The University of Kansas
Landscape Master Plan
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How to Use this Document

To demonstrate the use of this Master Plan during the design of new facilities and infrastructure, the plan for the engineering building addition to Learned Hall is used (Diagrams I-1 through I-5). Architects and planners should carefully review four important exhibits in this document: figure III-1, Volume One, Landscape Framework Plan; Figure IV-4, Volume One, Open Space Preservation Plan; Figure I-3, Volume Two, Proposed Landscape Maintenance; and Figure 35, Volume Three, Campus Map Schematic for Use in Wayfinding.

Note that the area defined by Learned, Burt, and Spahr halls is an important campus open space, or quadrangle (Diagram I-1), that should be preserved and protected from encroachment of new buildings and other structures. It is also important that the siting of new trees, sidewalks, artwork, and other landscape elements respect the character and use of this space.

The design of new and renovation projects should be coordinated with adjacent development. Site design and landscaping, should be coordinated with plans for future improvements to 15th Street, Naismith Avenue, and the intersection of 15th & Naismith (Diagram I-2). Note that in later discussions the Master Plan recommends 15th Street and Naismith Avenue be “formal vehicular” and identifies the intersection of 15th & Naismith as an important vehicular and pedestrian gateway to the main campus and Mid-Hill Walk.

The proposed level of landscape maintenance should also be considered during the design of new facilities and landscapes. In Diagram I-3, the Master Plan proposes that the landscaping of the area surrounding the engineering building addition be designed to “Performance Standard B” (see maintenance standards matrix in Volume Two). This standard is characterized by irrigated cool-season lawns and landscape plantings consisting of adapted cultivars in semi-formal arrangement.

The KU Wayfinding Program (Volume 3, Signage) provides information pertaining to the design and general siting of various exterior signs that aid in the access and orientation of motorists and pedestrians. For compliance with the wayfinding program, the site and landscape design for the engineering building addition should provide for the proper placement of required directional signs near the intersection of 15th & Naismith, and facility identification signs (Diagram I-4).

Diagram I-5 is a schematic site plan that illustrates how the architectural design, siting, and landscaping of the engineering building addition and entry plazas, along with improvements to the Learned Hall quadrangle and 15th Street corridor might look by applying the recommendations and guidelines of the masterplan. Note that the concept for “formal vehicular” is applied to the streetscape of 15th Street, with the linear, formal, and asymmetrical arrangement of trees, shrub beds, and hardscape elements including sidewalks and bus stops. The encroachment of the “building line” and plaza edges into space and street corridor are minimal and comply with the concept. The arrangement of trees reinforces the openness of the quadrangle and softens the space. Sidewalk alignments are simplified and the open space is clean and uncluttered.
The University on the Hill

The Campus Landscape Master Plan uses the term “landscape” in its broadest sense to cover all aspects of the landscape, including open space, plant materials, the contour of the land, nature of walls, steps, pavements, building and furnishings. All of these contribute to the image of the campus. (Figure I-1)

![Image: Components of Campus Image]

Figure I-1 - Components of Campus Image

The characterizing features of the campus include its buildings, views, vistas and landscaping. These features reflect the tradition of higher education in general and also are a testament to the vision and investment of previous generations of students, graduates and Kansas residents. The rich and vivid experiences of students and alumni are tied to the physical attributes of Mount Oread. The KU experience is one of tradition based on a great part by its physical surroundings. As a result, the KU campus is unique among educational institutions, and we should embrace the honor and recognize the duty to preserve that sense of tradition and place. For those of us who intimately know the campus and its history, we would agree with Chancellor Hemenway’s description in his 1998 convocation address to faculty and staff, that the main campus of the University is indeed a “special piece of greenery called Mt. Oread, which many of us believe is one of the most beautiful campuses in the US.”
Objective and Purpose of Plan

The Landscape Master Plan provides a general direction for preserving and enhancing the campus landscape. The main campus of Kansas University has a long and rich history. Since 1904, planners have tried to imagine what the campus should look like, and how KU’s physical future can best be shaped. The 1973 Long Range Development Plan set in place many of the planning assumptions held today, including Jayhawk Boulevard as the academic center of the campus and the preservation and development of green spaces as a high priority.

This Landscape Master Plan implements the concepts and recommendations of the 1997 Campus Plan, the accepted framework for campus renewal and future physical development. The Campus Plan sets the basic groundwork for future development issues of land use, access, image and environment for the next 20 years. The two guiding principles to the campus planning effort are:

- Preserve the beauty of Mt. Oread
- Create an environment that shows respect for learning.

There has never been a systematic plan to incorporate landscape into the mission of the University. Over the past years, storms, disease and mechanical damage have taken their toll on thousands of campus trees, and many others are age-worn. There is also pressure from too many groups impacting the campus landscape with facility projects while there are no guidelines available to ensure protection of the image of the campus. Now it is time to address these impacts on the landscape.

The subcommittee on Student Needs recommended that guidelines for the quality and quantity of open and green space should be established, that spaces already in existence be retained, and that recreation areas need to be developed. The University should also address the need for more and varied formal and informal spaces and facilities to accommodate the recreational interests of a diverse and growing student population.

A Subcommittee on Environmental Issues focused on the idea that physical development planning should steer the campus away from potentially negative environmental or health and safety impacts. A major recommendation of the committee was that the University make environmental impact an important consideration in campus planning and decision-making. It advises that proactive measures to reduce negative impacts are the most cost-effective means of lessening environmental degradation and recommends that the University develop and maintain unpaved open green space and seek to minimize the effect of the built environment on these spaces. The committee recognizes that green space improves campus views and vistas and preserves and enhances the campus climate.

The KU/Lawrence Relationships group of the planning task force focused on community access to the campus, use of the campus, and maintaining open communication between city government and KU. Among the recommendations of the group was that open areas for recreation and leisure that create a park-like environment should be maintained and enhanced for the benefit of the entire community.

As stated by Chancellor Hemenway in the Foreword of the Campus Plan document, “...our physical planning will communicate to all, through the media of architecture, landscape and space, the respect for learning and growth of knowledge which characterizes a great university.” The following are specific objectives of the Campus Landscape Master Plan:

- Coordinate elements and concepts of the Campus Plan including parking, vehicular movement, pedestrian access and bicycle routes.
- Illustrate specific landscape recommendations incorporating organizational principles of land use, access, image and environment.
• Establish concepts and recommendations for improving the exterior environment of the campus that reflect an appropriate scale and variety of materials to support the campus image and environmental quality.

• Provide design guidance that will be used for campus development to improve the functional characteristics and visual appearance of the component elements that comprise the exterior environment of the campus.

• Identify and design, to the schematic level, certain elements of the campus landscape plan.

• Evaluate maintenance practices and make recommendations which support maintenance procedures and demonstrate reciprocal value.

• Establish a wayfinding system supported by an updated campus graphics system.

Specific elements of the Master Plan designed to schematic level include:

• Campus Entries
• Jayhawk Boulevard
• Mid-Hill Walk
• Memorial Drive
• Maintenance procedures for existing and projected landscape development.
• Cost analysis for various types of maintenance
• Exterior graphics program

This Master Plan strives to devise a “fitting plan” for improving the image of the campus. A fitting plan is one that sets the framework for achieving a campus landscape character that is harmonious with its surrounding architecture and reflects the historical and philosophical traditions of the University associated with its past growth and development. A fitting plan also meets the requirements of the University population while accommodating the needs of a functioning institution. It will result in an appropriate landscape, one in which the exterior spaces complement campus architecture and the campus environment.

The purpose of this study is also to formulate a vision and strategy for improving the campus image and to arouse an appreciation of its existing conditions and potential. This strategy will serve as a guide for enhancing, extending, and managing the campus landscape as a unifying element to the campus physical framework while respecting its traditions. The strategy will also contribute to meeting the functional requirements of the University, and create a framework that will guide the future development of outdoor spaces. The Master Plan is not intended to go into detail in the principles of planting design or forestry, or in the functional uses of plants.

Conscious planning, conservation, sustainability, diversity, and education should be the primary means to provide the University of Kansas with a well-developed campus landscape. In return, the campus landscape will serve as a new and vital resource for the continuing advancement of the mission of the University.

Over the past several years, the University administration has begun to focus renewed attention on the importance of a quality physical environment. It is important to develop a comprehensive approach to preserving, enhancing, managing, and extending the campus landscape.

**University Context**

**Relevance to the University’s Mission Statement**

The Campus Landscape Master Plan is an outgrowth of the Chancellor’s Initiative 2001 Strategic Planning Process. The University’s Mission Statement is committed to values of excellence and cultural enrichment. In his message on Initiative 2001 and his 1995 Convocation Speech, Chancellor Hemenway has stated, “We know we will continue to improve
our teaching, enhance our learning, increase our research, and manage our resources because the quest for excellence never stops. Our challenge today is to take our great university and make it better.”

Of the Chancellor’s 10 points for a great university, the one most pertinent to campus facility planners states that a great university maintains, preserves, and enhances its facilities and physical setting.

The Campus Master Plan is an adjunct to the 1997 Campus Plan. The 1997 Campus Plan was initiated upon the Chancellor’s request that the Task Force on Initiative 2001 consider six characteristics of the University: information technology, faculty knowledge and talents, student attitudes and aptitudes, the research environment, international opportunities and the physical environment. In his 1998 Convocation Speech, Provost David Shulenburger stressed that we must enhance the nature of the KU experience by building on our historic strengths. There is a remarkably strong sense of place or strength of identity with KU and Mt. Oread that is shared by faculty, staff, students, alumni and citizens of Kansas. Maintaining this sense of place was one of eight challenges the Task Force identified.

**Historic Decisions Shaping the Landscape**

**Location**

When settlers arrived in eastern Kansas, it was largely prairie-grass country with wooded areas found along the rivers. Early writings mention a treeless Mount Oread with knee-high prairie grasses, clumps of sumac and red cedar, and views of the Kaw River valley and the early town of Lawrence.

The story of KU’s landscape design history begins in the late 1850’s when Lawrence Free-staters, with funds from the same Easterners who financed their moves to Kansas, chartered a “University of Kansas Territory” in Douglas County. They had a choice of sites back then, but picked Mount Oread for the location of the University because of its magnificent views.

The University and City of Lawrence have a long history of mutual cooperation. Lawrence citizens greatly appreciate the University's cultural and aesthetic contributions and vice-versa. Both the University and City derive mutual benefit from their close relationship. With few exceptions, this has resulted in successful city/campus planning ventures.

The relationship between the University and the community is unique in that the University is bordered by a number of different types of neighborhoods, each with its own character. A critical factor in the consideration of adjoining neighborhoods is that they house a major complement of University faculty, staff and students. The basic issue is to foster an attractive, secure campus edge and ensure that the University does not have a deleterious effect on the neighborhoods. There is a campus-wide need to strengthen and improve the physical linkages between the University and the surrounding communities. Linkages will be affected by several factors including improvement in pedestrian and bikeway connections and street tree plantings. Preserving adjoining neighborhoods would be in the best interest of the University because of its buffering effect and its contribution to sense of place as the “University on the Hill” through definition of the brow of Mt. Oread (Figure I-2).

**The Traditional Campus and Inception of Jayhawk Boulevard**

Review of the character of the campus up to 1900 and its expansion along Jayhawk Boulevard up to 1920 provides remarkable insight into the history of the campus landscape and an appreciation for its current character (Figure I-3). By 1920, it was clear that Jayhawk Boulevard would be the main artery of the campus. Up to 1900, the campus had not expanded any further west than Flint and Bailey halls, and streets were unimproved.
University Hall (later named Fraser) was further west of the current Fraser Hall; its front yard, shared with old Blake Hall, was an expansive ceremonial lawn bordered by shrub plantings and canopy trees. Here was the center of campus activity of the time, the land where Fraser Hall and Lilac Lane exist today. From Lawrence, access to the campus was by foot or horse and buggy along unpaved extensions of Oread Avenue, 13th and 14th streets, Mississippi and Louisiana.

Following the turn of the century, the corridor of Jayhawk Boulevard was beginning to take clear definition. West of the first campus buildings on Oread Avenue, Bailey Hall, the Fowler Shops (Flint Hall), and Snow Hall were existing at the time. The years following the dedication of Green Hall (Lippincott) in 1905 saw the construction of old Robinson Hall (on a site west of Flint), Marvin Hall and Haworth Hall (on the current site of Wescoe Beach). The Administration Building (east wing of Strong Hall) was constructed in 1911. The remainder of the Administration Building would not be completed until 1925. Along Jayhawk Boulevard, the remainder of the 20's saw the completion of Watson Library, Hoch Auditorium, new Snow Hall and the Kansas Union along Oread. It was during this time that daisies flourished on picturesque Irving Hill.

The 1997 Campus Plan recognizes that in its quest to preserve the traditional campus, the University has acknowledged that Jayhawk Boulevard is the most prominent organizing element for the past 100 years. Generations of alumni, visitors and friends share remembrances tied to Jayhawk Boulevard.

**Landscape History**

In the later part of the 1870’s, Chancellor James Marvin pioneered the first truly organized efforts to landscape the campus. During this period of time, the English “picturesque” landscape movement was already well underway in the U.S., spurred by the landscapes of the time that were designed by American landscape architect Frederick Law Olmsted. The parklike setting of the Kansas University campus can be directly attributed to the influence of the Olmsted style. Marvin believed in the Olmsted philosophy of landscape and park design. It greatly influenced his landscaping efforts on campus and the work of many others in the years ahead. Taking office in 1874, Marvin was faced with limited funds, due to the State’s economic circumstances at the time, and used volunteer help to plant hun-
dreds of trees on the early campus of KU. Volunteers included students and fellow members of the Douglas County Horticultural Society. It is said that the first task was erecting a fence to keep out the cows that had become accustomed to grazing on the campus.

Today’s Marvin Grove is thought to be one legacy of this effort. In 1878, at Marvin’s request, one member of the Society, a local nurseryman name Joseph Savage, donated the original lilacs for Lilac Lane. When Chancellor Marvin left KU in 1883, it would be another two decades (1904) before serious landscaping efforts resumed. With the advent of a plan by landscape architect George Kessler, the planting of rows of elm trees along Jayhawk Boulevard delineated the main campus traffic artery of the time.

The main feature of Kessler’s campus plan of 1904 was a formal, grand mall running north between a main academic building (occupying the site where Wescoe Hall is located today) to a recreation complex at the bottom of the Hill (near which today is Memorial Stadium). The plan proposed flanking the mall on both sides by naturalistic parks. Although never implemented because of political and financial obstacles, this imaginary axis can somewhat be identified today in the form of an informal definition of the Hill Walk route, a walk traditionally made by graduates at commencement. Potter Lake and Marvin Grove are important park elements flanking each side.

Interestingly, writings about the landscaping on campus mention that the embankment between Bailey Hall and Green Hall (now Lippincott Hall), the site of the Heritage Garden, was planned by Kessler to be an Olmsted-style transitional area. Large trees were massed on the Mississippi Street slope to echo Marvin Grove, with smaller trees formally spaced along the Jayhawk Boulevard side to match the rest of the boulevard’s allee-style planting.

Reports in the archives of KU note that there was much displeasure at the rejection of the Kessler plan. Resentment went on for many years and eventually triggered the hiring of the Kansas City landscape architectural firm of Hare and Hare to produce the second campus development plan. Prepared in 1928 in consultation with Kessler, the Hare and Hare planting design was implemented and remains somewhat intact today at the historic core of the campus. The plan reinforced a commitment to the traditional
elements of Marvin Grove and Potter Lake as areas to preserve, and to its naturalistic arrangement of trees and plantings. By the early 20's, Jayhawk Boulevard had a parkway setting with brick sidewalks, street trees and groupings of flowering shrubs.

During the Depression era, there was little funding available for construction and landscape improvements. However, in the late 1930's and early 40's, under Chancellor Deane Malott, the campus underwent another intense period of beautification despite the proliferation of temporary structures built during the War. Campus beautification efforts were lead predominantly by four dedicated women: Mrs. Eleanor Malott, Kay Nelson (whose husband was Dean of the graduate school), Cora Downs (of the biological sciences faculty), and Mary Smith Erickson (an alumna who donated many lilacs in memory of her father). The most enduring efforts were the pruning and rejuvenation of existing trees and shrubs and the planting of 1,200 crabapple trees around the north brow of the campus as a gift of the class of 1945. Today, the landscape efforts of these dedicated women remain intact, although worn by age. Unfortunately, the lilacs which were donated by Erickson (first planted near Fowler and later moved as mature plants to Lilac Lane) have apparently died. If any have survived, they could be at the Miller or Watkins halls or on the slope east of Lilac Lane.

In the 50's and 60's, land to the west and south was acquired and there was a high density of construction in the core campus. Much new construction and landscaping occurred on the south slope of Mount Oread, in the development of Campus West and with the dedication of the World War II Memorial Drive and Campanile.

In the book “The Campus as a Work of Art”, published in 1991 by Thomas A. Gaines, the campus was named one of the 12 most beautiful in the nation. Gaines cited KU’s handsome landmarks in his decision, but gave at least equal importance to the University’s naturalistic open spaces. In the book he wrote about the preservation of its wooded ridge.

Currently on the Main Campus, there is a competing need for developable space and green space. The problem is most evident in the recently urbanized areas of campus such as the south face of Mount Oread. Here the amount of built space compared with open space does not provide for the kind of landscape that has traditionally characterized the University. For example, the Campus Plan points out that around Malott, Haworth, and Dole there is little open space and virtually no high-quality green space.

**Memorial Drive and The Hill Walk**

Memorial Drive traverses the north brow of campus from the termination of Mississippi Street near Lippincott to West Campus Road. Coupled with the Campanile, it was dedicated in 1950 as a World War II memorial.

Although very different from its current alignment, an access drive along the contour of the north brow has been envisioned as early as the campus development plan of 1904, and also in the 1928 plan. These plans envisioned the drive to be parklike, providing access to north entrances of academic buildings along Jayhawk Boulevard. Contrary to current conditions, these buildings were not envisioned at the time to have so-called front and back yards or service docks. Both development plans failed to foresee the impact of parking and access for automobile and service vehicles. Throughout its recent history, there has been a strong desire to restore the parklike setting of the drive and reclaim the unobstructed views of the Hill’s wooded areas, the Campanile, and Potter Lake. However, competing needs to utilize the narrow corridor of the drive for parking, pedestrians, and vehicle access have overwhelmed any immediate attempts to mitigate the conflicts.
Campus West

The Endowment Association largely owns Campus West. Its headquarters are located there, along with facilities for pharmaceutical and botanical research, research laboratories, Printing Services and the University Press, Housing Maintenance, and the Lied Center for performing arts.

This area of the University (Figure I-9) contains many acres that are not readily available for construction due to steep topography and areas that are heavily wooded. There are other environmentally sensitive areas including Yankee Tank floodway and Pioneer Cemetery, which are on the State Historic Register. Thus, this land resource is not an unlimited one. Recreation, scenic open spaces, and views and vistas should be preserved as open and green space, as should unbuildable topography and flood plain areas. Additionally, the current undeveloped nature of Campus West, with large areas of open space and native woodland, are amenities found in few places within Lawrence. In this regard, it is a beneficial asset to neighboring communities.

Currently there is no defined comprehensive plan for the development of Campus West. Its model for density, which is suburban, will likely remain because of its environmentally sensitive areas. Because of its remoteness to the core campus, research and support services that are not tied to undergraduate education will continue to be located there. In terms of the 10-minute time limitation for class changes, this includes the relocation of activities from east campus in order to free up sites for the construction of facilities for academic use.

There are two major ridges that define where building sites, access, and utility corridors can occur. Utilities are presently limited and there is a need to unify their approach into the property.

Figure I-4 - Campus West
The current physical image of Campus West is one of inconsistent architectural character and a vague fabric of streets and parking facilities. In terms of its internal image, architectural character varies from one facility to the next. Its character is also inharmonious with the rest of the campus. Main campus is primarily pedestrian oriented, with most parking located in outlying areas to the final destinations that are served. On Campus West, however, streets and parking consist of traditional elements of a suburban office park with tree-lined streets and parking sited conveniently to and surrounding the facility that it serves. Fortunately, Campus West is undeveloped enough that standards and guidelines can be set up to transform its character in a manner consistent with the core campus, but probably having less density.
II - ANALYSIS OF EXISTING CONDITIONS

Diversity of the Campus Landscape Environment (Natural and Man-made Features)

In numerous master plans completed for the University (George Kessler - 1905; Hare & Hare, Inc. - 1928; Caudill, Rowlett, Scott, Inc.-1973), none have provided guidelines for landscape planting and management. This Master Plan will identify and define the natural influences that should be considered in design processes, species selection and location, and maintenance.

The influence of topography has great bearing on the composition of trees in native woodland communities due to varying degrees of climatic exposure, soil and water, and microclimates. Thus is the basis for the recommended trees listed in this Master Plan. The theory is based on respect for ecological and plant community systems naturally associated with the various land and climatic influences.

One of the enduring qualities of the campus is the great diversity of its landscape environment, which enriches the collegiate setting for education, research, and student activity. From the urban edges of the campus to its historic core, there exists a wide spectrum of districts, land uses, building types, vegetation, and open spaces that are brought together to form a vibrant campus community.

Mount Oread is definitely the most important organizing element of campus. As shown in Figure II-2 “Visual Resources,” Mount Oread, as it traverses the campus, has very extensive viewsheds. Many views and vistas exist from vantage points throughout the central part and other areas of campus. Most notable are those identified as “Protected Viewsheds and Vistas”. Those viewsheds and vistas should be carefully protected from the intrusion of structures and landscaping that would impede one’s observance of traditional scenic resources, major focal points, or orientation on campus. Where possible and practical, landscaping should be provided to enhance views both internally and externally, through proper plant selection, design, maintenance, and the application of the design principles of framing and masking.

For the most part, pedestrian and vehicle circulation patterns dictate the organization of elements of the campus resulting in two distinctive entities: the Main Campus and the Campus West. The Campus Plan recognizes the distinctive differences between the east and the west sides of the campus and their implications on future development. The campus landscape, however, should not result in further visual disharmony. It should be planned and developed as a unifying element through the repetition of species and design patterns,

Figure II-1 - Typical Section through Campus Plant Communities
with respect for ecological and plant community systems naturally associated with the various land and climatic influences.

Environmental Influences (Natural)

It is obvious to anyone who has traveled from one area of the country to another that the kinds of plants growing in a particular area are directly related to the environment of that area. Generally, environmental differences between areas in terms of terrain, soil, and climate most notably influence the type of vegetation that is growing. The following is an overview of the various physiographical areas and corresponding environmental characteristics of the campus. A representative cross section of the terrain and the plant communities that occur in the varying environments of the campus is shown on Figure II-1, “Typical Section through Campus Plant Communities.”

Bluffs

Along the fringe of the flood plain are the typical river bluffs that are very representative of the northeast Kansas landscape. Typically in northeast Kansas, east and north facing bluffs are densely timbered, consisting of an extensive cross-section of plants. Conditions are highly favorable for plant growth and root extension. Soils are well drained and have relatively uniform moisture content through the greater part of the year. Surface soils can be relatively shallow and rocky. Subsoils are likely to contain fragmented bedrock that provides ample fissures and crevices containing pockets of moisture and air, thus creating favorable conditions for root extension.

In contrast, south and west facing bluffs are more exposed to wind and direct summer sun, causing higher surface temperatures and significantly lower soil moisture content. Therefore, plants found on these slopes are more adaptable to high temperatures and droughty soils.

However, compared to adjacent areas farther away from the river, the bluffs are better protected from the extremes of drying and disfiguring winds of the open plains and prairies. They are also protected from the damaging effects of flooding and compacted and saturated soils of the flood plain. Additionally, the dependence of one plant on another is also an important factor in creating favorable conditions for growth. The plants have a moderating effect on each other through increased humidity, shade and shelter, cooler ambient air and soil temperatures, and greater soil fertility.

Sheltered Pockets and Coves

Typically in Kansas on north and east facing slopes, adjacent to river bluffs and other drainage-ways, there will be pockets and coves that are very sheltered from hot southwest winds and hot, dry periods. Many types of plants will grow in the desirable microclimate of high humidity, cool, stable air temperatures, and moist ground layers. Cold air drainage and ample soil moisture constantly chill these areas. The Hill Walk area, north of Memorial Drive, which includes Memorial Stadium, Marvin Grove and Potter lake, is characteristic of a sheltered cove.

Transitional Areas

As one moves farther away from the sheltering effects of the river valley and bluffs, the land is very open with less elevation relief. Typically in northeast Kansas, the areas adjacent to the wooded valleys of streams and rivers are transitional between the forest and prairie. These areas are exposed to wind and direct sun causing high surface temperatures and seasonally droughty soils. These areas were historically the fringe of the prairie fires. They are primarily grassland, characterized by a scattering of drought, wind, heat, and fire tolerant trees. The ridge of Mt. Oread very closely identifies with the characteristics of a transitional area.
As shown in Figure II-2, scenic overlooks of the treed neighborhoods to the south and the Wakarusa River Valley exist at vantage points near Blake and Twente halls, at the crest of Sunflower Road, and at the top of Malott Garden.

Along the east slope of Mt. Oread, views of downtown Lawrence and surrounding tree lined neighborhoods exist, most notably at the crests of 13th and 14th streets at Oread Avenue, at Corbin/GSP halls, the Scholarship halls, and the Chancellor’s Residence.

There are continuous views from locations along the north brow of campus, its west slopes and Memorial Drive. Coupled with these views are the memorable outward views of The Hill from within Memorial Stadium toward the Campanile.

There are also continuous views along the west brow of campus. These overlook Irving (Daisy) Hill eastward to south campus.

Scenic pedestrian and vehicular corridors on Main Campus provide frequent panoramic views having timeless academic character. Elements of these views include architecture, landscapes and historic buildings. They occur most notably along Jayhawk Boulevard, Oread Avenue, Sunflower, Sunnyside, Lilac Lane, Naismith, 15th and 19th streets, and Iowa Street.

On Campus West, interior views are currently very spacious and rural in character. The views and vistas of Clinton Lake and the forested valleys of the Wakarusa River and its tributaries are as eye-catching as any on the Main Campus. Unfortunately the siting and orientation of existing buildings are such that they take little advantage of available views and the existing open space fabric. Instead, most views from Campus West facilities are dominated by parking lots.
Developmental Influences (Built Environment)

Coupled with the natural characteristics of Mount Oread are developmental features that affect the image of the KU campus. The rich and vivid experiences of students and alumni are tied to the physical, or built, attributes of Mount Oread, especially with regard to its well-developed and high-quality signature features that create a strong sense of place.

Signature Features of the KU Campus

Allen Field House lawn  
Curbside bicycle parking along Jayhawk Blvd.  
Danforth Chapel, Lilac Lane and Scholarship Halls  
Red, pitched roofs, stone and terra cotta  
Jayhawk Boulevard & Oread Avenue  
Marvin Grove & Potter Lake  
North brows and hillsides of Mt. Oread  
Views and vistas from open areas along Jayhawk Blvd.  
Quadrangles at Strong Hall, Learned Hall and Watson Library

Chancellor’s residence  
Chi Omega Fountain  
Daisy Hill  
Historic buildings & museums  
Kansas Union and its entry plaza  
Memorial Drive & Campanile  
Memorial Stadium and The Hill  
Gateways to Jayhawk Blvd.

The KU experience is one defined by its physical surroundings and sense of tradition. The University’s image is linked to a series of experiences that occur in physical space, experiences that are shaped by thoughtful composition of the built environment. Students and visitors experience the campus not only as a place that educates, but also as a campus whose architecture and landscaping lend it an identity beyond mere functionality. The physical elements integral to this self-projection include:

- Buildings
- Open Space
- Landscape
- Campus Districts
- Circulation

Buildings

The existing capacity for development on the central campus is limited by the historic context, the present density of development, and a commitment to the long term use of areas of campus for open space. In terms of campus land use, there are relationships among built structures, open spaces, and developed green spaces, the basic elements of a campus environment, that are important to maintaining a sense of place. An individual’s perception that results from the quality of these relationships results in the image that is perceived. In the absence of respect for traditional campus patterns, the physical image of the campus may be negatively affected because of environmental changes in urban features of building, paving and parking.

Land atop Mount Oread is at a premium, and buildable spaces within the core campus are limited. Higher densities of development in this area of campus can be supported, but the challenge lies in maintaining a respect for both functional and aesthetic concerns.

Environmental impact needs to remain an important consideration in campus planning and decision-making. In new planning and construction, consideration needs to be given to visual and functional impacts to the campus environment and its image.

Open Space

Open and green spaces are crucial to the identity of the Lawrence campus. The siting of KU’s older buildings emphasized the value of high quality open space on and adjacent to Mount Oread. In the newer portions of the campus, however, open spaces are less well-defined, more incidental, and play a less significant role in the overall design.
Because of topography, existing urban fabric, and other factors, open spaces on campus are not plentiful. Those that exist are of major importance because they provide areas for active and passive recreation, as well as for specific aesthetic functions. The open spaces are major focal points and provide transitions from building to landscape. Buildings, trees, and shrub massing are utilized to define and reinforce open space areas. Major open space areas are the Allen Field House lawn, quadrangles (at Strong Hall, Learned Hall, and Watson Library), The Hill, parade ground at Robinson Center, Murphy Hall courtyard, and open spaces of Stouffer Place.

The portion of the campus that is on the south slope of Mount Oread and that borders Sunnyside Avenue is an area critical to the teaching mission of the University. Buildings are very large in this portion of campus. Some, like the Academic Computing Center and Green Hall, are freestanding; others, like Haworth and Malott, have evolved into structures made of interconnected pieces. This part of campus, compared to the part on top of the hill, has a higher density of structures relative to green and open space. The result is an urban feel. Research facilities take up a large portion of the space in several of these buildings, including Malott Hall, Haworth Hall, and the Dole building. Unfortunately, these facilities are not in character with the pedestrian scale of the campus elsewhere. The lack of landscaping here is a problem that will require an effort to remedy. The areas around Malott and Haworth halls are heavily used by pedestrians, as are the routes leading up the hill from the reserve parking south of Robinson Gymnasium.

**Landscape**

The term “landscape” refers to outdoor elements on campus. It encompasses these features: campus entries, streetscapes, walks and pedestrian ways, open and green spaces between and adjacent to buildings, views and vistas, plantings of all kinds, pavements and lawns, malls, plazas, and courtyards. Utilitarian aspects of the landscape include lights, benches, and signs. The incorporation of signage into an information system is an important component of the campus landscape.

The physical characteristics of the central campus have changed little in recent years, with the exception of additions and renovations at the Union and the construction of the KU Alumni Center. Despite preservation of many old buildings, open and green spaces, and views and vistas in the last two decades, there have been losses. Many alumni and longtime campus visitors note the absence of towering elms, for example, and many other mature trees that have been lost to disease and the impact of wind and weather. But this planning effort consists of more than that. There has never been a systematic plan for landscape replacement and renewal. The entire campus landscape needs attention and revitalization including landscape areas subjected to wear and tear from the increased campus activity and enrollment. High levels of activity have taken their toll. For example, high-use paved areas, such as the terraces, planters, stairs, and seating near Wescoe Hall, present hard edges rather than softer landscape features.

**Existing Tree Community Conflicts**

In the planning of the campus landscape, there should be regard for the selection of species based on their ecological relationship with the surrounding natural environment. This is because the performance of a plant or group of plants is dependent on the extent to which their ecological requirements are met. Furthermore, using properly associated plants together just as they are found in their natural community could enhance the aesthetic qualities of the campus landscape.
As shown on Figure II-3, analysis of existing tree locations reveals little correlation with the plant communities that would naturally occur. This lack of plant community organization contributes to an unvarying vegetative palette and a landscape that provides little “sense of place.” The new campus planting approach involves looking at the native flora and plant communities that once existed or that naturally occur in the area and establishing or reestablishing regenerative planting strategies. With this approach, plantings are considered in community associations rather than individual species. The net effect of applying ecologically based strategies in the planning of the campus landscape will be a landscape that is environmentally adapted, lower in maintenance needs, more aesthetically pleasing, and representative of the region.

**Campus Districts**

The implementation of the principles of Adjacencies and Affinities, established in the 1973 Campus Plan, has resulted in systematic expansion of the campus. As a result, the campus can be clearly articulated into Districts.

The campus districts are shown in Figure II-4. They include the Academic District, Athletic District, Student Services District, Housing District, Historical District, and what is called the Frontier District, i.e., Campus West.

Planners can utilize a district planning process to provide specific measures for accommodating facilities and delineating site improvements, particularly addressing detailed planning and design issues in specific, manageable context. Also, district planning permits the University to focus on measures to be undertaken in those areas of campus subject to imminent or substantial change.

In terms of the landscape master planning process, this document utilizes the concept of districts to provide specific design guidelines that can be followed in the development of facilities and site improvements (Figure IV-32).

As identified later in the document, each district has a “capitol” that provides a means of wayfinding. For example, the capital of the Academic District is Strong Hall. The advan-
The importance of providing for a distinct vernacular to campus districts has the potential of improving wayfinding and maintaining a sense of pride and identity to individual districts relative to their unique academic function. There are currently distinct differences between campus districts including circulation patterns, building placement, scale, style and detailing, material types and color. The use of similar materials and styles ensures that new construction blends with the existing character of the district and that individual district identities are maintained (Figure IV-32).

Each district should have its own distinctive vernacular in terms of architecture and architectural detailing, and possibly materials, site furnishings, etc.

Circulation

Pedestrian and Bike routes

KU’s central campus has a traditional design in that it furnishes a high-quality experience for pedestrians and those that access the campus by bicycle (Figure II-5). As the campus developed, its expansion has created long trips across the main campus and between the two campuses, and it has become more difficult to cross the main campus within the period of a class change. Thus, the safety and comfort of pedestrians and bicyclists are important considerations as is the design and alignment of routes and related amenities such as lighting, pavement and edge design, and crosswalks. Finally, topography imposes a long-term challenge to the provision of access to and across Mount Oread.

Although pedestrian routes on Campus West are virtually nonexistent, the main campus has a pedestrian-centered quality that will continue, even as the University strives to meet other needs for convenience and accessibility. As building density increases, so will the need for bike routes and racks, parking, and pedestrian routes. This will require well-coordinated design efforts to integrate new construction with well-designed landscape treatments, including tree plantings for shade and shelter. These efforts are critical to the preservation of the campus as a student-centered place.

The northeast corridor of the campus carries a high volume of pedestrian traffic. Dyche Museum is the most visited tourist attraction in Kansas. A major pedestrian entry from

![Pedestrian Routes and Bikeways](image-url)
Mississippi Street to the northwest corner of the Kansas Union is planned for the future. With that entry, a front door to the lower level of the Union would be created that will introduce the broad range of services available in this facility. A well-designed system of pedestrian routes not only provides access to specific destinations, but also lends a broad sense of orientation and of place. The areas around Malott and Haworth halls are heavily used by pedestrians, as are the routes leading up the hill from parking south of Robinson Gymnasium. Yet, current sidewalks are inadequate. Current widths, alignments, and configurations are insufficient to accommodate ADA accessibility, and they are structurally unsound in places to the point of being hazardous.

**Vehicular Routes**

There are great demands placed on campus streets as well as the City streets that provide access to them. Campus streets accommodate motorists, service and emergency vehicles, pedestrians, and bicyclists all in the context of convenience and efficiency, safety, maintenance, and aesthetics. Campus and city traffic-circulation systems are complex and intertwined. The campus hinders development of potential cross-city routes. Roadways like 15th, 19th, Iowa, and Naismith provide access from within the City to the perimeter of the campus, routing motorists, bicyclists, and pedestrians through major campus entries. The most significant road in Lawrence, Iowa Street (US Highway 59), divides the main campus and Campus West.

**Campus Gateways**

The configuration of roadways that network the campus will require thoughtful design of major points of entry to campus from the community.

15th & Iowa, 19th & Iowa, 19th & Naismith, Oread Avenue between 12th & 13th, 11th & Mississippi, and Indiana & Sunflower comprise the principal street approaches to the University from the surrounding community. Additionally, 15th & Engel can be considered an important gateway to the Housing District, and 15th & Naismith a gateway to the Academic District. Several other entries and gateways into the campus occur from these streets.
III - DESIGN CONCEPTS

Introduction

The naturalistic, romantic architecture and landscape approach found in the traditional areas of campus, that is the Museum District, Jayhawk Boulevard and The Hill, should remain the staple approach of new landscapes and landscape renovations. These areas have been created with a natural arrangement of trees and shrubs that define open spaces and lawns, which complement the beauty and liveliness of the architecture of campus buildings and apply the time-honored Olmsted-style. What is needed is to create new landscapes that are expressive of gardens and that have a romantic character that can be memorable.

The creation of more romantic and naturalistic landscapes, such as the landscapes of The Hill, should be extended throughout the campus. Since it is difficult to provide a precise set of prescriptive rules for their design, new romantic landscapes should be created and maintained only with great care and sensitivity and refined level of design quality.

Strong natural features, especially topography and the irregular arrangement of mature trees, characterize Romantic landscapes. They have a conceptually clear overall spatial idea that is freely interpreted. Through time, they typically make reference to a presumed initial original condition. Restoring daisies on Daisy Hill, lilacs on Lilac Lane, and Poplar Lane have the potential to create such landscapes.

The concept of “campus as an arboretum” should influence the selection of plant materials, particularly in the context of informal landscapes where species diversity can contribute to instruction and research as well as the aesthetics of the campus. In more formal and confined spaces, the selection of plants and the method of planting can serve as a laboratory for studying how plants adapt in an urban environment.

Landscape Framework

The University Campus is comprised of a variety of spaces that are defined and characterized by their diversity of physical aspects and functional requirements (Figure III-1). As the primary components of a physical landscape framework, these spaces are identified by the functional value and equity they provide to the overall character of the campus. The following is a brief discussion of the functional role each area plays and the appropriate landscape treatments which complement these roles.

Gateways

Gateways to the Campus are literally the “front door” through which all users and visitors will arrive. These areas go a long way toward establishing a perception of quality for many aspects of the campus environment. Landscape treatments should be colorful and interesting with integrated signage and monumentation of a prominent nature. Care should be taken to ensure that the scale of gateway components is complementary to the surrounding physical space.

Informal Vehicular

Landscape treatment of informal corridors of vehicular traffic should provide for several functional aspects of the campus environment (Figure IV-33). Shaping sightlines, guiding travel, buffering, shading, and the creation of informal corridors of space are all appropriate expectations of the landscape. This can be accomplished through the linear yet irregular placement of canopy trees, visual windows into neighborhoods, massed shrub plantings at visible locations, and the use of a variety of material types.
Formal Vehicular

Landscape treatment of formal corridors of vehicular traffic should provide for many of the same functional aspects as is true for the informal corridors. Shaping sightlines, guiding travel, buffering, shading, and the creation of formal corridors of space are all appropriate expectations of this landscape treatment.

Bringing a formal character to light is generally accomplished through the combination of architectural or hardscape improvements (including roadway and pedestrian ways) and formal landscape planting through selection and arrangement of materials. The formality can be accomplished through the linear and regular placement of canopy and ornamental trees (Figure IV-34), limited visual access into neighborhoods except at entry points, carefully arranged shrub plantings at gateways, monumentation, consistent use and repetition of hardscape and plant materials, horizontal depth of plantings through the integration of multiple planted rows of street trees, the incorporation of parkway islands (medians), and a geometric strength to material placement and arrangement.

Formal Edge

The value of the landscape component in defining and shaping a formal edge is significant. While edges are usually projected by an architectural or hardscape feature, the ability to perceive those edges with depth and dimension is best accomplished through landscape. Plantings of similar or same material in strict linear or geometric form will complement and define edges with a dimension that is easily perceived on the human scale. Strengthening these forms with supporting or reinforcing lines of different plantings of the same or a uniformly different dimension will add depth and clarity to the formal planting.

Parking Lot Screen

The ability to screen parking lots, yet provide visual access for safety and wayfinding purposes, is an important aspect of campus landscape design. Generally the use of canopy trees having good growth habit and limited litter is recommended. Successful parking lot screening directs views away from parking areas, reduces glare and solar radiation, and provides dimension and shape to an area that is a horizontal expanse by nature.

Informal Pedestrian

The opportunities to use landscape treatments to shape informal corridors of pedestrian traffic are many. Pedestrian traffic in the campus environment is inherently diverse and hectic. Corridor routings are numerous and pathways are not easily articulated. Shaping sightlines, guiding travel, buffering, shading, and the creation of informal corridors of space should be approached at a scale that is functional for the individual yet sufficient to remain consistent with the campus at large.

This balance can be achieved through linear yet irregular placement of canopy trees, informal shrub plantings at gathering points, planting depth and dimension at entries and points of interaction, and the use of a variety of material types in a varied arrangement.

Landscape Buffering

The use of landscape as a buffering vehicle can take many forms. The specific planting treatment should be in response to characteristics of the site and surrounding properties. Proximity, scale, available space and context (formal, informal, service, etc.) all shape the design response and the potential to establish a successful buffer. Generally, buffering should be accomplished with an informally placed grouping or massing to avoid drawing attention to an area by diverting one’s view. Depending on the space available, the com-
Figure III-1

Landscape Framework

- Gateways
- Informal Vehicular
- Formal Vehicular
- Formal Edge
- Parking Lot Screen
- Informal Pedestrian
- Landscape Buffer
- Forested Slope
- Service Zone

The University of Kansas

Campus Landscape Master Plan

Landscape Framework
Clinical Care Center

Figure III-2
combined use of shrubs and trees will develop a greater depth and dimension, and generally result in a successful buffer.

**Forest Slopes**

Forest slopes on campus are areas of existing native or introduced species, or are areas where that type of character is desired. Existing materials and new plantings for these areas should be native species to the greatest extent possible, consistent with native forests. This approach will result in a healthy community which will in turn require less maintenance. Forested slopes will reinforce the definition of Mount Oread, provide for contrast and character on the campus, and provide for a scale and dimension that is significant yet welcoming to the individual.

**Service Zones**

Landscape treatments of service zones should be functional and focused toward low maintenance. Screening, buffering, and the shaping of sightlines should be functional aspects of the landscape for the service zone. However, maintenance efforts should not be diminished in importance, as these areas are typically susceptible to trash, debris and other by-products of campus life. The landscape should be shaped toward materials that require low maintenance, offer greater screening potential, and have a variety of species arranged informally in a way that offers interest yet does not draw one’s eye.

**Concepts for Main Campus and Campus West**

**Main Campus, the Campus Core**

Measured by the role that campus architecture, open space and traditional elements play in establishing a memorable collegiate environment, the character of the core campus is an essential resource that must be preserved, enhanced, and extended as the University’s facilities continue to change and expand in the future. The Core Area of campus is made up of a rich variety of environmental settings that provide spatial diversity and help to moderate the scale of the campus into manageable parts (Figure III-1). At the same time, a system of clear, interconnected open spaces, pedestrian and vehicle corridors, and a generally consistent development fabric can provide unity. This Master Plan seeks to strengthen both the diversity and coherence of the area as the University’s principal activity core.

The pedestrian-centered quality of the main campus (Figure II-5) requires the experience of motorists and bicyclists to terminate at their points-of-destination in usually large, interior parking lots or in the fringe areas of the main campus, parking structures, and areas designated for bicycle parking. It is important that major routes to campus be clearly defined using well-designed landscape edge treatments, with formal or informal patterns of street trees. Parking facilities should also be well-designed and landscaped since they are, in actuality, potentially featureless storage areas for vehicles and also transitional areas as students, staff, and visitors change mode of access from vehicle to foot. The choices for storing cars and bicycles all have long-term impacts on campus access and proximity of parking to office or classroom. Moreover, issues of access cannot be considered in isolation from two other crucial concerns: land use and campus image. This plan cannot properly address the impacts resulting from the delivery of cars to lots adjacent to classrooms and offices outside the context of aesthetics. When cars have entered campus, they must be accommodated by parking lots or structures, and the creation of those facilities affects campus image. When students and staff leave cars, they become pedestrians to and from their classes and offices and their comfort and what they see are the basis from which the image of the campus is perceived. Above all, this campus must be preserved as a student-centered place. The intention can easily be eroded by increases in traffic, population, and density of buildings.
The organizing element of the campus is the Jayhawk Boulevard/Oread Avenue corridor (Figure III-3), making KU one of the few campuses in the nation with a street corridor as the principal focus. The corridor creates a strong sense of place. Throughout its length exists unique compositions of landscape patterns and elements that are recognized as important components that give it a character that is memorialized by alumni, students, faculty and staff. Particularly evident are the traditional gateways at both ends of the corridor, the lawns in front of Strong Hall and Watson/Stauffer-Flint, Wescoe Beach, and Memorial Union plaza. However, the entire length of the corridor, particularly Jayhawk Boulevard, is in need of revitalization and a heightened institutional quality including the landscape areas subjected to wear and tear from increased levels of activity that the corridor supports on a daily basis. It is important that vestiges of all landscape elements and patterns along the corridor be invoked in any proposed physical improvements. Because of a heavier burden of traffic generated by Budig Hall and a general increase in undergraduate enrollment and day-to-day population on the hill, Jayhawk Boulevard particularly needs to be reconfigured to provide more efficient movement of people at the top of the hill while enhancing campus environment. The following are steps necessary to maintain Jayhawk Boulevard as a high-quality environment:

- Reduce the overall width of pavement to gain wider sidewalks for pedestrians.
- Establish a consistency in planting, landscape enhancements, and establish as many large trees as is feasible within a larger campus landscape plan.
- Invest in spaces for pedestrians including areas for seating and socializing.
- Enhance bus stops, provide better defined parallel parking, and provide areas designed for bicycle parking.
- Develop a consistent image with signage and lighting.
- Preserve the sense of tradition associated with Jayhawk Boulevard while enhancing the safety for the many users of the campus.

**Campus West**

Development of Campus West should enhance the University's overall physical image through design and siting of new facilities that are in harmony with the character of the main campus. Natural areas that exist for biking and jogging trails should be retained and the current practice of siting low cost facilities in highly visible locations should be discouraged. Unbuildable areas, due to steep grades and floodplain, will limit development and should be preserved as green space. If carefully developed, views and vistas can be as eye-catching as any on the main campus. As Campus West develops in the future, it will be necessary to preserve and develop open space buffers where the University and neighborhood share a common boundary.

**Open Space and Architectural Character**

The design of campus landscaped open spaces should integrate buildings with their sites and with each other. The architectural design of building facades and their massing should continue to be the major definitive element in the definition of these spaces. A unified network of outdoor paths and indoor building circulation should integrate the principal public rooms of individual buildings with the public open spaces of the campus.

The character of open spaces and the landscape should create visual unity, connections between spaces and buildings, and an attractive, energetic pedestrian environment within a campus setting. The existing open space within the core campus offers a well-established framework for achieving these goals, especially within the corridor of the proposed Mid-Hill Walk. The spaces between buildings comprise an organized network of space that reinforces the collegiate character of the core campus. Proposed landscape and open space improvements are intended to build upon the positive qualities in a way that will visually and functionally unify the campus. These are areas where significant improvements are
recommended:

- Watson Library/Stauffer-Flint Hall
- Wescoe Beach west to Budig Hall
- Strong Hall lawn
- Green Space between Dyche Hall and Lippincott Hall
- Grand open space west of Malott Hall
- Numerous intimate spaces throughout the Mid Hill Walk Corridor
- Prairie Acre
- Visitor Center
- Stadium Green
- Great lawn in front of Learned Hall

Open Space and Landscape

Open space and green space as recognized by the 1997 Campus Plan include a number of traditional areas and open and developed green spaces that provide visual relief from the built environment. They enhance the built environment in the form of lawns, malls, courtyards, pedestrian corridors and other landscape features.

Traditional green space areas of campus that should be protected from encroachment include the lawns in front of Strong Hall, Watson Library, Learned Hall, Allen Fieldhouse, Potter Lake and Marvin Grove.

The Mid Hill walk corridor and major pedestrian corridors should be protected from infringement of building expansion and development and through sensitive placement of utilities. The corridors shown on the Campus Landscape Master Plan (Figure III-2) and Focus Areas Landscape Plan (Figure III-3) are approximately 50 to 100 feet wide. Major pedestrian corridors include the northern and southern routes from Daisy Hill to the core campus, and north-south corridors through the heart of the core campus from North Campus south to the Robinson Center parking lot. Another major pedestrian corridor exists from North Campus and the Chi Omega Fountain south to Murphy Hall.

Figure III-4 - District Plan with Capitols and Gateways
**Districts**

The implementation of the concept of adjacencies and affinities since 1973 has resulted in a campus land use pattern that can be clearly articulated into Districts. The Campus Districts are shown in Figure III-4. Each “district” has a ‘capitol’ that provides means of wayfinding and may have a distinctive vernacular with gateways. Like neighbors, similar districts can have a similar vernacular composed of different furnishings, materials, architecture, banners, pavement pattern, signage, etc.

**Wayfinding**

**Districts and Capitols**

The following architectural districts or “states” currently exist on KU’s campus:

<table>
<thead>
<tr>
<th>District</th>
<th>Capitols</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Campus District</td>
<td>Strong Hall, Murphy</td>
</tr>
<tr>
<td>Sports District</td>
<td>Allen Fieldhouse</td>
</tr>
<tr>
<td>Daisy Hill District</td>
<td>Visitor Center</td>
</tr>
<tr>
<td>Memorial Drive</td>
<td>District Campanile</td>
</tr>
<tr>
<td>Campus West</td>
<td>Lied Center</td>
</tr>
<tr>
<td>Sunnyside</td>
<td>Murphy, Robinson</td>
</tr>
<tr>
<td>Stadium</td>
<td>Memorial Stadium</td>
</tr>
<tr>
<td>Jayhawk Towers</td>
<td>Jayhawk Towers</td>
</tr>
<tr>
<td>West Campus Road</td>
<td>Carruth O’Leary Hall</td>
</tr>
<tr>
<td>Museum</td>
<td>Kansas Union</td>
</tr>
</tbody>
</table>

**Nodes and Anchors**

Node and anchors are important elements in the campus landscape. Their function is to improve connectivity and wayfinding; that is, to visually connect districts and campus areas, aid in the movement of vehicular and pedestrian traffic, provide continuity and legibility to

![Figure III-5 - Nodes and Anchors](image-url)
the urban fabric of campus, and define lines by connecting key destinations for pedestrians. Figure III-5 shows the locations of the following nodes and anchors on campus:

- Allen Field House
- WWII Campanile
- Chi Omega Fountain
- Dyche Hall tower
- Fraser Hall
- Lied Center for the Performing Arts
- Memorial Stadium
- Memorial Union
- Visitors Center
- Wescoe Beach

By giving emphasis to existing nodes and anchors and incorporating nodes and anchors into new campus landscapes, conditions for pedestrians and wayfinding will be improved and significant benefits for enhancement of the campus experience will be realized.

**Gateways**

Vehicular and pedestrian entries into campus should be designed and enhanced in a way conducive to their status as important gateways to the University. Campus entries provide access for both motorists and pedestrians and, consequently, function as both vehicular and pedestrian gateways.

**Landscape Design**

In the 1997 Campus Plan, the following planning precepts, or rules and directions, have been adopted for the design of new projects or revitalization of existing landscapes and landscape elements:

- Campus design results from an interaction of topography and placement of significant features. In combination, these engender views and vistas. These views and vistas can be accented, altered, and manipulated for long-term benefit or detriment.
- It is desirable to consider the addition of simple elements on the campus skyline to maintain its traditional image.
- Streetscapes, pedestrian ways, and sidewalks should be first viewed as corridors for effecting pedestrian and vehicle mobility on campus. They should be accented and defined by plantings, buildings, and landscape features.
- Open courts, lawns, plazas, and the spaces between or adjacent to buildings require careful analysis about the functions, movements, and scale of activities that occur there.
- High-quality open and green spaces are the result of successful building and site design.
- Landscape features may be as significant to a sense of tradition as signature buildings.
- As the main campus becomes urban in its ratio of built to open space, areas between buildings should be committed to activities and to high-quality gathering places that are thoughtfully oriented to pedestrian circulation.
- Building entries must be placed not only by reference to a building’s internal layout but also by reference to the building’s connections to vehicle and pedestrian routes.
- The system of walks should be functionally adequate. Walks should be sufficiently wide and thoughtfully managed so that they are useable and accessible by all...
people despite changes in grade. Yet, functional adequacy is not enough. A design sense must be brought to the construction of walkways as much as to the construction of buildings. Primary walkways, those that parallel Jayhawk Boulevard for example, will have one look and feel, while those paths less traveled, such as a walk that skirts Prairie Acre, should have a different, perhaps more meandering design.

- Design choices for routes of access to campus and mobility on campus should be made based on anticipated use by individuals with differing physical abilities. Obviously, some designs will have dominance over others. This will lend an overall sense of coherence to the campus and reinforce the idea that the campus welcomes pedestrians.

- Plantings should be thoughtfully designed. They should have definite objectives and specific functional and aesthetic purposes. They also should be native to our region, in order to avoid the need for excessive maintenance. The removal of diseased and damaged plantings and trees should be followed by replanting in accordance with a long-range plan.

- Good design considers such features as benches, planters, terraces, retaining walls, steps, and stairs as part of the total landscape, not individual entities.

**Maintenance**

Species selection and landscaping techniques should be carefully considered to require minimal maintenance. There is a perception that the existing campus is composed of cool season grass types such as Kentucky bluegrass and turf-type fescues. In reality, however, bermudagrass and buffalograss, which are warm-season grasses, are colonizing the campus and now represent approximately 40 percent of the existing turfgrass. The reason for this transition is that these grasses are better adapted to the local climate and thrive on low maintenance conditions. Changing from cool season to warm season grasses on campus would reduce maintenance costs. Unfortunately, warm season grasses are actively growing and green when the campus is least populated, between May and September. During the remainder of the year, they are dormant and brown. On the other hand, cool season grasses are actively growing and green during the main academic period. However, cool season grasses require significantly more maintenance to remain attractive. It is unlikely that the University can devote (or should devote) sufficient resources to maintain a cool season grass palette on the entire campus. Making this transition will require a shift in expectations and attitudes. The University should adopt a grassing palette that incorporates many turfgrass varieties including both warm and cool season cultivars. Cool season grasses should be used in high-use and highly visible pedestrian spaces where increased maintenance is justified in providing a quality stand of green grass throughout the year. Warm season grasses can be introduced over time in areas of lesser visual importance. The following guidelines are recommended for the campus grass palette. (Consult Volume Two, Maintenance, for a more detailed discussion of this issue.)

- Utilize improved varieties of turf-type tall fescue for irrigated, high visibility areas where performance or extended fall color and early spring green-up are required (Jayhawk Boulevard for example).
- Utilize buffalograss or solid stands of native grasses for low maintenance areas or severely sloped areas where turfgrass maintenance is difficult.
- Utilize zoysia grass around student housing facilities where traffic use is low to moderate and need for maintenance inputs is reduced. The slow growth and reduced vertical extension of zoysiagrass reduces the need for frequent mowing.
- Utilize Quickstand bermudagrass for Intramural fields. This turf type will improve surface quality, enhance wear tolerance and reduce maintenance inputs.

**Service Zones**

Currently the campus designates large areas of central campus as type “A” maintenance (see Volume Two - Maintenance). In reality these areas encompass service and delivery zones
that could be lowered in maintenance priority. This Landscape Master Plan identifies these areas and recommends that the service zones be pedestrian free areas.

**Special Areas**

At important locations, provide landscape accents such as artwork or architectural accent in the design of new buildings. Such accents are intended to function as focal points in the landscape, aiding in wayfinding, reinforcing sense of place, and enhancing campus atmosphere. New areas created in this plan include new student plazas near Fraser and Budig halls, a renovated bus stop on the east side of Wescoe Hall, and provisions for siting future artwork within the Mid Hill Walk, Learned quadrangle and Fraser quadrangle.

**Focus Areas**

**Gateways**

**Existing Conditions**

Primary vehicular entries include 15th and Iowa Street (Figure III-6), serving both central and Campus West, 19th Street and Naismith Drive (Figure III-9), which is the main south entrance to the central campus and gateway to the Athletic District, and 19th Street and Iowa as entry to both the central campus and Campus West. These congested intersections are owned by the City of Lawrence. The intersection of 15th and Iowa streets has become the main gateway for visitors to the Lawrence campus, but also serves students, faculty, and staff as well.

Of particular interest is that, as part of a traffic calming study by the Public Works Department, the City is looking into the possibility of changing 19th Street and Naismith Drive from a signal-controlled intersection to a roundabout possibly having a 20-mph speed limit. With their clutter of traffic control signals and devices, overhead power lines, adjacent parking lots and service areas, chain link fencing, and lack of controlled views and landscape amenities, the character of these intersections is such that they are not inviting. This character is not reflective of their high visibility and prominence as major campus gateways.

Secondary vehicular entries include Mississippi and 11th Street on the north and Indiana Street on the south. Plans are proposed by the City to change 11th Street to three lanes, with the center a turning lane, and eliminating the jog of 11th Street at Mississippi. Current discussions suggest the resulting alignment of the intersection may take the form of a traffic circle.

The intersection of Indiana Street and Sunflower currently is an attractive gateway providing access into the central campus from surrounding neighborhoods. As one approaches the intersection from the south, there are views of a large triangular tract of undeveloped land, wooded slopes, and campus buildings on the hill. Prairie Acre, a remaining parcel of original prairie of the early campus, is also located in this general area. The University plans to add a traffic control booth at this location.

**Proposed Improvements**

Note that one solution cannot be adapted to all gateways because each has a unique character. By incorporating elements that are similar in construction but different in size, shape, and form, a consistent image is achieved. These elements include monumentation, user wayfinding and orientation, signage, walls, gates and landscaping.
A proper discussion of improvements to the intersection of 15th and Iowa cannot be made without addressing 15th Street east to Naismith and the west edge of the central campus along Iowa Street. Currently, background views into the campus, mostly expansive parking lots and high-rise dormitories lacking architectural character, are too distant, overpowering and distractive as one approaches the intersection. By planting a wide landscape buffer along Iowa Street and street trees in combination of garden walls or hedges along 15th street, views are controlled and more focused on the intersection as a gateway. An appropriate street tree along 15th Street would be Columnar European hornbeam (Carpinus phaenopyrum). Evergreen trees could be Black Hill Spruce (Picea glauca ‘densata’). The primary planting solution for the landscape buffer along Iowa Street is groupings of large canopy trees. These groupings are reinforced with complementary plantings of understory trees and masses of shrubs arranged in broad statements. Through proper design and alignment of the landscape buffer and street trees, parking lots can be softened and cars screened, and a significant open front lawn can be created in front of the Visitor Center, thus aiding in wayfinding and orientation for visitors and improving the image of the gateway.

Burying overhead power lines along the Iowa Street corridor would greatly improve the image of the campus along its west edge. Coupled with the addition of architectural enhancements to the overpass at Irving Hill Road and high-designed landscaping adjacent to bridge abutments, improvements to the image of the western edge of the central campus, and Iowa Street in general, could be significant. Iowa Street currently bisects the campus and is not an asset to its image. By incorporating ample, well-designed landscaping and other enhancements to the corridor, Iowa Street as a visual asset to the campus and City could be realized.

Additionally, the intersections of 15th & Engel, an important gateway to the Housing District, and 15th & Naismith, a gateway to the Academic District are transformed into distinguished and inviting gateways for pedestrians and vehicles through the addition of
garden walls, orientation markers, and landscape complements.

Mississippi Street
The green space north of Memorial Stadium is preserved and enhanced to reflect its important function as a gateway to the stadium complex (Figure III-7) and a major entry to the central campus. The landscape around the Stadium creates a green setting that is in scale with the stadium, thus enhancing the structure as an icon on the campus. The Stadium Green is created through the preservation of the existing open space and landscape setting, thus providing an aesthetically pleasing approach for visitors.

Indiana Street
Note the alignment of Indiana Street adjacent to residences east of Sunflower (Figure III-8). For improved traffic flow into the campus, Indiana is realigned to intersect Sunflower perpendicularly. This will increase the amount of green space adjacent to the intersection, thus enhancing the gateway’s setting. The new traffic control booth (gatehouse) proposed by the University is shown midway between Indiana and Sunnyside. The gatehouse is similar to existing booths on the campus, but designed to architecturally complement campus buildings that can be seen in the distance to the north when approaching the campus. A new garden retaining wall parallels the north edge of Sunflower Street. A freestanding garden wall paralleling the south edge of Sunflower mirrors the retaining wall. The walls are constructed of concrete faced in stone veneer to complement the facades of the campus buildings on the hill. Thus, an attractive, functional, and symmetrical portal into the central campus is created. West of Sunflower, the existing tree buffer is reinforced with additional plantings of
tree and shrub massings to screen parking lots to the west in the Sunnyside District. Flowering trees and other complementary plantings embrace the gatehouse. In the mid ground of one’s view when approaching from the south is an expanded Prairie Acre. New plantings of large, native, canopy trees to the east of this feature, and on the brow of the hill, enhance its setting. An existing foundation tucked into the prairie is recaptured for use as the foundation for a new sculpture. The sculpture is designed and displayed to celebrate past vestiges of the native prairie landscape of Mount Oread.

19th Street
The southern gateway to the campus commences with negotiation of 19th Street, from Naismith Drive at the central campus and Constant Avenue at Campus West. Its image is improved with the addition of street trees, well-design groupings of ornamental trees and shrubs, and uniform lawns within the parkway. Aesthetic and functional enhancements to Naismith Drive are achieved with improvements to the existing screen wall and landscaping at the service dock at Oliver Residence Hall and the addition of garden walls and landscaping that screen the private parking lot at Naismith Hall. Additional enhancements are provided by accent pavers in the median of Naismith Drive, street trees and other landscape components, and orientation markers at major intersections. To reinforce Naismith as an important pedestrian route to the central campus, pedestrians pass through gateways located along the sidewalks at appropriate places along the drive. This important portal to south campus is celebrated as a major athletic gateway with the addition of a parade of flags located in its median.

Figure III-9 - Gateway at Naismith Drive
Mid Hill Walk

Existing Conditions

The pattern of development on the south slope of The Hill, particularly along Jayhawk Boulevard and Sunnyside Avenue, has created a mid-hill open space corridor (Figure III-3) that has gained increased importance for east-west pedestrian access through the core campus. Pedestrian use of this corridor has significantly increased because of increases in the student population and heavy densities of pedestrian traffic on Jayhawk Boulevard. Because of the varying topography, open spaces, views, and vistas that occur throughout its length, the corridor has a high potential to become a major pedestrian route through campus, one that incorporates a variety of experiences in the form of gathering spaces and landscape enhancements (Figure III-10). The highest potential contribution of the Mid Hill Walk is to relieve the current congested conditions of Jayhawk Boulevard.

Currently, the Mid Hill walk corridor is weak in definition. The condition of the concrete sidewalks is poor and unsafe and of insufficient width and alignment to handle even current pedestrian densities. Landscape amenities, lighting and site furnishings are minimal to nonexistent.

Proposed Improvements

Figure III-11 shows how the Mid Hill walk might look with the construction of new sidewalks, gathering spaces and landscaping. The new main sidewalk would be concrete and would extend from the proposed academic gateway at 15th Street and Naismith Avenue...
east to Sunflower Road and Watson Library.

With only a couple of exceptions, the alignment of the Mid Hill Walk (Figure III-3) follows the general alignment of existing east-west sidewalks. The exceptions are where it traverses the north side of Murphy Hall and adjacent to the south slope of Stauffer-Flint Hall. North of Murphy Hall, in order to achieve a longitudinal gradient that does not exceed 1:20, the sidewalk is offset from its current location that abuts the drive servicing buildings along Jayhawk Boulevard (per ADA guidelines, a sidewalk with a longitudinal slope steeper than 1:20 is considered a ramp and would require handrails). Bicyclists would continue to utilize this service drive for east-west access through the core campus. From Malott Hall east to Sunflower Road, the profile of existing grades is altered to achieve a sidewalk longitudinal gradient that does not exceed 1:20.

The sidewalk, as it traverses the north side of the proposed Science Lab building, is constructed on fill soil. New grades in this area would have to be considered in the architectural design of this new campus building, particularly floor elevations. Along the south edge of the walk, an attractive, tall hedge with masonry columns is provided to screen the industrial character of Facility Operations and the cooling towers.

In contrast to the linear character of the landscape along Jayhawk Boulevard, the landscape of the Mid Hill Walk is informal and freeform due to variances in its alignment, open spaces, topography and elevation. Notice the numerous gathering spaces that occur along the corridor at building entrances (Figure III-3 and III-12), all of which have a unique character because of differences in sun exposure and alignments of sidewalks penetrating the spaces.

In order to achieve a cohesive character, similar materials are used throughout the length of the corridor. Gathering places are constructed of traditional fired brick pavers to provide a step-up in pavement quality over adjacent concrete sidewalks. Borders and radial patterns within the pavement are concrete. The paving pattern is straight herringbone. Paver color is sandstone. Traditional-style pedestrian-scale pole lights are located at uniform intervals along sidewalks. Site furnishings, including benches, trash receptacles, table and chair ensembles, and bicycle racks, are integrated using similar ornamental construction and finishes.
Memorial Drive

Existing Conditions

Memorial Drive traverses the north brow of campus from the termination of Mississippi Street near Lippincott Hall west to West Campus Road. Coupled with the Campanile, it was dedicated in 1950 as a World War II memorial. There are continuous vistas from locations along the north brow of campus, its west slopes and Memorial Drive. Complementing these vistas are the memorable outward views of The Hill from within Memorial Stadium toward the Campanile. Unfortunately, because early plans failed to foresee the impact of parking or automobile and service vehicle access, the drive currently functions as a service road for parking access rather than a park-like drive as was envisioned in early campus planners. Competing needs for utilizing the narrow corridor of the drive for parking, pedestrian, and vehicle access has resulted in deteriorated views and vistas to the north and increased safety hazards due to pedestrian and vehicular traffic conflicts.

There are currently 151 parking spaces in haphazard arrangement along the Drive, 68 of which are 90° parking and 83 parallel parking spaces. The parking areas have been created hastily over the years. This has resulted in patchy and uneven pavements and weak edge definition and treatments. There are no sidewalks for separation of pedestrian and vehicular traffic.

Proposed Improvements

Proposed improvements to Memorial Drive are shown on the Focus Areas Landscape Plan, Figure III-3. By recapturing the north edge for pedestrian enjoyment and unobstructed views, the Drive has been renewed as a significant traditional element of the campus (Figure III-15). There is no loss of parking. An equal number of existing spaces are relocated from the north edge to the south edge. The Drive is now a scenic route for pedestrians, bicyclists, and motorists with unobstructed views of Marvin Grove and other wooded areas.

Figure III-14 - Memorial Drive at Campanile

Figure III-15 - View looking west along Memorial Drive toward the Campanile
areas, the Campanile (Figure III-14), Memorial Stadium, Potter Lake and residential areas of the City to the north.

Greater efficiency and safety in movement of both pedestrians and vehicles is provided with the addition of a pedestrian sidewalk along the north edge of the Drive and by consistently arranging all parking at 90° into the hillside (Figure III-17). As a means to transform Memorial Drive into a significant element of the campus landscape and provide visual distinction between pavement surfaces, the sidewalk is constructed with a high-quality traditional fired brick paver laid in a straight, herringbone pattern as was used on campus in its early history. The color of the brick is sandstone. Wide bands of concrete are used to border the sidewalk and for radials where benches are to be placed (see Figure III-18). A clear width of eight feet for the sidewalk is provided for the comfort of pedestrians. Traditional-style pedestrian-scale pole lights and benches are located at uniform intervals along the sidewalk for the use and enjoyment of pedestrians. The finish for these fixtures will match the finish of existing street lights, which is a medium bronze.

Designated pedestrian crosswalks are incorporated where existing steps and sidewalks provide access to Jayhawk Boulevarad. The use of brick paving is carried through in the construction of these crosswalks (Figure III-16).

By “tucking” parking into the hillside (Figure III-17), all existing grassed areas are eliminated, thus resulting in a naturalized south edge throughout the length of the drive, and reducing landscape maintenance along the corridor. Where parking areas occur, the hillside is retained with reinforced concrete retaining walls faced in native stone veneer. Because of the “verticality” of elements constructed on the Hill, attempts have been made to soften vertical faces with limestone, limestone caps, and providing adequate planting space to grow vines on surfaces. Raw, unfinished surfaces are avoided. Aesthetically pleasing and traditional textured surfaces are used to cut down on glare and to add visual interest through shade, shadow and detail. A step-up in quality from what has been constructed in the past is achieved.
Figure III-18 - Detailed plan view of Memorial Drive
Jayhawk Boulevard and Oread Avenue

Existing Conditions

Jayhawk Boulevard is the main vehicular and pedestrian artery through the academic center of the campus and is vital to the University’s image. Throughout the corridor exists a unique composition of landscape patterns and elements that must be recognized as being important elements that give Jayhawk Boulevard a character that is memorialized by alumni, students, faculty and staff.

Because the Boulevard is located on the ridge of Mount Oread, its alignment, building sites and public spaces should be protected and designed so that they celebrate level ground. This is particularly evident with the existence of two major campus quadrangles, (“The Lawn” in front of Strong Hall and “The Green” in front of Watson/Stauffer-Flint) and two major plazas, Wescoe Beach and Memorial Union plaza. It is important that vestiges of all landscape elements and patterns along the Boulevard be invoked in any proposed physical improvements. These elements and patterns include:

- Bus stops and crosswalks
- Chi Omega Fountain and circle
- Clean, sweeping lawn in front of Strong Hall
- Danforth Chapel courtyard
- Heritage Garden
- Memorial Union plaza
- Open space between Marvin Hall and Lindley Hall and the Art and Design Building
- Street trees
- Two-way traffic serving vehicles, buses and bicyclists
- VIP and handicap parking in front of Strong Hall
- Vistas between buildings
- Watson/Stauffer-Flint quadrangle
- Wescoe Beach

Additionally, the existing longitudinal railing is multi-functional and an important traditional element on the Boulevard. The railings are important elements because they reinforce the student scale of the Boulevard and its collegiate character. In terms of safety, the rails encourage pedestrians to cross at designated crosswalks while deterring indiscriminate crossing between parked cars. Additionally, they provide much needed bicycle parking.

Figure III-21 - Open space, Watson/Stauffer-Flint quadrangle.

Figure III-22 - Detailed representative plan view of Jayhawk Boulevard

Figure III-24 - Gateway at the west end of Jayhawk Boulevard looking east from the Chi Omega Fountain.
Proposed improvements to Jayhawk Boulevard are shown on the Focus Areas Landscape Plan, Figure III-3. An increase in pedestrian and vehicular safety and greater efficiency in movement are achieved by reducing the width of the boulevard from about 38 feet to 24 feet from back-of-curb to back-of-curb (Figure III-22). This also allows for the width of sidewalks to be increased from a current average of 12 feet to 14 feet, which will accommodate a higher number of users.

Sidewalks are constructed of concrete with a square-jointing pattern. Sidewalk islands, containing street trees and bicycle railing, and parking areas, are paved with 4-inch x 4-inch limestone cobbles. 4-inch x 8-inch traditional fired brick pavers in soldier course pattern are used to border the areas where railings are located. A border around parking areas and markings for parking stalls are constructed with wide bands of concrete. The railings are now designed as steel pipes mounted to cast stone bases with stainless steel connectors and straps. The pipe is sanded, primed and painted Copenhagen Blue. The height of the railing is approximately 18 inches, allowing for bicycles to be secured (Top sketch, Figure III-32).

Access to Jayhawk Boulevard will continue to be controlled at existing control booths located at the Chi Omega Circle and at 13th Street and Oread Avenue. Vehicles, buses and bicyclists will continue to share east-and-west bound lanes. Crosswalk markings and other pavement markings will be painted or marked with thermoplastic material meeting current AASHTO (American Association of State, Highway and Transportation Officials) and

This focus plan is a study through schematic design level. If it is found in the construction phase that the majority of existing honeylocust trees can be saved, new street trees should also be of the same variety of honeylocust. However, if improvements require the removal of most existing street trees, the type of tree should be changed throughout the length of the boulevard to a more desirable type of tree. A native oak is recommended such as Chinkapin, Shingle, or Scarlet oak.

Pull-off parallel parking, 37 spaces, is provided along the Boulevard; 13 spaces near Snow Hall, 16 spaces between Lippincott and Bailey halls, and four handicap and four VIP spaces in front of Strong Hall. However, the parking is cleaner in appearance and better organized compared to its current arrangement. Parking spaces are grouped in such a manner as to provide ample room for buses to safely negotiate bus stops, and pedestrians to safely negotiate crosswalks.
Notice the aesthetically pleasing and well-organized alignment of the main east-west sidewalks as they pass around the Chi-Omega Circle. To enhance vehicular movement through the Circle and for space definition and sound retention of the Art and Design lawn, a tall masonry screen wall is proposed along the south edge of the Circle (Figures III-24, III-32). The north edge of the circle is flanked by a combination low garden walls and wrought iron fencing of medium height. Currently the fountain itself is visually obscured by intricate beds of perennials and seasonal flowers. These are replaced by simple, uniform plantings of low, evergreen groundcovers and boxwood hedges, with seasonal flower displays occurring opposite the circle along the proposed garden and screen walls. The element of the multi-functional rail paralleling each side of the Boulevard is retained and is improved both aesthetically and structurally (top sketch, Figure III-32).

There is a more clear articulation of pedestrian spaces along Jayhawk Boulevard. Pedestrian and vehicular movement is more clearly defined and organized through strengthened north-south pedestrian corridors and connections that penetrate through Jayhawk Boulevard, such as occurs through Malott Garden. Space articulation is additionally improved through the strategic placement of landscape features used in wayfinding and orientation such as is shown in Wescoe Beach on axis with Strong Hall (Figure III-26), within the Watson/Stauffer Flint lawn called “The Green” (Figure III-27), and the proposed plaza northwest of Fraser Hall (Figures III-30, III-31). Opportunities for passive activity in conjunction with bus stops have been added for students particularly at the proposed plaza near Fraser, between Wescoe and Budig halls (Hoch Auditorium), and northeast of Wescoe Hall (Figure III-27). Ornamental benches and trash receptacles are furnished in passive areas including the proposed plazas northwest of Fraser Hall and northeast of Wescoe. Seat walls are provided in active areas where there is a high level of pedestrian movement.

Similar to the function of Chi Omega Circle and its fountain, the proposed plaza northwest of Fraser Hall (Figure III-30, III-31) is a major landscape element that anchors the east end of the Boulevard and is a transitional space between the Boulevard corridor and the Museum District. The architecture of buildings and landscapes along Oread Avenue, the historic corridor, were influenced by the University’s founding fathers who imposed a Bostonian character as a means to create spaces and a campus image in which they were familiar. In celebration of their contribution to the image of the Museum District, the front yards are now bordered with the use of low-to-medium height wrought iron fences and
Figure III-32 - Material Guidelines
combination low-wall/ornamental-iron fencing (second sketch from top, Figure III-32).

**IV - DESIGN PRINCIPLES**

The following design principles are directed toward the goal of creating site improvements that contribute to the quality of life on campus and shape its environment and physical character. Adherence to these principles will not in itself guarantee success. The design principles describe minimum conditions, provide a direction, and convey a certain ideal of campus form. The quality of the results is dependent more on the taste and judgment of all concerned. A talented design team and an aware and supportive institutional client will bring more to a particular project than it is possible to convey in a set of guidelines.

**Open Space and Site Design**

Open spaces are of major importance throughout the campus. These spaces provide areas for active and passive recreation and for specific aesthetic functions. Open spaces become major focal points within the campus and provide transitions from building to landscape. Landscape plantings are utilized to define and reinforce open space areas.

A quadrangle is a three-dimensional space reinforced by the surrounding buildings, plantings, furniture, and path systems. Quadrangles have clear boundaries and are open to pedestrians. They tend to be approximately rectangular and, as outdoor "rooms," they can be more memorable than the buildings that front onto them. These spaces may vary in their formal properties and in the ways they are programmed for use.

**Guidelines**

The quality and character of a space, such as open space or a plaza, is determined by various factors: the geometric and dimensional relationship of horizontal planes (flat areas) with vertical elements (buildings or tree massing); form, scale, and proportion; roofline; treatment of solids and voids of facades; materials; texture and colors; direction and position of entering streets, and location of fountains, statues, or other accent features.

The improper use or combination of these elements will create a sterile, meaningless void. Proper relationship and use of the various factors previously mentioned will create a meaningful space, one that is a true community center with strong visual character and a place of human contact and interaction.

The objective is twofold:

- To preserve, reinforce, or reclaim existing open spaces as shown on the Open Space Preservation Plan (Figure IV-4).
- To address opportunities for incorporating new open spaces in the design of new projects.

As in all realms of design, there exists no precise formula to produce the desired optimum results when designing new open spaces or plazas. There are many variables influencing the final solution in a positive or negative manner. However, from previous experiences and the analysis of existing cases, it is possible to develop general design guidance providing a basic understanding of the spatial concepts and parameters for planning and designing campus spaces.

**Basic Geometric Shape or Layout**

Designed spaces may be rectangular, quadrangular, circular or other irregular but geometrically organized shape. Usually the circular shaped square implies a strong visual centrality. The dimensions of the square are extremely important and will determine whether it is appropriate to human scale.
A most important element to consider is the relationship between height and width. It is recommended that the short dimension of the space or plaza be equal to the height of the principal building, and the longest dimension should not exceed twice the height. Another method is to use the proportional ratio of the “Golden Mean” (1.00 to 1.618) for shaping the relationship between horizontal dimension and vertical aspect.

A more appropriate guide is based on visual perception (Figure IV-1). The human eye without moving perceives an expanse of a little more than 60 degrees in horizontal direction; vertically, to see a building or a statue as a whole, the observer should view at an angle of 27 degrees (horizontal distance is about twice the height).

**Visual Uniformity in Building Facades**

The facades delimiting and enclosing the space or square will usually be composed of many contiguous buildings. It is important to create a harmonious continuity by utilizing identical or similar design vocabulary (windows, materials, colors) or building types. Care should be given to provide a rhythm in variety and alternation so as not to create a monotonous repetition of facade treatment.

**Dominant Features**

The character of the space or plaza is very often determined by one or more dominant features in terms of size or of architectural and artistic quality. The dominant feature may be a building entry or accent such as a tower, an obelisk, or other appropriate element. The introduction of a dominant feature in a plaza or public space is often essential in determining the success of the square as a place of attraction and intense human interactions.

**Accent Elements and Focal Points**

The character of a square can be enriched by the inclusion of one or more accent elements to attract interest and act either as visual links to the building facades or as contrasting points. By doing so, a more dynamic and visually vibrating atmosphere will be provided.

These elements can take the form of a fixed piece of sculpture or a fountain with water movement and sound. They can also be an extension of a building facade such as a loggia, a tower, obelisk, or campanile. Planners and designers are encouraged to provide these accent elements in appropriate areas of campus.

**Recommendations**

The system of interconnected quadrangles and green space corridors should be preserved, reinforced, and extended with any new development. As “outdoor public rooms”, they create memorable images and perform a vital role in the image of the campus. (Figures IV-2, IV-3)
Significant green space areas that should be preserved and enhanced are shown on Figure IV-4. These areas include:

- Traditional areas including The Hill, Marvin Grove, Potter Lake and quadrangles of Strong Hall.
- Existing steep “brows” Of Mount Oread. Those portions that are currently unplanted and in grass should be forested. These brows define the main framework of Mount Oread and the identity of KU as “The University on the Hill”.
- Green space north of Memorial Stadium should be preserved and enhanced to reflect its important function as a gateway to the stadium complex and a major gateway to the campus. The landscape around the Stadium should create a green setting that is in scale with the Stadium, thus enhancing the structure as an icon on the campus. It is important to emphasize, however, that the principal intent of transforming the site to a Stadium Green is to preserve the existing open space and the landscape setting through which visitors will arrive.

Existing open spaces that should be reinforced, reclaimed, or expanded as follows:

- Art & Design open space should be enhanced as an open lawn area bordered by flowering ornamental trees, beds of shrubs and perennials, and well-placed canopy trees.
- The Fraser quadrangle should be reclaimed as an open lawn uncluttered with trees and plantings. The quadrangle would be a wonderful space to display art pieces anchoring each end, near Fraser and Wescoe.
- Learned Hall quadrangle is currently a meaningless void in need of the reinforcement provided by well-placed canopy and ornamental trees, a simplified network of sidewalks, and well-defined open lawn areas. Accent elements of proper scale and thoughtful design would help enrich the space. The visual influence of the space should extend and capture the front yard of Green Hall, providing some visual connection with the south side of 15th Street.
- Prairie Acre is the only remaining parcel of original prairie from the early campus. The original parcel should be a delineated portion of an expanded prairie design concurrent with the development of a new gateway at the intersection of Sunflower Road and Indiana Street.
- The Allen Field House lawn and front lawn of Robinson Center should be treated as a single space. Both open spaces coupled with their border plantings should be similar in character, materials, and maintenance. This concept will require further study relative to the landscape treatment of Naismith Drive, existing tennis courts southwest of Robinson, and the views and vistas to Murphy Hall Addition.

The following campus areas have potential as new civic open spaces or student plazas. These areas will require further design development and synthesis as components of larger study areas in need of revitalization:

- The space bordered by Murphy Hall

Figure IV-2 - Shaping Open Space

Figure IV-3 - Plantings used to define open spaces
and Anschutz Science Library has potential as a small, terraced, open lawn bordered by canopy trees and flowering ornamental trees and shrubs. Screening will be required along the north boundary of the space to soften and buffer the Art and Design service area and to buffer northwesterly winds.

- The grand open space, from Malott Garden south to Sunnyside Avenue, and possibly extending further south to the reservoir parking, is an important pedestrian corridor in need of a higher level of design. Its network of sidewalks needs to be studied for simplification as does the incorporation of pedestrian gateways, particularly at Sunnyside Avenue, entry plazas to academic facilities, and space articulation in the form of uncluttered, open lawns.

- Potential areas for future student plazas include the entry to the proposed science lab, lower-level entrances planned for Anschutz Science Library and Addition, Stauffer-Flint Hall, and the new building planned to replace Military Science.

- Further study should be given to incorporating a Visitors Center lawn terrace concurrent with the design of the gateway development for 15th and Iowa streets. A lawn terrace open to view of passersby from along Iowa Street could enhance the visibility of the Center and help in visitor access and orientation.

- The area between Budig and Wescoe halls should be developed as a transitional space between the open, level ground, hilltop character of the Jayhawk Boulevard corridor and the lower, enclosed, valley-like feel of the Mid-Hill walk corridor. The area is a pedestrian thruway. Sidewalk alignment traversing the space should be simplified and the space should be dominated by clean, open lawn. In contrast to the adjacent (Figure III-2 - Campus Landscape Masterplan) Wescoe Beach, there should be minimal pavement.

**Parking Lots as Open Space**

Parking lots serve as transitional open spaces and hold land relatively open for future uses. As the campus grows, some parking lots may be converted to building sites or other uses necessary for the campus to function.

**Guidelines**

Parking lot plantings should be designed to provide a naturalistic appearance. Clusters of trees provide better visual relief and reduction of glare than individual isolated trees. The importance of planting trees in parking lots is to provide shade, reduce glare, and lower summer temperatures.

Planting island extensions are important since they allow trees to be set in three-dimensional masses rather than straight lines between parking bays (Figure IV-5). The same characteristics that make certain tree types useful for street trees also make them appropriate for parking lots. Some of these characteristics include canopy height, shade coverage, and minimal litter. Planting island extensions should be a minimum of 4-1/2 feet wide and ideally 9 feet wide, which is the width of one parking space.

On the campus, many parking lots are
Figure IV-4

Campus Gateways
Pedestrian Corridors
Forested Slopes
Important Campus Spaces
Sportsfields
Future Building Additions
considered transitional areas subject to future building expansion. For these lots, it would not be wise to plant long-lived trees such as oak. Selecting trees with a shorter life span, such as ash and honeylocust, may be a better choice. Of course, there are other variables to consider when selecting the type of tree to use in parking lot islands. Examples of these types of lots exist adjacent to Memorial Stadium.

**Recommendations**

- Utilize natural topography, grade changes and planting to visually screen parking areas.
- Avoid locating parking directly adjacent to buildings, fences, or other structures. Leave adequate space between parking areas and buildings for walkways, plantings, snow removal, and physical security.
- Visually screen parking areas with screen walls, shrubs, and trees.
- Large parking areas should be interrupted by islands. There should be no more than 18 parking spaces to a row.
- Locate trees no closer than 7 feet from the curb or edge of pavement.
- Parking islands should provide for sufficient planting areas, should be no smaller than 100 square feet in area, and no less than 9 feet wide.
- Small parking lots are generally preferable to large lots since they enhance the visual environment by increasing the ratio of landscaped areas to paved area.
- Curbed planting islands should be provided at the end of every parking bay to safely separate parking from circulation, intermittently throughout large lots, and between bays to enhance pedestrian circulation and soften large expanses of pavement.
- Generally, medians between bays should be located at a minimum of one for every two rows of vehicles. This is to relieve the visual monotony of large expanses of blacktop, and to reduce solar loading and glare. The medians should be a minimum of 12 feet wide to provide a margin between overhanging bumpers and plantings.
- To preserve existing trees, internal islands can be staggered and irregularly spaced.
- Parking lot islands should be landscaped with trees, shrubs and ground covers instead of grass. Landscape plants, signs and other elements within islands should be carefully sited to avoid obstruction of drivers’ views.
- Service and dumpster locations should be integrated with parking lot design. They should be located with a minimal visual impact on surrounding uses while providing convenient access. This can be accomplished by locating service areas at the end of parking areas and away from major circulation routes. Wall and landscape plantings should be utilized to screen.
- The use of porous pavements, such as grass grid pavers, may be appropriate for infrequently used areas, service areas, or treed areas.
- Avoid using wheel stops. Protect trees and plantings with concrete curbs. Concrete curbs also aid traffic channelization and provide a more orderly appearance. Precast or cast-in-place concrete can be used, but the material should be consistent throughout a specific area. Use asphalt curbs only in temporary or phased construction, or within temporary lots scheduled for future building construction.

**Architectural Character**

**Guidelines**

In the design process, new facilities should not be considered as isolated campus entities, but as a component part of a larger environment. To blend with the surrounding environment, they should be compatible with the existing architectural context of the district in which they are located.

The primary objective in the design of single or grouped buildings is to achieve a coherent
architectural character appropriate for the district in which they are located. The size, shape, and facade treatment will be influenced by the function of the activities taking place. The factors contributing to a consistent architectural character will depend on the coherent use of materials, colors, form, proportion, scale, and spatial relationships.

In site planning for new facilities, consider clustering or connecting them in a manner adapted to the natural conditions of the site and program parameters. This approach to urban planning supports economical use of materials, use of common structural components, energy conservation measures, and the elimination of maintenance of unnecessary utilities. Structures should be grouped into unified pieces of architecture. Formally differentiate the pieces by function, size, and required program elements. Position key pieces of architecture adjacent to student plazas to develop focal points for social interaction.

The design of individual buildings should be undertaken in relationship to neighboring buildings, public spaces, and landscape, taking into account factors such as the following:

- Qualities and potential of surrounding spaces and streets.
- Axis and alignment of neighboring spaces and buildings.
- Views to and from the building.
- Proportion, materials, and design of neighboring buildings.
- Landscape design of neighboring spaces and streets.

These factors, and the relative value placed on them, play a role in a building's height and massing, the location of its primary facades, the location of its primary, secondary and service entries, and the design of building facades.

The relationship between buildings and public space is reinforced by the orientation of the building's facade, the location of principal building entries, and pedestrian paths on axis with the building entrance.

A hierarchy must be established between the building program and the site factors to be accommodated. Judgments must be made regarding the relative emphasis placed on the building's general responsibility to the public realm and to the expression of individual aspects of the building's program and symbolism. The goal should be for a building to make such a positive contribution to the public environment that, once it is constructed, it is difficult to imagine the campus without it.

Buildings should be sited and designed to establish and reinforce the open spaces of the campus. Future buildings and improvements should not encroach onto preserved areas and designed green space. Building facades can be used to establish and reinforce the open spaces of the campus. Special architectural features should be incorporated to emphasize or articulate particularly important nodes and junctures in the plan of the campus. Whenever feasible, the continuity of the pedestrian paths should be maintained and the relationship of outdoor paths to primary indoor paths and public spaces should be considered as part of the same design process.
Landscape planting at a building entrance (Figure IV-6) should be designed to focus and frame the entrance and to guide the user toward the opening. These designs should be simple in form and shape to minimize maintenance. Plant materials should be selected with regard for the detail that is perceivable at close range. Scale should be considered at the time of plant installation, as well as at maturity.

Small, isolated planting beds near a building should be avoided (Figure IV-7). They increase maintenance and detract from the overall orderly appearance throughout the campus. Shrub beds should be simple in form, connecting building and walkway edges and limiting small turf areas to make mowing easier.

Plantings located under building overhangs will require a high level of attention and will not perform well. Overhangs prevent natural rainfall and, on north and east exposures, adequate sunlight from reaching the plantings (Figure IV-8).

Landscape planting is an effective means of softening harsh architectural lines and blank walls, reducing apparent scale, and masking unrelated treatments on a building facade. Vegetation planted near building edges will tend to soften harsh and abrupt building corners (Figures IV-9, IV-10).

**Recommendations**

**Building Placement, Size and Mass**

Buildings should be carefully sited to establish and reinforce a series of open spaces on the campus, and should be placed so that their mass contributes positively to the space and corridor. In general, the build-out areas and corridor definitions shown on the Master Plan should guide placement. Such placement will assure well-designed green spaces and corridors, while allowing architects flexibility and freedom for creative solutions and not-yet-known programmatic requirements.

The siting of future buildings should take into account the open space configuration that results from the building massing. Buildings should be sited to avoid remnant, unusable open space, except where it is prudent or necessary to allow for future building additions. The intention is not that every open space must have a use, but rather that buildings should be designed with consideration of their role as part of the fabric for the campus. It must be recognized that the building walls often frame the edge of a quadrangle or corridor and that these elements have equal importance in creating a desirable and functional campus setting. There should be a clear relationship between building entrances and pedestrian paths.

Sprawling single-story buildings should be avoided because they consume large amounts of land area and limit future options for growth. Single-story buildings should be designed with enough building height and mass to frame adjacent open space and to accommodate future expansion when appropriate. Buildings that serve a larger public purpose should have a unique, “stately” character.
In order to promote a campus that reflects the image of a “great university,” a commitment to materials of permanence and high quality is required. High quality construction will mean long-term cost effectiveness over the building’s life cycle. Exterior wall materials should reinforce a cohesive and consistent architectural character. To help unify the campus visually, “masonry” materials are required to be used in designs for exterior building surfaces. The term masonry includes natural and manufactured materials such as cut limestone, concrete (including panels fabricated from combinations of stone, concrete and related building materials), and brick.

Material selection should take into account the building’s hierarchical classification, that is, landmark building versus infill or “background” building, as well as visibility and texture at the pedestrian level.

Metal and architectural glass may be used effectively as accents and features, but they should be avoided as primary or exclusive materials that stand out in sharp contrast to the predominantly brick, stone, and precast architecture of the campus.

**Landmark Buildings**

Buildings that serve a larger public purpose should be “stately” in character and should use more refined materials and detailing. This also applies to buildings located in highly visible locations. Landmark locations should be budgeted and funded appropriately.

**Facades, Edges and Entries**

Building facades and edges should be designed to reinforce the integrity and vitality of adjacent open spaces and support the basic structural organization of the campus. In general, they should align or work with adjacent facades to reinforce the clarity of the public network and the cohesion of building groups. Building facades adjacent to public green spaces and corridors should be treated as fronts and should contribute spirit to the public environment.

Buildings containing basic University activities (classrooms, academic buildings, etc.) should be designed to have an explicitly collegiate character and should have good proportions, visible points of entry, and well-crafted expressions of human-scale elements such as windows, doors, door frames, steps, ramps and rails. Facades that are oriented to public areas should be lively and articulated in a manner that clearly identifies interior public circulation areas, with some clues as to the activities within. Windowless, inward-looking buildings should be avoided. Glass should not be reflective or smoked but should allow observation of activity inside the building, serving both a social and security function. Building facades and edges should be designed to reinforce the integrity and vitality of adjacent green spaces.

Building entrances should be easily identifiable, addressing primary public open spaces and corridors rather than parking lots. They should be designed so that they correspond to the order of public spaces and circulation routes within the building. Entries should be prominent and inviting, encouraging people to approach and enter the building and to linger before class or wait for a friend.

Areas of the building requiring security should be securable without compromising the viability of public space, building facades, or continuity of public circulation routes.

Facades oriented to public areas should be lively and articulated in a manner that clearly identifies public circulation.
Arbitrarily individualistic architectural statements are inconsistent with the overall campus fabric and should not be permitted to compromise a more cohesive campus image.

**Parking Garages**

Parking garages are important parts of the experience of entering the campus by car, whether as a visitor or daily user. They should contribute positively to the architectural quality of the campus, and should receive the same care in siting and design as would any other campus building.

Parking structures should be located close to main streets, with planting between the sidewalk and facade to define and enhance the street edge. Facades should be designed to screen the view of the cars inside the structure. This can be done either by providing smaller openings or by providing screens or louvers at the openings. The intention is to allow the garages to read as buildings that happen to accommodate cars, rather than as a set of stacked parking lots supported by a concrete frame. Parking garage floors that are exposed to exterior view should be level. Sloped floor profiles should not be exposed or expressed in the facades.

Opportunities should be sought to incorporate other functions with parking garages in order to subdue their dominance in the campus landscape. For example, one opportunity is to mask the function of a parking garage by incorporating pedestrian uses on the ground floor such as offices, services or commercial space. Doing this can diminish one's view of the upper floors of the garage, especially if blocked by tree canopies. In this way, it is unnoticeable to pedestrians that the building is a parking garage.

**Landscape**

Landscape, broadly interpreted, covers the many aspects of open space development: the nature of plant materials that animate the space; the grading of the ground plane, and the nature of walls, steps, paving, and furnishings that add to the utility and beauty of the space. Throughout the campus, a wide variety of open space and landscape treatments exist. These treatments range from the quality landscapes of the traditional campus areas that provide architectural articulation, simple “campus greens”, the contemporary non-expressive plantings of south campus and West Campus, the naturalness of The Hill area, and the woodlands of West Campus. While the diversity of expression is appropriate, the campus image will suffer if landscape design solutions succumb to trends and styles as has occurred after WWII, with many buildings constructed that stressed economy and utility in response to overcrowded classrooms and housing, but without architectural beauty.

The design recommendations are intended to promote functional and aesthetically pleasing landscape treatments throughout the campus. In implementing these standards, the following design objectives should be observed.

- Establish a consistent landscape-planting concept that will unify diverse areas on the campus.
- Landscape plantings should be employed to improve functional concerns such as modifying climatic conditions, screening objectionable views, controlling erosion, and directing circulation.
- Existing mature stands of trees are important for preserving the historic and environmental character of the core campus and West Campus and should be preserved.
- Institute a campus-wide effort to achieve at least fifty-percent summer canopy coverage of all pavements including streets.
- Plant materials chosen should be native or introduced plants that meet the requirements of the Master Plan and are adaptable to the campus without requiring special soil conditions and supplemental watering after establishment.
Guidelines

Achieving Visual Unity

An important means of achieving visual unity is through “recall” from one area to the next. In landscape design, this is achieved by the consistent and repetitive use of a limited type of species (Figure IV-11). Simplicity, unity, and order are qualities befitting the landscape of a campus. These qualities will be reinforced if a limited plant palette is used in project landscaping.

A formal concept of landscaping should not be used because of high maintenance and the potential for inconsistent growth of plants. Landscapes should take on an informal and naturalistic style except for the plantings along the street systems (Figures IV-12, IV-13).

Defining Civic Structure and Open Space

The goal of the landscape design and development is to establish and enhance the urban structure of the campus by defining public spaces, giving the spaces memorable character, and creating the visual linkages and movement patterns that connect the spaces.

Landscape plantings should respond to civic structure by providing order and continuity through species selection and placement. Single groupings or rows of trees of one species should be used to provide unity and structure where appropriate. Monoculture concerns should be balanced with the need for design continuity. Species variety should be achieved through variations in larger increment, rather than intermixing species within formal groupings. Intermixing of species should occur in more informal landscapes, but with care given to selecting plants that reflect natural associations found in the Midwest landscape.

Architecturally defined open spaces such as quadrangles should provide opportunities for more highly detailed design solutions where walls, steps, and paving are more dominant. Simplicity of expression should be observed, however, with design elements in the landscape reflecting the vocabulary of materials and forms of the surrounding context.

Protected Vistas and Viewsheds

The University’s location on top of Mount Oread is the most predominant characteristic of the campus both in regard to outward views from on-campus locations and from vantage points off-campus. For visitors, the initial impression of the physical character of the campus actually occurs off-campus from distant vantage points, primarily from the westbound lane of Interstate 70 as it traverses the Kaw River valley and also westbound on Highway K-10 just east of the city limits. From locations within Campus, the visual prominence of the forested Wakarusa River valley, valleys of its tributaries, and treed neighborhoods of south, east and downtown Lawrence create alluring elements that, in actuality, visually unite the Main Campus and West Campus. These two campuses are uniquely different in character, yet they share commanding views of

Figure IV-11 - Visual unity is achieved through the repetitive use of a limited number of species

Figure IV-12 - Formal Design Approach
Unacceptable

Figure IV-13 - Informal Design Approach
Acceptable
the southern valleys. Thus, Mount Oread is a very important component of the University’s physical character. Views and vistas to it from off-campus locations, and the vistas of the valleys to its south from on-campus locations should be celebrated, protected and enhanced.

Interior views and vistas within the campus primarily occur along streets and pedestrian corridors. In the core campus, campus architecture and landscape are the predominant alluring elements of these views and vistas. This illustrates the important contribution that architecture, site planning and landscape design provide in creating a quality campus environment and in preserving and extending the beauty that is Mount Oread and the Lawrence Campus of KU.

Interior views and vistas can be created, protected and enhanced by the proper application of the principles of landscape architecture, architecture, and site planning, including the proper selection and siting of landscape trees and shrub masses. Proper landscape maintenance, particularly the training and pruning of trees and plantings to enhance views, is also important.

Open spaces and view corridors are important in the design of the campus. They provide balance to the mass of buildings and trees and also visually connect the campus. The variety and structure of open space conveys a sense of meaning. Protected viewsheds are open spaces that should be preserved and enhanced. Trees should be planted sparingly so an open, unobstructed feeling is present when in the space. The density of tree cover in viewsheds should be less than 15 percent.

**Specialized Areas**

Specialized landscape areas include building entrances, arrival spaces, plazas and courtyards, and vehicular and pedestrian access areas, etc. A more manicured approach to planting and appearance is desirable here using plants that are more ornamental and specialized in character. These plantings should be arranged in a regular, repetitive appearance using matched plants in lines, curves, and geometric patterns. Plantings can emphasize building modules, amplifying the architectural pattern and, when continued outward from buildings, define pedestrian and vehicular spaces. Detailed design of these spaces should make use of the various design principles of balance, rhythm, harmony, scale, etc., to enhance and unify their appearance.

**Monuments**

Monument sites and flagpole areas can be landscaped using arrangements of trees and shrubs to frame and highlight these symbolic elements (Figure IV-14).

**Functional Considerations**

Landscape planting should be used to improve functional relationships within the campus. These applications include modifying climate, screening undesirable views and incompatible land uses, providing direction control, and controlling erosion.
Appropriate aesthetic and functional applications of plant material should be employed to improve overall visual quality and unite the various areas of the campus. These applications include moderating climate, defining open space areas, reinforcing street and parking systems, detailed planting at entrances and courtyards, and screening unsightly views and incompatible land uses.

**Climate**

Landscape planting can be used to modify temperatures. For example, deciduous canopies provide shade during summer months and allow sunlight to penetrate for warmth during winter months (Figure IV-16). Plants can also cool and channel summer breezes.

Trees provide shade and help to cool the campus environment. The shade provided by trees helps reduce energy costs and consumption. During the summer, a shade tree may prevent 80-90 percent of the sun’s rays from reaching the ground. The daily moisture transpired from one large tree could have the cooling effect of five average room air-conditioners running 20 hours a day. Air temperature under a canopy of trees can be considerably cooler than air above a grass field, and extremely cooler than that above an asphalt parking lot.

Trees moderate wind flow (Figure IV-15). The increased velocity of wind funneled between and around buildings and over paved areas can be reduced by tree plantings. They also absorb carbon dioxide, counteracting the effects of global warming. The average tree captures nearly 1/2 ton of carbon dioxide over the first thirty years of its life.

Trees further produce oxygen and filter air pollutants. A tree’s production of oxygen replenishes the atmosphere and dilutes pollutants. Trees also reduce soil erosion and surface runoff and provide habitat for wildlife. A single oak, for example, can provide home and food for many types of birds.

**Screening**

Landscape planting is an excellent means of screening undesirable noise and views (Figure IV-17 through IV-20). The combination of differing scales and types of plant material will assure more complete screening. The scale of screening will vary depending on the viewing distance and the size of objects being screened. Screens consisting of canopy trees and lower level shrubs can be treated naturalistically or formally, depending on the specific needs and character of the area. Also, the use of evergreen plants will assure year-round screening.

Landscaped buffer areas are large-scale versions of planting screens, and should be used as filters between incompatible land uses. A planted buffer of trees and shrubs is the most desirable situation; however, the combinations of fencing, planting, and berming are also acceptable if space is limited.

Planting requires more room than a fence or a wall to be effective as a screen, and may require more maintenance. Where space is
limited, a fence or wall may be a better means of providing screening. Fencing or walls are especially appropriate around maintenance, storage, and utility areas.

**Pedestrian Direction Control**

Landscape planting is an excellent means of directing pedestrian traffic. Shrubs and ornamental plant material used in masses along walks, parking lots, or adjacent land uses, etc. can effectively control traffic movement and also improve the overall visual quality of an area.

**Erosion Control**

In most situations, erosion control can be achieved by seeding an appropriate mixture of grasses. In critical areas, such as on steep slopes and in drainageways, the seedbed can be protected prior to germination by using an erosion control fabric instead of mulching. Very severe situations may require more intensive measures such as riprap, gabions, concrete liners, grid pavers, and three-dimensional bonded vinyl monofilament mats. Also, retaining walls or grade control structures can reduce the steepness of slopes and reduce flow velocities. However, these alternatives are very costly. Every effort should be made during site and grading design to avoid severe slopes and drainageways that would necessitate their use.

**Preserving Existing Vegetation**

Existing trees and other native vegetation are important resources and visual assets that should be carefully preserved and enhanced for functional and aesthetic reasons. Great emphasis should be placed on the protection of existing woodland systems.

Prior to design, the species, size, crown spread, and condition of all existing vegetation to be protected, including trees, should be accurately surveyed. On large projects, this should be done by a licensed land surveyor contracted by the University or consultants as part of the project. Before beginning construction in areas with existing vegetation, proper techniques should be used to prevent the following damage:

- Soil compaction resulting from vehicle traffic or storage of equipment and materials.
- Root zone disturbances due to grade changes (cut or fill) or trenching.
- Wounds to exposed roots, trunk, or limbs by mechanical equipment.
- Other activities detrimental to the trees or vegetation, such as chemical storage and transit mixer truck cleaning.

Barricading around existing stands of trees and other vegetation to prevent damage can lessen the likelihood that these types of impacts will occur by construction equipment. During construction, individual mature trees should also be barricaded along the canopy drip line (Figures IV-22 through IV-24). Tree protection measures should be enforced by the University’s project manager or consultant’s resident project engineer or architect. When there is insufficient room to barricade at the drip line, 8 feet from the tree...
trunk is the minimum permissible. Damaged and crushed roots should be pruned off with a clean, sharp cut and covered with moist soil immediately after the damage occurs.

Side slopes of any trench excavations that are required adjacent to trees and other vegetation should be no wider than necessary for safe construction. The sheeting and shoring of trench sides should be considered in order to limit root damage.

Where existing trees interfere with campus lighting, street lights, or abut traffic zones, they should be selectively thinned to prevent branches from falling on roads and parking areas. Existing vegetation should be maintained in its natural form but not appear neglected or unkempt.

Most trees will die or succumb to structural damage if cutting and trenching occurs within the drip line and, without special provisions, will die if filling occurs within the drip line (Figures IV-25 through IV-28). Therefore, any cutting required near protected vegetation should be done at or beyond the drip line. Retaining walls should be used if required. Additionally, every effort should be made in the design process to limit filling at or beyond the drip line. If design limitations require that filling occur within the drip line, then retaining walls or an aeration system shall be constructed.

**Forest Slope Zones**

The historic campus image is based on a clear concept of celebrating level ground and framing it with natural forested slopes or woodland preserves. This is a difficult area to gain consensus, but it reinforces a strong campus vision for the future and provides for an added long-term benefit of reduced maintenance. Establishing a slope zone that allows natural processes to occur should be considered. Some of this has occurred on the south slopes. This needs to be a calculated approach. A program of development and research should be implemented to define the methods and programs to sensitively create an ecological framework. The range of options should be a strict horticultural (historical) approach of beds of informal naturalistic arrangements of native trees and understory plants.

Plants introduced into native woodland areas should blend with the native material. They should be limited to those species compatible with the local climate in order to reinforce the naturalistic environment. In some cases, a subtle transition from naturalistic plantings may be needed especially along roadways, open spaces, and entrances. In these areas, it is important to coordinate masses of naturalistic trees and shrubs to provide smooth transitions that are not visually apparent.

**Grassland Zones**

Larger open areas of passive use should be considered for non-traditional turf cover. This could be a wide range of natives from improved buffalograss to taller prairie grasses, or open meadows with flowering wildflowers and forbs. An example would be to re-establish historic Daisy Hill.
Tree Zones

The urban forest of the campus is an important natural resource. Trees add value to the campus experience both aesthetically and environmentally. They contribute to the experience by providing summer shade, fruit and flower display, foliage, shade and shadow, softening of the built environment, and a myriad of unrealized environmental benefits that we take for granted.

Trees enhance people’s sense of connection with the past. We can identify personally with them because they grow and change through time as we do. They usually live longer than we do, linking memories and places in time. Trees become involved with singular experiences that are recalled by alumni and retired staff when revisiting the campus. This enriches one’s passage through time and association with the University.

Trees enhance campus pride and involvement. Tree planting programs allow people to participate in the creation of the campus and thus serve as a source of pride.

It is obvious to anyone who has traveled from one area of the country to another that the kinds of plants growing in a particular area are directly related to the environment of that area. Generally, environmental differences between areas in terms of terrain, soil, and climate most notably influence the type of vegetation that is growing. Traditionally in the planning of campus landscapes, and in most other extensive landscape systems, there is little regard given to the selection of species based on their ecological relationship with the surrounding natural environment. This is unfortunate since the performance of a plant or group of plants is dependent on the extent to which their ecological requirements are met. Furthermore, the aesthetic qualities of a landscape are enhanced when properly associated plants are used together just as they are found in their natural community (Figure IV-29). In the past, this approach to landscape planning was most often applied to rural landscapes where large land areas and large-scale restoration projects were more conducive to its application. But as our cities and communities become increasingly urbanized, we are finding a need for more functional, aesthetically pleasing, and manageable landscapes, thus requiring application of ecologically based planting strategies to urban landscapes as well (Figure IV-30).

One goal of the Landscape Master Plan is to establish an environmental ethic for tree management, selection, placement, and arrangement. This ethic requires the consideration of existing microclimate and other physical influences as a means for defining environmentally sound tree communities on campus, where and how to extend the existing campus forest, what species of trees to recommend in any given area, and how to address the relocation of existing trees that have been sited inappropriately during past landscaping and tree planting projects. The tree communities defined consist of the Oak-Grassland Community, Oak-Hickory Community, and Maple-Linden Community.

The precise layout and boundaries of the communities, as shown on Figure IV-31, in relation to topography and other physical and...
cultural influences, and the species selected for the communities as listed in the following Plant Lists, can be questioned. It is, however, the implementation of the concept that is most important. The Master Plan and selected list of species in each community should be considered only a framework for future decision making. Each list of species should be considered flexible as new varieties and cultivars are developed, and others become obsolete and unmanageable. The tree community boundaries should also be considered flexible. Species should be allowed to cross zones if required to “transition” the landscape from one zone to the next, and to replace large established trees through normal attrition, which otherwise would conflict with the Master Plan. However, revisions to the list of recommended species and their siting and arrangement on campus should be permitted only after a careful review, process, and in accordance with selected criteria, to ensure species manageability, longevity, and visual and environmental compatibility.

When certain areas of campus are compared to naturally occurring tree communities, a number of similarities appear. First, some of the most memorable spaces on campus contain species of trees that could naturally exist on the property. These trees require little maintenance and are healthy, magnificent specimens. Well-placed and well-selected trees would eliminate many of the concerns raised by design and maintenance staff. These concerns included cost, survivability, durability, resilience, disease infestation, and other physical limitations. By providing a diversity of species, the urban forest will be healthier and better able to resist pests and diseases.

The concept of the Master Plan gives a very strong intellectual base that will be relevant to future generations. It reflects an ethic that will surpass all design trends and expressions and will continue to provided guidelines for tree management, selection, placement, and arrangement.

**Recommendations**

**Campus Tree Communities**

The different environmental areas previously outlined have great bearing on the siting, composition, and types of trees that should be grown on campus. Certain kinds of plants commonly live together in communities. The reason communities of plants form is that they are able to flourish and generate in a similar environment. The terrain of the campus is very representative of Kansas and, therefore, the plant communities illustrated in Figure IV-31 correspond very closely with the native plant communities of the State.

**Oak-Hickory Community**

Oak-Hickory communities occur on bluffs and are more tolerant of higher winds, higher surface temperatures, significantly lower soil moisture content, and direct sun of the south and west facing bluffs.

**Maple-Linden Community**

Areas adjacent to river bluffs that are very sheltered from hot, southwest winds and hot, dry periods provide favorable conditions for plants of the Maple-Linden community.

**Oak-Grassland Community**

The trees of the Oak-Grassland community are extremely rugged plants. They tolerate the very extreme and adverse climate conditions that exist as one moves farther away from the sheltering effects of the river valley and bluffs. Historically, the plants of this community had the ability to rejuvenate from prairie fires from their underground roots, or were able to withstand fires due to the protection of very thick bark.

**Tree Community Plant Lists**

The following tables provide a listing of the types of trees that commonly occur in the plant
Figure IV-31

Tree Communities

- Oak - Grassland
- Oak - Hickory
- Maple - Linden
communities of the campus. Many are endorsed by the Northeast Kansas Urban Forestry Council and are included in their Preferred Tree List. The lists should not be considered exclusive. They should be revised under the following conditions: as some trees become obsolete and unmanageable as a result of climatic cycles or other causes, as improved plant varieties and cultivars are developed, and to provide more diversity to improve the health of the forest or to meet design objectives. A list of appropriate understory shrubs is included in each community for consideration in the design and planting of forested slope zones.

Scientific cultivars that are highly ornamental, such as flowering crabapples, should be used only in highly intensive and specialized areas such as building entries, plazas, courtyards, arrival paces, vehicular entrances, pedestrian areas, around monuments and other symbolic elements, and within ornamental gardens.

Some trees and shrubs in the lists have little value in the ornamental landscape and retail market. Consequently, they are not available commercially in nursery-size stock. They are listed because of their excellent adaptability and value in creating naturalistic landscapes. Many are endemic to the region. Plants in this group are available from growers specializing in liner and bareroot material and include the following trees and shrubs:

- **American Elder**
- **Aronia species**
- **Black Cherry**
- **Blackhaw Viburnum**
- **Ceanothus species**
- **Sassafras**
- **Ironwood**
- **Jetbead**
- **Ninebark**
- **Peashrub**
- **Persimmon**
- **Sumac species**
- **Symphoricarpos species**
- **Walnut**
- **Western Soapberry**
- **Hickory**

Species available in horticultural varieties are designated “H.V.”.

**Oak-Hickory Community:** Upland forest community found on exposed hilltops and south and west facing slopes.

<table>
<thead>
<tr>
<th>Botanical Name</th>
<th>Common Name</th>
<th>Native</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acer ginnala</td>
<td>Amur Maple</td>
<td>Introduced</td>
</tr>
<tr>
<td>Carpinus betulus</td>
<td>European Hornbeam</td>
<td>Introduced</td>
</tr>
<tr>
<td>Gleditsia triacanthos inermis H.V.</td>
<td>Thornless Honeylocust</td>
<td>Yes</td>
</tr>
<tr>
<td>Juniperus chinensis H.V.</td>
<td>Chinese Juniper</td>
<td>Introduced</td>
</tr>
<tr>
<td>Juniperus virginiana H.V.</td>
<td>Eastern Redcedar</td>
<td>Yes</td>
</tr>
<tr>
<td>Carya ovata</td>
<td>Shagbark Hickory</td>
<td>Yes</td>
</tr>
<tr>
<td>Celtis occidentalis</td>
<td>Hackberry</td>
<td>Yes</td>
</tr>
<tr>
<td>Cercis canadensis</td>
<td>Redbud</td>
<td>Yes</td>
</tr>
<tr>
<td>Cornus mas</td>
<td>Corneliancherry Dogwood</td>
<td>Introduced</td>
</tr>
<tr>
<td>Cotinus coggygria</td>
<td>Smoketree</td>
<td>Introduced</td>
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<td>Crataegus crusgalli</td>
<td>Cockspur Hawthorn</td>
<td>Yes</td>
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<td>Crataegus mollis</td>
<td>Downy Hawthorn</td>
<td>Yes</td>
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<tr>
<td>Crataegus phaenopyrum</td>
<td>Washington Hawthorn</td>
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<tr>
<td>Diospyros virginiana</td>
<td>Persimmon</td>
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<tr>
<td>Fraxinus quadrangulata</td>
<td>Blue Ash</td>
<td>Introduced</td>
</tr>
<tr>
<td>Ginkgo biloba</td>
<td>Maidenhair Tree</td>
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<tr>
<td>Juglans nigra</td>
<td>Black Walnut</td>
<td>Yes</td>
</tr>
<tr>
<td>Koelreuteria paniculata</td>
<td>Golden Raintree</td>
<td>Introduced</td>
</tr>
<tr>
<td>Liquidambar styraciflua</td>
<td>Sweet Gum</td>
<td>Introduced</td>
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<tr>
<td>Maclura pomifera</td>
<td>Osage Orange</td>
<td>Yes</td>
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<tr>
<td>Magnolia acuminata</td>
<td>Cucumbertree Magnolia</td>
<td>Introduced</td>
</tr>
<tr>
<td>Malus ioensis H.V.</td>
<td>Flowering Crabapple</td>
<td>Introduced</td>
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<tr>
<td>Ostrya virginiana</td>
<td>Ironwood</td>
<td>Yes</td>
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<tr>
<td>Phellodendron amurense</td>
<td>Amur Corktree</td>
<td>Introduced</td>
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<tr>
<td>Picea glauca densata</td>
<td>Black Hills Spruce</td>
<td>Introduced</td>
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</table>
### Understory shrubs:

<table>
<thead>
<tr>
<th>Botanical Name</th>
<th>Common Name</th>
<th>Native</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prunus virginiana</td>
<td>Common Chokeberry</td>
<td>Yes</td>
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<tr>
<td>Prunus serotina</td>
<td>Black Cherry</td>
<td>Yes</td>
</tr>
<tr>
<td>Quercus coccinea</td>
<td>Scarlet Oak</td>
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</tr>
<tr>
<td>Quercus imbricaria</td>
<td>Shingle Oak</td>
<td>Yes</td>
</tr>
<tr>
<td>Quercus macrocarpa</td>
<td>Bur Oak</td>
<td>Yes</td>
</tr>
<tr>
<td>Quercus muhlenbergii</td>
<td>Chinkapin Oak</td>
<td>Yes</td>
</tr>
<tr>
<td>Quercus velutina</td>
<td>Black Oak</td>
<td>Yes</td>
</tr>
<tr>
<td>Quercus robur</td>
<td>English Oak</td>
<td>Introduced</td>
</tr>
<tr>
<td>Rhus typhina</td>
<td>Staghorn Sumac</td>
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</tr>
<tr>
<td>Sapindus drummondii</td>
<td>Western Soapberry</td>
<td>Yes</td>
</tr>
<tr>
<td>Sophora japonica</td>
<td>Japanese Pagoda Tree</td>
<td>Introduced</td>
</tr>
<tr>
<td>Syringa reticulata</td>
<td>Japanese Tree Lilac</td>
<td>Introduced</td>
</tr>
<tr>
<td>Ulmus parvifolia</td>
<td>Lacebark Elm</td>
<td>Introduced</td>
</tr>
<tr>
<td>Viburnum lantana</td>
<td>Wayfaringtree</td>
<td>Introduced</td>
</tr>
<tr>
<td>Viburnum prunifolium</td>
<td>Blackhaw</td>
<td>Introduced</td>
</tr>
<tr>
<td>Caragana arborescens</td>
<td>Siberian Peashrub</td>
<td>Introduced</td>
</tr>
<tr>
<td>Ceanothus americanus</td>
<td>New Jersey Tea</td>
<td>Yes</td>
</tr>
<tr>
<td>Ceanothus ovatus</td>
<td>Inland Ceanothus</td>
<td>Yes</td>
</tr>
<tr>
<td>Cornus racemosa</td>
<td>Gray Dogwood</td>
<td>Yes</td>
</tr>
<tr>
<td>Forsythia x intermedia</td>
<td>Spring Glory Forsythia</td>
<td>Introduced</td>
</tr>
<tr>
<td>Forsythia viridissima</td>
<td>Bronx Forsythia</td>
<td>Introduced</td>
</tr>
<tr>
<td>Juniperus chinensis H.V.</td>
<td>Chinese Juniper</td>
<td>Introduced</td>
</tr>
<tr>
<td>Potentilla fruticosa H.V.</td>
<td>Bush Cinquefoil</td>
<td>Introduced</td>
</tr>
<tr>
<td>Rhodotypos scandens</td>
<td>Black Jetbead</td>
<td>Introduced</td>
</tr>
<tr>
<td>Rhus aromatica</td>
<td>Fragrant Sumac</td>
<td>Yes</td>
</tr>
<tr>
<td>Rhus glabra</td>
<td>Smooth Sumac</td>
<td>Yes</td>
</tr>
<tr>
<td>Rhus trilobata</td>
<td>Threeleaf Sumac</td>
<td>Introduced</td>
</tr>
<tr>
<td>Symphoricarpos albus</td>
<td>Snowberry</td>
<td>Introduced</td>
</tr>
<tr>
<td>Symphoricarpos x chenaultii</td>
<td>Chenault Coralberry</td>
<td>Introduced</td>
</tr>
<tr>
<td>Symphoricarpos orbiculatus</td>
<td>Indiangenuss</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Maple-Linden Community: Upland forest community found on north and east facing slopes where soil conditions are more moist and the air is cooler and more humid.

<table>
<thead>
<tr>
<th>Botanical Name</th>
<th>Common Name</th>
<th>Native</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abies concolor</td>
<td>White Fir</td>
<td>Introduced</td>
</tr>
<tr>
<td>Acer palmatum</td>
<td>Japanese Maple</td>
<td>Introduced</td>
</tr>
<tr>
<td>Aesculus glabra</td>
<td>Ohio Buckeye</td>
<td>Yes</td>
</tr>
<tr>
<td>Aesculus hippocastanum</td>
<td>Horsechestnut</td>
<td>Introduced</td>
</tr>
<tr>
<td>Acer nigrum</td>
<td>Black Maple</td>
<td>Introduced</td>
</tr>
<tr>
<td>Acer rubrum</td>
<td>Red Maple</td>
<td>Introduced</td>
</tr>
<tr>
<td>Acer saccharum H.V.</td>
<td>Sugar Maple</td>
<td>Yes</td>
</tr>
<tr>
<td>Acer campestre</td>
<td>Hedge Maple</td>
<td>Introduced</td>
</tr>
<tr>
<td>Acer ginnala</td>
<td>Amur Maple</td>
<td>Introduced</td>
</tr>
<tr>
<td>Acer platanoides H.V.</td>
<td>Norway Maple</td>
<td>Introduced</td>
</tr>
<tr>
<td>Amelanchier arborea</td>
<td>June Berry</td>
<td>Introduced</td>
</tr>
<tr>
<td>Carpinus caroliniana</td>
<td>Hornbeam</td>
<td>Yes</td>
</tr>
<tr>
<td>Celtis occidentalis</td>
<td>Hackberry</td>
<td>Yes</td>
</tr>
<tr>
<td>Cercis canadensis</td>
<td>Redbud</td>
<td>Yes</td>
</tr>
<tr>
<td>Chionanthus virginicus</td>
<td>Fringetree</td>
<td>Introduced</td>
</tr>
<tr>
<td>Cladrastus lutea</td>
<td>Yellowwood</td>
<td>Introduced</td>
</tr>
</tbody>
</table>
Cercidiphyllum japonicum
Cornus florida
Cornus kousa
Fagus grandifolia
Fraxinus americana H.V.
Katsur-tree
Flowering Dogwood
Kousa Dogwood
American Beech
White Ash
Introduced
Introduced
Introduced
Introduced
Yes

Understory shrubs:

**Botanical Name**
- Fraxinus pennsylvanica H.V.
- Gymnocladus dioicus
- Liriodendron tulipifera
- Picea abies
- Pinus strobus
- Picea pungens
- Pinus nigra
- Platanus acerifolia
- Pinus sylvestris
- Quercus alba
- Quercus bicolor
- Quercus borealis
- Quercus palustris
- Quercus robur
- Quercus shumardii
- Tilia americana
- Tilia ‘Redmond’
- Tsuga canadensis
- Aronia melanocarpa
- Euonymus alata
- Exochorda x macrantha ‘The Bride’
- Forsythia x intermedia
- Forsythia virdissima
- Ligustrum amurense
- Ligustrum obtusifolium
- Physocarpus opulifolius
- Ribes alpinum
- Sambucus canadensis
- Symphoricarpos albus
- Symphoricarpos x chenaultii
- Symphoricarpos orbiculatus
- Taxus x media H.V.
- Viburnum trilobum H.V.

**Common Name**
- Green Ash
- Kentucky Coffeetree
- Tuliptree
- Norway Spruce
- White Pine
- Colorado Spruce
- Austrian Pine
- Bloodgood London Planetree
- Scotch Pine
- White Oak
- Swamp White Oak
- Northern Red Oak
- Pin Oak
- English Oak
- Shumard Oak
- American Linden
- Redmond Linden
- Canada Hemlock
- Black Chokeberry
- Winged Euonymus
- The Bride Pearlbush
- Spring Glory Forsythia
- Bronx Forsythia
- Amur River Privet
- Regal Border Privet
- Ninebark
- Black Jetbead
- Alpine Currant
- American Elder
- Snowberry
- Chenault Coralberry
- Indiancurrant
- Spreading Yew
- American Cranberrybush

**Native**
- Yes
- Introduced
- Yes
- Yes
- Yes
- Introduced
- Yes
- Yes
- Yes
- Yes
- Introduced
- Introduced
- Yes
- Introduced
- Introduced
- Yes
- There is no entry for Native in the table

Oak-Grassland Community: Very rugged plants for hilltops and exposed locations.

**Botanical Name**
- Celtis occidentalis
- Cercis canadensis
- Cotinus coggyria
- Crataegus crusgalli
- Crataegus mollis
- Crataegus phaenopyrum
- Diospyros virginiana
- Fraxinus quadrangulata
- Gleditsia triacanthos inermis H.V.
- Juglans nigra
- Juniperus chinenis H.V.
- Juniperus virginiana H.V.

**Common Name**
- Hackberry
- Redbud
- Smoketree
- Cockspur Hawthorn
- Downy Hawthorn
- Washington Hawthorn
- Persimmon
- Blue Ash
- Thornless Honeylocust
- Black Walnut
- Chinese Juniper
- Eastern Red Cedar

**Native**
- Yes
- Yes
- Introduced
- Yes
- Yes
- Introduced
- Yes
- Yes
- Yes
- Yes
- Introduced
- Yes
Koelreuteria paniculata  Golden Raintree  Introduced
Maclura pomifera  Osage Orange  Introduced
Malus ioensis  Prairie Crabapple  Yes
Prunus americana  American Plum  Yes
Prunus serotina  Black Cherry  Yes
Prunus virginiana  Common Chokeberry  Yes

**Understory shrubs:**

<table>
<thead>
<tr>
<th>Common Name</th>
<th>Native</th>
</tr>
</thead>
<tbody>
<tr>
<td>Koelreuteria paniculata</td>
<td>Golden Raintree</td>
</tr>
<tr>
<td>Maclura pomifera</td>
<td>Osage Orange</td>
</tr>
<tr>
<td>Malus ioensis</td>
<td>Prairie Crabapple</td>
</tr>
<tr>
<td>Prunus americana</td>
<td>American Plum</td>
</tr>
<tr>
<td>Prunus serotina</td>
<td>Black Cherry</td>
</tr>
<tr>
<td>Prunus virginiana</td>
<td>Common Chokeberry</td>
</tr>
</tbody>
</table>

Signature Plant Palettes

Signature features of campus are important because they create memorable experiences for students, alumni, and visitors. They include buildings, views and vistas, and landscapes. Certain plant species are signature features as well. For example, the planting of crabapples is a tradition on campus. Features such as these are reflective of the tradition of higher education in general and a testament to the vision and investment of previous generations of students, graduates, and state residents. Current and past signature landscapes and plants include:

- Lilac plantings along Lilac Lane
- Arching American Elms along Jayhawk Boulevard
- Perennial flower displays at the Chi Omega Fountain
- Flowering Crabapples on the north brow of the campus
- Crabapple Hill
- Prairie-sumac, Easter Red Cedar, and native oaks, hickories, elm, and hackberry on the Hillsides at Prairie Acre
- Juniper and forsythia
- Street tree plantings of American Sycamore along Sunnyside Avenue
- Redbuds along Jayhawk Boulevard, notably between Lippincott and Bailey
- Walnut trees in Marvin Grove
- Daisies on Daisy Hill
Signature landscapes and plants are as significant to a sense of tradition as other signature features. Designers should strive to identify opportunities to enhance the campus environment by incorporating signature plantings and other landscape features.

**Turf and Native Grass Palettes**

There is a strong perception that the campus is composed of cool season grass types such as Kentucky bluegrass and turf-type fescues. However, in reality, warm season grasses such as buffalograss and bermudagrass are colonizing the campus and now represent approximately 40% of the existing turfgrass. The primary reason for this transition is that warm season grasses are better adapted to the local climate and thrive on low maintenance conditions.

Changing from cool season grasses to warm season grasses on campus will require a shift in expectations and attitudes. Warm season grasses are actively growing and green between May and September when the campus is least populated. During the remainder of the year, warm season grasses are dormant and a golden bronze color. On the other hand, cool season grasses are actively growing and green during the majority of the school year. Unfortunately, cool season grasses require significantly more maintenance to remain attractive. It is unlikely that the University can devote (or should devote) sufficient resources to maintain a cool season grass palette on the entire campus.

The common expectation that turfgrass on portions of the campus should be green during the spring and fall will not change quickly. A gradual change to the methodology for maintenance and grass selection on campus is needed. The campus should adopt the following concept for the design of lawn and turfgrass areas incorporating many turfgrass varieties including both warm and cool season cultivars.

Landscape architects and designers should reference the Maintenance Volume, Figure 3-Proposed Landscape Maintenance. Turf-type fescue, which is a cool season grass, should be used for lawns in highly visible pedestrian spaces where the increased maintenance cost is justified in providing a quality stand of green grass throughout the year. Warm season grasses can be introduced over time in areas of lesser visual importance (Performance Zones C & D), such as areas or corridors that are mostly viewed by motorists. The two grass types will enhance the campus appearance, plant bio-diversity and stability. Grass should be eliminated or greatly reduced in service and forest zones.

The installation of an underground sprinkler system should be limited to lawn areas in Performance Zones A and B only. These zones include the Jayhawk Boulevard corridor, Mid Hill Walk corridor, Sunnyside Avenue corridor, Learned Hall Quadrangle, Visitor Center, Campanile area, Spencer Museum of Art, Alumni Center, Chancellor’s Residence, Scholarship Halls, the front yard of residence halls, and sports fields.

**Districts**

The strategy behind the landscape master plan is based on enhancing the civic structure of campus by defining public spaces, by giving the spaces memorable character, and by creating the visual linkages and movement patterns that connect the spaces. Circulation patterns, buildings, and landscapes should respond to civic structure. In terms of the landscape master planning process, this document suggests that a process of planning by district be used as a means to enhance civic structure. Specific design guidelines are provided that can be followed in the development of facilities and site improvements.

Dividing the huge campus into smaller areas, called districts, makes it easier to manage projects on the planning, design, and implementation levels (Figure IV-32). Because expansion has been systematic over the years, the campus can be clearly articulated into districts. The district planning process is used to provide specific measures for accommo-
<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Museum</th>
<th>Central Campus</th>
<th>Memorial Drive</th>
<th>Stadium</th>
<th>Sunny Side</th>
<th>Jayhawk Towers</th>
<th>Dairy Hill</th>
<th>West Campus Rd</th>
<th>Sports</th>
<th>Campus West</th>
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*Figure IV-32 - District Characterization Matrix*
dating facilities and delineating site improvements, particularly addressing detailed planning and design issues in a specific, manageable context.

In the design process, new facilities should not be considered as isolated campus entities, but as a component part of a larger environment. To blend with the surrounding environment, they should be compatible with the existing architectural context of the district. The primary objective in the design of single or grouped buildings is to achieve a coherent architectural character appropriate for the district in which they are located. The size, shape, and facade treatment will be influenced by function and activities taking place. The factors contributing to a consistent architectural character will depend on the coherent use of materials, colors, forms, proportion, scale and spatial relationships.

**Guidelines**

**Districts and Wayfinding**

The advantage of providing for a distinct vernacular has the potential of improving wayfinding and maintaining a sense of pride and identity to individual districts relative to their unique academic function. There are currently distinct differences between campus districts including circulation patterns, building placement, scale, style and detailing, and material types and colors. The use of similar materials and styles ensures that new construction blends with the existing character of the district and that individual district identities are maintained.

**Districts and Gateways**

Vehicular and pedestrian entries into campus should be designed and enhanced in a way conducive to their status as important gateways to the University and campus districts. Campus entries provide access for both motorists and pedestrians and, consequently, function as both vehicular and pedestrian gateways. One solution cannot be adapted to all gateways because each has a unique character. By incorporating elements that are similar in construction but different in size, shape and form, a consistent image is achieved. These elements include markers for wayfinding and orientation, signs, walls, gates, and landscaping. Certain landscape elements will be common in the design of all gateways including balance, either symmetrical or asymmetrical, identification signs, landscaping, and seasonal displays.

**Vehicular Gateways:**
- 15th & Iowa, the main visitor gateway
- 19th & Iowa, an intermediate gateway to east and west campuses
- 19th & Naismith, Athletic District gateway
- 11th & Mississippi, Stadium District gateway
- Sunflower & Indiana, gateway to Sunnyside (Academic) District
- 15th & Engle, gateway to Daisy Hill (Housing) District
- 15th & Naismith, important gateway to academic districts
- Jayhawk Boulevard & West Campus Road, gateway to Central Campus
- Oread Avenue & 13th, Alumni Center and Museum District gateway

**Pedestrian Gateways:**
- Sunnyside Avenue at Summerfield/Haworth
- 15th Street & Naismith Avenue
- 15th Street & Engel Road
- Irving Hill Road at Iowa Street
- Jayhawk Boulevard & West Campus Road
- Sunflower Road at Facilities Operations
• Between Snow Hall & Spencer Research Library at Memorial Drive
• Between Strong Hall and Bailey Hall at Memorial Drive
• Between Dyche Hall and Lippincott Hall
• Between Spooner Hall & Grace Pearson Scholarship Hall

Districts and Service Zones

Service zones are the support areas of campus that are required to keep the campus operating. Service zones include access roads, loading docks, service corridors, and utility compounds. Because these areas are utilitarian in nature, image and detailing are not important. Consequently, pedestrian access through them should be discouraged. Landscape and maintenance treatments should be minimal and clean. Turf should be eliminated in favor of low maintenance groundcovers. Shrubs should be minimized or eliminated other than to screen the services zones from public spaces. The use of an occasional tree or mass of ornamental shrubs might be appropriate for softening and for control of solar radiation and glare. Groundcovers should be used to eliminate turf and to reduce maintenance in these areas.

Recommendations

Gateways

Major points of entry should be recognized with consistent treatment of gateway walls and integrated signage identifying the University. If appropriate, seating should be incorporated to encourage people to meet or provide a comfortable place to wait for rides. New buildings should respond to gateway locations by incorporating architectural features that reinforce primary gateways.

Landscape planting at gateways should be designed to highlight the entrance and help unify the many elements that make up the visual environment such as signage, walls, gates, etc. Ornamental trees, shrubs, ground covers, and various seasonal color displays are most appropriate for these areas. Plantings should be arranged in bold masses and set a positive tone by employing either a formal or informal balance. Formal balance can be achieved by planting the same size and species on each side of the entry. This emphasizes the overall importance and function of the entry.

Although the scale is different, pedestrian access points are similar to vehicular entrances. Plantings should be arranged to reinforce the sense of entry. Trees, shrubs, and ground covers should be used to emphasize the importance of these areas.

Circulation

The primary circulation system on the campus will be comprised of internal campus streets and continuous boulevards that connect campus districts on both sides of Iowa Street. The character of the internal streets and the continuous boulevards should serve to unify the principal areas of campus.

The internal streets will be an interconnected series of road segments whose width and individual characters are compatible with the urban grid and pedestrian scale of the Campus and its surround-
Street Systems

In areas of campus with limited setbacks of facilities from streets, a traditional arrangement of street tree planting should be employed (Figures IV-33 through IV-39). North of Memorial Drive, East of Lilac Lane, West Campus and many areas of Daisy Hill should reflect a naturalistic approach.

Whenever possible, separate pedestrian and vehicular traffic with a planted roadway. A 10-foot minimum parkway should be planned between sidewalks and roadways. Any trees planted within the parkway should be planted a minimum of six feet from the curb edge. In areas where there is limited space and where parkways are not feasible between walks and roads, all trees should be planted no closer than nine feet from the curb edge. Vehicular access from regional road systems to the campus should be improved where appropriate by restoring and protecting view corridors to Mount Oread.

Street Trees

Street trees are strong-wooded, medium to large growing single-trunked trees usually having a “V” (or vase), rounded, horizontal, or oval form, with branches angled at 60 to 90 degrees to the trunk. These trees are “well-mannered,” that is, having root systems that are not likely to crack and heave pavements and branches that do not shed annoying quantities of leaves or fruit. Examples of good street trees included most ash, maple, ginkgo, oak, hackberry, linden, and improved honeylocust varieties. Sometimes columnar-formed trees, such as Columnar English Oak, are used for street trees where there is limited air space due to the close proximity of building or light poles.

Pedestrian Walkways

At any given moment, most of the campus is being experienced by students and others on foot along campus sidewalks. Trees and landscape plantings should reinforce and enhance walkway corridors in much the same way that they reinforce and enhance vehicular corridors. The primary difference with walkways is the scale and detail of plantings. Pedestrian movement is slower. Consequently, planting patterns should be less massive and focus on detail and texture. Walkways should provide ample opportunity for discovery and observation. Planting should permit visual access from buildings and streets for security.

Coordination with the Lawrence Bicycle Transportation Plan

It is important that the landscape Master Plan is coordinated with planned bicycle routes on campus. The location and alignment of the routes are designed for safety and as a primary destination for Lawrence bicycle commuter traffic. The system should be physically distinct from walks and streets, designated with graphics and coordinated with the City’s bicycle routes.
Improving conditions for pedestrians on campus can yield significant benefits, going beyond the enhancement of the campus environment. Stronger, clearer, safer and more pleasant pedestrian connections may have the effect of diminishing the perceived need to use cars to move within the campus. Pedestrian paths, whether sidewalks adjacent to vehicular roadways or walkways between buildings and across green spaces, should be adequate to accommodate the volumes of pedestrians. They should be designed so as to reinforce the campus’s character as a haven from urban traffic and noise.

Improving conditions for bicycling to and on campus can also have a number of benefits, including reduction of auto traffic and parking demand, and making the campus safer for pedestrians, cyclists and cars.

**Conclusion**

**Strategic Aspects**

The strategy behind the landscape master plan is based on enhancing the civic structure of campus by defining public spaces, by giving the spaces memorable character, and by creating the visual linkages and movement patterns that connect the spaces. Circulation patterns, buildings, and landscapes should respond to civic structure. In terms of the landscape master planning process, this document utilizes the District Plans to enhance civic structure by providing specific design guidelines that can be followed in the development of facilities and site improvements.

Bisecting the huge campus into smaller areas, called districts, makes it easier to manage projects on the planning and implementation levels. Because expansion has been systematic over the years, the campus can be clearly articulated into districts. The district planning process is used to provide specific measures for accommodating facilities and delineating site improvements, particularly addressing detailed planning and design issues in specific, manageable context.

**Main Campus Landscape Planning Areas:**

(Figure III-2)

- Oread Avenue or the Museum (Historic) District -- Campus planners and designers need to keep in mind the extension of the north end of North Oread and its physical (visual) connection with the Corbin/GSP district and transition with Jayhawk Boulevard
- Jayhawk Boulevard, keeping in mind the transition with the Museum District
- Memorial Drive including Spencer Museum and Campanile
- Corbin/GSP with linkage to Oread Avenue and the Memorial Stadium area
- Memorial Stadium area
- The Hill including Marvin Grove and Potter Lake
- West Campus Road area
- Sunnyside Road corridor
- Lilac Lane including Danforth Chapel, Scholarship Halls, Chancellor’s Residence, Fraser and Blake halls
- Sunflower Road corridor including Prairie Acre, Watkins Home and historic bluffs
- Athletic Center, which includes Intramural Fields, reservoir parking areas, Allen Field House, and Robinson Center to the Burge Union
- Stouffer Place
- Daisy Hill residence halls
- Visitor Center
- 15th Street corridor including Jayhawk Towers, Green Hall and Learned Hall quad rangle
• Sudler House/Sunflower Apartments
• Iowa Street corridor

**West Campus Landscape Planning Areas:**

• Iowa Street corridor
• Academic and Public Services districts including the Lied Center
• Research District
• Recreation District
• Support District
• Gateways and associated vistas-15th & Iowa, 15th & Kasold Drive, 19th & Iowa, 23rd & Iowa, Clinton Parkway & Lawrence Avenue intersection
• Green spaces and natural areas

*Figure IV-40 - Campus Focus Areas*
Implementation

An important consideration is the need to develop an organized process for the implementation of the guidelines and recommendations of the Landscape Master Plan. Implementation of the Landscape Master Plan is an incremental process requiring thousands of decisions to be made on a day-to-day basis. It is a process which needs to be embedded in the University's approach to planning, design, and construction when, for example, building a new facility or utility corridor. This is a major undertaking that will involve many individuals. What is important is that everyone involved maintain the overall vision, or “big picture”. The overall vision is one that has at its core a consistency of image throughout the campus’s nearly 1,000 acres, that is, a consistent image from one district of campus to the next.

Logically, the people that should implement the Landscape Master Plan are the individuals directly involved in its steering committee. For purposes of this discussion, we shall refer to them as the design review committee or DRC. These individuals are: the Chancellor, the Director of Facilities Management, the Provost, the campus planner and landscape architect, the University and State architects, the Director of Facilities Operations, Faculty Governance, and the President of the Endowment Association. Additionally, students and alumni should be freely consulted and kept up-to-date on key issues.

The charge to the DRC is to review project designs on behalf of the University with two primary goals:

• To interpret the recommendations and guidelines of the Landscape Master Plan, and the relevant district guidelines; to determine compliance with the policies, principles, and guidelines; to recommend modifications to a proposed project when appropriate; and to grant exceptions when appropriate.
• To evaluate projects to ensure that they meet the highest qualitative standards. Special care must be taken, however, so that the DRC does not lapse into designing the building or site, and that architects, landscape architects, and other project representatives are given clear instructions after any review.

The DRC’s responsibility is civic in nature. This includes review of the project in the light of the Campus Plan, with emphasis on the quality of open space and landscape, on architectural form and exterior appearance, on the design of student plazas, and on its relationship and contribution to the district and entire campus context in which it is sited.

All major campus (district) plans, landscape projects, and buildings will be reviewed. Smaller projects will also be considered for review, although an abbreviated administrative process may be employed. Without some process for review, however, the accumulation of small or pet projects, including replacement and repair, can degrade the campus environment. In some cases, these smaller projects may be an opportunity to initiate the transformation of an existing condition into a new design. The primary criterion that triggers review by the DRC is whether the project enhances, degrades, or encroaches upon the open and green spaces of the campus, pedestrian corridors, and views and vistas. The University Architect, planner, landscape architect, and engineer can provide technical resource support to the board.

Projects will be presented to the DRC by the project committee and the project design team, which might include architects, landscape architects, engineers, or other professional consultants. After every project review, clear instructions to the project design team should be provided. Subsequently, those instructions should be conveyed to the project committee and its consultants in writing and in a timely manner.
The sequence of actions/reviews will include, but not be limited to the following:

- Provide each prospective design team with a complete copy of the Landscape Master Plan, including relevant district plans and design guidelines.
- Require an initial meeting with the design consultants to clarify the University’s intent.
- Require formal intermediate and final reviews of the schematic design phase.
- Require a review near the end of the design development phase, and, if there are significant changes, there should be equivalent reviews for construction documents.
- Conduct a post-construction project assessment.

A determination may be made at the outset of the review process that fewer review steps may be undertaken if the scale or impact of the project is clearly not so significant as to require extensive review. If buildings are to fulfill their civic role as described in the 1997 Campus Plan and Landscape Master Plan, both the programming and funding must accommodate this by including landscape and public space requirements in a proposed building’s program and budget.

Selection of architects, landscape architects, and other design professionals may be the most important single factor in successful implementation of the intent of the Landscape Master Plan. Special care must be taken to select the right design professional for a particular project. Not all programs and areas of the campus are the same. Therefore, an architect may not be equally qualified for all areas. For example, design professionals for contextually demanding projects must have demonstrable understanding of the University’s intent as manifested in the Landscape Master Plan, not simply qualifications for a particular building type.

In order to be effective, the Landscape Master Plan must be implemented, monitored, interpreted, enforced, and, if necessary, modified over time. This requires an ongoing process, because no plan can be prescriptive enough to anticipate future events in detail, if at all. The Landscape Master Plan is a framework for University decision-making that will carry out the goals and objectives of the Campus Plan.

**Prioritization**

The following is a working list of projects to be completed, opportunities requiring further design development, and decisions necessary to continue to pursue revitalization of the campus landscape. This list should be considered a list of action items with the goal of preserving the beauty of Mount Oread and enhancing the campus environment for academics.

This plan has determined the following major areas in need of revitalization and improvement. These are major areas of focus on campus, but of equal importance will be the need to maintain and improve the various landscapes and spaces that connect them as well, linking them into a common entity that is the Lawrence campus. Projects that link these focus areas occur mostly in the form of streetscapes such as the 15th Street corridor and numerous pedestrian corridors.

If it is possible to construct a focus area in its entirety, rather than partially over time, the following sequence and priority for implementation is recommended. This is the initial step in prioritizing the Campus Landscape Framework Plan (Figure III-1).

- Gateways—Because of relative low cost and high visibility to visitors, alumni, students and faculty.
- Mid-Hill Walk and the 15th Street Corridor—Based on its high level of vehicular and pedestrian traffic, locality to major gateways and intersections, and importance to campus access and vehicular and pedestrian safety.
- Memorial Drive Improvements—Based on image, location, and safety.
- Jayhawk Boulevard Improvements—The concluding piece of the plan.
Improvements to campus entries are very important because they “set the stage” for visitors, that is, they give visitors and prospective students, faculty, and staff their first impression of the campus. The Mid Hill Walk corridor is also a high priority for implementation because the improvements are needed immediately to help relieve pedestrian congestion along Jayhawk Boulevard and to replace cracked and inadequate pavements that are currently hazardous to the students, staff, and faculty traversing the corridor on a day-to-day basis.

Memorial Drive provides access to the Campanile, one of the most visited landmarks on the campus. The drive is in urgent need of renovation to improve its character and views and vistas of the north brow of Mount Oread, and mitigate safety problems that currently exist for motorists and pedestrians.

The intent of delaying the renovation of Jayhawk Boulevard as the concluding piece of the plan is based on the presumption that it would be the easiest project to finance since it is the main artery and academic center of campus. As such, improvements to the boulevard can potentially serve as a vehicle for the timely completion of the other focus areas. Additionally, unlike the condition of the Mid Hill Walk corridor and Memorial Drive, the current condition of pavements, sidewalks, and infrastructure along the boulevard are good and not in critical need of replacement.

**Gateways**

Landscape elements common in the design of the gateways include identification signs, flowering trees and shrubs, and seasonal flower displays. The placement and arrangements of landscape elements should provide a balanced design, either symmetrical or asymmetrical depending on the character and context of the area.

- 15th Street & Iowa Street (main visitor gateway)
- 19th Street & Iowa Street
- 19th Street & Naismith Drive (Athletic Gateway)
- 11th Street & Mississippi Street
- Sunflower Road & Indiana Street (Prairie Acre)
- 15th Street & Engel Road (Housing Gateway)
- 15th Street & Naismith Drive (Academic Gateway)
- Jayhawk Boulevard & West Campus Road
- Oread Avenue & 13th Street (Alumni Gateway)

**Mid-Hill Walk Improvements**

- Gateway, vehicular and pedestrian, at Naismith Drive
- Exhibit Garden at Murphy Hall
- Student Plazas
- East entry plaza to Anschutz Science Library
- Open space revitalization, north-side pedestrian corridor, Sunflower Road to Malott Garden
- Art Piece on the Wescoe Hall retaining wall
- Entry plaza and shade garden to the new academic building
- Entry plaza and food court between Malott and Wescoe halls
- Entry plaza and art piece at the new science lab building
- Renovated overlook and art piece between Wescoe & Stauffer-Flint halls
- Pedestrian promenade and restored woodland north of Facilities Operations
- Pedestrian gateway at Watson Library
- Landscape plantings and irrigation Memorial Drive Improvements
Memorial Driv e Improvements

- Relocated parking to south side of drive
- Pedestrian promenade along north edge of drive
- Benches and pedestrian-level lighting
- Enhanced pavement and crosswalks

Jayhawk Boulevard Improvements

- Restructure the Boulevard to provide a consistent width throughout its length and to allow wider sidewalks for pedestrian movement.
- Retain parallel parking in critical areas for short-term, VIP, and handicap use but provide parking island extensions to improve organization, increase vehicular and pedestrian safety, increase pedestrian space, and generally give a cleaner, enhanced appearance to the boulevard.
- Cleaner, more direct alignment of sidewalks traversing the Chi Omega Circle
- New masonry garden wall along north edge of the Art & Design lawn enhances the circle by providing spatial definition, privacy, and direction control for motorists and pedestrians.
- Improve consistency of spacing and appearance of street trees along the boulevard and extending north along Oread Avenue.
- Improve the design of linear parking for bicycles including the current pipe rail system and paving.
- Reclaim the Fraser Hall Quadrangle as an open, green lawn uncluttered by trees and other elements.
- New student plaza at east end near Fraser and Lippincott halls functions as a transitional element between the Boulevard and Museum District and an anchor complementing the Chi Omega Circle
- Heritage Garden functions as a transitional area envisioned by Kessler in the 1904 Campus Plan. This would occur at the embankment east of Bailey Hall.
- New student plaza east of Wescoe Hall also functions as a bus stop.
- New green space between Budig and Wescoe halls enhances pedestrian movement and functions as a major transitional space between the Boulevard and Mid Hill Walk.
- Low to medium-height ornamental iron fences border the front yards of the historic buildings along Oread Avenue to complement and reinforce the Bostonian character of the buildings and landscape of this district.

The design and construction of many focus area improvements could begin as small-scale, isolated projects because these are easier to manage and finance. Unfortunately, improvements might be made on a piecemeal basis, resulting in an inconsistent appearance of large campus areas or corridors. This inconsistent image could be short or long term depending on how projects are managed and how timely funds are acquired for financing. Small, isolated improvements can potentially serve as vehicles for the timely completion of entire projects, but the challenge will be in ensuring that momentum is maintained to achieve long-term goals in a timely manner.

Closing

The above design and development guidelines provide a clear foundation for strengthening and unifying the campus landscape as a coherent, pedestrian-oriented collegiate environment. The guidelines, articulated at the district level, apply greater specificity and geographic focus to the elements of civic structure and design quality. The recommendations and guidelines of the Landscape Master Plan constitute the standards by which the University will evaluate project proposals and implement campus improvements. Project building committees and design professionals will regard the guidelines as essential measures to
ensure that projects are compatible with and contribute to enhancing the image of the University and campus academic environment.

The task of the planner and of the architect is to achieve the objectives of the Landscape Master Plan by creating a well designed environment through appropriate design and use of physical structures including new academic buildings, plazas and gardens, roads and parking, walkways, and all other supporting utilities, technological services, and operational features intrinsic to a university campus. This task becomes more meaningful, and the objectives more realistic, if they are considered within a perspective context of the University’s historical background.
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