Session Handout

Title

MON-A02: Collaboration, Preservation, and Pedagogy: Planning and Designing Today’s Academic Campus

Moderator:
Scott Reinholt, ASLA – Sales Manager, Landscape Forms

Panelist:
Mary Jukuri, ASLA – Principal, SmithgroupJJR

Panelist:
Mark H. Hough, FASLA – University Landscape Architect, Duke University

Panelist:
Byron W. Sampson, ASLA – Associate Director/Landscape Architect, Arizona State University

Learning Objectives

1. Understand how landscape architects are envisioning physical campus growth and applying learning technologies to future planning.
2. See how sustainability and preservation have been executed in campus design.
3. Hear how collaborative learning has been driven and shaped by design, creating flexible spaces that encourage student and faculty interaction.
4. See examples of built campus projects examining these issues.

Course Overview

Introduction - Designing the campus for the 21st century can be a teaching opportunity.

a. The challenge is that campuses and colleges, are under pressure, operationally and in terms of planning and design development. Funding is down, expectations are up, and these five big issues, sustainability, preservation, growth, technology and collaborative learning posed for discussion present major challenges for the design professionals.

b. How have designers become the collective consciousness of the universities engaging with these issues and moving forward?

I. Sustainability — Examples of how designers can address energy use, resource conservation, maintenance, and adaption of structures and spaces over time. Campus planners and designers, most notably landscape architects, are having a significant impact on sustainability at the campus level. Improving storm water management, preserving campus landscapes and open space, increasing tree canopy, restoring native habitat and providing edible landscapes are all areas where landscape architects contribute to a healthier, sustainable campus.
II Preservation — Renovating and repurposing existing spaces is challenging and often political, especially “places of memory,” yet designers must lead this critical discussion.
III. Growth — Changes in student enrollment, financial resources, and technology in education is impacting the way we do campus planning in the 21st century. The 20th century model of planning for increasing growth is giving way to greater efficiency, right-sizing, and reductive planning as parameters to measure success. Creative adaptation, an emphasis on student success, and greater experimentation with new learning pedagogies are the new horizons. As landscape architects and planners, physical place-making is our canvas. However, when learning can happen any time, any place, and anywhere, does place still matter?
IV. Technology — Providing well designed infrastructure for new learning and innovation, will continue to be a focus in campus planning. The impact of technology in the classroom and more research into how students learn are changing the way we think about the ‘classroom’.

Notes:

V. Collaborative Learning — Creating spaces that support collaboration between disciplines, individuals and across diverse populations on campus. Learning and collaboration happen anywhere, anytime, and the physical environment needs to provide a wide array of spaces to encourage both planned and serendipitous collaboration.
Notes:
Further reading

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