UNIVERSITY AT PLAY
FORMATION OF THE SPIRIT

BALL STATE UNIVERSITY
COLLEGE OF ARCHITECTURE AND PLANNING

DEPARTMENT OF
LANDSCAPE ARCHITECTURE
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SECOND YEAR COMPREHENSIVE PROJECT
LA FRANZE WATTS

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Our minds need relaxation, and give way unless we mix with work a little play.

-- Moliere --

It is the business of the school to set up an environment in which play and work shall be conducted with reference to facilitating desirable mental and moral growth.

-- John Dewey, PAA --
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ABSTRACT

Designing an optimal environment to support the educational mission is important to the success of a university. Ball State University (BSU) is a renowned institution that has a strong sense of place. Today, Ball State struggles to find that optimal environment, which requires a balance between academics and mental-physical health. Ball State has lost sight of the important role that passive and active recreational places for its students play in its pursuit to be ranked in the educational world. As a result, Ball State has become a university with a lost sense of identity and a place that does not have an appropriate arrangement of relaxing environments for those who work and study within it.

Campus design has deep roots in the profession of Landscape Architecture. Currently, the Board of Trustees, University Officers, and others have come to realize the importance of sound design in higher educational environments. A balance in passive and active leisure activities is important to everyone’s well being. In realizing this need, BSU has hired Landscape Architects to improve the quality of life on their campuses.

During the course of the past 10 years, Rundell-Ernstberger and Associates has become a key consultant in the master planning of Ball State University’s campus. This is due to the company’s awareness of the needed higher quality of life on the campus. In 1981, Rundell-Ernstberger & Assoc. updated a plan written in 1970 to organize and systemize planning for future campus growth. The focal points of the plan were to begin locating future building sites and to identify improvements along McKinley Ave. corridor. This plan also provided initiatives to guide the university and its development into the beginning of the 21st century. However, in the opinion of the researcher, the Board of Trustees and the University Officers have failed to recognize the need for a variety of passive and active recreational outlets for the students and faculty.

The recreational master plan for passive and active leisure activities will be located on Ball State University’s 950-acre residential campus in Muncie, IN, which includes more than 50 major buildings and a physical plant. Ball State provides more than 140 undergraduate programs, 72 master programs, and 15 doctoral programs for approximately 18,000 students and 836 full-time faculty. Resident halls provide 6,800 students with housing, and 580 units are provided for married students and families. The remaining students live in surrounding neighborhoods or commute from nearby communities. The facility is currently being master planned for future placement of buildings, which is causing the central focus of the campus to move northward. Ball State’s campus was examined for a variety of possible leisure activities using insight from the future plans of the campus’s several open spaces, unused plazas, and potential unused pockets of space. In this case study, I applied professional design guidelines and employed potential unutilized pockets of land within the campus boundaries for leisure activities. The ultimate goal was to improve the overall quality of life on the campus of Ball State University.
What is a university campus?

A campus is a place of gathering

A campus has softscapes

A campus is a place of personal study

A campus has hardscapes

A campus is a place of meditation

A campus is a place for group study

A campus is a place to move students

A campus is a place for relaxation
INTRODUCTION

Ball State University has grown significantly over the past 15 years; there are more students and an increasing intensity in the programs it provides. Each year Ball State’s enrollment rises slightly, and today the addition of new buildings is an essential requirement. Despite the growing population of students and the addition of more buildings, there are no future plans for additional recreational opportunities for students; nor are there plans to improve spaces or use vacancies that are present. In addition, the outdoor environment that is present has not been utilized to its fullest potential as an outside lab for classes. There are opportunities knocking, but no one has taken the time to answer.

Open space is not only needed for aesthetics but also for health reasons. Studies show that the outdoor environment creates positive results in all areas of our lives. Our psychological and sociological mentalities are tremendously reflected in our utilization of healthy outdoor activities. If the only outdoor facilities present are in poor condition or do not serve in a healthy capacity, those who come in contact with those facilities will not benefit from them. Furthermore, the college atmosphere should encourage socialization and interaction with other students in as many places as possible. “Friendships among fellow students is an important goal, an absorbing process as well as a significant contributor to overall development during the college experience.” (Giddan 164).

Areas for leisure activities are also important in fulfilling human nourishment needs. In a campus setting, leisure activity “pockets” serve as college sub-environments. They could also have considerable impact on students and the university environment. It has been determined that a large part of choosing a college depends upon how pleasing to the eye the campus setting is to the student. In accordance with this, it is important that the areas for leisure activities serve a multi-purpose. These areas in a campus setting should provide the campus with: aesthetically pleasing ‘pockets’ of interest; serve as a recreation outlet; provide for sitting, relaxing, reading, studying and socializing; provide places to pass out flyers and hold gatherings; include positive health benefits, and educational benefits. Together with education, this ideal setting could pose a wholesome campus environment and growing experience for the students and faculty.

SIGNIFICANCE OF THE STUDY

The significance of studying the passive and active, non-organized, outdoor recreational opportunities on a university campus serves as a future reference to landscape architects in the design of college campuses. As colleges become more state-of-the-art, more focused on academics, and more competitive in academia, there will be less focus on the students’ needs for relaxation and free time. However, this study focused on the physical and mental health needs of students who live on and around university campuses. It also helped to define the importance and need for different types of recreational activities in the daily lives of students. Furthermore, the importance of leisure time, and how it can be integrated in the slightest way to assure the quality health of students and the enhancement of life of the college campus was considered.
My study showed that recreation is needed throughout all levels of our lives. This includes health, social, and intellectual reasons, as well as in college environments. Landscape architects, physiologists, and sociologists have taken up a new look at college campuses in like manner. They have all come to the same conclusion: recreation in the learning atmosphere provides for the social, mental, and physical growth of human beings and peoples’ overall quality of life is enhanced.

**Historic Perspective**

“The importance of education to the founders of the English colonies in America is shown by how quickly they created colleges” (Turner 17). Education has always been the most important aspect of America’s foundation. The first colonies that settled on the east coast of the United States established colleges shortly after they arrived. The enthusiasm for academia continued throughout the colonial times. By the time of the Revolution there were nine degree-granting colleges in the colonies; a remarkable number in proportion to the total population (Turner 17).

A pattern that would soon become characteristic of American education was the numerous colleges that were widely dispersed to respond to different local needs. Along with dispersion of colleges one could always tell an educational building in a colony because it was always the largest. The sheer size of the building revealed the commitment to education and to its physical need. This alone became a distinct trait of American colleges. (Turner 17,18)

Later, the placement of colleges shifted to the frontier with intentions of training Indians to do missionary work. This was short lived. However, this began the movement of the college to the wilderness purposefully. (Turner 18) “By the mid-eighteenth century, two more factors contributed to the rural placement of schools: a distrust of cities, which were viewed as centers of irreligion and discord, and the attraction to the supposed purity of nature” (Turner 18).

When looking at the early design of Ball State University, then Normal College, one can see that the design of the early college resembled the College of William and Mary, designed in the 1670s, which “transformed patterns of planning taken from the English universities” (Turner 31). The College of William and Mary had roots in Oxford. Similar to Indiana, the site of the college, in Virginia, “settlements at the time were mainly scattered plantations rather than real towns.” They also “consisted of widely separated farms linked by a road” (Turner 31). This was the first time anywhere, a college was founded in a truly rural environment” (Turner 31).

The major design element in the plan for the College of William and Mary was the fully enclosed quadrangle, typical of the Oxford style. This quadrangle is also found in the early layout of Ball State’s campus. Also, projected in the early stages of the Ball State campus, is not only the enclosed quadrangle, but also a Baroque style, similar to that of the College of William and Mary. This was a mix of styles from both the medieval and the Baroque periods. It achieved this style by having a preference for openness, directional spaces, focal points, and hierarchical organization (Turner 33). However, in the end the College of William and Mary did not have the funds to complete the fourth side of their quad.
In 1817, construction began for Central College, later renamed the University of Virginia, and planned by Thomas Jefferson. Jefferson had developed a history in the planning of colleges long before the design of University of Virginia. He also wrote about the strong influence that William and Mary had on him after attending the school for two years. (Turner 76)

As Jefferson became more educated in the planning of college campuses he soon became a major player in the movement of change. Jefferson’s idea about the physical design of a college changed the college campus forever. He said the following to designers; “larger houses are always ugly, inconvenient, exposed to the accident of fire, and bad in case of infection. A plain small house for the school and lodging... is best. In fact a university should not be a house but a village” (Turner 79). Today the basic layouts of all college campuses are based on that village idea.

“In the period from approximately 1820 to the Civil War, American higher education experienced tremendous growth but also found itself in crisis” (Turner 89). Colleges still based their education on religious priorities and often steered clear of scientific and technical schools, manual training schools, and women’s seminaries. The students did not like this and it created great disruption in the American colleges. Students caused riots and several died from the protests of angry students. This led to architectural changes in college dormitories. They were soon designed with multiple exits, doors, and escape routes (Turner 89).

“In the nineteenth century, the attraction of nature became one of the strongest motives in the location and planning of American colleges” (Turner 101). The reason for this movement was because it was thought that nature was “more aesthetic” and that it “reflected transcendental notions of nature as inherently more beautiful and uplifting than cities” (Turner 101). Often colleges took a park-like look during this movement.

In the mid-nineteenth century many of the alterations of American higher education converged in the Land Grant College Act. “The early land-grant schools shared certain basic goals, including the promotion of practical education, the right of education for all social classes, and the freedom of students to choose their course of study” (Turner 140). This created a new situation in which “there was no consensus among the educators about the appropriate physical setting for this new type of institution.” It took an idealistic landscape architect to create a campus for the “people college” (Turner 140).

This change in the college atmosphere eventually brought Fredrick Law Olmsted into the equation. Olmsted was not fully recognized yet for campus designs because most thought his main focus was directed toward park design. However, that changed between the 1860s and 1890s when he designed at least 20 schools. His main focus was directed toward the design of land-grant colleges. Olmsted’s motivation for campus design was like the motivation of his parks: “a democratic idealism and a commitment to the welfare of the working classes, but also a belief that American society had to be ‘civilized’ if democracy was to succeed” (Turner 160).

Olmsted then planned the Berkeley campus. Berkeley is still considered as one of the most remarkable campuses ever designed because...

“...the conception of the college was not as a separate entity, but as an integral part of a larger community whose special
physical character would promote a beneficial environment for the students.” Olmsted stated that “colleges should be located neither in the country, nor in the midst of a city, with its distractions. The proper location was a planned suburb, of the sort that Berkeley, close to Oakland and San Francisco, could become.” “The key of this is the proper integration of domestic life and nature.” (Turner 141)

Fredrick Law Olmsted designed some of the most picturesque college campuses in the United States. The Father of Landscape Architecture was also perhaps the first campus designer to identify the importance of natural topography. He took a practical approach, looking at the existing landscape, vegetation, and climate. Functional organization, urban design, landscaping, gardening, and art were combined in the campuses that Olmsted designed. (http://architecture.about.com)

By 1900, the Beaux-Arts system became popular. Subsequently, the “City Beautiful” movement became big after the Chicago Fair, because of the Beaux-Arts system. “It was therefore natural that many of the new American universities, large both in size and ambition and thinking of themselves as cities of learning” (Turner 167). Also what shaped the new American universities were the wealthy donations endowed to the schools in large amounts. Donations increased from several thousand dollars to millions of dollars. But these donations often became memorials to the donors themselves through constructing of large buildings that did not correspond with the character of the campus layout (Turner 169).

Over time there was eventually a problem that occurred with the Beaux-Arts system. The design of the Ecole-trained Ernest Flagg for the US Navel Academy at Annapolis uncovered the problem.

“With evocation of the courts of Louis XIV and his successors, lavish and urbane structures suggest something about America’s imperial power and prestige, but they were somewhat incongruous with the less formal (and more American) tree-filled, spacious campus around which they were placed and they thus suggested a potential conflict between the Beaux-Arts system and the traditional American campus.” (Turner 188)

“In the early years of the twentieth century, as the large university came to dominate American higher education, a reaction against it appeared, which soon led to a renaissance of collegiate values” (Turner 215). Many educators desired to return to the more intimate, smaller colleges. A movement came about for “the development of character or culture more than learning of trades” (Turner 215). The movement resulted in a new concept of the ideal campus (Turner 215).

The architectural influence that came out of the 1920s was the quadrangle, and especially the enclosed quadrangle typical of the medieval English college. This small, enclosed quadrangle seemed to provide a natural setting for a college community that valued intimacy and fellowship. The English quadrangle came to be regarded by many people as the most appropriate embodiment of the principle of the residential college. (Turner 216)

The architect most fervent and vocal about the revival of the medieval English quadrangle was Ralph Adams Cram. He was proven correct after the physical proof of this collegiate resurgence in America when the fact that everywhere residential quads are
coming into existence. Before this time the quadrangle had never been so important in the design of American colleges. (Turner 217)

In the twentieth century, after World War II, college planners began to abandon the tradition of the ambitious master plans, in favor of an approach that emphasized establishing principles for future growth (Turner 260). The process of planning for the future soon took over the idea of final form in campus development. “Every attempt to bind university to a pattern laid out in advance has failed and ought to have failed... We must set them free to develop their environment in whatever way may best suit their existing needs... Let’s imagine the university, as a growing organism whose form lies partly in the past, partly in the future. Our university will never be completed...” (Turner 260).

The proper type of campus planning could only be accomplished if it was in tune with modern principles of change and growth, which proved to be right. This insight “had far-reaching practical implications that soon became evident at American schools” (Turner 260).

Today campuses are all based on future growth and have no set pattern. They tend to fit to the need of the region that they are serving. Colleges and universities now pursue their own individual goals and plans without the pressures that the universities had to deal with in the past. The colleges of the present exhibit more of a city atmosphere, “complex and inevitably subject to growth and change” (Turner 304).

In conclusion, no one can predict the “fluid and unpredictable nature of contemporary education” (Turner 304). Therefore, the need to redevelop new master plans for higher education campuses every 5 to 10 years is mandatory. In doing this, landscape architects will be strongly depended upon to help with the ever fluctuating educational needs of the university campus. As time progresses, higher education will become less of an option and more of an obligation. The result will be the need for quality designs on college campuses, which can be obtained through the assistance of landscape architects.
RELEVANT THEORY

In this section I touched on a few of the main points that I have reviewed that have helped me attain depth in my study. I looked at several different theoretical areas and principles to obtain broader knowledge of my study. When looking at a college campus one might say that the principle of a strong social network in the college environment is important. According to many studies this is found to be true and to accomplish this the campus must provide settings for students to socialize and interact. There are many ways of creating social environments, but the key is to provide variety. People tend to gather where there is triangulation involved, as determined in William Whyte’s studies. In addition, social networks can build self-confidence, aid in social growth, and provide a stronger sense of community where they are present.

Another principal that is often used in designing a successful campus is using connections. Connections are an important part of the fabric of the campus. They move people from one place to the next in a smooth manner, so that users experience different elements along their routes. Associated with these connections are elements that will attract people to use certain routes and paths. When a campus provides interesting environments or subspaces, there tends to be higher motivation to walk through the campus.

Lastly, I introduced the theory that play restores a higher level of wellbeing. Play is good for all ages and the older you get the more important it is. In the higher educational atmosphere it is important for students and faculty to have somewhere to escape in times of stress in order to replenish their energy. The outdoor environment is the perfect place for this to take place. In the high pace atmosphere of a college campus, burnout is a normal state among students and the need for release is valid. By providing places for this release, students will appreciate their environment much more. Furthermore, if students are provided with quality places that are within reasonable distance to their living and studying quarters on campus, it is highly likely that students will use them. In its entirety, this will improve the productivity of the students and will decrease the stress that college students encounter on a daily basis.

Ultimately a sociable, more relaxing, productive, healthier atmosphere will develop as a result of developing an environment with “pocket” space, where leisure activities can take place in a reasonable distance from students living and studying quarters, and webbing these environments throughout the campus.

CASE STUDIES

The goal of my study was to redesign a college campus with an emphasis on the balance between leisure and/or recreation and education. Accordingly, I have introduced three case studies that support my designs and have some likeness to my final product.

Revelle College: California

The first case study is University of California at San Diego, Revelle College. Revelle College is a college located in San Diego California. It is part of the University of California higher education school system. UCSD is located at the heart of a regional system of
canyons and mesas. The Pacific Ocean meets the west side of the campus and the east is met by surrounding foothills. Currently UCSD has been faced with major growth. “With growth has come a strong sense to foster what is best about campus” (http://physicalplanning.ucsd.edu).

In 1989, the five guiding principles of the Revelle master plan were to: develop the campus into neighborhoods, create a series of “academic corridors”, develop a “University Center”, and enhance “The Park” idea. Plus create connections between the different parts of the campus that will contribute to UCSD function as a single place. These principles are, still today, the drive of the physical planning department of UCSD.

However, with the growing population the physical planning department faced special problems.

“By defining qualities that are most critical to the campus’ identity and its strength as an academic setting, and by suggesting ways in which they can be preserved and enhanced as the campus grows, the Master Plan provides a basis for stewardship. Further, there are special problems and opportunities associated with the developing a master plan for the major university that is already substantially developed and is anticipating continued growth” (http://physicalplanning.ucsd.edu).

In 1993, a campus landscape planning study was provided to update UCSD. The main focus for the master plan study was to envision “the campus landscape transitioning from a rustic character on the outside of campus neighborhoods to a more highly designed discrete character within neighborhoods” (http://physicalplanning.ucsd.edu). This set a new primary identity and theme for the campus.

This new plan purposed that there be a connection providing necessary links to connect campus fragments together. The idea quickly became focus to unify existing campus amenities. The new master plan focused on how wildlife, vegetation, and the human population would be meshed into and around the campus matrix. Upon studies, a plan was derived; The Grand Park and the Meander would be key element in the new revision.

The main goal of the Meander was to create a path that would connect the campus’ natural features and provided a means to experience a “breathing space.” The Meander would include green corridors to link fragmented parts and The Grand Park would expand the visual properties of the campus to increase the perceived scale and presence of the Park terrain. At times, the Meander would intertwine with the existing paths and at others it would be secluded from the hustle of campus life by special landscape features. The transitional landscapes between the rustic and discrete area were provided by campus recreation fields, large lawn areas, and major walks” (http://physicalplanning.ucsd.edu).

Another major face-lift that took place was the Ridge Walk.

“This important north-south spine should be redone to improve its ‘legibility’ throughout the entire campus, as well as within Revelle College. The recent completion of Library Walk underscores the advantages of defining the university’s
main circulation spines with integrated landscaping, paving and lighting” (http://physicalplanning.ucsd.edu).

In 1998, Revelle College became a campus defined by a series of distinct open spaces in which the physical identity had been closely tied into as memorable spaces, with Ridge Walk as a connection along the north-south spine. Revelle Colleges landscape design guideline’s focused on shaping the outdoor environments of the campus. There was a major focus on the existing landscapes and wishes for UCSD to remain a place of socially and visually valuable spaces, which are hoped to become an essential part of the campus’ identity.

Some of the design guidelines that UCSD used to keep its open space a vibrant part of the community are very similar to the ones that followed to create an identity for Ball State University. Here are some of the guidelines that are important to Revelle College I chose that fit well with my goals and ideas for my comprehensive project.

- Use the landscape to reinforce and define the identity of the college.
- Develop strong edges.
- Establish a strong character and identity for each space, such that the landscapes become memorable and orienting.
- Create spaces that encourage outdoor use, scaled appropriately to the intended social use.
- Provide opportunities for traditional seating and other opportunities.
- Take advantage of solar orientation for outdoor seating.
- The landscape should engage and help to reinforce the design principles of the architecture.

This case became a model project for my comprehensive project because of its main focus, the importance of open space and creating an identity for the college through its landscape.

**University of California, Berkeley:** Berkeley, California

In the second case study I chose Fredrick Law Olmsted and Calvert Vaux’s Berkeley campus, designed in 1865. Berkeley sits on 160-acres of land. I introduced this study because it shows a campus that was successful in the design of its outdoor spaces and proved beneficial to the users of Berkeley campus. This case was easily be used as a guide for the design of Ball States outdoor master plan. Also, it has withstood the ever increasing student population from 1970 (28,525 students) to 2001 (32,128 students), not changing the value of it’s open space’s.

University of California, Berkeley (UCB) provides a wide variety of opportunities for students to utilize the outdoor environment. In 1982, a study on open space (referring to open lawn, gathering spaces, relaxation areas, and other social or secluded spots where one would go) was performed one UBC. A group of landscape architects were split into several groups to study, in depth, the behavior and opinions of students and faculty regarding open space. After doing the study the results were then used to observe open space on other campuses.
I would like to point out different studies and observations made and what a few of the important results were that came out of the study.

Home Base, was a study to determine how “at home” students felt on Berkeley campus. *Given the psychological need for “a home away from home,” and given the proclivity for people to gather in and around building entries, it may be useful to consider campus buildings as “houses” and the adjacent outdoor places as possessing some of the characteristics of “front porches” and “front and backyards.”* (Berkeley)

The main building entry constitutes a critical transition from space for the use of casual meetings, socializing, eating, and study. Therefore, it is appropriate to associate it with a porch.

The front yard idea stems from the need to provide transition or buffer between private and public spaces. This separates the hardscape porch and the relaxing softscape of green grass or the like. “Such a change of environment can foster mental health and lessen stress. Buildings seem to “expect” something of us, while the outdoors expect nothing and therefore offer a calming antidote to these pressures” (Berkeley).

Backyard, on the other hand, refers to the spaces “attached to or perhaps partially enclosed by buildings, where “residents” feel a greater sense of territory than in the front yard where semiprivate departmental or college events can occur.” “Virtually every campus has notable examples of unsuccessful: “backyard” spaces. Often courtyards left desolate or empty because of inadequate access and little concern for the details of aesthetics and function” (Berkeley). Berkeley has found that these spaces are candidates for back yard revitalization by improving access from the building it serves and enhancing its aesthetic quality. (Berkeley)

Common Turf is another view that was studied. “If the spaces close to campus buildings can usefully be regarded as adjuncts to a “house,” then the common areas between... might be viewed as the streets and park of the campus “town.” (Berkeley)

All campuses have major entry points and traffic patterns. These places can also serve as main gathering places for student on foot. However, these places can become unsuccessful serving as common turf areas because they do not change with the changing campus. Such as pedestrians and cars sharing a confused unaesthetic entry and past entries that are not used as entries anymore but have not been revised to fit the times.

On the west end of campus, at Berkeley, “a formal entry conceived in Olmsted’s original campus plan and redesigned by Thomas Church in the 60s seemed a misplaced monument, since few enter the campus from [that] direction [anymore]” (Berkeley). This is the same issue that faces Ball States campus today with Beneficence. “If a design is to address day-to-day needs, campus entries should be placed where most students will enter on foot, and they should provide pleasant subspaces for waiting, casual study, perusing notices...” (Berkeley).

Central plazas are also apart of Common Turf and important to the life of Berkeley as well as all colleges. The study found that size, location, and spatial attributes are very important when designing central plazas. The central plazas at Berkeley deem very
successful and have achieved success in all three of these areas.

Favorite Spaces became the forth area of interest in the study of outdoor spaces at Berkeley.

"The Berkeley survey revealed that most students enjoy having easy access to both types of environments: yet, looking to the future, majority favored more "open spaces and greenery" rather than more "malls and plazas." They feared the encroaches of more buildings, parking lots, and "urbanity," and complained of narrow, crowded sidewalks, dangerous bike riders, and noise from service vehicles and shuttle busses." (Berkeley)

At Berkeley they have designed various natural spaces from large to medium open lawn, to secluded creek-side spaces. This gives great variation for the people’s needs. They also designated areas with adequate seating and bench/table arrangements.

The last area of study was performed on ‘Outdoor Study Areas’. The Berkeley study found that it is important to have outdoor areas for study in which students can carry conversation without disturbing others. Also, it is important for students to have places to study in between classes, meetings, and other things. It is known that outdoor use is good for the health of students and the spaces are largely in demand during pleasant weather. (Berkeley)

University of Washington, Seattle: Seattle, Washington

The last case study was on University of Washington at Seattle (UWS). In 1891 UWS moved from downtown Seattle to its present location. The most significant of all aspects of the campus history is the Olmsted Plan of 1904, which located the first buildings on the campus. The careful placement of these buildings immediately established a respect for the value of the landscape, open space and vistas of UWS.

Later, under the direction of Olmsted, the campus developed a formal "arts quadrangle" to establish the University and its buildings. By doing this Olmsted had truly established a look. One could even say that he placed the buildings literally in a field. The strongest legacy of this design resulted "from the Exposition... the establishment of the Rainier Vista and a number of additional radials extending the campus from focusing inward to an orientation outwards to Lake Washington and the Cascades as well as to Mt. Rainier" (www.washinton.edu).

Shortly after, in 1915, the design was refined. This new plan defined an additional axis on campus through what is now the liberal arts quadrangle. The pivotal hinge space of the axis soon became the character of campus. The Liberal Arts, Science, and Central quads today are the center of campus and the portal to the entire campus.

In 1983, the University agreed on a future plan for campus establishing policies and plans which included land use, design, open space, and landscape, to name a few. A reinforcing factor of the plans focused on the historic and valued components of the environment. This became important for sustaining the campus identity. The plan “addressed the need to conserve and enhance our valued, historic environment, to address the contemporary need for new development, and to anticipate future needs and opportunities”
The reason I chose University of Washington at Seattle as a case study because the examined some of the same questions that I should examine in my study. They examined questions such as:

- What open spaces on campus needed to be preserved and enhanced?
- What would happen with views?
- Where would the future development occur?
- How would the needs of increasing student enrollment be met?
- How would future development be integrated with the surrounding community?

In examining these questions and several others and addressing them accordingly, UWS design is still successful. Today it continues to provide a high quality education and atmosphere.

**DESIGN TREND**

Leading my project was the trend of “encouraging play in the work place.” This trend suggests that play will enhance the quality and productivity of the workers where play and work are allowed to coexist. Play is being introduced more often in the work force. The result are: increased productivity, a more relaxed atmosphere, energized workers, more creativity, happier and healthier employees, stronger social bonds, resolved communication problems, and employees create better products. Utilizing this new trend correctly in design will provide the appropriate atmosphere in an educational setting.

**METHODOLOGY**

**PROJECT TYPE**

My case study provided a close look at the need for leisurely activity in a higher education environment. The comprehensive project sought to address passive and active leisure needs of students and staff in the higher residential-campus atmosphere, which is not affiliated with organized sports.

The scale of my project was large enough to cover the social, physical, and mental state of students and faculty. It was also an investigation of vest-pocket recreation along with larger scale trails and the connection of gathering areas.

The study of the area fell in the category of campus design: the design of quad and gathering areas. It addressed the issues and concerns that landscape architects are faced with when designing for a higher education facility. My project addressed the need for creative outlets, relaxation, social interaction, recreation, and the overall wellness of students that call the University “a home away from home.”
**Project Requirements**

**Project Goals**

- Provide order, safety, & aesthetics throughout design.
- Connect spaces on campus to form one “organism.”
- Create meaningful order.
- Treat paths just as important as the subspaces themselves.
- Utilize BSU’s outdoor environment to full potential, as an outdoor lab for classes.
- Provide places for healthy outdoor activities.
- Improve aesthetics of the outdoor environment where needed.
- Provide environments that encourage socialization & interaction with others.
- Creatively resolve lack of leisure opportunity in the campus setting.
- Bring out character & history of BSU through design.
- Design pockets to serve leisurely activity & serve as college sub-environments.
- Serve as aesthetically pleasing ‘pockets’ of interest.
  - Recreational outlet
  - Places for:
    - Sitting, relaxing, reading, studying, socializing, etc.

**Client Description & Goals**

My clients are students and faculty that utilize the Ball State University campus. My clients are male and female. They also vary in educational levels, age, ethnicity, physical ability, and religion.

The goals of my client were as follows:

- Provide seating along walkways
- Create a campus which will give users a choice of activity
- Create places with tables and chairs
- Provide a safer campus
- Allow places to of interaction/socialization with others
- Provide places to go in between classes
ASSUMPTIONS

Following the client goals put before me I established the following assumptions.

☐ I assumed the city and university would approve all new design elements.
☐ I assumed that a site survey was done for spot elevations, soil types, drainage, topography, and existing utilities.
☐ I assumed that both city and university officials would have funds and would approve the reconstruction of major road changes.
☐ I assumed a complete assessment survey would be done of all systems on the site.

CRITERIA FOR SITE SELECTION

Since did this project focused on the importance of outdoor leisure needs of those who must live their daily lives in the college settings, particularly students, I found it only appropriate to locate my site on a college campus. The college atmosphere lent good opportunity to construct surveys and a site to analyze the uses of the college campus.

To complete my project successfully the site had to meet several criteria. The site needed to:

☐ be a college campus environment
☐ have a student population where the majority of the student population is not from the city in which the campus is located.
☐ have over half of the student population to live in the college atmosphere (on campus, student housing, or student housing in low rent apartments and houses)
☐ lack variety leisure in opportunities
☐ lack a current outdoor recreational master plan for its campus
☐ be a site where I could easily observe, analyze, and have adequate knowledge of its users
☐ have a history and character that can be brought out though design
☐ have a client that cares about its outdoor environment and enjoys quality places

RATIONALE FOR SITE SELECTION - CAMPUS

Ball State University’s campus was chosen particularly because it lacked a variety of leisure spaces. The campus has many underutilized pockets of opportunity, which have potential to become great urban spaces for the college community. I felt that the campus as a whole did not meet the needs of the students for recreation, outside of field sports. The impact that would come from the development of various “pocket” plazas, courtyards, intimate space, basketball courts, playgrounds, and other activities would be a tremendous face-lift to the campus, educationally valuable, and produce a healthier happier environment.

Moreover, I had been part of the Ball State community since 1998. I lived in the dorms for two years, resided in ‘The Village’ for one
year, and have lived east of the campus, within walking and biking distance, for 1.5 years. I had time to observe the fabric of the campus. I know the wants and needs of the students living on and off-campus, routes taken to get on, off, and through the campus, short cuts and congested areas, interesting places which students enjoy and the dead areas which no one uses. My experience of the Ball State campus environment gave me great interest in it.

**DESCRIPTION OF SITE AND CONTEXT - CAMPUS**

Ball State University is located in Muncie Indiana, approximately 75 minutes south of Fort Wayne and 50 minutes northeast of Indianapolis. I-69 links these three cities creating quick, simple access to both of these larger cities from Muncie. Also, *Muncie, Indiana is a Class II city located in the east central portion of the state. With a population of 71,000 Muncie comprises approximately 75% of the county population. The city's center was once home to thriving corporations that produced products ranging from canning jars to the wire fencing used on farms. During the past 20 years Muncie lost many of the companies that provided good paying manufacturing jobs. The presence of Ball State University has since become an integral part of the city's economic base as well as its character.*

(http://www.bsu.edu/classes/schoen/plan302/owen/pages/intro.htm)

Surrounding Ball State University’s 950-acre residential campus are several neighborhood blocks of housing in which many students live in amongst Muncie residents. One of the most prestigious neighborhoods in Muncie, Westwood, and share’s the campus west property line. Westwood has occupied this area for over 75 years and the first house in the neighborhood was built in the early 1920s. The residents of Westwood say they owe their longevity to Ball State University.

"Ball State and Westwood have a symbiotic relationship... We make each other look good" says Dawn Patrick. The symbiotic relationship has been going on since 1923 when William Ball and Benjamin Burris both built houses in
Westwood. (Werner 2)

Westwood also has a house, which was built from the lumber where a once noted politician stood on to give an acceptance speech for the Republican presidential nomination in 1940. This gives Westwood an unusual connection to the history of the US government.

On the east side of campus, which the property line is defined by New York Ave., consists of residential housing, mainly occupied by college students. The housing in this area, which stretches to the White River, is low-income student housing which range from one bedroom homes to 6 bedroom homes and are a maximum of 2 stories high.

Wheeling Ave., which is approximately 7 blocks east of New York, runs along the White River. Also associated with Wheeling and the White River is the Minnitrista Cultural Center and Muncie Central High School, which is located on the opposite side of the White River. The White River corridor currently provides vast open space for students, but it is quite a walk from campus and its in desolation. However, Minnitrista Cultural Center does provide a positive environment for leisure activities.

On the south end of campus, which the property line is defined by W. Jackson St., also is composed of mainly residential one-unit homes. The living in this area is composed of a mix of college students and Muncie residents. Also included in this area is the University Village, which is located on University Ave. “The Village” is composed of multi-use buildings such as lower level retail and upper level residential. The “Village” is also includes bars, a gas station, cafés, shops, banks, and restaurants.

Bethel Avenue and housing define the north end of Ball State’s academic and residential campus core. Across, north of Bethel Ave. lies a Muncie middle school. Directly north of the middle school on the north side of Bethel Ave. Ball State University also occupies land, which has mass student parking and the athletic sports fields. Further north at Tillotson Ave. and SR332 the land is also owned by BSU.

The area along SR 332/McGalliard Rd., also the main entrance to the city, provides Muncie with the majority of their retail needs. The BSU football stadium, student apartments, and mass parking for the college are also located along this corridor. McGalliard Rd. tends to be the main artery of the Muncie community and Ball State students tend to gravitate to this part of the city, while living in the area. However, this road is not located in downtown Muncie.

Downtown Muncie is located southeast of Ball State. Very few students tend to go downtown unless less they have jobs, service projects, or other required duties. Downtown Muncie is very run down and tends to be disassociated with the college. There are no activities, which tend to attract students, therefore, few reasons for the students to even cross over the White River to go downtown or to surrounding areas.

Tillotson Ave. runs along the west side of the campus and Westwood. The character of this road is a lot like McGalliard on a smaller scale. Many students associate this area with quick duties. They use this area to go grocery shopping, go to video stores, to get
Popular Gathering Spaces
Housing & Academic Buildings

- Housing complexes
- Academic buildings
  - These buildings alone host 98% of the BSU communities learning needs.
Student Use Zones

- Commuter parking
- Open space
- Residential halls
- Shuttle stops
Areas & Paths

- Plazas & green open areas
  - It is important to have a campus with major open areas for gathering, socializing & relaxing.

- Pedestrian spaces surrounding plazas
Passive & Active Areas

- Passive
- Pedestrian/social
- Physical/passive
Analysis of Plaza & Open Space

- Underutilized and poorly maintained
- Moderately used spaces
- Heavily used spaces
BSU Campus

The Good

Duck Pond

AJ Atrium

Frog Baby
BSU Campus
The Bad

Corner of McKinley Ave. & University

West Side of Bracken Library

Noyer Bowl
BSU Campus
The Unwelcoming

Between Cooper & Museum

Looking toward Pruis Hall

Woodworth
gas, and for the relatively close drug stores and fast food.

Lastly, I would like to touch on a place that the students of Ball State University do utilize for its leisurely atmosphere, the Cardinal Greenway. Since the construction of the Greenway there have been numerous numbers of students from the campus who utilize the space for walking, running, jogging, biking, and roller bladeing. The problems seen with this is the fact that it is not directly accessible from the campus and a student must drive to reach it if they do not want to travel by foot, bike, or blade through the streets of Muncie.

Now that I have recognized the entire context of Muncie, I would like to focus on the context of my individual site. The context lies with in the main core of the campus. The property lines, which define my site, are University Ave., Tillotson Ave., Westwood, Bethel Ave., New York Ave., Riverside Ave., and McKinley Ave.

Ball State University, opened in 1918 as the Eastern Division of the Indiana State Normal School in Terre Haute, experienced dramatic growth during the 1960s and 1970s, reaching a current enrollment of approximately 18,000 students. (www.muncie.com)

The university traces its beginnings to a private normal (teacher training) school that opened in 1899, located in Ball State’s present-day Administration Building. Eventually, the campus and buildings of the Muncie National Institute were purchased by the Ball brothers, Muncie industrialists, and given to the state of Indiana in 1918. In 1922, in recognition of the generosity of the Ball family, the Indiana legislature changed the school’s name to Ball Teachers College. The institution became a university in 1965.

Today, fifty-six percent of these 18,000 students are women. Out of the entire student population, eight percent are out-of-state students and two percent are international students (www.muncie.com). There are also 836 full-time faculty and 2,384 other employees. Together students, faculty, and employees all share 950-acres of campus, on a daily basis, that includes more than 50 major buildings and 4 major green spaces for unorganized recreational use.

The four major green spaces I’m referring to are North Quad, the University Green, the Duck Pond, and LaFollette Field, which the campus community regularly utilizes. Smaller areas that provide similar activities as these larger areas are Noyer Bowl, the green lawn between Johnson and McKinley facing the Duck Pond, and the open space in between Noyer and Studebaker, which Cardinal Creek flows through.

Other open space, not necessarily green spaces, that are utilized often include the scramble light at Riverside and McKinley, the steps and south plaza of the Teachers College, the new Arts and Journalism plaza, and the south steps of the Architecture building.

Main buildings that make up the campus core can be divided into two different areas, residential and academic. The residential buildings consist of Anthony Apartments, Johnson Complex, housing approximately 450 residents, LaFollette Complex, housing approximately 1,900 residents, Studebaker Complex, housing over 1,240 residents, Woodworth Complex, housing 600 women, DeHority Complex, housing approximately 600 residents. Noyer Complex, and Elliott Hall home of 120 residents. (www.bsu.edu) Some of the main academic buildings include the Architecture Building, Arts and Journalism Building, Arts and Communications Building,
Ball Gym, Burkhart Building, Irving Gym, Bracken Library, Field Sports Building, Cooper Science, Whiting Business Building, West Quad Building, Teachers College, Robert Bell, North Quad Building.

The buildings in figure 2 host about 98% of the Ball State communities needs for learning and living. Around the areas that these buildings are located are the most heavily traveled areas by pedestrians. The major support for the pedestrian web, which is created from the arrangement of the buildings, is the ‘Cow Path,’ which runs north and south along the property line of Westwood and campus, and McKinley Ave., which runs through the heart of the campus.

Over the years the growth of the campus has taken on a linear pattern because all major buildings, after the design of the North Quad, have been located along McKinley Ave. McKinley Ave. supports the bulk of the campuses vehicular and pedestrian traffic. This road provides two lanes of vehicular traffic, going north and south, with a 15-foot sidewalk on each side. Second to McKinley Ave. is Riverside Ave., in the amount of traffic it supports.

McKinley Ave. provides a major connection from the north end of the campus to the south. It could be considered ‘the spine of the campus’. The Ball State Shuttle buses run up and down this road from 7 a.m. till 12 midnight and students cram the street on bikes, foot, roller blades, and scooters between classes. Some of the most used spaces face McKinley Ave. also, including the scramble light, the stairs of the Teachers College, University Green, LaFollette Field, and the Duck Pond.

Riverside Ave., which intersects McKinley at the scramble light, is another important street. This street serves as a major pedestrian path for students who live in apartments around the east and southeast side of campus, Fraternity Row, and the Woodworth and DeHority Complexes. Sitting at the intersection of McKinley and Riverside is Enmens Auditorium, which hosts many entertainment events. On the corner of Tillotson and Riverside sits Christy Woods, a nature preserve given to the University. Christy Woods is a major leisure and educational asset to the campus with its nature walk, green house, and interpretation activities.

Neeley Ave., also considered a main road on the campus, is utilized by many students who live in apartments east of campus, Studebaker Complex, and Noyer Complex to get to the academic core of campus. Also located on Neeley Ave. is Irving Gym. This Gym is the major recreational core for the campus including recreation from, swimming to aerobics classes to intramural sports.

University Ave. runs through the University. University Ave. runs through the south end of campus, the old campus core. Off of University there are located several vital elements of campus these include the a large recreation field, Beneficence, Elliott Hall (over 21 dorm), the Student Center, Administration Building, Lucina Hall, Indiana Academy (high school students), and “The Village.” This area used to be the core of the campus until new development moved northward.
Primary Pedestrian Traffic Routes

- Major volume
- Moderate volume
- Minor volume
Muncie Traffic Volume

- Maps show traffic volume prediction from 2005 - 2020
- Shown are sections of:
  - McKinley
  - Riverside
  - Tillotson
  - New York
  - University
  - Bethel
  - W. Jackson
RATIONALE FOR SITE SELECTION – PLAZA

My master plan falls into the category of urban plaza design. The site I chose to is located in the core of BSU’s campus (see fig. 5). Credit for specific site selection was given to my site analysis and site inventory that was done in the early stages of this project. All data composed pointed to the specific site. Hundreds of people pass through the site daily and the site is surrounded by the main academic buildings on campus; however very few people use or visit the site for any other reason.

THE ZONE METHOD

In my search to find a site for my master plan I broke the campus down into 3 zones. I listed the composition of each zone, which helped me determine which zone would benefit most from a new landscape design.

COMPOSITION OF ZONE I

• Entrance to campus
• Arena & Irving Gym
• 90% of the campuses commuter parking
• 2 Large housing complexes
  –LaFollette, Johnson
• 2 Large green spaces
  –Duck Pond, LaFollette Field

COMPOSITION OF ZONE II

• 85% of BSU’s academic buildings
• Main green/gathering space (U. Green)
• 3 major dinning halls
• All 3 University auditoriums
• 4 major residential complexes:
  –Woodworth, Dehorty, Noyer, Studiebake:
COMPOSITION OF ZONE III
• Main administration buildings
• Christy Woods
• Student Center
• Ball Gym (small gym)
• Museum
• 1 Residential hall: Elliot (the smallest hall)
• 1 Large green Space
  –North Quad

CRITERIA FOR SELECTING ZONE II (located between Neely & Riverside, New York & Westwood)
1. Includes the main green on campus: U. Green
2. Includes over half of the residential housing complexes
3. Contains places which attract a large amount of the student body on a daily basis.
   1. 3 main dining halls
   2. 85% of the academic buildings
   3. Future site for Student Center
   4. Bracken Library
   5. Serves as the university core

SELECTING A SITE WITHIN ZONE II

SITE SELECTION
1. Located where there is a lack of outdoor leisure opportunities available
2. Located within 8 minutes walking distance from at least 75% of all academic buildings
3. A site with a lot of activity lacking organization of design
4. Adjacent to 2 or more major functions on campus
5. Site which offers a variety of opportunity in design & activity
Zoning

Zone I

Zone II

Zone III
Red - site for new urban plaza & McKinley design
Site Photos

- Bracken Library Entry
- Disabled Ramp
- Looking toward WB
- Looking toward Pruis Hall
- Looking toward Woodworth
- Looking toward Service Dock
Site Photos

Looking toward Teachers College

Looking toward McKinley & Future Student Center Site

Looking toward Arts & Journalism

Looking toward Bracken Library
DESCRIPTION OF SITE AND CONTEXT - PLAZA

The plaza is located on the eastside of McKinley, between Bracken Library (north), Pruis Hall (east), Enmens Auditorium (south) and McKinley (west). Sun exposure in the site is minimal and in the winter months the site is a wind tunnel. Both are products of the building sizes, which tower over the site. However addition of the new student center directly across the street from the site will aid in calming the wind gusts. (see fig. 6-7 for site photos)

Bracken Library located on the north side of the plaza towers over the site allowing shade to dominate the space most of the day. In addition, Bracken Library has a brick façade, which extends the entire height of the building. Overall Bracken Library alone overwhelms the plaza because of its massive size and cold façade. Bracken Library is accessible to patrons from the north and south side of the building. The south entrance, which faces the plaza, is accessible to handicap patrons in addition to others. A ramp is provided for better accessibility.

Pruis Hall located on the east side of the site accommodates a few hundred patrons during its entertainment events. Pruis has a concrete façade with a very pronounced angular shape. Pruis Hall is also arranged so that the front of the building faces the plaza. Patrons can only access Pruis Hall by entering through the doors on the west side of the building which face the plaza. The entire front façade of Pruis Hall is made up of glass windows, which passers by can look into the building to view the lobby area of the building or patrons can look out into the plaza.

University Theatre, which is part of Enmens Auditorium, has its entrance located off the plaza also. The University Theatre/Enmens is located on the south side of the plaza. This theatre accommodates about 100 patrons during theatre productions. Like Pruis Hall, patrons to the University Theatre only have access from the plaza; however handicap patrons enter through Enmens main entrance on the south side of the building.

The plaza itself is constructed of hardscape and softscape. In some places the scale of Bracken is eased by the placement of vegetation close to the building. In front of the entrance to Bracken Library is a large empty foyer concrete with brick walls, which extend straight up uninterrupted. Adjacent to the foyer and handicap ramp there is a sunken plaza. The plaza is constructed entirely of concrete and has a very cold vibe.

The ground plane of the site itself is concrete. One-foot concrete retaining walls surround all softscape. In addition, the retaining walls are slanted making them uncomfortable and uninviting therefore warding off people that would like to sit. Throughout the site there are limited places to sit and only two small 6-foot benches.

Majority of the site traffic is fed by students and faculty traveling from the parking garage (east, behind Pruis), the library, the direction of Noyce and Woodworth, and from McKinley Ave. During entertainment events the plaza serves as a foyer to Pruis Hall and the University Theatre. Also on occasion flyers are handed out, professors teach outdoors, students hold different events, etc.

The site overall is presently uninviting because lack of usable spaces within the site and its unattractiveness. In addition to the
daily issues the site faces there are still tour buses that share the main walk route with students, several times a year. Buses and trailers are improperly parked in between two large triangles of vegetation, which serve as a major pedestrian thoroughfare, daily. When buses are parked randomly near the Enmens loading dock students must squeeze along the sides of the busses and trailers, which block their paths.
PLAZA DEVELOPMENT

PLAZA GOALS

☐ Serve large and scale gatherings
☐ Accommodate student traffic flow through space
☐ Provide a place to retreat to between classes
☐ Accommodate through traffic and parking of large 40’ x 8’ - .5” tour busses and trailers
☐ Provide small gathering space for theatre classes
☐ Accommodate school spirit events
☐ Serve as a multi-purpose urban plaza

PLAZA OBJECTIVES

☐ No pedestrian threat from vehicular traffic.
☐ Attract passive leisure activities.
☐ Allow trailer & buses for performances maneuver through space easily & safely.
☐ Promote a variety of activities to take place without interruption of through traffic.
☐ Make space feel as if it is a part of a bigger entity.
☐ Promote socialization & interaction between users.
☐ Allow for secluded interactions.
☐ Provide a pedestrian friendly street at west entrance into site.
☐ Promote students to visit plaza not just pass through.
☐ Appeal to the eye & variety of student personalities through furniture & design.

PLAZA PROGRAM

☐ Provide a variety of seating options
☐ Use paving pattern changes to effect mental alertness
☐ Provide tables for reading, studying, or eating
☐ Introduce a new café off of Bracken lounge
☐ Provide open space for food vendor
☐ Design a plaza with level changes to better design rooms and nooks
☐ Introduce a water element in place of sunken plaza as a draw also as a soothing element
☐ Leave southwest corner of plaza versatile with moveable furniture for passing out of flyers, visuals, sitting, and to accommodate the occasional tour buses and trailers.
☐ Route performance vehicles from the northeast corner of the site to the southwest corner, where parking is provided. To leave vehicles will leave site and go north on McKinley only.
☐ Provide a versatile space where performance vehicles will have space to park during their stay, but transform into usable plaza space when they leave.
☐ Allow a 15’ path through the center of the plaza, which will always be un-obstructed for students who need to move through the space quickly.
☐ Design smooth transit between plaza and adjacent areas
☐ Create a smooth transition from inside to outdoor spaces. (i.e. café & reading niche entrance to Bracken; create small outdoor seating place for theatre students.)
☐ Direct visual relationships
  o Provide views to future Student Center entrance
  o Provide view to AJ plaza
☐ Place seating close to thoroughfare to increase interaction between students.
☐ Provide a kiosk for current events at center point of west entrance next to McKinley sidewalk
☐ Provide settable walls, fountain edges, stairs, etc.
☐ Design seating areas with walls & vegetation obstructing partial view
☐ Reorganize & determine purpose for McKinley
☐ Redevelop McKinley using new paving, lighting, plantings, etc.
☐ Restrict McKinley between Neely & Riverside to emergency vehicles, BSU, vehicles & service vehicles to Ball State.
☐ Create a place lively enough that students will want to hold events in plaza
☐ Create enclosure & welcoming
☐ Provide safe haven
☐ Provide study areas
☐ Create hangout space

Rationale for proposed uses of elements of the program is, first, to unify the campus visually by taking elements from the existing campus and incorporating them into the design. Second, make McKinley more inviting and safer by traffic regulations and planted median implementation for crossing pedestrians. Third, create a space for multiple activities and uses by addressing issues such as pedestrian through traffic, outdoor class space, outdoor café, and the tour bus access.
PLAZA DESIGN CONCEPTS

CONCEPT I - HARDSCAPE-SOFTSCAPE THEME

This concept focused on:

- Major plaza space with little to no connection with the Arts & Journalism building and the Student Center
- Small green spaces integrated with café style seating
- Prominent reading coves
- Multiple water elements

Strength of concept:

- Equal composition of hard and softscape
- Major pedestrian thoroughfare unhindered

Weakness of concept:

- No visual connection to rest of campus
- No connection to immediate surroundings
- Tour buses block pedestrian movement when present

CONCEPT II - GREEN THEME

This concept focused on:

- Major lawn terracing
- Plaza space with café tables and chairs
- Sittable retaining walls
- Two separate focus points from the plaza to the Arts & Journalism building and the Student Center

Strength of concept:

- Promoted greening of the campus
- Large tree placement brought scale of buildings down
- Gave students a lot of lawn space to lay out on
- Had focus points for both AJ & SC

Weakness of concept:

- Visually and physically site did not work well for major softscape design
CONCEPT III - HARDSCAPE THEME

This concept focused on:
- One major water element
- Large planters
- Raised seated areas
- Sitting area with tables and chairs
- Strategically placed benches
- Sittable retaining walls
- Connection of plaza area physically with the Arts & Journalism building and the Student Center
- Development of activity zones

Strength of concept:
- Used major hardscape in design that accented softscape and vise versa
- Provided for appropriate seating
- Connected well to AJ & SC
- Provided separate yet joined activity zones

Weakness of concept:
- Focus does not add to greening of the campus

RATIONALE FOR CONCEPT SELECTION

Concept three was the basic platform for the master plan. A hardscape plaza “fit” in this site. Throughout the campus there exists a balance of hard and soft landscapes. The University Green, north of the library, balances the hardscape that appears south of the library, which is the site for the master plan. BSU needs a large plaza centrally located just as it has a large centrally located green space.
1. Pedestrian mall
2. Service parking
3. Raised plaza
4. Enhancement of Bracken Library entrance
5. Water element
6. Outdoor café seating
7. Entry enhancement
8. 15’ Walk open for thoroughfare of students (bus/trailer from Noyer lot to McKinley)
9. Amphitheatre for outdoor class sessions
10. Lawn space
11. Space provided for versatility (parking for buses/trailers)
**MASTER PLAN**

I elevated plaza space so patrons who use the café style tables and chairs can have a view of the entire plaza and to adjacent areas. This elevation also provides more security from the passing traffic. The patrons who sit in the elevated plaza have an opportunity to look down on activities as well as be semi secluded from the rest of the plaza. Patrons may also utilize the steps to watch passers by or just converse with friends.

This plaza includes small café tables under the shade of the trees in the planters. A small Beneficence fountain is located on the north side of the plaza giving patrons an opportunity to enjoy the white sound it has to offer. The fountain along with planter walls provides patrons with a variety of setting and visual experiences.

Patrons may also enjoy the small sculpture garden, which is part of the elevated plaza but acts as a sub environment of the elevated plaza. Students, which utilize this garden, are secluded from the passing traffic by a hedgerow placed on the south side of it. This gives students an opportunity to be in the space but feel a little privacy at the same time.

Disabled students may also access the elevated plaza by using the ramp located off of McKinley on the north side of the plaza. This provides quicker access to the building and to the elevated space itself.

On the east side of the elevated plaza patrons will find a cozy outdoor café area, which is nestled between part of a fountain and the library. This café is an extension of the Bracken Library break room. Students may sit at the tables provided or on the edge of the fountain.

The entry of Bracken was also enhanced with the placement of benches and flower planters. A new disabled ramp was also added. The new ram is 9 feet wide allowing patrons to stand on the glass sided structure to look over the larger water element which flows under it. The ramp is cantilevered to provide an uninterrupted flow of water from the elevated plaza fountain to the ground level water element. At night, under the ramp, you can see lights shining down on the water flowing. This gives the site a relaxing ambiance.

As you move to the ground level section of the plaza there is a 15 foot uninterrupted path from the directions of Noyer and Woodworth, through to McKinley, to provide large numbers of students to pass through the site smoothly. This also allows for performance busses and trailers to pass through the sight with ease.

The paving pattern of the site is to bring excitement to the area. Around Pruis Hall are large bright colored stamped concrete. The angles in the stampings are angles, which cut off the building itself. The bright colors depict the excitement of entertainment, which takes place in Pruis Hall and University Theatre. The colors of the stamped concrete can also be seen inside Pruis, which faces the plaza and has a window front. As pedestrians pass by or patrons stand inside of Pruis Hall they can see into or out of the building and will recognized the bright color similarities of the tapestry and paving.

The amphitheatre, which is located on the south east corner of the site, provides classes to have an opportunity to come outside and enjoy the outdoors during lectures or the like. The small amphitheater will sit 63 plus students and is located in close proximity to the classrooms. The amphitheater offers three levels of seating and room for wheelchairs on the bottom level.

The plaza space on the south west corner of the main plaza near McKinley is a adaptable space. This space has movable seating and tables with awnings along with several trees in planters. The space is particularly designed so that the planters and tables can be removed. When the tables and planters are moved
Amphitheatre Perspective & Section

Amphitheatre outside the Arts & Communication building. Holds approximately 60 students.

Arts & Comm.  Planted mound  Amphitheatre  Walk

Scale 1" = 10'
Section Elevation & Perspective

Perspective showing limestone separation in paving patterns, limestone block wall, used throughout site, and glass sided ramp.
the space is large enough to accommodate performance trailers and busses, a large white tent for events, and other activities like small concerts. This space also accommodates up to 3 vendors, when planters and tables are being used.

Trailers and tour busses can easily access this site. They will drive in from the Noyer side of the site toward to the loading docks. There they will unload as usual. Then they can park the vehicles by pulling up toward McKinley and backing up toward the hedgerow that divides the dock from the adaptable plaza space. To leave the site they must go north on McKinley, the only way to go because of the planted median.

Between Neely Ave. and Riverside Ave. McKinley is closed off to any vehicles other than service, emergency, and BSU vehicles only. This cuts down on the unnecessary use of cars on campus. Off of McKinley between these two streets vehicles do not have access to any parking lots or streets, therefore I feel it is unnecessary for heavy vehicular traffic. Vehicles may use alternate routes by way of Tillotson Ave., Neely, Riverside, and New York Ave.

McKinley is a two way brick street with a raised median. Tired planters and benches are located on the median. This provided pedestrians with a safer walk across the street and an aesthetically pleasing streetscape. Lighting also enhances the pedestrian’s experience of the new McKinley Ave.

In conclusion my master plan provides students with a relaxing versatile place to interact with others, study, and relax. It provides a space for multiple activities to take place. In addition this site serves as a thoroughfare for pedestrians and cyclist, an outdoor classroom, and it provides a place for performance vehicles. This site utilizes views and physical connection to the campus by bringing in elements of surrounding spaces into the site, such as planters, history, and hardscape form.

The enhancement of this space is just the beginning of the overall enhancement of Ball State’s campus. It is just a piece of the big picture, which we call a campus. I feel that by the redesign of this site in the core of campus can bring more to the life of Ball State than exits now.

**Conclusion**

In conclusion I would like to say that the goals I set at the beginning of the year were met. I successfully developed a solid argument for the importance of landscape architecture role in the enhancement of campus design. I located a suitable site for campus design. I applied rules of analysis and inventory to the entire campus to come up with logical ways in improving campus design. I took the analysis and inventory studies done and located the appropriate site for a master plan design. Finally I designed for the site for the users.

From my fifth year experience I have found that as a designer I cannot design what I want to design but I must design urban spaces for the people. I have also found that as a designer I must follow where my site analysis and site inventory leads me. I cannot choose a site to design because I want to design that particular place. I have also found that I have become a better designer by listening to my research. By following what research reviles it is hard to go wrong in the designing of the landscape.
Glossary

Landscape architecture: the art and science of analysis, planning, design, management, preservation and rehabilitation of the land. The scope of the profession includes site planning and development, environmental restoration, sustainable design, urban planning, park and recreation planning, regional planning, and historic preservation. (www.asla.org)

Campus: a) land on which a school/college/university is built. b) Latin, meaning a field; green expansiveness.

Plaza: a public square or similar open area in a town or city.

Open space: green space or open lawn, which holds various activities such as social gatherings, sunbathing, reading, ball throwing, large events, etc. These spaces are very versatile in the activities that can be hosted there.

Recreation: refreshment of one’s mind or body after work through activity that amuses or stimulates; play; pleasant occupation for your spare time; the act of recreating, or the state of being recreated; refreshment of the strength and spirits after toil; amusement; diversion; sport; pastime. (Recreation and leisure will be used interchangeably throughout the paper.)

Active recreation: refers to activities that use a higher level of energy to carry out such as: rollerblading, soccer, softball, running, football, bicycling, etc.

Passive recreation: refers to activities that use low levels of energy such as: walk/strolling, fishing, picnicking, reading, sunbathing, etc.

Leisure: Freedom from time-consuming duties, responsibilities, or activities; when one has free time; at one’s convenience; free from duties or responsibilities; time available for ease and relaxation; freedom to choose a pastime or enjoyable activity.

Master plan: the essential organization of a [campus] plan showing arrangement of buildings, open space, paths, and parking.

Site analysis: evaluation of the site inventory followed by the process of how the elements will effect the design.

Site inventory: a collection of existing conditions of a site that will influence what needs to be looked at when implementing design.

Hardscape: refers to the built environment such as: paving, benches, signs, tables, buildings, rails, hard surface trails and walks, etc.

Softscape: refers to vegetation such as shrubs, lawn, planting beds, trees, etc.
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