

# OAKLAND UNIVERSITY CAMPUS DEVELOPMENT GUIDELINES



March 1989



# OAKLAND UNIVERSITY

## Campus Development Guidelines Final Report

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# I

## STUDY PURPOSE

The Oakland University Master Plan of 1971 provided a broad framework for development opportunities at Oakland University that identified expansion capacities and zones to be preserved, recognizing the qualities and value of campus natural features. It was successful in organizing subcampus units and suggesting linkage potential between zones. At that time, most of the University development was concentrated within Main Campus and East Campus. The support systems of roads, walks, facilities, and open space were identified and located. In addition, the plan stressed the importance of the University's rural setting and identified the fabric of open space to be preserved.

The overall vision of the 1971 plan is appropriate today, but adjustments need to occur to respond to the rapidly changing environment around the University. The impact of a changing student population, dramatic office and residential growth within the vicinity, and technological changes have caused the University to evaluate its role within this dynamic setting. It is within this context of change that the Campus Development Guidelines of 1989 have been prepared.



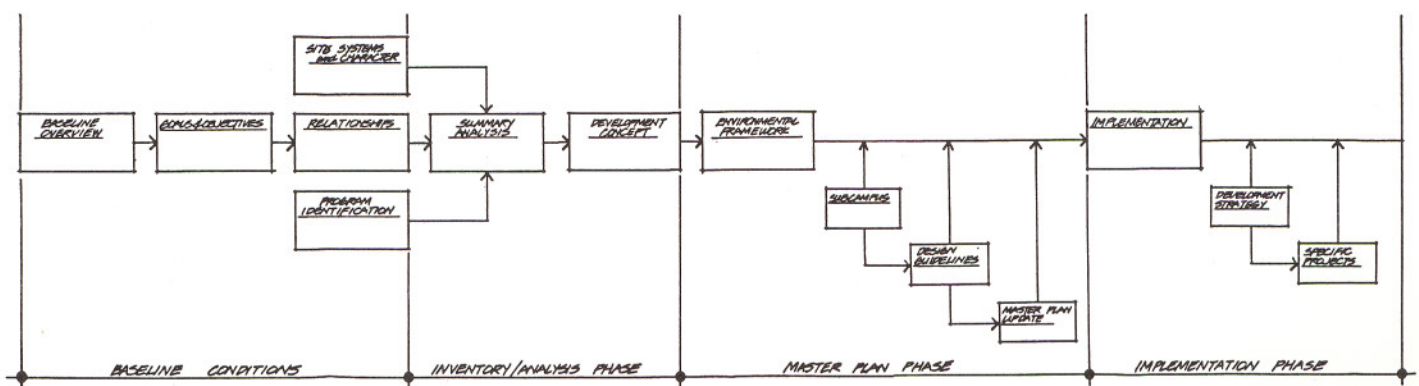
# I I PLAN APPROACH

The 1989 Campus Development Guidelines for Oakland University are built on three elements in providing direction for the future growth of the institution. The first is the 1971 Master Plan that was prepared to accommodate a rapidly expanding university community and serves as the base from which this update was formulated. The second element is the changing conditions, both in the region and the University vicinity, that are affecting Oakland. The third element is the interactive process developed to receive input and feedback from various administrators, faculty, and staff at the University regarding issues and opportunities facing Oakland.

The study process began with the assumption that certain aspects of the 1971 plan remain valid and that other changes in the community will significantly affect the planning for Oakland University. Preservation of the beautiful 1600-acre parcel of land that comprises Oakland University continues to be of paramount importance. Blending its rural character with the intensive academic development of the main campus and the increasing office/research/ housing growth around the University are also critical considerations. Responding to the future needs of the area may require some departure from previous plans as the University grows in academics, research, and community service while continuing to provide an oasis of natural open space in an increasingly developed suburban environment.

A campus master planning procedure was developed to examine Oakland's historic evolution, current conditions, and future expectations. This was facilitated through a two-step process consisting of (1) baseline conditions and (2) the Master Plan Update (see Figure below). The purpose of step 1 was to obtain an understanding of how the campus developed and what the existing issues are facing Oakland University. Baseline overview inventories included: property holdings, natural features, a facilities inventory, a traffic access and circulation review, parking capacities, pedestrian systems, campus character and condition, and infrastructure (utility systems) capabilities. In addition, conversations and interviews were conducted with administrators, faculty, staff, students, and community leaders to gain insight pertaining to perceived needs of the institution; relationships within the institution, and between the institution and its neighbors; political conditions; perceptions of the University's overall image; and areas requiring attention to improve the existing conditions.

Out of the first step, a working set of goals and objectives was generated to guide the second step, updating the master plan. Step 2 consisted of focusing on inventory/ analysis, master plan, and implementation phases that translated the working goals into a development concept and framework for growth. With the flexible, but strong, framework and guidelines in place, the University can effectively monitor and adapt facilities/improvements/expansion as the need occurs.



**Campus Master Plan Process**

In addition to the planning process offering a logical progression to formulate the plan in an orderly manner, it provided for a number of interaction points between several levels of the University's administration and user groups to guide the consultants, build consensus, and generate support among those entities that must live with the plan upon its completion. The combined consulting team of Johnson Johnson & Roy/inc (Planning/Design) and DeLeuw, Cather & Company (Traffic Planning/Engineering) worked with the University, its Campus Planning and Review Committee (CP&RC), and Project Steering Committee (PSC) in carrying out the process.

The CP&RC was comprised of key administrators, faculty, and staff representatives, while the PSC consisted of the President, the Provost, and select advisors (see Appendix A for membership). Within each step, detailed work plans were developed; and the overall project was conducted over a total of twenty-two months. Interaction milestones occurred in the form of hands-on workshops, written materials for discussion, and presentations by the consulting team to the committees. The draft plan was circulated for review and finalized as this document.

The Plan Approach was developed to initiate an ongoing dialogue between the University community and consultants during the planning process, as outlined. Consequently, the resulting plan represents a valid and appropriate working document aimed at guiding growth at the Oakland University campus. It provides background, analysis, and a structure for making implementation decisions. It has purposefully been generated as a structure of planning and design principles to retain a degree of inherent flexibility in responding to the ever-changing, ever-increasing demands on the institution. In order to be a document of ongoing value to Oakland University, the plan requires sensitivity in the application of its basic tenets to the development of individual projects. The plan provides a context and rationale for campus growth; its implementation will be the responsibility of a number of leaders committed to following its guidance.

As a broad-based center for learning, it is essential that Oakland utilize the participatory process in eliciting input from the University community when specific projects are proposed for implementation. This will assure that all design decisions are based on the sound footing of the Campus Development Guidelines, plus the contribution of informed groups capable of addressing critical issues relating to the natural and built environments, proposed structures, barrier-free access, and the function of campus systems.



# III INVENTORY AND ANALYSIS

## *Introduction*

The study process for the Oakland University Campus Development Guidelines was developed to assess both the regional and vicinity impacts and the on-site considerations providing input to the plan. The broader context of Greater Detroit and the changing service area of the University will affect its direction in providing higher educational services. Similarly, the specifics of on-campus capacities, function, and character are addressed as base information in the process of formulating planning recommendations for future growth. This section presents the observations and summary analysis of investigations conducted during the planning process for the region and vicinity, and the University and subcampus land units.

## *Regional and Vicinity Overview*

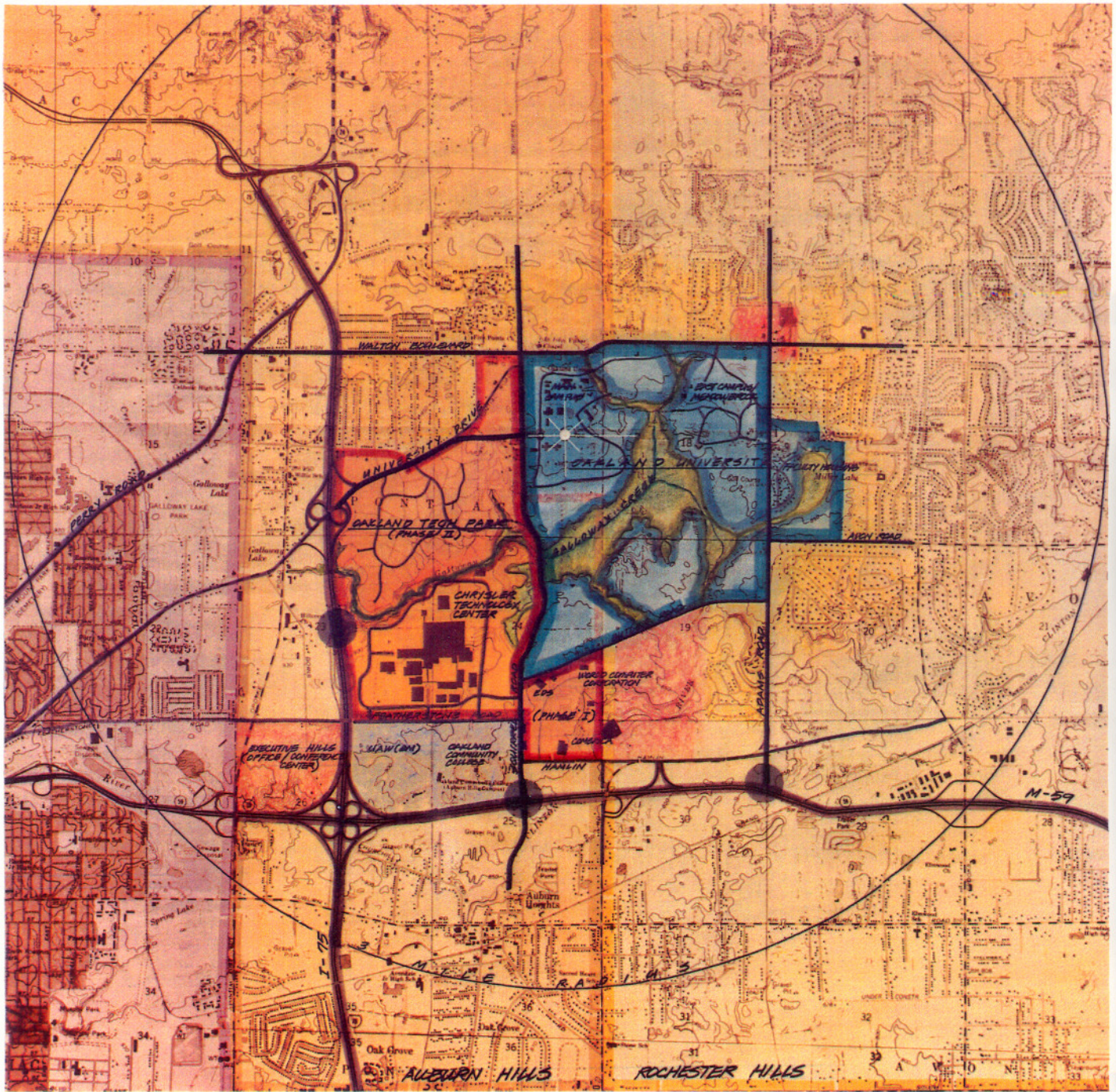
**Background** Although Oakland University is relatively young compared to many senior institutions of higher learning, it has existed through a dramatic and dynamic period in this nation's history. From its inception in the late 1950s to its role in 1988, Oakland has grown from a small liberal arts college to a modern, complex university constantly evaluating and responding to the needs of its service population. During Oakland's first thirty years, American society has experienced technological and social changes unparalleled in any previous comparable time frame. The next thirty years will carry Oakland well into the 21st Century and, undoubtedly, will be accelerated in the magnitude and significance of scientific, technological, and sociological advancements. It is critical that the vision exists today of what the University community must be to meet the needs of future generations.

The difficulty in predicting the future is no less complicated now than for previous planners addressing issues relating to the growth and diversity of education. In the specific case of Oakland University, three historical roles, combined with the changing Greater Detroit region, have contributed to the baseline condition of the institution today. It was first conceived in 1957 as Michigan State University - Oakland and envisioned to provide academic training of the highest standard to students of outstanding ability. Local demands on Oakland during its formative years through the 1960s moved it quickly into its second role with a broadened base and expanded offerings to more comprehensively satisfy the needs of its predominantly Greater Detroit user population. Cultural programs serving the region also were introduced and flourished. In 1963 Oakland received university status, and in 1970 it was granted autonomy and its own Board of Trustees. In 1971 Oakland entered its third phase with a Long Range Physical Development Plan that was prepared contemplating a main campus capacity of 20,000 full-time equivalent (fte) students and sufficient land to develop another campus of 15,000 students as needed. This plan also spoke of a Detroit region containing 4.5 million persons and the potential to double by 1990.

Today, Oakland serves a student population of 9,000 fte and 12,000 headcount. The growth in the region has shifted toward Oakland, but in absolute numbers Greater Detroit is not substantially larger than it was in 1971. Current projections indicate regional growth of 550,000 persons by the year 2005 to about 5 million persons with nearly 60 percent of that increase occurring in Oakland and Macomb counties. However, the University has embarked on a five-year enrollment adjustment program to assure that operating expenses and quality education requirements are met.

What then does this mixture of projections and existing conditions mean for Oakland University as it approaches the 21st Century? Several aspects will become important elements in the next phase of Oakland's evolution and its ongoing mission. Academics continue to be a high priority and the temporary downsizing of the University on fiscal grounds must be weighed against a growing suburban population increasingly interested in the scope and range of program offerings available at Oakland. Research has taken on additional significance at Oakland with the recent location of the Chrysler Motors Technology Center and Oakland Technology Park adjacent to the University in Auburn Hills. Oakland's existing research programs are substantial with this new dimension broadening the potential to enhance the University's position in national and international circles. Growth in the last twenty years in Oakland and Macomb counties





Regional and Vicinity Plan



has created additional demand for the many and varied cultural/community service offerings of the University. This trend is likely to increase with growth around the University, the Technology Park, and the shift in economic conditions to an expanded service orientation. All of these factors contribute to a positive outlook for Oakland projecting ten, fifteen, or more years into the future.

**Regional Demographics** Oakland University is situated in the northern part of the seven-county Greater Detroit Metropolitan Area. This area contains almost 50 percent of Michigan's 1980 population at 4.6 million people. Within the metro area, Wayne, Oakland, and Macomb form a tri-county area containing 86 percent of the region's population at 4 million with 58, 25, and 17 percent, respectively. Notably, although the overall region lost population between 1970 and 1980, Oakland and Macomb counties both grew at rates of 11 percent. These counties are the primary service area for Oakland University, providing approximately 80 percent of the student body.

Population projections indicate the Greater Detroit region will grow by 12 percent (554,000 persons) between 1980 and 2005, with 47 percent (261,000) and 11 percent (62,000) of that attributable to Oakland and Macomb counties. This clearly indicates a trend toward growth outward from the central city, with Detroit projected to decline by eight percent (100,000) during the same forecast period. Demand for educational services by this substantial suburban population will place increasing demands on Oakland University.

Three other universities in the state's system plus several private institutions, community colleges, and technical training schools provide a number of quality higher education offerings for residents of the region. Among the state universities, both Wayne State and The University of Michigan stand out as comprehensive, complex research universities commanding substantial resource allocations in the state's priorities for higher education. Oakland continues to compare favorably in the state system in various academic programs, and its ability to secure substantial research grants ranks it fourth among the fifteen state institutions.

In cultural offerings, Oakland's Meadow Brook programs and facilities are some of the finest in the region/state. The professional theatre draws persons from throughout Greater Detroit. The Music Festival serves as the summer home to the Detroit Symphony Orchestra and various performing artists in a pavilion/open air venue. Meadow Brook Hall is the historic estate manor of Mr. and Mrs. Alfred G. Wilson and serves as a landmark and setting for numerous receptions, conferences, and special events.

**Vicinity Profiles** In the immediate vicinity of the university, two very different communities are emerging. Rochester Hills to the east has experienced phenomenal growth in recent decades with a population in 1960 of 16,000, 25,000 in 1970, and 41,000 in 1980. Forecasts predict a 2005 population of 68,700. The community is well known in the region as an attractive affluent residential area with nearly 90 percent of its developed land dedicated for this use.

Auburn Hills, although much smaller in population at 15,000, is a community focused on office, technology, and industrial development. It is becoming a regionally and nationally known center for applied technology with the establishment of the Oakland Tech Park, which is anticipated to provide 40,000 jobs by 1995. The proximity of the Interstate 75 expressway through Auburn Hills has provided a significant impetus for commercial development along its length. A long list of light industrial, commercial, and service developments firms locating in Auburn Hills assure this city an important role in the economic future of Oakland County.

Oakland University is sited between these two communities and offers significant benefits to both. Rochester Hills looks to the university as an educational, cultural, and recreational resource complementary to the resident population's needs. Auburn Hills



looks to the University as an important partner in providing education, research, and training support for continued economic development of technology, industry, and service activities as a regional employment center. Consequently, the University must carefully balance its position within a dynamic growth environment much different from its historically rural surroundings. Identity, image, and function will be essential issues to address for planning the University's future role.

**Open Space** The Clinton River/Galloway Creek valley is considered an important environmental resource in Oakland County. It physically connects the Oakland Tech Park and Oakland University. Natural woodlands, meadows, wetlands, and the riverbed help to create a rural-like ambience on campus. Internal to the University, the creek valley is used for picnicking, hiking, jogging, and cross country skiing.

The creek provides an opportunity to utilize this critical drainage system to establish a natural framework for recreational green space system linking the University to the Tech Park and surrounding communities. A strategy which establishes an environmental management plan will help to ensure preservation of this resource.

**Land Use** Land to the east and north has developed as single-family residences along with service-oriented commercial development. Land to the west and south has been designated as the Oakland Technology Park consisting of 1,200 acres of research and development uses. This is an important departure from thinking of 15-20 years earlier when these areas were envisioned for primarily residential neighborhoods. This land use change creates an important regional employment destination with a series of traffic, adjacency relationships, function, and image issues that must be carefully assessed as both the Tech Park and University plan for growth.

Some of the existing companies established in the Tech Park include Comerica, Inc.; World Computer; GMF Robotics; Electronic Data Systems (EDS); Secure Data; GKN Industries; ITT; and the largest being Chrysler Motors Technology Center. New facilities will include automotive technology centers, computers, robotics, applied engineering, and advanced manufacturing techniques. Oakland University adjoins the park, created the concept of the park, and has served as a catalyst for its development.

The Oakland Technology Park describes itself as an upscaled and relaxed campus-like environment. By providing bi-level boulevards; preserving trees, ponds, and streams; controlled parking, low profile, landscaped parking lots; strict zoning; low- and mid-rise buildings; and establishing guidelines to ensure both diversity and excellence of architectural design; the park will be one of the most beautiful of its kind in the country.

Oakland University describes itself as having rural amenities with cosmopolitan style. A combination of the modern classrooms, laboratories, sport facilities, conference buildings, residential halls, health center, and performing arts facilities; the original tudor-style mansion of Alfred and Matilda Wilson; the golf course; and hundreds of acres of undeveloped fields, forests, wetlands, and creeks reinforce the unique setting and character of Oakland University.

Oakland Technology Park and Oakland University consider their programmatic relationship to be mutually beneficial. The university realizes that there is a need to remain distinct from the park and that this distinction should be visible to the public.

**Circulation** Regional access routes to Oakland University are via I-75 (north-south) and M- 59 (east-west). Once within the vicinity, University (highway access), Adams Road, or Walton/Squirrel Avenue are the major corridors traveled. Vicinity traffic is expected to double during the next twenty years due to new development. Capacity problems, congestion, and inadequate pavement are problems today and will only increase due to development pressures. Extensive roadway improvements have been proposed, including creating boulevards and adding interchanges.



These changes will increase the ability for Oakland University to better serve the faculty, students, alumni, and cultural patrons by providing efficient access. There is a concern regarding the existing rural/suburban imagery along these new and improved corridors. There is also a concern as to how these changes will affect the interface points with the Tech Park, the communities and the quality of the entries into the campus.

The Adams and Squirrel Road corridors, in particular, are of increasing concern to the University and neighboring properties. Both corridors are expected to receive improved interchanges at their intersection points with the M-59 expressway. This access will dramatically change traffic flow on these arterials to the University and points beyond.

Adams Road is a rural, two-lane, north-south paved roadway bordering Oakland University's eastern edge. It passes through areas of rolling terrain and has a number of sight-distance conflicts for motorists turning on and off its length north to Walton Boulevard. Traffic backups, delays, and hazards will only increase over time on this artery until improvements are implemented. Long-term, these improvements would include left turn, acceleration and deceleration lanes, elimination of inadequate sight lines, additional traffic controls, and capacity improvements to accommodate increasing traffic flow. Many of the facility modifications will have a significant effect on the character of this corridor along the University edge and adjacent housing development. Sensitive design of roadway improvements and edge treatments is required to mitigate impacts on established development.

Squirrel Road is a rural, two-lane, north-south gravel roadway bordering Oakland University's western edge. It is a link that will become increasingly important as the University, Chrysler Motors Technology Center, and the Oakland Tech Park develop along its borders. Current proposals suggest a four lane boulevard cross section for the long-term improvement of this corridor. Alignment and right-of-way acquisition from the University to accomplish this proposal will require relocation of the existing main entry to the institution and a mature landscaped edge that will take time to develop. Although this improvement is necessary to the access and circulation to adjacent land development (including the University), careful consideration must be given to the impact on the forest and open space character of the University edge as this project moved forward. As other development reduces the natural appearance in the immediate vicinity around the University, Oakland takes on an increasing importance in preserving woodlands, wetlands, and open space qualities as a steward of land for the people of the region and state.

In addition to motor vehicle circulation, the question of bike paths and vicinity systems interfacing with University circulation systems is an important planning issue. As improvements to the above-mentioned roadways (and future projects) are implemented, linkages for nonmotorized paths should be explored to improve this system for both the University and the community. Campus planning should carefully address bicycle usage during the improvement of University internal circulation systems.

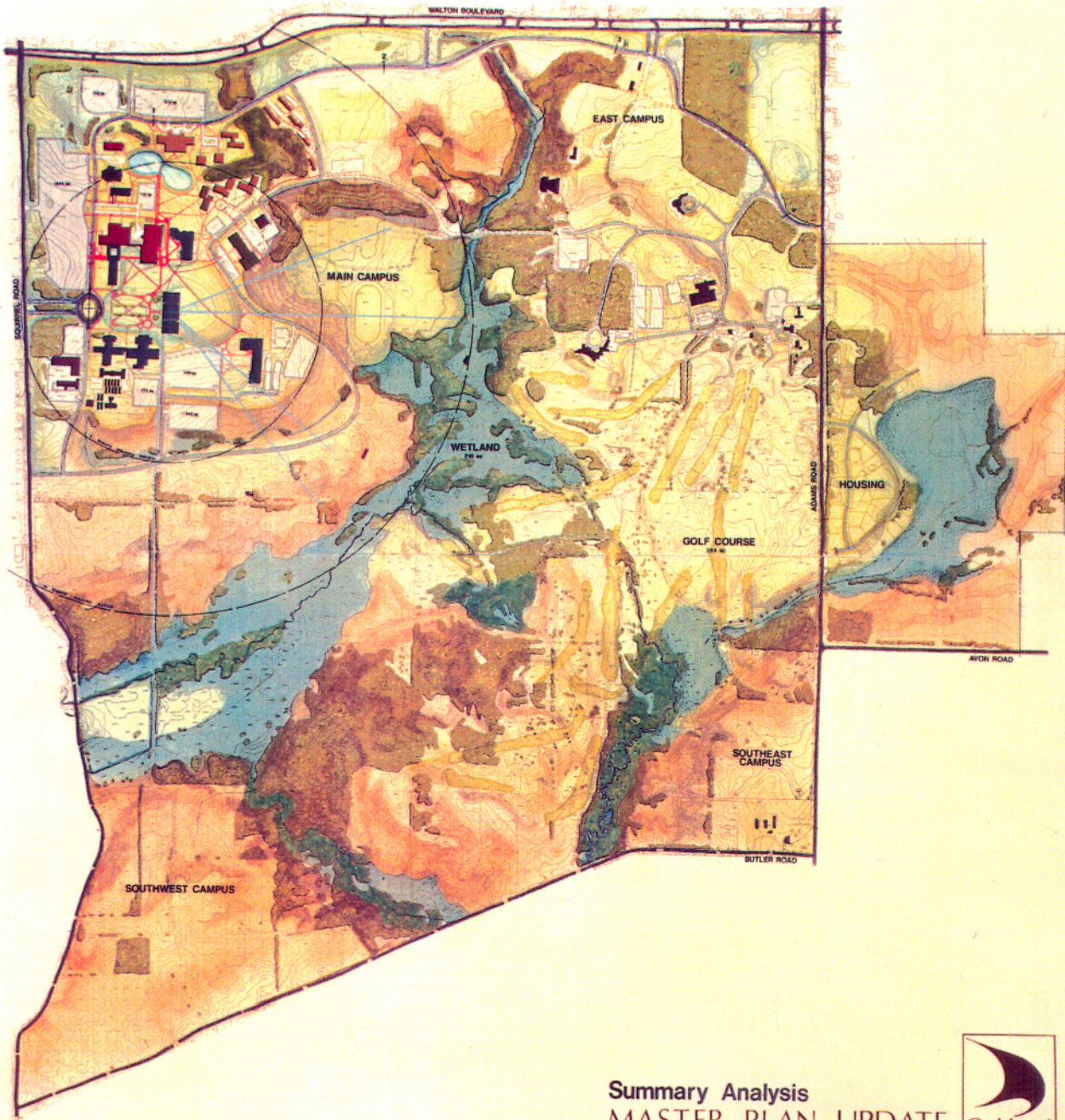
#### *University and Subcampus Overview*

Today, Oakland University is a comprehensive, state-assisted institution of approximately 12,500 students that offers a diverse set of academic programs from baccalaureate to doctoral levels. Anchored by a strong liberal arts program, the University is organized into the College of Arts and Sciences, Schools of Business Administration, Engineering and Computer Science, Health Sciences, Human and Educational Services and Nursing, the Center for Continuing Education, and the Office of Graduate Study.

The University's faculty, which now numbers more than 400, has a distinguished record of research and scholarship. External funding support for research and developmental projects now total more than \$6 million.

Selective in its admissions standards, Oakland University seeks both traditional and nontraditional students. Eighty percent of its students are commuters from the tri-county area.





Summary Analysis  
MASTER PLAN UPDATE

JJR



## Summary Analysis Plan



Complementing its academic programs, Oakland University provides major public services with emphasis on the professional performing arts. Meadow Brook Theatre is located in Wilson Hall. Meadow Brook Music Festival is the summer home of the Detroit Symphony Orchestra. Meadow Brook Hall, former home of the University's benefactors, now serves as a conference and cultural center; Meadow Brook Art Gallery houses the University's permanent collection of African art and presents a variety of special exhibits annually.

Oakland University consists of 1,450 acres of property bounded by Walton Boulevard to the north, Butler Road to the south, Adams Road to the east, and Squirrel Road to the west. In addition, an adjoining 150-acre parcel of University property contains single-family faculty housing. Jointly the University land holdings total 1,600 acres.

Consistent with the 1971 Master Plan, Oakland University can be described in terms of four basic systems including open space, facilities, vehicular circulation and parking, and pedestrian circulation. These systems can be analyzed as they are applied to the overall University land holdings as well as subcampus areas which include Main Campus, East Campus, Southwest Campus, Southeast Campus, and Housing Area.

**University** *At a university level, the quality of continuity of the whole is necessary to clearly express the identity. Continuity between the distinct subcampus areas is necessary to strengthen the relationship between the separate areas. In addition, continuity of the image area surrounding the University is necessary to portray a sense of "whole" to the community. The current conditions which exist on campus at a university level fall short of optimum.*

On campus, the 210 acres of wetland represent a valuable natural resource which forms the rural setting for the University. The wetland alone represents the unifying fabric between subcampus areas. While the subcampus areas take advantage of views towards the wetland, the woodlot also forms a barrier between the subcampus areas. Improved pedestrian circulation through the wetlands will enhance its role as a unifying feature.

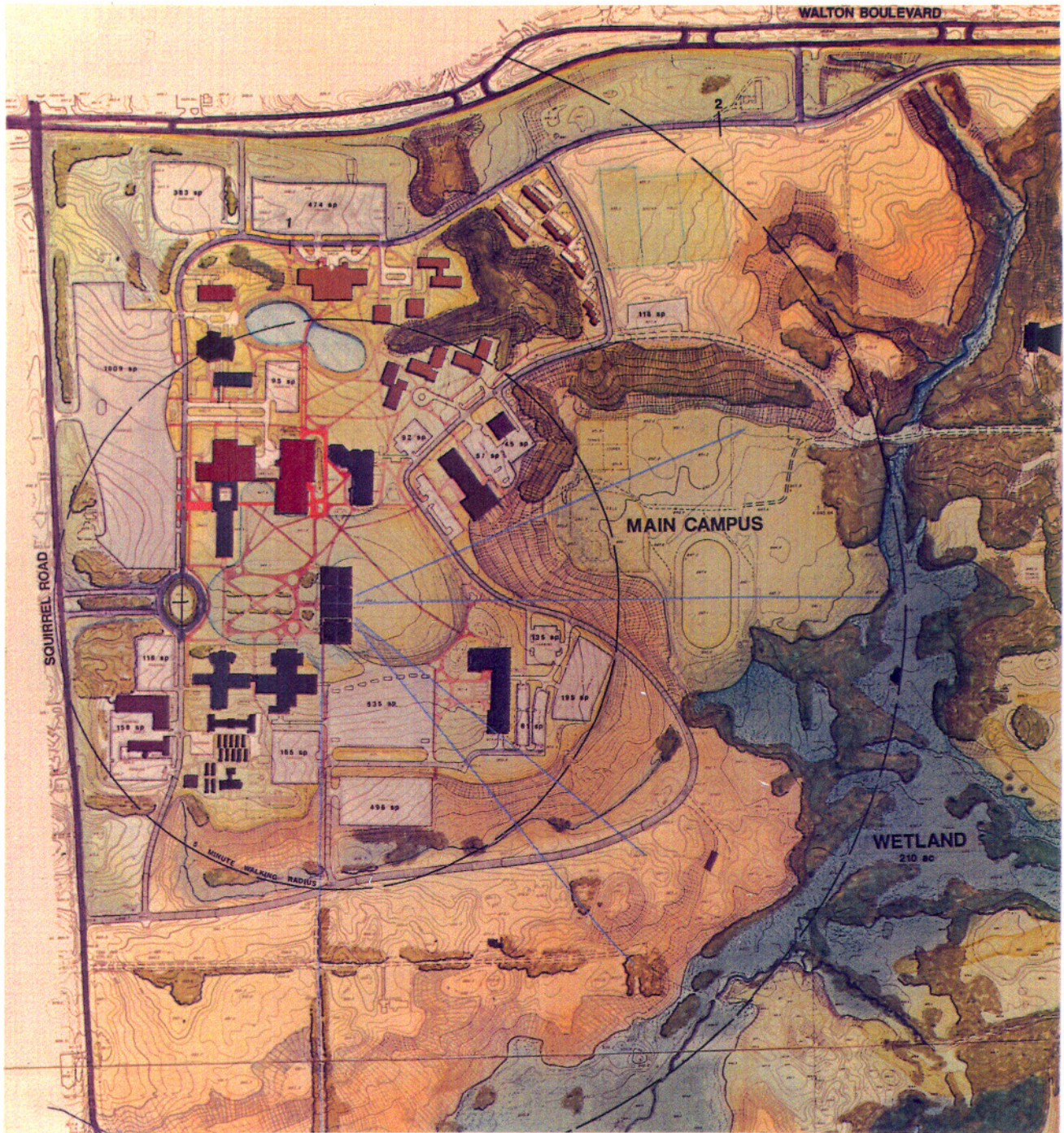
The image area surrounding the University is formed by a visible edge adjacent to Walton, Butler, Adams, and Squirrel roads. The role of this area is to establish a public identity for the University which is consistent, continuous, and clear. The conditions which exist now are inconsistent, confusing, and vary to extremes in relationship to the adjacent roads. The image along Squirrel Road consists of parking lots, a series of entrances to Main Campus, formal planting, and the natural wetland/wooded area to the south. Along Walton Boulevard, the image consists of parking lots, on-site roads, out-buildings, a commercial looking Meadow Brook Pavilion marquee, and a series of poorly marked entries. Adams Road has open fields, an orchard, a wood entry sign, a golf course, and a child care facility. Butler's image is represented by a gravel road along a wooded natural setting.

The limited roadway linkage between the Main Campus and East Campus is viewed as a shortcoming in the existing circulation system. In addition to staff, visitors, and students, there is cross-campus traffic by a variety of maintenance vehicles requiring efficient connections between East Campus and the Main Campus grounds.

Throughout the University, existing roadway signing and lighting is poor. There is a variety of sign types consisting of vertical wood poles, metal signs, and carved wood signs, all of which are difficult to see and read when traveling at 25 mph. Also, there is a variety of roadway lights ranging from ornate, historic lights on wood poles to the traditional cobra head roadway lights. Location, spacing, and type of lighting need improvement to ensure safety.

Pedestrian circulation connecting the subcampus units is unstructured or nonexistent between the Main Campus and outlying campus zones. It is highly desirable to improve





Main Campus Existing Conditions Plan



pedestrian circulation linkage between the Main Campus and East Campus in particular. Walkways to accommodate bicyclists and pedestrians would improve communication as well as interconnect the subcampus units.

**Main Campus** The Main Campus is approximately 430 acres located in the northwest corner of Oakland University. It is bounded by Walton Boulevard to the north, Squirrel Road to the west, and the Galloway Creek valley to the south and east. It is the focus of academic and administrative facilities. North and South Foundation Hall were the first built in 1959 and O'Dowd Hall and married student housing the last in 1981. The buildings are characteristically institutional with red brick, accents of concrete, and in the height range of three to five stories. Each building is sited in a generous lawn area, surrounded by immature trees. In the distance, beyond the buildings, the dominant rural landscape is viewed. This spacious campus, when viewed from its boundaries, appears attractive. Once within, the buildings and landscape look as if they haven't aged well. The uninspiring institutional architecture, building interiors, sidewalks, and roads are in need of repair, deferred during difficult financial times. Trees planted fifteen years ago have grown at an exceptionally slow rate.

Opportunities for expansion of facilities exist on Main Campus, particularly in the southern and northeast limits. Limits of academic growth should be established to ensure that all development occurs within a ten-minute walking distance from the Oakland (student) Center. The nature of growth should address a need to maintain the spacious rural character and preserve the Galloway Creek open space.

The Main Campus entry at the library is attractive; however, the landform of the traffic circle and the planting of crab apples in front of the library block views of the library from the main entrance. An opportunity exists to enhance this first image of the University by opening views and extending the space to express the significance of this symbolic space.

The library is not only a symbolic entry image and focal point for the University, it functions as an important activity center for the faculty and students. It is the main study hall and, in addition to the Oakland Center, fulfills an essential role as a congregating point for informal discussions. It is a research, learning, and knowledge sharing interaction place for both resident and commuting students. With the recent expansion, the library will become an even stronger component in the day-to-day operation of the University.

The open space to the east of the library represents the place on campus where the beauty of the rural landscape joins the activity of Main Campus. This space should be preserved.

The landscape setting around the lake represents captured space, an enclosed open space or outdoor room for pedestrian and recreational activity. This area is too large. Also, the parking lot adjacent to the lake is an inappropriate use and should be removed. The enclosure of the space could be reinforced by the addition of a new building in place of the parking lot.

The Main Campus entry at University Drive and the west edge adjacent to Squirrel Road will be seriously impacted by the proposed widening of Squirrel Road. The potential loss of land, which acts as a screen to the parking lot, mature trees, entry walls, and parking spaces will affect the University's public image. Careful study and evaluation of this situation needs to occur.

The existing loop road and internal roads are functioning reasonably well, without severe congestion except during special events. The traffic circle at the main entrance and the loop road are both operating below capacity. However, there are several problems with the existing vehicular system. Significant conflicts occur on the segment of



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Meadow Brook Drive adjacent to the main parking lot, across from Oakland Center, North and South Foundation Hall, and Meadow Brook Theatre. This link of the road network is heavily utilized, with the capacity constrained by numerous pedestrians crossing to and from the parking lot. The 15 mph speed limit in this area is unenforceable, and there are numerous conflicts between pedestrians and vehicles. The vehicular traffic includes both cars turning in and out of the parking lot and those passing through, which may or may not reduce speed. While there are crosswalks in this area, pedestrians cross at any location convenient to their car, which increases the hazard. In addition, existing entrances to the parking lot are too narrow for two-way turning movements, which impedes traffic flow.

Another problem involves roadway geometrics, with some locations on Meadow Brook Drive, Pioneer Drive, and Ravine Drive having sharp curves and limited sight distances. The T-intersection of Ravine Drive and Meadow Brook Drive at the married student housing operates with some congestion problems from numerous left-turns. A tight turning radius for right turns from eastbound Meadow Brook Drive and limited sight distance from Ravine Drive also add to the problem.

One of the major concerns affecting activity patterns on the campus involves parking. The present parking supply on the main campus is about 5,012 spaces, with most of the activity concentrated in the large surface lot (1,800 spaces) across from North and South Foundation halls. The present parking system is oriented towards serving the northwest portion of the Main Campus, with a second concentration south of the library. In addition to overall supply, the distribution of parking is a problem. There is a shortage of 200 to 400 parking spaces near the main student center, the dorms, and sports center, while the more distant lots are often underutilized. However, during the peak period (11 a.m. to 12 noon of the Monday-Wednesday class cycle), most major lots are operating at or near capacity. The proposed widening of Squirrel Road, which will displace spaces along the new right-of-way, will further reduce the number of spaces where the demand is high.

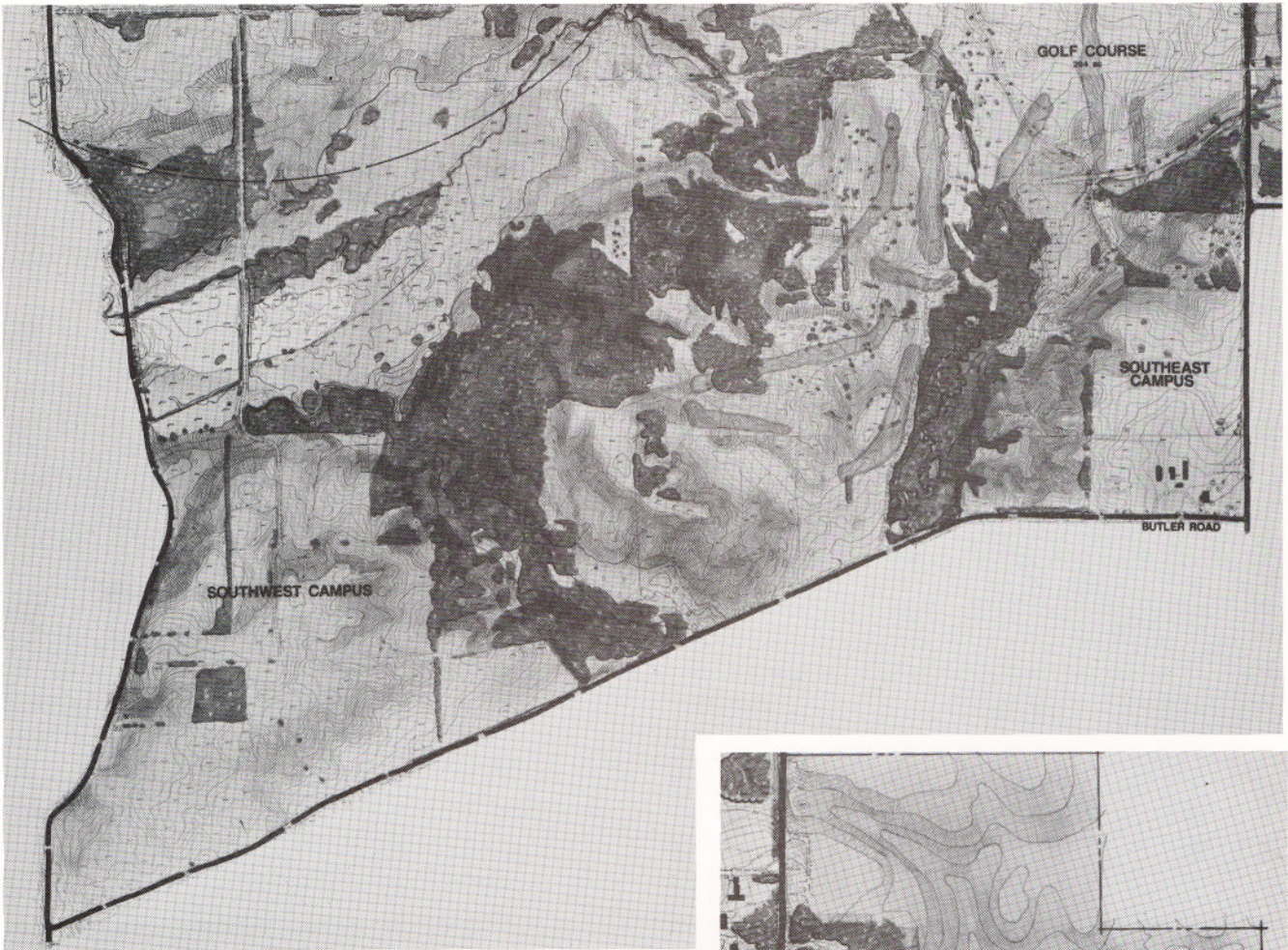
Existing surface parking on campus is unattractive and imposing. Large parking lots are located within the "front yard" of the campus. Most contain no internal or edge buffering in the form of landscape treatment to reduce their visual impact. This is compounded by the functional pedestrian safety problem of roadways separating parking lots from building destinations. An opportunity exists to improve the character and function of the parking areas to result in a better first-impression of the Oakland University campus.

Primary circulation pattern occurs in an east/west movement between the surface parking lots and the facilities along collector walkways. A north/south walkway forms a major pedestrian spine to connect the residential area of Main Campus with the library. While the walks on the Main Campus are rationally located, they are in deteriorating condition.

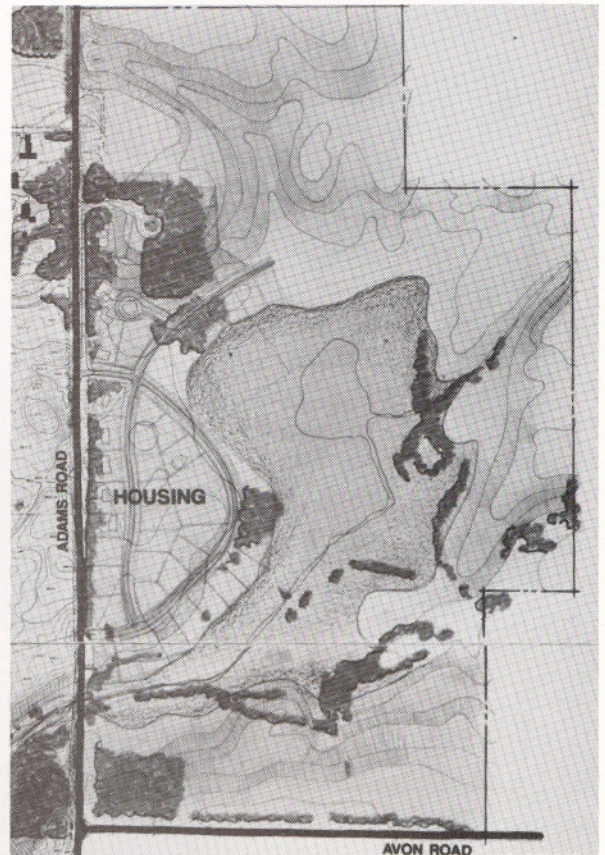
**East Campus** East Campus is approximately 380 acres and is located in the northeast corner of the site, bounded by Walton to the north, Adams to the east, and Galloway Creek to the south and west. Central to this zone is Alfred and Matilda Wilson's tudor mansion called Meadow Brook Hall. Other facilities included are the Baldwin Pavilion, Sunset Terrace, Health Enhancement Center, Shotwell- Gustafson Pavilion, and Katke-Cousins 18-Hole Golf Course.

The focus of these self-supporting facilities is to provide cultural services to the region, community, and the University. Meadow Brook Conference Center provides year-round activity ranging from tours of the mansion to small conferences of about 10-150 people as well as large exhibits in the Shotwell- Gustafson Pavilion. The Health Enhancement Center provides programs for establishing a healthful life style through reprogramming of existing life style. Meadow Brook Festival, held at the Baldwin Pavilion, offers more than 60 concerts a year, which attract in excess of 250,000 persons per year. It is the summer





Southwest and Southeast Campus Existing Conditions Plan



Housing Area Existing Conditions Plan



home of the Detroit Symphony Orchestra. In 1988, the festival celebrated its 25-year anniversary and the aging facility needs refurbishing.

Collectively, these facilities sit within a rural setting. There is pressure to increase the use of these services including: proposed building to house larger conferences; increase the capacity of the music festival pavilion; increase enrollment and the addition of more programs in the health enhancement field; and the addition of 18 more holes to an already over-used golf course. There is concern over how these changes will affect this "rural ambience." Increased facilities implies more people, more parking, and overloading the internal and external transportation system.

On East Campus, there is a safety and orientation problem associated with the Y-intersections, particularly at the first intersection where drivers turn off Meadow Brook Road onto Sunset Lane. This two-way, wide Y configuration is confusing to motorists, especially at night. Visitors or others who use this road infrequently are prone to slowing down or stopping completely in the roadway to figure out which turn they should take.

**Southwest Campus** The Southwest Campus is approximately 76 acres, bounded by Squirrel Road to the west, Butler to the south, and Galloway Creek Valley to the north and east. This zone is removed from main campus by a distance of a twenty-minute walk. The epitome of a rural landscape is represented by this zone with its rolling hills and large canopy trees.

Opportunities for future development in the Southwest should be "stand alone" academic facilities or research/technology activities which orient to the adjacent Technology Park. Facilities developed in the future should maintain the unique character of this landscape setting.

**Southeast Campus** The Southeast Campus is approximately 22 acres, bounded by Adams Road to the east, Butler Road to the south, and the Galloway Creek Valley to the north and west. The Child Care Center is the single University facility located within this zone. The remote location of this facility from Main Campus is a concern regarding fire access and the ability of the faculty to use it efficiently. The location of this land unit causes it to have a potential association with future development south of Butler Road or east of Adams.

**Housing Area** The Housing Area is approximately 150 acres located east of Adams Road. Fifty-seven single-family homes and a major wetland/open space occurs centrally within this land unit. Future development opportunities occur east of the developed area. "Special" facility development should be considered to take advantage of the scenic location, natural features, and a desire to be compatible with the surrounding residential uses.



## I V GOALS AND OBJECTIVES

Formulation of an initial set of Goals and Objectives was the end product of the Step 1 component of the Campus Development Guidelines. These goals and objectives were prepared in response to the University's currently adopted role and mission statement and the issues identified during the baseline conditions analysis prepared during Phase I. As the project moved into Step 2, the goal statements and specific objectives for the University's Master Plan were refined to provide a blueprint of physical planning guidance statements for the future of Oakland University. Plan recommendations in later chapters respond to the evolutionary goal setting process.

### *Role and Mission\**

The following role and mission statement for the University was adopted by the Oakland University Board of Trustees on 21 July 1982. It emphasizes four essential ingredients for the direction of the University: excellent and relevant instruction, high-quality basic and applied research and scholarship, responsive and effective public and community service, and a comprehensive schedule of student development activities.

As a state-supported institution of higher education, Oakland University has a threefold mission. It offers instructional programs of high quality that lead to degrees at the baccalaureate, master's, and doctoral levels as well as programs in continuing education; it advances knowledge through research and scholarship; and it renders significant public service. In all of its activities, the University strives to exemplify educational leadership.

The first cut at goal setting revolved around three categories identified to begin thinking about Oakland University and its associated planning issues. These categories included program identification, relationships, and site systems and character.

*Program* This category represented a review of existing facilities and input of required and desired facilities that will enhance or improve the institution's operation. Evaluating this category necessitated an examination of academic capacities, research facilities, cultural and community service programs, and campus operations. It also necessitated an analysis of University landholdings and capabilities to accommodate growth.

*Relationships* This category represented an analysis at several levels of University operations to measure the effectiveness of physical facility and space relationships. At the regional level, the proximity of the institution and any extension facilities, satellites, or off-campus programs to its primary service area were reviewed. A brief examination of relationships to competitive higher education campuses was also conducted. At the vicinity level, relationships between the University and its adjacent neighboring land uses was examined. At the local level, on-campus relationships, function, and efficiency were examined to gain a better understanding of University operational policies and future opportunities to build or adjust facility relationships.

*Site Systems and Character* This analysis examined the fabric of the campus within which facilities are located and that which represents the on-site image to students, visitors, and staff in day-to-day life on campus. Elements addressed in site systems include open space, vehicular circulation, pedestrian circulation and plazas, lighting, signs, special features, and outdoor furniture. These elements, taken together with the physical structures, combine to produce an expression of character that is indicative of the University as a whole. In some cases, growth over time, varying functions, or response to the natural landscape features determine several distinct characters for subcampus units. Opportunities for expression of continuity and unity in Oakland's framework for development were also explored.

Discussing issues relating to these three categories with the working committees (Campus Planning and Review, Project Steering) that understood the philosophy and operation of the University at every level resulted in the development of a set of goal statements and associated objectives. The goals reflect some broad concerns of the University that translate into the physical elements of the campuses. Specific task-oriented objectives were listed under each goal statement to focus on problems in the current

\*First two paragraphs  
from the Graduate  
Catalog 1985-87



operation of the campus and opportunities to improve inadequate facilities. This set of goals and objectives follow:

**Program Goal I: Achieve academic, research, and service facility programs that respond to the university's role and mission.**

*Objectives:*

- Understand program requirements of currently planned and envisioned facilities.
  - Library Expansion
  - Science and Technology Building
  - Oakland Center Addition(s)
  - Baldwin Pavilion Expansion
- Examine physical facility needs by units and services provided for future program requirements.
  - Auditorium/Lecture Space
  - Child Care
  - Classroom Office Building
  - Computing Facility
  - Conference Facility/ Alumni Center
  - Continuing Education Center
  - Engineering and Science
  - Health Enhancement
  - Incubator Facility and Think Tank/Research
  - Performing Arts
  - Parking Decks/Lots
  - Research Institutes
  - Sports and Recreation Building
  - Animal Care Facility
  - University Maintenance Facility
- Determine development capacity of university property by land units.
  - Main Campus
  - East Campus
  - Southwest Campus
  - Southeast Campus
  - Housing Property
  - Open Space

**Relationships Goal II Vicinity: Maintain distinct university identity while establishing community relationships.**

*Objectives:*

- Inventory and analyze surrounding land uses to define images.
- Identify interface opportunities related to the university.
  - I-75 to Main West Entry
  - M-59/Squirrel/Entry
  - M-59/Adams/Entry
  - Walton Boulevard/Entries
  - Oakland Technology Park
  - Open Space System
  - Pedestrian/Bicycle Linkages



**Campus Goal III: Identify opportunities to establish a unified campus image while respecting the unique character of the individual zones.**

**Assure unity within campus zones.**

*Objectives:*

- Inventory and analyze distinct/similar campus zones.
- Identify interface opportunities between campus zones. (i.e., West Campus- East Campus)
  - Open Space
  - Vehicular Circulation
  - Pedestrian Circulation
  - Architecture
  - Site Amenities (Signs, Lighting, Furniture)
- Identify unifying opportunities within campus zones.
  - Buildings
  - Parking
  - Open Space
  - Amenities
- Develop framework plan of relationships.

**Site Systems and Character Goal IV: Enhance and develop site systems which are functional, clear, and ensure safety of user.**

**Strive for consistency in expression of a traditional academic campus character while respecting natural systems and unique site facilities.**

*Objectives:*

*Vehicular Circulation*

- Identify access requirements (students, service, visitors)
- Design campus entries to orient visitors.
- Provide appropriate vehicular network to satisfy campus needs.
- Minimize conflicts between vehicular and pedestrian circulation
- Provide appropriate parking distribution for campus needs.

*Pedestrian Circulation*

- Identify existing pedestrian circulation systems.
- Design a clear, safe, and adequate pedestrian circulation system.

*Open Space*

- Inventory campus areas suitable for open space designation/preservation.
- Develop an open space system that preserves natural features.
- Establish hierarchy of open space/activity settings.
  - Interior Open Space (campus center, captured space, courtyards)
  - Exterior Open Space (campus edges, campus entries, preservation/open space)



*Architecture*

- Inventory and analyze existing architectural expression.
- Explore and identify design guidelines to direct for future facility development, i.e., massing, materials, and detailing.

*Utilities*

- Consolidate future facility development to minimize extent of infrastructure
- Interrelate utility corridors with vehicular circulation system to maximize efficiency.

During the second step of the Campus Planning process, the working objectives developed under Step 1 were pursued as tasks to be completed toward a plan that was focused on achieving the stated goals which would, in turn, contribute to the realization of the University's role and mission components. A summary analysis of these goal categories was produced and utilized to formulate a design concept which would lead to more detailed recommendations in the framework plan.

In the distillation of the summary analysis, a transition was made to three broad goal statements that would encompass both the vision of the future for Oakland and the practical translation of project specific recommendations for future expansion. The three broad goals statements are:

*Accommodate Growth* This goal combines the planned structures, envisioned facilities and unforeseen opportunities in looking at the campus potential to expand without compromising relationships and character.

*Maintain the Rural Context* The rural setting of Oakland has played an important role in establishing zones, relationships, and character of the existing campus. The natural features and many components of the built environment continue to support a rural theme in shaping future improvements.

*Unify the Campus* All development units at Oakland University need to share elements of continuity and design unity relating to on-campus systems. This unity may be expressed at two levels: subcampus systems and University-wide character.

Each of these goal statements captures a dimension of the elements that must be sensitively and carefully addressed in the University planning process. The design concept and framework plan that follow approach broad goals by specifically evaluating the University and its campus units according to the four systems that comprise each, including:

- Open space
- Buildings/facilities
- Vehicular circulation
- Pedestrian environment

This uniform format allows for ease in presenting analysis and recommendations that adhere to one or more of the broad goal statements. Therefore, taken as a set, the recommendations in the framework plan become the action-oriented tasks that contribute to the achievement of the stated goals. Each time a new project is proposed, its evaluation against the planning principles, recommendations, and design guidelines of the framework will assist the University in determining appropriateness of the proposed improvement. These goals and objectives are always meant to positively contribute to the implementation of the University's role and mission and relate primarily to those statements.



## V DESIGN CONCEPTS

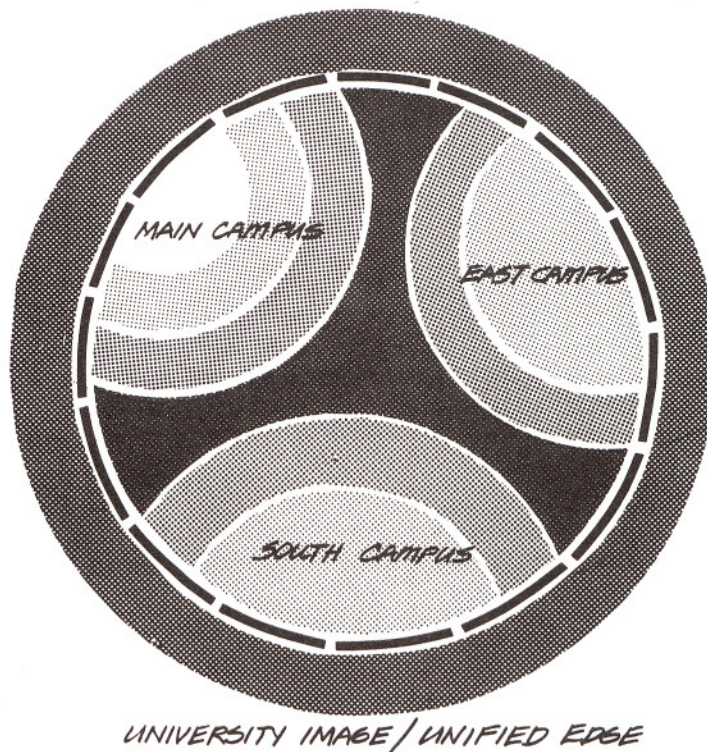
The design concept for the Oakland University Campus Development Guidelines looks at the past, present and future as a source of inspiration.

Oakland University originated within the rural setting of Oakland County, a rural agricultural setting rich in natural beauty. The adjacent woods and rolling topography contributed to making the campus a unique setting for higher learning.

Through time, much of the University growth occurred on Main Campus and East Campus, fortunately preserving the outlying areas in their natural state. Today, Oakland University can still be considered "land-rich" with 720 acres of undeveloped land under its ownership. Surrounding the University, however, is an environment of dynamic change.

Increased residential, office, and high-technology developments are changing the character of the rural landscape. Today, even more than in the past, the natural setting of Oakland University represents an invaluable resource for the University as well as the surrounding community. During this study effort, the consultants and University Campus Planning and Review Committee identified the following goals for the University's future. Essentially, it represents the "vision" for the future:

1. Maintain a rural setting.
2. Accommodate growth.
3. Unify the University.





The following design concept will translate that vision into a literal plan for the future through the following steps:

1. The rural landscape and natural open space represents the essence of the past and should be preserved for the future. This preservation zone will act as a recreational amenity, visual feature, and open space fabric to link the campus quadrants together.
2. Growth will be accommodated through the identification of appropriate settings for new University facilities to locate within. The landscape settings or "yards" are small relative to facility size within areas such as Main Campus (hence, higher density to promote interaction between facilities). The landscape settings grow larger as development is located closer to rural preservation zones or in areas such as East Campus (hence, decreasing density).
3. Finally, the design concept recommends unifying the University property as a whole to reinforce that Oakland University is more than Main Campus alone. To achieve overall unity, the design concept recommends the development of an appropriate edge to encompass the perimeter of all University land holdings. In addition, vehicular circulation, pedestrian circulation, entry treatments, lighting, and signage will be used to unify the University.



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# V I

## FRAMEWORK PLAN AND GUIDELINES

**Introduction** The framework plan is comprised of four basic systems including open space, facilities, vehicular circulation and parking, and pedestrian circulation. These systems can be applied to overall University land holdings and subcampus areas which include Main Campus, East Campus, Southwest Campus, Southeast Campus, and Housing Area. The primary focus of designing systems is to formulate a high level of quality, a great deal of flexibility, and continuity within and between subcampus units. The framework approach is utilized to achieve these aspects. It is a planning and design tool that suggests basic patterns and relationships without formalizing detailed designs. Its success lies in the principles guiding the framework and the multiple opportunities for it to respond to changing conditions facing the institution. The framework also guides the envelopes in which development can occur without inhibiting the individual creativity at the project specific level of design.

Guidelines are developed that work with the framework plan to help translate those critical elements that contribute to the overall campus image into more specific solutions. Examples include sign systems, lighting, landscape treatments ranging from very formal plantings to preservation of natural beauty areas and generalized recommendations for architecture. The design guidelines provide a set of reference information that will assure consistency in implementation across future projects impacting the campus environment.

This section discusses each of the systems to explain where, why, and how future development should occur in order to strengthen the existing campus structure and to implement the framework plan. The following outlines and defines how the systems will be discussed in the context of the University and subcampus land units.

*Definition* Describes the components of the system and/or where the system is located.

*Principles* Presents the rationale and fundamental basis for formulating recommendations.

*Recommendations* The desirable action taken in order to achieve the principles.

*Guidelines* Standards and rules which guide and direct implementation.

**University Open Space** Open space at the University level is inclusive of the "University Image Area" and the "Preservation Area."

### UNIVERSITY IMAGE AREA

#### *Definition*

The University Image Area is the undeveloped land between the external roads and Meadow Brook Drive. The setbacks adjacent to Adams Road, Butler Road, and Squirrel Boulevard also form the continuous University Image Area.

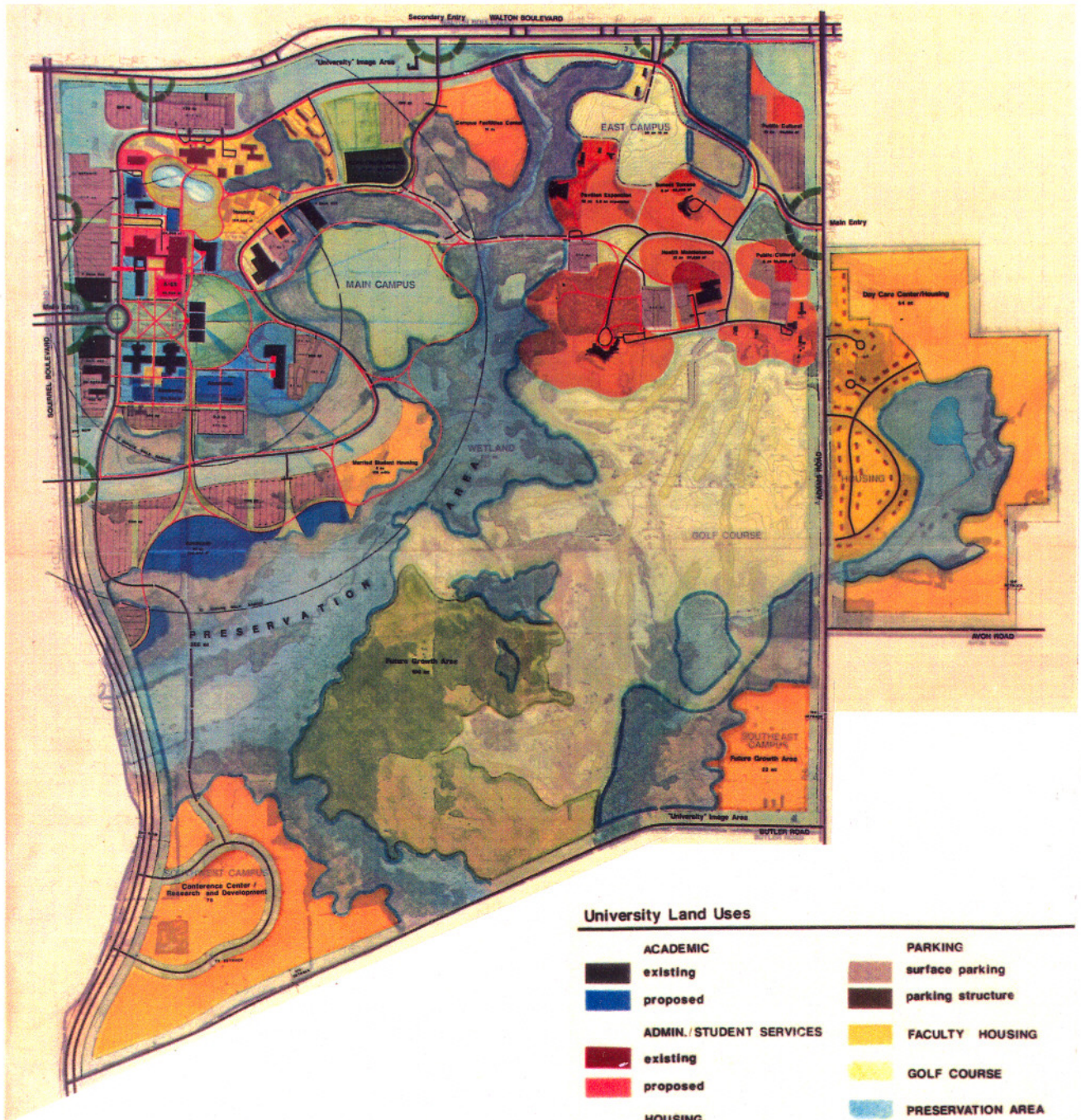
#### *Principles*

1. The University Image Area should establish a unified image to unite all the properties under the University's ownership.
2. The Image Area should depict a "rural" landscape character and form a continuous green foreground for the University. The desirable image is buildings viewed at a distance, within a green setting.

#### *Recommendations*

1. New buildings or relocation of existing facilities should not be located within the University Image Area.
2. To maintain the character of the University Image Area, the introduction of landform and vegetation is necessary to screen the existing parking lots and roads.





Framework Plan  
Oakland University

#### University Land Uses

<b>ACADEMIC</b>	<b>PARKING</b>
existing	surface parking
proposed	parking structure
<b>ADMIN./STUDENT SERVICES</b>	FACULTY HOUSING
existing	GOLF COURSE
proposed	PRESERVATION AREA
<b>HOUSING</b>	<b>FUTURE GROWTH</b>
existing	research & development
proposed	office/day care
<b>RECREATION</b>	general
existing	general
proposed	<b>CULTURAL / PUBLIC</b>
<b>MAINTENANCE FACILITY</b>	setting
existing	existing building
proposed	future expansion



3. A 100-foot landscape setback should be established along Squirrel Boulevard, Butler Road, and Adams Road.

#### *Guidelines*

The quality of landform and vegetation necessary to screen the existing parking lots and roads should be bold and simple.

- a. The landform should be graceful and integrate well with the existing topography. Height of the berm should be established to screen a larger percentage of parking.
- b. The use of canopy and evergreen trees planted informally to make a bold landscape statement similar to the woodlots in the preservation area.

#### PRESERVATION AREA

##### *Definition*

The Preservation Area is defined as the combined area of wetlands, steep slopes (10% or greater) and significant woodlots to be preserved.

Wetlands can be defined by the presence of certain species of trees, shrubs, and herbaceous plants that are adapted to areas with permanent or seasonal saturated soils. Wetlands in the State of Michigan are protected from development by the Wetland Protection Act (P.A. 203, 1979).

##### *Principles*

1. Wetlands function as natural areas of water storage, transport, and filtration. In addition, they provide some of the most diverse and valuable habitats for wildlife and fish. These functions are expressed in the ability of wetlands to trap and slowly release stormwater; filter out water-borne sediments and pollutants; and provide breeding, nesting, and feeding areas for a vast array of mammals, birds, amphibians, insects, and fish. The ability of the wetlands to provide their diverse, natural functions should be maintained in future campus expansion.
2. The Preservation Area embodies the natural character and qualities of the University's past. Future preservation of this area is necessary to maintain the quality of the setting that exists today.
3. The Preservation Area represents a valuable recreational resource for the University, adjacent community, and outlying region.

##### *Recommendations*

1. The Preservation Area should take on an increased role for passive recreation: hiking/interpretative trails, picnic areas, etc.
2. Further study of the wetland system on the Oakland University Campus is recommended. This would include the identification of endangered species and the location of areas which present special environmental study opportunities. In addition, there should be an understanding of the movement of surface and groundwater into and through the wetland areas. The goal is to be able to incorporate the wetlands into the stormwater, maintenance, recreation, education, and aesthetic systems of the campus in a way that is compatible to the wetlands, the University, and the community that the University serves.

#### **Facilities**

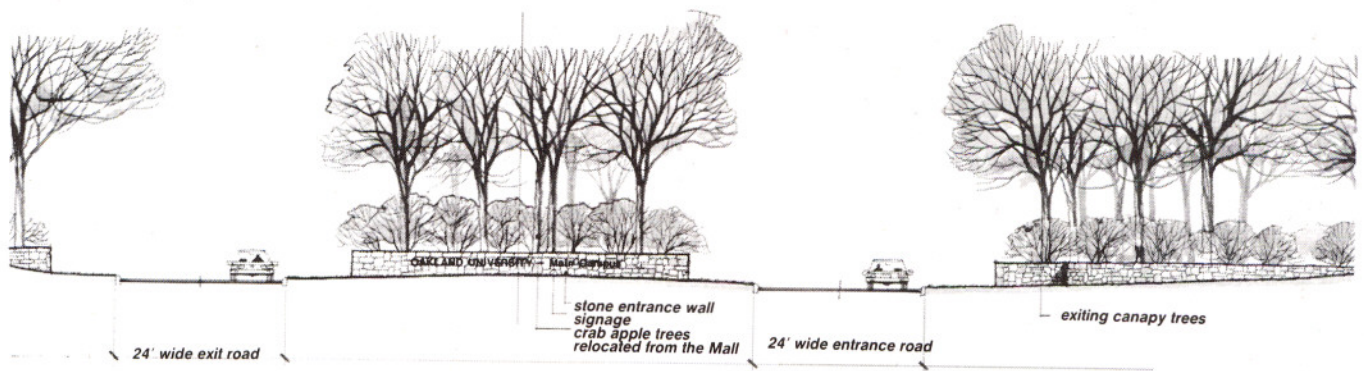
##### *Definition*

The only facility considered University-wide is the Campus Facilities Center. It is centrally located on a 12-acre development zone just south of Meadow Brook Drive and east of East Oakland Drive.

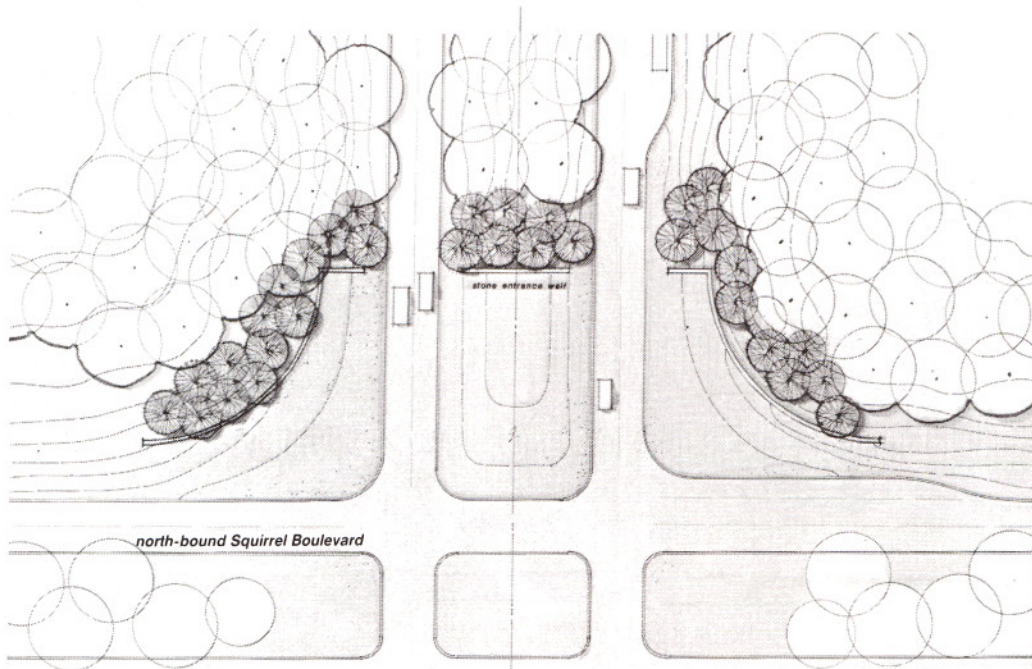
##### *Principles*

1. Centrally locate the University Maintenance facility to efficiently and effectively serve the entire University.





Section



Plan

**MAIN CAMPUS ENTRANCE  
MASTER PLAN UPDATE**  
JJR



**Main Campus Entrance**



2. Accommodate vehicles and material storage on a low visibility site, ensuring visual preservation of the rural character.

#### *Recommendations*

1. Organize all maintenance activities such as Campus Facilities and Operations, maintenance equipment, maintenance storage, campus storage, and bulk material stockpiles in one zone.
2. Provide access to the service road for effective distribution of maintenance equipment.
3. Site the proposed facilities to minimize views from Meadow Brook Drive and to leave the mature vegetation undisturbed.

### **Vehicular Circulation and Parking**

#### *Definition*

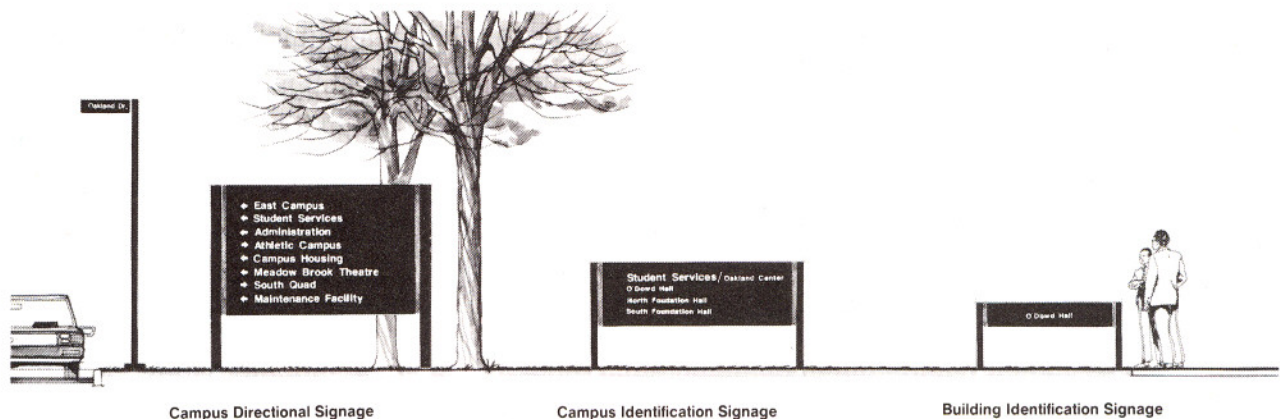
The vehicular system is the entries and the internal roads required to service the University. This system includes University Drive entrance, Adams Road entrance, East Oakland Drive entrance, Meadow Brook Drive, and the Service Road.

#### *Principles*

1. The entries, Meadow Brook Drive, and the Service Road should unite the campuses by providing clear, safe, efficient access and circulation.
2. The entry image should reflect the dignity and permanence symbolized by the University.

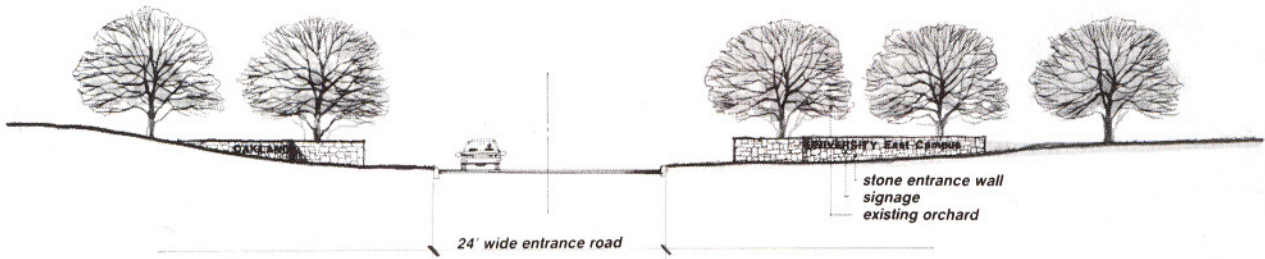
#### *Recommendations*

1. The primary entries at University Drive, East Oakland Drive, and Adams Road should reflect similar images. This image should be articulated through the use of similar forms and materials such as signs, entry walls, and plant material.
2. The East Oakland Drive entrance planned boulevard should be completed to and terminated at Meadow Brook Drive.
3. Meadow Brook Drive
  - a. Treatment of Meadow Brook Drive should be consistent through the use of lighting and signs.
 (1) Directional/orientational signs should be clear, uniform, and placed at key decision points. Further study is required to establish a signage system

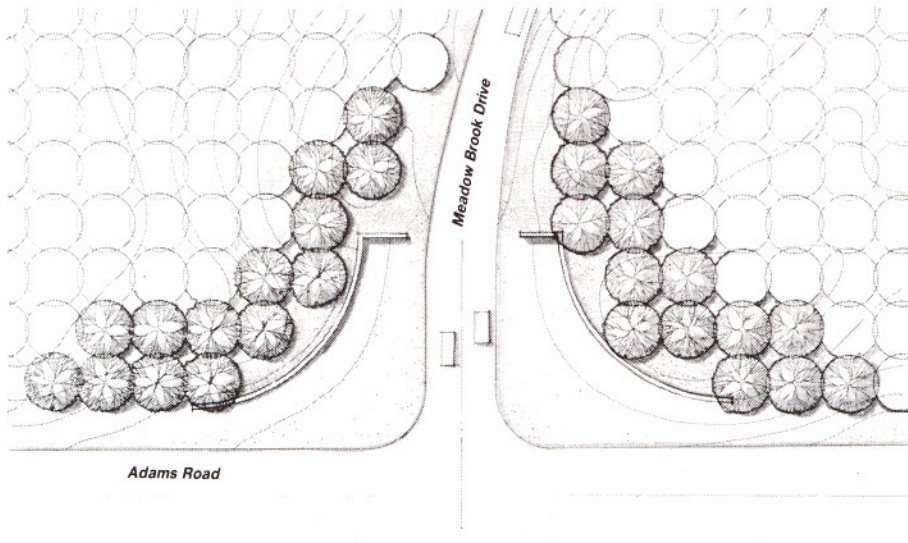


**Signage**





Section



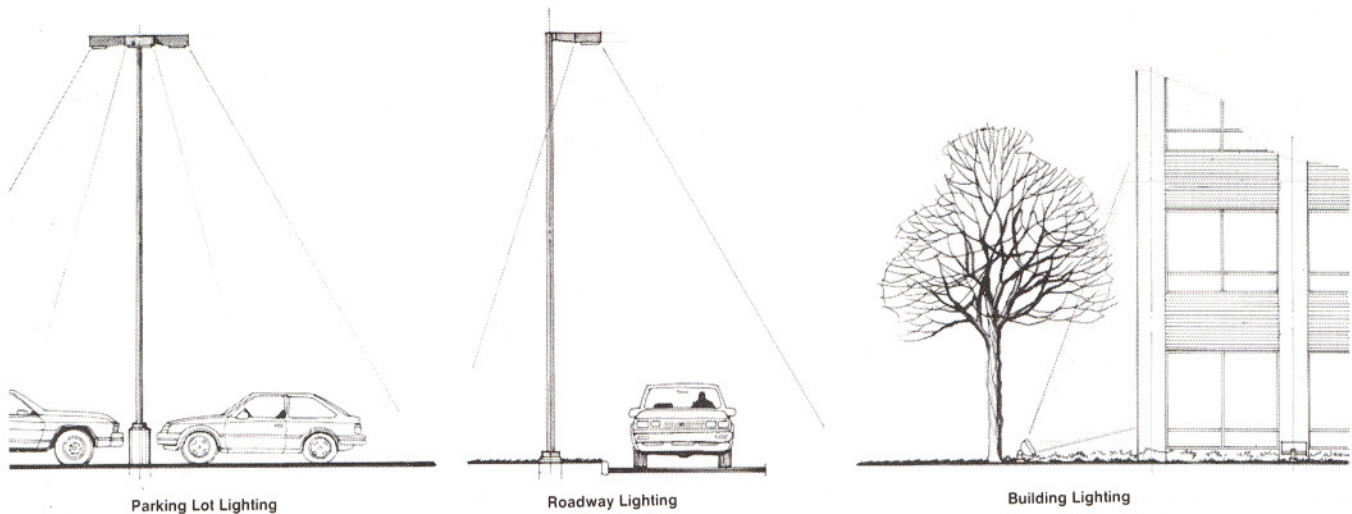
Plan

**EAST CAMPUS ENTRANCE**  
**MASTER PLAN UPDATE**  
JJR



## East Campus Entrance





### Vehicular Lighting

(2) Roadway lighting should be uniform, efficient, and effective.

Further study is required to establish a lighting system.

b. The segment of Meadow Brook Drive on Main Campus adjacent to the parking lots has been identified as a conflict area between pedestrians and vehicles. The introduction of walls paralleling the parking lots would channel pedestrian flow to a limited number of crossing locations. The walls would improve safety and minimize pedestrian and vehicular conflict. To improve the flow of traffic in this area sufficient width must be allowed for a center left-turn lane into the parking lots.

c. The Ravine Drive/Meadow Brook Drive intersection should accommodate a pull-off space for school buses or van loading/unloading children at the married student housing.

d. To improve safety, realign the sharp curve just east of the Festival Drive entrance.

e. It is recommended that the Y-type intersection just within the Adams Road entrance be reconfigured to a T-style design for improved clarity and safety. With a T-intersection, the driver would be faced with a clearer choice in direction.

f. It is anticipated that the Southwest Campus will be oriented towards development. Future extension of Meadow Brook Drive to the south to serve and internally connect the expected development.

g. The existing unpaved Service Road between the center portion of the Main Campus and East Campus should be improved to accommodate University maintenance vehicles.

### Guidelines

#### 1. University Entries

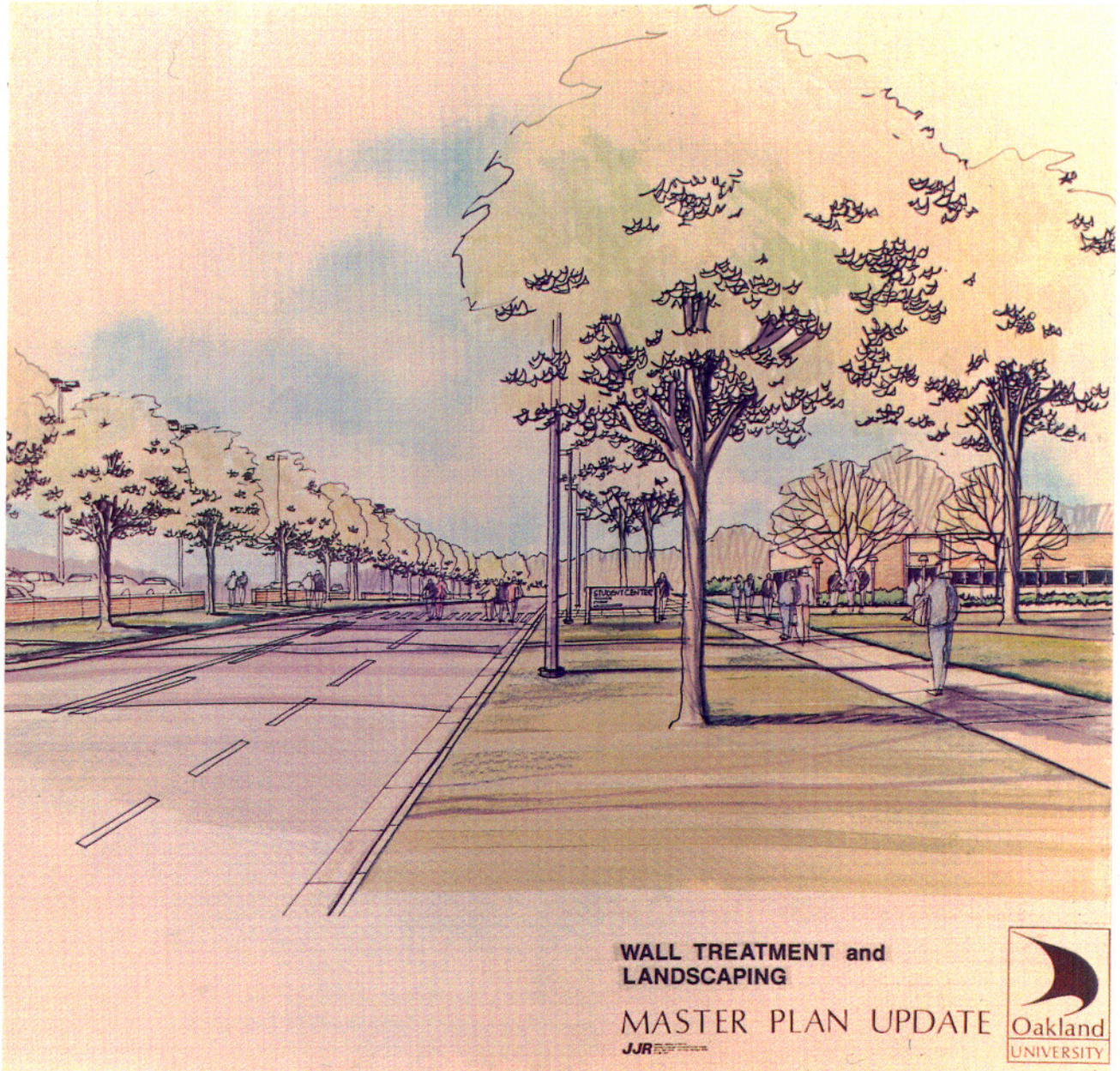
a. Stone walls should be used to maintain continuity with the historic farmstead of East Campus and reflect the stone foundations of the Main Campus library.

b. The form of the walls should embrace the landscape, emerging from the land to introduce and define the entrance. The length, width, and height of the wall should represent dimensions appropriate in establishing a stately and bold presence.

c. Signs should signify, primarily, Oakland University and, secondarily, the subcampus unit directly associated with the location of the wall.

d. Landscaping should be bold and simple. The use of large canopy trees and crab apples with flowers as an accent is preferred.





Wall and Edge Treatment  
*Meadow Brook Drive and Parking Lots*



2. Campus roadways should be two-lane facilities, with 12-foot lanes, curb, gutter, sidewalks, and a 25-mph posted speed limit.
3. Traffic signs should meet standards set forth in the Manual on Uniform Traffic Control Devices, MUTCD (e.g., stop signs and speed limit signs). The installation of chevrons (arrow signs) is recommended at curves in the campus roadways. All signs should be reflective.
4. Wall/Edge Treatment Along Meadow Brook Drive and Parking Lots
  - a. The walls should be 3 feet to 3 feet 6 inches high to screen the parking lot as well as channelize pedestrian circulation. Brick should be used to maintain continuity with existing building.
  - b. The use of canopy trees, planted formally; shrubs; and lawn to provide a continuous green foreground.
  - c. Further study is required to coordinate parking lot entrances, parking lot layout, and pedestrian crossings to minimize conflicts.

## **Pedestrian Circulation**

### *Definition*

A system of walks to interconnect campuses, preservation area, and adjacent communities.

### *Principles*

The system of walks will promote interaction, increase access and communication, and unify the University.

### *Recommendations*

1. Provide a secondary walkway along Meadow Brook Drive which extends from Main Campus to East Campus entrance. This walk will allow access to the community of Rochester Hills and faculty housing.
2. Provide a secondary walkway along Walton interconnecting the walk along Meadow Brook Drive and the Walton/Adams Road intersection. This walk will allow students to access the commercial/retail center.
3. Implement a series of pathways internally connecting East Campus and Main Campus.
4. Provide additional trails connecting the campuses with the preservation area.
5. Provide walks at Main Campus entry to interface between the proposed walks along Squirrel Boulevard and the University pedestrian system. This walk will allow access to Oakland Technology Park and the community of Auburn Hills.

### *Guidelines*

1. Standard walkway widths to be applied are:
  - Secondary walk - 8 feet wide, concrete surface
  - Pathways - 6 feet wide, concrete surface
  - Trails - 6 feet wide, wood chips or gravel surface
2. All walkways will be handicap accessible.

## **Main Campus    Open Space**

Open Space on Main Campus is inclusive of Facility Settings, the Mall, Captured Space, and The Commons.

### **FACILITY SETTINGS**

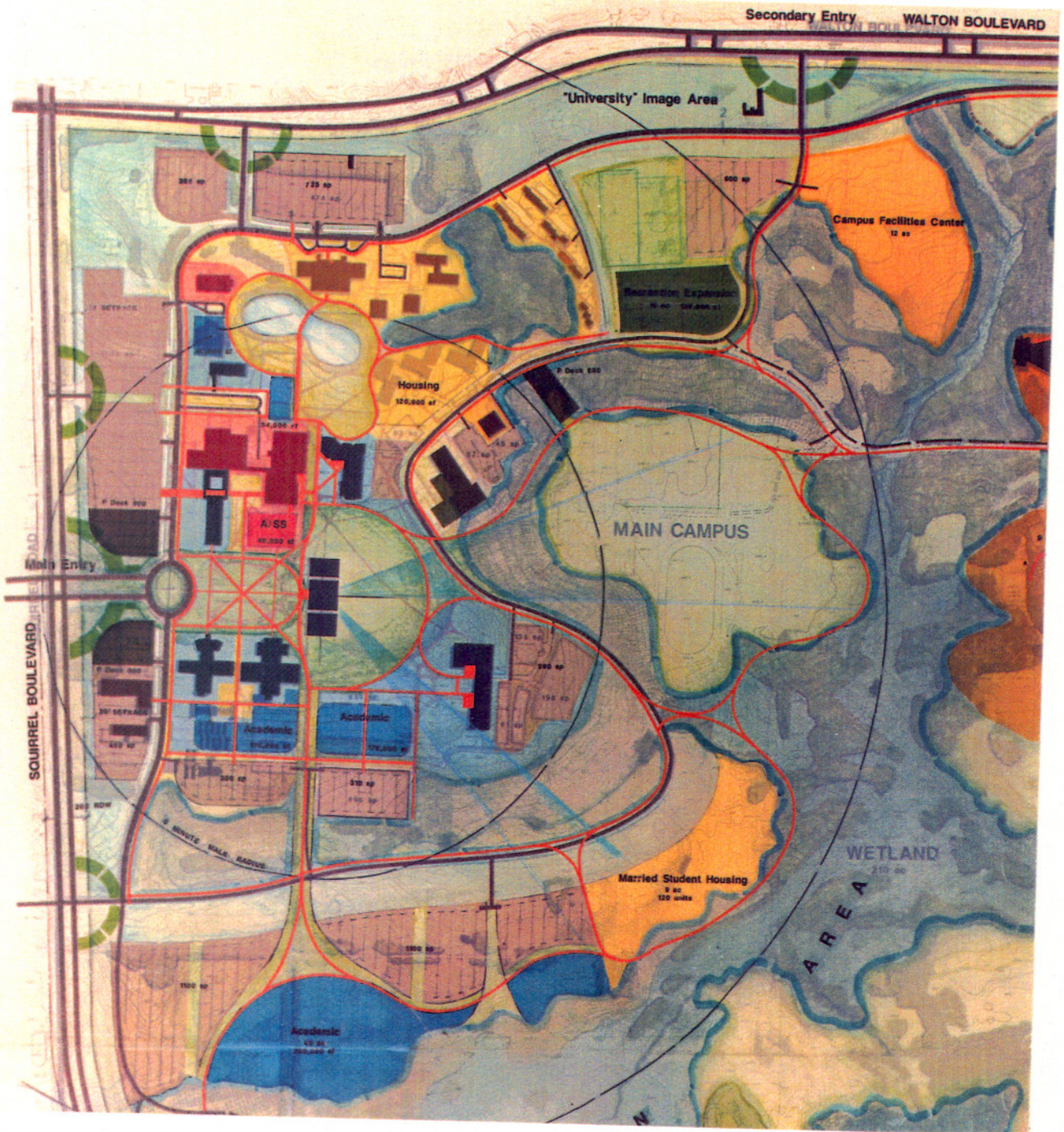
#### *Definition*

The immediate landscape setting or yard around buildings.

#### *Principles*

Facility settings should vary in size as a reflection of the context within which they are placed: small settings or a higher density within the heart of campus, large settings or a lower density in the more rural areas.





Main Campus Framework Plan



#### *Recommendations*

1. Within the interior of Main Campus, settings should be small relative to facility size (higher density). Facilities cluster close to one another and benefit from interaction with one another.
2. Settings around the exterior of Main Campus should be larger to allow views to occur between facilities to the outlying Preservation Zone. An example of this larger setting is the area between the Academic Expansion Zone south of Dodge Hall and Varner Hall.
3. Settings within the outlying areas of Main Campus should be largest. In areas such as the Southern Academic Expansion Zone, the setting should be larger than the facility, consistent with the rural context principle.

#### THE MALL

##### *Definition*

The Mall is the large formal open space which forms a "front yard" to the west of the library.

##### *Principles*

1. The Mall symbolizes Oakland University as an institute of learning. It forms the first impression for visitors and students on campus.
2. The Mall should represent a 'forum' for outdoor activity. The buildings along its edges should promote activity.

#### *Recommendations*

1. To improve visibility and importance of the arrival image, The Mall should be modified:
  - a. Reshape the landform within the entrance drive rotary to allow views to occur towards The Mall.
  - b. The crab apple trees funnel a narrow view of the library. With the library expansion underway, a wider view down The Mall is appropriate. Relocate the crab apples elsewhere on Campus such as the Main Campus entry.
  - c. A continuous line of canopy trees and pedestrian lights should be implemented to define the edges of the expanded Mall.
2. Complete the "enclosure" of The Mall by infilling an Administration/ Student Services facility.

#### THE COMMONS

##### *Definition*

The large informal open space which forms the "back yard" to the east of the library.

##### *Principles*

An open space should exist where the beauty of the rural landscape joins the activity of Main Campus.

#### *Recommendations*

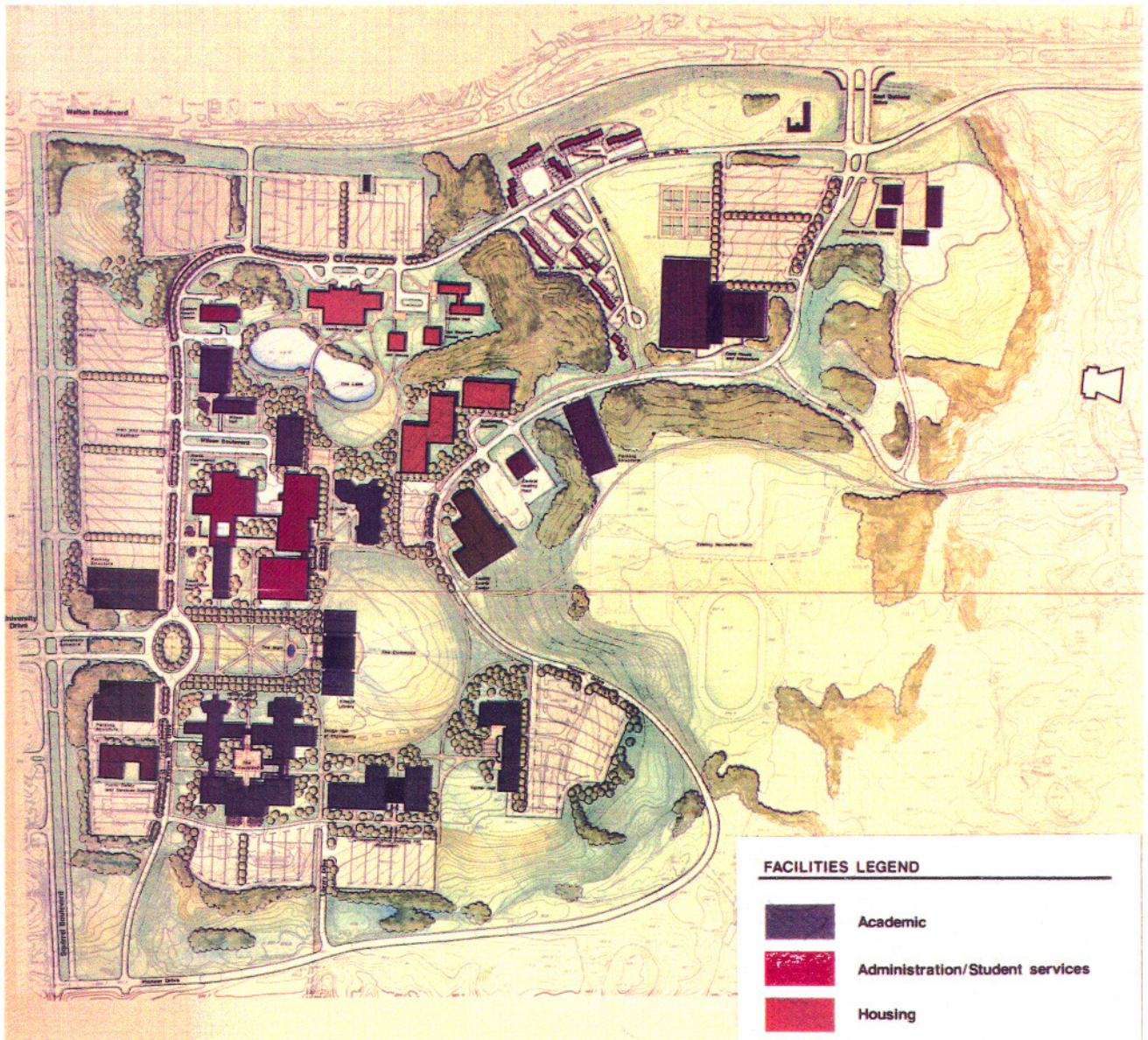
1. Develop the Commons as a large yard to look over and outward towards the Preservation Zone. Frame its edges with an informal mass of trees.
2. The landform of the Commons should be preserved to maintain its form as a knoll; on top of which rests the library—the symbol of learning. Remove asphalt walk cutting across the Commons and replace with a concrete walk.
3. Trees should be planted informally and in such a way as to reinforce the form of the Commons and maintain the views to the preservation zone.

#### CAPTURED SPACE

##### *Definition*

The open spaces defined by buildings surrounding the lake and the space





Main Campus Schematic Plan  
Oakland University



defined by Engineering and Science buildings.

#### *Principles*

1. An enclosed open space or outdoor room for pedestrian and recreation activity to occur within. The space should have a proper and appropriate balance between built and nonbuilt areas in order to maintain a pedestrian-scaled environment.
2. Use of open space as a technique for relating separate buildings in order to emphasize special relationships and establish a sense of building complexes.

#### *Recommendations*

1. The captured space surrounding the lake is too large and undefined. The existing parking lot adjacent the lake is an inappropriate use and should be replaced elsewhere on Campus.
2. Reinforce the open space enclosure surrounding the lake with new facilities (refer to Main Campus Facilities Section).
3. Reinforce the spacial enclosure by installing additional landscaping adjacent to the building edges.
4. An additional captured space should be developed as a complement to the lake setting south of the Engineering and Science Buildings. In this location, the Captured Space should take on the form of a courtyard, defined by the new Science and Technology Building and existing facilities.

### **Facilities**

#### *Definition*

The collection of academic, administrative, student services, housing and recreational facilities.

#### *Principles*

1. Enhance the existing structure of facilities:
  - a. Organize similar uses within zones—academic, housing, etc.
  - b. An ideal campus is organized as a series of concentric circles; normally at the center is the library and student services, surrounded by academic uses with housing, recreation, and other support uses located around the perimeter.
2. Encourage relocation of nonconforming uses to appropriate locations.
3. Strengthen interrelationships between adjacent zones.
4. Strengthen and complete open spaces defined by building
5. The architectural expression of future facilities should respect the existing buildings and express the dignity, tradition, and timeless permanence of the University.

#### *Recommendations*

##### 1. Academic/Student Services

Reinforce the student service/administrative core with infill expansion to the south. The site will complete the enclosure of The Mall and generate additional pedestrian activity within the heart of the campus. The expansion zone has been defined with a maximum capacity of 40,000 square feet over two stories.

##### 2. Academic Uses

###### a. Interior Academic Sites

Two sites are defined for academic expansion: first, the removal of a nonconforming use, the Meadow Brook Theater for academic expansion of 60,000 square feet; the second is an academic expansion site of 54,000 square feet north of the Student Service Center. A building located on this site will better define the setting around the lake as an "outdoor room". In addition, the building will reinforce the pedestrian connection between the Student Service Center and Student Housing.

###### b. Exterior Academic Sites



Two building sites have been defined for academic expansion south of the Engineering and Science Building; both have a capacity of 170,000 square feet. The buildings have been placed on the edge of the bluff to establish a new image from the south as well as to face outward to view the rural open space beyond. The buildings have also been positioned to allow views from the interior campus to be preserved.

c. Outlying Academic Sites

A zone of 49 acres has been defined for future academic expansion south of Pioneer Drive. Approximately 350,000 square feet of new facilities can be located to take advantage of the rich and natural attributes of the adjacent preservation zone.

3. Housing Uses

a. Interior Housing Sites

An interior housing zone has been defined to accommodate 120,000 square feet of future infill housing in the area currently occupied by Fitzgerald, Anibal, and Pryale Houses buildings. Additional student apartment housing in this area will reinforce the existing student dormitory uses located there. In addition, housing in this area can focus on the lake setting and take advantage of adjacent recreational uses.

b. Outlying Housing Sites

The site north of Meadow Brook Drive across from the existing Married Student Housing has been identified for temporary expansion of approximately 50 units for this use. It is critical to place structures and parking lots on this site in a manner that does not eliminate the University image area edge along Walton Boulevard.

The site immediately across Ravine Drive from the existing Married Student Housing is also a candidate for the temporary expansion of this use. A detailed evaluation of proximity of utilities, access, and parking opportunities will help the University decide the most desirable location to accommodate this immediate need.

A zone of nine acres has been defined for future permanent Married Student Housing adjacent to the preservation area. This area has the capacity to site approximately 120 units. The beauty of this setting along with its isolated location makes it ideal for this type of housing.

4. Recreational Uses

a. Recreational Additions

A site has been defined for an addition to the Lepley Center of approximately 24,000 square feet. The expansion should occur to the southwest on level ground currently occupied by a parking lot. The expansion represents an opportunity to improve the facilities image and presence on Main Campus; thus reinforcing its role as an intramural facility.

b. Recreation Expansion

A 16-acre zone has been identified west of the East Oakland Drive extension to accommodate approximately 120,000 square feet of future recreational use. The site could accommodate major recreational facilities to fill emerging campus and other recreational or health enhancement needs such as a field house and natatorium. The site is located adjacent to the ridge to strengthen its relationship to adjacent recreational uses by proximity and views. The site's substantial distance from Walton Boulevard will enable the facility's presence to be minimized. In addition, this relatively flat site can accommodate parking and ease of access from both off campus and on campus as required by this multi-purpose recreational facility.

5. Nonconforming Uses

The following existing facilities represent a use which is inconsistent within the zone where they are located:

a. Belgian Barn



The Barn is situated within a parking zone identified as necessary to support future academic expansion. The opportunity to move the Barn elsewhere on campus should be investigated.

b. Meadow Brook Theater and Art Gallery

This public-oriented facility is located within a prime academic zone. The Theater and Art Gallery should be relocated to East Campus in an integrated cultural and performing arts facility.

c. Campus Facilities and Operations

This facility is a maintenance facility located within a prime academic zone. This use should be relocated to a central site within the University (refer to University Facilities section).

d. Fitzgerald, Anibal, and Pryale Houses

The existing dormitories which have been partially converted to academic uses fall within a prime housing zone. This academic use should be relocated to an academic zone.

e. Performers Trailers

The existing trailers which are a support activity for the Meadow Brook Theater are located within an academic expansion zone. The trailers should be relocated to an inconspicuous location on campus such as the University Maintenance facility. A long-term solution would be to utilize off-campus housing in nearby apartments to temporarily house the performers or incorporate housing within a new cultural performing arts center.

### *Guidelines*

#### *Architecture*

- a. Height of future buildings should be restricted to three to five stories which is the average height of existing buildings on campus.
- b. The dominant building material should be masonry with the color matching or complimentary to the existing buildings.
- c. The fenestration of new buildings should be designed to add character and richness. The use of special materials and detailing will provide interest in buildings where the interior functions prohibit windows and doors at pedestrian level.
- d. The internal program organization of new buildings should orient classrooms and offices to view the "rural" landscape.
- e. The main entrance to each building should be clearly identified.

### **Vehicular Circulation and Parking**

#### *Definition*

All roads and parking required to service Main Campus.

#### *Principles*

Access to the Main Campus should be experienced as a sequence or a series of steps identified as see, arrive, and park.

- a. To accomplish the see portion of the sequence, the Main Campus needs to be easily identifiable from the edge. When looking at the entry and beyond, it is clear that the campus is straight ahead and that the right path has been chosen.
- b. Once the user has seen the entrance, it is important to then arrive at the heart of the campus. The ability to see the campus, or to find a specific building and experience the activity and ambience, all contribute to the sense of arrival.
- c. The road network should unify the campus by providing clear, safe, and efficient circulation.
- d. Ease of parking focuses on quantity and distribution. Parking should be distributed based on a ten-minute walking radius between the parking lot and the destination. Quantity of parking is a function



of number of persons using the facility, access patterns, auto occupancy, scheduling of class and work hours, and institution policies. Careful placement of additional parking should occur in a manner that does not detract from the rural character.

#### *Recommendations*

1. Meadow Brook Drive should remain at its present location to accomplish the arrival portion of the sequence. Measures should occur to alleviate the pedestrian and vehicular conflicts and increase efficiency adjacent to the parking lots.
  - a. Use walls to channel the pedestrian flow to fewer and easily identifiable crossing locations.
  - b. Reduce the number of parking lot entrances off of Meadow Brook Drive.
  - c. Add an entrance/exit off of Squirrel Road to the main parking lot to minimize the need for Meadow Brook Drive traffic to enter/depart parking areas, thus improving traffic flows.
  - d. Provide sufficient width to allow for a center left-turn lane into the parking lots from Meadow Brook Drive.
2. A new extension of Pioneer Drive should be linked to West Oakland Drive entrance. This extension accomplishes:
  - a. The removal of primary circulation off of Ravine Drive.
  - b. Allows access to two undeveloped zones off of the secondary road.
  - c. A direct link between two campus entries.
  - d. Direct access to the internal part of campus.
3. Ravine Drive should be reverted to a local road for residents in the adjacent apartments and will end in a cul-de-sac.
4. Realign the sharp curve on Pioneer Drive at the Lepley Sports Center.
5. The treatment of Meadow Brook, Pioneer, and Ravine Drives should be consistent through the use of lighting and signing.
  - a. Directional/orientation signs should be clear, uniform, and placed at key decision points. Further study is required to establish a signing system.
  - b. Roadway lighting should be uniform, efficient, and effective. Further study is required to establish a lighting system.
6. Based on current enrollment, the widening of Squirrel Road and the planned Science and Technology Building, approximately 600 to 1,000 parking spaces are needed in the immediate future. Displaced and additional parking is accommodated by:
  - a. Adding 250 spaces by expanding the existing parking lot near Vandenburg Hall northward (North Lot #1).
  - b. Adding 240 parking spaces by expanding the existing parking lot east of Ravine Drive (near recreation fields) (East Lot #1)
  - c. Adding 160 spaces by reconfiguring the assemblage of lots and roadway parking behind Varner Hall (Southeast Lots).
  - d. Adding 125 spaces by expanding to the west the parking lot south of the main entrance (Southwest Lot #2).
  - e. Adding 260 spaces by expanding the parking lot south of the proposed Science and Technology Building (South Central Lot #1).
7. As enrollment increases and new facilities are developed, additional parking should be established south of Pioneer Drive. The potential for 2,200 spaces could service Main Campus in an interim stage until the south outlying zone is developed. Once developed, this parking will service the immediate zone; therefore, some of these 2,200 spaces will need to be relocated within the core of Main Campus.
8. In the long-term, assuming an eventual enrollment of 15,000 FTE Students and commensurate staff increase, it is estimated that 3,000 additional parking spaces will be needed within the Main Campus core. The following describes the modifications, relocations, and new parking to accommodate this need.



- a. The addition of 600 spaces in a new surface parking lot is proposed east of the present married student housing in conjunction with new proposed recreational facilities.
  - b. The addition of 100 spaces in a new surface parking lot to the east of O'Dowd Hall.
  - c. The addition of 450 spaces south of the Public Safety and Maintenance Building, assuming eventual displacement of the Belgian Barn (Southwest Lot #1).
  - d. The addition of 1,800 spaces in two new parking structures flanking the main entry.
  - e. The addition of 600 spaces in a new parking structure to the east of Lepley Center.
  - f. Additional parking (i.e., underground deck) at the library mall could provide much needed spaces at this important campus activity center. Development of parking in this area should respect the open space principles of this plan and the prominent entry image role the library plays for the University.
9. Planting should be incorporated within all existing and proposed parking lots.

#### *Guidelines*

- 1. Campus roadways should be two-lane facilities with 12-foot lanes, curb, gutter, sidewalks, and a 25-mph posted speed limit.
- 2. Parking
  - a. Parking layouts should be consistent across campus. This includes stall widths, standardized bay distances, and angle of parking.
    - Lots laid out with 90 degree parking stalls will make the best use of space and ease of parking.
    - Typical parking space 9 feet by 18 feet, with 60 feet from center of parking bay to center of parking bay.
    - Handicap spaces should be 12 feet by 18 feet and located closest to the building entrances.
    - Compact car spaces should be 8 feet by 18 feet and can comprise 25 percent of each lot.
  - b. The pavement in all parking lots should be given relief by introducing 10- to 15-foot-wide landscaped islands. The use of canopy trees in lawn is preferred.
- 3. See Guidelines under University Vehicular Section for wall treatment.

### **Pedestrian Circulation**

#### *Definition*

A system of walkways which interconnect facilities, parking lots, and open space.

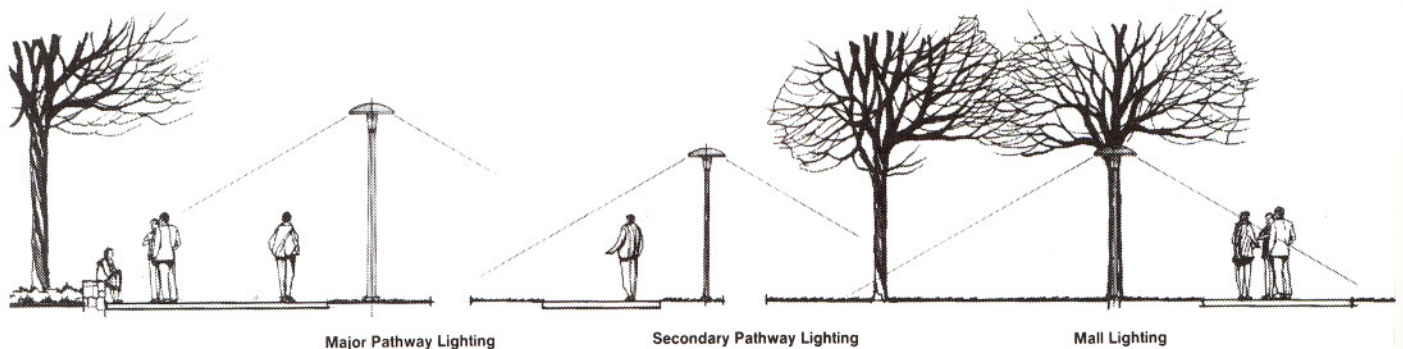
#### *Principles*

- 1. A walkway system consists of major walks, secondary walks, pathways, and activity centers. This hierarchal system is based on the degree to which a walkway is traveled which responds directly to those activities that occur along it. The role of each type of walk can be defined as:
  - a. Major walks are those which allow primary circulation from one end of the campus to another. Sometimes referred to as the spine, the major corridors feature hubs of activity that symbolize the campus identity.
  - b. Secondary walks are those which interconnect zones.
  - c. Pathways serve individual buildings.
  - d. Both major and secondary walks define open space and activity centers.
  - e. Activity centers are hubs of activity where major walks intersect.



### Recommendations

1. Extend major north/south walkway to the south of the library providing access to the proposed academic facilities.
2. Extend major north/south corridor to the south outlying zone providing access to parking and proposed academic facilities.
3. Establish a major east/west corridor just south of Dodge Hall and Hannah Hall interconnecting the parking lot and the major north/south corridor. This new walkway will complement the existing east/west corridor connecting the parking lot and the Student Center.
4. Establish secondary walks to proposed facilities.
5. Implement walks to define The Mall, Commons, the captured space at the lake and Preservation Area.
6. Further study is needed to identify standards and requirements in establishing a uniform, efficient, and effective walkway lighting system.



### Pedestrian Lighting

7. Further study is needed to identify standards and requirements in establishing a uniform, efficient, and effective walkway signage system.
8. Embellish the existing activity center at the east entrance of the Student Center by allowing it to become a small plaza area with special paving, canopy trees, and seat walls.

### Guidelines

1. Standard walkway widths to be applied are:  
Major walk: 10 feet wide, concrete surface, structurally able to accommodate service vehicles.  
Secondary walk: 8 feet wide, concrete surface.  
Pathways: 6 feet wide, concrete.
2. All walkways will be handicap accessible.

### East Campus Open Space

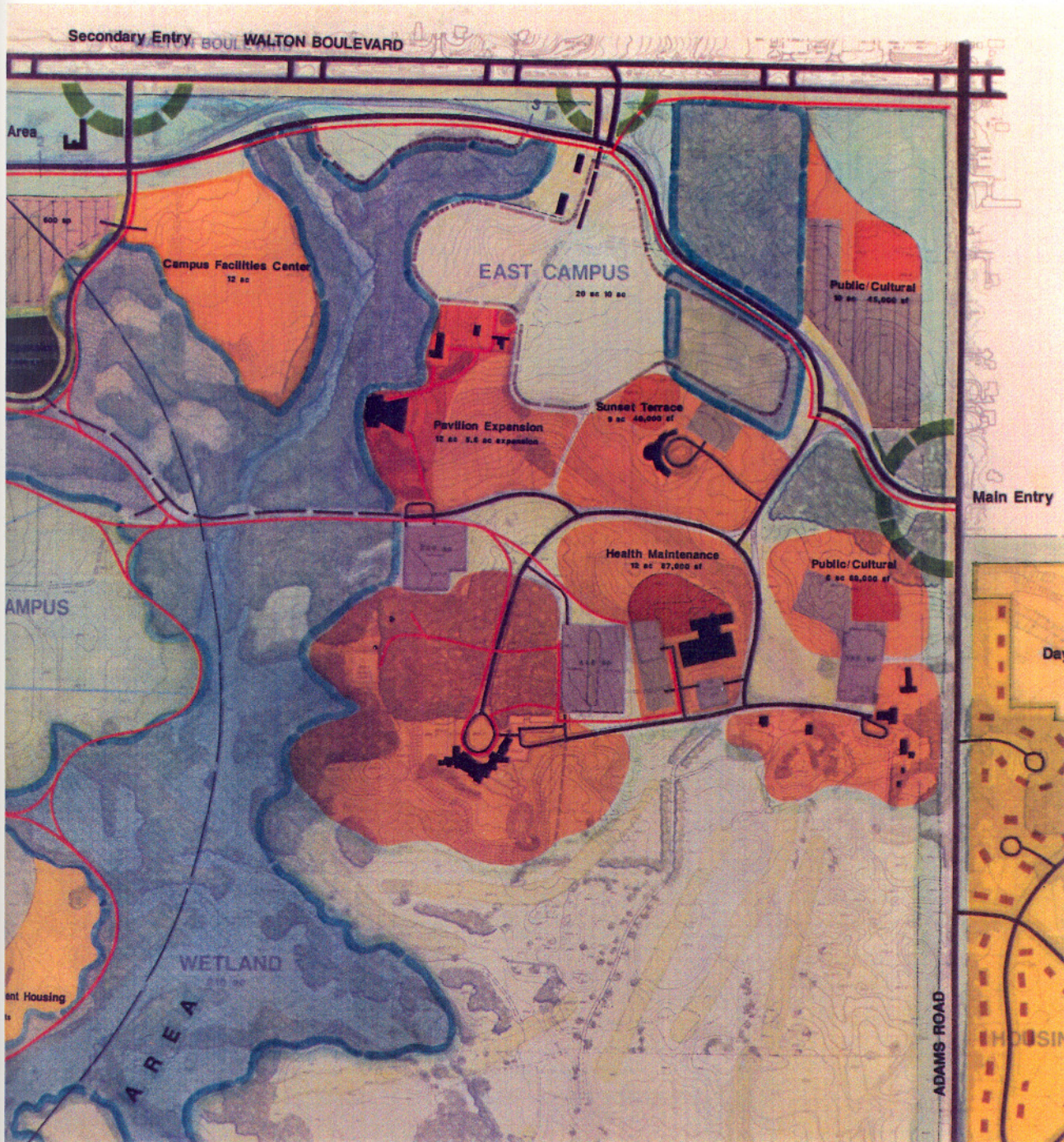
#### Definition

Open space on East Campus can be described as a collection of individual building settings. Each landscape setting represents a spacial zone with its edge defined by topography and/or vegetation.

#### Principles

1. The facilities located on East Campus are individual in architectural character and function. As future expansion occurs, this individuality needs to be preserved.
2. The facilities on East Campus have generous yards or settings surrounding them; they are in balance. As future expansion occurs, this balance between





East Campus Framework Plan



facility and its setting needs to be maintained.

3. In addition to preserving individuality, the facilities of East Campus should appear as though they are part of the larger whole or University campus.

#### *Recommendations*

1. The character of the existing settings should be preserved—open pastures absent of trees, with masses of trees at the pasture's edge and reinforced with a continuous fence.
2. The remnants of the existing farmstead estate should be preserved—the orchard, pasture, fences and historic structure. These features offer an important insight to the University property's history.
3. Placement of environmental art on the land is similar to that of facilities; it requires an adequate setting. To preserve the quality of the existing settings, additional environmental art should be restricted.

### **Facilities**

#### *Definition*

East Campus facilities represent a collection of self-sustaining, self-liquidating uses providing University and community-oriented services.

#### *Principles*

1. Maintain the existing structure of campus facilities:
  - a. Maintain the individual architectural character of the facilities.
  - b. Identify limits of facility growth within the existing settings.
  - c. Identify additional settings for new development to occur within.

#### *Recommendations*

##### 1. Meadow Brook Hall

Meadow Brook Hall is architecturally complete. Expansion to this historic structure is discouraged.

##### 2. Health Maintenance/S. G. Pavilion

A site has been defined for expansion to the north with a capacity of 87,000 square feet. The limits of the expansion have been defined to preserve the adjacent pasture setting. This location allows expansion to embrace the rolling topography and to conceal the parking located southward.

##### 3. Pavilion Expansion

A zone of 5.8 acres has been identified to accommodate the Pavilion and its support facility expansion. Expansion can occur within this inward-oriented amphitheater area without impacting the character and quality of the hill visible from the outside.

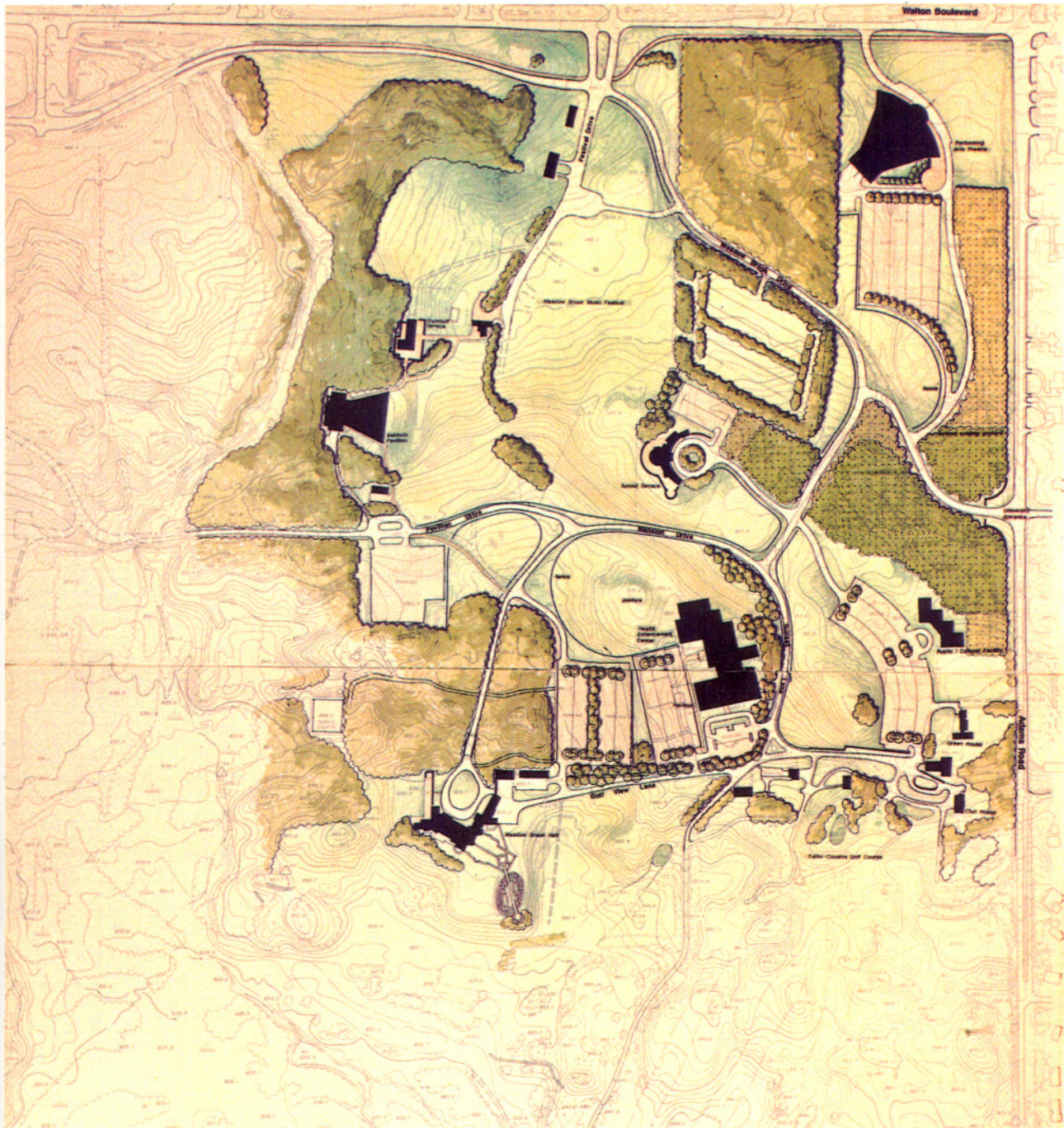
##### 4. Sunset Terrace

A 40,000-square-foot development located within a 9-acre setting is identified as an inconspicuous addition to the north of Sunset Terrace. New development as a replacement to Sunset Terrace represents another option. Replacement development at the same site could include University and/or community-oriented services such as a conference center, Meadow Brook Theater, or multi-purpose housing to service the performers and East Campus. However, this is a historic building listed with the State of Michigan. Replacement development may not be feasible, and guidelines regarding state historic property will be needed before further planning is done on this site.

##### 5. Public/Cultural - Northeast Corner

A 10-acre site has been identified as having a facility capacity of 45,000 square feet. This site offers an opportunity to accommodate a high-image community-oriented facility, visible from Adams Road. Located in the center of the site, the facility allows for an expansive front yard with parking to the rear. The front yard, the adjacent woodlot as a





### East Campus Schematic Plan



backdrop, and the orchard as an entry feature collectively express the rural nature of East Campus. This setting is ideal for a theater/auditorium or performing arts center.

6. Public/Cultural - South of Main Entry

An 8-acre site has been defined to accommodate approximately 80,000 square feet of new development such as relocation of Meadow Brook Theatre or housing to support Meadow Brook Hall and the Health Maintenance Center or Alumni Center. The site is situated behind the orchard and along the hillside with public exposure from Adams Road. The required parking could be concealed within a shallow swale nearby.

7. Golf Course

A 204-acre area currently accommodates an 18-hole golf course and clubhouse. Expansion potential exists within the existing boundaries.

8. Future Growth Area

A 106-acre site is located southwest of the golf course. The majority of the site is heavily wooded with mature hardwood trees. The undulating landform is surrounded by attractive settings—the golf course and the preservation area. Frontage access is available from Butler Road. To preserve this secluded and sensitive landscape, low-intensity developments are recommended such as small office developments (less than 20,000 square feet), housing, or recreation uses.

## **Vehicular Circulation and Parking**

### *Definition*

All roads and parking required to service East Campus.

### *Principles*

1. The road network should unify the campus by providing clear, safe, and efficient circulation.
2. Separate parking should be provided for each facility because of the individual nature of the uses.
3. Placement and character of new parking should fit within and respect the individual settings.
4. Expansion of existing facilities and the addition of new facilities should be based on the ability to accommodate the required parking without compromising the character or quality of the setting.

### *Recommendations*

1. The Y-type intersections should be reconfigured to a T-style design for improved safety and clarity.
2. Mansion Drive should remain a continuous road preserving the historical approach to Meadow Brook Hall.
3. The expansion of the Pavilion at the Meadow Brook Music Festival will require an additional 500 parking spaces. These spaces should occur to the east within the adjacent woodlot just south of Meadow Brook Drive. A 50-foot buffer or screen of the existing wood lot should remain to preserve the character of the setting.
4. The public/cultural development site on the northeast corner has the potential of accommodating approximately 500 parking spaces without compromising the quality or character of the setting.
5. The public/cultural development site just south of the main entrance has the potential of accommodating approximately 300 parking spaces without compromising the quality or character of the setting.

## **Pedestrian Circulation**

### *Definition*

A system of walkways which interconnect parking lots and facilities.



*Principles*

East Campus is primarily vehicular oriented; therefore, the role of walks is specifically to connect the parking lot to the building. If there is a need to walk between facilities, the existing roads should be used.

*Recommendations*

Maintain all existing walks and add walks as new facilities are developed. The Southwest Campus, Southeast Campus, and Housing Area recommendations have been generalized under the category of land use based on the inherent qualities of the land, the adjacent land uses, and the uncertainty of development.

**Southwest Campus Land Use***Definition*

The Southwest Campus is a development zone of approximately 76 acres adjacent to the intersection of Squirrel and Butler Roads. To the west and south are the Oakland Technology Park. Major access to this development zone is available from M-59 at the new Squirrel Road Interchange.

*Principles*

The development of the Southwest Campus property should take advantage of the adjacent Technology Park and the inherent beauty of the rolling, wooded site.

*Recommendations*

1. To preserve this secluded and sensitive landscape moderate intensity development is proposed and appropriate uses to relate the adjacent Technology Park include office/research facilities (60,000 to 90,000 square feet) or a conference center sensitively placed within the woods.
2. Access to the Southwest Campus should occur off Squirrel Road.
3. On-campus roadway extension could be implemented to link Main Campus to the Southwest Campus should a strong use relationship exist.

**Southeast Campus Land Use***Definition*

The Southeast Campus represents a future growth area of 22 acres adjacent to the intersection of Adams and Butler Roads.

*Principles*

This site is relatively small, but highly visible from the adjacent roadways. The Southeast Campus is removed from the University facilities and, as such, should be developed as a "stand-alone" development.

*Recommendations*

1. Relocate Child Care Center facility to Housing Area.
2. The Southeast Campus is "exterior-road" dependent. Provide access to this future growth area from Adams and Butler Roads. The extension of an on-campus roadway to this area would not be cost-effective.
3. Develop a single-use, stand-alone facility on the site such as a research institute or a technology/conference center. Another option is to develop a new golf course clubhouse at this location. This would help alleviate congestion at the current East Campus location.
4. Orient facility development towards the preservation zone with parking adjacent to the exterior access roadways.





Southwest Campus and Southeast Campus  
Framework Plan



**Housing Area Land Use***Definition*

A 64-acre development zone lies east of the faculty housing overlooking a wetland. The area is noncontiguous with the primary University property as it is separated by Adams Road.

*Principles*

Development of this University property should be compatible with the quality of the land, be sensitive to the adjacent residential uses and, because of its isolated location, be able to stand alone.

*Recommendations*

A range of development scenarios should be evaluated for future use of this University property. All options recognize that because of the rolling terrain and adjacent wetland setting, low-intensity development on the land is most appropriate.

## a. Maintain University Ownership Option:

(1) Develop additional University-related housing such as temporary staff, guest, or married student housing on the remaining 64 acres.  
(2) Locate Child Care Center facility on the northern portion of the 64 acres.

(3) Buy back (repurchase) the adjacent single-family homes and develop the entire property as a University-related research/office complex of small, think-tank offices.

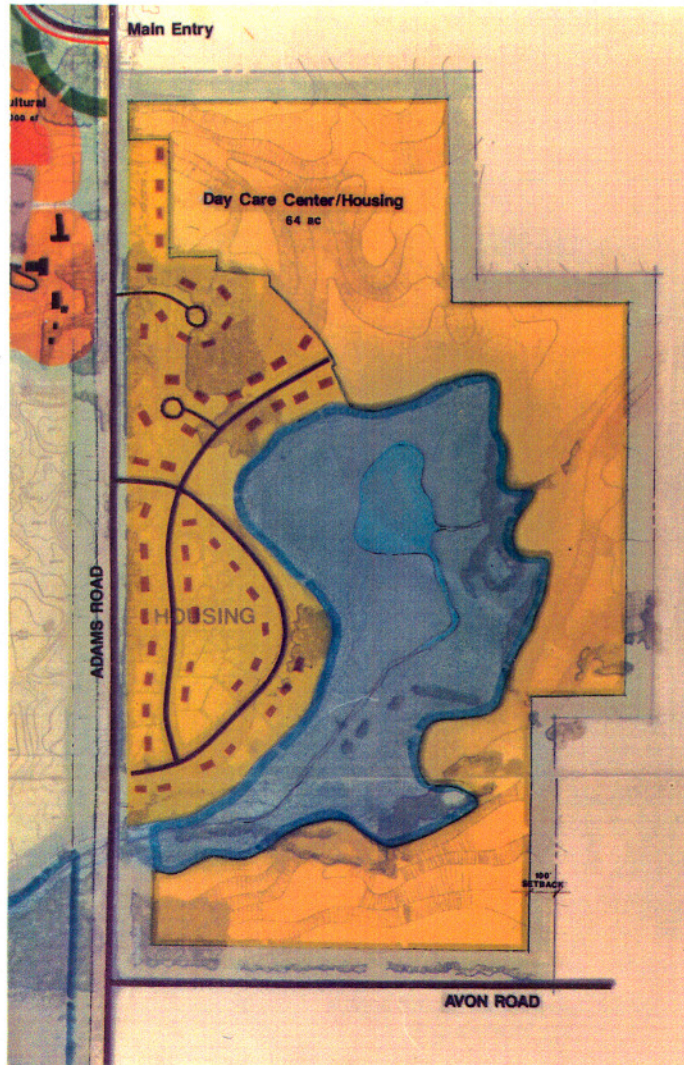
(4) Land-bank the property for a future undetermined use.

## b. Sale of Property Option:

(1) Develop the area for additional housing.

(2) Develop the area as a community park to service nearby residential areas.





Housing Area Framework Plan



## V I I D E V E L O P M E N T

Previous chapters have provided the background, framework, and guidelines to assist Oakland University in shaping the future of its campus and physical facilities. This chapter organizes the master plan recommendations into a development strategy that will provide time frame focus to anticipated improvements. A number of ongoing considerations including funding availability or commitments, university policy, priorities, and phasing must all be factored into the long-range planning process. It is desirable to map out the short- (within 5 years), medium- (6-10 years), and long-term (11-20+ years) sequence to guide capital budgeting and assure coordinated implementation of related projects. It is recommended that this chapter be updated in five-year increments (or more frequently if necessary) to assure the currency of implementation priorities accompanying the master plan.

### Short-Term Projects - Within Five Years

1. Evaluation and response by Oakland to the University Drive improvement project entrance to the Main Campus. This includes design and implementation of roadway geometrics, traffic control, pedestrian access, main entrance sign (and other signs) replacement, and landscape treatment.
2. Evaluation and response by Oakland to the proposed improvements to Squirrel Road and eventually Squirrel Boulevard. Treatment of the western edge of the University will require careful consideration of setbacks, landform and landscape materials restoration, entry treatments and sign replacements, parking lot modifications, and sale of University property for road rights-of-way.
3. Site selection, design, and construction of new Science and Technology Building, associated sitework, and 260-space parking area.
4. Design and implementation of a coordinated and unified University sign system.
5. Refinement, final analysis, and ongoing implementation of the campus lighting systems to include Brightway paths, sidewalks, plazas, roadways, and parking areas.
6. Conduct a campus furniture study to provide detailed guidelines for the unification of outdoor elements that compliment sign and lighting recommendations.
7. Relocate purchasing trailers to the expanded Public Safety and Services building.
8. Modify lot and roadway south of the Library (South Central #2) to compensate for loss of 52 spaces during the Library expansion. Utilize Campus Development Guidelines to examine bay dimensions, layout and landscaping options.
9. Improvement, modification, and expansion of existing parking lots on the Main Campus in the following priority order:
  - Vandenburg Hall lot expansion - add 250 spaces (North Lot #1)
  - Recreation fields lot - add 240 spaces (East Lot #1)
  - Varner Hall lot expansion - add 160 spaces (Southeast Lot #1)
  - Lot south of main entrance expansion - add 125 spaces (Southwest Lot #2).
10. Reduced size of Main Campus parking lot to respond to Squirrel Road (Boulevard) expansion - loss of 304 spaces (Northwest Lot).
11. Relocate professional theatre housing accommodations to south of Belgian Barn parking area or substitute off-campus housing within one mile of Meadow Brook Theatre.
12. Complete library expansion and adjacent grounds improvements in the Commons.



13. Reconfigure "Y" intersections to "T" intersections on East Campus.
14. Plan and design new University Maintenance facility between Main and East campuses.
15. Identify site and design 120,000 SF Classroom-Office Building III on Main Campus. Suggested location might be east of new Science and Technology Building.
16. Design and implement screen wall, pedestrian crosswalks, and landscape materials enhancement project to improve safety and aesthetic issues along the western edge of the Main Campus building zone.
17. Improve service road between Main and East campuses for facilities operations purposes only.
18. Begin implementation of pedestrian network improvements per master plan recommendations by replacing asphalt walks with concrete; improving walk system around the Library, Mall, and Commons; and improving Main Campus linkages.
19. Redesign library mall and entry rotary landscape to compliment new University main entry.
20. Design and construct addition to the Oakland Center for a new bookstore and additional meeting rooms.
21. Design and begin planting enhancement plan for overall University edge and open space treatments.
22. Develop preservation area/wetland plan to maximize value of this resource to the University. This includes identification of important water features, drainage value, vegetative and wildlife habitats, and nature interpretation assets.

#### **Mid-Term Projects - Six to Ten Years**

1. Continue and complete campuswide sign unification program.
2. Continue and complete upgrade of campus lighting systems.
3. Design and construct 100-space parking lot east of O'Dowd Hall.
4. Design and construct 600-space parking deck east of the Lepley Center.
5. Continue implementation of pedestrian system and preservation area trail network.
6. Develop expanded child day care facilities in the housing expansion area east of Adams Road.
7. Continue overall University edge and open space planting plan implementation.
8. Construct new 120,000 SF Classroom-Office Building III.
9. Design and construct new entry signs at Adams Road and the Meadow Brook Festival entrance on Walton Boulevard identifying each as "Oakland University."
10. Modify Pioneer Drive to connect with secondary entry to Walton Boulevard (East Oakland Drive). Also, realign Pioneer Drive in the vicinity of Lepley Sports Center to improve road geometrics and allow for expansion of Lepley.



11. Begin construction of new University Maintenance Center.
12. Design expansion of Lepley Sports Center.
13. Develop additional married student housing units along Pioneer Drive south of the existing main recreation fields complex.
14. Expand Baldwin Pavilion and add 500 spaces of associated parking.
15. Construct library mall and main University entry rotary improvements.
16. Develop apartment-type residential units to expand on-campus housing southeast of the lake.
17. Design joint University/Community Cultural facility and associated parking on northeast corner of East Campus site.
18. Design recreational facility complex on Main Campus west of the East Oakland Drive extension.
19. Evaluate Adams Road upgrade proposals impact on campus and access to M-59 via proposed interchange.
20. Plan academic expansion opportunities for Wilson Hall and site north of Oakland Center. Evaluate need for additional Oakland Center expansion.
21. Evaluate academic expansion capacities and program opportunities east of the new Science and Technology Building site.
22. Evaluate land acquisition and additional academic and parking area expansion opportunities south of Pioneer Drive and the Main Campus.
23. Begin feasibility studies for development of Southwest Campus as a University-related office/research development.
24. Close off Ravine Drive at Pioneer Drive to minimize through traffic in the existing married student housing.
25. Modify Meadow Brook Drive east of Baldwin Pavilion and near Adams Road entrance to improve vehicular circulation and safety issues.
26. Begin implementation of preservation area/wetland access and interpretation plan, including designation of preservation zones, fragile wetlands, woodlands, and steep slopes which are to remain undisturbed except for interpretative access.

#### **Long-Term Projects - Eleven to Twenty Years**

1. Complete upgraded on-campus pedestrian system preservation area trail system and links to related off-campus systems.
2. Construct Lepley Sports Center expansion.
3. Construct University/Community Cultural Center on East Campus.
4. Construct recreational complex.
5. Evaluate and implement additional parking lots/decks at the library mall and University entry to accommodate University expansion.



6. Upgrade service road to link Main and East campuses as needed.
7. Evaluate relocation potential of Belgian Barn (and other historic structures) to the East Campus. Examine potential to add 450 parking spaces in this area (Southwest Lot #1).
8. Continue academic, student services, and housing additions/expansions as the need arises on Main Campus and south of Main Campus.
9. Continue overall University edge and open space planting plan implementation.
10. Begin design and development of Southwest Office Research Campus.
11. Examine additional program opportunities for one site remaining on East Campus south of the main entry drive.
12. Continue wetland enhancement and nature interpretation system development.
13. Explore development opportunities for Southeast Campus.



## **A P P E N D I C E S**

### *Oakland University Campus Development Guidelines*

**Appendix A** - Steering Committee, Campus Planning and Review Committee

**Appendix B** - Existing Building Inventory - Main Campus

**Appendix C** - Proposed Development and Expansion - Main Campus

**Appendix D** - Existing Building Inventory - East Campus

**Appendix E** - Proposed Development and Expansion - East Campus

**Appendix F** - Existing and Proposed Parking Inventory - Main Campus

**Appendix G** - Existing and Proposed Parking Inventory - East Campus



## APPENDIX A

### **Steering Committee, Campus Planning and Review Committee**

*The Project Steering Committee was composed of:*

Dr. Joseph Champagne, University President (Chair)  
Dr. Keith Kleckner, Senior Vice President and Provost  
Mr. Robert McGarry, Vice President for Finance and Administration  
Mr. Alan Miller, Assistant Vice President for Campus Facilities and Operations

*The Campus Planning and Review Committee had the following representation:*

Mr. Alan Miller (Chair and Project Manager)  
Dr. Jack Wilson, Associate Vice President for Student Affairs  
Mr. Frank Cardimen, Director, Center of Economic Development and Corporate Services  
Mr. Richard Tucker, University Senate Committee on Campus Development and Environment  
Mr. Brian Copenhaver, Dean, College of Arts and Sciences  
Mr. George Dahlgren, Vice Provost and Dean of Graduate Study  
Mr. Robert Desmond, Dean, School of Engineering and Computer Science  
Ms. Suzanne Frankie, Dean, University Library  
Mr. Ronald Horwitz, Dean, School of Business Administration  
Ms. Andrea Lindell, Dean, School of Nursing  
Mr. Ronald Olson, Dean, School of Health Sciences  
Mr. Gerald Pine, Dean, School of Human and Educational Services  
Ms. Margaret Twyman, Managing Director, Meadow Brook Hall and East Campus Representative  
Mr. Nainan Desai, Director, Plant Engineering and Facilities Planning (former University Engineer's position)  
Mr. Lawrence Bartalucci, Registrar  
Mr. Patrick Nicosia, Director, Budget and Financial Planning  
Mr. Keith Faber, President, University Congress and Student Representative



## A P P E N D I X    B

### Existing Building Inventory - Main Campus

	Gross Square Footage	Constructed
<b>Administrative/Student Services</b>		
North Foundation Hall	67,691 SF	1959
Graham Health Center	13,161 SF	1968
Oakland Center	115,835 SF	1959
Public Safety/Services	24,524 SF	1975
Subtotal	221,211 SF	
<b>Academic</b>		
Dodge Hall of Engineering	151,204 SF	1968
South Foundation Hall	55,041 SF	1959
Hannah Hall of Sciences	89,418SF	1961
Kresge Library	76,589 SF	1961
O'Dowd Hall	105,00 SF	1980
Pryale House	20,829 SF	1963
Varner Hall	19,939 SF	1970
Wilson Hall (+Meadow Brook Theater)	98,153 SF	1966
Subtotal	716,173 SF	
<b>Housing</b>		
Anibal House	20,487 SF	1962
Fitzgerald House	20,610 SF	1962
Hamlin Hall	43,872 SF	1968
Hill House	42,552 SF	1964
University Apartments	47,464 SF	1981
Van Wagoner House	43,305 SF	1965
Vandenberg Hall	177,593 SF	1966
Subtotal	495,883 SF	

## APPENDIX B (CONT)

### Existing Building Inventory - Main Campus (continued)

	Gross Square Footage	Constructed
<b>Administrative/Student Services</b>		
Lepley Sports Center	74,027 SF	1962
Subtotal - All Buildings	1,507,294 SF	
<b>Outbuildings/Utility Buildings</b>		
Central Heating Plant	16,883 SF	1974
Grounds/Maintenance (Belgian Barn)	9,384 SF	1935
Implement Shed	8,993 SF	1935
Creamery	2,702 SF	1935
Subtotal	37,962 SF	
<b>Grand Total - All Buildings</b>	<b>1,545,256 SF</b>	



## APPENDIX C

### Proposed Development and Expansion - Main Campus

Use	Location	Proposed Gross Square Footage
<b>Administrative/ Student Services</b>		
Library Expansion	Library	87,933 SF
Administrative/ Student Services Expansion	Mall Area	40,000 SF
Subtotal		127,933 SF
<b>Academic</b>		
Possible Wilson Expansion	Expand into M.B. Theater Site	60,000 SF
Oakland Center Expansion	North of Oakland Center	54,000 SF
New Science & Technology Center	South of Hannah and Dodge	170,000 SF
Future Academic Use	South of Pioneer Drive	350,000 SF
Future Academic Use (120,000 SF Classroom/ Office Building III)	East of Science & Technology Ctr.	170,000 SF
Subtotal		804,000 SF
<b>Housing</b>		
Infill	Fitzgerald/Anibal	120,000 SF
Married Student	North of Meadow Brook Drive	(50 Units, Temporary)
Married Student	East of Ravine Drive	(Temporary)
Married Student	Southeast of Pioneer Drive	(120 Units, Permanent)
Subtotal		120,000+SF
<b>Recreation</b>		
Lepley Center Addition	Southwest Corner of Existing Center	24,000 SF
New Facility extension	West of East Oakland Drive	120,000 SF
Subtotal		144,000 SF
<b>Outbuildings/Utilities</b>		
New Maintenance Facility	Between Main and East Campus	Not Specified
<b>Total, All Proposed Development</b>		<b>1,195,933+SF</b>

## APPENDIX D

### Existing Building Inventory - East Campus

Building	Gross Square Footage	Year Constructed
Baldwin Pavillion	24,010 SF	1964
Caretaker's House	1,082 SF	1935
Clubhouse (Golf Course)	6,038 SF	1915
Estate Heating Plant	2,347 SF	N/A
Greenhouse	3,630 SF	1916
Health Enhancement Center (and Shotwell-Gustafson Pavilion)	25,850 SF	1935
Meadow Brook Hall	78,002 SF	1929
Sunset Terrace	12,587 SF	1952
Trumbull Terrace	3,392 SF	1965
<b>Total</b>	<b>157,890 SF</b>	



## **A P P E N D I X    E**

### **Proposed Development and Expansion - East Campus**

<b>Building/Location</b>	<b>Proposed Square Footage</b>
Baldwin Pavillion Expansion	(Additional 2,000 Seats in 5.8 Acre Zone)
Health Enhancement Center (North Expansion)	87,000 SF
Sunset Terrace (Northern Addition or Replacement)	40,000 SF
Joint University/Community Cultural Facility, Northeast Corner of the Site	45,000 SF on 9 Acre Area
New Public/Cultural Facility South of Main Entry	80,000 SF on 8 Acre Area
Golf Course Expansion	(Not Specified)
<b>Total</b>	<b><u>252,000 SF</u></b>

# A P P E N D I X    F

## **Existing and Proposed Parking Inventory for Main Campus**

*(Note: Totals for all Proposed Spaces include Handicap and Reserve Spaces)*

Existing Parking Lots and Expansions	Existing #	Short Term	Interim	Long Term	Total Net Spaces
Northwest Lot	1,732	Lose 304			1,428
Southwest #1	154			Add 450	604
Southwest #2	96	Add 125			221
South Central #1	163	Add 260			423
S. Central Annex	32				32
S. Central #2	494	Lose 21*			473
S. Central #3	534				534
Roadway	30	Add 60*			90
Southeast #1	118	Add 160			278
Southeast #2	78				78
Southeast #3	195				195
Northeast #1	90				90
Northeast #2	57				57
Northeast #3	27				27
Northeast #4	47				47
Central Heating	45				45
East #1	116	Add 240			356
North #1	468	Add 250			718
North #2	383				383
N. Central	93				93
Actors' Trailer	20				20
Handicap (Various Locations)	40				40
Subtotal, Existing Lots	5,012	770		450	6,232

\*Modifications to parking lot/roadway due to library expansion.



# A P P E N D I X   F   ( C O N T ' D . )

Proposed Parking Lots and Structures	Existing #	Short Term	Interim	Long Term	Total Net Spaces
New Lots South of Pioneer Drive			Add 2,200		2,200
New Lots East of Married Housing				Add 600	600
New Lot East of O'Dowd Hall			Add 100		100
New Deck North of Main Entry				Add 900	900
New Deck South of Main Entry				Add 900	900
New Deck East of Lepley				Add 600	600
New Deck Under Library Mall				Unspecified	(+)
Subtotal, New Lots/Decks			<u>2,300</u>	<u>3,000+</u>	<u>5,300+</u>
<b>Cumulative Total</b>	<u>5,012</u>	<u>5,782</u>	<u>8,082</u>	<u>11,532+</u>	<u>11,532+</u>

**Total Existing Parking = 5,012**

**Total Proposed Parking = 6,232**

# A P P E N D I X    G

## Existing and Proposed Parking Inventory - East Campus

Existing Parking Lots and Expansions	Existing #	Short Term	Interim	Long Term	Total Net Spaces
Shotwell-Gustafson Pavilion Drive	224				224
Golfview Lane	448				448
Meadow Brook Hall - Center	125				125
Meadow Brook Hall - Rear	25				25
Greenhouse	199				199
Festival Drive	30				30
Festival (Lawn Parking)	2,500		500		3,000
Subtotal, Existing Lots	<u>3,551</u>				<u>4,051</u>
<b>Proposed Parking Lots and Expansions</b>					
Proposed Cultural Center (NE Corner)				500	500
New Development (South of Main Entry)				300	300
Subtotal, New Parking Lots			500	800	800
<b>Cumulative Total</b>	<u>3,551</u>		<u>4,051</u>	<u>4,851</u>	<u>4,851</u>



## ADDENDUM

The Kettering Magnetism Laboratory is located in an area near the wetlands which has been designated for future academic expansion. It is necessary that the Laboratory be in an area free of ferrous materials and electrical power sources. The structure's purpose and location must be considered when planning development in the area of the Magnetism Laboratory existing site.