

Brown University

Providence, Rhode Island

2003 Strategic Framework for Physical Planning

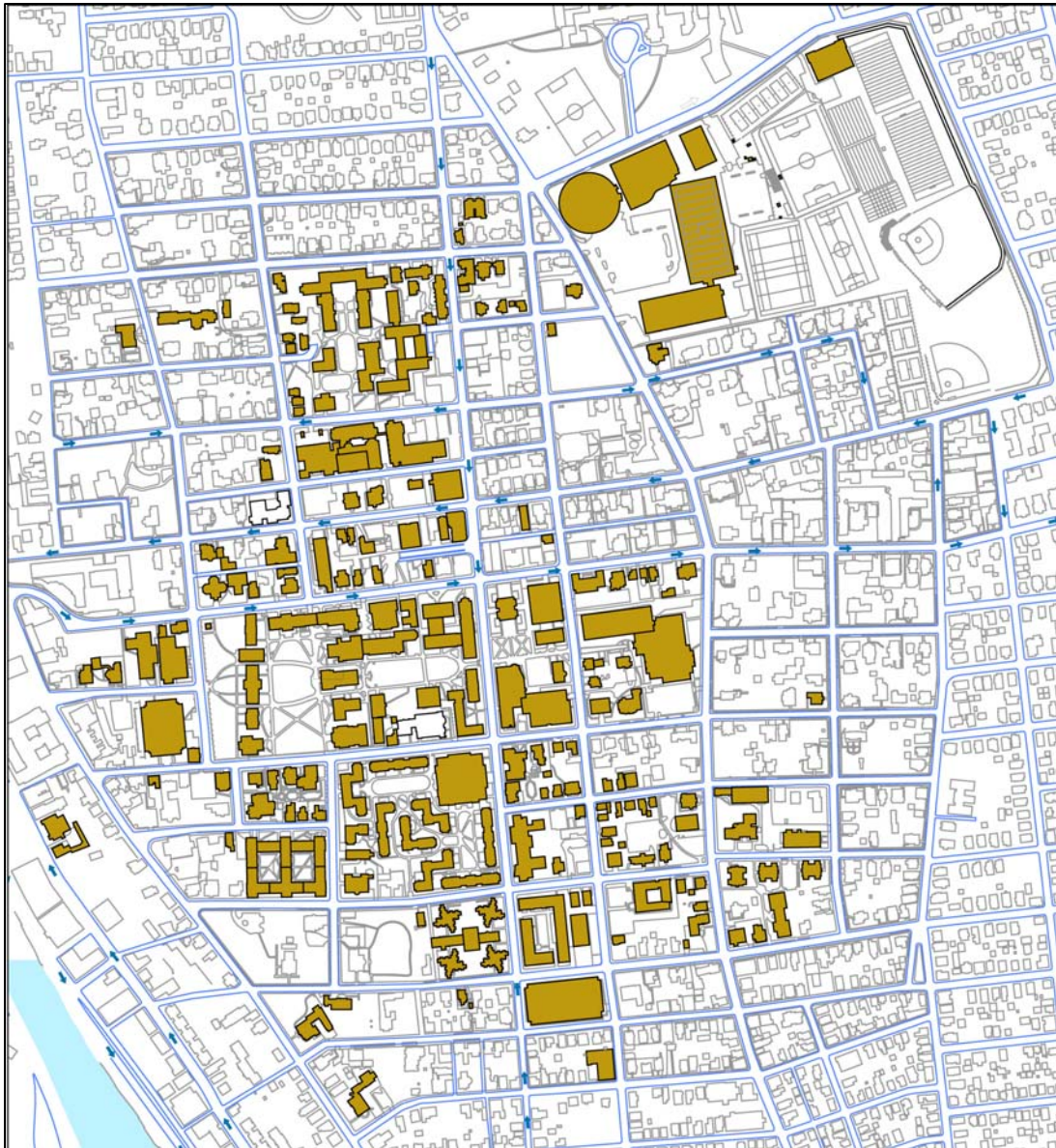


The John Nicolas Brown Gate at Brown University



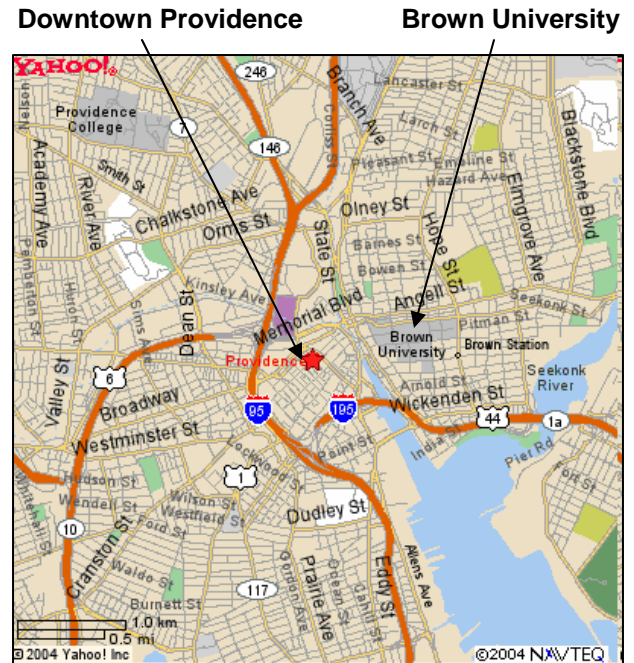
Aerial View of Brown University Campus with downtown Providence in the Background

Website: http://www.brown.edu/webmaster/strategic_framework/



Brown University Buildings on College Hill

Brown University	
Students:	7,595
Faculty:	628
Staff:	2,652
Total Campus	
Acreage:	143



Brown's Location within Providence, Rhode Island

Why a Planning Framework?

The New University President, immediately upon taking office, implemented the Brown Academic Enrichment Initiatives, a program that essentially sought to research and integrate an academic plan, a capital plan and a physical plan.

- The last master plan for Brown was in the 1920s. There were a lot of unknown factors in the areas of academic and physical planning that needed to be addressed to support the Academic Enrichment Initiatives, as well as a Capital Plan.
- A small planning/facilities staff meant that a lot of ground needed to be covered as far as research went for both an academic plan and a physical plan.
- A Framework allowed the university to prepare broad goals and principles for physical planning on campus while leaving the burden of creating area master plans later in the planning process.
- A comprehensive approach allows the Corporation of Brown University to endorse the broad aspects included in a framework rather than the detailed work of a master plan.
- Having so little knowledge of current and future needs due to a historical lack of planning, it was necessary to have a flexible planning process as it is very difficult to predict changes to the Capital Plan even a few years ahead.

Brown University Plan For Academic Enrichment:

- Undergraduate Education
- Graduate Education
- Teaching & Research
- Biology and Medicine
- Multidisciplinary Initiatives
- Practicing Diversity
- Campus Community
- Sources of Revenue
- Community Collaboration
- Facilities and Support

<http://www.brown.edu/web/pae/>

Purpose of the Framework

To provide a physical planning document and process to the university in the context of the Academic Enrichment Initiative.

- To establish a planning document and process that had been nonexistent on campus since the 1920s.
- A need to give legitimacy to the university's capital plan for donors to buildings and other campus development projects.
- Implement the physical development needs of the campus set forth in the AEI, Brown's Academic Plan (i.e. expand faculty by 25%).
- Provide a flexible, lasting base of policies and guidelines for campus Area Master Plan's which are to be researched and completed after the Strategic Framework, as well as updated on a more frequent basis.
- Establish a basis to communicate on a more frequent basis with neighboring communities as well as the City of Providence, so that they feel included in the university's planning process, thereby hopefully eliminating much of the animosity between the university and its neighbors.



Who was in Charge?

Who Carried It Out?

- Executive Vice President for Planning
 - Hired from Princeton as Brown's third EVP. Reporting directly to the President, this position coordinates all planning related to the Academic Enrichment Initiative.
 - This position ultimately responsible for Strategic Framework. No committee involved as in other schools. Important that the community know that someone was responsible for the plan at a high administrative level.
- Director of Facilities
 - Project Manager for the Strategic Framework, responsible for managing consultant
 - Without planning or architecture office, facilities' staff of the Director, 3 Planners, a CAD Staffer and the Space Inventory Planner responsible for gathering most data/research on campus.
 - Provided most of the data for the Strategic Framework
- Consultant: R.M. Kliment & Frances Halsband Architects
 - Led information meetings with administration and community members.
 - Produced the Strategic Framework document, as well as the first subsequent Area Master Plan, The Walk; A Proposed Design For The Extension Of The Brown University Campus Joining Lincoln Field and Pembroke Green.

The Planning Process/Participation

- Many interviews between consultant and the campus community.
 - Feedback on the Physical Plan given primarily at the higher levels (Dept. Heads, Administration, etc.) Input from Faculty and Staff previously solicited and included in the Academic Plan, which the Physical Plan attempts to implement.
- Proactive out-reach to the community and municipality
 - Initial “open meetings” with the community somewhat successful. Eventually had to move towards specific meetings with community groups and neighborhood leaders.
 - Neighboring communities of the campus worried about growth at the edges of campus, adjacent to residential communities. Some think this is part of the university plan that is being kept secret from the community. Part of the out-reach was to convince community that growth in the past has been random, and that they will be able to review and take part in the new planning process. Many fears were resolved because of this.
 - The community outreach process eventually established a high level of trust from the communities as to the goals and policies of the university. Many community leaders became comfortable speaking their mind.
 - Most contentious issue addressed but not yet solved: University purchase of many residential houses to use for academic purposes. Some have suggested that either as the university grows, the houses should revert back into Residential uses, or that the university use them to provide housing for faculty and staff. No strategy decided as yet.
 - Frances Halsband was given credit for addressing neighbor’s concerns intelligently and thoroughly, rather than engaging in a more arrogant and inflexible position.
- Establishing a Better Relationship with the City of Providence
 - Mayor and University met to address Brown paying more of its fair share in taxes.
 - City Planners given better idea of university’s goals as far as its location on College Hill, and its expansion to other neighborhoods within the city.

Goals

- **Develop Circulation Infrastructure**
 - Develop walkways that strengthen network between parts of campus
 - Work with the local community to improve local streets
 - Provide excellent shuttle system
 - Look for opportunities to build remote parking facilities
- **Consolidate the Core**
 - Core elements of Brown University will remain on College Hill
 - Cluster academic growth in the heart of campus
 - Look for opportunities for adaptive reuse of existing historic buildings
 - Seek to return smaller houses to residential or other compatible uses
 - Work with neighborhood groups to maintain and enhance qualities of place and space surrounding the university
- **Move Beyond College Hill**
 - Look to outlying sites for development of satellite campus facilities.
 - Collaborate with government and other institutions to reclaim strategic downtown areas and waterfront site for future shared growth
 - Look for long term development sites off College Hill that can be integrated into and contribute to the life of both the community and the university

Elements of the Framework

- Part One: Analysis
 - Historic Context
 - Brief History of Brown
 - Campus Growth
 - Brown University Today
 - Buildings
 - Houses
 - Summary of Space Use
 - Building Accessibility/Evaluation
 - Green Space
 - Pedestrian/Vehicular Circulation
 - Campus Accessibility
 - Transportation Network
 - Civic Context
 - Other Nearby Institutions
 - Providence Topography
 - Zoning
 - Density Evaluation
 - Comparable Campuses
 - Columbia, Dartmouth, Princeton, Yale, Harvard.
- Part Two: Recommendations
 - Circulation Infrastructure
 - Walkways
 - Enhancement of Neighborhood Streets
 - Shuttles & Parking
 - Consolidate the Core
 - Historic First Block East & West
 - Pembroke Historic First Block
 - The Walk
 - Libraries
 - Residential Quads
 - Manning Walk Science & Engineering Center
 - Athletic Complex
 - Student Life Sites
 - House Evaluation
 - Accessibility
 - Project Summary
 - Move Beyond College Hill
 - Highway Relocation
 - Walking Distances
 - Development Opportunities
 - The Campus in Fifty Years

How is the Framework Implemented?

The Strategic Framework provides the policy groundwork for a series of Area Master Plans for the university, which will provide more detailed planning research and decisions and are meant to be updated on a regular basis.

Area Master Plans to be Completed:

- The future use of University-owned small houses;
- Guidelines for historic preservation of University buildings;
- Priorities for improving building accessibility;
- A program to address parking and transportation issues;
- Upgrading and maintenance of campus utilities and other infrastructure;
- Campus landscaping and open space;
- The development of design guidelines for future campus building.

- All Area Plans intend to address the campus in a broad, comprehensive approach rather than sub-dividing the campus into districts for more detailed study.
- Production of the Area Plans is to be determined on a case by case basis. Some are done by Frances Halsband (The Walk), others are done internally (Parking & Transportation)
- Not all of the decisions made in the Area Plans will be made public to the community (The future uses of University-owned houses)

How is the Framework Implemented? (continued)

- Frances Halsband was hired as an advisor to the university committee due to a lack of professional architects and planners associated with the university. In this role, she reviews development projects for campus, a role similar to that of a University Architect.
- Process for Development Projects:
 - For each project, Design/Planning Guidelines are prepared that address the planning issues of the project in the context of the Strategic Framework.
 - Consultants must follow these guidelines when designing a project

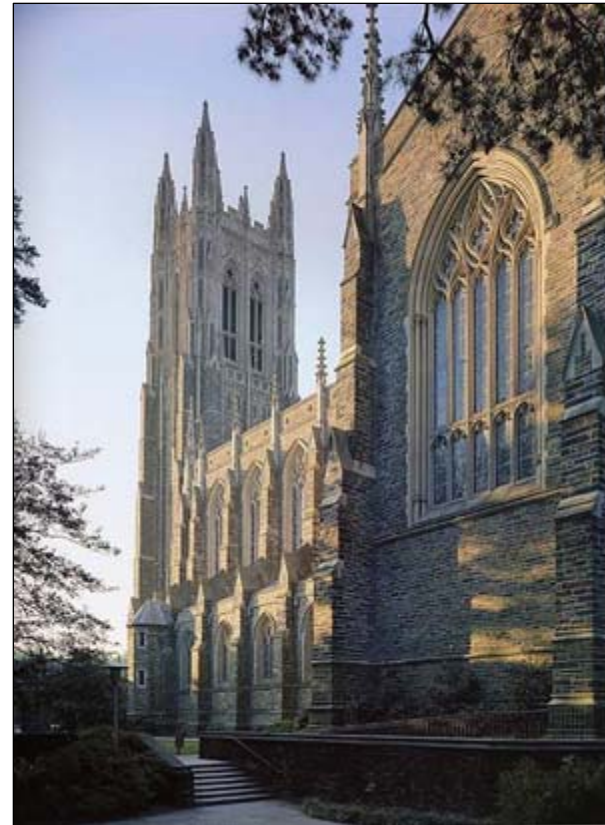
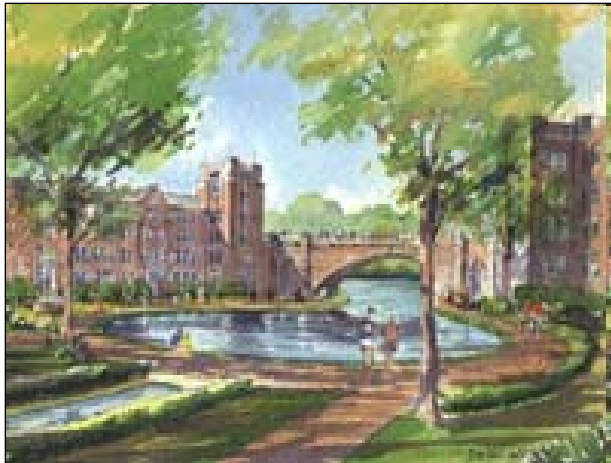
Recommendations/Warnings

- Reaching out to the community very early and frequently was extremely advantageous and went a long way to addressing contentious issues between the university and its neighbors.
- An essential factor of any plan is that it must be a “living document” that integrates policies and principles with the everyday planning process of a university.
- A plan must be flexible to accommodate changes in plans or thinking within even a short time period. Fixed development plans often prevent this.
- Graphics that show specific building sites or massing can often work against the flexibility of a plan by implanting ideas inside of the head of either the administration or the community.

Duke University

Durham, North Carolina

2000 Master Plan &
2002 Action Plan



Why a Master Plan?

Needs

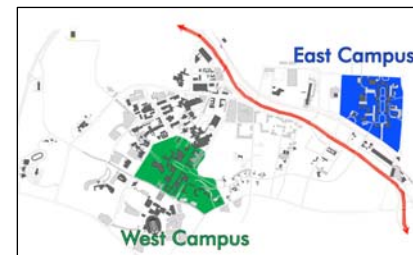
- To define the University's role as a regionally important medical, research and employment center.
- To maintain and protect historic architecture and landscape as they relate to new development.
- Consolidation of core areas of campus, as well as various off-site facilities.
- To build on and coordinate a substantial body of work already completed on campus development, such as historical master plans, a transportation study, and a conceptual landscape report.



Duke University Chapel



Duke Medical Center



West and East Campuses – Duke University

Purpose of the Plan

“To inspire development of the Duke campus so that each new project contributes to the campus environment as a whole.”



- The Plan produces three related documents:
 - (1) A Campus Master Plan, which contains a comprehensive analysis of the University, proposing potential changes and providing a context in which future development can contribute to the whole.
 - (2) An Implementation plan, intended as a mechanism for carrying out future planning for development.
 - (3) A first in a series of Action Plans, which outline a series of actions and projects considered a high priority for study or implementation.

Primary Objectives of the Master Plan

1. Set Forth agreed-upon principles, goals and strategies.
2. Create enforceable regulations where necessary.
3. Provide a planning framework for future development.
4. Establish a new decision making process.
5. Identify near-term actions.

Who was in Charge? Who Carried It Out?

PROCESS

- The three documents build on and coordinate a substantial body of work that has already been done on campus. The first task in the master planning process was a review of prior documents and studies.
 - Historic Master Plans done in 1940, 1964 and 1987
 - A Transportation Study conducted in 1995
 - A Conceptual Landscape Plan completed in 1997
 - An Exterior Signs Standards report in 1998.

STRUCTURE

- Master Plan Oversight Committee (MPOC)
 - Most distinctive role to create and guide each subsequent Action Plan, done on a biennial cycle.
 - May choose to delegate activities associated with its role to other groups on campus.
 - Members include Executive Vice President, Provost, various academic Deans, Faculty chairs, the Medical Center Architect and the University Architect.

CONSULTANTS

- Weinstein Copeland Architects, Seattle WA.
- Hewitt Architects, Seattle, WA.

Goals / Objectives

- **A Historic and Dynamic Campus**
 - Strengthen the identify of the Duke campus as a continuously evolving environment with a unique historic beginning.
- **A Premier University**
 - Ensure the quality of all buildings, open spaces, and infrastructure as an expression of the University and as a reflection of the values of the institution
- **An Internationally Recognized Medical Center**
 - Ensure that the Medical Center may continue to grow as a state-of-the-art facility.
- **A University in the Forest.**
 - Preserve and strengthen the identity of the Duke campus as a community within a forest.
- **A Collection of Memorable Places.**
 - Direct development toward the creation of human-scale open spaces with distinct character.
- **A Walkable Campus Supported by an Understandable Circulation System**
 - Redefine the movement systems throughout the campus to be functional and comprehensible, built on a visible logic that supports wayfinding “place making” the identity of campus boundaries and the cohesiveness of the overall campus.
- **A Community of Communities.**
 - Support interaction at all levels – students, faculty and staff – and in all disciplines.
- **A Citizen of Durham and the Region.**
 - Contribute in diverse ways to the intellectual and cultural life of the region and beyond.

Elements of the Plan

Illustrative Plans: Site-specific illustrative applications of the principles and goals, analyzing individual areas of the campus in terms of opportunities for improvement and development, considering five topics for each area.

- **Conservation**
 - Includes recommendations regarding preservation of forested areas, historic buildings, open spaces, and environmentally sensitive areas characterized by steep slopes and watercourses.
- **Open Space Development**
 - Addresses opportunities to create new places on the campus using buildings or landscaping to frame outdoor rooms for activity and gathering.
- **Pedestrian Connections**
 - Addresses ways of better linking buildings, activities, and open spaces on campus.
- **Street Improvements**
 - Making the campus more pleasant for pedestrian and vehicular circulation and helping make the structure of the campus more legible.
- **Development**
 - Sets forth guidelines for the location and development of new buildings and improving the campus.

How is the Plan Implemented?

Action Plans – Prepared bi-annually. Master Plan provides context, principles, goals, and direction for the Action Plans. The Action Plan also ensures that the plan stays in the forefront of planning and development on campus.

Action Plan 2002

Projects:

•General

- Central Campus Development Study
- Science Drive/Chapel Woods site context study
- Perkins Library expansion
- New University Store
- Hart House
- Law school expansion
- Terry Sanford Institute of Public Policy expansion

•Medical Center

- Medical Center Precinct Plan
- Eye Research Institute expansion
- Nursing School expansion

•Circulation

- Transportation/circulation/parking comprehensive study
- Cameron Entry Plaza
- Parking garage at Research Drive
- New Campus Pedestrianway
- Bicycle Improvements
- West Quadrangle parking and new Transit Center

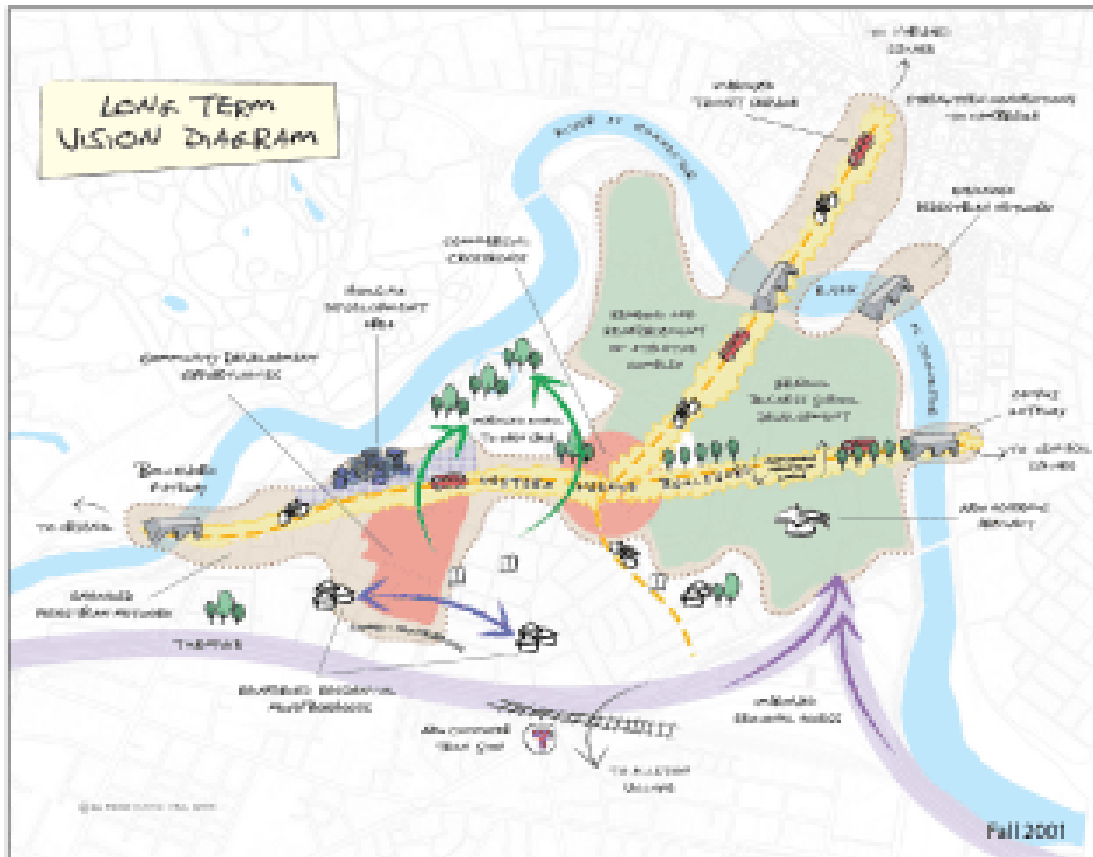
•Hospitality

- Thomas Center expansion
- Washington Duke Inn expansion and renovations

Harvard University

Cambridge, Boston, Watertown

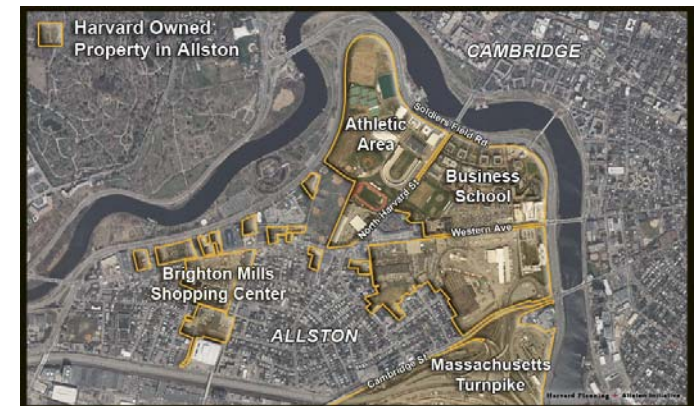
Planning for Allston



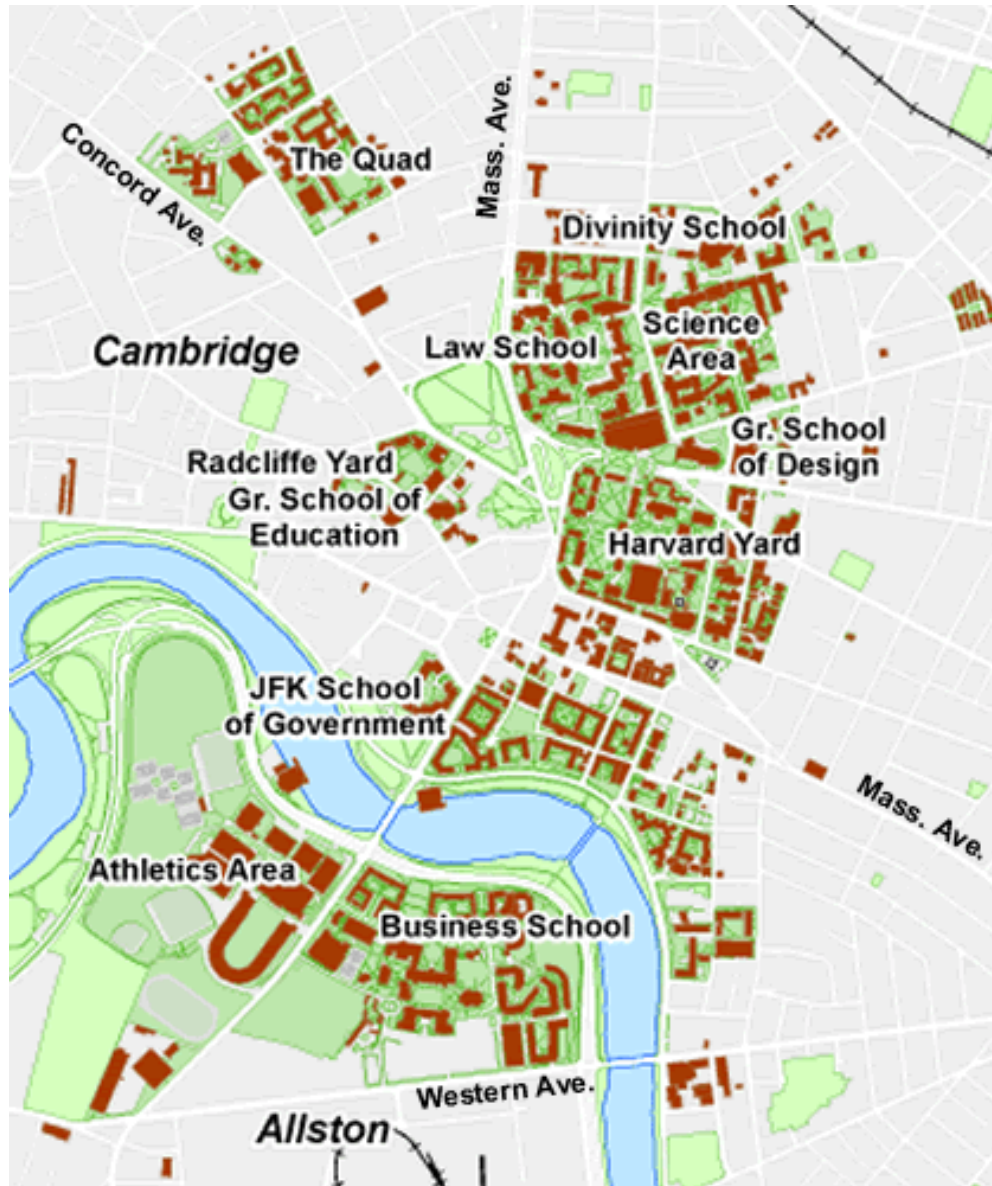
Vision Diagram for Proposed Development in Allston



View of North Allston with the campus

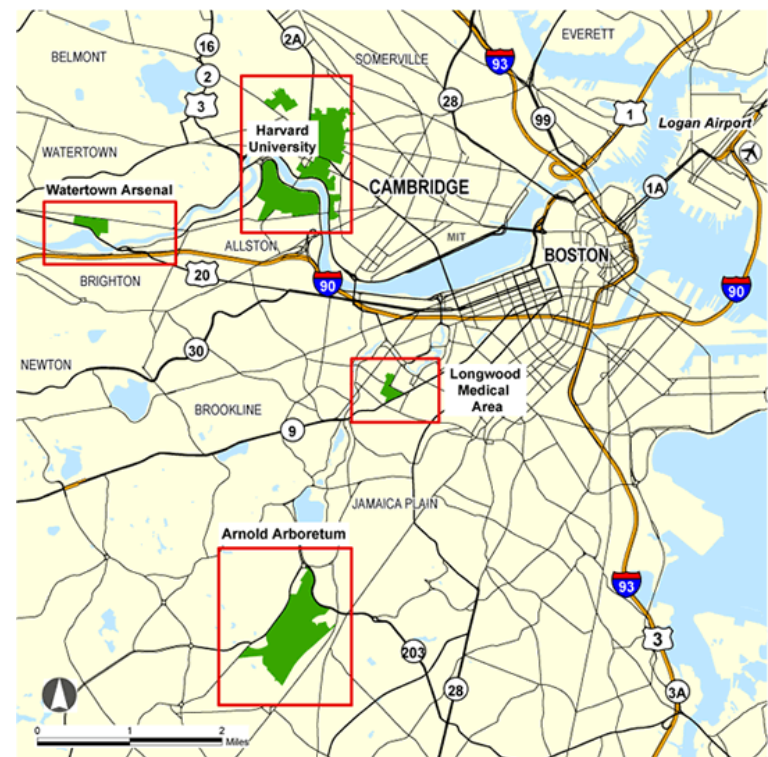


Harvard property in Allston



Map of Harvard University in Cambridge and Allston, Boston

Harvard University	
Students:	19,731
Faculty:	2,000 (non-medical school) 9,000 (medical school)
Staff:	12,190
Total Campus	
Acreage:	500+ (Cambridge and Allston)



Harvard U. campuses in the Greater Boston area

Why a Planning Framework?

To integrate a campus situated on both sides of the Charles and blend it with a thriving neighborhood, and provides flexibility over the next fifty years... for a future that will serve the University and contribute to the area's vitality.

The Framework does

- aim towards a plan that can guide future building and other projects, not to design the projects themselves.
- ensure that evolving physical plans for Allston are carefully aligned both with the University's programmatic priorities and needs, and with the well-being of the University's neighbors and the requirements of the regulatory process.
- consider potential building locations and guidelines, scale, connections within the campus and neighborhood
- offer a conceptual vision for transportation, streets and the development of open space.

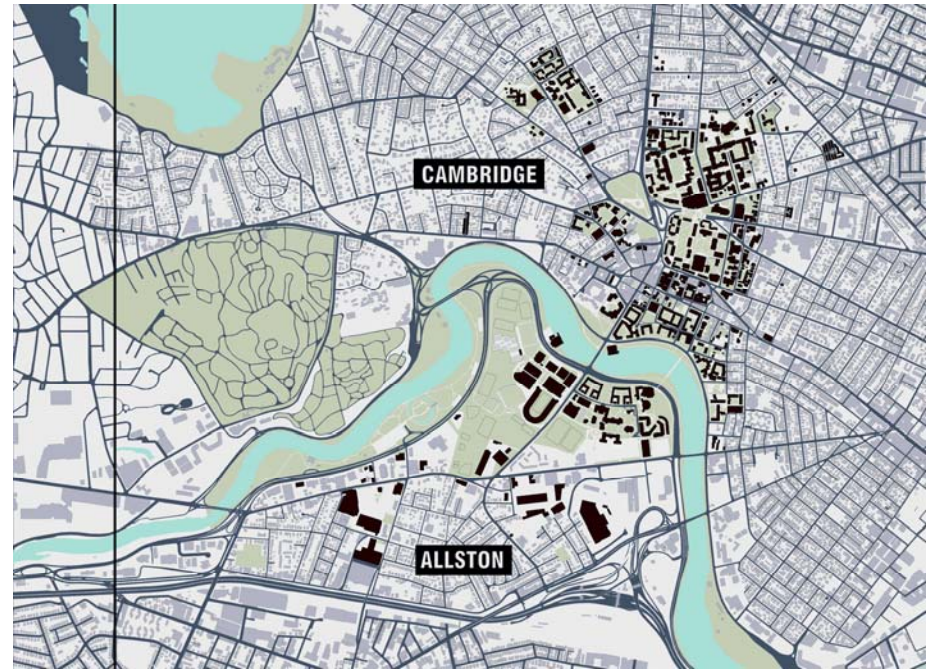
Allston academic planning process:

- 70 member task forces - students, faculty and staff
- Focus areas - Allston Life, Professional Schools, Science and Technology, and Undergraduate Life
- Preliminary programmatic options identified to be a foundation for physical planning.

Purpose of the Framework

A preliminary strategic planning framework to guide Harvard's long and shorter-term physical planning for future development in Allston.

- integrate a campus situated on both sides of the Charles and blend it with a thriving neighborhood
- engage with the Allston neighborhood and the City of Boston as a shared vision for Harvard's future in Allston—with cultural and retail amenities, public green spaces, housing, and improved streetscapes and transportation
- produce a vibrant community for research, teaching and living



Who is in Charge? Who Carries It Out?

- **University Administration** - Harvard Planning + Allston Initiative serves as the coordinating team for University-wide planning in Cambridge, Boston and Watertown. Led by chief University Planner and director of the HP+AI initiative, Kathy Spiegelman, who reports directly to the VP Admin.

- **Other University Committees**

- The University Physical Planning Committee (faculty and administrators)
- The Allston Executive Committee (faculty and administrators)
- Task Forces (four Focus Areas, faculty, students and staff)
- Master Planning Advisory Committee

Members of the 24-person committee include the chairs of the Allston task forces, nine faculty members from across the University, two undergraduate students and two graduate students (from the Graduate School of Education and the School of Public Health), and three administrators.

- **Consultants** - A team comprising of Frank Gehry, Cooper Robertson and Partners, and Olin Partnership.

The Planning Process/Participation

Paul Berkeley, president of the Allston Civic Association, said the planning process is positive because the University seems genuinely interested in the community's concerns as it draws up its own plans. "That's kind of unique because usually a community just reacts to a university," Berkeley said. Berkeley gave the process high marks so far...(Harvard University Gazette, November 14, 2002)

[Public Process - http://www.allston.harvard.edu/envisioning/public_process.htm](http://www.allston.harvard.edu/envisioning/public_process.htm)

Fall 2000 – December 2004

- Community Planning process launched by City of Boston and the North Allston Neighborhood – joint visioning process and initial step for Harvard to obtain zoning entitlements.
- A steering committee of community residents, business owners, and Harvard representatives, assisted by Goody Clancy Associates, a planning and urban design firm, is charged with creating a land use plan to serve as a framework for future planning and development for all of the land within the study area.
- A range of presentations made to the steering committee on planning principles through December 2004.
- The Master Planning Advisory Committee will meet throughout the academic year and consider the feasibility of the wide variety of ideas put forth by the Allston Task Force Reports last May (2004). The Master Planning Advisory Committee will help the University take the next step in its Allston undertaking by helping to consider sites for first phase projects and defining the scope of future planning efforts.

Goals

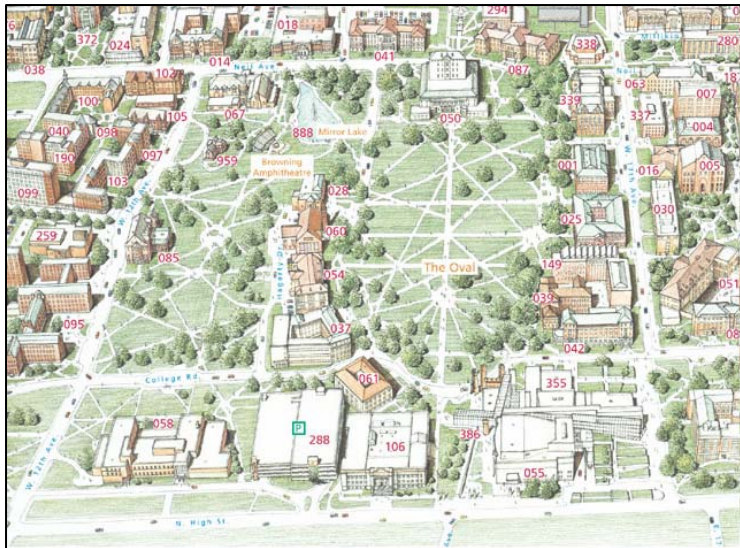
- Transform the existing blighted and chaotic landscape into an entirely new urban, community and campus environment
- Develop a mix of complementary uses that foster a lively sense of urban community - academic uses, new housing, commercial establishments, cultural facilities and publicly accessible open space
- Sustainability principles to guide new development
<http://www.greencampus.harvard.edu/>
- Streetscape development - North Harvard Street and Western Avenue
- Resolving Incompatible Land Uses
- Low-impact Transportation Access and TDM
- Pedestrian Campus
- Community Benefits through Development

Elements of the Framework

- the framework components of the plan include a vision, principles, a proposed land-use plan, and an implementation timeline are in the process of being developed.

The Ohio State University Columbus, Ohio

1995 Master Plan &
2003 Update



Website: <http://www.fpd.ohio-state.edu/>

Why a Master Plan?

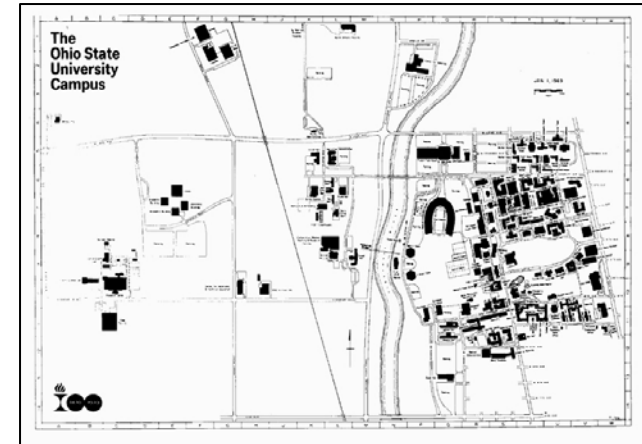
“The 1995 plan is part of the evolutionary planning process which was preceded by the last comprehensive plan for the campus prepared in 1962”

Need

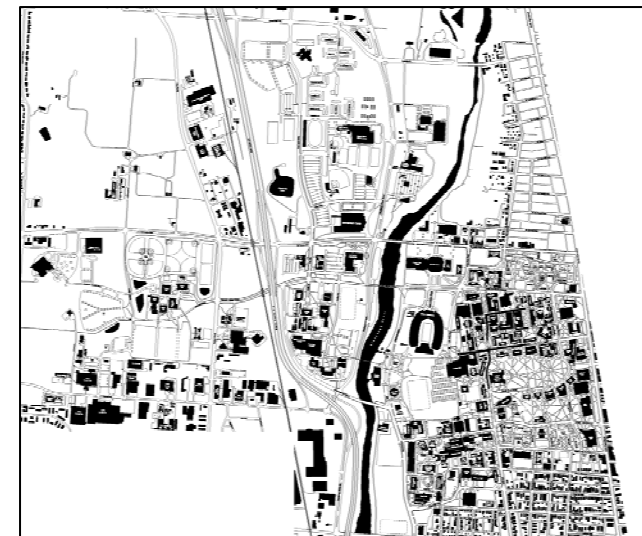
- Maintain the integrity of campus land and environment.
- Large amount of land (1,700 acres) surrounded by a large urban area.
- Conserve land resources & manage growth over the next 30 years.

Principles / “Big Ideas” from previous plan

- *Unified Campus Concept*, recognized requirements for a compact/centralized plan with a sense of academic unity.
- *River Campus Concept*, recognized the Olentangy River as an invaluable campus asset.
- *Pedestrian Campus Concept*, recommended the elimination of most vehicular traffic within the quiet academic zone.



Ohio State University 1969



Ohio State University 2004

Purpose of the Plan

To establish a framework that will guide physical development of the Ohio State campus over the next 30 years in terms of land use, open space, density of development, primary circulation systems & linkages with the surrounding community.

What the Framework does:

- Anticipate long-range needs and provide plans and guidelines for addressing these needs.
- Meet current academic & administrative needs.
- Enhance the quality of academic life.
- Provide policies & principles essential for making the best campus-related decisions.

. . . and does not do:

- Set academic priorities.
- Make final decisions on specific aspects of campus development.
- Provide specific answers to specific questions.

Who was in Charge? Who Carried It Out?

PROCESS

- 1 1/2 year internal planning process to discuss what the Master plan should consist of prior to hiring consultant.
- Discussion and consensus of campus stakeholders on “big ideas” provided from the 1962 Master Plan.

STRUCTURE

- Interim Master Planning Advisory Committees (IMPACT I& II)
 - Core Committee of 5 people oversaw production of first two volumes of plan.
 - Members include representatives from academic departments, Director of Parking & Transportation, Director of Real Estate, AVP for Business and Finance, University Architect, AVP Health Services, AVP Physical Facilities, Director, Office of Budget.
- External Review Team (ERT)
 - Planning & Design Consultants.
 - Academic administrators
 - Municipal Planners

CONSULTANTS

- Sasaki Associates, Watertown, Mass.
- Michael Dennis Associates, Boston, Mass.

Goals / Objectives

- Manage Growth.
- Conserve Land Resources.
- Preserve Open Space.
- Expand the traditional urban campus westward.
- Reinforce a vehicular circulation system that integrates the urban grid of the campus with the surrounding neighborhoods.
- Develop and preserve a pedestrian oriented central campus.
- Consider agricultural lands to be important academic resources.
- Establish the Olentangy River as an integral part of the campus.



Land Use
Existing 1995



Land Use
Proposed / In Process

Elements of the Plan

Example: District Plan Framework

Academic Plan North

1. Framework for District Plan
 1. Central Campus
 2. River Corridor
 3. Midwest Campus
2. Objectives
 1. Future Development Capacity
 2. Midwest Campus Expansion Area
 3. Improved Links
 4. Open Space
 5. Reinforcing Existing Land Use
3. Elements of District Plan
 1. Land Use
 2. Open Space, Landscape, Architecture
 3. Density / Development Sites
 4. Circulation & Parking
 5. Utilities & Infrastructure
 6. Phasing / Site Improvement Policies

4. Design & Development Guidelines
 1. Introduction
 2. Guidelines for District as whole
 3. Guidelines for District Sectors



How is the Plan Implemented?

The Plan has been designed to complement the University-wide decision making process which is carried out in four continuous, cyclical phases:

1. Space and Facility Management; Where daily activities are carried out and new needs are identified
2. Conceptual feasibility reviews, where identified needs are analyzed and given priorities
3. Project feasibility reviews; where needs assigned high priorities are evaluated as potential projects
4. Implementation; where approved projects are executed

Current Status of Plan

The 1995 Master Plan calls for periodic (5 – 7 years) reviews to (i) determine the Plan's continuing relevance; (ii) evaluate its overall effectiveness and; (iii) prepare updates that respond to changes, new problems, or need for clarification.

- The 2003 Update discussed the following issues:
 - 2000 Academic Plan
 - Regional campuses and other statewide landholdings
 - Acquisition Lines
 - Campus Gateways
 - Design Review Board
 - Increasing complexity in project funding sources
- Other Plans currently being developed:
 - 2004
 - Historic Building Survey
 - River Towers Sub-District
 - High Street Streetscape
 - 2003
 - Oval Restoration

University of North Carolina

Chapel Hill, North Carolina

2001 Campus Master Plan & Development Plan



Why a Master Plan?

Needs

- Development straying from its historic roots.
- Significant enrollment increases for all North Carolina state campuses announced by UNC System.
- \$500 million in funds available to UNC system for new construction and renovations from voter-passed state bond referendum.
- Facilities Plan adding 5.9 million gsf to current 14 million gsf.

- Town of Chapel Hill requirements for Storm Water Management Permit for all development (NPDES Phase II).



"The Old Well" a UNC Campus Landmark



Aerial Photo showing recent construction on UNC Campus

Purpose of the Plan

“The University is committed to a development plan that prevents any increase in the amount of stormwater runoff volume leaving the campus.”

- The Plan consists of two primary documents:
 - (1) A Campus Master Plan, which acts as design guidelines for the development of buildings that represent the historic character of the north campus rather than recent development trends.
 - (2) An 8 year Development Plan, which provides the framework for the exporting the planning principles of the historic north campus. The development plan also includes the following sections:
 - Transportation Impact Analysis
 - Stormwater Management Plan
 - Environmental Plan
 - Public Utilities
 - Historic Districts
 - Noise and Light

The Storm Water Management Plan (Part of Development Plan)

- Development will be accompanied by measure to mitigate storm water impacts during construction and resulting from development.
- Each Site Plan for buildings in the approved Development Plan shall conform to Storm water Management Performance Standards as approved by the Chapel Hill Town Council.

Who was in Charge? Who Carried It Out?

PROCESS/STRUCTURE

Different Master Plan sections prepared by different groups.

- Master Plan/Design Guidelines – *Ayers, Saint Gross*, Baltimore, MD.
- Development Plan – Internal
 - Stormwater Management Techniques – *Cahill Associates*, West Chester, PA & *Andropogon Associates*, Philadelphia, PA.
 - Transportation Impact Analysis – *Martin, Alexiou, Bryson*, Raleigh, NC.



Landscaped Area of UNC Campus

Goals / Objectives

Stormwater Management Plan

- No increase in the volume of runoff leaving main campus for all future development projects.
- No increase in the rate of runoff or the quantity of non-point source pollutants as a result of new development.
- An overall decrease in the volume of stormwater runoff, the rate of runoff, and the amount of non-point source pollutants leaving campus as compared to existing conditions.



Aerial of Sample Campus Parking Lot



Aerial of Sample Campus Parking Lot

Elements of the Plan

Stormwater Management Plan

- **Analysis of current drainage conditions on campus**
 - Campus is located in the upper reaches of five stream drainage basins, with surface runoff draining in different directions and to different streams.
- **Mapping (Geographic Information System)**
 - Detailed GIS developed for the existing campus that could accurately represent and measure the existing campus stormwater conditions.
 - The GIS can provide a detailed measurement of how much of the campus is currently paved, how much is in woodlands, how much is in lawn, etc.
- **Impervious Surface Analysis**
 - Total area of UNC campus property measured to each basin drainage area.
 - Measured indicators include the amount of area that is pervious and impervious.
- **Evaluation of Stormwater Impacts**
 - Impacts on proposed development evaluated using USDA Soil Conservation Service “Cover Complex Method”. This method uses data regarding soil conditions and land use cover to estimate the hydrologic response on a sub-basin during specific rainfall storm events.
 - This is the most widely accepted engineering method of evaluating stormwater impacts.
 - Evaluation done in accordance with the Stormwater Management Performance Standards adopted by the Chapel Hill Town Council.
- **Stormwater Management Techniques**
 - Analysis prepared by Cahill Associates illustrating methods of stormwater management.

Conclusions/Implementation

As part of the eight-year development plan, each new development project will be evaluated to identify opportunities to incorporate better stormwater management practices within the scope of the project.

Practices that will be considered include stormwater storage and infiltration methods such as:

- Porous paving parking areas.
- Storage/infiltration beds beneath parking.
- Playfield and lawn areas.
- Restoration of Stream Corridors
- Changes in Landscape Practices
- Protection and Restoration of environmentally sensitive areas.
- Vegetated Roofs
- Daylighting an existing stream network on campus that has been buried and placed in pipes.

Other Methods of Implementation

- Stormwater Project
 - The University received funding under the Higher Education Board for a capital improvement project relating to stormwater management.
 - The project will include
 - An inventory of the existing infrastructure,
 - Design of a campus stormwater management system,
 - Identification of specific projects for implementation
 - Coordination with Town and State officials,
 - A phasing plan for implementation
- Stream Monitoring
 - Three stream monitoring sites located in areas that may be impacted by main campus post-construction stormwater runoff.
- Erosion and Sediment Control
 - Construction of all buildings in the Development Plan will comply with the NC State Regulations for erosion and sediment control.

The University of Iowa

Iowa City, Iowa

1998 Sesquicentennial Campus Planning Framework Update



University of Iowa in Downtown Iowa City



The 'Pentacrest', Historic Center of the University of Iowa

Website: <http://www.uiowa.edu/~cpc/cpf/cpf.htm>

THE UNIVERSITY OF IOWA

Iowa City, Iowa 52242



To I-80
To Softball Complex
and Track
To Oakdale
Research Campus
To Oakdale
Research Park
To Coralville



To I-80
To Mayflower
Residence Hall
To Oakdale
Research Campus
To Oakdale
Research Park

See Far West Campus Map For:

- Finkbine Golf Course
- Hawkeye Court Apartments
- Hawkeye Drive Apartments
- Hawkeye Recreation Fields
- Karro Athletic Hall of Fame

The University of Iowa

Students:	29,745
Faculty:	1,705
Staff:	11,977
Total Campus	
Acreeage:	1,900
Buildings:	125

Central Campus of the University of Iowa

Why a Planning Framework?

“The plan is stated in a general way to accommodate unanticipated changes and development needs. At the same time, it serves as a specific decision framework to guide day-to-day planning decisions.”

- Campus planning has traditionally been condensed to a campus development map. These types of plans can soon become outdated as the conditions upon which they were developed changed.
- A fixed campus development map is not flexible enough to be easily adapted to unanticipated development needs which often do not fit into the scheme of the map. Alternatives include expensive and time consuming revision of the plan or a patchwork update that does not integrate the change into the overall campus scheme.”
- In contrast, the University’s Campus Planning Framework has as its nucleus a mixture of goals, objectives and policies, called planning principles. Implementation Strategies and Development Guidelines further prescribe the campus development process.
- Update of 1990 Campus Planning Framework.
- Incorporates mission, goals and objectives of the *1995 Achieving Distinction 2000* and the *1996 Achieving Distinction 2000 – A Strategic Plan for The University of Iowa*.

Purpose of the Framework

“To provide guidance to appropriately site and plan projects as they are proposed. There are certain elements of the campus environment so fundamental they must not be ignored when planning a specific project.”

What the Framework does:

- Provide continuity to the diverse elements of the campus environment.
- Designate broad campus-wide facilities or facilities systems.
- Provide principles and guidelines to guide specific proposals
- Assure that a proposal will fit well within the campus while providing the flexibility necessary to respond to unanticipated and unpredictable changes and requirements as they occur.



The Framework does not:

- Indicate how to fit a proposal into the campus in detail



Who was in Charge?

Who Carried It Out?

- Administrative Officers
 - Doug True - VP for Finance and University Facilities
 - Dick Gibson - AVP for Finance and University Services and Director Facilities Services Group
 - Larry Wilson - Campus Planner
- Campus Planning Office
 - Division of Facilities Management
 - Prepared document under auspices of the Campus Planning Committee
- Campus Planning Committee
 - An 11 person University charter committee charged with advising the University President on issues concerning the physical campus, its facilities, its uses and its continued development
 - Membership includes 5 Faculty, 3 Students, and 3 Staff.
 - The CPC provides advice in the following areas:
 - The establishment of general policies for the orderly, efficient and attractive development of the physical campus and facilities, with particular attention to aesthetic and ecological consideration;
 - Proposals for major development or building projects and proposals for major revisions in on-going projects;
 - Policies of space allocation and utilization, major modifications or reallocations of existing facilities and the response to development proposals
 - Hosted community and university forums in 2003 to research the issues, concerns, and opportunities for physical development of the campus.
- Consultant: Dunbar/Jones Partnership, Des Moines, Iowa

The Planning Process/Participation

- The 1990 Campus Planning Framework used as a basis.
- Three sets of workshops were conducted in 1997 with various campus stakeholders to solicit input on the Campus Planning Framework.
- Workshops held within campus functional areas:
 - Targeted campus-wide stakeholder groups
 - Students through an open campus-wide invitation,
 - Groups from the East, West and Far West Campus areas.
- Participants were asked to respond to three questions directed to the strengths and weaknesses of the campus, and what needed to be done to maximize strengths and minimize weaknesses.
- Responses were analyzed and categorized into six broad areas: Architecture and Buildings, Transportation, Campus Character, Community, Campus Planning, and Miscellaneous.

Goals

- **Land Use**

- Provide for:

- Efficient operation of the University,
 - A campus whose internal arrangements of buildings and facilities is convenient for use by students, faculty, staff and visitors,
 - A campus that is aesthetically pleasing.
 - Land use flexibility so future space needs, not now foreseen, can be met with minimal disruption and
 - Compatibility between campus and community functions at their common edges;

- **Open Space**

- Make the most of the natural scenic potential of the campus, especially the Iowa River and its adjacent floodplain and wooded areas.
 - Provide a system of interconnected open space and provide ample and adequately distributed areas within the campus both for active and passive outdoor activities

Goals (cont.)

- **. Circulation**

- Achieve a circulation system that is primarily pedestrian-oriented.
- Enhance bus routes and consider alternative vehicles/modes to allow pedestrians to travel areas of campus beyond a ten-minute walk in the least amount of time.
- Encourage a system of peripheral parking areas and assure efficient pedestrian and bus connections from peripheral parking to campus destinations.
- Ensure that all segments of the campus are accessible to those who require vehicle transportation such as emergency, service function, and those with mobility problems.
- Minimize the amount of traffic that passes through the campus and the impact on the academic environment by arterial streets that pass through campus
- Ensure the CAMBUS system supports the pedestrian-oriented campus concept.
- Facilitate use of bicycle movement to, from, and within the campus while minimizing conflicts with pedestrians and provide adequate bicycle parking.

Elements of the Framework

Guidelines that contain general directions and specific recommendations that provide guidance and flexibility for planning new construction and maintaining existing facilities. They address fundamental campus-wide systems and methods of providing continuity to the inherently diverse elements of the campus.

Planning Principles:

Three Groups of Principles Guide the Framework.

1. General
2. Land Use
3. Circulation

Implementation Strategies & Development Guidelines

- Pedestrian Oriented Campus
- Vehicles System
 - Campus Streets
 - Bicycle Route Recommendations
- Parking Standards
- Drop-Off/Short Term Parking
- CAMBUS
- Open Space System
- Pedestrian/Vehicle Conflicts
- Campus Entrances
- Potential Building Sites
- Visual Corridors
- Overlooks
- Design Guidelines
- Replace Floor Area Ratio
- Preserve and Protect National Registrar of Historic Places
- Identify, Preserve and Protect other Historic Buildings and Sites.
- Maintenance Plan
- Campus Statistics

How is the Framework Implemented?

Process for Implementing the Framework Plan

- Any process developed for the campus must account for the perspective constituencies who have particular interests in the University. These include: Alumni, the CPC, the CPO, Central Administration, Deans, Directors and Department Officers, Facilities Services Group Personnel, Faculty, Staff, and Students.
- Any group or individual who has an idea that represents a change to the University campus may submit the proposal to the Campus Planning Office for review. The planning office will give the idea serious consideration and direction. Ideas that are determined to have sufficient merit and support will be presented to the Campus Planning Committee for review and consideration.
- Project Implementation
 - Review Process: Evaluation Options of the CPC
 - » Rejection - after which supporters may refine their proposal
 - » Endorsement – The project is forwarded to Central Administration or Director, Facilities Service Group depending on scope.
 - If the proposal is determined to be in the best interests of campus, the CPC and the Campus Planning Office will then evaluate and modify the plan as changes are proposed and adopted. Changes in the Plan are to be well documented.
 - After funding has been identified, the proposal or project becomes a project for implementation and is forwarded to the Director Facilities Services Group to begin the detailed planning, design and construction process.