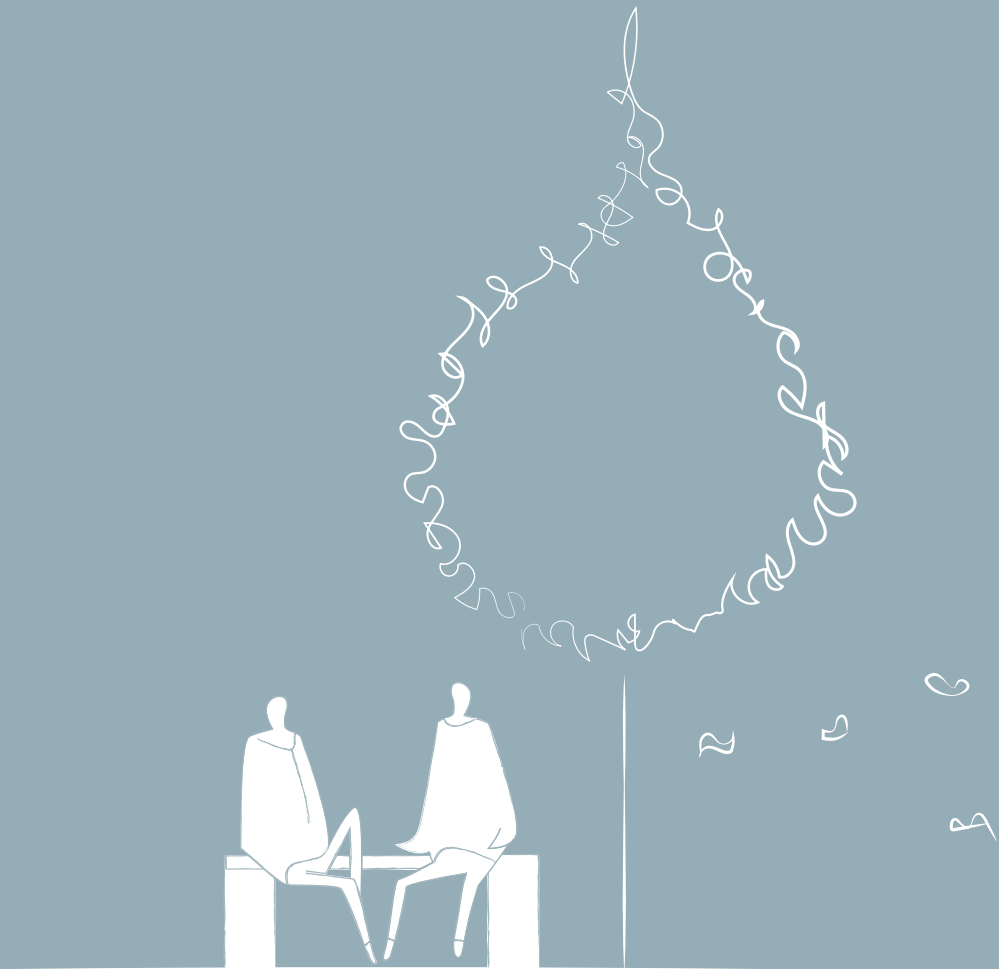


A SENSE OF BELONGING

Revitalizing the Campus Landscape

Taylor Tomman



Taylor Tomman

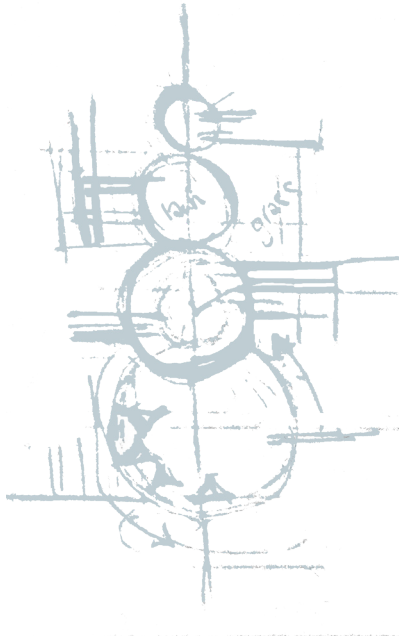
Advisor | Claudia Bernasconi

External Advisor | Mikolaj Gomolka

ARCH 5100-5200 | 5110-5210

Fall 2022- Winter 2023

A SENSE OF BELONGING
Revitalizing the Campus Landscape



Taylor Tomman



Figure 1.0 Sketch of Sacred Heart Square

A special thank you

To my parents and brother. Thank you for your endless love and support, I would not be who I am today without you.

To my friends. Thank you for your continued support and encouragement these past five years. We have been through everything together and I am proud to call you my friends.

To the love of my life. Thank you for always being there by my side throughout the entire process.

And finally, I'd like to express my gratitude to Professor Mikolaj Gomolka & Professor Claudia Bernasconi. Thank you for your guidance and support throughout my research process. Your inspiration, dedication, and passion for architecture has allowed me to complete this book proudly.



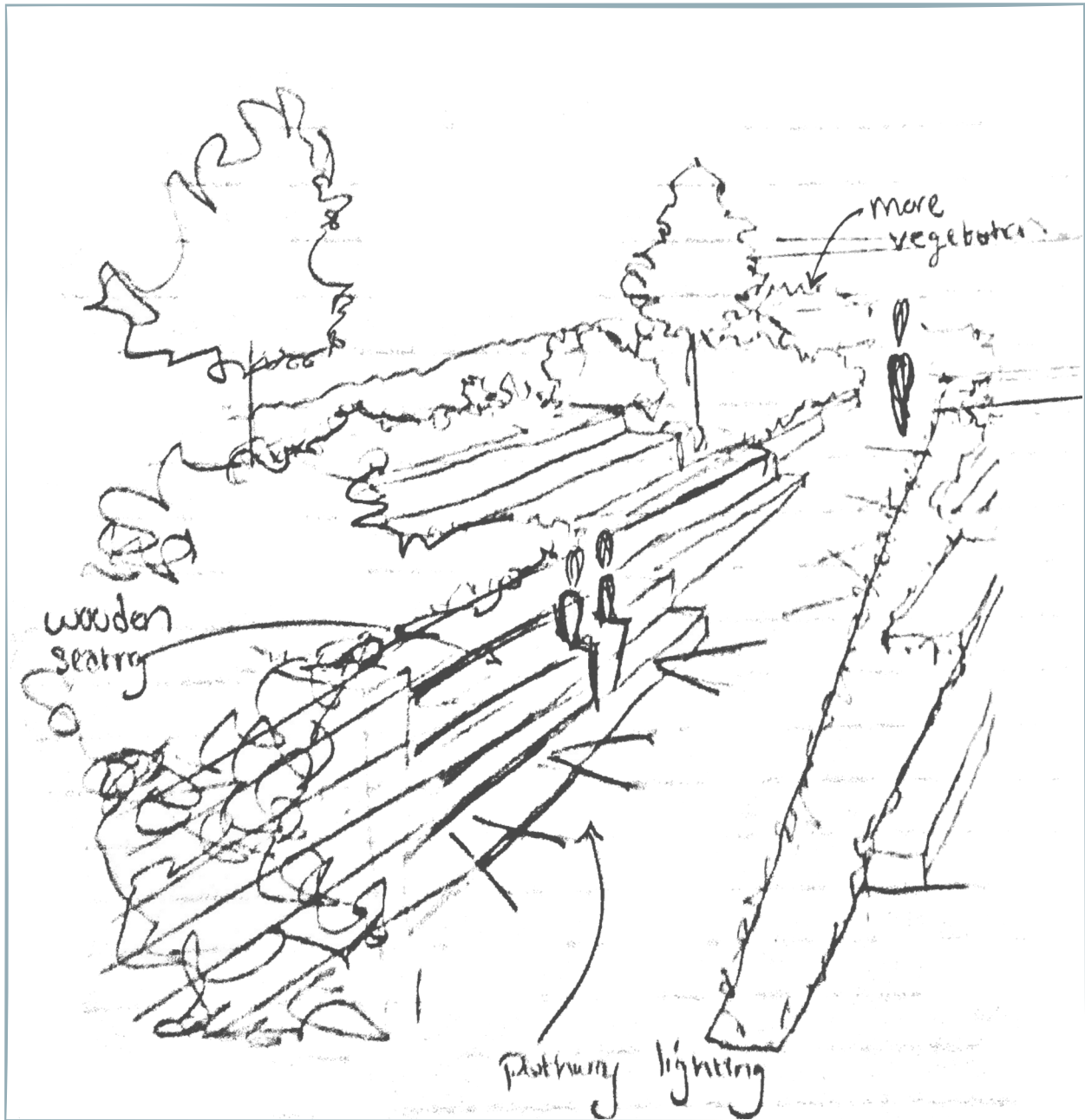


Figure 1.01 Sketch of Student Union

“For a social space to function well, the inside and the outside need to be considered together during the design and subsequent use.”

—Satwinder Samara

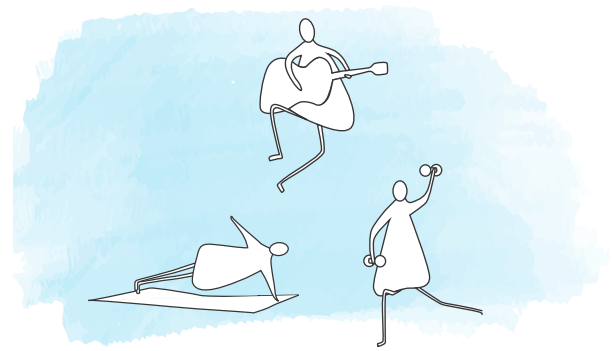
CAMPUS PLANNING

College is a place where many gain intellectual and personal growth. It becomes more than a classroom, but a home away from home, a workspace, and a social hub. The college campus opens opportunities for students to excel beyond the classroom and out to neighboring communities. This thesis focuses on the sociology of the urban landscape to further understand how the built environment can promote social engagement. By definition, campus planning is the process of “organizing the arrangement and design of campus buildings and exterior spaces to encourage human interaction and to foster a sense of shared community among the University’s diverse population” (“Campus Planning Principles,” 2017). It is a process through which orderly coherent evolution and growth of a campus and its facilities evolve over time. This research explores the

question, “How can we encourage individuals to engage more with the campus landscape through design? What kinds of social spaces foster a stronger sense of belonging and how do they embody the institution’s core values?” This prompted an investigation utilizing qualitative research methods, including data collected from surveys, interviews, and observation techniques in addition to case studies of similar institutional-type colleges and universities. While there are many dimensions that encompass campus planning, this thesis focuses on the relationship between sociology and the built environment. These two dimensions were chosen to gain a greater understanding as to how these social spaces come to life and how to incentivize individuals to use them.

SOCIOLOGY

The first dimension is through the sociological perspective. By definition, “the sociological perspective is an approach to understanding human behavior by placing it within its broader social context” (Chapter 1: The Sociological Perspective- California State University). Architect Satwinder Samara pin points four key design strategies that are successful in ensuring a social campus.

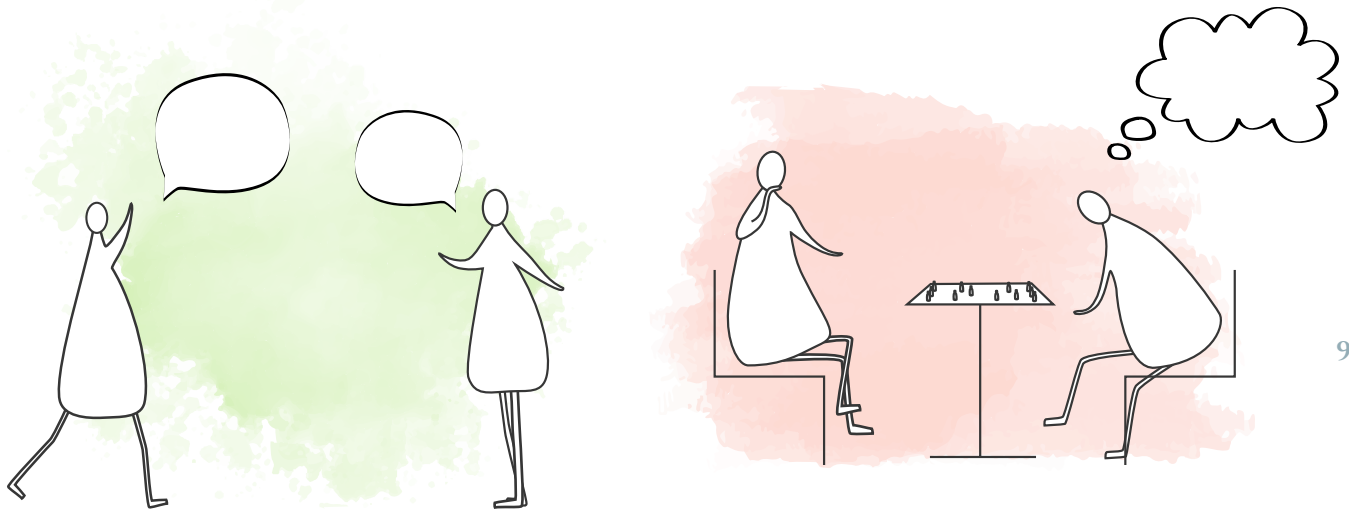


TIMETABLING

A sense of community needs to be supported by the design of the buildings. Even the best-designed and equipped spaces can be rendered useless by inappropriate timetabling, or restrictive health and safety regulations.

MULTI-FUNCTIONAL

Spaces that can be easily altered and re-appropriated are invaluable in busy environments like universities. Students can sit in or pass through as they wish, participating, or observing. The informality encourages interaction.



*Figure 1.02 Diagram of Social Spaces.
Information sourced from “How to Build a Social Campus.”, Samara.*

THE IN-BETWEEN

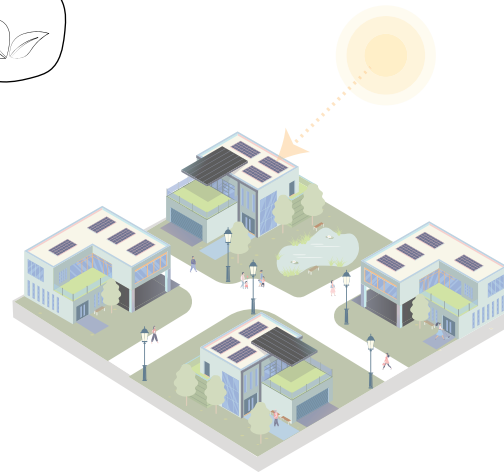
Staircases, lobbies, and entrances can have a huge impact on physical and psychological well-being. When designed well, this can spur fruitful conversations.

COMMUNITY ORIENTED

Places like dining halls are convenient for staff and students to grab a quick bite before their next class. These spaces also promote collaborative learning and a pleasant place to socialize.

BUILT ENVIRONMENT

The second dimension is through the built environment. This especially pertains to us as designers, because we have the ability to design beyond the building edge and continue on into the natural landscape. The building form and landscape should work cohesively to enhance the overall experience of those who occupy the space. Felixx Landscape Architects & Planners established four design drivers that incorporate both the building form and landscape.



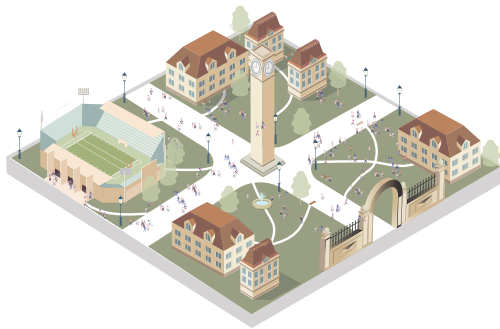
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CONTEXTUAL

A contextual campus is integrated well into the surrounding socioeconomic and built environment fabric. Characteristics include public resources located at the campus edge, and continuous Vehicular/ Pedestrian circulation that connects to the immediate neighborhood.

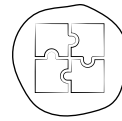
ECOLOGICAL

An ecological campus utilizes the principles of sustainability & landscape design to reduce CO₂ emissions, improve natural resource conservation, & foster civic engagement. Some characteristics include solar energy, storm-water management, and recycled materials.



COHESIVE

A cohesive campus establishes the campus identity. This distinct aesthetic effect, sets it apart from other universities. Characteristics include landmarks, historic buildings, cohesive color pallet, and building materials.



COMPLETE

A complete campus is a campus that is convenient to live, work, socialize, & learn. By designing indoor/outdoor public spaces, providing amenities and a variety of housing types, this creates an environment where staff, students, and faculty feel a sense of belonging and want to engage within the campus.

Figure 1.03 Diagram of Design Drivers

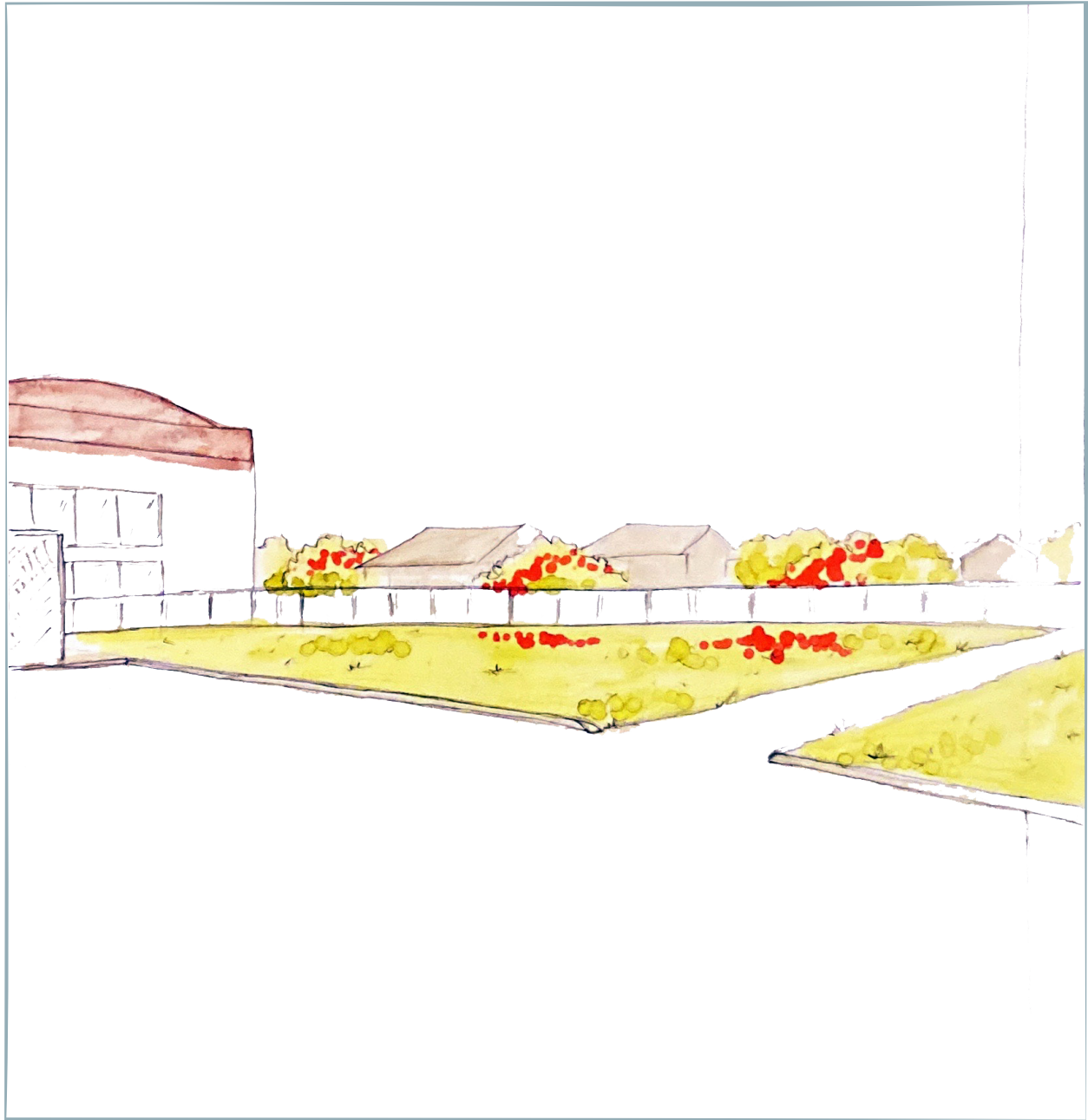


Figure 1.04 Sketch of Calihan Hall

With these guiding principles in mind, we begin to translate this criteria to analyze the current condition of the University of Detroit Mercy's W. McNichols Campus and gain a deeper understanding as to what the current conditions are, and how the campus social life has evolved over time? This prompts the discussion as to what changes both positive and negative influenced social life on campus? There is a social disconnect between staff, students, athletes, and the neighboring community. This has unfortunately resulted in Detroit Mercy becoming a commuter school. There are many missed opportunities to further enhance the quality of existing social spaces on campus. Through landscape design, we can begin to address these problems and create a design proposal that promotes campus life and culture by focusing on vehicular efficiency, pedestrian efficiency, and outdoor green spaces. One could argue that being a commuter campus is not such a bad thing, and possibly a positive one. One of the greatest benefits to being a commuter student is the amount of money you save by living at home compared to the cost of on campus housing. However, the following studies prove that even commuter students are dissatisfied with the current situation. A desire for a more convenient

place to live, work, and grow as an individual is what most college students today are looking for.

This thesis is beneficial not only to the staff, students, and faculty that attend the university and utilize these spaces often, but also as a precedent example for others specializing in campus planning. Similar methods conducted in this study can be replicated in other studies as well.

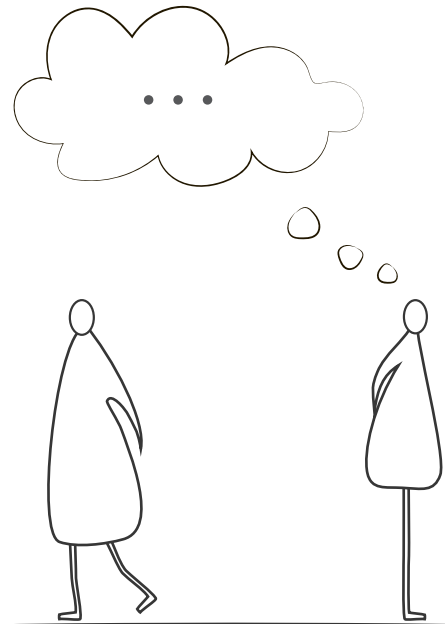


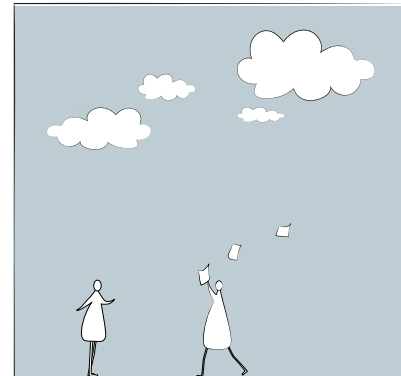
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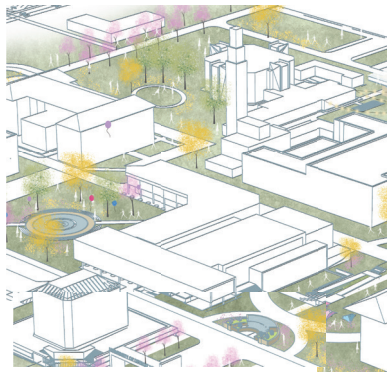
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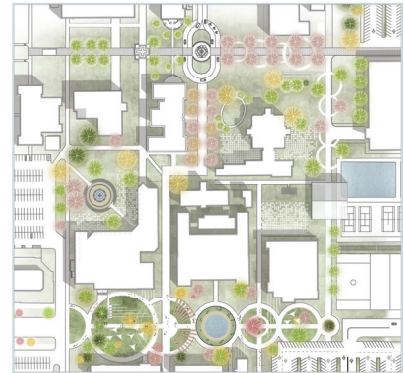
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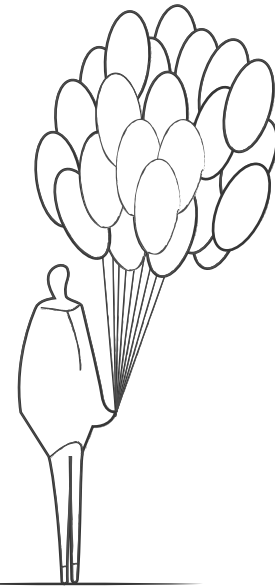
Figure 1.05 Sketch of Quad Commons

1.0

WHAT IS CAMPUS CULTURE?

MORE THAN AN INSTITUTION

Campus culture is one of many “subcultures”. It is a subculture where a group of people within a larger culture come together because of shared values and to pursue common goals. In this case, we are looking at colleges within the United States, so the overarching culture is that of Western culture. Thus making college campuses within the U.S. subcultures of Western culture. Campus culture can be experienced through sporting events, ceremonies, clubs, and festivities where every individual is there for the same cause. A sense of pride and unity can be felt in these social spaces. It is the core of the identity of the campus for both those who attend the institution and the neighboring community. The college campus is capable of so much; however, this can only be achieved when there is a space for people to do so. Without a strong campus culture, and a sense of belonging, the campus is bound to lose its identity. The built environment plays a key role in creating and maintaining a strong campus culture.



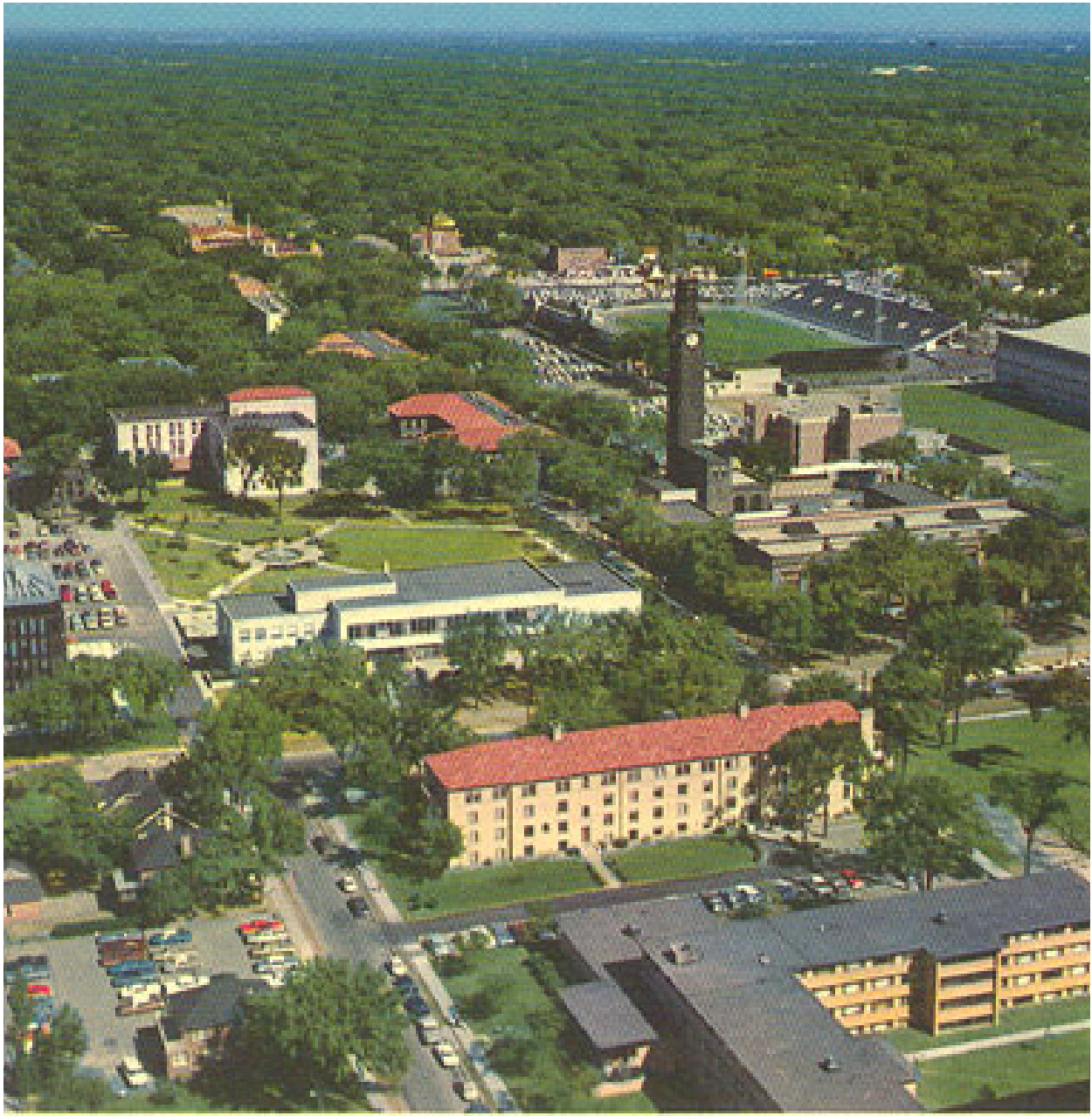


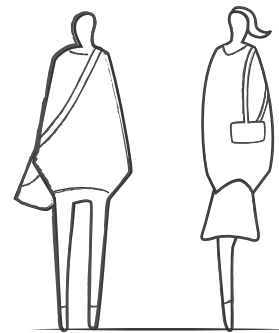
Figure 2.0 Photo of Detroit Mercy

2.0

THE TITAN EVOLUTION

THE HISTORY OF DETROIT MERCY

The University of Detroit Mercy's campus has change significantly since its foundation in 1927. At one point in the campus's lifetime it was the booming social environment for not only the campus community but for the entire Detroit community. Places like the Titan field housed student athletes and was home turf for the Detroit Lions! Here, fans would come to watch the Lions play several home games between 1938-39 and even beat the New York Giants in the 1935 NFL Championship! Not only was the university home for professional sports, but it also provided many amenities for the Detroit community. Including the library, the bar beneath the Student Union, and even a coffee house within Holden Hall. Contextually, the campus connected with the surrounding neighborhood as well. Prior to 1980, Florence Street ran straight through campus from east to west, and there was no fence separating the campus from the neighboring community. So what happened? Let's take a look from the very beginning.



THE UNIVERSITY OF DETROIT

According to the University’s history page, “The Society of Jesus, [is] an order known for excellence in education, [and] has a history in Detroit that dates to the 1600s.

In 1877, the Jesuits, at the invitation of Bishop Caspar Henry Borgess of Detroit, established Detroit College. Located on a bustling corner of Jefferson Avenue, the college expanded into the University of Detroit. In 1927, under the guidance of Fr. John P. McNichols, the University moved many of its programs to a sprawling campus at Livernois and Six Mile Road (McNichols Road). He was a part of the Society of Jesus (Jesuits) (“University History, University of Detroit Mercy).

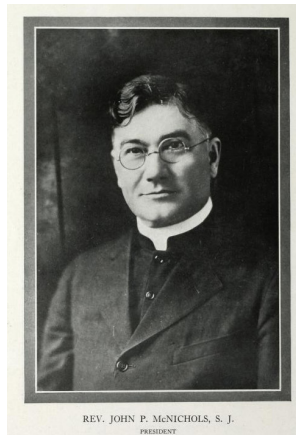


Figure 2.01 Rev. John P. McNichols

THE SISTERS OF MERCY

The Detroit Province of the Religious Sisters of Mercy, led by Mother Mary Carmelita Manning, R.S.M., was formed in 1940 at Southfield and West Outer Drive. Mercy College opened its doors in 1941, adopting the 1934 Mercy College Nursing Charter, to prepare young women for vocations in nursing and teaching so that they might contribute rationally and effectively to the welfare of society. It grew over time into a complete coeducational liberal

arts college. Both the Society of Jesus and the Sisters of Mercy built local institutions to help men and women advance their lives through higher education. They believed that this schooling should take place in Detroit, a rapidly rising urban center.



Figure 2.02 Mother Mary Carmelita Manning, R.S.M

THE UNIVERSITY OF DETROIT MERCY

The University of Detroit and Mercy College of Detroit merged with their facilities and services in 1990 to become a unified university with the same ongoing commitments. This unification has enabled the University to maximize and enhance academic performance while enhancing administrative efficiencies. This consolidation is usually seen as an effective and innovative response to the issues confronting private higher education. This unique collaboration gave birth to the University of Detroit Mercy and a fresh method to carry on the tradition.

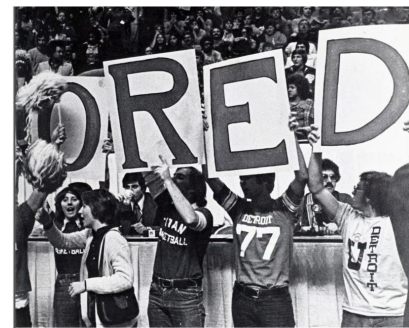


Figure 2.03 Students Cheer on Titan Football Team, 1970s



Figure 2.04 Titan Football Team

YEAR OF THE TITAN

From 1896 to 1964, the Detroit Titans were the collegiate football team that represented the University of Detroit (now University of Detroit Mercy). In 1928, the Titans won all nine games under head coach Gus Dorais. Parke H. Davis, termed a “major selector” by the NCAA, selected the 1928 squad to a share of the national championship a few years later.[2] Since 1922, the Titans have played their home games at University of Detroit Stadium (also known as U of D Stadium, Titan Stadium, and Dinan Field) on the university’s McNichols campus, near McNichols Road (Six Mile Road) and Fairfield Street. The football program had suffered significant losses since 1951 and was terminated following the 1964 season.



Figure 2.05 TheVarsity News, 1964

“I have always found the primary reason for dropping the football program, the loss of \$65K in 1964 season, to be lame. —The school would never have been able to remain in the top echelons of football leagues but could have explored Division II, III or NAIA. As student enrollments exploded at Colleges and Universities from 1965 and beyond (Boomer Babies), U of D remained stagnant and started a downward spiral.”

DETROIT MERCY TODAY

The social atmosphere at the University of Detroit Mercy has slowly begun to dissolve. There is a disconnect between academics and athletics. When asked if they had a sense of pride in their university, both staff and students answer yes, in terms of individual schools. However, when speaking of the campus as a whole, the response was overwhelmingly no. Could this social disconnect be a result of social spaces or lack thereof on our campus? The Titan field was once a space where staff, students, community members and alumni would all come together in support of the home team. This stadium became a key social atmosphere in the overall college experience. It was a space where everyone felt a sense of belonging. Similarly to the Student Union. Built in 1956, the Student Union was a central student social space. It was the only building on campus designed specifically for students. Since the closing of the Fisher Building in 2021, all administrative offices have since been relocated permanently into the Student Center. With recent renovations the ground level now provides a social hangout space for students including amenities such as study rooms, vending machines, a pool table, and other games. This space is always full with activity; however this floor is the only student centered space on campus.



Figure 2.06 Tower Street



Figure 2.07 Touchdown Jesus

CONCLUDING OBSERVATION

A reoccurring theme circles back to costs and funding. It is a constant game all institutions are faced with when dealing with maintenance of the institution and looking forwards into future developments. For Detroit Mercy, this obstacle became a hindrance to the institution's long term development and ultimately its social atmosphere. But what can be done with what is currently available? What happens when we look beyond the building edge?



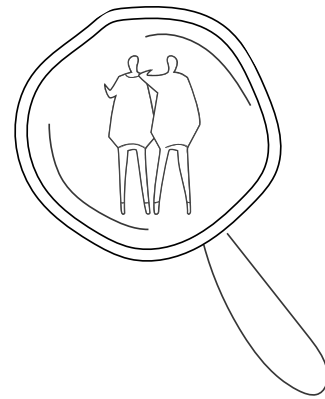
Figure 3.0 Sketch of Kassab Mall

3.0

METHODS OF STUDY

UNDERSTANDING THE ROLE OF CAMPUS CULTURE WITHIN DETROIT MERCY

Campus culture is a subculture that is created through shared experiences of those who share the same values and goals. These experiences typically take place in social spaces where most students spend their time, but what does this look like with Detroit Mercy? How can we encourage individuals to engage more with the campus landscape through design? What kinds of social spaces foster a stronger sense of belonging among employees, students, and professors, and how do they embody the institution’s core values?” How does today’s campus influence our experiences? These questions prompted an investigation using qualitative research approaches, including information from surveys, interviews, and observational methods. Moreover, case studies with successful landscape designs and similar characteristics to Detroit Mercy were utilized to inspire the design proposal.



3.1 | OBSERVATIONAL STUDY OF CAMPUS LANDSCAPE

By observing the pathways most commonly taken by students between the dorms and the Student Union on Detroit Mercy's campus, the drawings highlighted a contrast between the design intent and the actual use of the space. Throughout this study, there was no observed social interaction, and no gathering of groups. Individuals were simply passing through. While these spaces appear visually appealing and likely to attract prospective students to the university, in terms of programming and timetabling these spaces rank low as they largely go underutilized and lie vacant for extended periods of time. These spaces were designed for pictures not people.

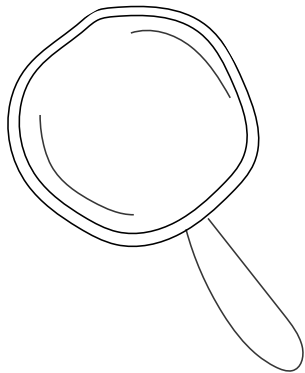




Figure 3.03 Photograph of Kassab Mall, 2022

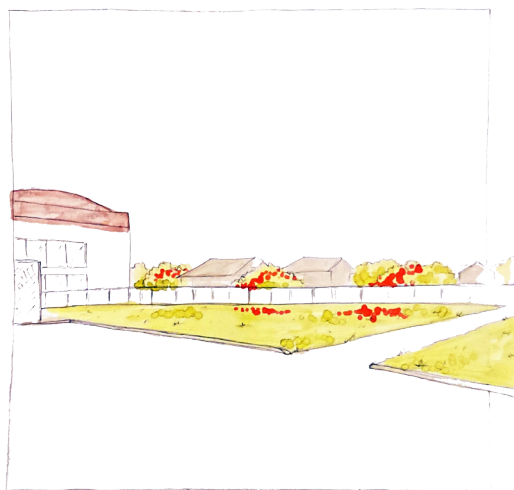


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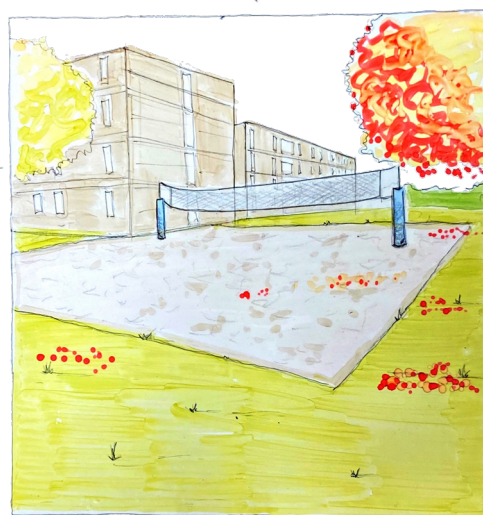


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Figure 3.01 Observational Sketches



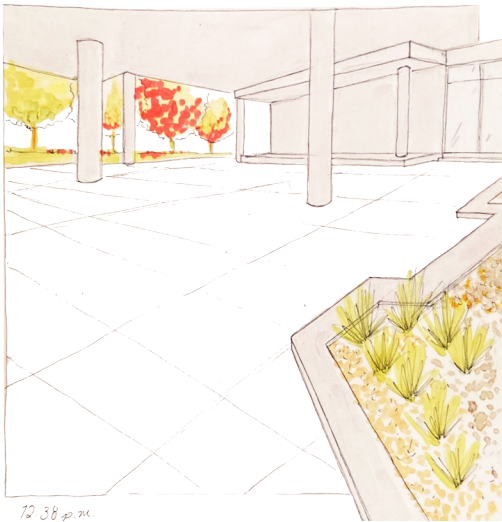
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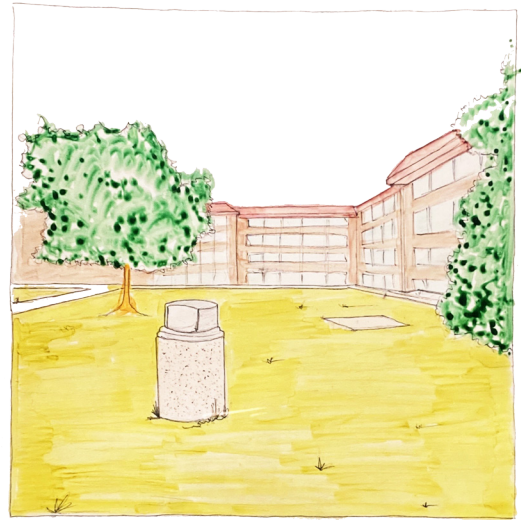
Quad Courts 4:30 p.m.



Figure 3.02 Observational Sketches



12:38 p.m.



1:00 p.m.

3.2 | THE MASTER PLANNER

To study the role of campus culture in campus master planning, a site model in the form of a game board was designed to provide students with the opportunity to play the role as a master planner. This exercise was intended to help better understand how students feel about various social spaces within our campus, and also understand what they feel is working or not working. The Rules were, 1) Existing Buildings (white) : can not be relocated, ONLY demolished. 2) New Program Pieces (pink/green) : can be placed anywhere on the board. These can be additions to existing buildings, replacements to old buildings, or entirely new spaces that they've created. The new program pieces can be stacked, or overlapped. 3) Once completed, students were prompted to snap a photo of their creation and submit to the QR Code provided. Unfortunately, very few students participated in the exercise. Due to lack of participation, results were not sufficient enough to utilize for the design proposal.





Figure 3.04 Game Board Model

3.3 | MAPPING ANALYSIS

Evidence to support this thesis was found through a mapping analysis. The mapping analysis highlights all current conditions on campus. This included building use, pedestrian and vehicular circulation, outdoor recreation use, green space, and surveillance areas. The following maps break down the issues highlighted and design solutions to drive the proposal.

CIRCULATION

One of the most notable observations was the inefficient vehicular circulation on campus. Traffic often congests at the main entrance on McNichols road as there is only one point of entry and exit at the campus. Possible design solutions point towards re-opening closed entrances to staff, students, and faculty at the Livernois and Fairfield Streets. Another observation highlighted the front parking lot closest to the main entrance and adjacent to Calihan Hall as a safety hazard for pedestrians. Staff & students park here then walk to class, but without any crosswalks they cross into vehicular traffic. This creates a hazardous environment in which students are at risk of being injured in the event of an accident. The addition of crosswalks and proper signage will slow vehicular traffic down.

SIDEWALKS

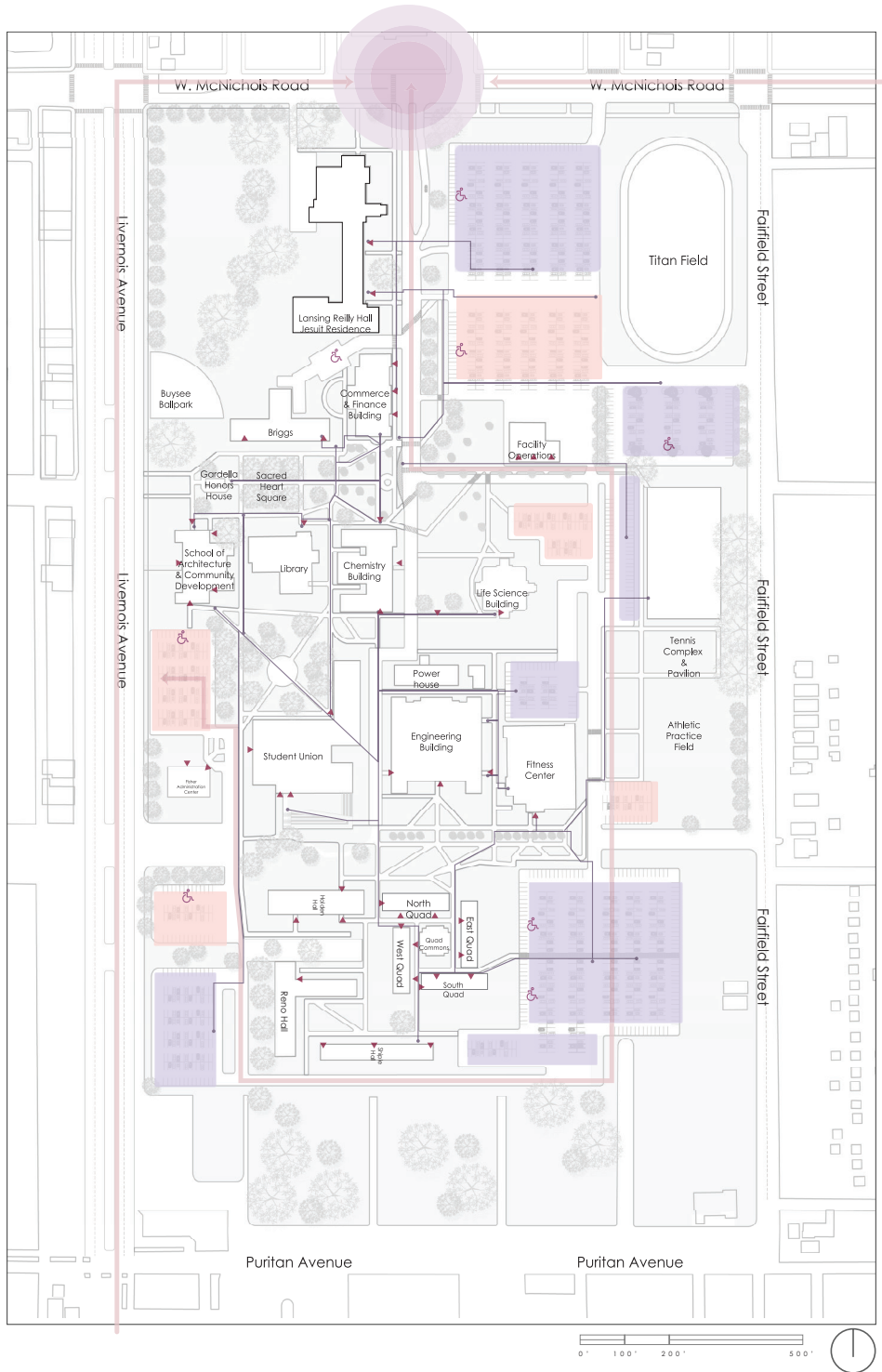
There are many observed sidewalks that lead to dead ends on campus. Connecting to the Fitzgerald Revitalization Project and implementing more pedestrian gates connects staff and students to local

businesses, convenience stores, and other public amenities within walking/biking distance. In terms of sidewalk conditions, storm water management is another prominent issue, especially when the pavement is not sloped correctly, or cracking. Students often have to walk through puddles or mud to get to class. The addition of permeable surfaces will mitigate flood zones by absorbing storm water runoff.


PARKING

There is an abundance of parking that is only utilized during class hours, but lies completely vacant during weekends especially the far corners of the lots. Pop up events such as food trucks, parks, seating, and gardens would activate these spaces and promote social engagement.

Figure 3.05
Detroit Mercy Site Plan



CIRCULATION

-  Vehicular Route
-  High Traffic
-  Faculty Parking
-  Student/Visitor Parking
-  Handicap Parking
-  Pedestrian Route
-  Building
-  Entrances

3.3 | MAPPING ANALYSIS CONTINUED

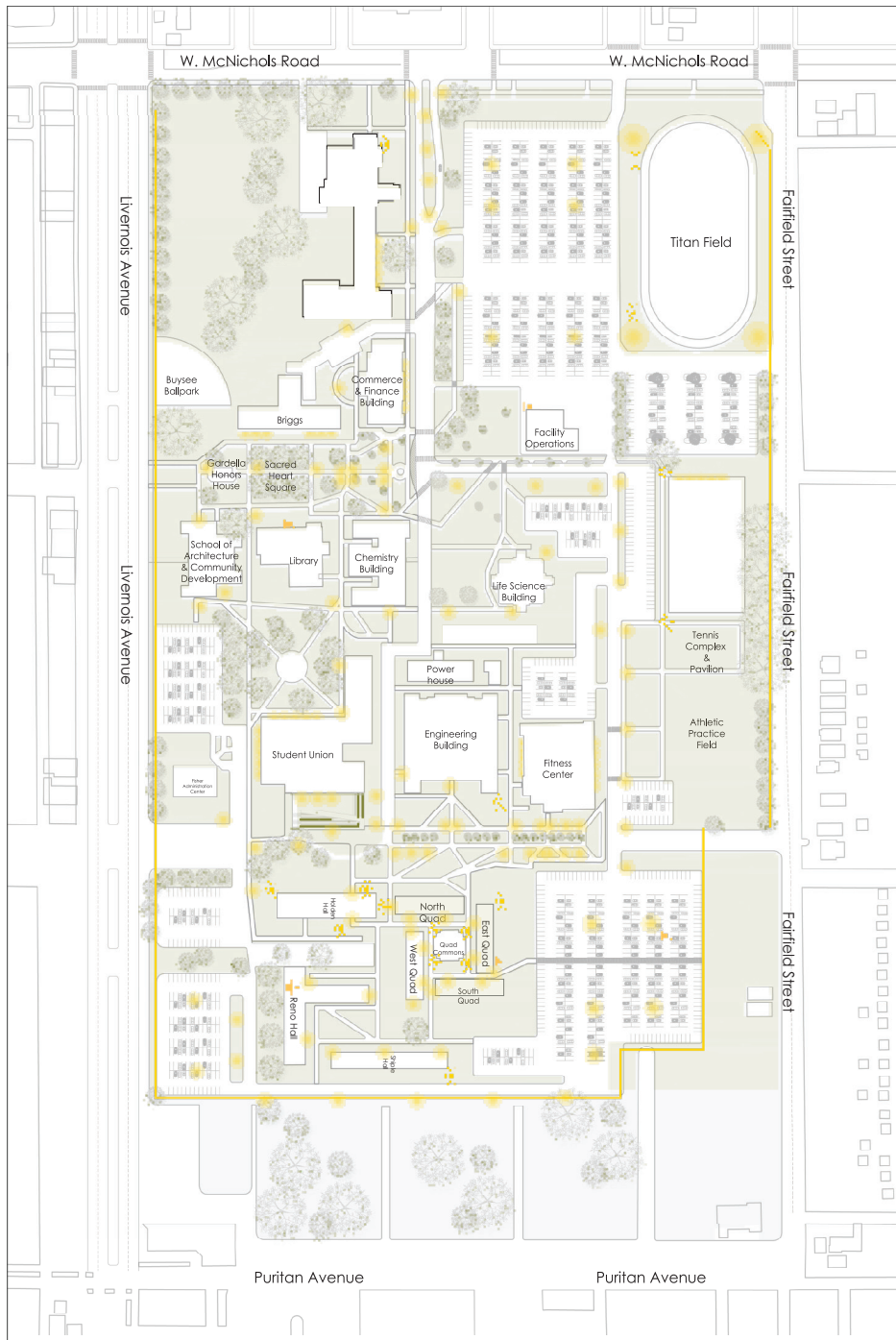
LIGHTING

The corridor between Kassab Mall and Sacred Heart Square is not well lit. It is okay during the day when the sun is out; however, during the late evening and night there are only small lights attached to the buildings and spot lights along pathways. This is not very inviting when the surrounding green scape is left completely in the dark. Ground lighting reinforces safety in hazardous, injury-prone areas and makes the green scape welcoming.

GREEN SPACE

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The green pace that is available is not programmed to encourage social gatherings such as camp fires, cookouts, celebrations, etc. Flexible outdoor spaces that vary in size helps to promote more than one program (example: movie theater, amphitheater, skating rink, etc.).



GREEN SCAPE

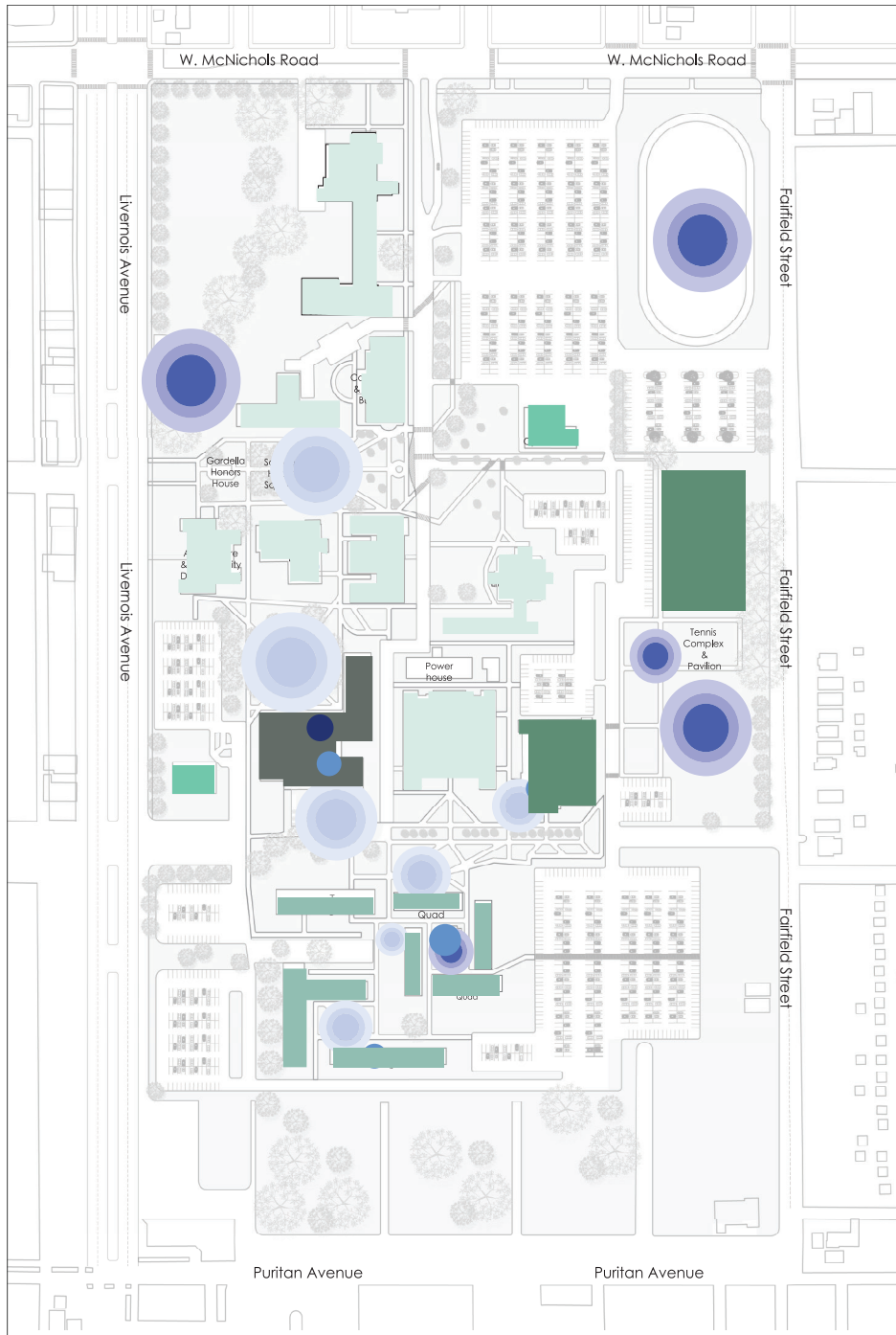
-  Vegetation
-  Green Space
-  Lighting
-  Emergency help
-  Stations
-  Campus Gate



3.3 | MAPPING ANALYSIS CONTINUED

PROGRAMMING

All of the buildings on campus limit their programming to the interior. Only one building extends its program to the ground level immediately adjacent to the facility. The newest remodel of the Student Union begins to do this by incorporating the landscape into the building entrance. Students can sit here, study, or socialize with friends at the ground level of the student union or outside. Possible interventions could suggest extending this program out towards the green-way.



BUILDING PROGRAM

- Educational
- Residential
- Faculty/Staff
- Athletic Facilities
- Student Centered Spaces
- outdoor space
- recreation space
- cafe
- snacks

3.4 | PHOTO ANALYSIS

Broken into 5 categories, the photo analysis was utilized to best depict the perspective of the campus from both its interior and exterior. By analyzing the characteristics of each view, this method seeks to pinpoint problem areas within the current design and understand how they can be addressed through the design proposal.

40

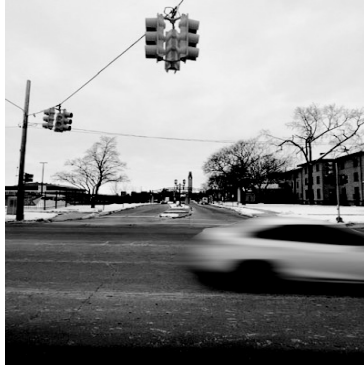


Figure 3.08 Photo Analysis

“I think the Livernois entrance should be opened to the public, as well as that entire fence on the west side of campus facing livernois (the new Livernois plan coming down to our school area, would connect our school to the community more)”



CAMPUS ENTRANCES

There are entrances and pathways on each side of the campus. This analysis uncovers what areas of campus have been forgotten that, if revitalized, can begin to address the concerns voiced by the student body regarding vehicular circulation.

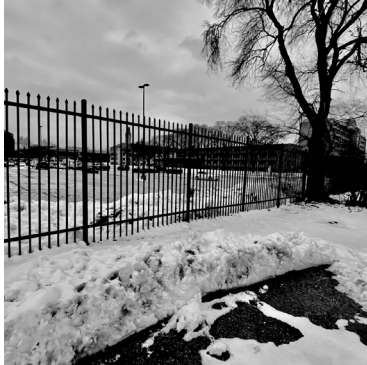


Figure 3.09 Photo Analysis

“I hate the fence because it feels like I’m caged in one area like a prisoner. The fence also is terrible for public bus drop offs because it makes it so difficult to walk through campus (it took me 15 minutes once)”



OUTSIDE THE FENCE

This analysis highlights the effects of putting up the fence. Taken outside of the fence that borders the campus, these photos capture the perceived identity of how the campus looks, feels and is thought of from the perspective of the neighboring community looking in.



Figure 3.10 Photo Analysis

“It would be nice to have big, open covered light-filled spaces for sitting, eating, and socializing. More outdoor shading and seating made of wood, not steel, would make seating areas more comfortable”



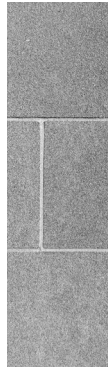
SOCIAL LIFE/ SOCIAL SPACE

Based on survey responses from the campus population, seating, shade, lighting and vegetation were noted as key characteristics for ideal outdoor leisure/social spaces. The following analyzes the current conditions of the most frequently used outdoor social spaces.



Figure 3.11 Photo Analysis

“I love studying with friends by the fountain lounge in the warmer months. I find the sound of falling water to be quite soothing especially during finals week!”



CAMPUS IDENTITY

The following photos capture the identity of Detroit Mercy through materiality, color palette, forms/typologies, and the way in which indoor and outdoor space is organized. These are the characteristics that distinguish Detroit Mercy from other institutions.



Figure 3.12 Photo Analysis

“I really like rollerskating, and so do a couple of my friends. That's how I like to work out and exercise, because it's really fun and you're rollin' around on wheel, but there's no good spot to be on campus to do that. The sidewalks suck!”

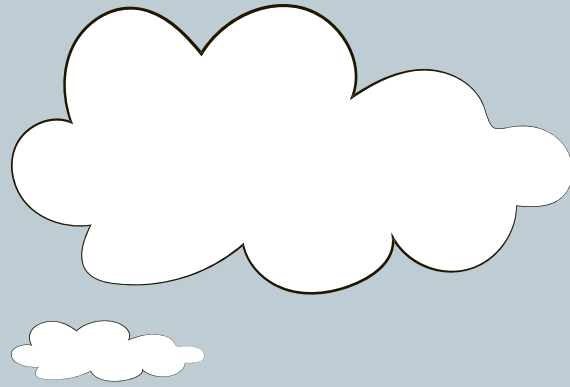


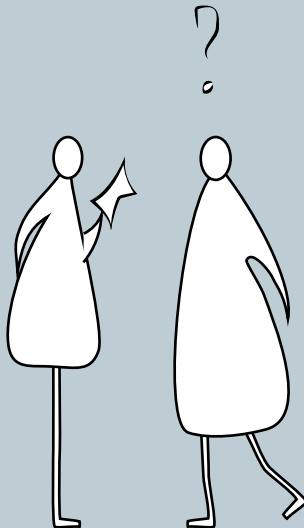
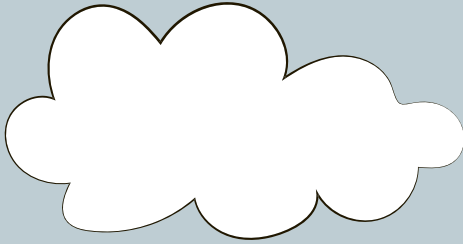
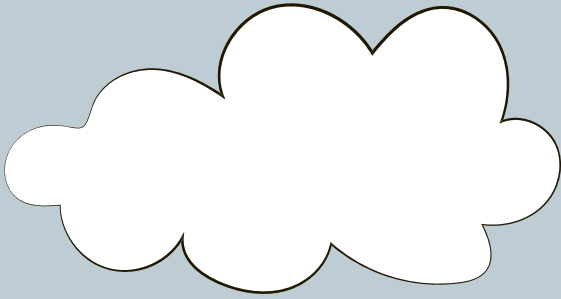
AREA OF FOCUS

Based on the Map Analysis & Campus Survey, the focus area of the design proposal falls between Kassab Mall, Sacred Heart Square, and the corridor that connects the two.

3.5 | CAMPUS WIDE SURVEY & INTERVIEWS

This chapter presents the findings from both the interview & survey conducted with faculty, staff and students on campus. Through a public google survey, staff, students and faculty members were prompted to complete a brief questionnaire regarding various social spaces within Detroit mercy's campus. To ensure a large enough population, fliers were hand delivered to staff and students while posters were meticulously displayed in popular study/social areas throughout campus. The findings were then broken into 2 categories, qualitative, and quantitative. All participant's responses are anonymous.

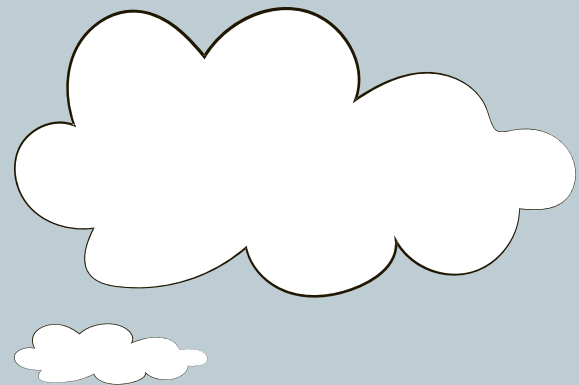




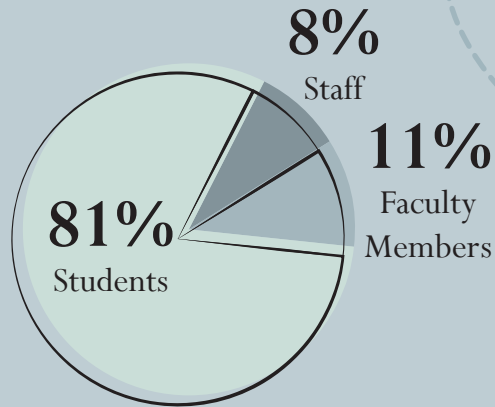
SURVEY SUMMARY

More than half of the campus body reported feeling unsatisfied with the current amount of student centered social spaces, 61% felt more safe keeping the fence up, and 70% reported the likelihood of them staying on campus outside of class hours as sometimes or never.

DEMOGRAPHICS:
Population: 150



52



Do you live on campus or off campus?

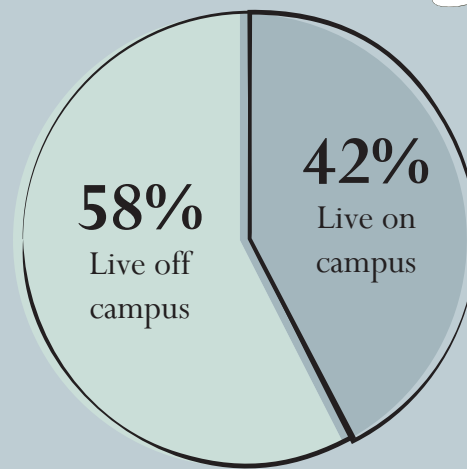
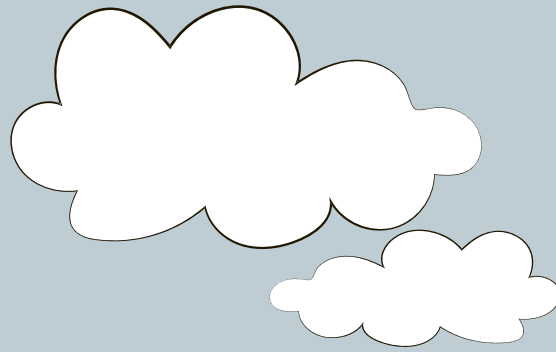
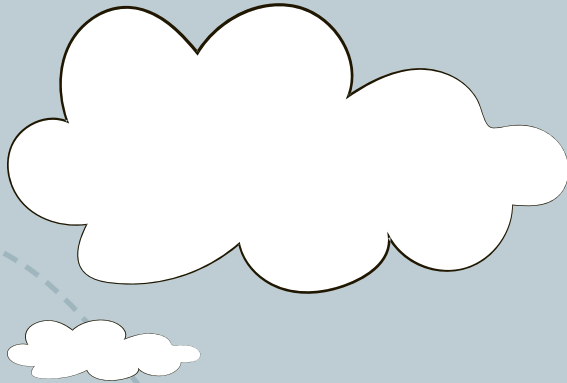


Figure 3.13 Campus Survey

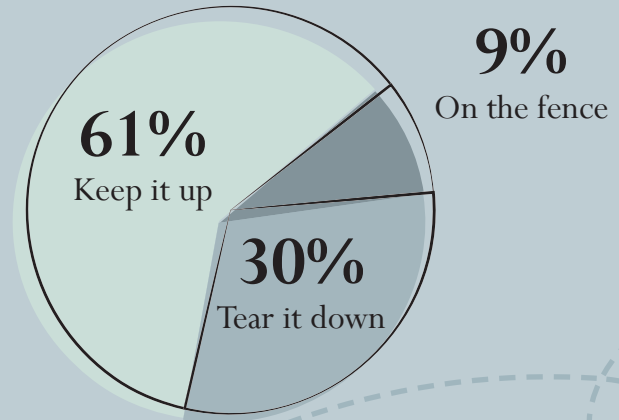
SURVEY QUESTIONS

1. Do you live on campus or off campus?
2. What is your role at UDM?
3. What instructional method is primarily used in your classes? Check all that apply.
4. What is the likelihood of you staying on campus for reasons other than going to class?
5. What spaces on campus can you identify as “student centered” spaces? (e.g., ground level student union/entrance seating area)
6. Are you satisfied with the current availability of student-centered spaces on campus? (Spaces for students to hang out/socialize)
7. Where on campus do you hangout/socialize with friends? List as many as possible. (ex. Main Lobby in Library)
8. What social group(s) are you a part of?
9. What fun amenities would entice you to stay on campus more? (These could be indoor or outdoor)
10. How do you feel about the fence that borders the campus? Keep it up? Tear it down? Why do you feel this way?
11. How often do you attend on campus events (not required for class/work)?
12. How do you feel about the current amount of parking on campus?
13. Where, on campus, do you feel safe or not safe?
14. Is there something you wish Detroit Mercy had on its campus that they currently do not?
15. Based on your experience, do you feel a sense of belonging at the university as a whole? Not just your individual school/building/field of study.
16. Do you have pride in the University of Detroit Mercy?

METHODS OF STUDY

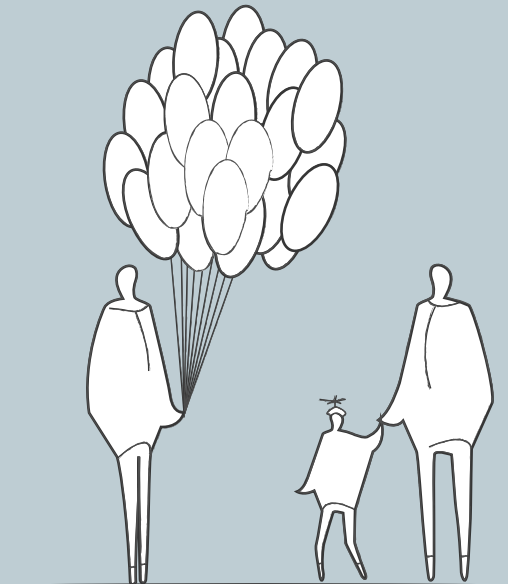
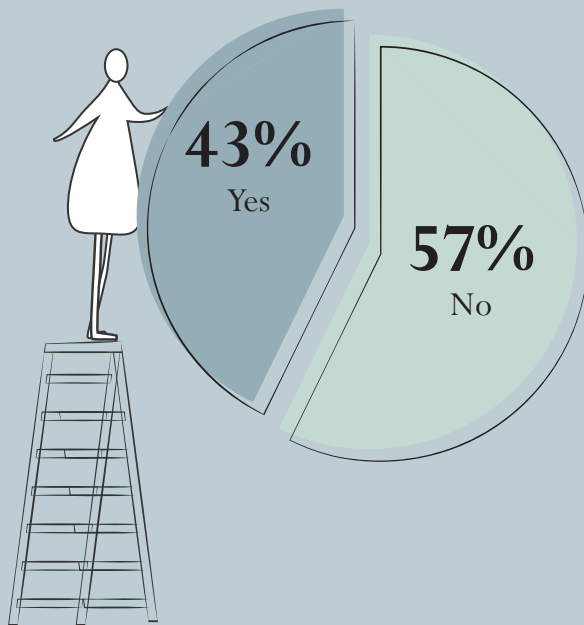


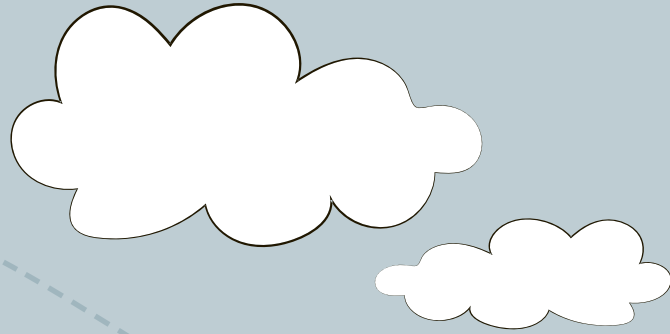
How do you feel about the fence that borders the campus?



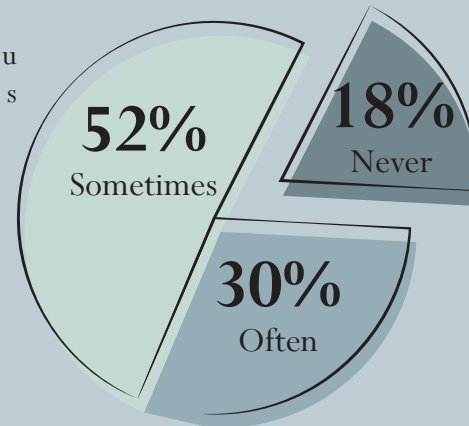
54

Are you satisfied with the current availability of student-centered spaces on campus?





What is the likelihood of you staying on campus for reasons other than going to class?



55

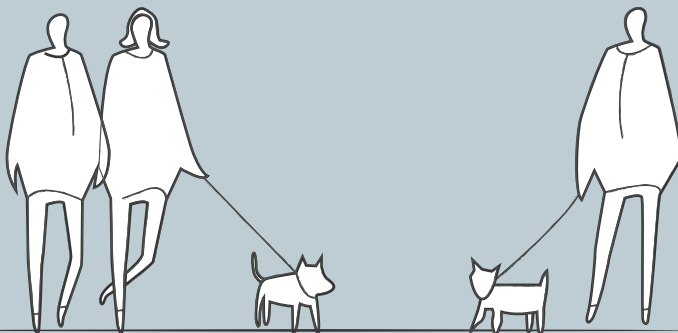


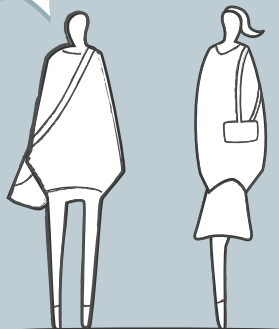
Figure 3.14 Campus Survey

To gain further insight on the thoughts and feelings of various social spaces within the university, interviews were conducted with the individuals who attend the university. Both staff and students commented on what they liked, disliked on the campus as well as what they would like to see in the future. All participants remain anonymous. The following quotes were chosen based on how often similar statements occurred. Most individuals commented on excessive parking, lack of services, well designed social spaces, and the unwelcoming fence that closes off the university from the neighboring community. Many reported their safety concerns in terms of ADA accessibility throughout the campus as well as safety in terms of feeling protection from perceived threats.

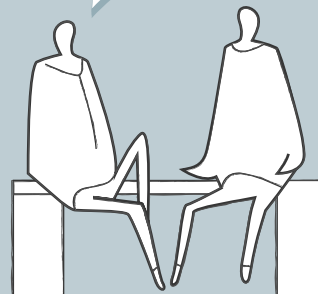
“...this school is not good when it comes to accommodating disabilities and disabled people”



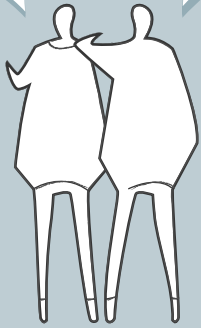
“A dire need for a complete rework of the human / vehicular traffic system throughout campus”



“More outdoor social spaces of varying size and formalities would be nice... it would be really nice to see green spaces on campus highly activated”



“The gate to the campus is not very welcoming.”



“...the fence it creates the feeling of a besieged stronghold. Parking lots are too big and there are too many of them. There should be one central parking and the rest of the campus should be car-free”

“...there are areas that tend to flood in the current lots”



“I have been to various campuses and many of their spaces cater to students’ various needs. We are lacking services as well as well designed spaces that actually reflect a higher value private education”



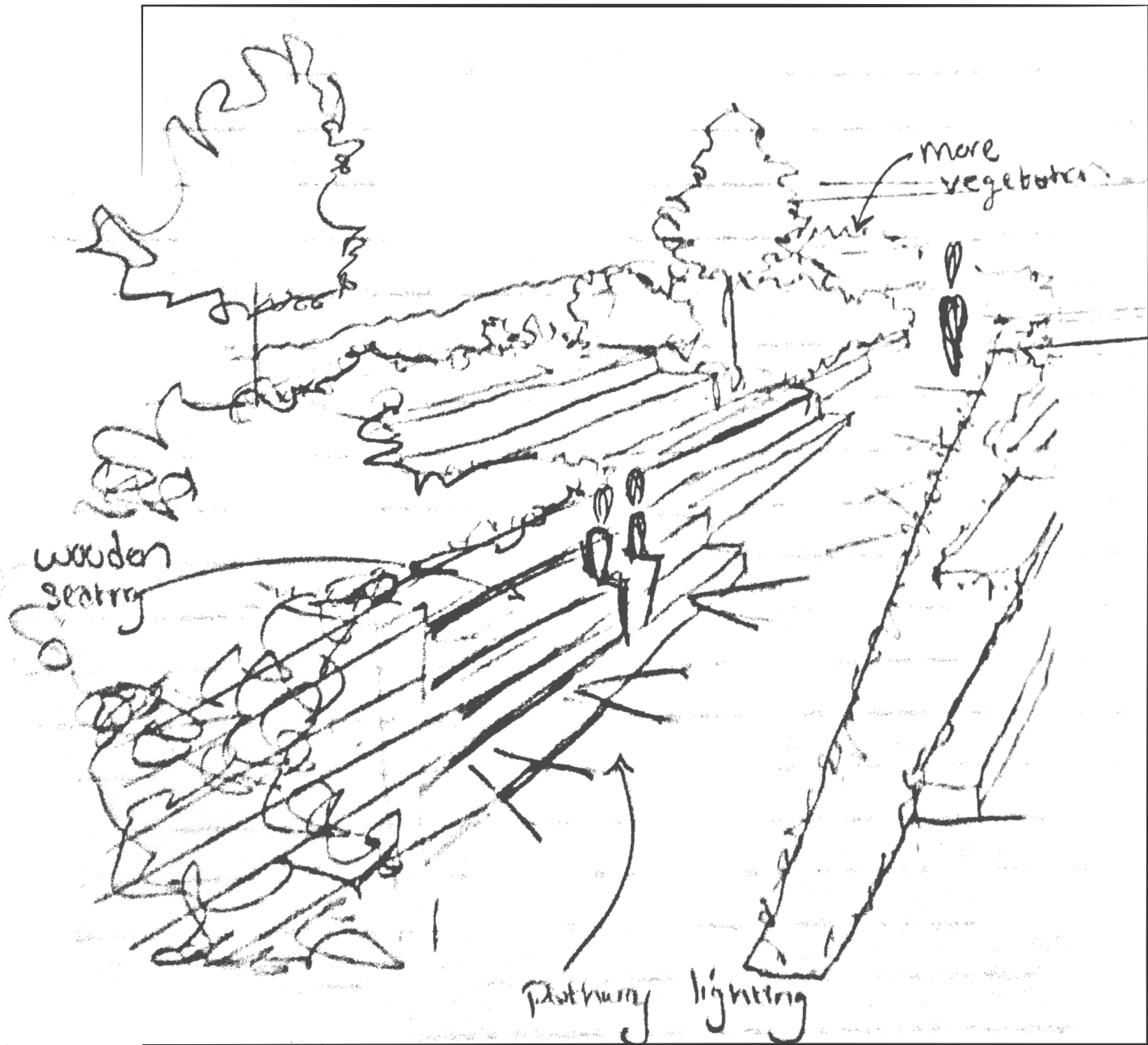


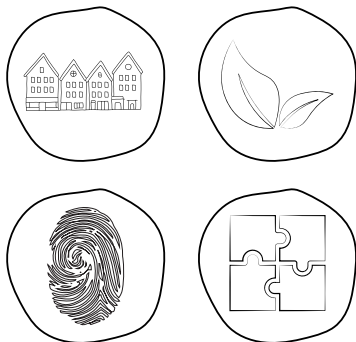
Figure 4.0 Sketch of Student Union

4.0

CASE STUDIES

SEEKING THE BEST METHODS MOVING FORWARD

Although the design of Detroit Mercy's campus has potential to work better programmatically, there are a few institutions similar in climate, and population that have utilized student centered design to instill a sense of belonging among their students. Some of these design strategies can later be implemented on the design proposal. Using Felixx Landscape Architect's 4 design drivers, 4 case studies that fall under each category were utilized to influence the design proposal.



4.1 | UNIVERSITY OF WASHINGTON



Location	Seattle, Washington
Year	2018
Status	Completed
Footprint	700 acres
Firm	Sasaki Associates
Service	Planning & Urban Design

60

Falling under the category of a contextual campus, the University of Washington master plan is successful in connecting their campus edge to its surrounding neighborhood. Consistent with the UW's goal of developing a pedestrian oriented campus, the campus master plan identifies a number of interventions that enrich the pedestrian quality of the campus environment while reducing pedestrian vehicular conflicts. According to Sasaki Associates, "[t]he master plan introduces a new waterfront park, the West Campus Green, for both the campus and broader community"(Sasaki, 2018). This case study utilized the landscape as a way to integrate the campus with popular amenities within Seattle.





Figure 4.01 University of Washington West Campus Green. Rendering by Sasaki Associates.



Figure 4.02 Rendering of Pedestrian Bridge Connects South Campus to Central Campus. (Sasaki, 2018).



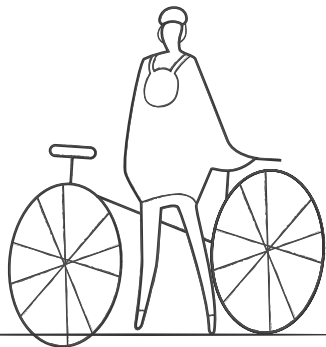




Figure 4.03 Rendering of Green Street (Sasaki, 2018).



Figure 4.04 Diagram of Internal Connection with Broader Context (Sasaki, 2018).

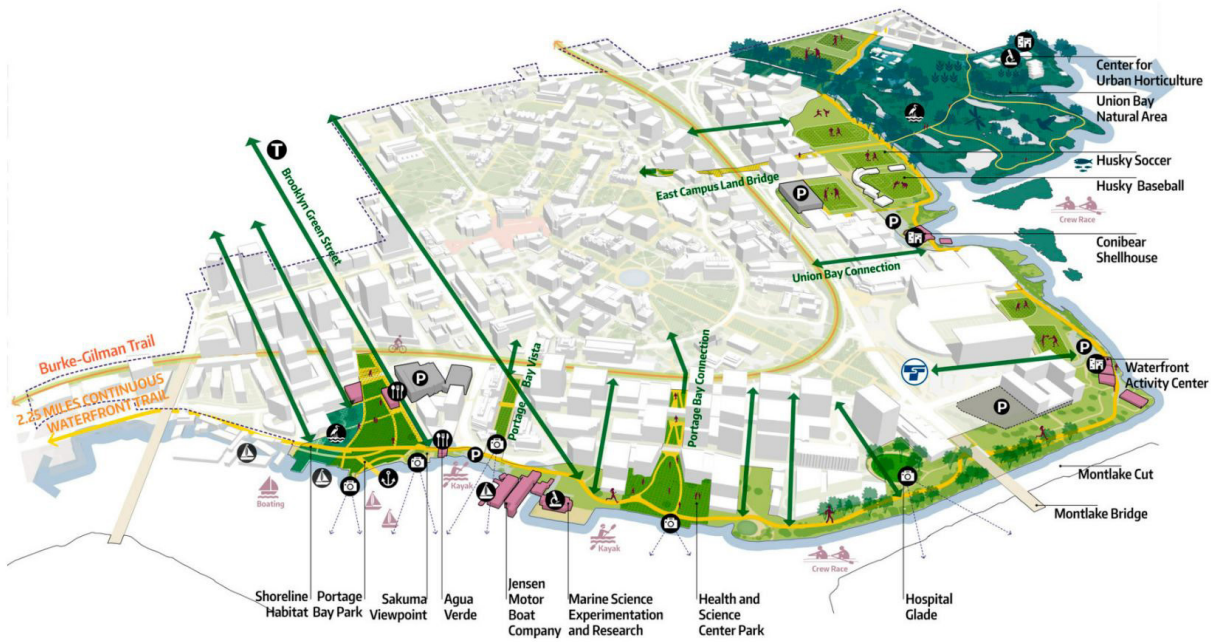


Figure 4.05 Proposed shoreline activation strategy & waterfront trail (Sasaki, 2018).

The campus proposal retains existing historic and open space structure, while introducing a porous edge that blends the campus with the surrounding neighborhood.

68



Figure 4.06 Porous Edge Proposal (Sasaki, 2018).

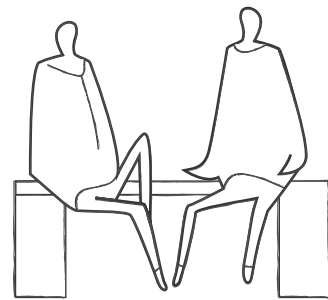


Figure 4.07 University of Washington Master Plan (Sasaki, 2018).

According to Sasaki Associates, “[t]he master plan introduces a new waterfront park, the West Campus Green, for both the campus and broader community”(Sasaki, 2018).



Figure 4.08 Rendering of Pedestrian bridge Connects South Campus to Central Campus. (Sasaki, 2018).



4.2 | GEORGIA INSTITUTE OF TECHNOLOGY



Location	Atlanta, Georgia
Year	2017
Status	Completed
Footprint	10 acres
Firm	HGOR
Service	Landscape Architecture

72

Located in Atlanta, Georgia, Eco-Commons is a revitalization project response to Georgia Tech's commitment to maintaining an ecological campus. HGOR's design team utilized storm water management, new bio habitats, backwater reclamation, outdoor recreation and opportunities for research and education. Prior to the renovation, the campus had an abundance of parking lots. This creates heat island effects and makes these spaces prone to ponding. The team saw an opportunity to incorporate interconnected permeable paths to help mitigate the storm water. In addition, by providing human scale access throughout the buildings and surrounding areas, it prioritizes pedestrians over vehicles. Thoughtful grading and path placement was also taken into consideration to maintain ADA accessibility.





Figure 4.09 Rendering of Eco-Commons. (HGOR).



Figure 4.10 Map of Eco-Commons. (HGOR).



GOALS FOR THE ECO-COMMONS

- Diverting over 50% of storm water to the CSO.
- Increasing tree canopy by 20% while preserving mature specimen trees.
- Decreasing impervious surface by 40%.
- Increasing lawn/open space by nearly 275%.
- Decreasing usage and cost of potable water and wastewater discharge.



Figure 4.11 Rendering of Pedestrian Walkway. (HGOR).



According to HGOR’s design team, the “technological advances, [of] Eco-Commons will incorporate vegetative hydroponic wetlands to treat campus black water to reduce potable water demands and train students on innovative sustainable wastewater strategies” (HGOR.)

This proposal would pride the campus community with a vibrant space to live, work, and play.

4.3 | LOYOLA UNIVERSITY



Location	Chicago, Illinois
Year	N/A
Status	Completed
Footprint	46 acres
Firm	Hoerr Schaudt
Service	Landscape Architecture

78

Falling under the category of a cohesive campus, Loyola University was successful in incorporating the Jesuit institutions core values into the design of its campus' features. A landscape restoration at Piper Hall created a park-like landscape for one of the University's architectural gems. The landscape master plan for the Lake Shore Campus puts forth a series of guiding principles that would cultivate the campus setting the University aspired to have.





Figure 4.12 Photo of Loyola University. (Hoerr Schaudt).

BEFORE

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Figure 4.13 Map of Existing Campus Design. (Hoerr Schaudt).

AFTER



Figure 4.14 Map of Design Proposal. (Hoerr Schaudt).



Figure 4.15 Photos of Loyola University. (Hoerr Schaudt).

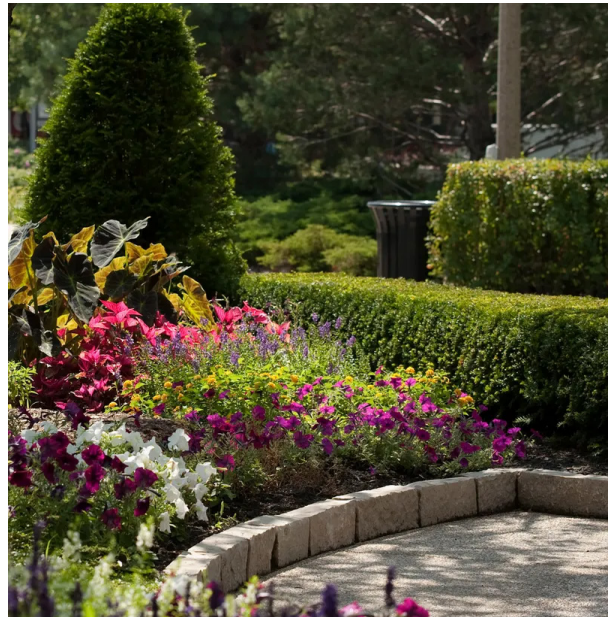




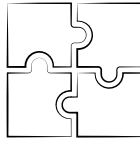
Figure 4.16 Photos of Layola University Athletics. (Hoerr Schaudt).



DESIGN STRATEGIES

- Creates a sense of place through a palette of distinctive and consistent materials, infusing the campus with memorable social destinations.
- Introduces campus walkways and green spaces with organic shapes that promote a sense of discovery and change.
- Includes storm-water management.
- Displays of iconographic symbols and sculptures that reinforce the University's Jesuit mission and value system.

4.4 | UNIVERSITY OF MICHIGAN



Location	Ann Arbor, Michigan
Year	2013-2015
Status	Completed
Footprint	4 acres
Firm	STOSS
Service	Landscape Architecture

86

Falling under the category of a complete campus, the University of Michigan's North Campus was successful in providing amenities outside of the classroom that encourage people to stay and socialize on campus. Gerstacker Grove, is a renovation of an underutilized campus quad at the heart of the campus—the space is intended to activate and better serve the students and faculty within these disciplines, but also appeal to a broader range of students as the heart of student social life on campus.

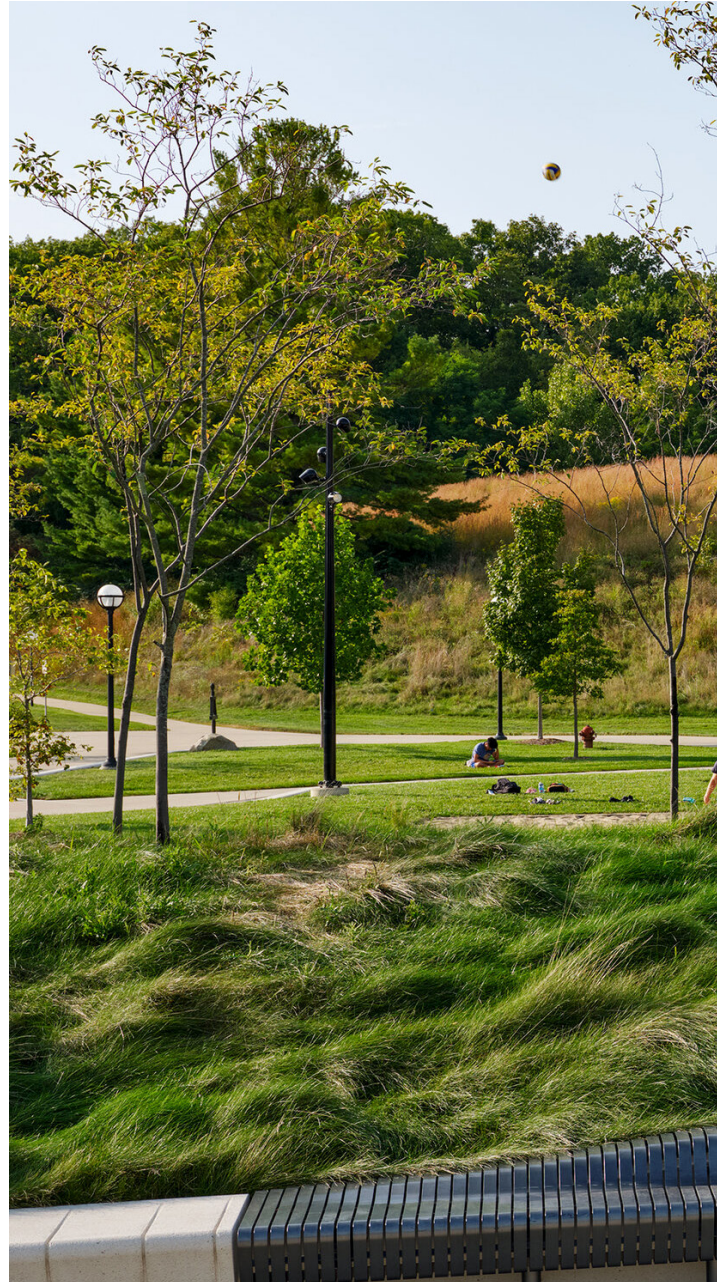
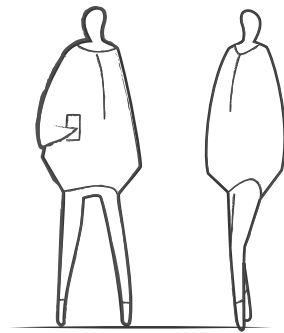




Figure 4.17 Photo of Eda U. Gerstacker Grove. (STOSS).



Figure 4.18 Photo of Eda U. Gerstacker Grove. (STOSS).



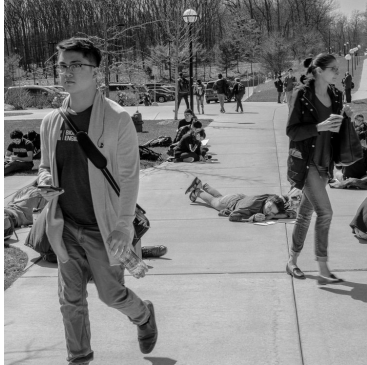


Figure 4.19 Photos of Eda U. Gerstacker Grove. (STOSS).





Figure 4.20 Photos of Eda U. Gerstacker Grove. (STOSS).



DESIGN STRATEGIES

- Flexible green quad that can host larger-scale activities.
- Musical and arts performance.
- Student and alumni events.
- Casual play or recreation spaces.
- Changing installations created by students.
- Utilizes plaza paving as an expressive feature that in actuality was conceived as a cost-saving measure.

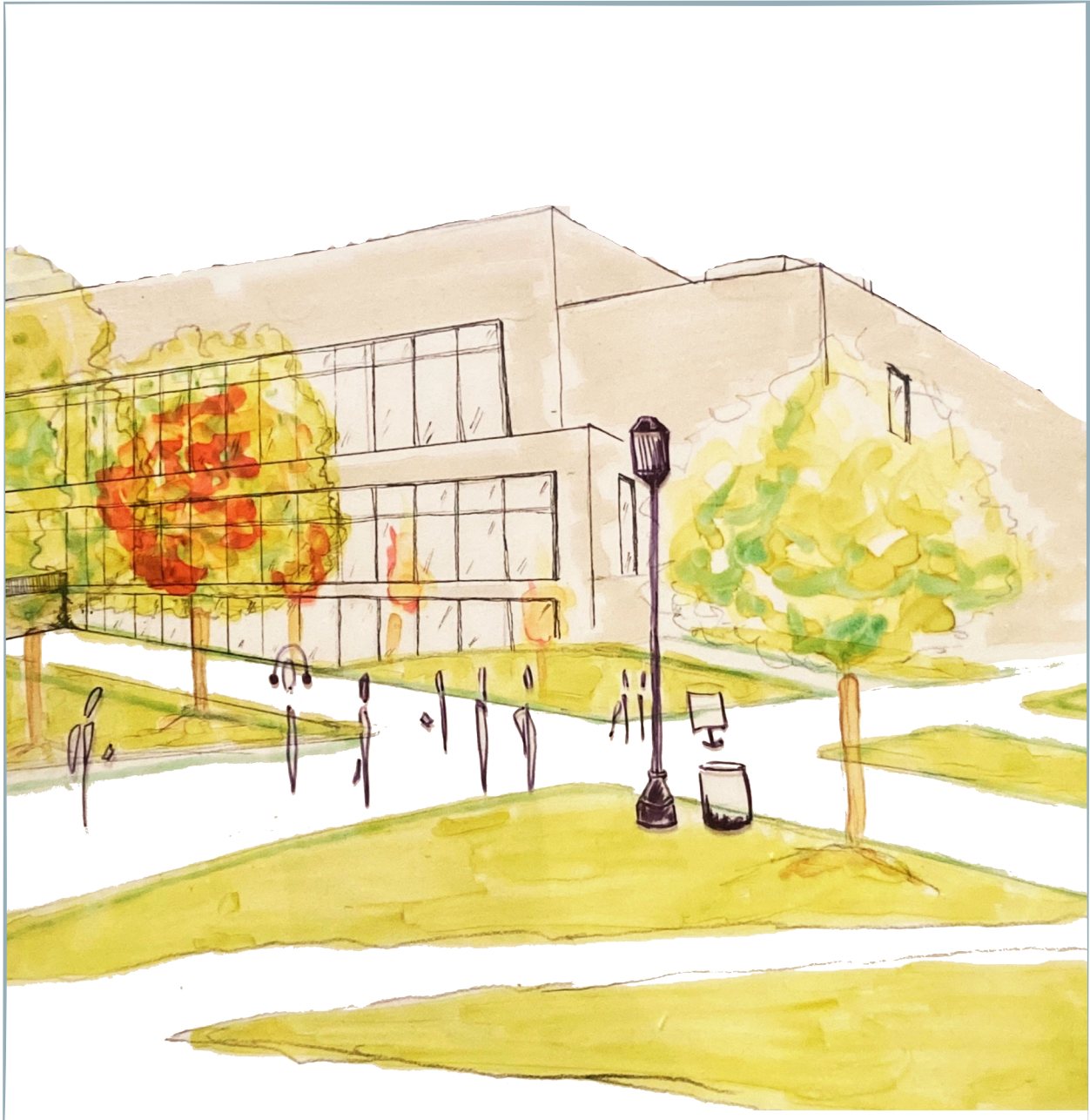


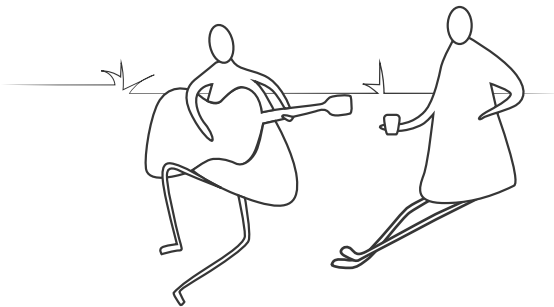
Figure 5.0 Sketch of Student Union.

5.0

DESIGN PROPOSAL

UNDERSTANDING THE ROLE OF CAMPUS CULTURE WITHIN DETROIT MERCY

The college campus is a small scale reflection of the larger community. The goals for this design proposal are to utilize the campus engagement exercises by addressing the thoughts and concerns voiced by the campus community with the established design drivers and utilizing successful elements from the case studies by applying them here within Detroit Mercy. These strategies will help to achieve the end goal of designing a community where each individual on campus feels a sense of pride and belonging.



5.1 | STAGES OF DESIGN

The research uncovered thus far, has helped to pinpoint key issues that are to be addressed through the design proposal of Detroit Mercy's landscape. Many from within the campus voiced their concerns for campus safety, improved ADA accessibility throughout the institution, better vehicular & pedestrian circulation, improved landscape programs, better storm water management, and more sustainable design approaches to address these issues. With a list this vast, it was best to break them down into 3 scales. As the scale decreases in size, the degree to which the design is detailed increases.

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NO MORE CAR CENTRIC INSTITUTIONS!
The largest scale are the campus edge conditions in conjunction with vehicular circulation. This scale covers the entire campus. Currently, the campus is car centric. According to Norwalk Organization, the term car centric refers to spaces that "are centered around automobile uses and connectivity" (Planning Cities with People-Oriented Design, Norwalk, 2021). The city of Detroit is famously known as Motor City dating back to the early 20th century. The city earned its nickname, "because of its Industrial leaders and innovators, established industries, access to resources

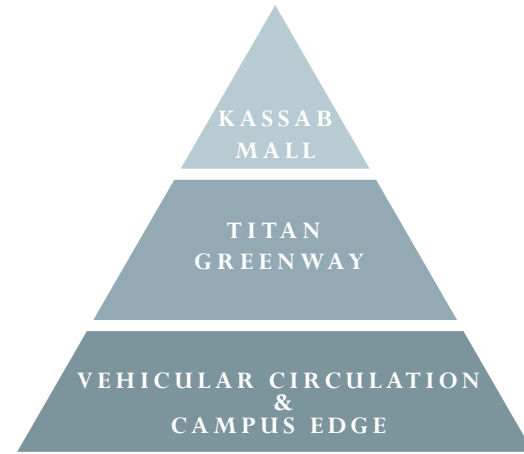
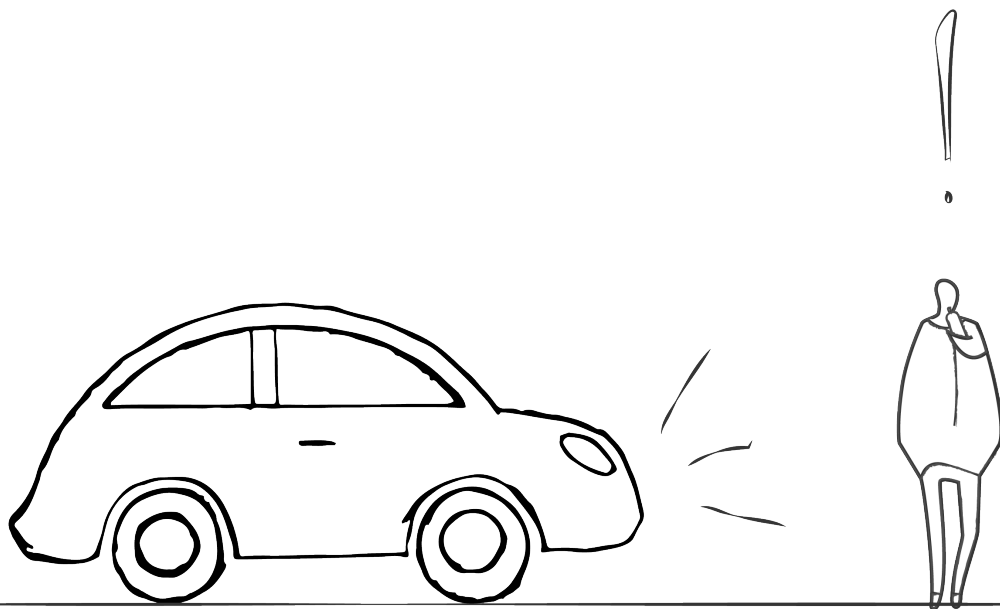


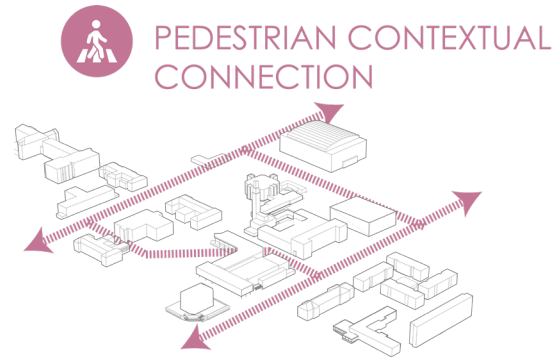
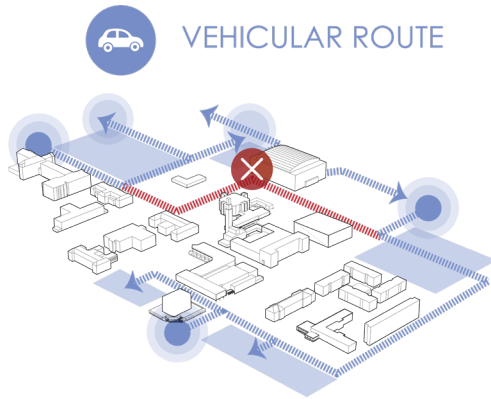
Figure 5.01 Diagram of Design Scales.

& capital, manufacturing ability and serendipitous relationships" (Detroit Historical Society).

The abundance of parking lots and roads that cut through the landscape leave no room for outdoor programs. The current design also disrupts the pedestrian circulation, putting staff and students at risk of an accident daily. Not to mention the longterm maintenance of asphalt can be difficult to maintain with the abundance of cracks, and potholes that put disabled individuals at risk of injury. This car centric institution has also been the root of the cause for many of the concerns voiced by the campus community. The first objective of the design proposal is to counter this phenomenon by prioritizing the pedestrian with car free zones.



5.2 | VEHICULAR CIRCULATION & CAMPUS EDGE PLAN



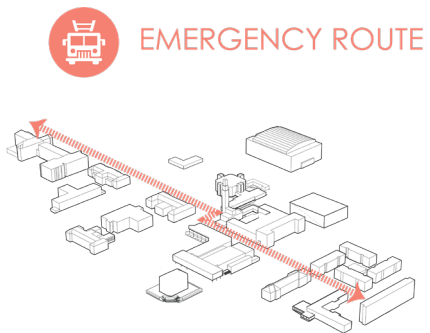
98

STEP 1: CIRCULATION PLAN

The first step, is to eliminate unnecessary parking lots and roads. By ridding parking lots in the innermost of campus and making it green space, it allows for outdoor programs adjacent to campus facilities to commence. This also encourages people to utilize the far corners of the larger parking structures that are often empty. To further improve vehicular circulation, more entrances in and out of campus are encouraged. This means reopening the Livernois Entrance! Reopening this entrance not only connects the campus to nearby amenities, but also alleviates traffic from the McNichols entrance..

STEP 2: PEDESTRIAN CIRCULATION

The second step, is to reconnect the pedestrian circulation to the surrounding neighborhood. The fence acts as a barrier between both the campus community and local community. By adding pedestrian entrances, this encourages on campus residents to immerse more with the Detroit community.



STEP 3: EMERGENCY ROUTE

One component worth keeping, is the emergency route; however, to align with the goal of creating a car free zones, this road would be designed primary for pedestrian use.



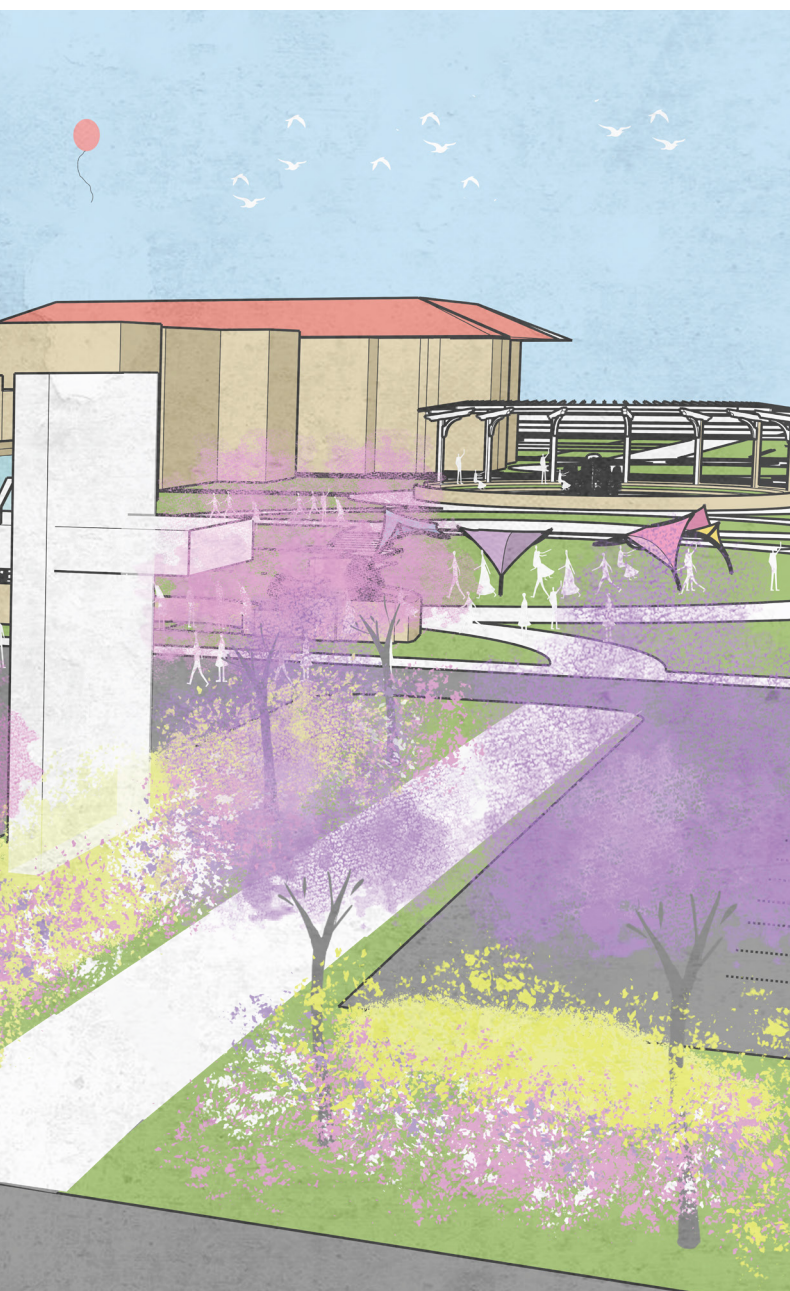
STEP 4: CAR FREE ZONE

Lastly, add greenery! This new car free zone becomes the home to Detroit Mercy's new Titan Green way.

Figure 5.02 Diagram of Circulation Plan.



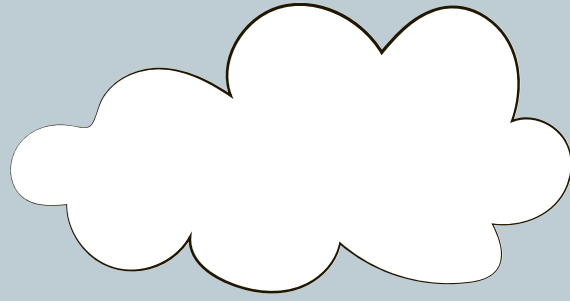
Figure 5.03 Rendering of Proposed Kassab Mall Entrance.



KASSAB MALL ENTRANCE

The new Kassab Mall Entrance serves to welcome all who enter. The simplistic design of the arc is a subtle abstraction of Holy Cross. This design is intentional in serving to reflect the Jesuit community here at Detroit Mercy.

When asked how they felt about the fence
that borders the campus,
61%
of participants
said that they wish to keep it up.



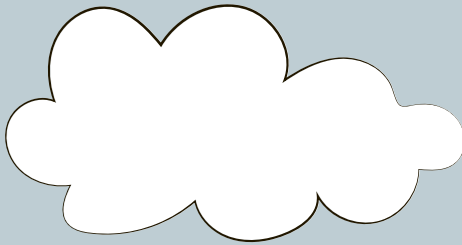
102

*“Keep it up but have
working pedestrian security
entrances and exits, at
least 1 for each cardinal
direction”*



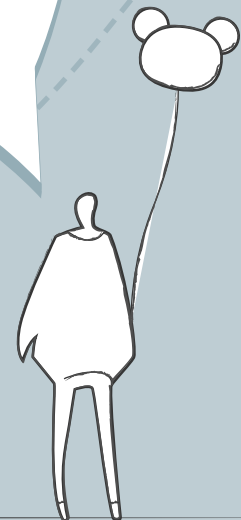
*“I think it’s okay to keep the fence in
some parts but I think the Livernois
entrance should be opened to the public,
as well as that entire fence on the west
side of campus facing Livernois (because
of the new Livernois plan coming down
to our school area, which would connect
our school to the community more)”*





"This is a complicated issue, and I understand why the administration, Trustees, and parents want the fence, but it needs to go. It is really difficult to access Livernois on foot and support those businesses with the fence there, and of course it promotes the wrong image with the surrounding community. It creates a fortress/ island effect, and makes me feel "trapped" on campus as a faculty member. Vegetation could serve a similar purpose as the fence"

"Keep it up... makes campus feel more secure. The reason to take the gate away would be to connect to immediate surrounding context..."



When asked why they felt this way, most responses mentioned safety and security.

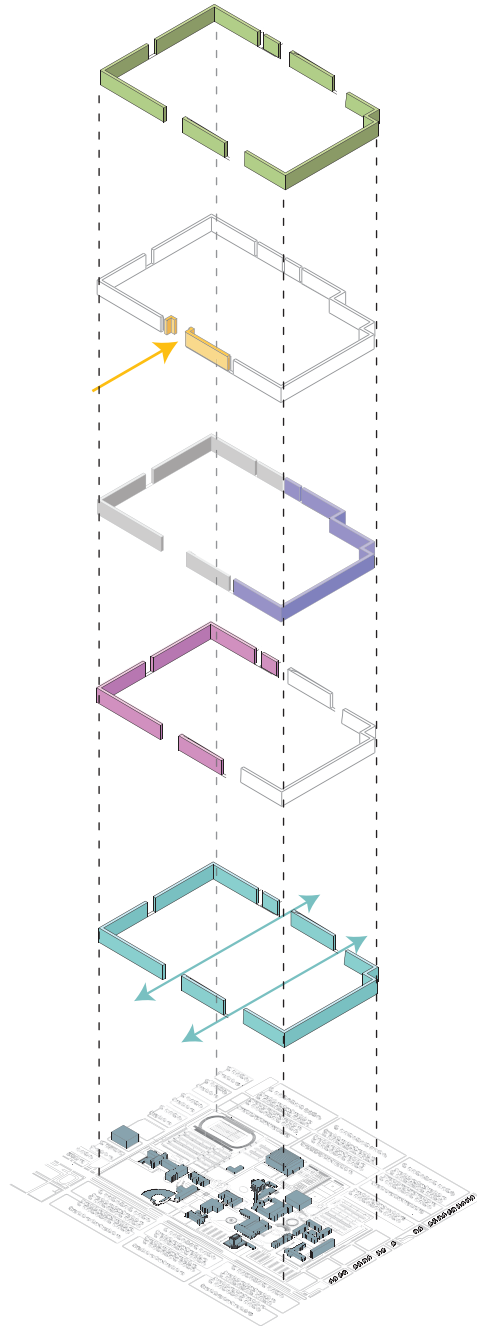


Figure 5.04 Diagram of Edge Condition Proposal. Information sourced from “DCDC Edge Plan.” Detroit Collaborative Design Center.

EDGE CONDITION PROPOSAL

2030-2035

ALTERNATE RESIDENTIAL EDGES

Work toward alternate boundary conditions, where buildings, plazas and plantings act as the secure campus edge, rather than fences. Eliminate fences along the public corridors, especially Livernois. On residential boundaries, retain fences but beautify the edge with plantings that benefit neighbors.

2025-2030

PUSH BACK THE FENCE

Open School of Architecture to the street. The existing fence should be altered to meet the building and create an open space in front of the building, reconnecting the public entrance.

SOFTEN THE EDGE

For a more welcoming edge, landscape the fence along Livernois south of the guard gate at Florence to create a decorative planted edge.

PRESENT-2025

UPDATE BANNERS

Highlight campus amenities open to the public with banners.

“Did you know that you can use the Detroit Mercy track?”

OPENTHE LIVERNOIS ENTRANCE

Open pedestrian gates to Livernois. This gate should be open during daytime hours, with a card swipe or guard on duty if necessary.



5.3 | THE TITAN GREENWAY

The Titan Greenway is a pedestrian green zone in Detroit Mercy's campus. Its landscape design serves to not only promote sustainable design practices, but also serves to activate the campus beyond the classroom, by providing more outdoor recreation spaces, outdoor classrooms, and study/lounge areas suitable for any function. These spaces are designed to promote more engagement amongst all staff, students, and faculty within the institution. There are 4 malls that make up the Titan Greenway. The Fountain Lounge, the Graduation Promenade that passes by Touchdown Jesus, the Athletics Promenade, and Kassab Mall. The Titan Greenway connects all 4 malls throughout the campus and at its center lies the heart of campus, the Memorial Clock tower.

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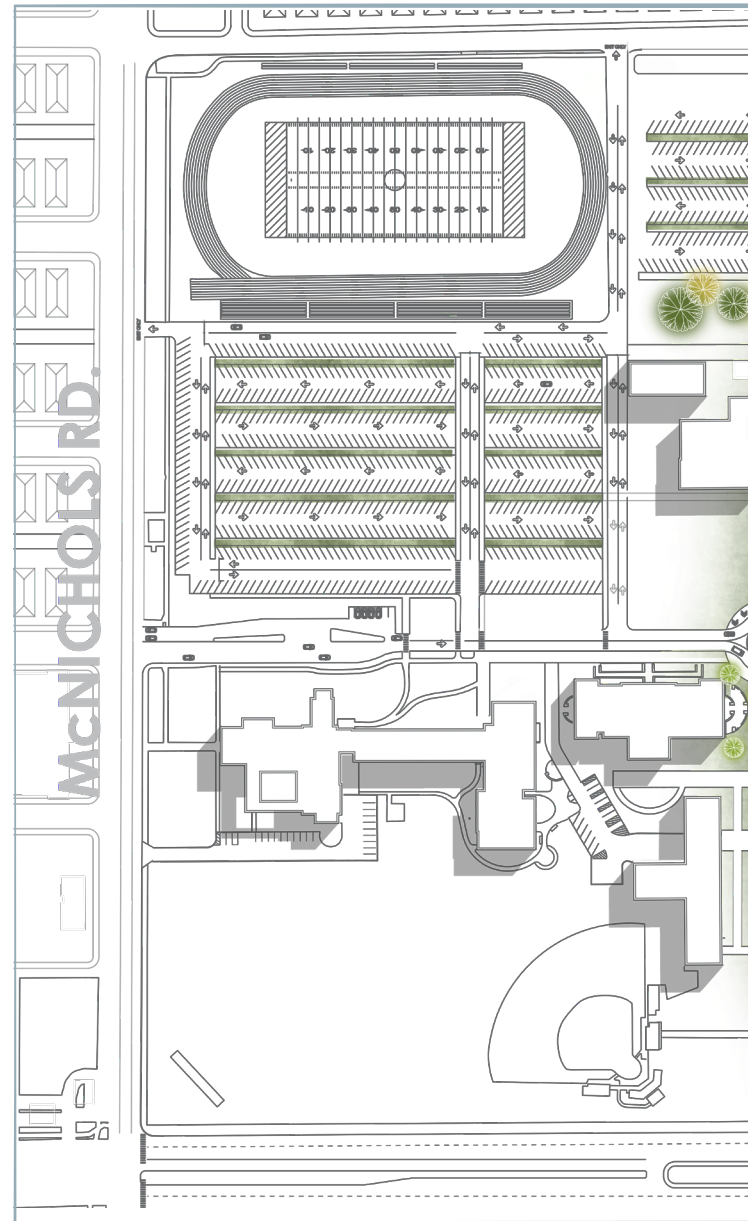
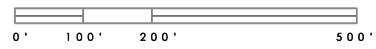
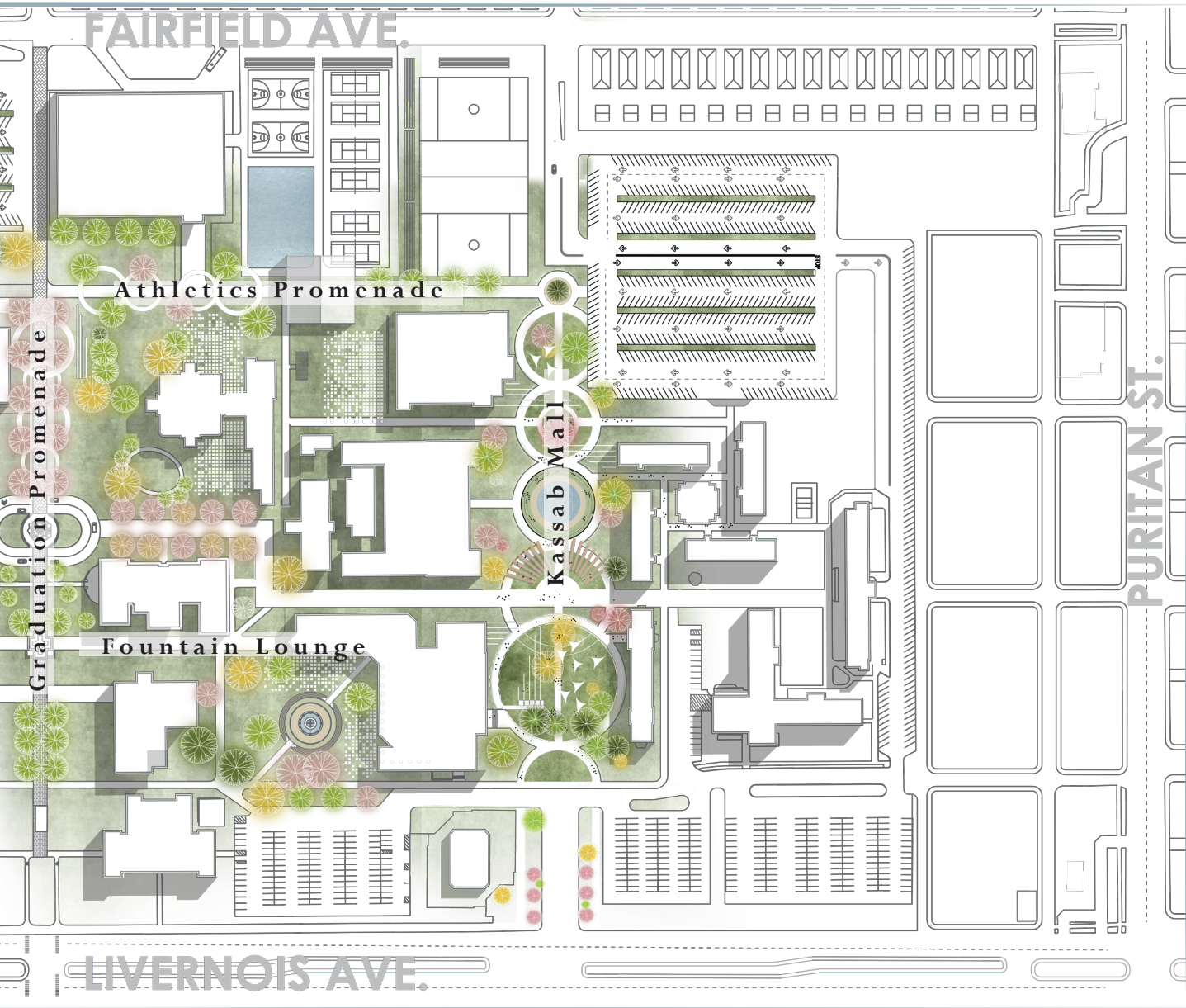
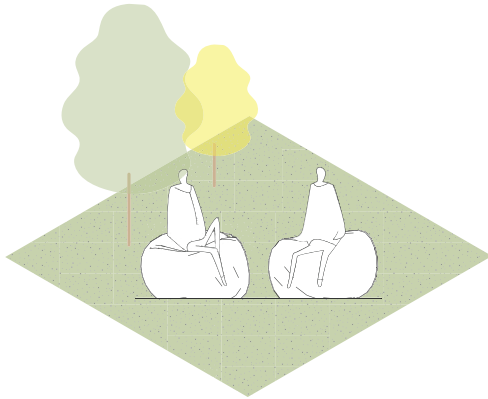
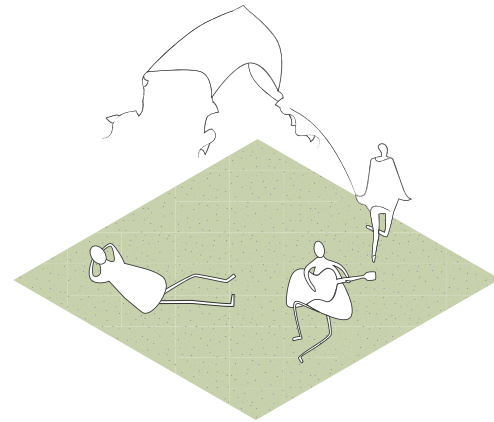


Figure 5.05 Site Plan of the Titan Greenway Proposal.



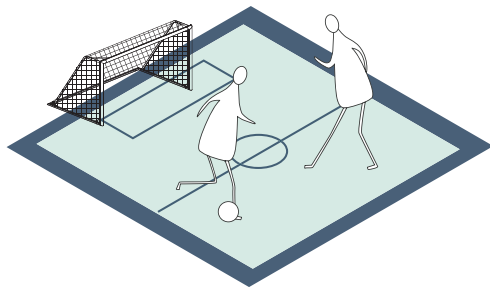


LOUNGE AREAS

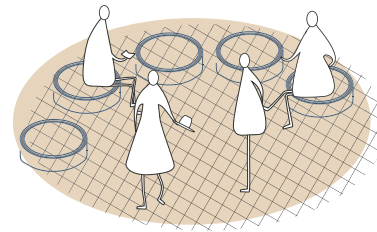


MULTI-FUNCTIONAL
PLAZA

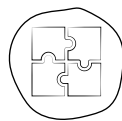
Figure 5.06 Elements of a Complete Campus.



RECREATIONAL FIELDS

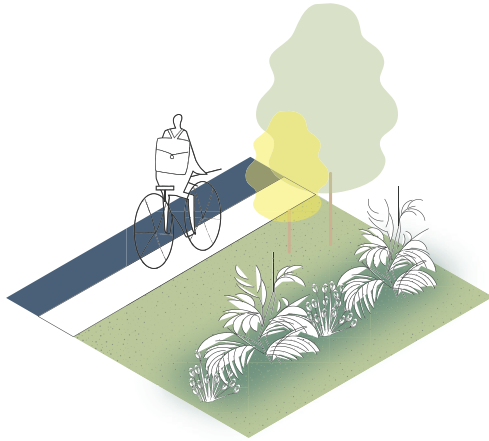


OUTDOOR LEARNING

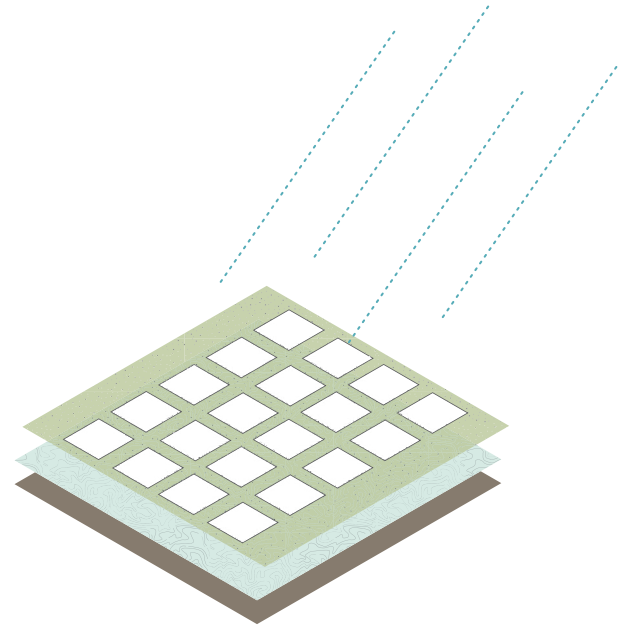


A COMPLETE CAMPUS

By providing multi-use outdoor spaces, this creates an atmosphere convenient for all staff students, faculty, and guests to live, work, and socialize.

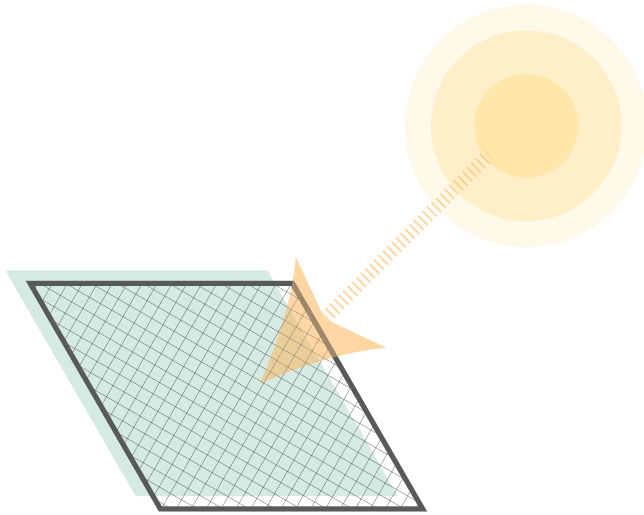


BIOSWALES

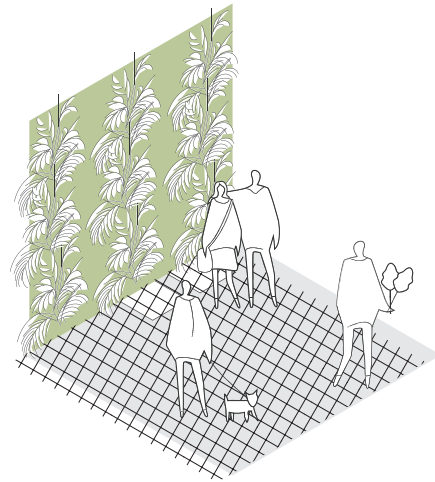


PERMEABLE PAVING

Figure 5.07 Elements of an Ecological Campus.



SOLAR PANELS



LIVING WALL

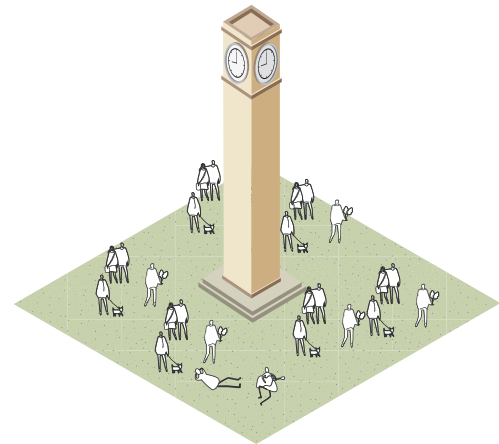


AN ECOLOGICAL CAMPUS

These sustainable design solutions aim to manage storm water, promote the use of solar energy to power aspects of the institution, and liven narrow corridors with greenery.

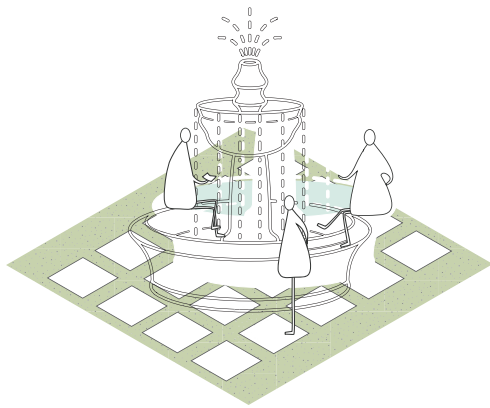


TOUCHDOWN JESUS

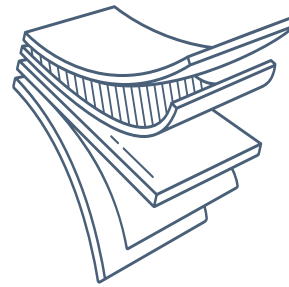


THE MEMORIAL CLOCK
TOWER

Figure 5.08 Elements that Maintain the Identity of a Campus.



FOUNTAIN LOUNGE



COLOR/MATERIALITY



MAINTAINING THE IDENTITY

The Titan Greenway serves to revitalize the campus landscape, while maintaining the institution's historical significance through landmarks, color palette, and materiality. Continued use of materials such as limestone and terracotta are consistently used throughout the campus.

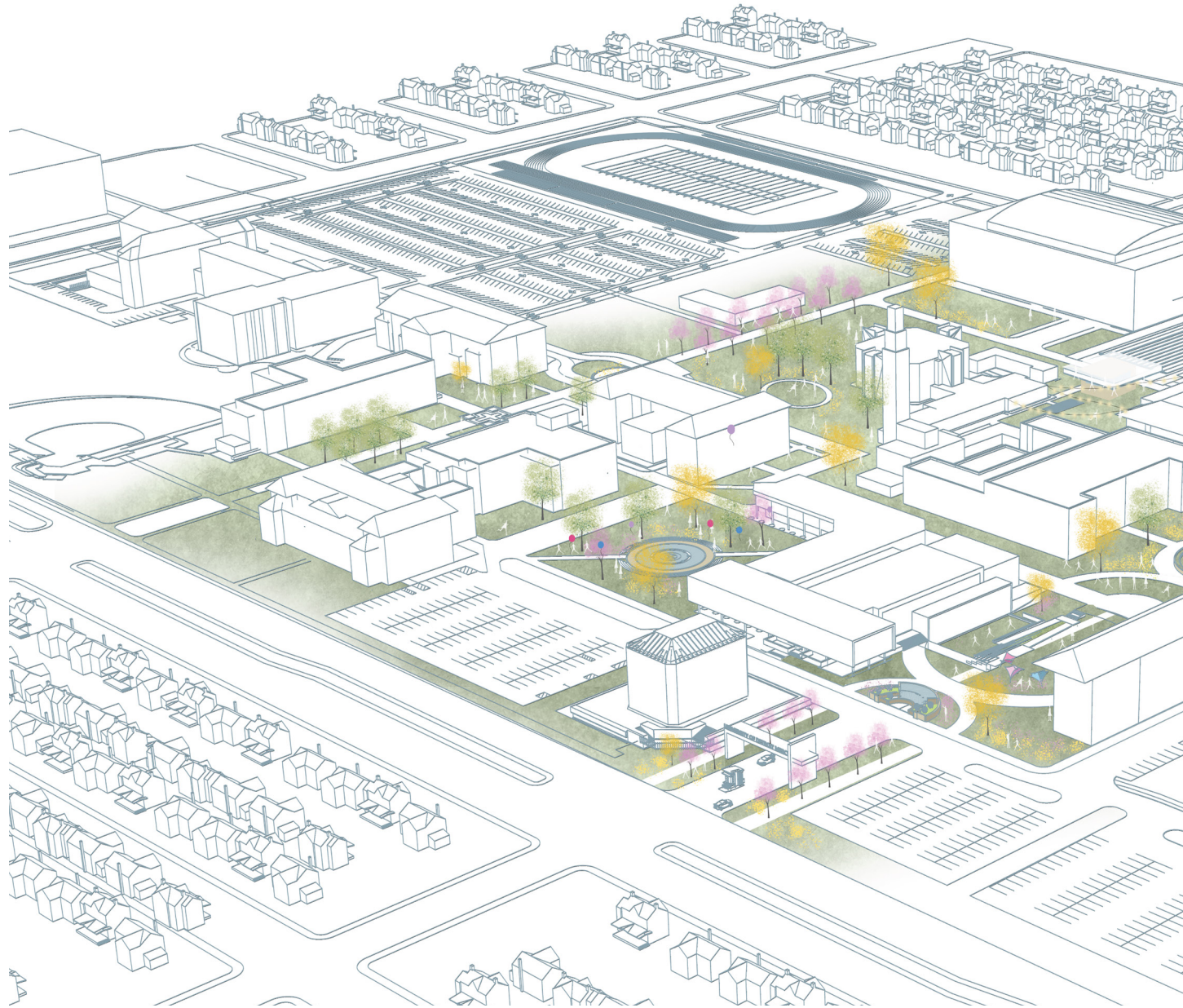
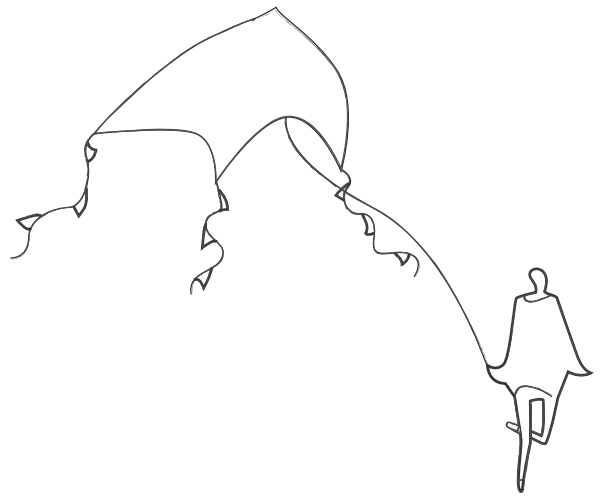
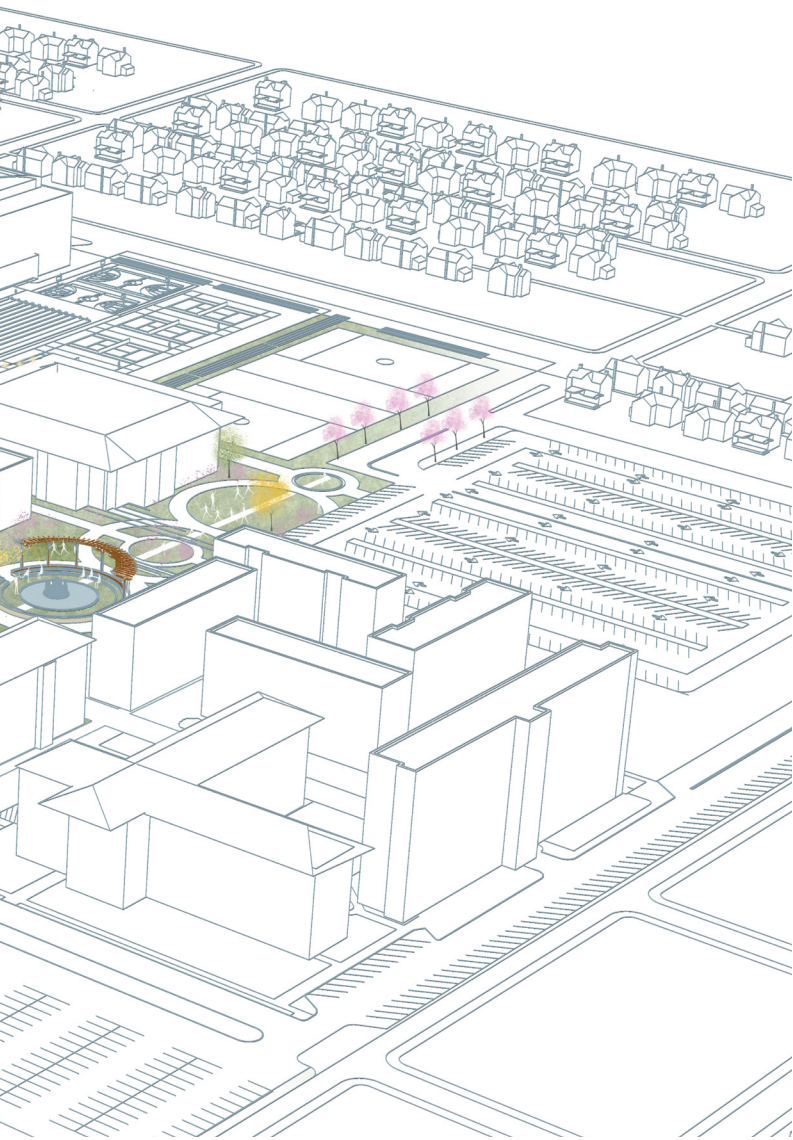


Figure 5.09 Original model by Marcus Puste & Tamzid Jaigirdar. Design proposal & rendering by Taylor Tomman, 2023.



5.4 | KASSAB MALL

According to librarian Pat Higo, the Lillie B. Kassab memorial was dedicated on December 7, 1994- [but] who was she? — [B]orn in Lebanon and emigrated in 1917, [s]he was the matriarch of a Bloomfield Hills banking family. One of her sons, Charles Kassab ‘54 with his family provided for the development of the memorial” (Higo). At the east end of the mall, a plaque in her name reads, “Presented in memory of Bader Lillie Kassab, a distinguished woman of strength, conviction and character who served as an inspiration to all who knew her. Since emigrating from Lebanon in 1917 until her death in 1993, she demonstrated her love, virtue and support through an unwavering commitment to her family and friends. Honoring her as matriarch of the Kassab family, the University closed a section of Florence Street in the late 1980s and renamed it the Lillie B. Kassab Mall. This site is used by thousands of people and serve as a testament to her and her family. The University Community will forever remember her spirit and sense of integrity and courage.”(Higo). While many students pass through this space daily, most do not notice this memorial. Most do not even stop to enjoy the landscape. This proposal seeks to revitalize this part of the Greenway to promote social activities.

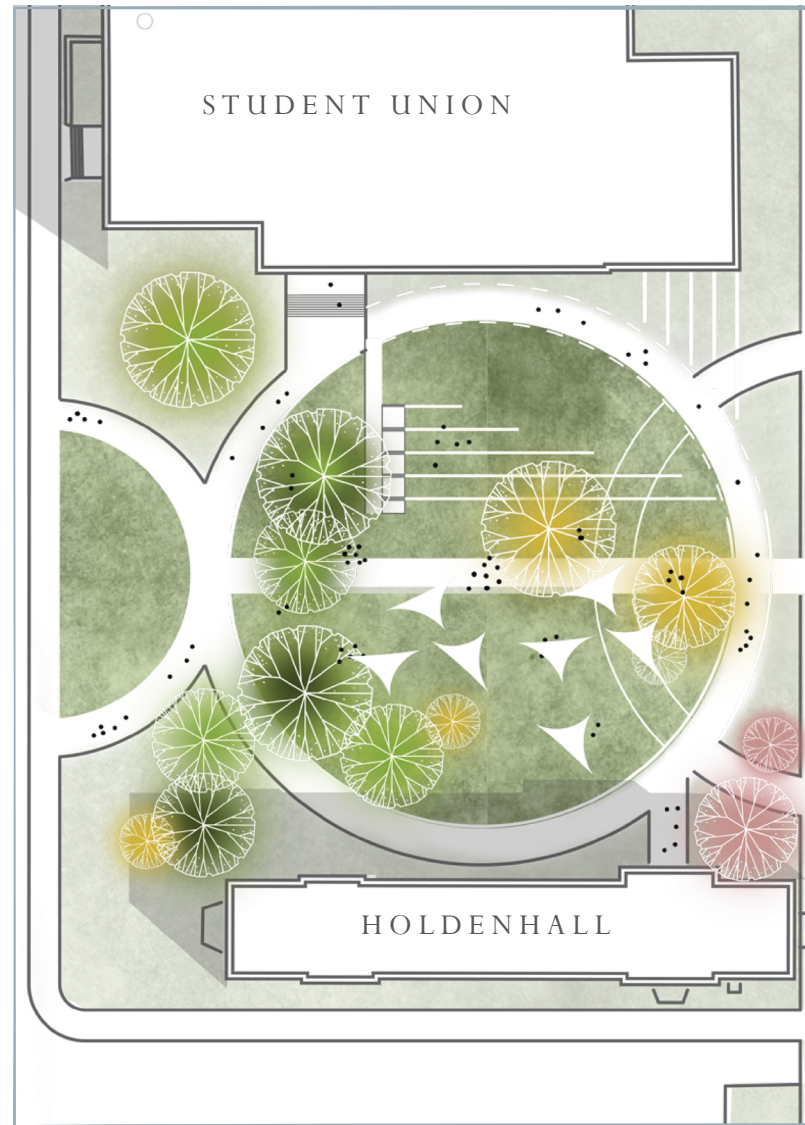


Figure 5.10 Enlarged Site Plan of Kassab Mall Proposal.

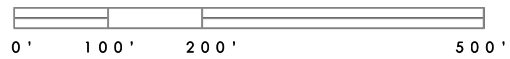
ENGINEERING BUILDING

FITNESS CENTER

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NORTH QUAD

EAST QUAD



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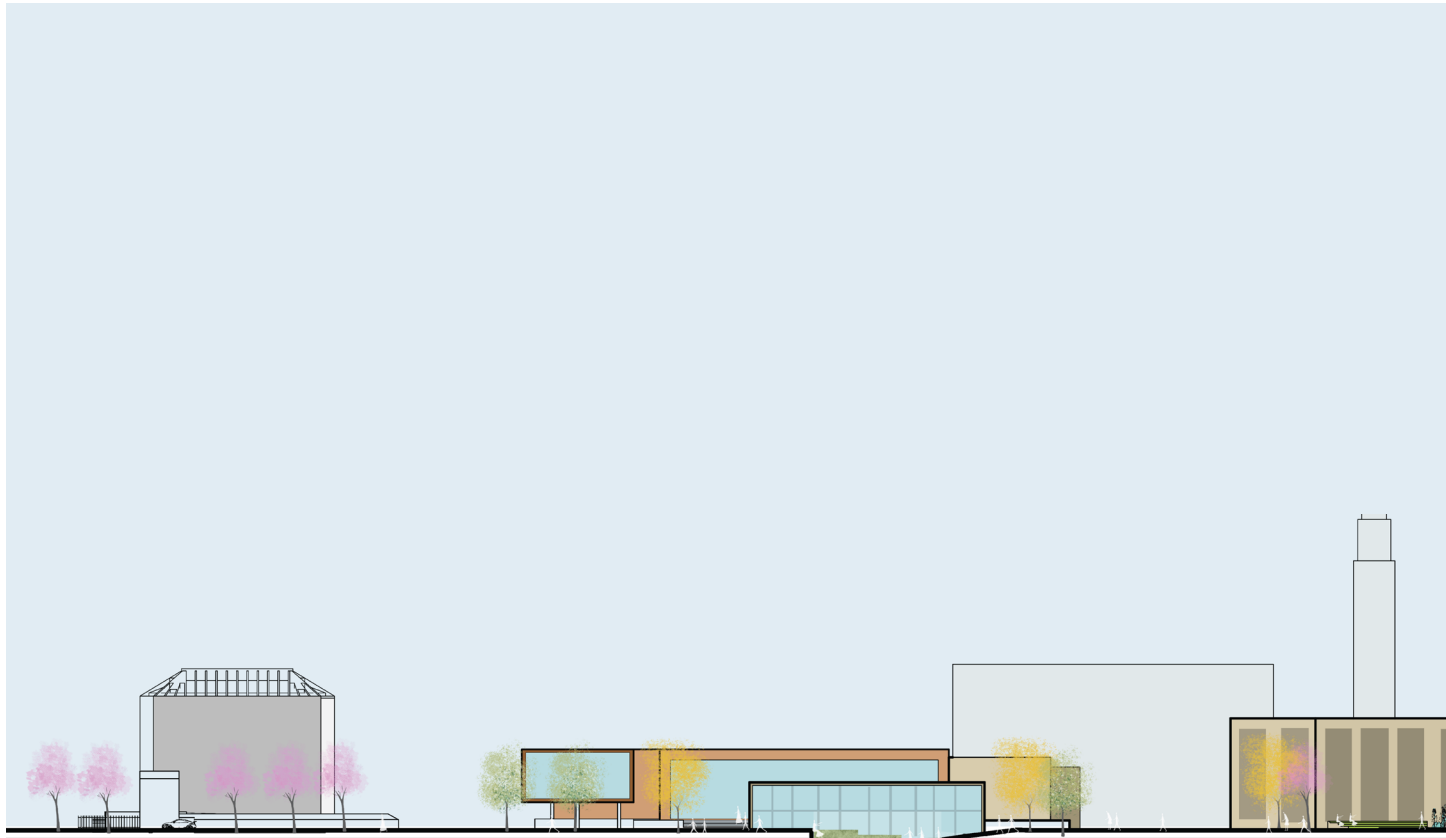
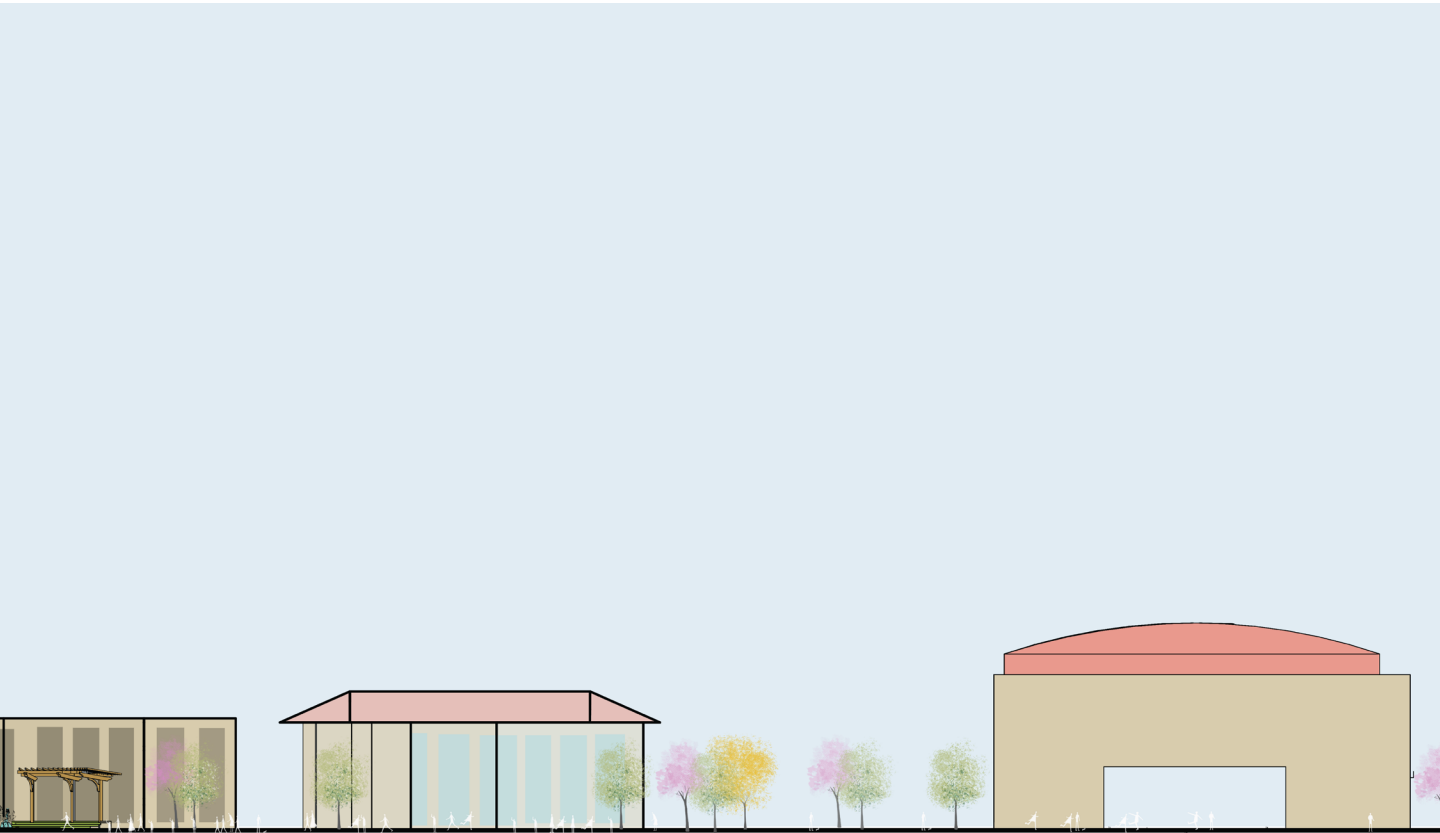


Figure 5.11 East-West Site Section of Kassab Mall Proposal.



KASSAB MALL PROGRAM

Kassab Mall lies between academic facilities, and on campus housing, and a fitness center making it the prime space for social activity. This design proposal maintains the Student Union outdoor lounge area, but extends this concept towards the Quads with outdoor patio spaces. In addition, this proposal extends the program of the Engineering Building out into the landscape with space for an outdoor classroom.



Figure 5.12 Rendering of Outdoor Classroom, Engineering building.



Figure 5.13 Rendering of Patio Lounge, North Quad.

6.0 | CONCLUSIONS

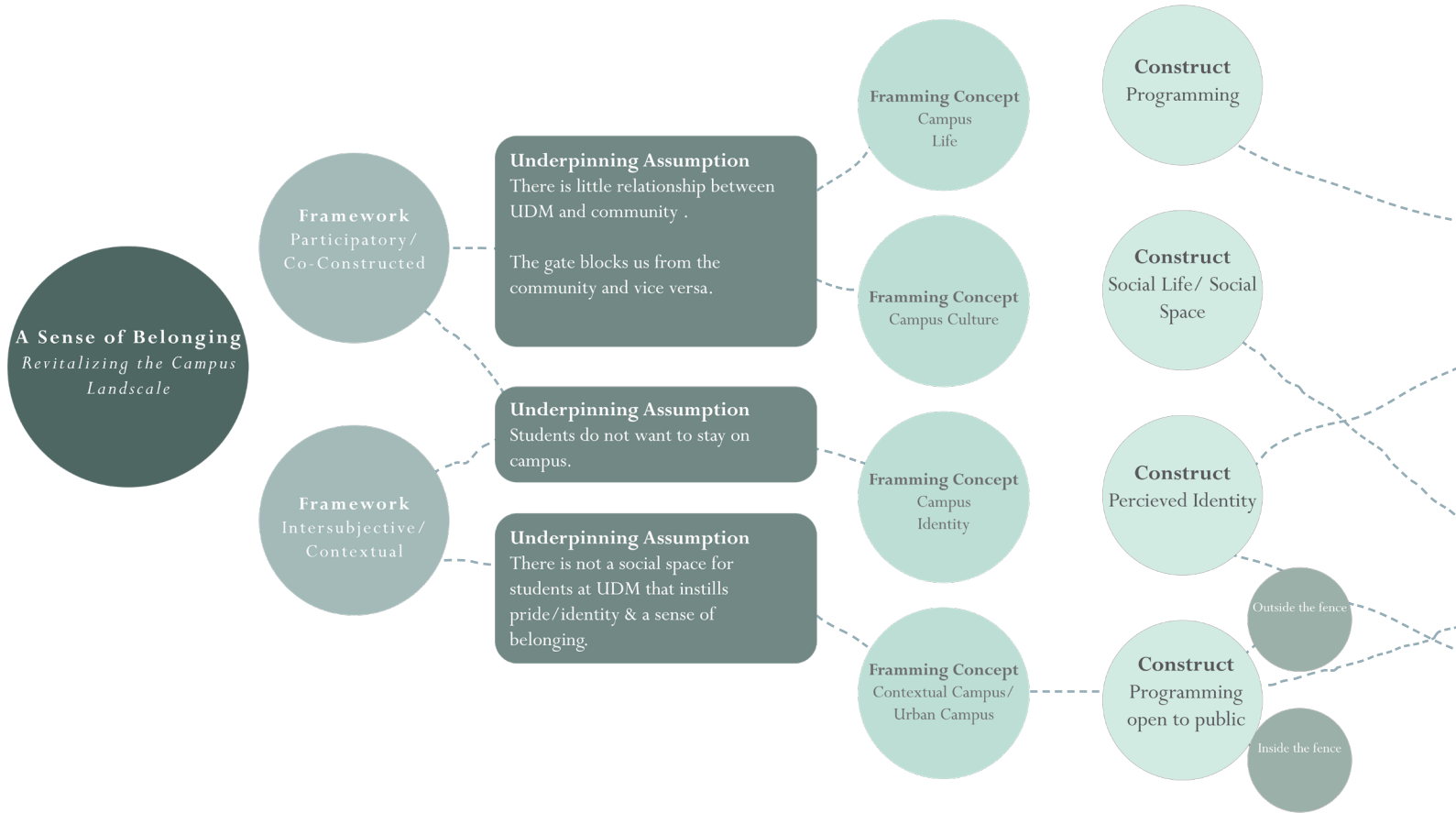
Throughout this research process, one of the limitations faced occurred during the campus engagement process. While the removal of the fence sends the message that all are welcome into the campus, not everyone within the campus community felt comfortable with this idea. Many voiced their concerns in regards to safety due to the crime rate within the area. As designers, we cannot control what people do; however, we can design spaces that provide resources, amenities, and environments that aid to foster a shared sense of community. This proposal anticipates the future development of Detroit to become the booming Motor City is once was. This design proposal foresees a future in which this campus is no longer blocked off, but rather blended into the neighboring community. The methods utilized throughout this research process will not only serve as a precedent example for other designers to replicate in their own studies, but will also be brought to the head of academic administration, President Dr. Taylor, to help inform future design decisions of the University of Detroit Mercy.

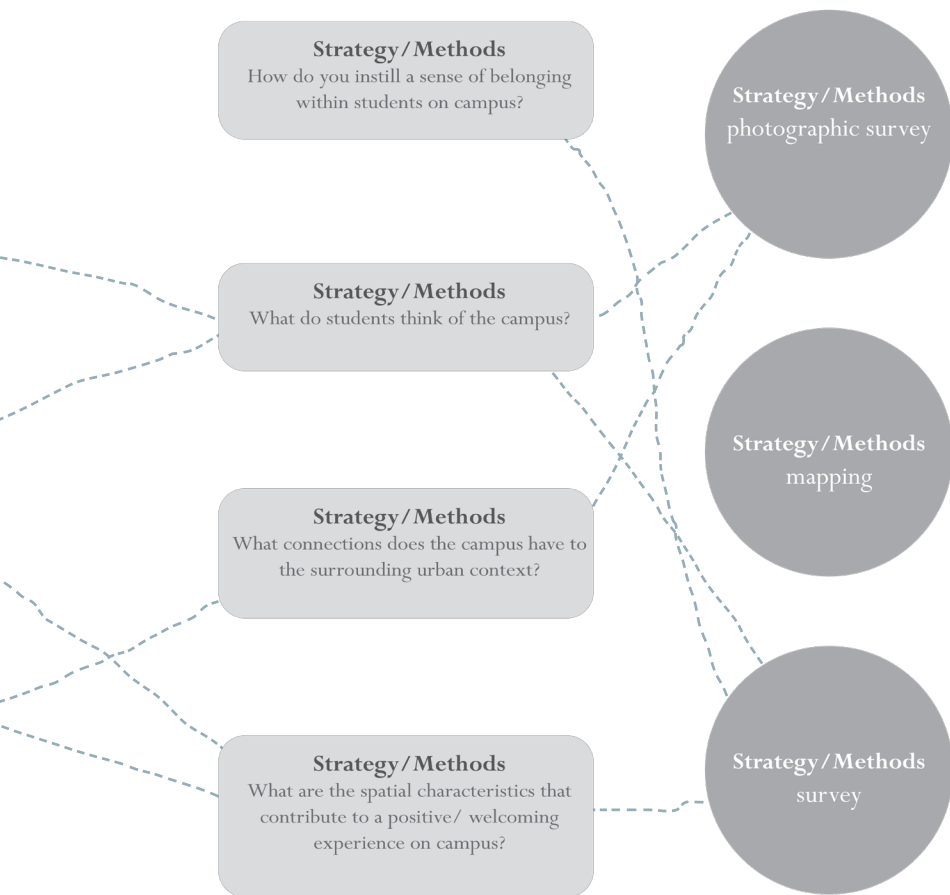




Figure 6.0 Fountain Lounge, 2022.

CONCEPTUAL DIAGRAM





IMPLICATIONS :

Develop strategies for design proposal that addresses various problems.

Clear understanding of current campus conditions.

END NOTES

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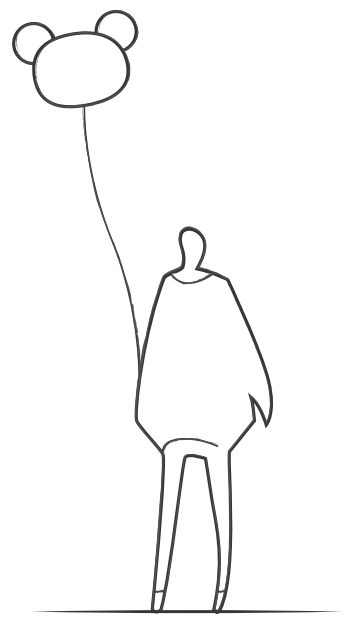
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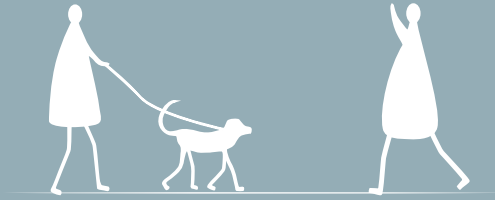
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The purpose of this dissertation is to further understand the role campus culture plays in shaping the campus landscape. This thesis focuses on the relationship between sociology and the built environment of the University of Detroit Mercy. Examining the role of campus culture within the institution revealed a social disconnect within the campus community. This observation raised the question, “How can we encourage individuals to engage more with the campus landscape through design? What kinds of social spaces foster a stronger sense of belonging and how do they embody the institution’s core values?” These questions prompted an investigation using qualitative research approaches, including information from surveys, interviews, observational methods, and case studies. In this intermediate space, the presence of these two dimensions can further instill a sense of belonging across the campus community.