



## BACKGROUND

Drake University is unusually rich in the number and diversity of campus master plans that have sought to define its future form. None has been fully realized, which prompted the Buildings and Grounds Committee of the University's Board of Trustees to ask its consultants why there should be any greater expectations of success this time. A reason for optimism is that, unlike its predecessors that sought to reshape the campus, this one focuses on refinement and infill of what has already been established. The character and quality of Drake have already been clearly established.

This campus master plan was necessarily directed by long-term strategic goals, since its purpose is to accommodate the needs of future generations of students, as well as redressing more obvious deficiencies of the present. Drake's Strategic Plan has done much to identify those goals, and from it, specific objectives have emerged - attainable improvements that can be woven into the fabric of the campus.

# Drake University Campus Master Plan

Drake University Board of Trustees | Buildings and Grounds Committee

June 2005

Two nominal time horizons have been identified for the completion of improvements. A five year threshold marks near term improvements, allowing sufficient time for design, fundraising, and sequencing of implementation to ensure that the life of the campus is not materially disrupted. Longer range projects have been given a nominal twenty year horizon, recognizing that within that time-frame, many new facilities improvements will be needed that have yet to be identified. The campus can never be "completed", because higher education will continue to evolve, adapting to a changing world, and the campus must be equipped to accept incremental change with easy flexibility.

## APPROACH

The Strategic Plan provided a mission-based direction for the campus master plan, but the specifics of planned facilities improvements were drawn from the knowledge and aspirations of those who comprise the University. Deans and department heads were quizzed about how they believed their academic programs would change over the next decade. Student leaders and Student Life staff were similarly questioned about changing values and expectations, and what would be necessary to maintain Drake's competitive edge in the years ahead.

Fact-based analyses of existing facilities, and their ability to accommodate current and anticipated demands were prepared. Every aspect of the campus was considered, from classrooms to cooling systems; from landscape to laboratories; from electronics to student housing to parking to neighborhood enhancements. The campus exists as an integration of all of these systems. An objective of the master plan is to optimize each system and to ensure that all run harmoniously and efficiently together. The campus itself must also function as an active and participatory component of the larger urban community of which it is part.

Great importance was afforded to the human components of this analysis, with over forty groups interviewed and the results carefully documented. Little by little, overall priorities for facilities improvements began to emerge; improvements that would serve the academic, recreational and life quality needs of all who make up the University community. The Buildings and Grounds Committee pressed for precision in the degree of need, the size, quality, location and timing of each improvement project. In the process of determining these, a holistic view of the campus and its environs was held in focus, so that the whole would function as a balanced set of integrated systems: so that it would continue to feel like Drake, and the patina of character that the campus has acquired over the years would not be lost.

## HISTORICAL OVERVIEW

At its foundation in 1881, all of Drake's classrooms, administrative offices and residence halls were housed in Old Main. By 1929, the land controlled by the University had expanded considerably, and the Robinson campus master plan was prepared. This and other early master plans organized facilities around a broad avenue that terminated in the Stadium at the north, and at University Avenue in the south. Since 1910, The Drake Relays have made the stadium a campus landmark.

Carpenter Avenue gained importance in the Saarinen master plans (1947 through 1957), and a village-like cluster of residence halls, the Quads, introduced an aesthetic very different from that of Old Main, Cole Hall, Howard Hall and the Carnegie Library, each of which was conceived as a stand-alone building in a verdant landscape.

The Weese plan of 1967 re-introduced the idea of a major north-south axis, this time west of 28<sup>th</sup> Street. This broad open space was to link the campus to playing fields several blocks away to the north. The 1996 master plan by RDG Crose Gardner Shukert/RDG Bussard Dikis was less concerned with organizing axes than it was with establishment of a clear boundary for the campus, which included land south of University Avenue, west of 30<sup>th</sup> Street, north of Forest Avenue, and east of 25<sup>th</sup> Street.

## SETTING AND CAMPUS FORM

Buildings were added to the campus, their siting and orientation were influenced sometimes by the precedent of Old Main - a building in an open landscape that respects the axis of 26<sup>th</sup> Street, sometimes by streets, and sometimes as an extension of the village-like cluster of the Quads in west campus.

The architecture of the campus is diverse. The legacy includes work by several notable architects including red brick classroom and dormitory buildings by Eero Saarinen and a glass and dark gray steel classroom building by Mies Van der Rohe. Contemporary campus architecture complements and sometimes detracts from the original red brick campus origins.

A number of distinct open spaces have evolved with these buildings. One is the mall that runs from Sheslow Hall and Wifvat Plaza to the Knapp Center, flanked by Law to the west and Fine Arts to the east. Another is Helmi Commons, which traces its ancestry to the north-south organizing spaces of the early master plans. Third is a series of loosely defined, linked quadrangles between the west campus buildings. The signature open space at Drake remains that of the original campus, where Old Main announces the presence of the University across green lawns criss-crossed by footpaths and shaded by stately trees.

The form of the campus has emerged from over a century of incremental growth, becoming a distinctive whole. The University has expressed its values through its architecture and open spaces. Future additions and changes must be respectful of what has been accomplished. Each improvement must be designed to complement what already exists on and near the campus, and to prepare the way for other improvements that are to follow at some time in the future. Each improvement must also contribute to realization of an evolving vision that remains consistent with the University's mission.

In this master plan, clear distinction was drawn between the Main Campus - circumscribed by University Avenue, 30<sup>th</sup> Street, Forest Avenue and 25<sup>th</sup> Street - and the neighborhood of streets and city blocks that surrounds it. The latter has been addressed with town planning principles, respecting the order imposed by the rigorous geometry of streets, street trees and carefully aligned buildings. The campus on the other hand has been recognized as a large and singular composition of buildings set in a flowing green landscape. Consequently, proposed interventions in each differ considerably. For example, new student housing is proposed on and off the campus. That proposed west of 30<sup>th</sup> Street will conform to the street and block patterns of the larger neighborhood, while a proposed new hall west of Hubbell will be sited, sized and detailed to complement the buildings, footpaths and landscape features already established on that part of the campus.

Athletics and Physical Plant are clearly integral to the University, but scale and function distinguish them from the form and composition of buildings and landscape of the Main Campus. They occupy an affiliated campus north of Forest Avenue that is divided by a single through street, 27<sup>th</sup>, which connects it into the Main Campus.

There is a marked contrast in the quality of buildings and landscape on the campus with those in neglected parts of the neighborhood just across the street. Drake has long recognized the need for a healthy neighborhood, and has invested in numerous properties to help its recovery.

This master plan approaches neighborhood improvement from the perspective of comprehensive and strategic intervention, with the proviso that investments made there by the University must be economically sustainable. This marks a shift away from a policy of purchasing and improving distressed properties off campus, focusing instead only on improvements that serve the needs of the University. Thus the master plan proposes improvements on properties in the neighborhood that are already owned by Drake and will generate long term revenue, or otherwise serve ongoing needs of the University. Another proviso is that such developments should mend the urban fabric with established and healthy parts of the community beyond, thus eliminating the no man's land that has long separated campus and neighborhood communities.

## GOALS AND OBJECTIVES

Early in the campus master planning process, a set of draft goals and objectives was developed as a touchstone for the plan. Their purpose was to test the relevance and appropriateness of each idea as it emerged. As the plan developed, the goals and objectives were refined, but remain faithful to the Drake mission, and thus provide a just test for proposals included in the finished campus master plan.

### The five goals are:

1. Frame a master plan for the Drake campus that will enhance the academic and student life programs of the University in the years ahead, and will enable it to continue to grow as a center for higher learning for generations to come.
2. Sustain and enhance the admirable qualities of the campus so that it will continue to attract and retain the best faculty, staff and students.
3. Make an identifiable place that is first and foremost an institution of higher education, at the same time enhancing the civic qualities of the city.
4. Strengthen the community of resident students and contribute to the increasing vitality of the neighborhood.
5. Set a worthy example of environmental responsibility in the design and operation of facilities and systems throughout the campus. Favor circulation on foot above other modes.

Objectives are specific and achievable projects and actions through which the master plan can be implemented. Each responds to one or more of the five goals; thus each initiative in the campus master plan should further the achievement of these goals.

### Campus Master Plan Objectives:

1. The layout of buildings and open spaces should be functionally supportive of the University's academic and campus life missions and should anticipate future expansions and infill developments.
2. Historic and other notable buildings and features should be respected and complemented by new facilities as components of a fully integrated and functionally efficient campus
3. The configuration of the campus, supported by appropriate signage, should make it clear to every visitor where they should enter the University.
4. The campus and its environs should be a safe place for those on foot by day and after dark.
5. Footpaths on and adjacent to the campus should be flanked by active building frontages, making the energy of the University visible, and the footpaths safe.
6. Campus lighting should be designed and directed primarily to enable approaching people to recognize one-another, and should avoid sharp contrasts in illumination levels.
7. Pedestrians should have priority within the campus, reducing potential conflicts with vehicles to a minimum.
8. Parking should be located and configured to be convenient yet inconspicuous on the perimeter of the campus. Its access and egress should conflict as little as possible with pedestrian circulation and with safe and efficient traffic operations.

## GUIDING PRINCIPLES AND DESIGN GUIDELINES

### Campus Planning Principles - Main Campus

These principles that follow are applicable to the Main Campus (Forest to University; 30<sup>th</sup> Street to 25<sup>th</sup> Streets).

#### Preserve the legacy of campus uses and architectural character

- Preserve the turn-of-the-century and mid-century (1900s) architectural legacy
- Preserve the mix of residential and academic uses
- Preserve the arboretum landscapes in Helmi Commons and in front of Old Main

#### Unify the campus by reducing the presence of vehicles and building in a green landscape

- Relocate parking off-campus
- Limit vehicular access and accommodate service and emergency access at the perimeter of the Main Campus, on Carpenter Street, or limited access paths
- Eliminate north-south streets within the Main Campus and replace them with pathways that also accommodate ADA, service and emergency access. Rename these pathways in order to emphasize their pedestrian character. Regrade streets to bring them to the level of campus footpaths.
- Screen service areas and utilities from paths
- Orient buildings around open spaces or along axes within the Main Campus or at the green perimeter
- Locate and orient each building to respond to existing building, pathways, and other features of the campus landscape
- Align building entrances with other entrances in a building grouping
- Define campus entries and corners with gardens and diagonal pathways

#### Make new buildings to be compatible with the character of the campus

- Limit buildings to a maximum height of five stories and a minimum height of two stories
- Avoid buildings with reflective or heavily tinted glass and encourage transparency
- Encourage buildings to incorporate brick and stone used in existing buildings
- Locate buildings to respect the continuity of campus open spaces

#### Enhance the campus landscape by expanding the arboretum landscaping and informal footpaths and improving way-finding

- Extend the informal arboretum quality of the "front lawn" and Helmi Commons throughout the Main Campus
- Encourage planting of groves of trees rather than regularly spaced trees, rolling lawns rather than hedges and walls
- Use building groupings to enclose open spaces within the campus
- Integrate pedestrian-scaled lighting with the campus landscape
- Establish a comprehensive system for signage which allows for standardization, flexibility and meets accessibility criteria
- Create markers and identity signs at major entries and the corners of the Main Campus

#### Establish a campus-wide public art program

- Draw from a rotating collection of student and faculty art
- Identify suitable venues for different types and sizes of artifact
- Be selective about accepting and positioning permanent pieces

#### Encourage campus-wide employment of sustainable practices

- Meet guidelines established by the U.S. Green Building Council's LEED program to encourage green buildings and campus sustainability
- Consider life-cycle costs as well as initial capital costs when selecting materials, products and systems
- Promote recycling of waste materials throughout the University
- Implement energy saving measures as buildings are remodeled
- Orient and configure new buildings to minimize summer solar gain, optimize natural ventilation and use of natural light

#### Provide a safe and secure campus environment

- Encourage a visible presence of security personnel
- Implement campus-wide smart card access
- Employ safety-in-design principles to avoid creation of places of concealment
- Meet but do not exceed recommended lighting levels for pathways and sidewalks
- Use lighting that will enable personal recognition with minimal glare
- Maintain sightlines within campus landscaping
- Signalize crossings on the perimeter streets and align campus paths with these crossings
- Encourage outdoor classrooms, dining, and socialization to make outdoor areas more secure and inviting
- Provide emergency call facilities and procedures

#### Town Planning Principles - Perimeter Properties

The streets and city blocks around the Main Campus have been addressed using town planning principles, respecting established streets and setbacks within the neighborhood. These areas are located within the campus boundaries established by the 1996 master plan (32<sup>nd</sup> Street to 24<sup>th</sup> Street between Forest and University, extending from 31<sup>st</sup> Street to 25<sup>th</sup> Street between Brattleboro and University, extending from 30<sup>th</sup> to 24<sup>th</sup> between Forest and Clark, and 28<sup>th</sup> around the athletic fields north of the Stadium) and under Drake ownership.

#### Reinforce the street

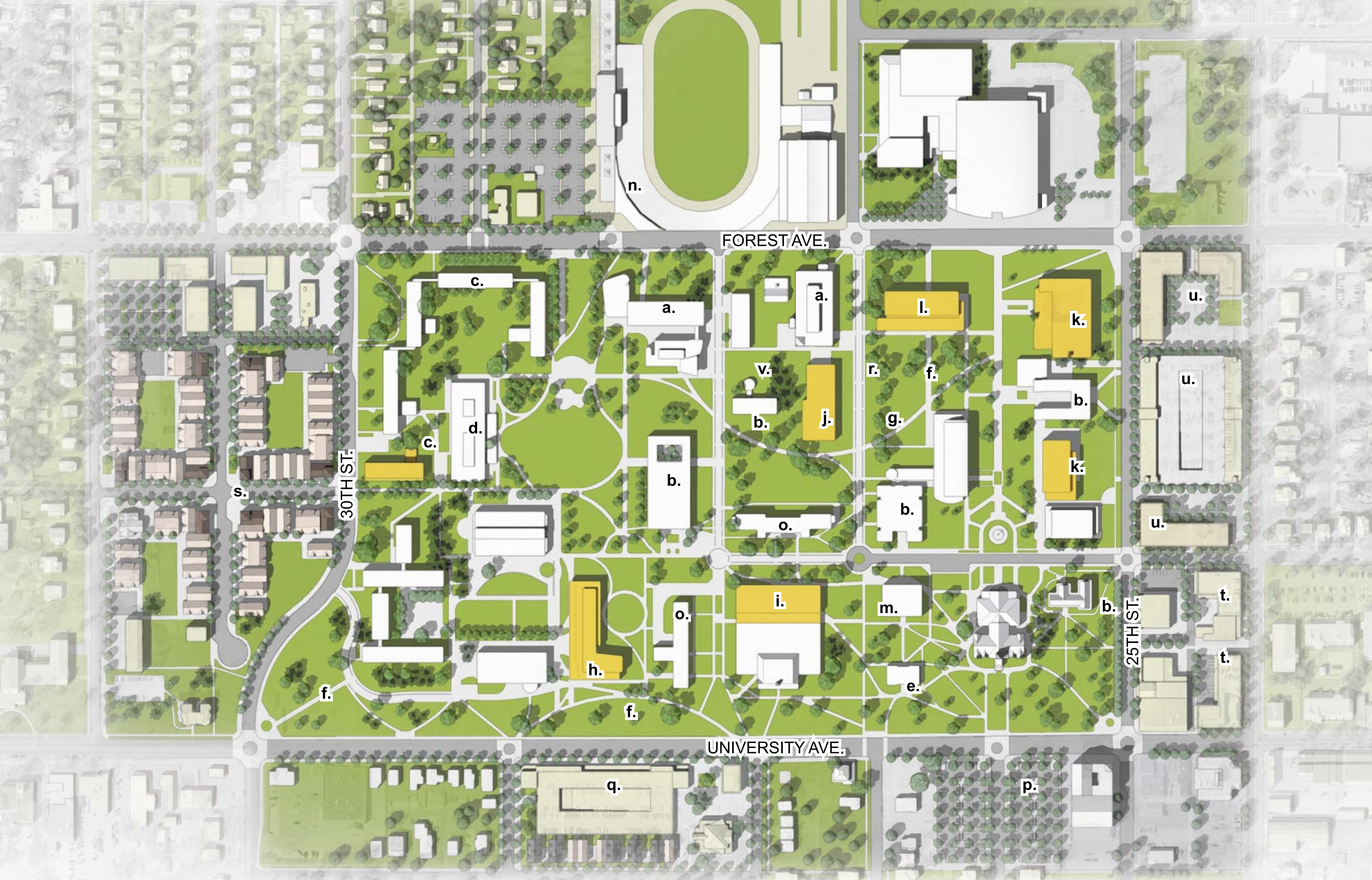
- Build to the back edge of the sidewalk ("zero" lot line) or accommodate a formal garden or plaza to bring building entries to the street
- Activate sidewalks by locating pedestrian-oriented uses at sidewalk level. "Transparent and actively occupied spaces" would include retail.
- Signalize and distinctively pave intersections at streets intersecting the campus to enhance pedestrian safety and calm traffic
- Maintain the character and uses on both sides of the street to provide corridor continuity (change zones at mid-block, not at streets)
- Preserve streets and alleys to provide linkages between neighborhoods and commercial areas

#### Reinforce the mixed-use districts at the corners of the Main Campus

- Encourage retail and service uses that serve both Drake and the Drake neighborhood.
- Encourage participation of Drake uses and activities in off-campus locations when they can benefit both the University and the neighboring community

#### Accommodate all forms of transport

- Balance the needs of transit riders, bicyclists, pedestrians, and motorists without compromise.
- Promote alternative transportation (walking, bicycling, transit, carpooling, etc.)



# Drake University Campus Master Plan

Drake University Board of Trustees | Buildings and Grounds Committee

June 2005

## IMMEDIATE PROJECTS: *DRAKE 125*

The initial six recommendations below reflect the priorities of the Administration and Buildings and Grounds Committee for the first five years of development under the master plan. These priorities respond to Drake's Mission -- "to provide an exceptional learning environment" -- by identifying early actions achievable under current funding and directly benefiting the learning environment. Reference letters are keyed to the map.

### Olin and Harvey Ingham Hall Renovations (a)

*Purpose: Provide state-of-the-art science classrooms and labs.*

A complete renovation of Olin, Fitch and Harvey Ingham Halls to update classroom and labs to meet current and emerging teaching methods and standards. Fitch and Harvey Ingham Halls are part of the legacy of campus architecture designed by the Finnish born architect, Eero Saarinen.

### Classroom/Lab Renovations (b)

*Purpose: Create state-of-the-art classrooms representative of University's commitment to scholarship and academic quality.*

Classrooms in Meredith, Howard, Medbury, Cartwright, Cline, Harmon Fine Arts Center and other halls will be upgraded to provide flexible and accessible classrooms designed to accommodate current learning and teaching styles. Renovation may include new furnishings, technology, lighting, window and floor coverings and wall and ceiling finishes. In some cases, larger classrooms may be sub-divided to provide more efficient and useable teaching space. In addition to classroom renovation, Meredith Hall will require an energy upgrade to the exterior curtain wall system. This upgrade will address solar heat gain and glare in the classrooms and offices. Medbury Hall is part of the legacy of campus architecture designed by Eero Saarinen. Meredith Hall was designed by Mies Van der Rohe.

### Quadrangle Dormitories Renovation and New Dormitory Building (c)

*Purpose: Enhance the quality of the first year experience at Drake by renovating the Quads and building a new dormitory addition.*

A new dormitory will be added to allow the subsequent renovation of the complex, one building each year without losing bed count. This approach will allow all first year students to remain in the complex during its renovation. The architecture of the new dormitory will be designed to complement the Saarinen buildings. Rooms in the existing complex will be combined to create a variety of suites with common areas and shared bathrooms. Room variations range from singles to six bed suites. Upgrades include new windows, heating and cooling, new furnishings, fire suppression and floor and window coverings. The Quads are part of the legacy of campus architecture designed by Eero Saarinen.

### Hubbell Dining Hall Renovation (Spikes) (d)

*Purpose: Enhance the role of the Hubbell Dining Hall as an undergraduate meeting place and informal learning environment.*

Spikes and the convenience store will be relocated and renovated to occupy two levels at the northern end of the building. The Hubbell redesign will focus on encouraging use by undergraduates and might feature a gas fireplace, comfortable furniture, gourmet fast food, wireless access and extended hours. Students will be integrally part of the design programming and operations planning. This building is part of the legacy of campus architecture designed by Eero Saarinen.

### Cole Hall Renovation (e)

*Purpose: Improve the Admissions experience.*

Cole Hall will be completely renovated for Admissions. One of the century-old buildings adjacent to Old Main, Cole Hall is highly visible and an ideal introduction to the campus. The renovation will bring out the historic character of the building, enhance its accessibility, and accommodate state-of-the-art technology to make the Admissions experience memorable. During renovation Admissions will be relocated to the Morehouse Ballroom or the Resource Center. Admissions parking for ten visitors will be provided on Carpenter Street between Carnegie and Old Main. Additional visitor parking will be provided south of University Avenue south of Old Main. Cole Hall was designed by Smith and Gage in 1904.

### Campus Image Enhancements (f)

*Purpose: Unify the campus and add to its identity, convenience, comfort, safety and security. Enhance the overall appearance of the campus for visitors and prospective students.*

Extend the informal arboretum campus landscaping. Reorient paths to crosswalks at intersecting streets at the campus perimeter. Remove formal plantings, such as hedges, and re-grade lawns to meet sidewalks on University Avenue. Develop gardens and signs and other visual markers at the corners of campus (31<sup>st</sup> and 25<sup>th</sup>) and entries at 29<sup>th</sup> and 26<sup>th</sup>. Install new timed traffic and pedestrian signals at 29<sup>th</sup> and 26<sup>th</sup>. Install distinctive crosswalk paving at intersecting streets. Regrade and redesign Painted Street (Carpenter Avenue) and 28<sup>th</sup> Street to make them pedestrian-oriented and integrated into the campus landscape. Raise streets to the prevailing level of footpaths. Rename Painted Street: "Painted Walk". Redesign 28<sup>th</sup> Street as a wide pedestrian walk that accommodates restricted vehicular access and no parking. Provide a vehicular turn around (circle) on Carpenter Avenue at 27<sup>th</sup> Street. Develop and implement a standard design for pedestrian-scale white lighting of campus pathways. Convert buildings to accommodate smart card access. Develop a campus-wide way-finding and signage system.

## MASTER PLAN RECOMMENDATIONS

The implementation of these recommendations will depend upon future funding and, in the case of private and joint development opportunities, market demand. For this reason, explicit dates of completion are not included.

In some cases, development is tied to an implementation sequence. For example, parking on the Olmsted lot must be relocated before development of that site can proceed. Such sequential developments are identified below. All development should be consistent with the master plan goals, objectives, guiding principles and design guidelines. Some of these projects may require additional indirect costs such as parking expansion, HVAC upgrades or expansion, and demolition of other facilities.

### ACADEMIC

#### "Point" Interim Renovations/Future Demolition (g)

*Purpose: House the Center for Global Citizenship and the Center for Digital Technology and Learning in the interim prior to their relocation to an expanded Cowles Library.*

Make cosmetic improvements to the existing building. After the future relocation of the centers to the Cowles Library, the Point - built as a temporary structure - will be demolished.

#### New Campus Learning Center (h)

*Purpose: Create a state-of-the-art learning environment that houses new classroom facilities, incorporates the School of Education and the Office of Information Technology and provides a new graduate student center and second "front door" to the campus.*

Build a new campus-wide learning center which includes state-of-the-art classrooms and learning environments open to all academic programs. A linear promenade and plaza will be built on the west side of the building to reinforce the graduate education front door to the campus on 29<sup>th</sup> Street. The informal arboretum landscaping of Helmick Commons will be extended on the west side of the building.

#### Cowles Library Addition (i)

*Purpose: Expand Library capacity and house interdisciplinary centers.*

Expand Cowles Library to the north to house the Center for Speaking and Writing, the Center for Global Citizenship, the Center for Digital Learning and Technology, and other interdisciplinary centers. This addition will expand technology-based learning environments in the Library. Other upgrades and renovations to Cowles Library will be included in this project. The original building, built in 1937, was designed by the team of Proudfoot, Rawson and Brooks Borg.

#### New Science Building (j)

*Purpose: Meet needs for updated and expanded classroom and lab space for the sciences. Demonstrate cutting-edge green building concepts.*

Build a New Science Building as identified in the 2005 science classroom and lab assessment prepared by Brooks Borg. Locate the building south of Olin Hall fronting 27<sup>th</sup> Street. Provide a wide landscaped pedestrian connection between Olin and the new science building. The height and massing should not exceed that of Olin Hall. Incorporate sustainability strategies, such as, green roofs and passive energy-saving features as a teaching aid. An alternative site is at "11".

#### Fine Arts (k)

*Purpose: Meet the needs of Fine Arts to provide a state-of-the-art environment for learning and performance.*

Relocate Anderson Gallery, Music Practice and Media and Graphic Arts to a new building to the east. Demolish a portion of Harmon Fine Arts Center (the "beam"). Renovate the current theater to accommodate music performances. Build a new main stage theater north of Fine Arts for drama performances. The main entrance to the theater will front the pedestrian walk (26<sup>th</sup> Street) with a drop-off on Forest Avenue. Service access would be from 25<sup>th</sup> Street. Explore a new location for Studio Arts, but until a new location is found maintain the existing Studio Arts Building on Forest Avenue.

#### New Academic Building (l)

*Purpose: Meet unanticipated needs for new classroom or laboratory space during or beyond the 20 year term of plan.*

This potential building site at the south east corner of 27<sup>th</sup> Street and Forest Avenue will be kept in reserve. This building will reinforce the structure of the campus at this location. This is an alternative site for the New Science Building.

### ADMINISTRATION

#### Carnegie Hall Restoration (m)

*Purpose: Restore Carnegie Hall to its former grandeur with uses fundamental to Drake's future.*

Completely restore Carnegie Hall to house University Advancement, Alumni Offices, Marketing and Communications and the Board Room. Restoration will include replicating the grand stair while providing enhanced building accessibility. Carnegie Hall was built as Carnegie Library in 1908 and was designed by the architects Proudfoot and Bird.

### ATHLETICS

#### Drake Stadium Development, Bell Center Locker Renovations and Expand Parking (n)

*Purpose: Accommodate the expanding needs of Drake Relays, inter-collegiate and intra-mural athletics programs, fitness and summer sports programs.*

Implement all phases of the Drake Stadium Development Plan and renovate the Bell Center locker rooms. Expand parking lots east and west of the Stadium. Retain houses fronting the south side of Clark Street between 28<sup>th</sup> and 30<sup>th</sup> Streets and on 30<sup>th</sup> Street between Forest Avenue and Clark Street.

### RESIDENCE HALLS

#### Morehouse and Jewett Hall Renovations (o)

*Purpose: Preserve residence halls in central campus locations to provide vitality and security on the campus and maintain the character of the campus.*

Renovation will include upgrades to furnishings, restrooms, lighting, window and floor coverings, wall and ceiling finishes, and heating and cooling. Morehouse Hall was built in 1931 and designed by the team of Proudfoot, Rawson, Souers, and Thomas and Tinsley, McBroom & Higgins. Jewett Hall was built in 1940 and designed by the team of Proudfoot, Rawson and Brooks Borg.

### STUDENT LIFE

#### Oreon E. Scott Chapel Restoration/Interfaith Garden (v)

*Purpose: Celebrate Drake's architectural and faith legacy.*

Restore this internationally known work of architecture by Eero Saarinen and construct an Interfaith Garden, as a symbol of diverse faiths at Drake.

### INFRASTRUCTURE

#### Visitor Parking Relocation (p)

*Purpose: Remove parking from the campus to a location with visual connections to Old Main, the ceremonial front door to the campus.*

Remove and re-landscape the Olmsted visitor's parking lot in anticipation of subsequent development. Relocate visitor's parking to an expanded and landscaped lot south of University Avenue at 26<sup>th</sup> Street (directly south of Old Main).

#### University Avenue Parking Garage (q)

*Purpose: Increase the amount of parking available for graduate students and Olmsted Center events and reduce the "moat" of perimeter parking lots that divide the campus from the neighborhood.*

Provide approximately 600 parking spaces in a three level structure between 28<sup>th</sup> and 29<sup>th</sup> Streets. Provide vehicular access to the structure off 28<sup>th</sup> and 29<sup>th</sup>. Integrate storefronts fronting sidewalks on University Avenue to house services such as University Security Office, University Real Estate, convenience retailing and services. Maintain and infill residential uses (with relocated houses) on 28<sup>th</sup>, 29<sup>th</sup> and Brattleboro. Maintain convenience retailing on University Avenue.

#### 27th Street Vacation and Redesign (r)

*Purpose: Add to campus identity, convenience, comfort, safety and security.*

Vacate, regrade and redesign 27<sup>th</sup> Street to be pedestrian-oriented and integrated into the campus landscape. Raise street to level of footpaths. Redesign 27<sup>th</sup> Street to be a wide pedestrian walk that accommodates restricted vehicular access and no parking.

### NEIGHBORHOOD

#### Housing West of 30th between University and Forest Avenues (s)

*Purpose: Create a new neighborhood that connects Greek Street (34<sup>th</sup> Street) with the campus and provides housing alternatives for upperclassmen, graduate students, faculty and staff.*

Enhance Carpenter Avenue as the central route to a new neighborhood on the west side of campus. Reuse existing houses as living-learning theme houses (multi-cultural, languages houses, etc.); retain the clinic, and existing dormitory and apartment buildings. In-fill with new apartment and townhouse development serving the University community. Cluster housing around open spaces providing passive and un-programmed recreational opportunities. Install a traffic signal and distinctive crosswalk paving at Carpenter Avenue and 30<sup>th</sup> Street. Encourage additional neighborhood commercial development on University and Forest Avenues near 25<sup>th</sup> and 31<sup>st</sup> Streets. Implementation might involve multiple development packages offered to private developers.

#### Mixed-use Development University Avenue between 24th and 25th Streets (t)

*Purpose: Create lively sidewalks and economic revitalization in former "Dog Town". Integrate University and neighborhood uses.*

Acquire the US Bank drive-up and build two-stories of apartments over retail north and south of the Old Post Office. Relocate the US Bank and Post Office to storefront locations. Renovate the Old Post Office Building as a replacement for the Mainstay Building for the Drake Jazz Program and use it as a performance venue. Also, include a coffee and wine bar with a gallery to display for sale art from the Drake Visual Arts Program in the Old Post Office Building. Develop an open-air "Jazz Alley" where the bank drive-through was located. Implementation might involve multiple development packages offered to private developers.

#### Mixed-use and Parking Development east of 25th Street (u)

*Purpose: Remove the surface parking lots separating the campus from the neighborhood and provide housing alternatives for upperclassmen, graduate students, faculty and staff, and retirees near campus.*

Facilitate development of a retirement village with retail storefronts for neighborhood commercial on the south side of Forest Avenue between 24<sup>th</sup> and 25<sup>th</sup> Streets with two levels of apartments. Include retail storefronts for neighborhood commercial on the north side of Carpenter Avenue between 24<sup>th</sup> and 25<sup>th</sup> Streets with two levels of apartments. Build a garage structure for approximately 750 spaces between the two developments wrapped with storefronts with two levels of apartments fronting 25<sup>th</sup> Street and three levels of apartments fronting 24<sup>th</sup> Street. Storefronts on 25<sup>th</sup> Street will house University offices as well as Post Office, Resource Center, copy center, and dry cleaner, etc.. Implementation might involve multiple development packages offered to private developers.