UPDATE: SPRING 2001

In 1999, at the initiation of President Elson Floyd, work began on the Western Michigan University Master Plan. The plan was developed under the leadership of Mr. Robert Beam, Vice President for Business and Finance; the Department of Campus Planning, Ms. Evie Asken, Director; and the Campus Planning Council of the Faculty Senate (renamed Campus Planning and Finance Council, fall 2000). The Campus Planning and Finance Council reviewed and accepted the final draft of the Master Plan in October 2000. It was presented to, and accepted by, the Faculty Senate in November 2000. The Master Plan was accepted by the Western Michigan University Board of Trustees in December 2000.

One of the first actions to result from the discussions and recommendations of the Master Plan was to rename the South Campus as the Oakland Drive Campus, and to designate the Lee Baker Farm property, the site of the new College of Engineering building and the Business, Technology and Research Park, as the Parkview Campus.

I. INTRODUCTION

In the fall of 1999, President Elson Floyd charged Vice President Beam to initiate a process to develop a master plan for the physical development of the Western Michigan University (WMU) campus. Master planning consultants, SmithGroup JJR of Ann Arbor, Michigan, were contracted to provide master planning services for the University. The organization, process, and schedule were determined in discussions between the consultants, Mr. Beam, Evie Asken, and the Campus Planning Council of the Faculty Senate (CPC).

CPC members and the Department of Campus Planning staff formed the core of the master planning team. The Master Plan became the top agenda item for the CPC for the duration of the process. Regular Council meetings were suspended in lieu of the Master Plan workshops and meetings.

Three focus groups were established to address and represent West Campus (all areas of Main Campus west of Stadium Drive), East Campus (those areas east of Stadium Drive and north of Oliver Street, including historic East Campus buildings), and Oakland Drive (South) Campus (those areas east of Stadium Drive, south of Oliver Street, north of Howard Street, and west of Oakland Drive). The focus groups’ memberships were balanced to represent all campus constituencies. Each contained at least two members of the CPC (two of the groups were chaired by a CPC member) and representatives from non-planning WMU staff and faculty, the American Association of University Professors (AAUP), students, the Department of Campus Planning, and the community. The
Advisory/Policy Committee, which reviewed and set direction for the process, included a member of WMU’s Board of Trustees and representatives from the City of Kalamazoo. A complete list of participants is found in Section I.E.

The master planning process relied on four methods for receiving, sharing, discussing, and evaluating information:

- Ongoing interaction between SmithGroup JJR and the Department of Campus Planning, which provided all information and support needed by the consultants to conduct the process.
- Regular, formal visits to campus involved meeting with established focus groups and committees, conducting interviews with individual and special interest groups, and holding open campus and community meetings.
- A Web site, www.wmich.edu/masterplan, was developed to display current planning materials and analysis, meeting and schedule information, and other general information related to the master planning process. The Web was also used to send preview materials to the members of the focus groups and the Advisory/Policy Committee.
- Articles about the Master Plan and campus visit information were distributed regularly to various media on and off campus. In addition, the latest plans and information relating to the master planning process were posted on the Bernhard Center Dining Room bulletin board.

The master planning process was formally organized around a series of nine campus visits, conducted by SmithGroup JJR, which occurred between February 1999 and March 2000. Each visit built upon the information received in the previous visit. In the early visits, time was spent on broad topics and regional issues. Each successive visit dealt in more detail with specific campus issues. The Web site displayed a timeline of the campus visits and illustrations of the materials presented at each visit.

The last campus visit occurred in March 2000. Over the next several months, the SmithGroup JJR team assembled the final materials of the Master Plan, including a Summary Report and a draft comprehensive Technical Report. The final version of the Master Plan was presented to the Board of Trustees at their December 2000 meeting. The Summary Report was published in 2001 and the Technical Report was completed in 2002.

Outlying University properties, not contiguous with the Main Campus, were not included in the scope of the master planning process. However, a Master Plan for the new Parkview Campus was completed in the summer of 2000. While only specifically addressing the WMU Main Campus in Kalamazoo, Michigan, the Master Plan’s concepts for physical organization and development are relevant to any University property.
II. **KEY ISSUES AND CONSTRAINTS**

The physical conditions of the grounds, buildings, and facilities at WMU change continuously, both in planned and unplanned ways. A master plan for physical development enables planned change that accomplishes the University's goals and missions, and minimizes the amount and the impact of unplanned change.

The following WMU campus issues were cited as critical to establishing the framework for planned change. Discussion of these issues during the master planning process led to the development of the Master Plan Goals and Fundamental Concepts:

- Building stock dating from the 1960s and later
- Changing academic and student mix
- Increased diversity
- Increased dependence on the automobile
- Relocation of programs to new campuses
- Railroad line and major roadway bisecting campus
- Neighborhood relationships
- Athletics facilities locations
- WMU identity - diluted by previous growth
- Problematic wayfinding and circulation (pedestrian and vehicular)
- Changing, often stricter, code requirements
- Changing housing needs
- Changing technology
- All-season usability
- All-campus accessibility and ADA code compliance
- Inefficient road system
- Inadequate transit and non-motorized systems
III. WMU MASTER PLANNING GUIDELINES: PRIMARY GOALS

The following Master Plan goals, developed as a result of the master planning process, are intended to guide future campus development:

1. *Create a Sense of Place*
   Identify, emphasize, renew, and build on the special features that constitute the Western Michigan University campus.

2. *Develop Academic Communities*
   Develop a unified campus with viable parts. Create West, Oakland Drive, and East Campus "communities."

3. *Organize the Campus Districts*
   Assure a people-friendly campus. Simplify the campus into districts that are easily identifiable, accessible, and manageable for pedestrians and vehicles.

4. *Plan a Four-Season Campus*
   Aim for a friendly, year-round campus that imparts a different vital spirit with each season change.

5. *Develop the Campus Edges*
   Design the campus edges to be physically identifiable, yet friendly and sensitive to the urban fabric. Make the campus "front door" a positive experience.

6. *Think Ahead*
   Plan for and protect future development opportunities, anticipating the demands and changes faced by educational institutions in the 21st century.
IV. WMU MASTER PLANNING GUIDELINES: FUNDAMENTAL CONCEPTS

The Fundamental Concepts grew out of the need to have a set of planning “patterns” with which every major development project would comply. These concepts have been adopted by the University as the basis for future development decision-making.

1. **Protect the Valleys**
   Preserve and enhance the open space character of Goldsworth and Arcadia Valleys. Restrict building development and enhance natural features, landscaping, and maintenance levels within these corridors.

2. **Develop Campus Edges and Entrances**
   The University is to be easily identifiable. Establish visually significant campus approaches, arrival areas, entries, and edges.

3. **Ensure Wayfinding and Accessibility**
   Create a friendlier campus with upgraded signage, informational kiosks, and improved vehicular and pedestrian circulation, particularly at entrances and approaches to the University. Plan compliance with ADA accessibility guidelines and four-season access to all campus areas.

4. **Plan Alternate Forms of Transportation**
   Place greater emphasis on safe and efficient transit, bicycle, and pedestrian circulation on and off campus.

5. **Distribute Parking**
   Position parking around the campus perimeter to be easily accessible from main roads and near principal centers of use. Coordinate transit and pedestrian interface in order to facilitate access to major destinations.

6. **Connect the Campuses**
   Maintain and enhance visual and physical connections between the West, Oakland Drive, and East Campus areas. Improve inter-campus circulation and accessibility. Protect potential bridging points connecting the campuses.

7. **Preserve Open Space**
   Plan future development to preserve and optimize the use of open space to achieve a sense of community and distinctive settings.
8. Develop Districts
Identify and develop districts that reflect a distinct identity, share a common function or are relatively self-contained. District buildings should relate to one another, both physically and through similar functions. Consistently maintain building massing, patterns or grids, density, and heights appropriate to each district.

9. Create Campus Activity Hubs
Create pedestrian-scale activity centers that are centrally located and visually distinct, with facilities clustered around a core open space that attracts students and visitors.

10. Distribute Housing
Locate housing throughout the campuses; serve a variety of housing needs and markets.
V. WMU MASTER PLAN: IMPLEMENTING AND INSTITUTIONALIZING THE MASTER PLAN

The enduring value and success of the WMU Master Plan depends on its continued review and interpretation within the University’s planning, development, and governance processes. The Master Plan is to be implemented by the administration, which is obligated to involve faculty and students through regular and ongoing consultation with the Campus Planning and Finance Council.
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I.A  OVERVIEW

The Western Michigan University Master Plan is a long-range document that identifies both short- and long-term opportunities for growth and change. It establishes a framework that defines how the University can prepare for future needs by building on existing campus patterns and introducing new development patterns on recently acquired parcels. This plan is based on the collaborative wisdom of administrators, faculty, staff, and students. It responds to the culture of Western Michigan University and the issues perceived to be paramount to its future.

The purpose of the Master Plan is to improve the visual character of the campus, help define shared expectations, and identify factors that are likely to be impacted by growth. The plan defines techniques for accommodating growth in a manner that is efficient, functional, and aesthetically pleasing. It is important to note that the Master Plan does not recommend growth, but rather identifies opportunities for managing it carefully and systematically. Because the future will bring changing needs and demands, this plan has been crafted to provide flexibility. For example, it does not assign specific uses for future building areas. Rather, the Master Plan establishes general concepts and defines opportunities the University may wish to pursue as future needs become more clearly defined.

Due to the sheer scale and complexity of the campus, numerous projects will need to be implemented over time before realization of the plan's goals and concepts becomes clearly visible. However, there are also a number of projects that can be implemented quickly which can have a significant impact on how the campus functions and is perceived.

Physical master plans are effective tools for managing growth, but the “life” of the plan is directly related to the actual pace at which growth occurs and the consistency with which the plan is followed. Even highly effective plans require constant monitoring and are typically updated every seven to ten years.
I.B TECHNICAL REPORT ORGANIZATION

The Technical Report is organized as a reference document that outlines existing campus conditions in 1999-2000 (Section IV The Campus Today) and recommendations for the future, 2001 and beyond (Section V The Campus Tomorrow). The process used to generate these recommendations and ensure collaborative thinking is also documented. The report also addresses campus history.

Existing campus conditions and proposed recommendations for the future are presented at several levels of detail.
- The campus overall
- Each subcampus (West, East, and Oakland Drive Campuses)
- Districts within West Campus

Six physical systems overlay these three geographic scales. These include:
- Buildings
- Open Space
- Pedestrian Circulation
- Bicycle Circulation
- Transit
- Vehicular Circulation
- Parking

This comprehensive approach helped to define both broad planning patterns and more specific design recommendations. It also helped the master planning team, focus groups, and participating committee members to understand complex and interrelated physical planning issues.
I.C  WHY A MASTER PLAN?

Western Michigan University has made a concerted effort to define the strategies needed to prepare the University for the demands of the 21st century. The University is dealing effectively with issues related to research, student-centered learning, academic competition, distance learning, and increasing student expectations. The Master Plan builds on this process and offers an effective tool for translating these strategies and priorities into physical patterns. New development patterns are needed to coordinate how facilities, open space, vehicular access, and parking can be accommodated, while respecting the campus' unique environmental character and historically significant buildings.

To be effective, the Master Plan must provide a realistic, yet flexible framework for accommodating change while maintaining and upgrading the physical integrity of the existing campus. The Western Michigan University Master Plan does this by establishing an orderly direction for dealing with new demands, while allowing the University to utilize its resources efficiently to realize its academic and research mission.
I.D PLANNING APPROACH

I.D.1 Collaboration

The University determined that a collaborative approach to the preparation of the Master Plan was essential to generate campus-wide support and understanding. The University administration, faculty, staff, students, alumni, and community members provided valuable input by serving on a variety of committees and focus groups. To supplement and clarify student perceptions, a special survey was conducted and student-oriented discussion sessions were held.

Twelve different formats were used to solicit input and comment. The following table identifies these techniques and the number of interactions that occurred over a 24-month planning period.

<table>
<thead>
<tr>
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<td>Personal Interviews</td>
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<td>9</td>
<td>Advisory/Policy Committee Workshops</td>
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<td>Focus Group Workshops</td>
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<td>3</td>
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<td>2</td>
<td>Trustee Sessions</td>
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<td>1</td>
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<tr>
<td>4</td>
<td>Open Community Forums</td>
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<tr>
<td>6</td>
<td>Special Interest Group Workshops</td>
</tr>
<tr>
<td></td>
<td>(Parking, IPF, Alumni, Physical Plant, Students)</td>
</tr>
</tbody>
</table>

This process ensured an accurate understanding of existing conditions, a logical assessment of alternatives and recommendations, and a plan that meets the campus community's expectations and needs. As a result of the collaborative process, the Master Plan is well understood and supported by the University community and its leadership.

Special recognition is due to all of the faculty, administration, student, and community participants who gave generously of their time and creativity in this effort. These individuals are acknowledged in Section I.E.
Figure 1-D.1 Collaboration Diagram
I.D.2 Approach

The Master Plan approach can best be explained in terms of five phases. These are as follows:

a. Phase 1: Defining the Issues
A thorough understanding of existing conditions is necessary to formulate realistic and workable solutions. Input from the master planning team, committees, public sessions and student survey were used to identify and prioritize issues at the regional, local, and campus levels. This established a baseline of understanding. The consultant team also reviewed existing data and spent many hours exploring the campus. Key campus issues included vehicular congestion, transit, entry, identity, wayfinding, safety, campus unity and linkages, open space definition and organization. Important community issues included campus/community interface, student housing, the future of historic campus buildings, vehicular circulation on community roads, and impacts on surrounding neighborhoods.

Early in this phase, the Fundamental Concepts were also developed as a guide and touchstone for future planning (see Section II.D)

b. Phase 2: Campus-Wide Alternatives
To ensure that new perspectives were integrated into the planning process, an aggressive approach to developing alternatives was used. This included considering ways to connect the three subcampus areas. The Western Michigan University campus is fragmented and separated by steep wooded slopes, surface drainage ways, and major community roads. The need to connect these subcampuses was identified early in the process as a critical concern. Alternative ways to link the campus were examined and discussed by the campus committees. The opportunities and constraints of each were noted and a Preferred Linkage Diagram that incorporated the best components of each alternative was prepared.
c. **Phase 3: Subcampus Alternatives**

A more detailed evaluation of alternatives was undertaken for each of the three subcampuses, focusing on their distinctive characteristics. West Campus is the academic core. East Campus is part of an historic district, home to the original college buildings. The Oakland Drive Campus is only partially used by the University at this time, with some of the site and its buildings leased to the State of Michigan as a psychiatric facility. A series of alternatives was prepared for the West, East, and Oakland Drive subcampuses and presented to the University committees for consideration and discussion. The best elements from each alternative were combined in preparing Preferred Subcampus Plans.

d. **Phase 4: Final Campus-Wide and Subcampus Plan**

The Preferred Subcampus Plans were tested against, and blended with, the Preferred Linkage Plan developed in Phase 2. The result was a Preliminary Composite Plan for the entire campus study area. This allowed two different scales of investigation to be undertaken and distinctively different priorities to be considered simultaneously. The result was the Campus Framework Plan. This plan was then separated into separate System Plans focusing on buildings, open space, pedestrian circulation, bicycle circulation, transit, vehicular circulation, and parking. System Alternatives were prepared for each. Following discussion, a single preferred System Plan was generated for each area of interest. These were ultimately combined to form the Final Campus-Wide Master Plan and individual System Plans.

e. **Phase 5: Documentation**

The Final Campus-Wide Master Plan was presented to the Master Plan committees, the campus community, and the Kalamazoo community for comment. Final documentation of the Master Plan included revisions based on this input. The final refinement of the Campus-Wide Plan and related sketches and drawings were presented to the Board of Trustees on December 2, 2000. Final products, in print and electronic formats, were then prepared.

*Figure 1-D.3 Focus Group Meeting*
PLANNING TEAM

Project coordination was provided on a day-to-day basis by the University's Director of Campus Planning, Evie Askren, FAIA, in conjunction with Mr. Robert Beam, Vice President for Business and Finance.

I.E.1 Advisory/Policy Committee

The Advisory/Policy Committee's charge was to provide direction, guidance, and advice to the consultant team during the planning process. They were instrumental in providing an understanding of existing conditions, confirming information, assessing focus group recommendations, and providing direction and feedback regarding planning concepts. This committee comprised a broad representation from across the academic community, including trustees, administrators, deans, faculty, and students. Its membership also included representatives from the City of Kalamazoo and the City Planning Department.

The following individuals participated on this committee:

Robert Beam, Chair Vice President/Chief Financial Officer
Evie Askren Director of Campus Planning
Richard St. John WMU Board of Trustees; Kalamazoo Foundation
Hannah McKinney Professor, Kalamazoo College; Vice Mayor of City of Kalamazoo
Jeff Chamberlain City Planner, City of Kalamazoo
Trudy Verser Chair, Campus Planning Council; Associate Professor of Management
Paul Pancellas Chair, West Campus Focus Group; Associate Professor, Department of Physics
Linda Powell Chair, East Campus Focus Group; Assistant Professor, Department of Health, Physical Education & Recreation
Janet Pisaneschi Chair, Oakland Drive Campus Focus Group; Dean, College of Health & Human Services
Frederick Sitkins Professor, Department of Industrial & Manufacturing Engineering; Chair, Engineering College Site Committee
Lewis Graff Student, Geography; WSA, Chair of Campus Design Committee
I.E.2  Focus Groups

Focus group members provided input and observations related to each phase of the planning process. Previews of drawings were made available to these groups five working days prior to campus visits via the Web site. The drawings were then discussed during the campus visit and recommended refinements were noted and incorporated.

The following individuals participated in the focus groups:

**West Campus Focus Group**
- Paul Pancelia, *Chair*
- Paul Wilson
- Vernon Payne
- Stefan Sarenius
- David Jarl
- Bruce Naftel
- Larry Oppliger
- Christopher Bakotic
- Lewis Graff

- Associate Professor, Department of Physics
- AAUP Liaison; Associate Professor, Department of Education & Professional Development
- Division of Student Affairs
- Maps Coordinator, Waldo Library, PSSO Representative
- Architect, Eckert-Wordell Architects; Winchell Area Neighborhood Representative
- Associate Professor, Dept. of Art; Campus Planning Council
- Chair, Department of Science Studies
- Undergraduate, Integrated Supply Management; WSA
- Undergraduate, Geography; WSA, Chair of Campus Design Committee

**East Campus Focus Group**
- Linda Powell, *Chair*
- David McKee
- Kathy Beauregard
- David Corstange
- Sharon Seabrook Russell
- Mary Godfrey
- Paul Solomon
- Debra Berkey
- Thomas Carey
- Joseph Munroe
- Charles Tischer
- Elton Weintz

- Assistant Professor, Department of Health, Physical Education & Recreation
- AAUP Liaison; University Libraries
- Director of Athletics
- Senior Associate Director, Intercollegiate Athletics (alternate committee member)
- Assistant Director, Alumni Relations
- Community Volunteer
- Assistant Professor, Dept. of Art; Campus Planning Council
- Chair, Health, Physical Education & Recreation
- Professor, Department of Management
- Student, Integrated Supply Management; WSA
- Student, Political Science; WSA
- Graduate Student, History/Sociology; GSA
### Oakland Drive Campus Focus Group

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Institution</th>
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<tbody>
<tr>
<td>Janet Pisaneschi</td>
<td>Chair, Dean, College of Health &amp; Human Services</td>
</tr>
<tr>
<td>Gary Mathews</td>
<td>AAUP Liaison; Professor, School of Social Work</td>
</tr>
<tr>
<td>James Barton</td>
<td>Data Entry Operator, Development Office</td>
</tr>
<tr>
<td>Marcia Ellis</td>
<td>Coordinator of Clinical Services, St. Elizabeth Hospital</td>
</tr>
<tr>
<td>Thomas King</td>
<td>Attorney, Kreis Enderle Callendar &amp; Hudgens PC</td>
</tr>
<tr>
<td>Patricia Viard</td>
<td>Associate Professor, Dept. of Family &amp; Consumer Sciences</td>
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<tr>
<td>David Lemberg</td>
<td>Assistant Professor, Department of Geography</td>
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<tr>
<td>Benjamin Malek</td>
<td>Undergraduate, Biology/Spanish; WSA</td>
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<tr>
<td>Shanetha Goss</td>
<td>Student, School of Nursing</td>
</tr>
<tr>
<td>Kelli Talicska</td>
<td>Student, Department of Speech Pathology &amp; Audiology</td>
</tr>
<tr>
<td>Ronald Coleman</td>
<td>Graduate Student, Sociology; GSA</td>
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II.A  **OVERVIEW**

The foundation of the Western Michigan University Master Plan is a set of ideals which are expressed in terms of principles, goals, and fundamental concepts. The process of defining these ideals began with a series of issues identified by Master Plan participants early in the planning process. These issues are as follows:

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<th>Campus Issues</th>
<th>West Campus</th>
<th>East Campus</th>
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</table>

This table is based on the unanimity that the master planning committees communicated regarding each issue.

- ● Very Critical Issues
- ● Critical Issues
- ○ Very Important Issues
- ○ Important Issues
To provide a clear understanding of the University’s expectations and priorities, the Campus Planning staff compiled a set of Master Plan Goals. Using these goals as a guide, four primary Master Plan principles were defined to guide the process. These principles were used as benchmarks against which Master Plan recommendations were tested.

Working within the context of the principles and goals, and in close collaboration with the focus groups and Advisory/Policy Committee, a series of fundamental concepts was identified. These concepts serve as the critical link between the principles and goals and the Master Plan. They describe a physical framework shown in the Illustrative Master Plan graphic and described in recommendations presented in Section V. These ten concepts must be carefully considered and incorporated in all future building and implementation projects.
II.B  PRINCIPLES FOR MASTER PLANNING

The consultant team proposed the following principles at the start of the master planning process.

1. **A Place For People**
   While this seems the most obvious principle to be applied to the physical design of the campus, it is often the most easily compromised. Campus decisions that enhance the smooth day-to-day functioning of the physical aspects of the institution are not always people-friendly. In solving specific and often urgent problems – from sidewalks to parking to utilities – one needs to understand who is to be served. The question of how these daily decisions serve human activity and the human spirit is an essential element in the planning process.

2. **Respect Campus Integrity**
   Those elements that are an integral part of the campus’ physical design, and that function well, are recognized and respected. Those elements that speak to the past can also serve the future needs of the University.

3. **Ecology of Campus, An Evolving Process**
   As generations of students pass through the University, new ideas about teaching and community are created. Technological advances transform the way learning and research are conducted. Economic growth and social trends influence the way institutions of higher learning function. While the planning process must respond to these issues and trends, it must always have in mind that planning and design concepts are based upon people. The essential question becomes how we, as humans, at any given point in time respond to our physical environment. How we experience the campus when we are in it, move through it, and interact with others.

4. **A Framework For Growth**
   A successful master plan provides the fundamental organizing principles around which new growth may occur and protects the essential elements of the campus. The plan must communicate the goals of the master planning process. It allows for creative solutions to future needs and builds upon that which preceded it. A clear direction for the future is an invaluable resource when trying to meet multiple needs with limited resources.
II.C MASTER PLAN GOALS

1. Create a Sense of Place
   Identify, emphasize, renew, and build on the special features that constitute the Western Michigan University campus.

2. Develop Academic Communities
   Develop a unified campus with viable parts. Create West, Oakland Drive, and East Campus “communities.”

3. Organize the Campus Districts
   Assure a people-friendly campus. Simplify the campus into districts that are easily identifiable, accessible, and manageable for pedestrians and vehicles.

4. Plan a Four-Season Campus
   Aim for a friendly, year-round campus that imparts a different vital spirit with each season change.

5. Develop the Campus Edges
   Design the campus edges to be physically identifiable, yet friendly and sensitive to the urban fabric. Make the campus “front door” a positive experience.

6. Think Ahead
   Plan for and protect future development opportunities, anticipating the demands and changes faced by educational institutions in the 21st century.

Figure 2.C.1 Western Michigan University Aerial
II.D MASTER PLAN FUNDAMENTAL CONCEPTS

These concepts communicate the fundamental philosophy upon which the Master Plan recommendations are based and provide a framework for considering individual implementation projects.

1. Protect the Valleys

Preserve and enhance the open space character of Goldworth and Arcadia Valleys. Restrict building development and enhance natural features, landscaping, and maintenance levels within these corridors.

- Site future development outside the valleys and preserve and strengthen their existing open spaces and wooded slopes.
- Upgrade landscape quality by treating natural areas as special, not leftover, areas. Introduce special landscape elements, including indigenous plants and water features, and improve maintenance levels to achieve an image consistent with the University’s institutional quality.
- Maintain Goldworth Valley as an active and passive recreation area.

2. Develop Campus Edges and Entrances

The University is to be easily identifiable. Establish visually distinctive and significant campus approaches, arrival areas, entries, and edges.

- Create distinctive campus arrival zones through site amenities, road alignment, landscape features, and architectural definition.
- Locate major entries along major community travel routes (Stadium Drive, Howard Street, Oakland Drive, and Michigan Avenue).
- Vary treatment levels to clearly communicate the relative significance of the campus entries (primary and secondary).
- Link the entries to internal travel corridors, particularly the loop roads, but also with open space, parking, pedestrian, bicycle, and transit corridors.
3. **Ensure Wayfinding and Accessibility**
Create a friendlier campus with upgraded signage, informational kiosks, and improved vehicular and pedestrian circulation, particularly at entrances and approaches to the University. Plan compliance with ADA accessibility guidelines and four-season access to all campus areas.

4. **Plan Alternate Forms of Transportation**
Place greater emphasis on safe and efficient transit, bicycle, and pedestrian circulation on and off campus.

5. **Distribute Parking**
Position parking around the campus perimeter to be easily accessible from main roads and near principal centers of use. Coordinate transit and pedestrian interface in order to facilitate access to major destinations.

6. **Connect the Campuses**
Maintain and enhance visual and physical connections between the West, Oakland Drive, and East Campus areas. Improve inter-campus circulation and accessibility. Protect potential bridging points connecting the campuses.
- Use bridges (accommodating vehicles, bicycles, and pedestrians) to provide direct on-campus access over Oakland Drive (linking the two portions of East Campus) and over Stadium Drive (linking West and Oakland Drive Campuses).
- Create inter-campus bicycle, pedestrian, and transit routes that connect with the city transit system and provide access within and between the subcampus districts.
- Upgrade perimeter circulation. Complete and improve the West Campus Loop Road; create loop road and circulation systems for Oakland Drive and East Campuses.
7. **Preserve Open Space**
   Plan future development to preserve and optimize the use of open space to achieve a sense of community and distinctive settings.

8. **Develop Districts**
   Identify and develop districts that reflect a distinct identity, share a common function, or are relatively self-contained. District buildings should relate to one another, both physically and through similar functions. Consistently maintain building massing, patterns or grids, density, and heights appropriate to each district.

9. **Create Campus Activity Hubs**
   Create pedestrian-scale activity centers that are centrally located and visually distinct, with facilities clustered around a core open space that attracts students and visitors.
   - Utilize the highest quality of design, materials, and construction techniques.
   - Edge the featured space with facilities and activities that attract high volumes of students, faculty, staff, and visitors to the area.
   - Create "people places" that reflects a pedestrian scale where vehicular traffic is restricted and congregation and interaction are encouraged.
   - Create pedestrian and bicycle links between core open spaces and other campus districts.

10. **Distribute Housing**
    Locate housing throughout the campuses; serve a variety of housing needs and markets.
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**TECHNICAL REPORT**

*WESTERN MICHIGAN UNIVERSITY*  
*SMITHGROUP JJR*
III. THE CAMPUS YESTERDAY

III.A CAMPUS HISTORY

On May 27, 1903, Governor Aaron T. Bliss signed the Michigan Legislature bill authorizing Michigan's fourth Normal School. The location of the new school was awarded to Kalamazoo, Michigan in a vote by the State Board of Education on August 28, 1903. The original tract of land on which the Western State Normal School was built was donated by the City of Kalamazoo. It consisted of 20 acres on Prospect Hill, overlooking the city, accessible either by walking up from Davis Street on the east or via Asylum Road (now Oakland Drive) on the west. Battle Creek architect E.W. Arnold and John C. Olmstead (of the renowned Olmstead Brothers landscape firm) participated in the site selection. In 1904, John C. Olmstead devised a landscape and planting plan for the new campus. The plan was well received, but financial considerations prevented it from ever being implemented.

The first building, the Administration Building, was completed and occupied on September 1, 1905, although classes had actually started in temporary quarters in 1904. Dwight B. Waldo was selected as Principal. Initial enrollment was 107 students. By 1909, two wings had been added to the first building: the Training School and the Gymnasium. Together these became known as East Hall. Its three columned porticos and lit cupola could be seen from afar, and inspired Will Rogers to dub Prospect Hill "the Acropolis of Kalamazoo County." (East Hall was listed with the National Register of Historic Places in 1978.)

By the early 1940s, both the school and its facilities had expanded. The Western State Normal School became the Western State Teachers College in 1927, and then the Western Michigan College of Education in 1941. Paul V. Sangren became President in 1936. The campus grew from 20 acres to nearly 60, from one building to over a dozen, including athletic facilities and residence halls. It comprised roughly all the land bounded by Prospect Hill (now called Normal Hill) on the east, the Michigan Central Railroad in the valley on the northwest, and Austin Street and the State Psychiatric Hospital to the south. (Known today as East Campus, or Historic East Campus, it was registered with the National Register of Historic Places in 1990 as the Western State Normal School Historic District.) Enrollment in 1940-41 was 2,620.
From the beginning, access to the Prospect Hill site was an issue because of the steep grade elevating it above the city. In 1907, funds were appropriated for an electric railway. "Normal’s Railroad," or the "Western Trolley," carried people up and down the hill from its base on Davis Street to the summit at the grassy lawn between East and North Halls. It operated until 1949, by which time the campus was moving in new directions and the automobile was making inroads as the preferred method of travel.

For many reasons, not the least of which were all the veterans taking advantage of the GI Bill to get a college education, the end of World War II signaled the beginning of an education boom. The Western Michigan College of Education (Western) administration anticipated this growth and investigated expanding Western south to Wheaton Avenue. However, in 1944, Western received a gift from Mrs. Ann Carstens Kanley towards the purchase of land to the west of the railroad tracks. Together with funds appropriated by the Michigan Legislature and a donation from the Upjohn Foundation, Western purchased a total of 155 acres of land and several existing buildings. This roughly formed a triangular area bounded by US-12 (now Stadium Drive) and the railroad tracks, West Michigan Avenue, and a north-south line to the west of where Miller Auditorium now sits.
Western immediately made use of this property by moving the President into The Oaklands, one of the existing residences that had been purchased. (The Oaklands was listed with the National Register of Historic Places in 1983.) Many “temporary” structures were built, mostly as housing for veterans and their families, but also some classroom facilities. Among the first permanent facilities built on the new “West Campus” were the Burnham Residence Halls in 1948, followed by the first classroom building, McCracken Hall, in 1949, Kanley Memorial Chapel in 1951, and Seibert Administration Building in 1952.

The new West Campus rapidly became equal in importance to the original East Campus. While physically separated by US-12 and the railroad tracks, the entire campus functioned as a whole. Records show that between 1950 and 1959, 50 percent of all undergraduates owned a car and 50 percent lived on campus. Enrollment, which had declined during the war, increased in 1946-47 to 4,134, including 112 graduate students. Gradual but steady growth was experienced over the next decade. In 1957, when the Michigan Legislature approved a change of name and status to Western Michigan University, enrollment was nearly 6,000 students.

During the late 1950s and throughout the 1960s, the University experienced extreme increases in enrollment. In 1960, almost 10,000 students were enrolled; by 1970 there were nearly 22,000 students. Complicating the growth was the increased use of cars – during the ’60s, 63 percent of undergraduates owned cars and 61 percent commuted to campus. By 1964, in an effort to meet the demands of growth, the University had acquired an additional 179 acres. There was expansion north of West Michigan Avenue to build the Bernhard Center, Sangren and Rood Halls, and Everett Tower. The University also acquired what is known as Goldsworth Valley and the land for the Goldsworth Valley Residence Halls. It expanded west to Knollwood Avenue and reached south to build Lawson Ice Arena, Gabel Natatorium, and the Stadium Drive Apartments.

Despite a very ambitious construction schedule (which included Wood, Kohrman, Brown and Rood Halls, Sprau Tower, Waldo Library, and a parking structure), it was perceived that the physical plant of the University did not adequately handle this level of enrollment. Congestion and pedestrian/vehicle conflicts on and around West Michigan Avenue were a significant problem. In 1970, a “Campus Development Plan” was crafted to provide a flexible but organized framework for the expansion of the physical facilities at the University. The philosophy and goals put forth reflected the criteria developed by the President’s Faculty Advisory Committee on Campus Planning, and by its successor, the Campus Planning Council of the Faculty Senate. President James W. Miller and the Board of Trustees endorsed the plan.
The Main Campus as it exists today is the result of the 1970 plan, which was based on the following guidelines:

1. **Make this a pedestrian campus by eliminating from the academic core all vehicles other than those of a service nature. Maintain a ten-minute walking time between extreme points within the academic core on the campus.**
2. **Locate all main service driveways and parking facilities outside the academic core of the campus.**
3. **Locate all non-academic facilities on the periphery of the campus.**
4. **Designate specific areas that must remain vacant for controlled density purposes.**
5. **Those responsible for the long-range plan must be urged to give at least as much attention to vistas and to the outdoor spaces formed by the location of buildings as to the shape and location of the structures themselves.**

The key objective of the plan was to create a pedestrian, or “urban” campus. This was to be achieved by closing off West Michigan Avenue where it bisected the campus, and by extending Howard Street on a northwest arc from Stadium Drive to West Main Street, creating a new cross-town artery. To achieve its desired physical growth, the University would then systematically acquire the residential properties east of the new Howard Street and contiguous with the West Campus. (The University was already leasing many of these properties as offices and studios.) It was anticipated that academic programs would require more than double the existing building space, from about 1,500,000 to over 3,000,000 square feet, and that parking for faculty, staff, and commuters would require about 5,200 parking spaces.

The corollary to the creation of an academic core on West Campus was the intention of moving all academic programs out of East Campus buildings. The only defined uses for East Campus in the 1970 plan were for maintenance and athletics facilities along Stadium Drive and for “park areas” along Davis Street.

By the mid-1990s, many but not all of the goals and objectives of the 1970 plan had been realized. Closing West Michigan Avenue to eliminate through traffic and limit pedestrian/vehicle conflicts was a critical and timely choice. While enrollment stayed at the predicted 22,000 for most of the decade and then gradually increased to the current 29,000, automobile use increased significantly over the estimate. Based on the Student Survey conducted as part of the Master Plan in spring 2000 (see Volume II), over 90 percent of students owned a car, while only 21 percent lived on campus. Vehicle congestion is at times intense, and non-resident campus parking now totals nearly 10,000 spaces, with an additional 2,000 spaces dedicated to residents. Parking and vehicular access were not entirely removed from the center of West Campus, but much of the former West Michigan Avenue and Vande Giessen Road became landscaped pedestrian ways. Traffic is directed around the campus perimeter, with access to parking, building drop-offs, and major service areas. Commuter parking, principally surface lots, is concentrated on the western side of campus.
The majority of properties east of Howard Street were acquired by the University, as was some State Hospital property south of Oliver Street. (This resulted in the acquisition of the Montague House, which was placed on the National Register of Historic Places in 1983.) In 1974, President John T. Bernhard was moved into a newly purchased residence on Short Road near Wheaton Avenue.

As the need for campus housing decreased, the surplus residences halls were converted to office and research space. New construction included the Dalton Center, Schneider Hall, and the University Computer Center. There were several major renovation and expansion projects of academic facilities, notably of Wood Hall, the Student Recreation Center, and Waldo Library. Altogether these projects resulted in total assigned academic spaces of 2,600,000 square feet, an 80 percent increase since 1970. Virtually all academic departments are located on West Campus, although not within the tight academic core defined in 1970. Many academic programs are fragmented, with classrooms, offices, and labs widely scattered in different locations. Related service departments are often not in proximity, resulting in multiple stops for customers.

Goldsworth Valley has been maintained as recreation and green space, with intramural fields and a small pavilion. Landscaping and pedestrian walkways, mature stands of trees, and rolling hillsides are defining features of the Main Campus and make the University unique. However, similar care and consideration was not given to the appearance of constructed campus elements – buildings; entry points, or “gateways”; transition spaces; and vistas.

In general, East Campus buildings are of marginal soundness and require major renovation for future significant use. Most buildings are being used as surge space for various academic programs and as designated locations for specialty functions such as the Regional Archives. President Deither H. Haenicke initiated the successful renovations of Walwood Union in 1992 and Oakland Recital Hall (also called The Little Theatre) in 1997.

Two developments in the late 1990s caused considerable changes in campus planning for the University. In 1998, the property of the Kalamazoo Regional Psychiatric Hospital on Oakland Drive was transferred to Western Michigan University from the State of Michigan's Department of Community Health. Including over 100 acres, of which 53 acres would be leased back for the continued use of the hospital, this acquisition provided the University the opportunity of planning for new College of Health and Human Services facilities and related clinic and research space, and for new student housing. The new Oakland Drive Campus, bounded by Howard Street, Oakland Drive, Stadium Drive, and Oliver Street, once again locates major academic programs on both sides of the Stadium Drive/railroad track barrier, raising circulation and safety issues for pedestrian and vehicle traffic between and around the campuses. The transfer included two structures on the National Register of Historic Places: the Kalamazoo State Hospital Water Tower and the Gatehouse.
In January 1999, President Elson S. Floyd and the Board of Trustees approved the development of the new Parkview campus on the Lee Baker Farm property, three miles west of the Main Campus, for the College of Engineering and Applied Sciences, and a Business, Technology, and Research Park. At the same time, the Aviation Sciences Department, located in Battle Creek, Michigan, was made the School of Aviation Sciences. For the first time in its history, the University would have entire academic colleges in locations non-contiguous to the Kalamazoo Main Campus. How the University deals with transportation, parking, and transit issues for faculty, students, and staff in these new locations will directly affect the overall functioning and interaction of its many programs and parts, and will have an impact on its future character and image.

In 1988, the University was recognized as a graduate intensive university by the Michigan Legislature, and has recently been recognized by the Carnegie Foundation as one of the nation’s top public research universities. Western Michigan University currently enrolls close to 29,000 students on its Main Campus and seven Regional Centers. It is the fourth largest university in the state. Main Campus is comprised of over 600 acres, including the Oakland Drive Campus; the Parkview Campus contains 276 acres. Additional outlying properties total over 500 acres. The University maintains 136 buildings, totaling almost seven million square feet, more than 16 miles of roadways, and 40 miles of walkways.
III.B  HISTORICAL PATTERNS

III.B.1 West Campus Patterns

The academic core and most intensive student activity areas are located west of Stadium Drive. This is the most intensively developed portion of campus. Facilities have been sited in a manner that exhibits three distinctly different development patterns, reflecting previously existing street alignments. These include:

- A north-south grid across most of the academic core on West Campus.
- A radial pattern, created by Waldo Library, McCracken Hall, and Seibert Administration Building.
- An axial pattern, reflecting the West Michigan Avenue alignment, intersects both the north-south grid and the radial pattern.

These existing patterns are conveyed by the following diagram. Colored lines highlight the existing building grids.

![Diagram of West Campus Patterns](image-url)

*Figure 3-B.1 Existing Building Grids*
The following diagram illustrates how the Master Plan proposes to utilize the existing grids as an organizational technique for strengthening the visual continuity of the individual districts and the overall campus.

Figure 3-B.2 Proposed Grid Patterns
Figure 3-B.3 West Campus (1950)

Figure 3-B.4 West Campus (1999)
III.B.2 East Campus Patterns

Prominent views from the hilltop area east of Oakland Drive to the Kalamazoo River Valley make this a truly unique campus location. Academic facilities positioned in a north-south and east-west configuration dominate the area and form a centrally located formal quadrangle. Vehicular access, and most pedestrian access, is from Oakland Drive. Service roads typically descend relatively steep grades to access the buildings on the back side and at the lower level. In earlier days, access from Davis Street was provided by a cable car running up the steep east-facing slope.

The impact of the steep terrain west of Oakland Drive played a major role in determining how facilities were to be sited. The seating areas at Waldo Stadium and Hyames Field take advantage of the valley slopes. Oakland Gymnasium, a component of the early campus, provides a reminder of earlier days.
Figure 3-B.5 East Campus (1925)

Figure 3-B.6 East Campus (1999)
III.B.3 Oakland Drive Campus Patterns

At its largest, the Kalamazoo Regional Psychiatric Hospital (KRPH) facility was 183 acres and had 25 structures of varying size, used for male, female, and children's units. An internal road system, including a loop road and various drop-offs, complemented access from Oakland Drive. The hospital structures were located parallel and perpendicular to the original Central Building. As the Central Building grew over time, it ultimately enclosed the Water Tower and forced the relocation of the chapel.

The main hospital buildings maintained a uniform setback line, broken only by the administration annex of the Central Building. This arrangement defined a generous setback along Oakland Drive, with canopy trees planted in a park-like setting.

Today, many KRPH structures are still being used. The Central Building Quad (est. 1939) and the Water Tower (1895) are most prominent. The children's hospital, Pheasant Ridge Center, remains at the back of the site and continues in operation. Numerous support buildings, such as the original laundry and foundry, are located in the back of the site, to the north. Western Michigan University uses some of these buildings as temporary locations for janitorial and building maintenance functions. The Gatehouse (1874) and the Interfaith Chapel (1965) still grace Oakland Drive, situated under a canopy of majestic oak trees. Broad green lawns remain where buildings have been removed over the years.
Figure 3-B.8  Kalamazoo Regional Psychiatric Hospital and Historic Water Tower