

Welcome to PPN Live

ASLA Campus Planning & Design and Landscape – Land Use Planning
Professional Practice Networks



Sunday, October 21
10:00 – 10:45 am

Campus Planning & Design and Landscape – Land Use Planning PPN
2018 ASLA Annual Meeting & EXPO

PPN Officer: Landscape – Land Use Planning

Elaine Linn

City of Virginia Beach
Parks & Recreation

Planning, Design and Development

Chair

elinn@vbgov.com



Your Name Here!

Co-Chair



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Update: Landscape – Land Use Planning

Call for Volunteers!

Increase your participation and expand your professional network

**Join our Leadership Team:
Become a PPN Co-Chair or Officer!**

The Landscape – Land Use Planning is one of the largest ASLA Professional Practice Networks with over 700 members and a LinkedIn network of over 1,000 professionals

*PPN
LinkedIn*

*Write an article
for the Newsletter!*

*Volunteer for
the committee!*

*write a blog
for The Field!*

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Update: Landscape – Land Use Planning

2018 Member Survey Update

We reached out to you with a survey this year and here's what you told us you want more of...

- Up and coming trends and case studies
- Smart growth land use planning
- Adaptive design and planning for resiliency; redevelopment and reclamation
- Land use planning for non-motorized linkages and connectivity, greenways, trails, recreation planning
- Environmental planning and sustainable development

Your preferred communication resources:

- Webinars
- Newsletter

Room for growth:

- PPN LinkedIn Group
- The Field Blog

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PPN Officers: Campus Planning & Design

Katharyn Hurd
Page
Co-Chair



Krista Van Hove
Stanford University
Co-Chair



Laura Tenny
MIT



David Cutter
Cornell University



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Update: Campus Planning & Design

Thank you!
to our PPN networking
breakfast sponsor:

landscapeforms

Call for Volunteers:

Interested in serving as a PPN officer? Got ideas for connecting with other members? Get involved!

Find or email any of us after the meeting!



Update: Campus Planning & Design

2018 Member Survey Update

We reached out to our 500-member PPN; 38 members responded.
From that small sample size, here's what we learned:

- Career focus ranges widely, from infrastructure to transportation to sustainability and resilience topics
 - 50/50 split of campus and university staff vs. private practice
 - 10% in affiliated disciplines such as civil engineering
 - 65% have more than 20 years of experience
 - 75% are involved with SCUP, given its university focus
 - 90% are registered Landscape Architects
 - The top three topics of interest identified for future PPN focus were:
- Landscape Design and Built Projects
Resiliency and Sustainability
Campus Master Planning



Resiliency Themes Broadly Considered



Physical: climate change adaptation; green infrastructure; water use/conservation; renewable energy

Economic: affordability/opportunities for students; partnerships with host communities

Social/cultural: inclusivity/social equity; ADA accessibility; wellness/health



Today's Presenters



Jessica Fernandez
Clemson University



Margaret Baldwin
Ayers Saint Gross



Drew Brown
Stanford University



INCLUSIVITY AND THE DESIGN PROCESS IN THE AMERICAN COLLEGE TOWN

**ASLA Campus Planning & Design and
Landscape – Land Use Planning PPN**

Sunday, October 21st

Jessica Fernandez, Ph.D.

PLA, ASLA, LEED AP ND
Clemson University &
ALPHA Design Studio



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HIGHER EDUCATION GROWTH

In response to forces such as rising student enrollments and campus growth (Coulson et al, 2016), the past few decades have witnessed a proliferated call for *collaboration* between universities and their surrounding communities (Miller & Haffner, 2008).

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EDGE-WEDGE ISSUES

Changes which affect the edge “usually have an immediate impact on the neighborhood and even on the entire city” (Sungri-Eryilmaz, 2009)

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“I think what you will find is [the University] fortifying its real estate against the City's”

“University and City planners don't really communicate. I don't know why”

“Maybe there's cooperation, but I wouldn't call it collaboration between the University and the City”

“It feels like we're being frozen out”



COMING TOGETHER AT THE EDGE

The campus-community edge provides a platform for the joining of town and gown. It is often a place for tradition, celebration, and positive interaction between local residents and the academic community.

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“We talk at a confidential level about projects down the line. You can really hurt yourself if that trust isn’t there”



“The University absolutely has a vested interest in a vibrant downtown”

“At edges we have to work closely with one another. We send plans back and forth. It saves the University and City time”

“A quarter of our City downtown is completely greenspace. It is the campus”

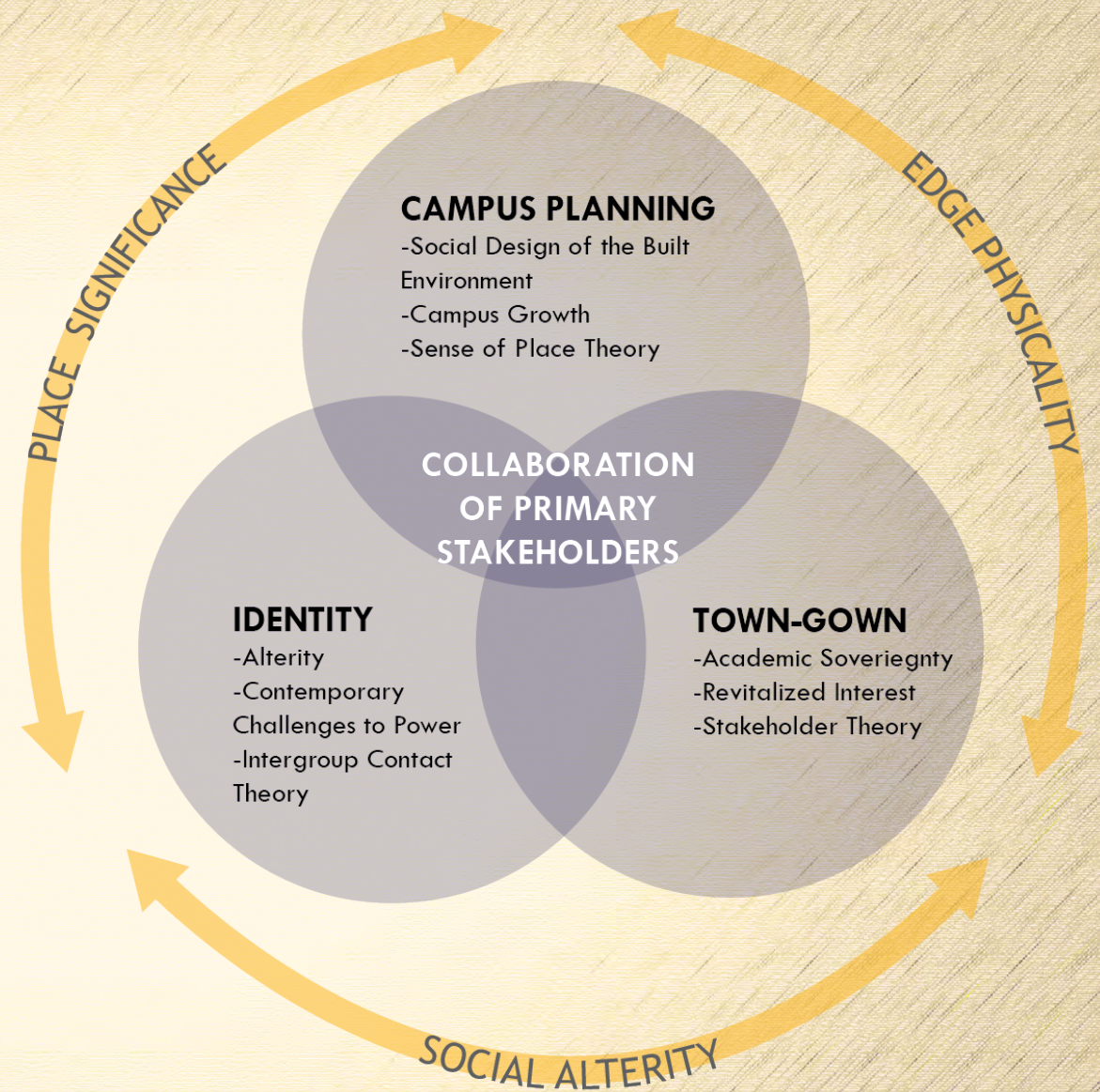


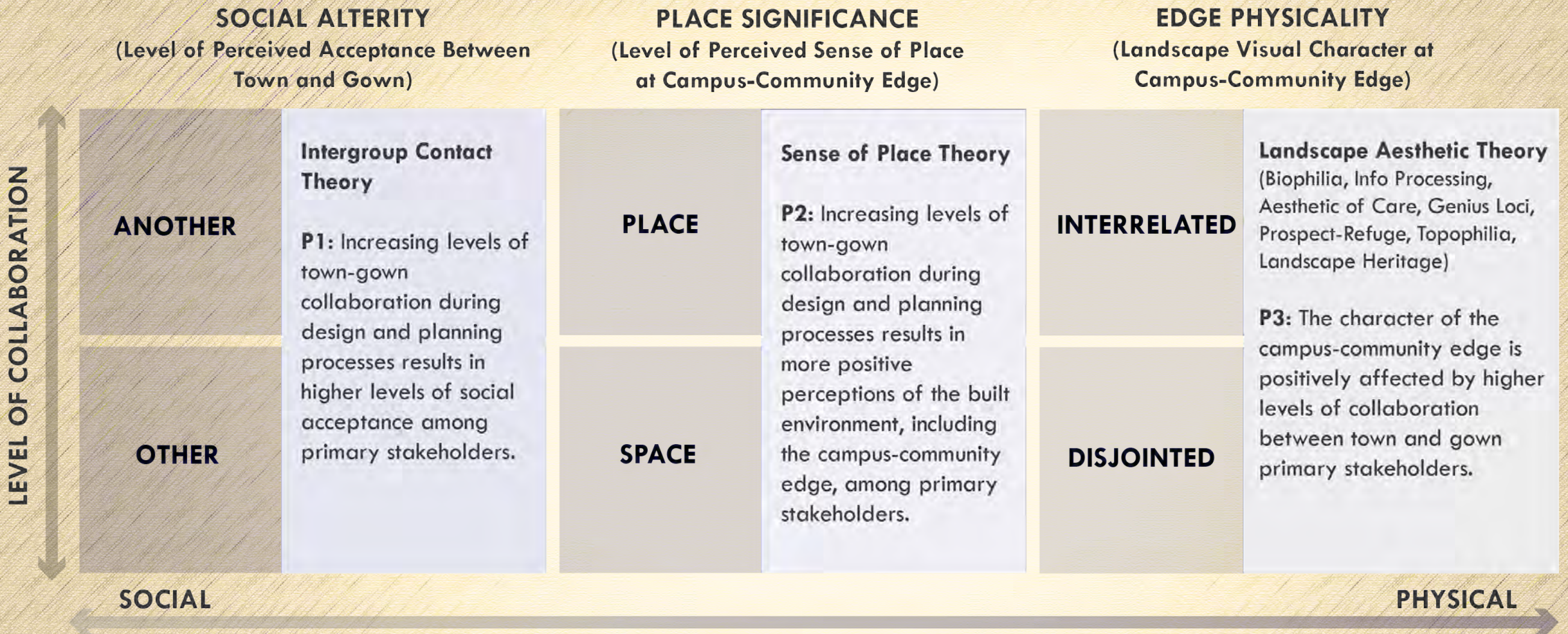
“The clear evidence is that... we can organize our institutions to serve both local and national needs in a more coherent effective way. **We can and must do better.**”

(Kellogg Commission on the Future of State and Land-Grant Universities, 1999)

“...there is a persistent, if limited, homology that associates the university at its best with the city at its best”

(Bender, 1988, p. 4)





SOCIAL ACCEPTANCE

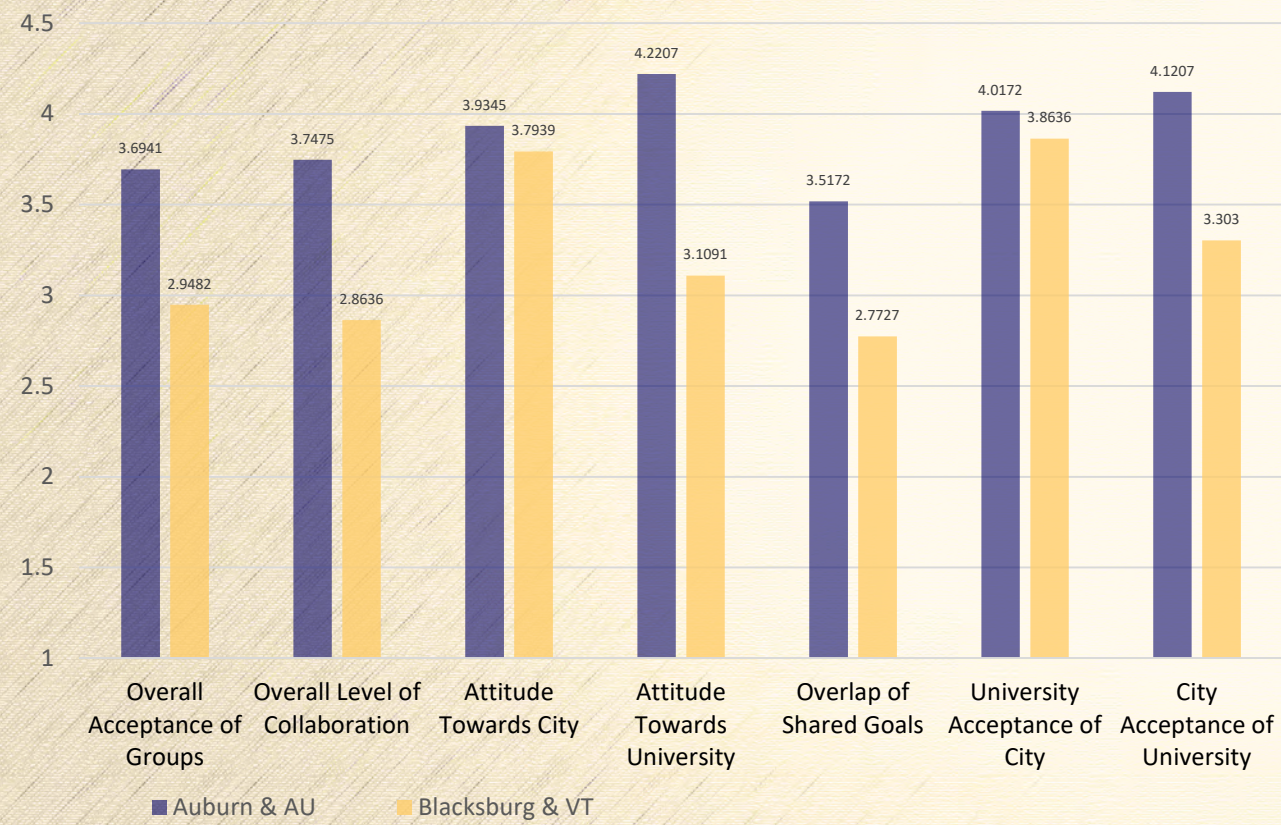
Researchers have found that when campuses and communities work together there is “all-too-often dichotomous collaborative efforts” where the university is “almost always in control” (Miller & Hafner, 2008; Ascher & Schwartz, 1989; Perkins et al, 2001).

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SOCIAL ACCEPTANCE

CROSS-CASE COMPARISON OF MEANS FOR PERCEPTIONS OF SOCIAL ACCEPTANCE



LEVELS OF COLLABORATION & SOCIAL ACCEPTANCE

Case Study	Calculation	Overall Acceptance of Groups	Overlap of Shared Goals
City of Auburn & AU Overall Collaboration	P-Value	0.0082*	0.0015*
	Spearman's Rho	0.4800	0.5627
Town of Blacksburg & VT Overall Collaboration	P-Value	0.0001*	<.0001*
	Spearman's Rho	0.6800	0.6796

*P-Value is small enough to indicate very convincing significance

- There is a moderate to strong positive correlation between overall acceptance of groups and town-gown collaboration



SENSE OF PLACE

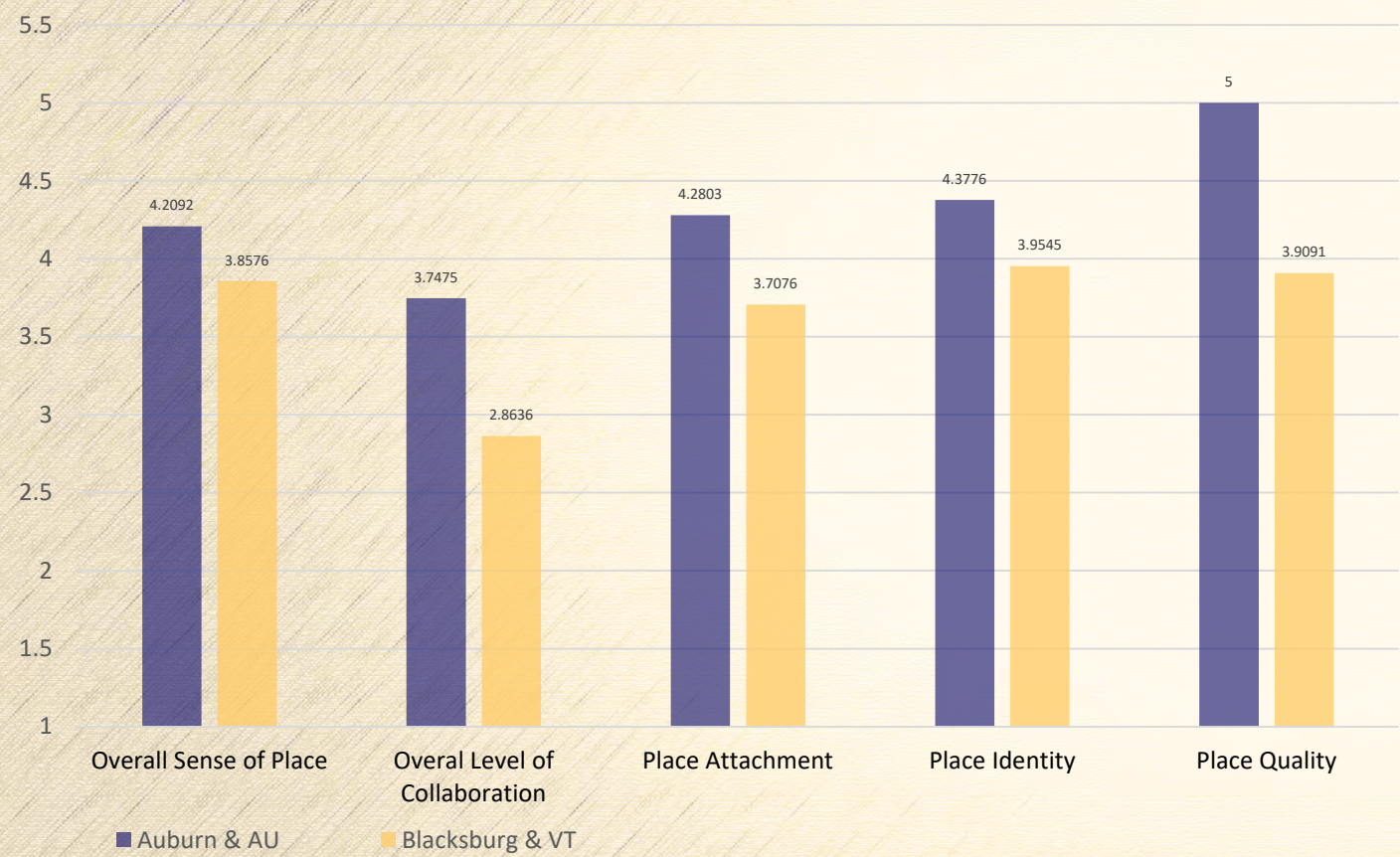
“As we contemplate how the sense of place on the campus may change in the future, we need to recognize that the sense of place that is changing goes far beyond the campus gate” (Chapman, p. xxxiii)

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SENSE OF PLACE

CROSS-CASE COMPARISON OF MEANS FOR PERCEPTIONS OF SENSE OF PLACE



LEVELS OF COLLABORATION & SENSE OF PLACE

Case Study	Calculation	Overall Sense of Place (SOP)
City of Auburn & AU Overall Collaboration	P-Value	0.4379
	Spearman's Rho	-0.1498
Town of Blacksburg & VT Overall Collaboration	P-Value	0.2040
	Spearman's Rho	0.2234

*P-Value is small enough to indicate very convincing significance

- A higher level of sense of place is present in the case study where there is a higher level of collaboration



EDGE PHYSICALITY

“Today, edges must be more porous, as institutions seek ways to be part of, rather than separate from, their neighborhoods” (Kenney et al, 2005, p. 229).

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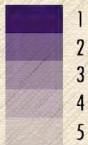


EDGE PHYSICALITY

OVERALL MEANS OF DESIRABLE LANDSCAPE CHARACTER

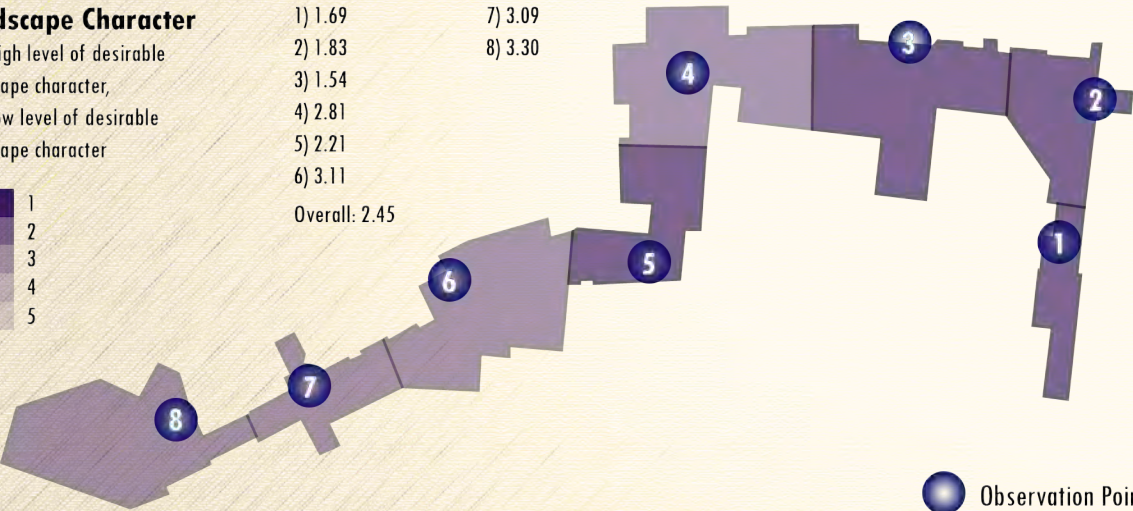
Amalgamation of desirable landscape character indicators

Scale of Desirable Landscape Character
1 = high level of desirable landscape character,
5 = low level of desirable landscape character



Observation Point

- | | |
|---------------|---------|
| 1) 1.69 | 7) 3.09 |
| 2) 1.83 | 8) 3.30 |
| 3) 1.54 | |
| 4) 2.81 | |
| 5) 2.21 | |
| 6) 3.11 | |
| Overall: 2.45 | |



● Observation Point

OVERALL MEANS OF DESIRABLE LANDSCAPE CHARACTER

Amalgamation of desirable landscape character indicators

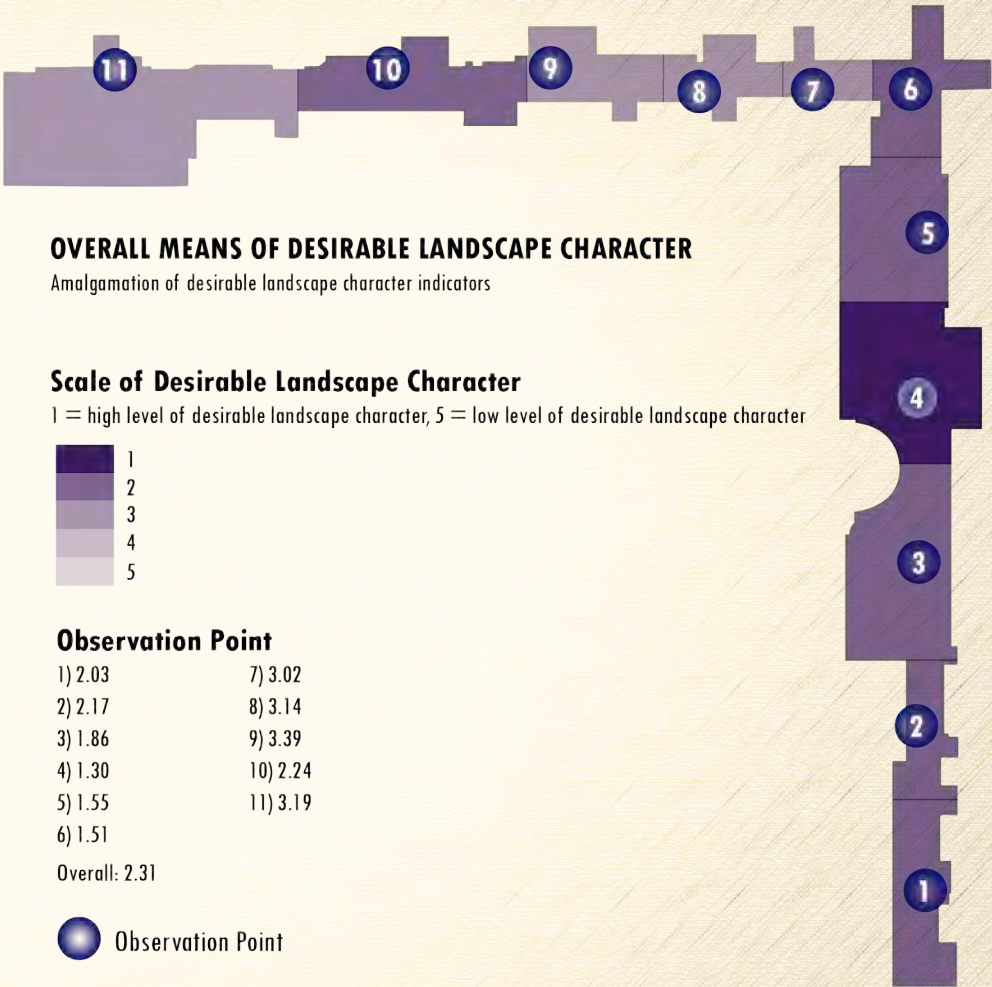
Scale of Desirable Landscape Character

1 = high level of desirable landscape character, 5 = low level of desirable landscape character



Observation Point

- | | |
|---------------|----------|
| 1) 2.03 | 7) 3.02 |
| 2) 2.17 | 8) 3.14 |
| 3) 1.86 | 9) 3.39 |
| 4) 1.30 | 10) 2.24 |
| 5) 1.55 | 11) 3.19 |
| 6) 1.51 | |
| Overall: 2.31 | |



● Observation Point



“Treatment of the *edge* between the institution and the town is one of the most decisive actions an institution can take in building vitality in its neighborhood. Many colleges and universities, considering only the organization of functions within their campuses, ignore this opportunity. They do so at their peril” (Kenney et al, 2005, p. 229)



Planning and implementing change to the physical environment can be a powerful vehicle for turning a negative community relationship into a positive one (Kenney et al, 2005).

THANK YOU

Jessica Fernandez, Ph.D.

PLA, ASLA, LEED AP ND
Clemson University &
ALPHA Design Studio

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Making the Most with the Least

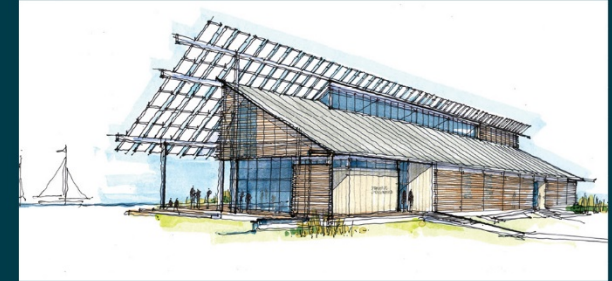
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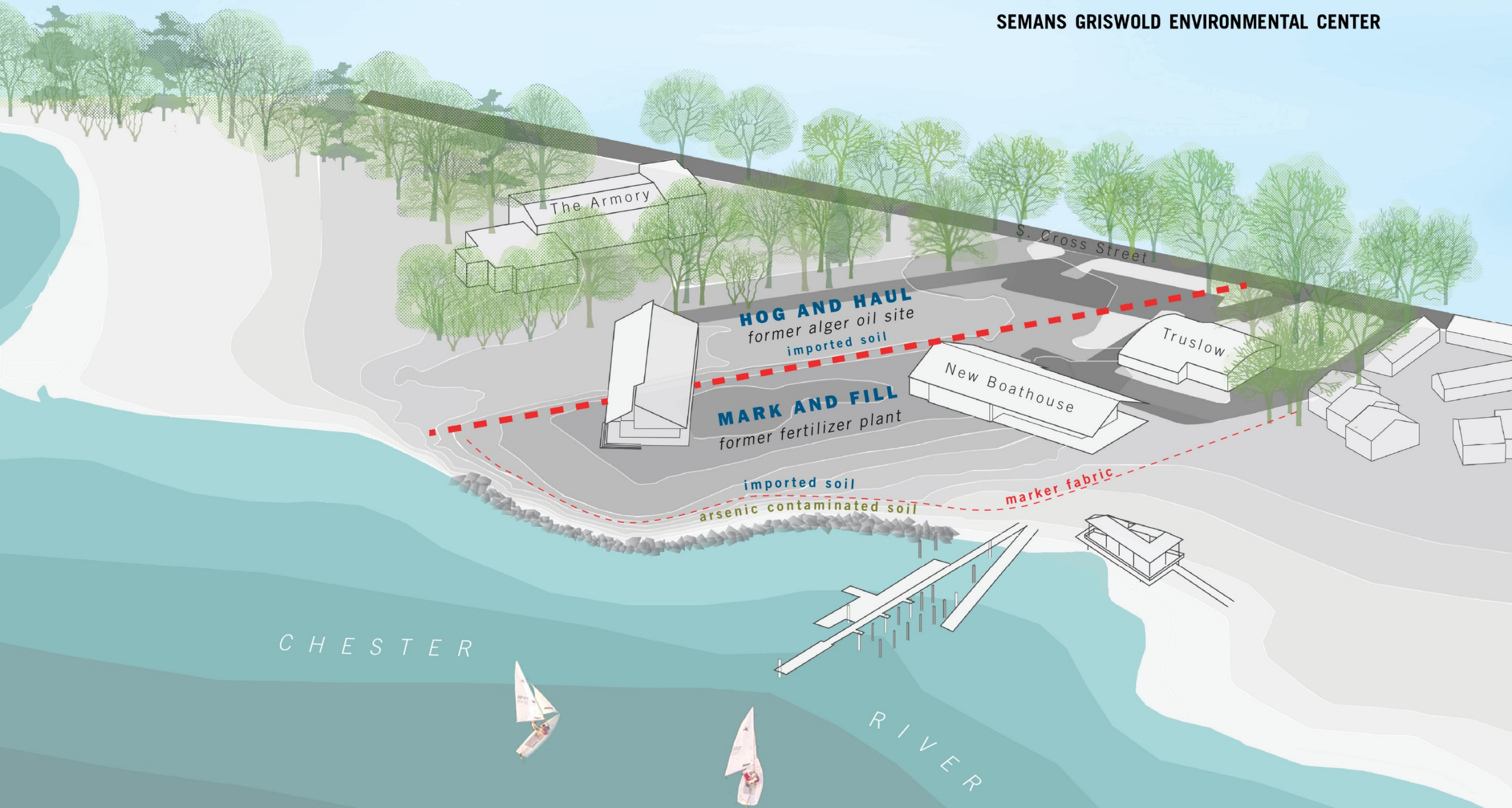


Center for Environment and
Society

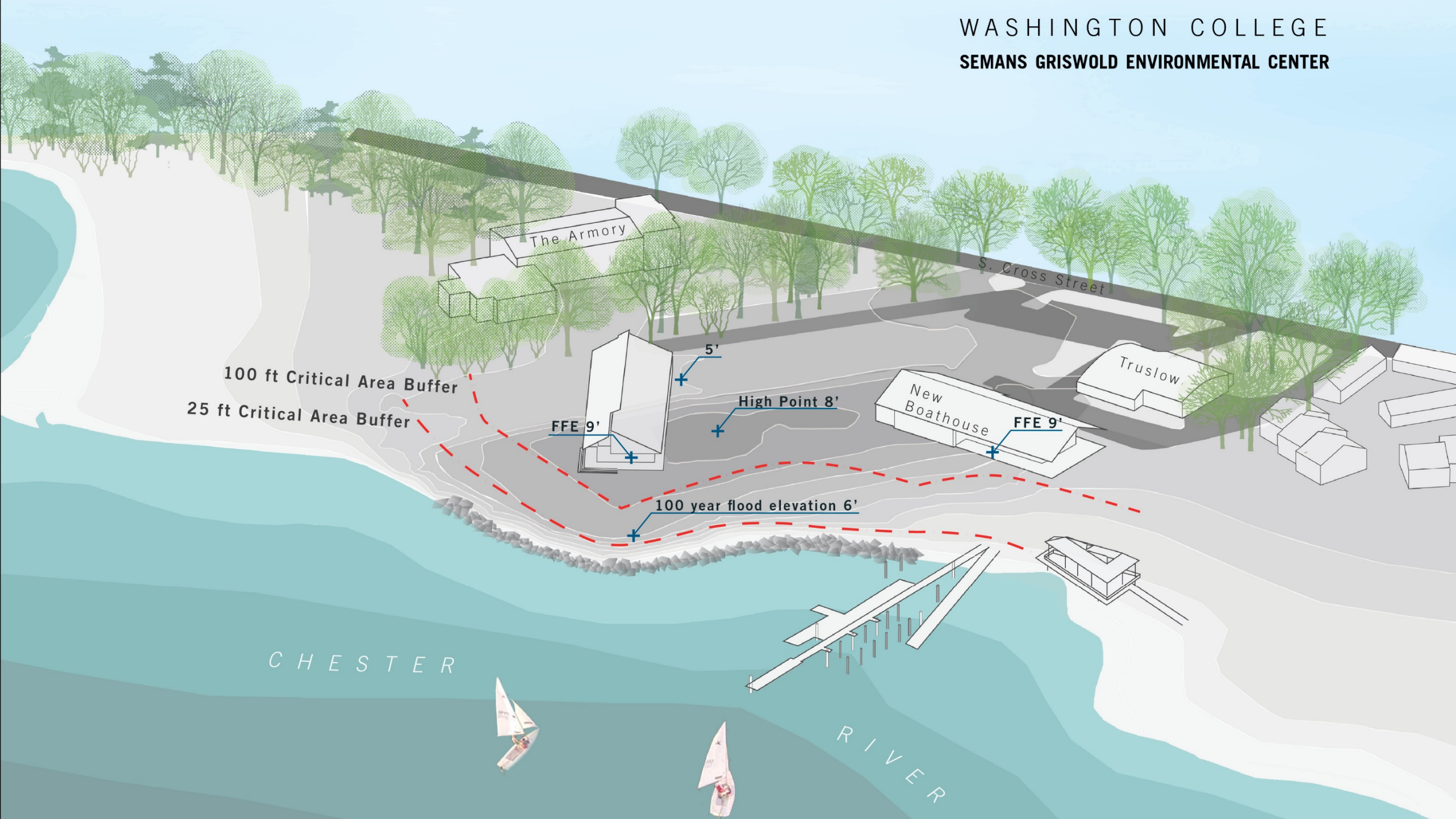




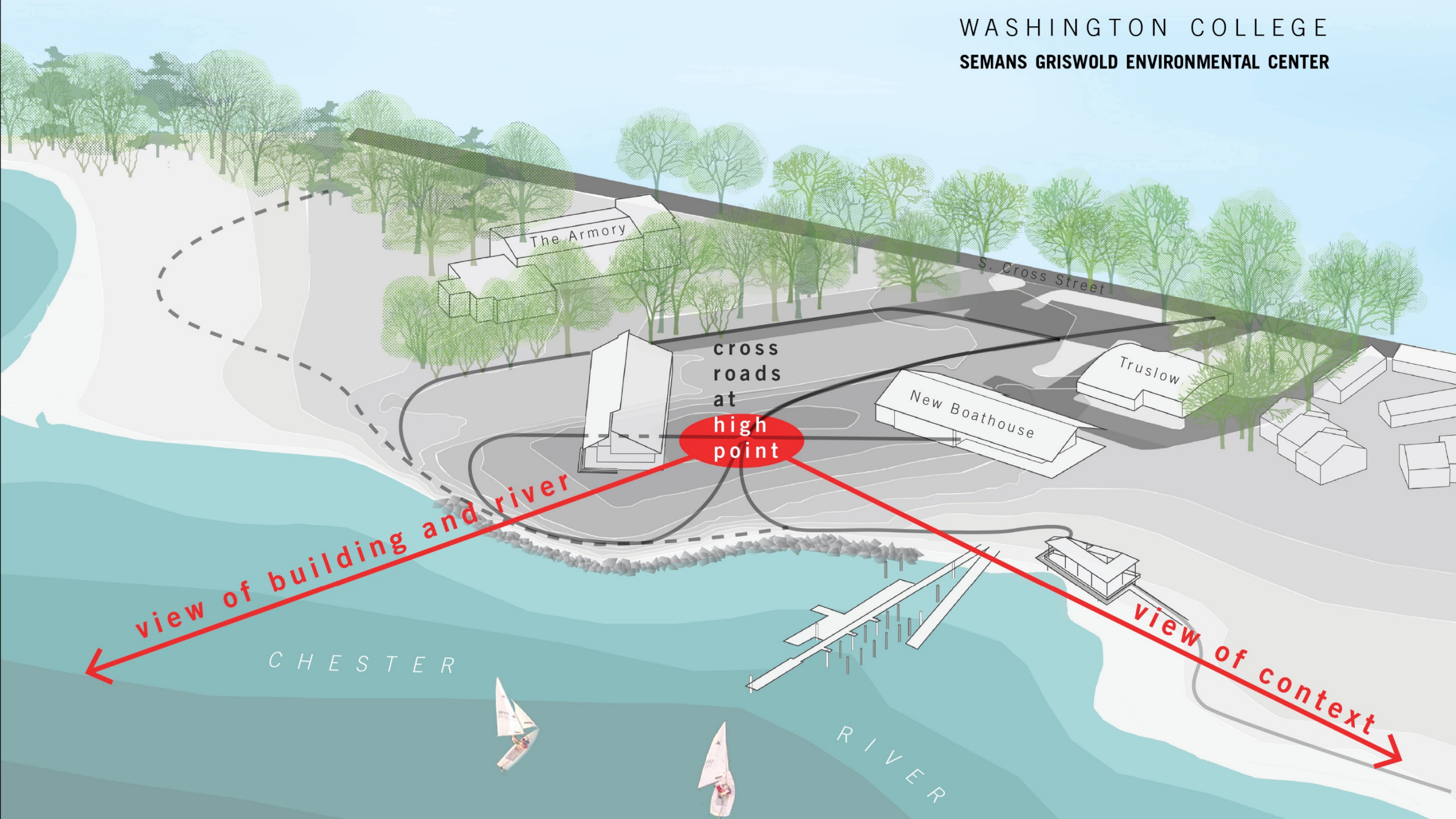
WASHINGTON COLLEGE
SEMANS GRISWOLD ENVIRONMENTAL CENTER



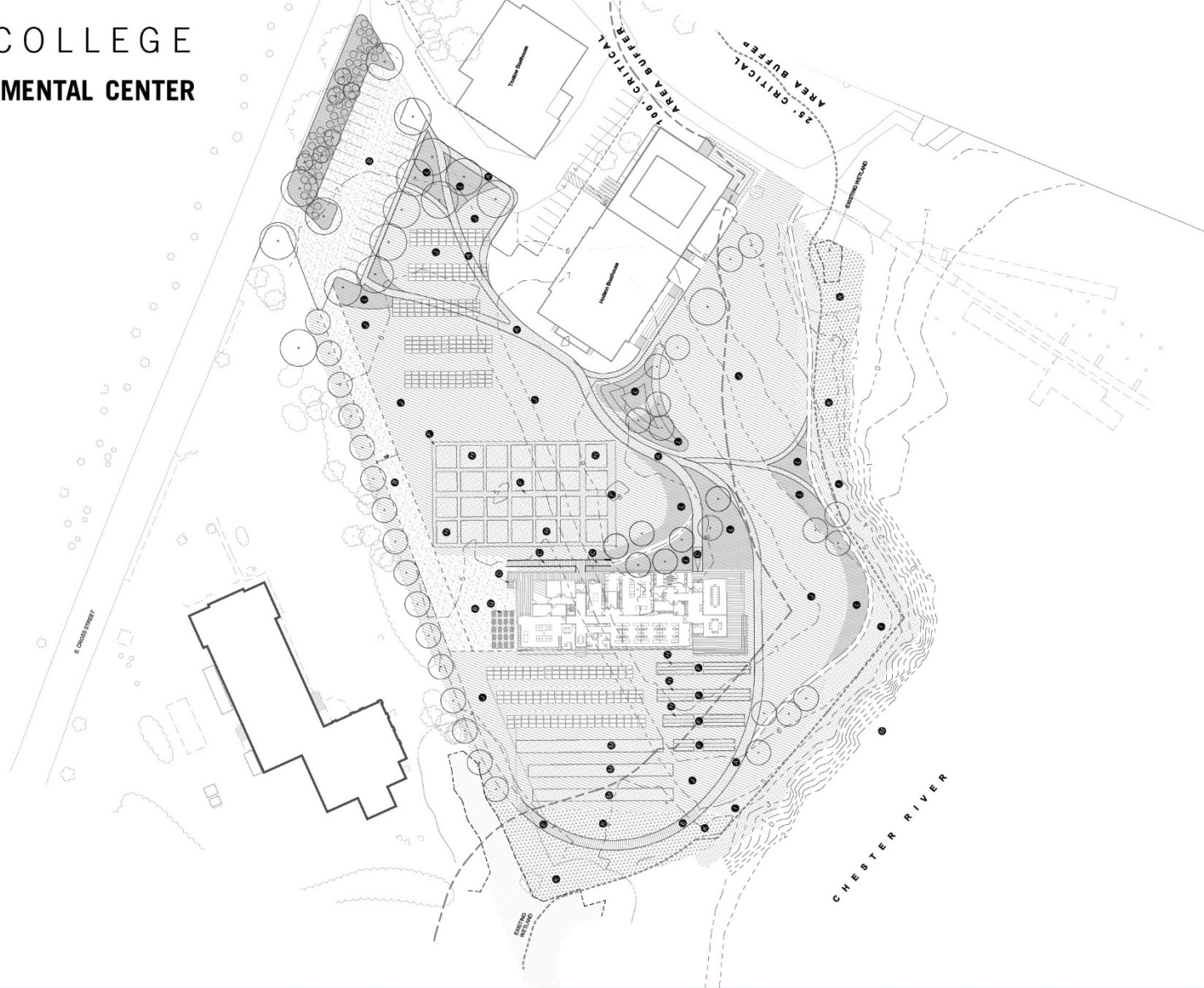
WASHINGTON COLLEGE
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WASHINGTON COLLEGE
SEMANS GRISWOLD ENVIRONMENTAL CENTER



WASHINGTON COLLEGE
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NOTE # 3: FOR UNDERSTORY, PERENNIAL AND GROUND COVER PLANTING, SEE SHEET L-300

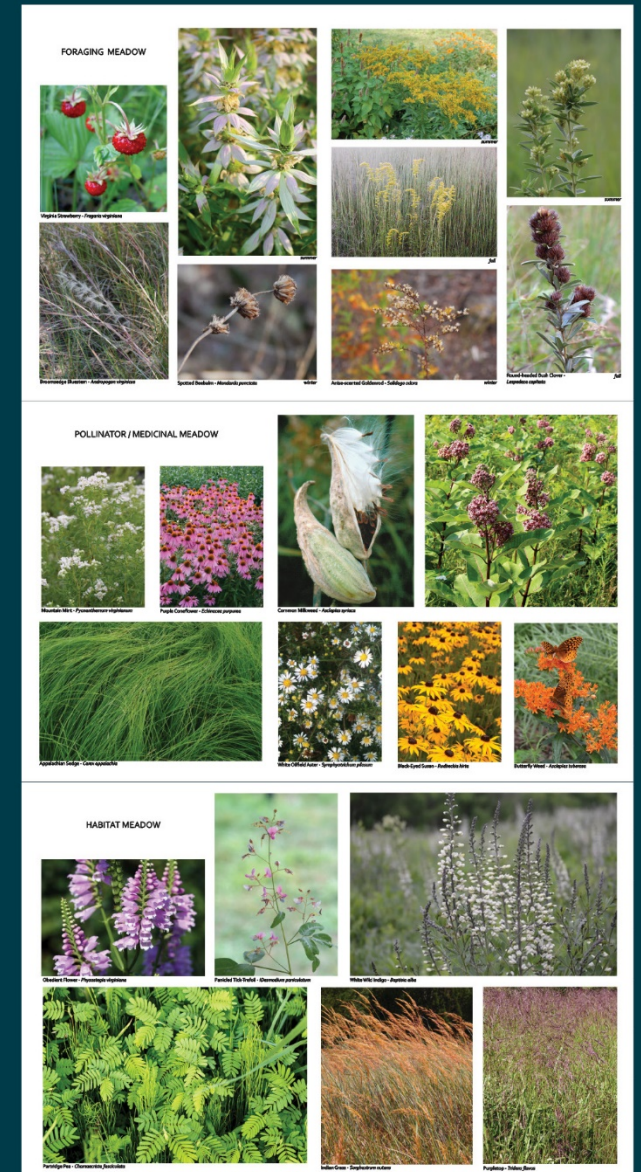


Opportunity:

POOR SOIL

low productivity

Meadows



Opportunity:

PROGRAM

center for
environment
and society

Nursery Garden



Opportunity:

PROGRAM

center for
environment
and society

Seed Bank



Meadow



Opportunity:

REGULATION

storm

water

management

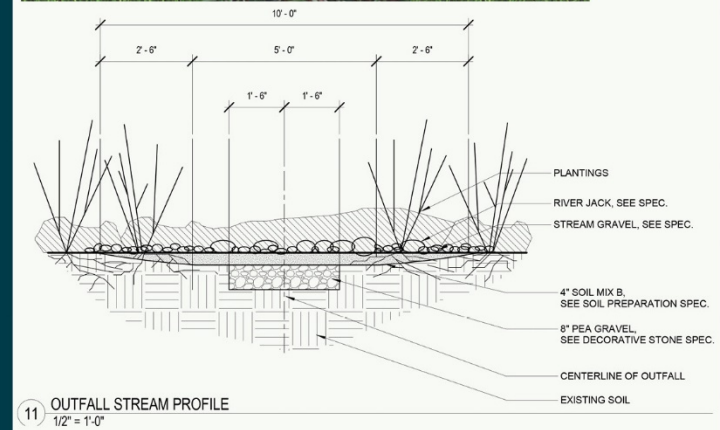
**Rich
Plantings**



Opportunity:

RIVER
FLOW -
THROUGH
OUTFALL

Novel
Ecology





Resiliency in the Face of Change Stanford Tree Relocation

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Stanford Tree Relocation

- PROGRAM INITIATION
 - Why? How?
- PROGRAM PROCESS
- MOVING TREES
- RESULTS



PROGRAM – Why?

History and Character



Charles Shinn: local landowner,
garden writer, arboriculturist

*“Senator Stanford was always a lover of
trees. He spent much time upon his
plantations (properties) and he never allowed
a healthy Oak tree to be removed.”*



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1880's



1950's



PROGRAM – Why?

Quality of outdoor experience

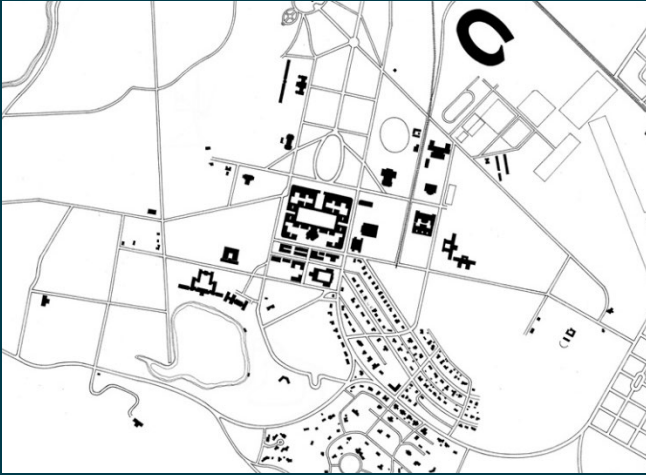


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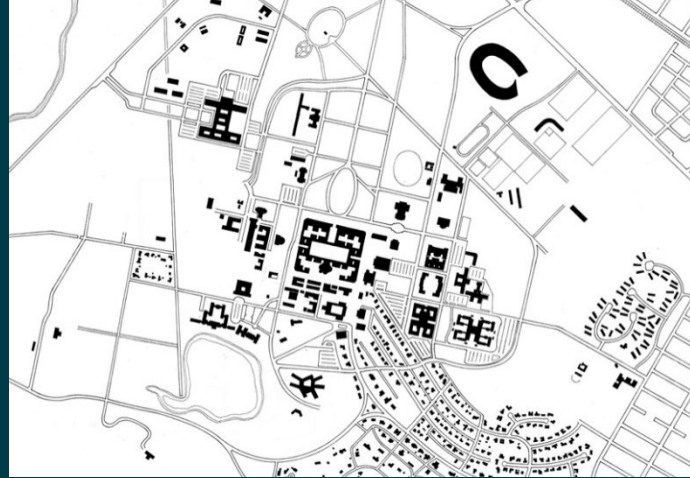


PROGRAM – Why?

Pace and scale of change



1935



1960



2015





**Major Sites
Impacted
since 2006**

**Sites active
in 2018**

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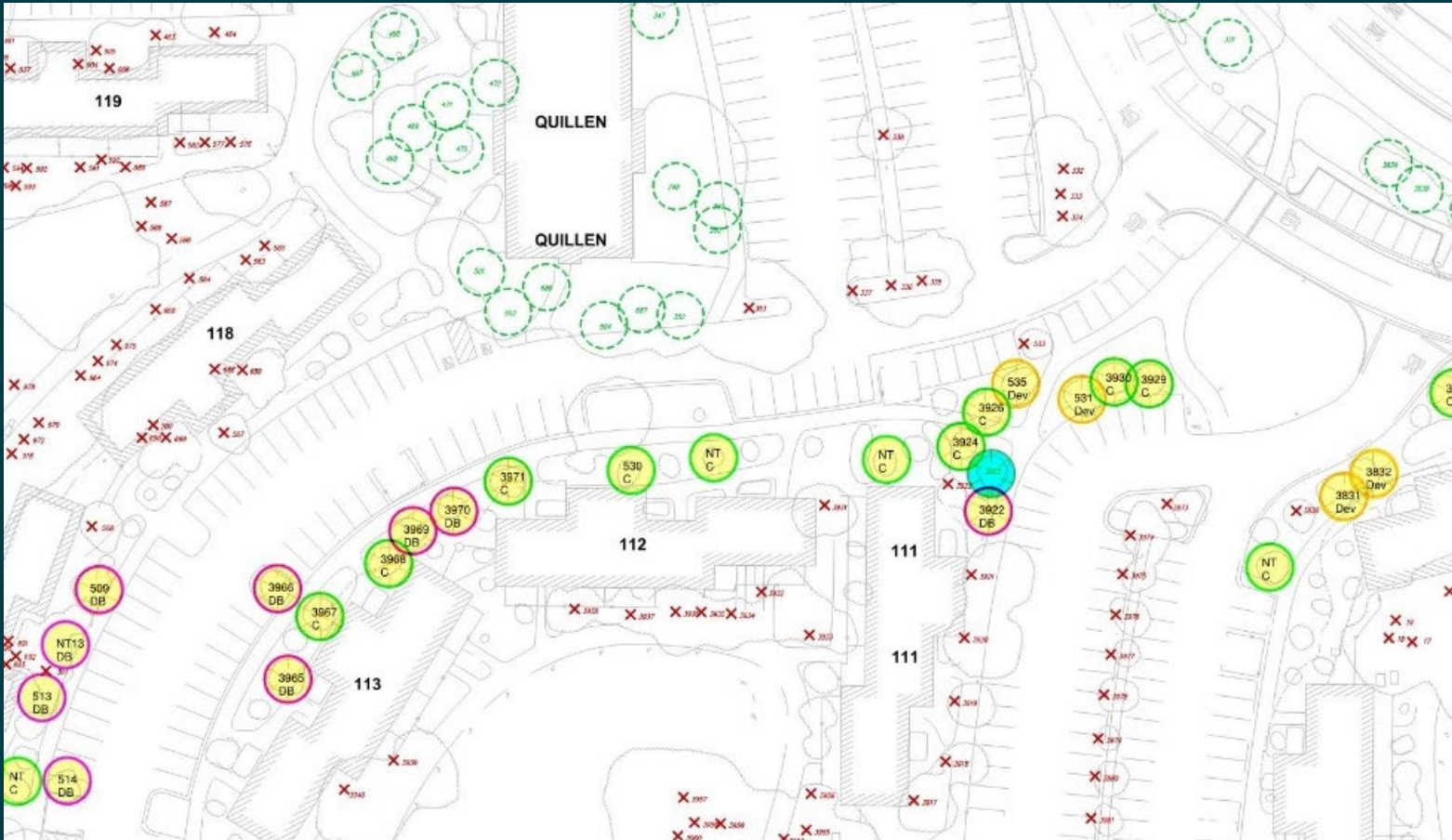
PROGRAM – How?



- **Budget**
 - Tree management as a Project line item
 - Stanford Infrastructure Program (SIP) funds
- **Project planning**
 - Building Footprint and Site Program
 - Tree evaluation and assessment
 - Transplant candidate QUALITY & VIGOR, SIZE, VALUE
- **Coordination and Management**
 - Departments working together
 - Pay it Forward Approach



Program Process



Tree Disposition Plan

Arborist report and survey

Verification
Value/Risk/Cost
Size/Form

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Origin Site

Access?

Utilities?

Transport Route?

Timing?

Safety?

Direct Relocation or Storage?





Digging > Side-Boxing > Bottom-Boxing >

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Rigging > Lifting > Transport > Storage > Maintenance

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Destination Site

Active Construction?

Schedule?

Access?

Utilities?

Irrigation?

Protection and Maintenance?



Results

Approximately 1325 trees relocated and re-planted since 1996

Majority Live Oak, some Redwood, Olive, Pistache, Pine, Other

~82% successful re-establishment

Failures are expected and accepted

Project Funding + Infrastructure Program Funding

100% Documented, Maintained and Monitored for 10 years minimum



Project Impact – New Buildings



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Project Impact – New Buildings



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Project Impact – Historic Buildings



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Project Impact – Historic Buildings



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Project Impact – Campus Space



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Thank you for joining us!

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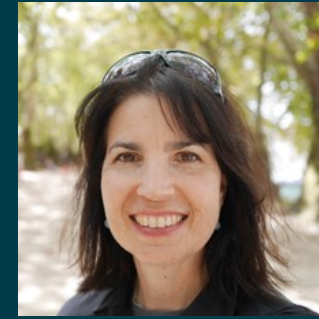
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David Cutter
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Please find us after the meeting with any suggestions or questions

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