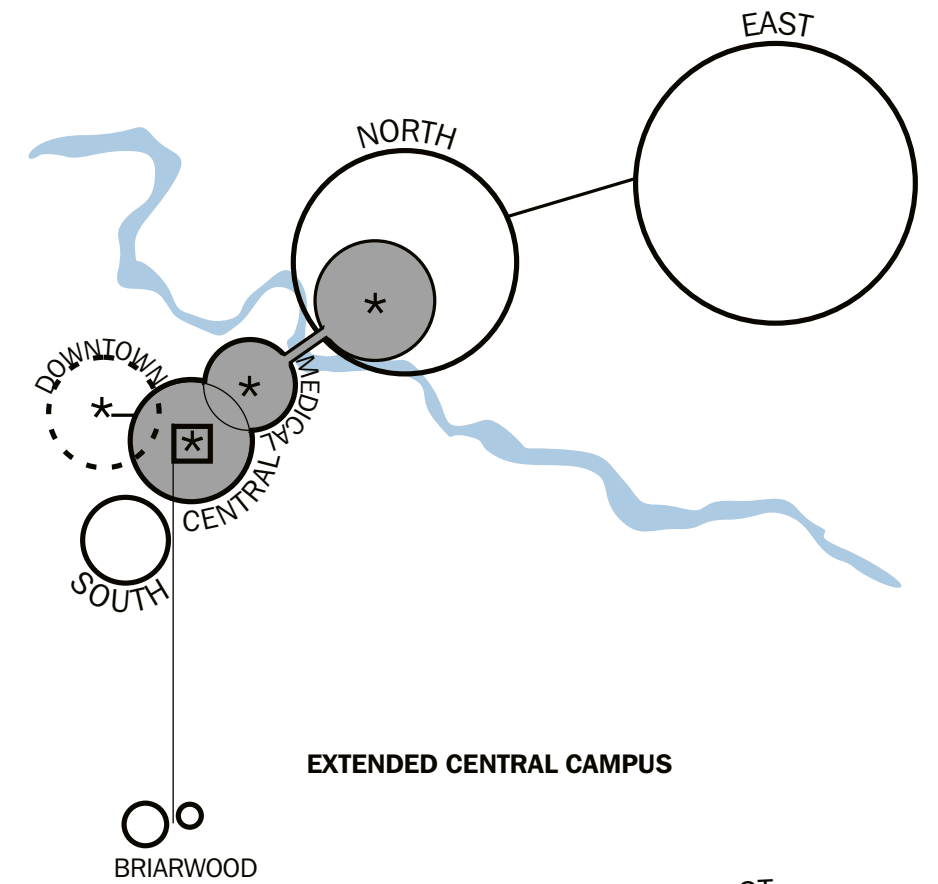
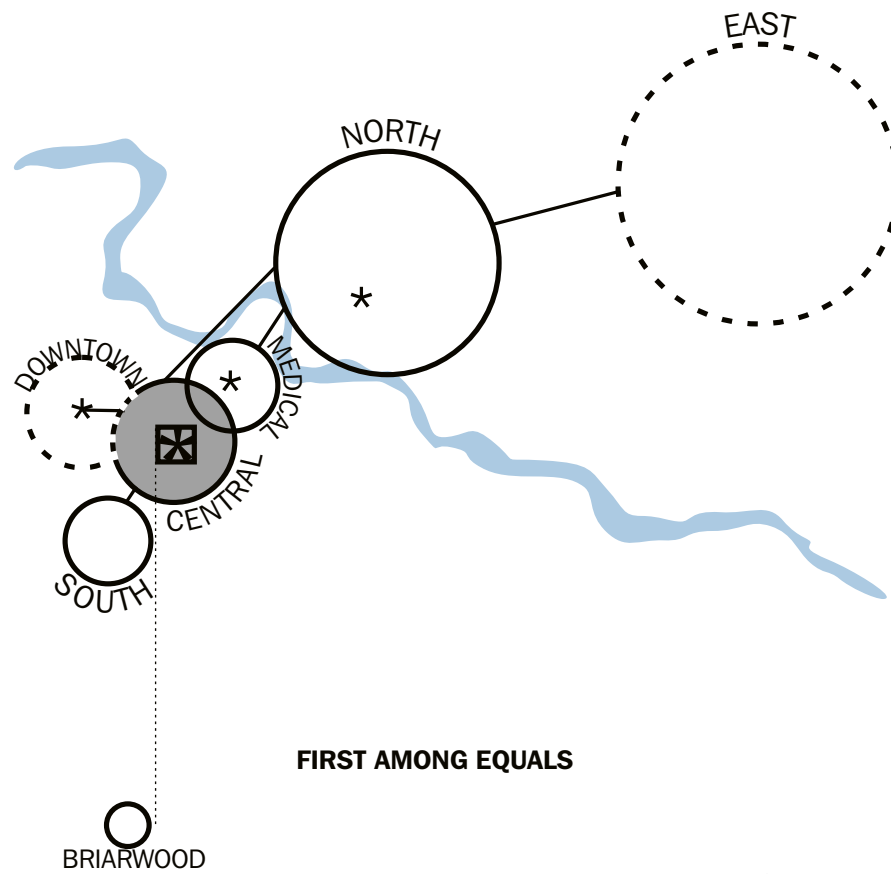
The options are limned out here and are further detailed in Section III. They are what we have heard at meetings or what have occurred to us -- "wouldn't-it-be-nice-if" -- during fact gathering and analysis. These are first, exaggerated notions of the University's grand options. Feasibility lies somewhere between. They are also unrelated to each other. What should grow from them is a larger sense of where the real options lie. Later phases will combine sets of realistic, internally consistent alternatives that represent valid choices to be made about campus development.

a. Options for University-wide Development

The major options will concern alternative assignments and reassignments of activities and systems and consequent shifts of emphasis among and within the University's campuses. If the alternatives between densification and suburban nucleation posed in ideograms in 1963 no longer hold, what are the new ideograms? Here are five further alternatives (p. 11):

- *Central Campus is "downtown."* South Campus is "the urban fringe." North Campus is suburbia. East Property is exurbia.
- *An extended Central Campus.* Central Campus, downtown, Medical Campus, plus the built-up portion of North Campus are linked by transit. Residential North Campus and East Properties are the University Residential Life's suburban component; academic uses there relate to the Botanical Gardens or to suburban research parks. South Campus is attached to Central Campus ceremonially, processionally and iconographically.
- *Two centers.* Somewhat like "extended Central," but central-type activities extend in North Campus and Medical Campus decentralizes.
- *North Campus the new center.* It has considerable room for expansion and parking -- if we accept its already ongoing densification and some loss of landscape. There are prospects for enlivening its atmosphere if we accept some loss of design purity and control. Is Central Campus then Old City? East Campus the "new" North Campus?
- *Each campus a tub on its own bottom.* Each has a different identity and enough self-sufficiency (and computer connections) to reduce the requirements for movement between them. Global ties vie with local loyalties.

J J & R DIAGRAMS
 from: University of Michigan Central
 Campus Planning Study, 1963



**OPTIONS:
 CAMPUS DEVELOPMENT**
 University of Michigan Campus Plan, Phase 1



Other options, still at a general level, involve relations between Central, Medical and North Campuses and downtown Ann Arbor:

- *The Arts.* Patterns of use suggest an option for developing a performing arts locus east-west on campus (fig. 13) from performing spaces in the Music School, Media Center, and Medical Center, via Power, Mendelssohn, Hill and Frieze, on to the Michigan Theater, shops, restaurants and other amenities of Liberty Street.
- *The interdisciplinary collaboration of Medicine, the Life Sciences and Engineering* traces an arc across the academic and institutional universe, within the University and beyond. Where in a spectrum from the Internet to bricks and mortar will most of that collaboration take place? Sites where major collaborative facilities could be considered (fig. 14) include the old hospital site, the “cathole” site off Washington Avenue at Palmer, sites off Glen Avenue around E. Ann Street, several near Wall Street, and perhaps even on a North Campus site related to Engineering and the VA Hospital. Transit could connect all these sites with perhaps only four stops, not stretching the patience of busy medics and engineers.

- *Reweighting the Central Campus force diagram.* “City physics” (fig. 12) portrays the campus infrastructure as a diagram of forces, loaded in different ways at different times, in response to changing pressures. This interpretation suggests that the pull of the Medical Center and North Campus may shift the center of gravity *within* Central Campus north toward Rackham and Power, over time. The ideas for the arts, sciences, medicine and engineering discussed above should accentuate that trend, if their development takes place on the sites discussed. The east-west axis suggested by the locations of performing arts facilities on campus and in Ann Arbor could be seen as a new campus alignment (p. 13) involving developments in the arts and sciences, supported by outriggers south (Hill Auditorium) and north in the Medical Center and North Campus (Music School, Engineering, Architecture).

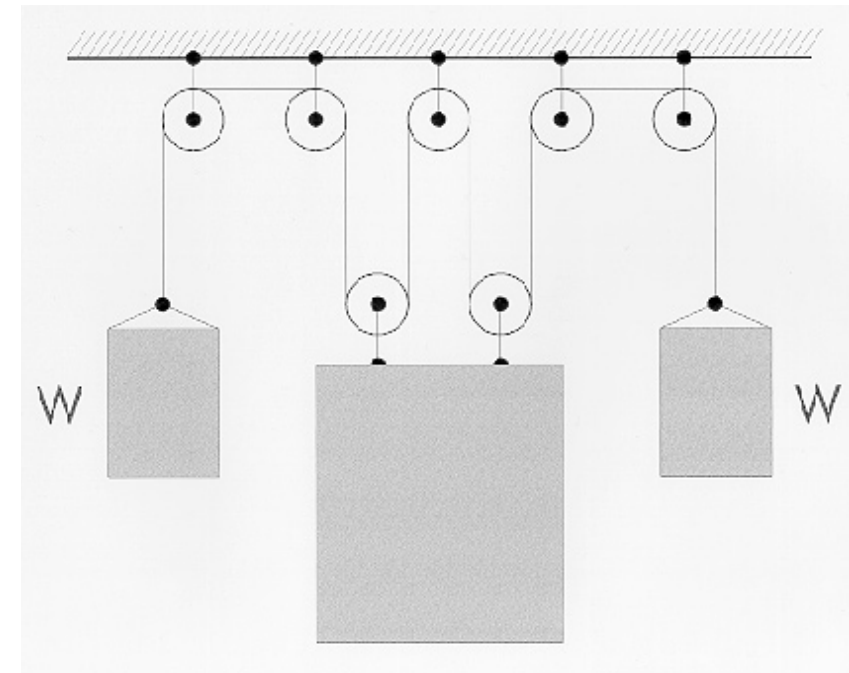


fig. 12. “City Physics”

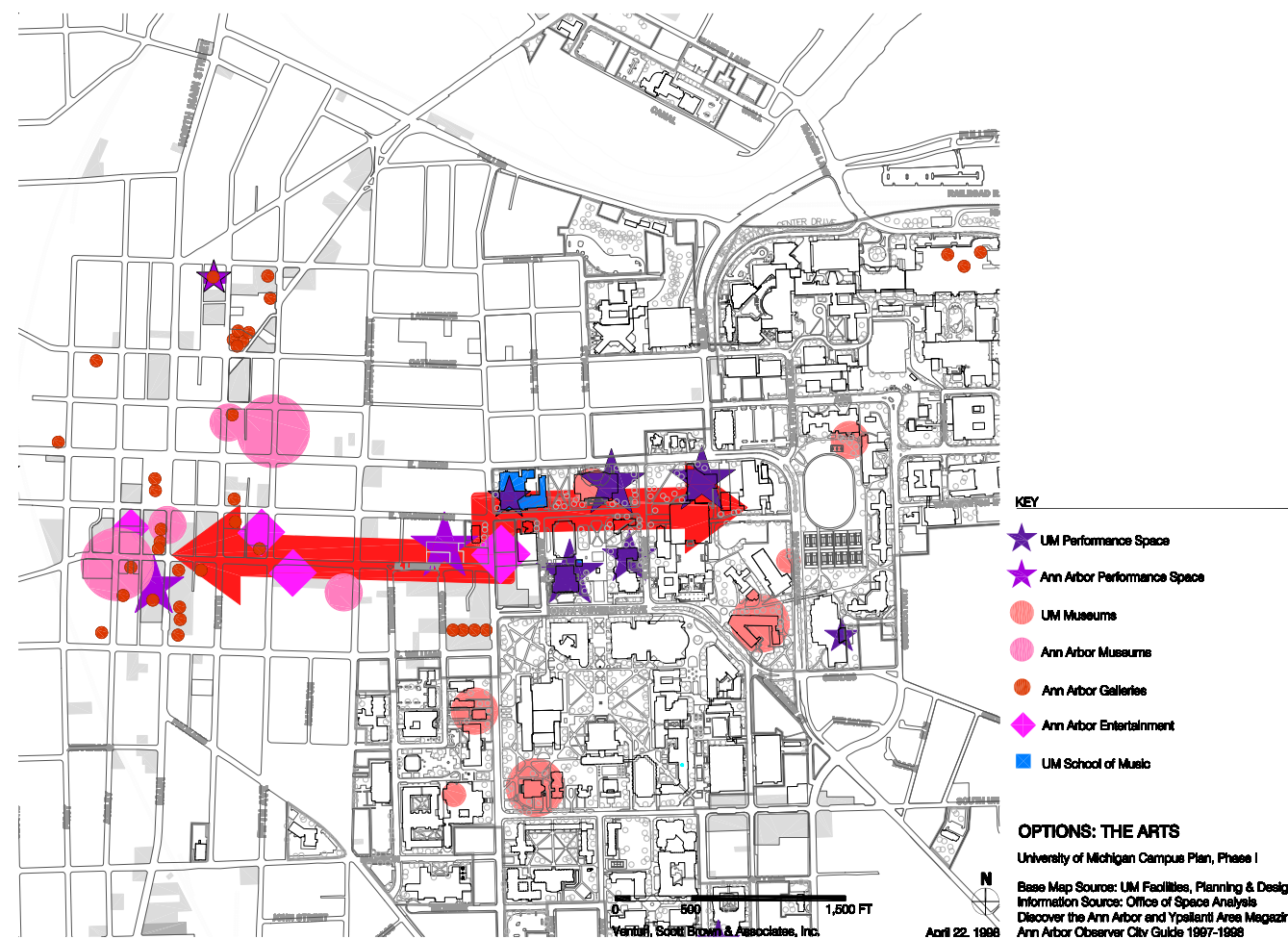


fig. 13. Option: The Arts

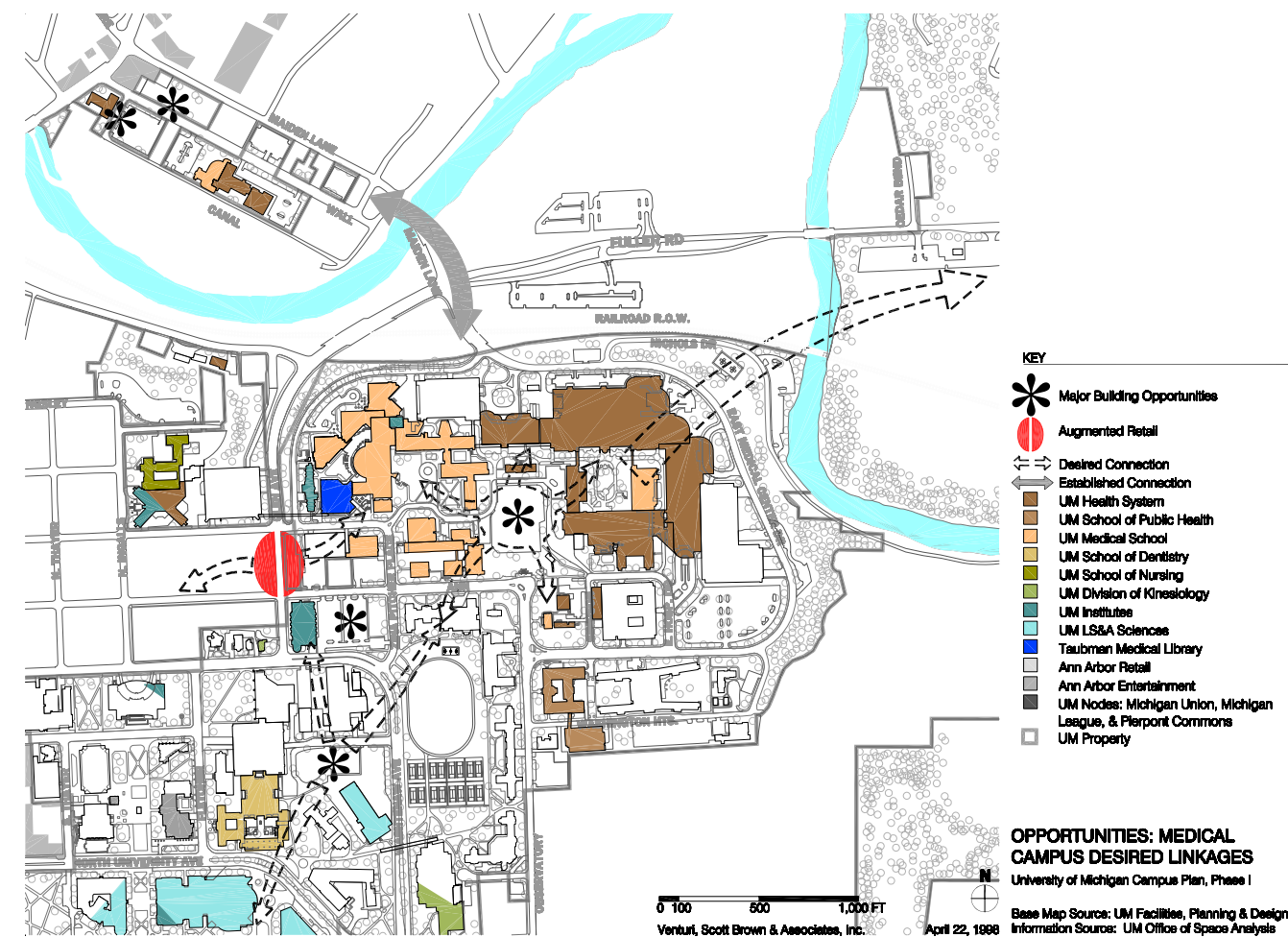
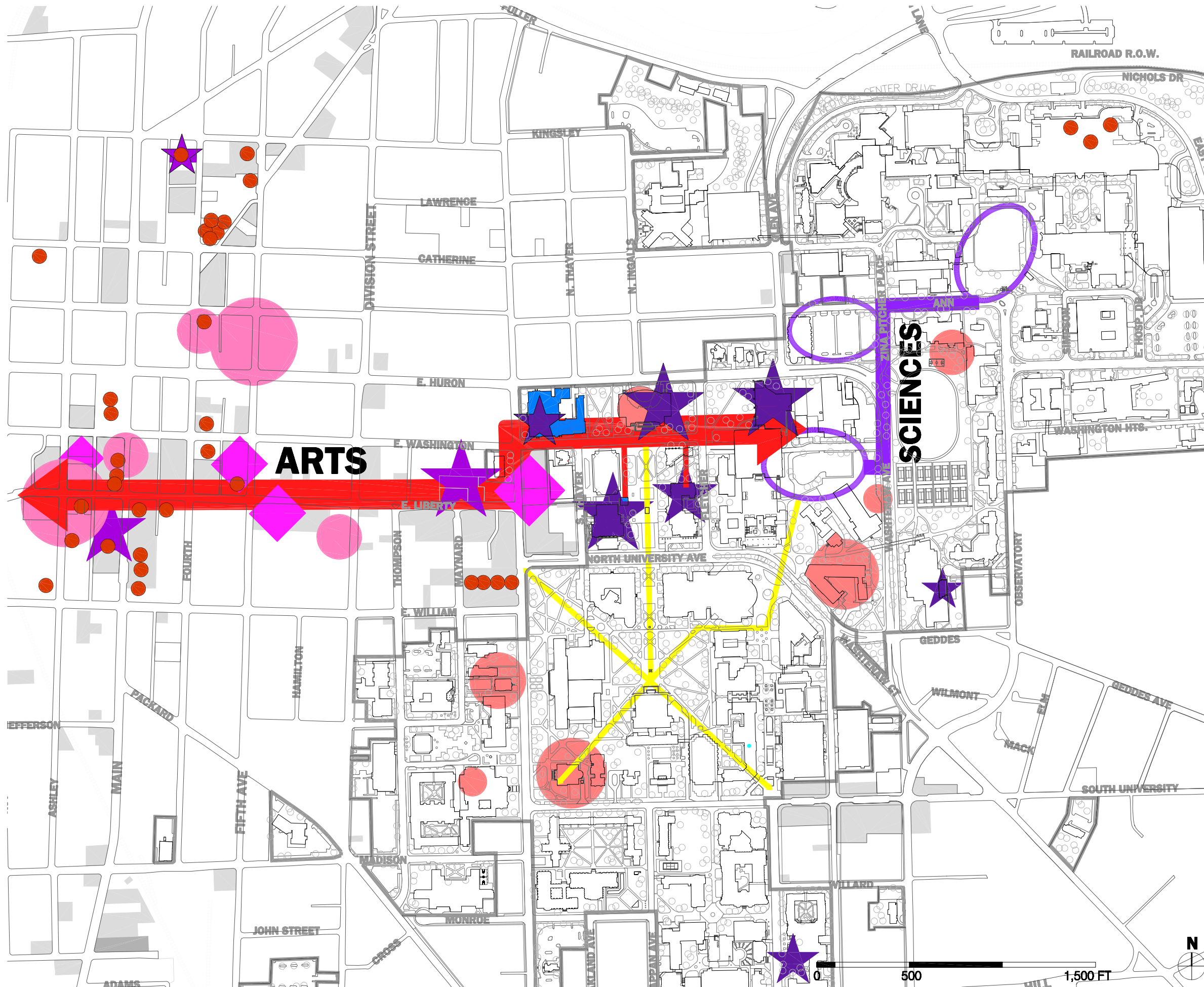


fig. 14. Opportunities: Medical Campus Desired Linkages



- KEY**
- Opportunity Sites
 - UM Performance Space
 - Ann Arbor Performance Space
 - UM Museums
 - Ann Arbor Museums
 - Ann Arbor Galleries
 - Ann Arbor Entertainment
 - UM School of Music

OPTIONS: REWEIGHTING THE CENTRAL CAMPUS FORCE DIAGRAM

University of Michigan Campus Plan, Phase I

Base Map Source: UM Facilities Planning & Design
 Information Source: Office of Space Analysis
 Discover the Ann Arbor and Ypsilanti Area Magazine
 Ann Arbor Observer City Guide 1997-1998

b. Open Space Systems and Landscape

Options for open space systems and landscape treatment are presented at three gradations of scale: regional, city and campus. Although what the University elects to do on its campuses can to some extent influence regional and city patterns, choosing or accomplishing *any* of these wider options will require a great deal of participation and cooperation among the University, the City and the broader community.

Regional Scale

- *Polka Dot Model* (fig. 15). Open space parcels, ranging from public parks to sports fields to natural areas, are dispersed throughout the University and the City of Ann Arbor. Open space links between these parcels are generally linear connections along stream corridors or bicycle lanes.
- *A Net of Pearls* (fig. 16). In this model, too, open space parcels are dispersed throughout the University and the City. Additionally, a web of open space connections, ranging from narrow recreational trails to wider greenway corridors, provides linkages between the larger open space ‘anchors’. The Huron River becomes one of the threads among a larger network.
- *Roots and Shoots* (fig. 17). This hierarchical system is organized around a central corridor -- the Huron River valley -- emphasized as the principal natural resource. The many secondary branches provide access between open space parcels and the main stem of the system. This branched open space system fosters larger, multi-functional corridors providing a wide range of opportunities for recreation, habitat conservation, and water resources management.

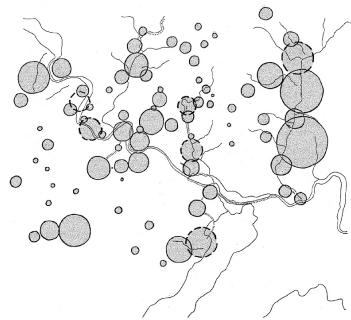


fig. 15. Polka Dot Model

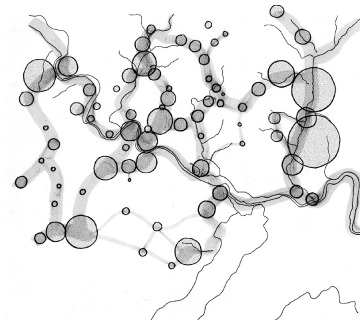


fig. 16. A Net of Pearls

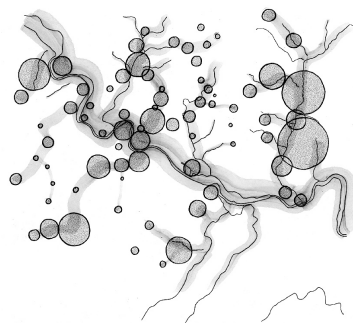


fig. 17. Roots and Shoots

City Scale

- *River as Invisible Thread* (fig. 18). In the absence of coordinated planning efforts to make the Huron River a centerpiece, development patterns will continue as they are. The presence of the river will not be a major element in the experience of the city and will not be visible from a distance. Development of parking lots, buildings, storage facilities, sports fields, and roadways will continue, with some restrictions mandated by local and federal regulations. Access to the river edge may be limited to specific sites linked by roads but could also be developed into a more connected riverwalk. This scenario does not take full advantage of opportunities to improve recreational and environmental conditions.
- *River as an Embroidered Ribbon* (fig. 19). The river and the adjacent floodplain are largely restored to a ribbon of continuous natural vegetation, making it a visible element in the landscape. Existing roadways in the valley are tied together as a coherent, scenic parkway. Adjacent recreational trails link limited amenities such as sport fields, boathouses, and picnic areas. This model seeks to establish a balance between the recreational use and restoration of the most sensitive areas to a natural condition. For this approach to be effective, development of the slopes adjacent to the valley bottom should include a robust open space network connecting the river to upland development.
- *River as a Wild Ribbon between Urban Centers* (fig. 20). This model envisions a continuous natural river valley between Barton Pond and Gallup Park, excluding built elements except for bike and pedestrian paths. Parking and other facilities are provided at the perimeter of the ribbon.

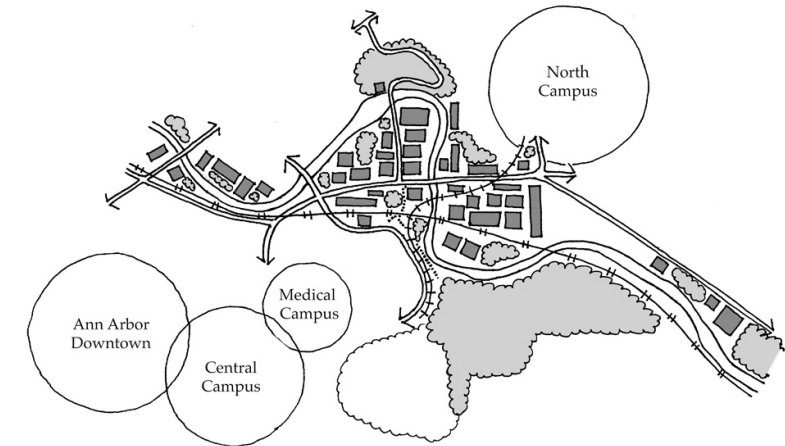


fig. 18. River as an Invisible Thread

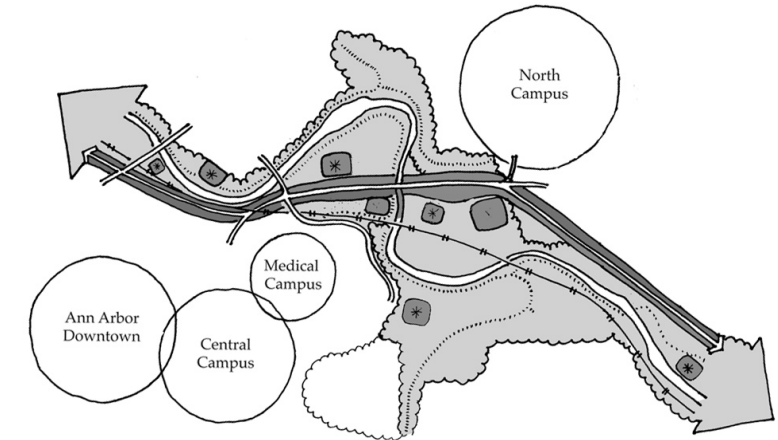


fig. 19. River as an Embroidered Ribbon

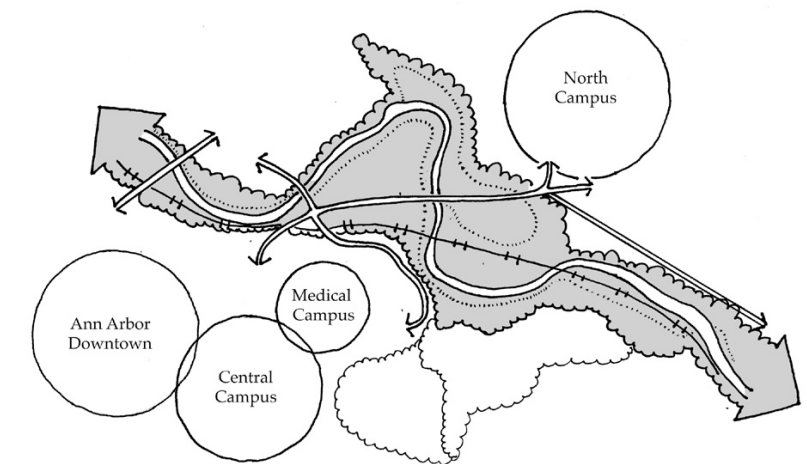


fig. 20. River as a Wild Ribbon

Campus Scale

- Choices are likely not to be “either-or” but “both-and” or “this here and that there”; each model implies a particular planting vocabulary and organization.
- *Central Campus Model*. The traditional collegiate landscape of greens, courtyards and malls structure the landscape organization.
 - *Music School Model*. Woodlands and natural landscape are the matrix in which individual buildings are dispersed; grass is limited to small sunny glades and high use areas near the buildings.
 - *Suburban Model*. Lawns form a wide apron around individual free-standing buildings, and space flows freely around the buildings.
 - *Village Clusters in a Natural or Rural Landscape*. Clusters of buildings -- including teaching, research, housing, recreation -- around a central garden core are set in a more rural or natural setting which reflects and preserves the surrounding landscape.

c. Transportation

What options might encourage the use of transit and improve the intercampus connections? The University already has many programs in place to reduce dependence on personal automobiles in congested areas, including commuter parking lots, areas of cooperation with the Ann Arbor Transit Authority (AATA) and a bus system that serves over 3.8 million passengers a year.

A transit system to improve intercampus connection and communications (fig. 21) could involve a combination of means:

- a transit route (possibly high-tech, more probably rubber-tired) with about 10 stops, linking activities and parking on four campuses
- a more “seamless” (to quote Parking Services Manager Susan Kirkpatrick) UM-AATA bus transit system
- a “flyer” express system linking outlying commuter parking lots directly to campuses without intermediate steps

A relatively short, highly imageable transit route -- a “zigzag?” -- with few, strategically located stops could help make connections between North Campus, the Veterans Administration Hospital, Medical Campus, Central Campus, and the South Campus. Like London’s Oxford Street underground line, the system could develop its own identity through its simplicity, through the facilities at each stop, and through the conveniences there --Intense retail in some areas and just a pushcart vendor in others. These would help users visualize sequences, relationships and distances. Vehicles would be more intimate, less “bus-like” than UM buses -- perhaps powered by an alternative fuel? This system -- with structured parking eventually along its route -- could help encourage people to leave their cars outside congested central areas.

How can *transit* become *rapid transit*? Through dedicated bus lanes? By adopting emerging technologies? In the long term, high-speed people movers may be feasible. In the nearer term, we must find the most recent information on high-technology means of transportation and their options and look for convenient, imageable routes and investigate possible rights-of-way.

A parking system described by Susan Kirkpatrick could tie in to the transit system outlined above. It would involve:

- visible parking for visitors, as now, around most public areas of Central and North Campuses
- parking structures organized by pay and allocation systems as now, but with structured parking added near the route of the proposed “zigzag” system
- on lot parking as demolition and construction permit
- on street, metered parking
- frequent monitoring of the system by computer to fit parking supply to customer demand.

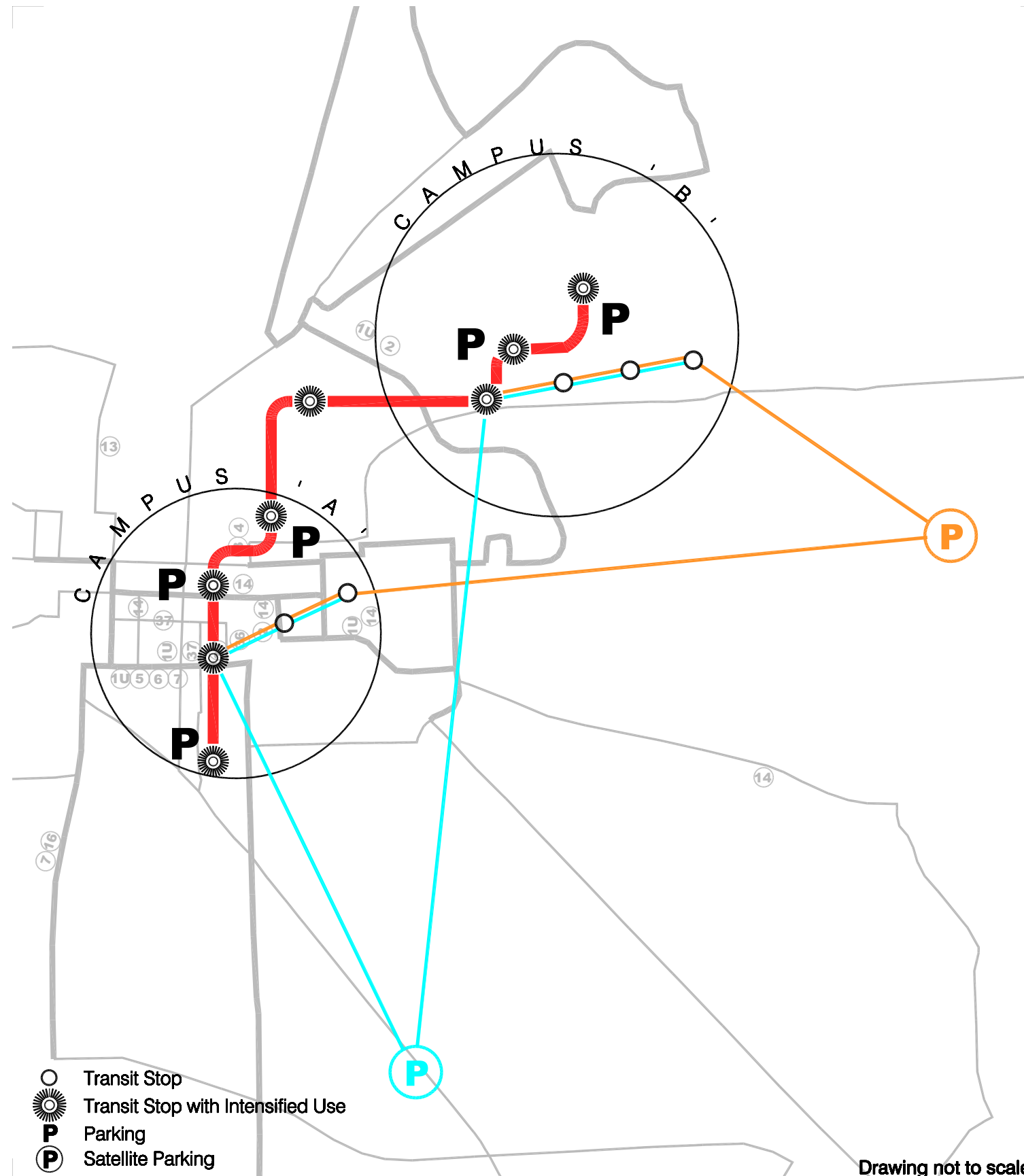


fig. 21. Diagrammatic Illustration of Transit Option Combining the “Zigzag,” “UM Flyer,” and the AATA and UM Transit Systems

G. CONCLUSIONS AND NEXT STEPS

In this Overview report we have tried to assess key themes and issues of campus planning for the University, in terms of its history and future but also in terms of its intangibles -- in its academic mission, its aspirations for quality, its artistry and its iconography.

Perhaps we have worked hard and long yet have managed to set down only the obvious -- what "everybody knows." If so, we hope the act of putting it in one place and sharing it across the community can give rise to new understandings, perhaps to realizations not previously reached, and provide a basis for future discussions.

In future phases we will begin to canvass in greater detail the aspirations, plans and programs of Schools, Colleges and other entities of academic life, as well as of Student Life, Student Residential Life, Recreational Sports and the Administration. These will help us develop a next round of options for the physical campus, based on a deeper understanding of aspirations and realities.

Comments on this report can be addressed to:

CAMPUS PLAN
President's Office
2074 Fleming Building
Ann Arbor, MI 48109-1340
e-mail: CAMPUSPLAN@umich.edu