The campus image: using social media to design for place attachment.

by

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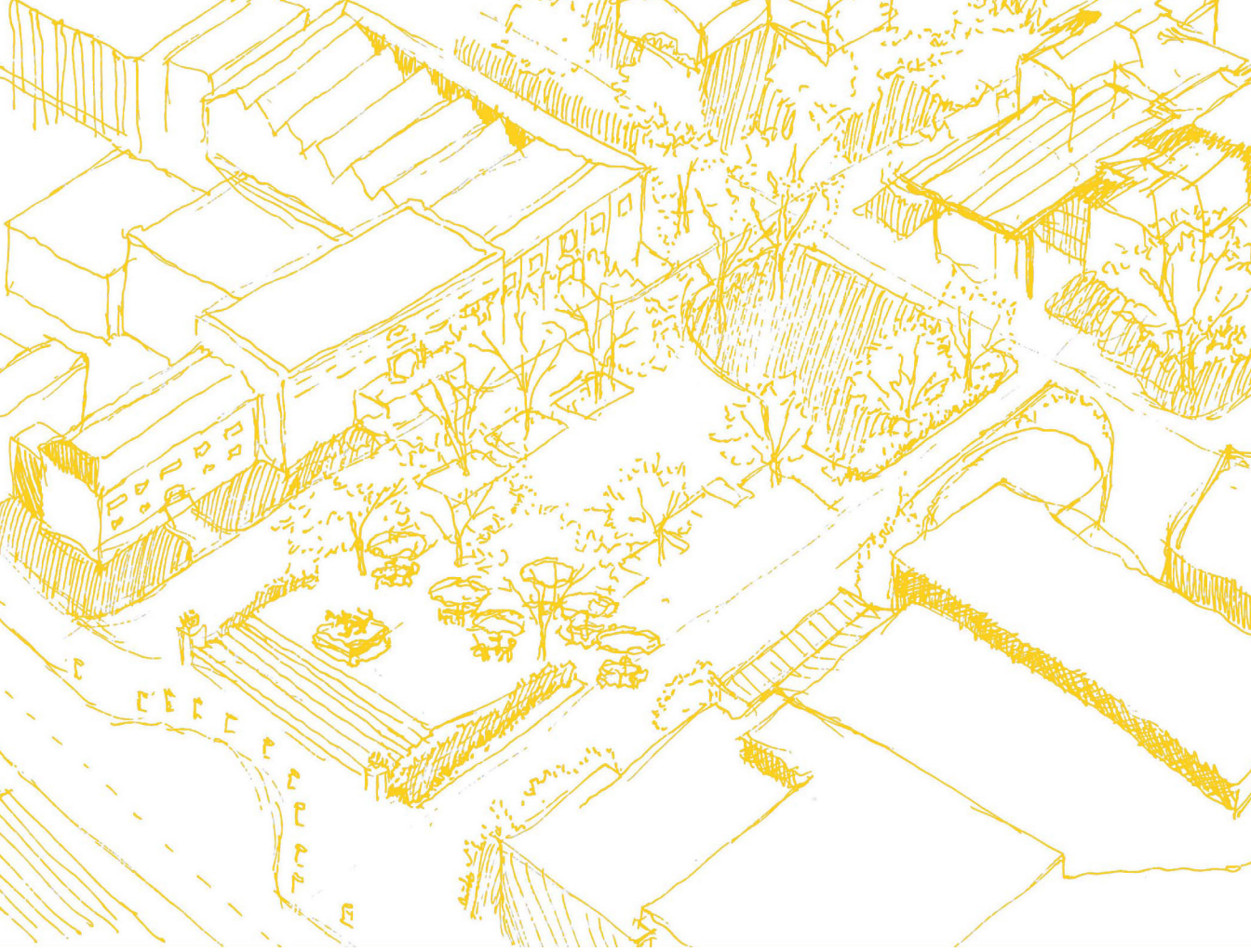
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Abstract

This study aims to understand place attachment on college campuses through social media images. Place attachment is defined as the love for a place (Tuan, 1977). While place attachment has been studied for decades, less attention has been paid to the potential of new technology as a tool for place attachment studies. This study fills the gap by examining place attachment to campus landscape features in visual social media posts, guided by a question, *what landscape features contribute most to students' place attachment on campus, and can they be captured on social media?* College campuses are settings with high levels of place attachment and high use of social media by students sharing their campus experiences. This study collected over 3,500 images of college campuses across the United States from Instagram, a popular visual social media platform among college students. Thematic analysis revealed patterns and correlations between place attachment and the physical landscape features pictured in posts. These findings offer insights into designing college campuses for place attachment and contribute to the existing body of literature by confirming social media analysis as a method for place attachment studies. Further, the findings from the research informed a framework of recommended design takeaways for re-designing the Kansas State University campus core area.



The Campus Image

Using Social Media to Design for Place Attachment

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KSU

(Previous pages)
Fig 1. 1 Two friends "fishing" in the Bosco Student Plaza Fountain at Kansas State University.
Fig 1. 2 Bronze wildcat sculpture outside the K-State Alumni Center.

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A Report Proposal Submitted in Partial Fulfillment of the Requirements for the Degree Master Of Landscape Architecture (MLA)

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College of Architecture Planning & Design
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Abstract



This study aims to understand place attachment on college campuses through social media images. Place attachment is defined as the love for a place (Tuan, 1977). While place attachment has been studied for decades, less attention has been paid to the potential of new technology as a tool for place attachment studies. This study fills the gap by examining place attachment to campus landscape features in visual social media posts, guided by a question, *what landscape features contribute most to students' place attachment on campus, and can they be captured on social media?* College campuses are settings with high levels of place attachment and high use of social media by students sharing their campus experiences. This study collected over 3,500 images of college campuses across the United States from Instagram, a popular visual social media platform among college students. Thematic analysis revealed patterns and correlations between place attachment and the physical landscape features pictured in posts. These findings offer insights into designing college campuses for place attachment and contribute to the existing body of literature by confirming social media analysis as a method for place attachment studies. Further, the findings from the research informed a framework of recommended design takeaways for re-designing the Kansas State University campus core area.

Fig 1. 3 Conceptual sketches.



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Thank you to my friends, who made it all worthwhile.

Fig 1. 4 Recess.

"Nothing in this world can take the place of persistence. Talent will not; nothing is more common than unsuccessful men with talent. Genius will not; unrewarded genius is almost a proverb. Education will not; the world is full of educated derelicts. Persistence and determination alone are omnipotent. The slogan 'Press On!' has solved and always will solve the problems of the human race."

-Calvin Coolidge

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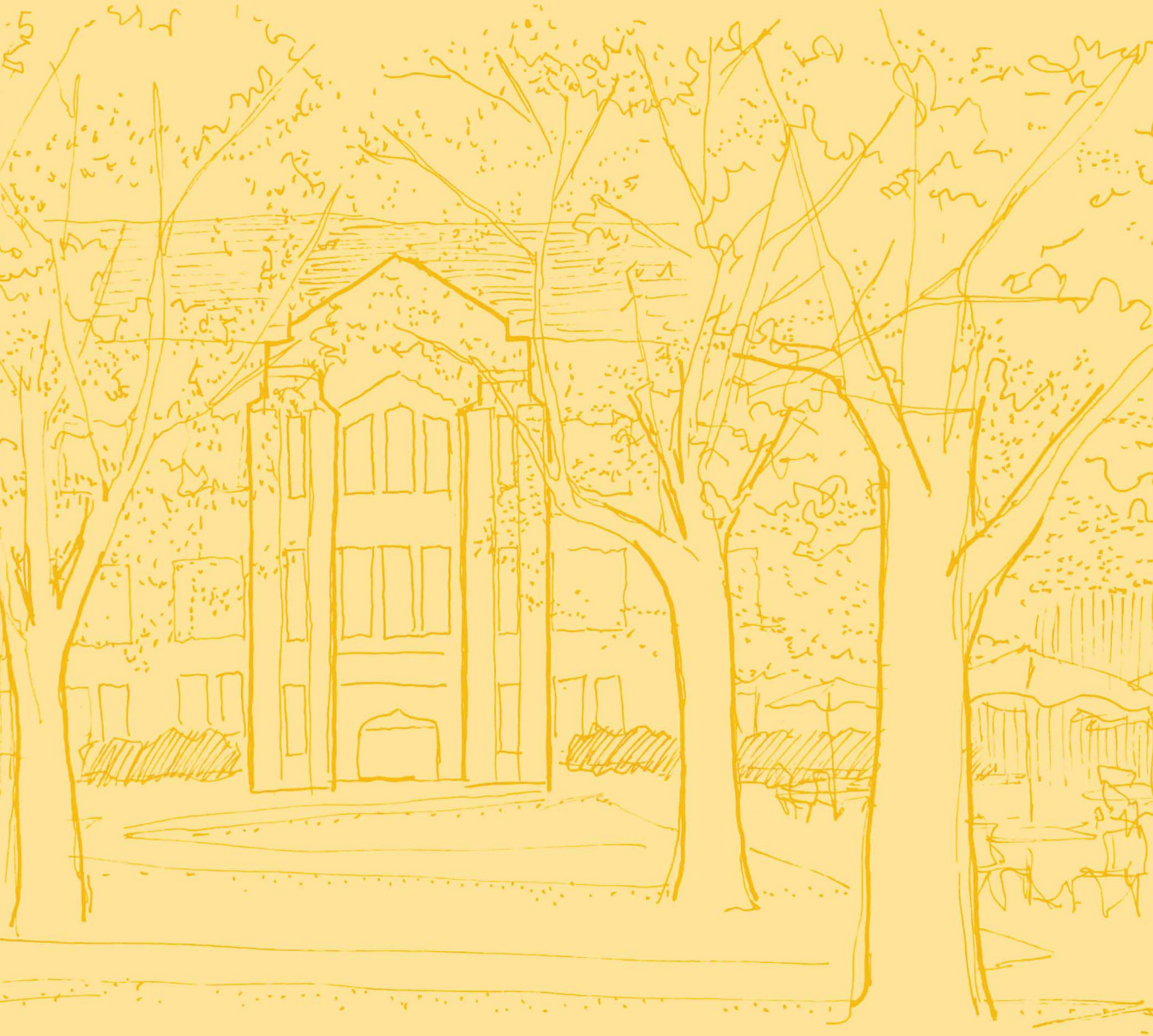
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Introduction



Background

The university campus is the setting of the student's everyday life. A student's perceptions, memories, and experiences are shaped by the various campus elements of their daily environment (Chapman 2006; Kenney, Dumont, and Kenney 2005). These elements contribute to the overall 'Sense of place' that is a vital part of a meaningful university campus. Sense of place is the effect of a person's memories, experiences, and perceptions about a particular place. A powerful sense of place leads to place attachment, or "love for place" (Tuan 1977). The importance of place attachment to the campus environment and landscape cannot be overstated. The campus represents the university itself and creates an environment for learning and exploration essential to the college experience. As a significant element of student life, the campus appears in many photos shared by students and alumni. When students share a picture of themselves with the campus, they share a message that says, "I am connected to this place." These photos represent the student experience and may indicate place attachment. The patterns and trends in campus photos could serve as learning tools for designing a meaningful campus landscape.

The most common platform for today's college students to share how they experience campus is image-based social media, such as Instagram. Students post pictures of themselves, where they are, and what they do to share their personal identity with the world. Photographs shared through image-based social media are worthy of study for those interested in place attachment because they represent memories and the special connection a person has to a place.

There is a small but growing body of research that utilizes social media to evaluate and study people's experience in place (Koliska and Roberts 2021; Song and Zhang 2020; Park et al 2018; Kneifl 2016; Toscano 2017). However, few efforts have tried to apply social media data to understand place attachment to university campuses despite most college students using social media daily. For these reasons, college campuses present an ideal environment to study the applicability of social media analysis for place attachment research.

Fig 2. 1 Conceptual sketch of Kansas State University Power Plant.

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Research Problem

This study addresses several research problems. The first is that traditional studies on place attachment rely on surveys and interviews, presenting a literature gap in exploring the use of new technologies, such as social media, to observe people's attachment to place.

Traditional methods of studying place attachment can be time-intensive and cost prohibitive for researchers. Alternatively, social media analytics offers a vast amount of publicly accessible data that illustrates how people perceive, use, and value physical places. Social media analytics may provide a modern alternative to traditional methods of studying place attachment.

The second problem is that there are little existing design guidelines to assist in enhancing place attachment in campus landscapes. Identifying landscape features and design intentions that contribute to place attachment would help designers and administration make mindful decisions about campus design choices. A framework of design suggestions would prevent design mistakes that could decrease or prevent place attachment.

Lastly, the study highlights the need for a landscape design that creates a compelling attachment to place at the Kansas State University campus. This case provides an opportunity to demonstrate the application of design recommendations on an example campus.

Research Question

Thus, this study aims to answer the research question: *What landscape features contribute most to students' place attachment on campus, and can they be captured on social media?*

Goals and Objectives

The primary objective of this project is two-fold, with the aim of advancing research on place attachment and utilizing that research to provide practical design recommendations. Through an innovative methodology of social media analysis, this project contributes to the body of research on place attachment, leveraging new technology to expand the existing knowledge. This project proposes a design framework for place attachment on college campuses, which can be of value to landscape architects working on campus masterplan projects. To put these guidelines

into practice, the project applies them to a case study at Kansas State University.

The goals and objectives of the project are organized into two; the first corresponding with research and the second with design. Each main objective is broken down into more specific sub-objectives. The objectives are listed below.

Objective 1: RESEARCH PHASE: Using visual social media analysis methods, identify campus landscape features that contribute most to the student's place attachment in a university setting.

> **Objective 1-A.** Collect social media images that may represent campus physical features related to place attachment observed on image-based social media.
>
> **Objective 1-B.** Analyze social media images to study the typology of campus physical features through image categorization and qualitative thematic analysis.
>
> **Objective 1-C.** Review themes to reveal the story and context of the selected image typologies in the real-world campus environment.

Objective 2: DESIGN PHASE: Create a design proposal for the Kansas State University campus core that applies the design framework for increasing campus place attachment.

> **Objective 2-A.** Develop a design framework for encouraging place attachment on university campuses.
>
> **Objective 2-B.** Conduct a site analysis guided by the design framework.
>
> **Objective 2-C.** Propose a campus core design that enhances the place attachment between students and the university.



Significance and Personal Interest

This research holds great significance as it delves into the possibilities of using social media analysis for place attachment research. This innovative approach builds upon the traditional methods of surveys and interviews. The methodology of this study may be replicated by future researchers in contexts beyond the university campus.

The benefit of designing a campus for place attachment is that it crafts and controls the narrative of the university, affecting people's memories and connection to their campus. Improved connections between people and the campus benefits both the university and students. A successful campus narrative can win the heart of a high school senior on a campus tour, make an out-of-state student feel at home, and move nostalgic alumni to give back to their university.

This project started as a collaboration between the Kansas State University Division of Facilities and the College of Architecture, Planning, and Design. Through a partnership with the Kansas State University Division of Facilities (Associate Vice President Casey Lauer) this project is part of the early stages of the 2025 campus masterplan update.

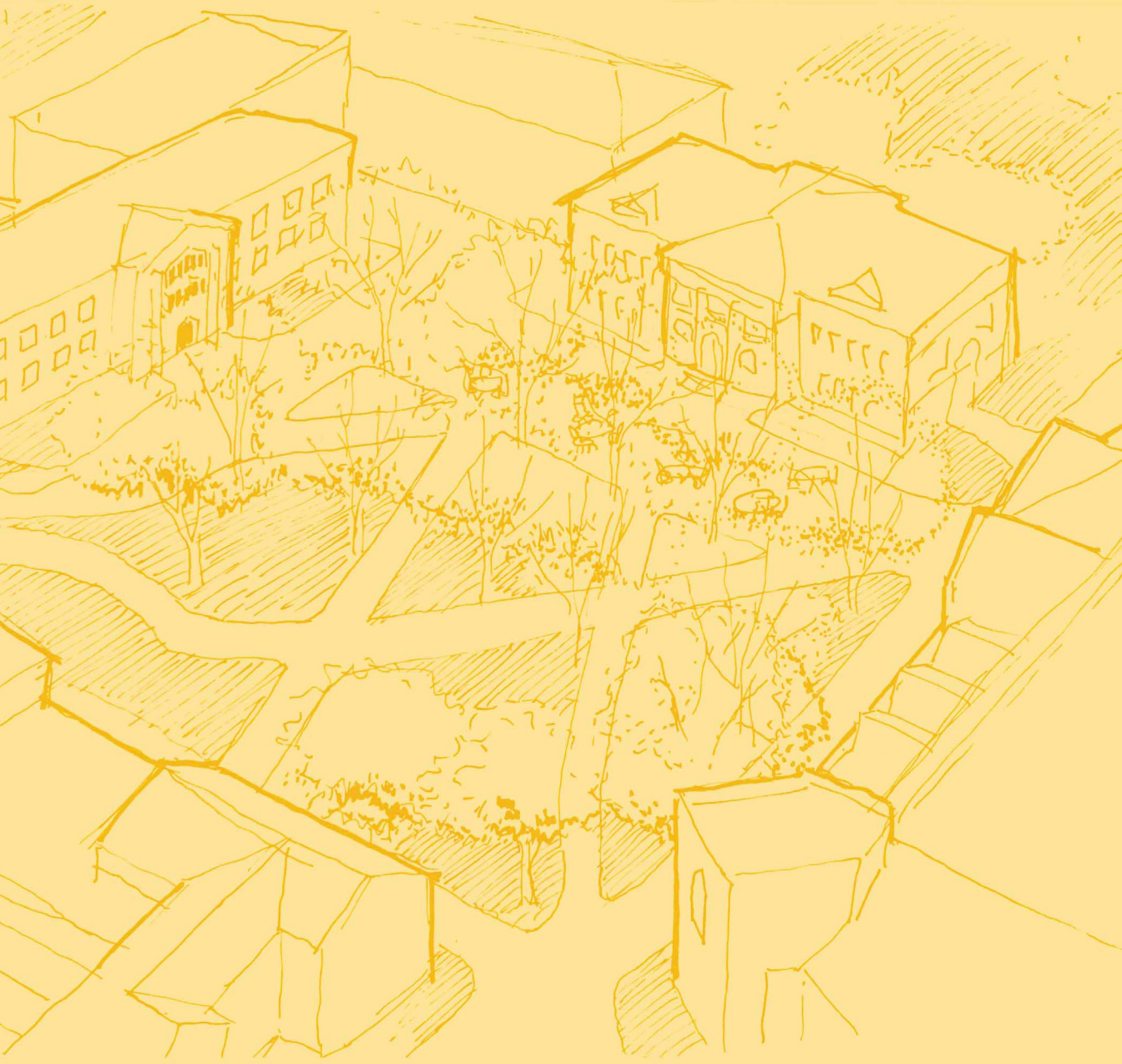
This project holds great personal significance to me due to my deep connection with K-State and my love for this place. Coming from a family of generations of proud Wildcats, I feel a profound sense of belonging at K-State. My time spent on this campus has gifted me with countless memories and friends. Therefore, I am deeply invested in the future of this university. It is a privilege to explore the campus through my master's project. My hope is that my ideas and observations can further elevate the campus so that future students can continue to admire it for years to come.

As the capstone of my academic work, this report showcases the skills gained through the Master of Landscape Architecture program and serves as an example of applied design research. This project is a valuable addition to my portfolio and a representation of my skills as I embark on my career in the professional world. Throughout this project, I've explored the profound impact that landscape architects can have on our daily lives and our connections to place. I'm eager to apply the knowledge I've gained to design meaningful landscapes that will positively impact the lives of those who inhabit them.

Fig 2. 2 Regnier Hall at Kansas State University.

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Literature Review

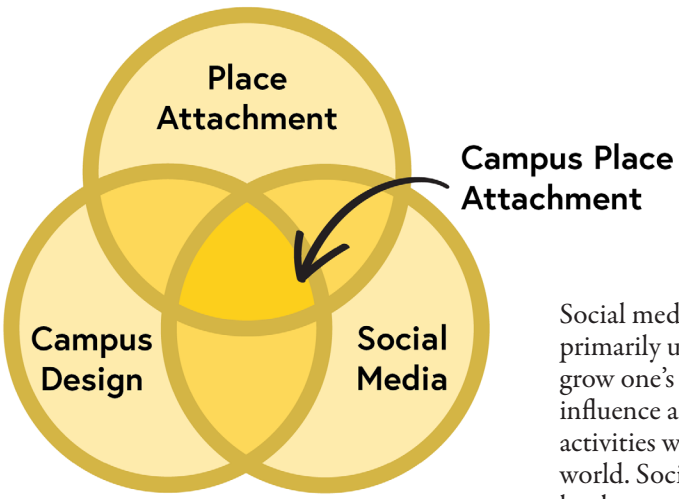


Chapter Overview

The literature review synthesizes the existing literature about place attachment, campus sense of place, and the use of social media to study the human experience in place (see Figure 3.2). An extensive search was conducted across various databases including Google Scholar, JSTOR, and K-State Libraries "Search It" using relevant keywords including "place attachment," "social media analysis," and "campus design." The search focused on collecting the most recent articles to ensure literature is relevant to the current day. Sources reviewed included peer-reviewed journal articles, books, and relevant dissertations or theses. The search yielded a substantial number of sources, totaling approximately 25 articles and publications. This synthesis of the literature identified the common themes, gaps, and areas for further research on place attachment, campus design and the utilization of social media in studying the human experience in place.

Place Attachment is "love for a place". Designers interested in studying place attachment intend to create meaningful places with strong place attachment.

The American campus is a landscape with high place attachment due to rich college traditions, legends and memories made by students.



Social media is primarily used to grow one's sphere of influence and share activities with the world. Social media has been used as a tool for measuring visitorship and use of public spaces.

Fig 3. 1 Conceptual sketch of campus.
Fig 3. 2 Intersection of literature Venn diagram.

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Place Attachment

Place is an interdisciplinary topic of interest to geographers, landscape architects, and planners (Cresswell 2004). When defining place, it is vital to distinguish its difference from space. Tuan (1977) describes place as a point in space. Space is area or volume, undefined and indistinguishable, while place is localized and specific. A place has meaning, while space does not. Place is an object that defines space (Cresswell 2004; Tuan 1977). Tuan describes place as a pause in space. A place may be as simple as whatever catches our eye when we survey a landscape (Tuan 1977). Those pauses in space are places. The French philosopher Max Scheler described how places form a cosmos, without which we could not navigate the world (cited in Relph 2008, pg. 43). Places are the settings of the meaningful moments in our lives (Norberg-Schulz 1971). A place may act as a representation of an ideal or value. To make sacred ideas real, tangible physical places are built to represent them (Relph 2008). A place is a metonymic representation of a group, organization, principle, or institution. In the case of university campuses, the campus is a physical symbol of the institutional purpose and mission (Turner 1984).

The quality that sets places apart from spaces is called "sense of place." It is the sense of place that changes a space into a place. There are many definitions of a sense of place in landscape architecture and cultural geography. Tuan (1977) describes a sense of place as the effect of a person's memories, experiences, and perceptions about a particular place (Tuan 1977). This definition emphasizes the individual interpretation of place. A person with a unique, personal knowledge of a place would have a different sense of place than someone without significant experience there (Tuan 1997). A place may have a shared meaning for one individual and a whole community or culture (Lynch 1960). Government buildings, historic sites, statues, and monuments are all examples of shared public symbols (Tuan 1977). While Tuan (1977) defines a sense of place as emotional and personal, Jan Gehl's idea of a sense of place is a quality of aesthetic appeal. It is a feeling that a space is pleasant and inspires people to be there (Jan Gehl, 2011).

J.B. Jackson (1994) believes that a sense of place is associated with recurring habits and traditions rather than in response to an existing condition. Jackson's idea is based on the concept that the physical place is less relevant to American culture. People form a community and a sense of place through the schedules, holidays, festivals, community events, traditions, and recurring events that people share (Jackson 1994). Relph (1976) shares a similar point, finding that rituals and customs reinforce the permanence of place despite changes in the world around them (Relph 1976).

When the sense of place is especially meaningful, the result is an attachment to place. Place attachment is the emotional bond between a person and a particular place. Yi-Fu Tuan used the term "topophilia", to describe a "love for place." Place attachment is a factor of the memories and events that people experience in a place. Weil (1955) emphasizes the importance of memories and the past as the most vital need of the human soul (Weil 1955). Smith (2018) summarizes the many instances of place attachment in a typology of six types of places; secure places, socializing places, transformative places, restorative places, validating places, and vanishing places (Smith 2018). Each of these places have a unique emotional connection that goes beyond just a physical space to provide a process through the landscape. Relph (1976) coined the term insideness to describe those who are attached to a place. "Insiders" have intimate knowledge and memories of a place, as opposed to "outsiders" who are unfamiliar and do not have attachment to that place. Insideness and outsideness are differentiated by norms, sentiments, and behaviors. Attachment increases in correlation with length of time (Relph 1976) and intensity of experiences. Even though it takes time to form a connection to a place, the quality and richness of the memory is more important than the actual duration. A truly extraordinary experience can transform our life (Tuan 1977). Place attachment, however, is not permanent. Jackson (1994) explains how place attachment is lost over time as traditions and customs change. For example, a college basketball stadium may hold a special significance because of the many games held there, but when a new stadium is built, suddenly the old place is not as revered as it once was. If the significance of the place disappears, so will the respect for that place in the community.

Place attachment has an important implication for designers and planners, who design with the goal of creating livable, beloved landscapes that are the setting of our daily lives. As designers, we aim to create places that give people a reason to pause and spend time in a place. William Whyte's time-lapse observations in The Social Life of Small Urban Spaces (1980) captured how people linger in places, and form relationships with those areas (Whyte 1980). Plazas with the right seating and comfortable conditions became popular and had an unmistakable sense of place. Gehl (2011) observed how well-designed plazas have comfortable places for people to pause and linger (Gehl 2011). Places that are designed for one to comfortably rest, pause, and linger lend themselves to other social and resultant activities that lead to memorable experiences. People may be more likely to form a special connection to a place if it inspires individuality and creative interpretation. Lynch (1960) found that we seek to find our own order and interpretation in our places (Lynch 1960). Alternatively, if the place is uninspiring, plain, one-dimensional, and stymies individuality, then it will be overlooked. This is supported by Gehl's suggestion to design multifunctional objects that serve as seats in the form of stairs, planters, lampposts, or walls (Gehl 2011).

To study place attachment, previous studies have used cognitive maps (Lynch 1960; Smith and Aranha 2022), surveys (Appleyard et al. 1981), walking interviews (Relph 1976), focus groups (Smith 2018), and observation (Whyte 1980). Through cognitive mapping and verbal interviews, Lynch (1960) found that a city can be described as five basic elements, including paths, districts, nodes, landmarks, and edges (Lynch, 1960). Appleyard et al. (1981) used image mapping and surveys to collect responses about pedestrian experiences in a variety of street conditions (Appleyard et al. 1981). These methods have been thoroughly studied and applied to many different contexts. While effective, these traditional methods are often very time-consuming for the researcher and the participant (Song and Zhang 2020; Huang et al. 2021). Traditional methods depend on having a large enough sample of participants, and there is also a chance of observer bias skewing the data collected. The self-reported data from interviews and surveys are susceptible to memory bias and response fatigue. There is a need for new, alternate methods of studying a sense of place that are not as expensive and time-consuming and can accurately capture the perception of place.

Campus Design

Over time, college campuses have developed their own uniquely American character. American campuses typically have an open, informal and pastoral model set in nature, separated from the city (Turner 1984; Dober 2000). The open and outward focused campus was favored over the enclosed, monastic quadrangles of European schools (Turner 1984; Bronner 2012). American colleges sought to express an open and democratic approach to education. The Morrill Land Grant Act of 1862 established land for mechanical and agricultural colleges to serve farmers and the working class. These land grant colleges communicated their unique mission through a park-like campus inspired by landscape architect Frederick Law Olmsted. Olmsted's style represented modest rural values (Chapman 2006; Turner 1984). Land grant campuses starkly contrasted the traditional liberal arts college, and resembled villages of small buildings spread across a meadow (Chapman 2006). The idealized vision of a campus set in nature has guided many American campus plans (Gumprecht 2009).

Campus symbols and landmarks embody the values and mission of the university and advertise that character to the world. The campus serves a physical function as well as supporting the goals and ideals of the institution (Turner 1984). Individual campus features like art or architecture are a symbolic representation of the university identity (Kenney et al 2005, pg. 30). Most institutions have iconic features on campus that can be immediately recognized. The Jeffersonian lawn at the University of Virginia, the gold dome at the University of Notre Dame, the Harvard Yard, or the University of Missouri columns, to name a few. The first or oldest building on campus, sometimes called "Old-Main", is a common campus landmark and represents the university as a whole (Kenney et al 2005, 76). Often used in branding, campus symbols unify the identity and image of the institution.

A university should preserve existing sites of special meaning or traditions. Sacred places are critical to institutional identity (Kenney et al 2005, 78). Many college traditions are centered around a specific place: At Brown University, the Van Wickle gates are only passed through by freshman and graduating seniors; At Ithaca College, graduating seniors celebrate by leaping into the legendary Dillingham fountain; Freshman dormitory residents at Allegheny college continue the campus legend of stealing the thirteenth plank of the Rustic Bridge during orientation week. Gateways, fountains, and bridges are just some of the campus landscape elements that serve as a backdrop for the stories and narratives of college life. The legends, traditions and recurring customs of campus are evidence of a socially healthy campus (Bronner 2012).

Students have a strong place attachment to their campus because it is the setting of a meaningful time in their life (Chapman 2006). College years are a period of personal growth and development (Chapman 2006). As mentioned before, place attachment can manifest during intense or life-changing experiences. The campus is an essential backdrop to a college education, to the point that it would be difficult to imagine having the same memories outside that setting. Stanford University's first president, David Starr Jordan, emphasized the importance of the campus setting when he described "the yellow sandstone arches and cloisters, the red-tiled roofs against the azure sky' make a picture that can never be forgotten, itself an integral part of a Stanford education" (Kenney, Dumont, and Kenney 2005, pg. 31).

The campus landscape is a tool for marketing the university. An attractive campus that supports university life is crucial in recruiting students and faculty. For prospective students, the appeal of the campus is one of the major reasons a student may decide to attend school there (Gumprecht 2009; Kenney, Dumont, and Kenney 2005). Campus tours play a crucial role in the recruitment process as they create a first impression of the university. Students usually form an opinion of the university within the first 10 minutes of their visit and make a decision within the next 30 minutes. Some students even experience "love at first sight" while touring a university campus and make their decision on the spot (Kenney, Dumont, and Kenney 2005).

Place attachment on campus can be improved by creating shared spaces for social interactions. The university campus should bring different people together, including those outside the university. Desirable multifunctional campuses are used by more than just the faculty and students (Gehl 2011). Ideally, the campus should act as a public park within the college town (Gumprecht 2009) with spaces to gather, linger, and have chance encounters (Mulrooney and Kelly 2021). Juxtaposing mixed-use buildings near one another and scattering informal social spaces around campus contributes to a social environment (Kenney, Dumont, and Kenney 2005).

The campus provides spaces for learning as well as socializing with others (Mulrooney and Kelly 2021). The value of a physical campus is challenged by the instant connection offered through technology, instant messaging, cell phones, and social media. "Distance- learning" is becoming a popular method of course delivery without students setting foot on campus. While online courses are a valuable asset for universities, online students are alienated from their peers and do not receive the social benefits of the physical campus (Bronner 2012). With less people on campus, there is less social activity and less reason to spend time in place (Gehl 2011). This transition away from the physical campus risks the loss of strong attachment and love for the campus environment, and in turn, the university. In an age when students do not depend on shared spaces for social interactions, it is ever more important to design campuses landscapes that encourage place attachment.

Social Media for the Human Experience of Place

There is a small but growing body of research using social media analytics to study how people perceive, use, and value physical places (Koliska and Roberts 2021; Gatti and Procentese 2021). Social media presents an intriguing opportunity because data is intrinsically motivated, has a massive amount of information, and is a direct expression of individual views and experiences. Social media posts are self-motivated. Users post to social media for their own personal enjoyment and entertainment. This is an intrinsic motivation through which the process is its own reward and provides inherent satisfaction to the user (Toubia and Stephen 2013). Unlike seeking responses to a survey, social media posts can be gathered as a method of passive crowdsourcing. The researcher does not prompt social media posts. The researcher saves time by not creating a survey or coding interviews. Because posts are self-motivated, the online content is an authentic expression of the author of the post. Social media is a platform for expressing self-identity and personal views (Koliska and Roberts 2021). Users motivated by the perceptions of others seek to grow their social network (Toubia and Stephen 2013; Meshi, Tamir, and Heekeren 2015). The feelings and ideas shared on social media are an idealization of the individual's own worldview.

Millions of people use social media each day. Content and conversations are being created constantly and on a worldwide scale (Koliska and Roberts 2021). There is a huge amount of content generated and posted on websites and social media apps each day (Park et al 2018). Social media data is real-time and updates instantly with every post. This allows the researcher to observe trends as they occur and also look at prior posts and trends. Some social media platforms provide robust archives of years of data. Instagram offers 14 years of potential data since it was first launched in 2010. Social media is an abundant source of study participants and sample data.

When an image of a building, landmark, or landscape feature is shared online, it is given a new meaning. The places that a person shares images of are those that they choose to share as a representation of themselves. They either find that place important or have had an experience in that place worth sharing. Images posted online express emotions, perceptions, and feelings towards the landscape. People share their opinions about places when they post a picture of that place. Landscape Architects have used social media platforms like Instagram or Twitter to understand individuals' experiences and perceptions of their environment (Song and Zhang 2020; Kneifl 2016; Toscano 2017). The message can be positive or negative. Pictures may challenge the meaning of places, such as showing a middle finger or negative facial expression (Koliska and Roberts 2021).

As an emerging methodology, social media data analytics has been used to understand people's experiences of physical spaces, validate other studies, and measure the use of a landscape. Huang et al (2021) tested the applicability of Lynch's (1960) theory of 5 elements of a city to a social media framework. Recent studies have made use of social media photography to measure visitation in natural areas (Ghermandi et al. 2022). Park et al (2018) observed social media users emotional response to the landscape using Twitter posts and geolocation data (Park et al. 2018). Song and Zhang used Instagram photos and content to measure public perception and use of Freeway Park in Seattle (Song and Zhang 2020). Loring (2014) used data from Instagram and Twitter to make design recommendations for a public park in Kansas City. Loring's method involved comparing the social media images and text content based on geolocation tags of comparable case study parks, to make observations about how people use the space (Loring 2014). Some studied place attachment to memorial landscapes through online reviews posted on TripAdvisor and Google Reviews webpages (Smith 2018).

Summary

In summary, place attachment is a product of rich memories, shared rituals and traditions that create a love for place. Students are more bonded over shared traditions and schedules than by physical space. A campus is a place with a high place attachment and concentration of memories, and shared experiences. College students use social media to document and share their college experience. Social media offers a lens to understand the campus places that are representative of student college experience. Social media is becoming increasingly more used as a tool for understanding human experience in place, and as a tool to inform design decisions. However, no studies have utilized social media analytics for place attachment studies on a campus setting. A study could fill this research gap and contribute to both place attachment studies and the existing body of knowledge on campus design.



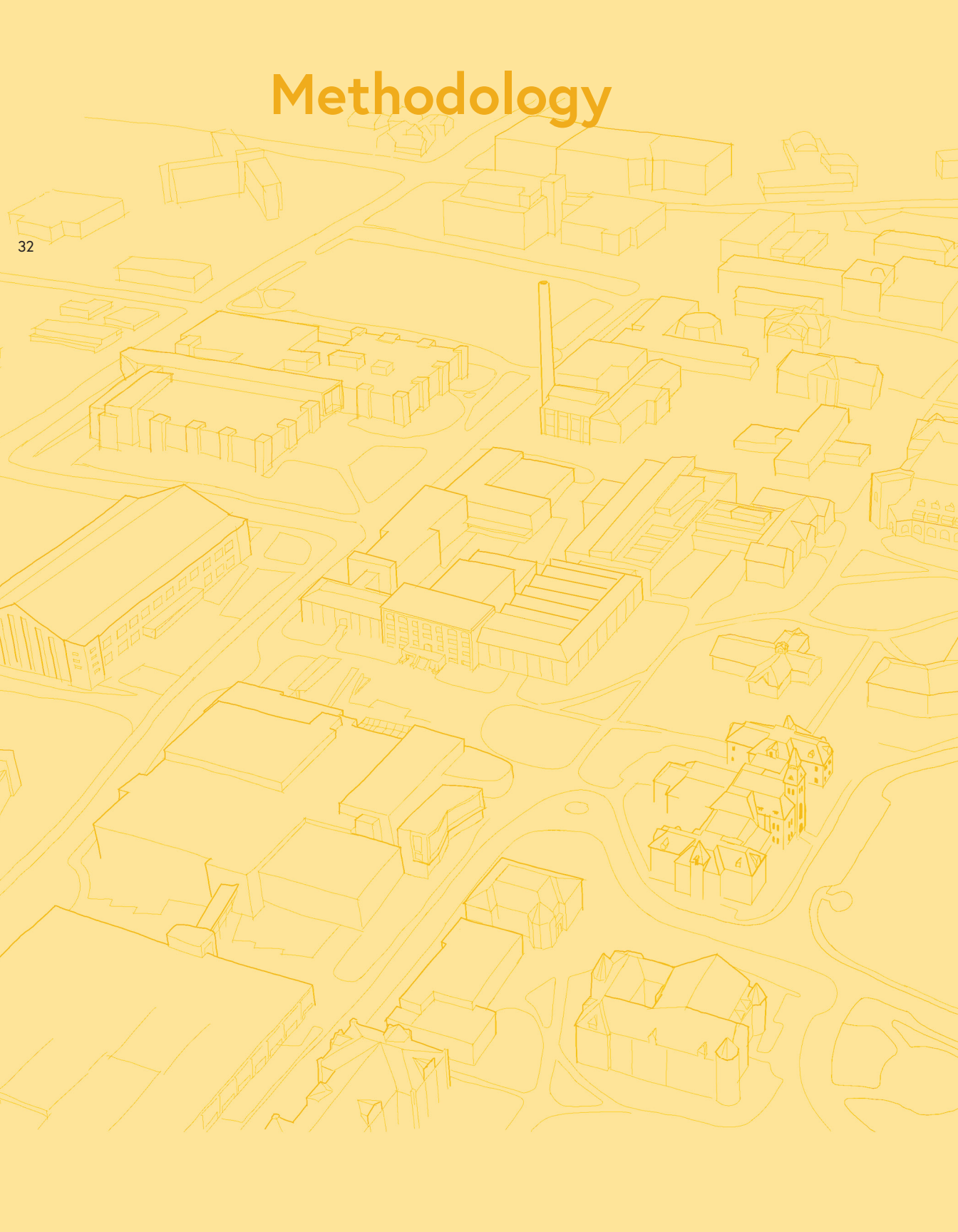






Fig 3. 3 Photomontage of campus photos of Kansas State University.

Methodology



Chapter Overview

This study is composed of two phases: a Research Phase and a Design Phase (see Figure 4.2). The Research Phase collected, filtered, analyzed, and reviewed social media images from Instagram in order to observe patterns in campus landscape features. The Design Phase generated a conceptual design framework and applied those guidelines in a design for Kansas State University.

This study used social media analytics to identify the landscape features that contribute most to students' place attachment on campus. After collecting and thematically analyzing social media images of college campuses, the study revealed patterns of landscape features that attract place attachment and developed a design framework to help landscape architects increase place attachment on campus.

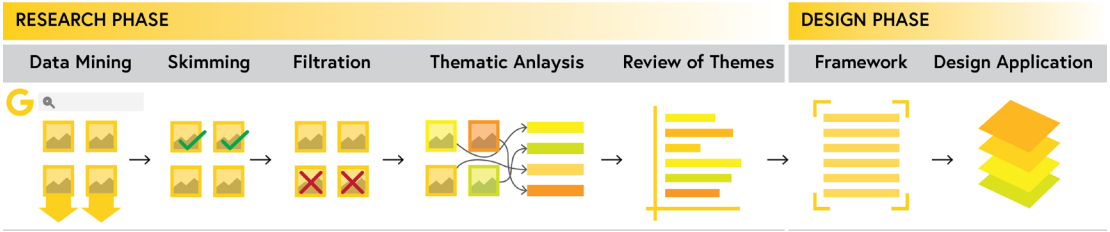


Fig 4. 1 Aerial sketch of Kansas State University.
Fig 4. 2 Methodology diagram.

Study Scope and Site

Research Phase Scope: Instagram

The Research Phase methodology studied the representation of college campuses on social media. The selected social media platform for the Research Phase of this project was Instagram. Instagram was the ideal platform for this study because it was image-based, had an established user base, and was popular among university students for sharing their college experiences. In August 2023, 25.1% of Instagram users in the United States were aged 18 to 24 years (Statista 2023). More than 71% of college students use Instagram daily (Jannik 2023). The main forms of media shared on Instagram are photos and videos, accompanied by textual captions. This methodology presented a low risk to subjects because it observed public data without disruption. There is no expectation of privacy for publicly accessible information posted online. Subjects were unaware of and unaffected by the study as it occurred. This study took measures to protect the identity and privacy of social media users. Any photos published in the study were pixelated to hide identifiable information and the identity of any people or animals appearing in the image.

American college students, faculty, and administration were the target population of the research phase. The methodology did not collect identifying information about the author of each image, which limited the ability to determine their relationship to the campus. For the purposes of this study, it was assumed that the photos gathered were posted by either new students, current students, or alumni of the university campus they posted.

Design Phase Site: Kansas State University, Manhattan KS

The selected case for the Design Phase of the project is the Kansas State University (K-State) campus located in Manhattan, Kansas (see Figures 4.3, 4.4). K-State was selected because of the familiarity of the researcher with the university, the proximity of the researcher to K-State, the ability of K-State to serve as a model institution for other universities, and the timely launch of the K-State strategic vision plan and campus masterplan at the time of this study.

Founded in 1863, Kansas State University was the first land-grant institution resulting from the Morill Act of 1862. It was founded as a public university focused on educating farmers and working-class people in agriculture and mechanical arts (Hight et al. 2013). Kansas State University is now 160 years old and enrolls roughly 20,000 students each year.

The context of the university is mainly residential, most students live near the campus. The Aggieville business district anchors to the corner of campus and is a cultural/commercial hub for students. Aggieville provides nightlife, restaurants, shopping, and various businesses serving student needs. Aggieville is intimately tied to K-State student life and campus traditions, as part of homecoming parade routes, and hosting other events in collaboration with student groups. Campus activity is concentrated in the southern end of campus, while the furthest north areas of campus serve for agricultural experimentation. The athletic complex in the northern part of campus includes venues for basketball, football, track and field, athletic training facilities, and a student recreation center.

The target population for the design were the students, faculty, administration, staff and visitors to Kansas State University. The campus provides a unique function to each of these user groups. Current students engage with the campus daily, using the outdoor environment as an extension of their classroom, and they move through the campus to get to their classes. The campus is also filled with activities and amenities for students, where they engage in social activities, eat, study, and gather. While students are the most populous on campus, the university is also the employer and workplace of thousands of faculty and staff.

The campus had all the "ingredients" for a memorable and iconic campus sense of place, including iconic works of architecture and a lively student culture. However, there was an ambiguous relationship between landscape, architecture, and student use of the campus core. The K-State campus provides an opportunity to design for improved sense of place that aligns with K-State's student experience and the institutional land grant mission.

In 2023, university president Richard Linton announced the launch of the Next-Gen K-State Strategic Plan. This plan is guided by the vision statement: "Kansas State University will lead the nation as a next-generation land-grant university – setting the standard for inspiring learning, creativity, discovery and engagement that positively impacts society and transforms lives in Kansas and around the world" (Kansas State University 2023). Along with the strategic plan, K-State will publish a new campus masterplan in 2025. This time of goalsetting is the perfect opportunity to consider the campus image. The conclusion of this project will provide ideas and resources to stakeholders in the campus masterplan planning process, to inspire ideas and stimulate creative thinking.

K-State is the suitable case for the Design Phase of this project because it is a model institution that can serve as a comparable example for many other similar institutions around the country. As a quintessential college campus in the process of publishing a new campus masterplan, Kansas State University is poised for growth and goalsetting.

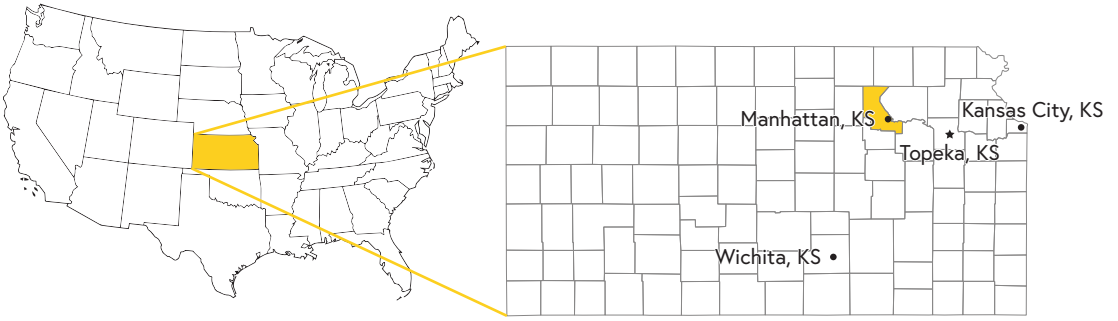


Fig 4. 3 Location of Manhattan, Kansas.

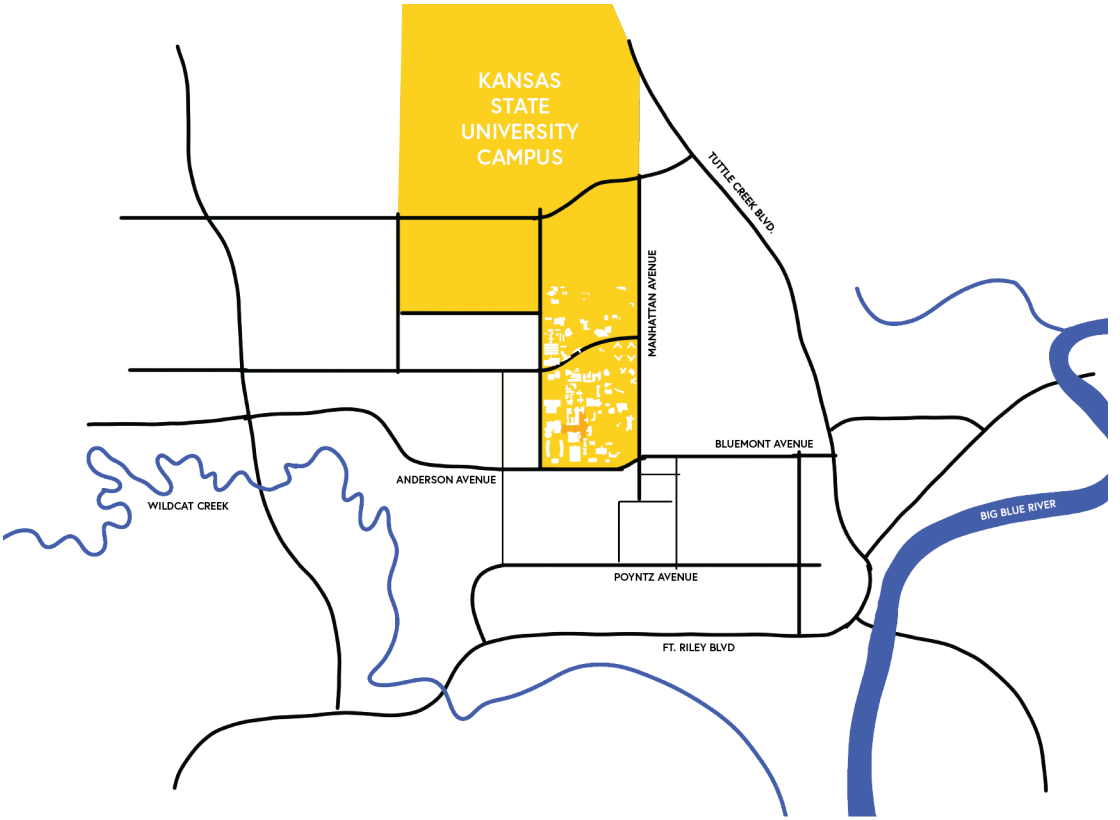


Fig 4. 4 Location of Kansas State University within Manhattan, Kansas.

Research Phase Methods

The Research Phase identified the landscape design features that contributed most to the student's place attachment in a university setting through data mining, filtration, thematic analysis, and review of themes. These steps are organized under 3 objectives (1-A, 1-B, and 1-C).

Objective 1: RESEARCH PHASE: Using visual social media analysis methods, identify campus landscape features that contribute most to the student's place attachment in a university setting.

> **Objective 1-A.** Collect social media images that may represent campus physical features related to place attachment observed on image-based social media.
>
> **Objective 1-B.** Analyze social media images to study the typology of campus physical features through image categorization and qualitative thematic analysis.
>
> **Objective 1-C.** Review themes to reveal the story and context of the selected image typologies in the real-world campus environment.

Objective 1-A. Collect social media images that may represent campus physical features related to place attachment observed on image-based social media.

Social Media Data Mining:

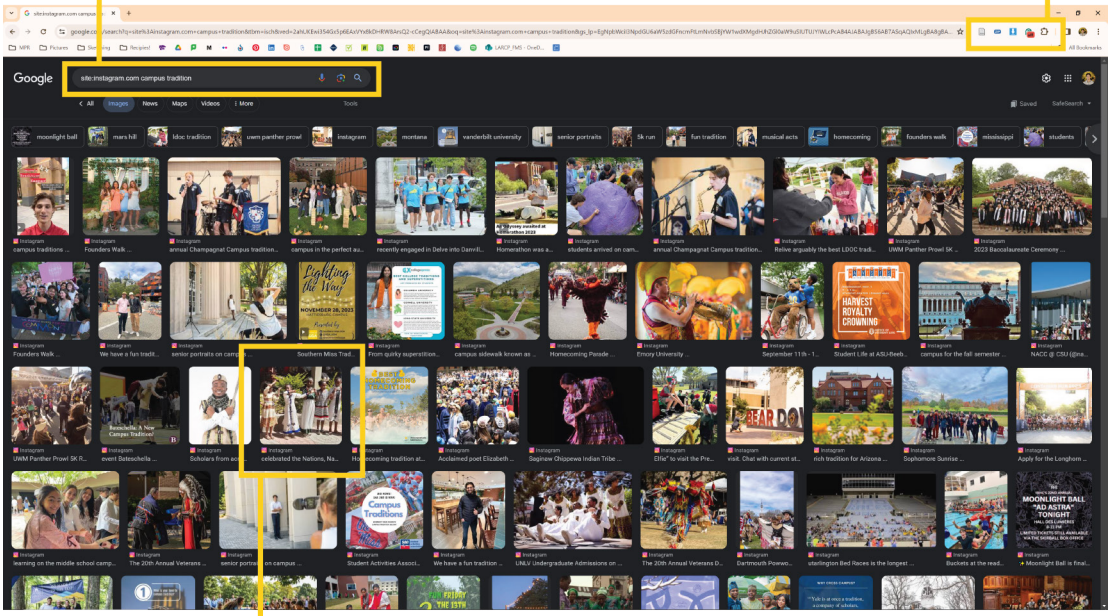
Images were retrieved using the Google Images search engine (see Figure 4.5). Operators were used to narrow the search results to selected keywords and webpages. Operators are commands and text that filter the search for specific results. For instance, the operator "site:instagram.com" limits search results to the domain Instagram.com. The search query utilized specific keywords to find relevant images. Relevant images could be of any university campus in America. Relevant images were everyday images of the exterior posted by students, faculty, alumni, and visitors of the university, showing landscape features, landmarks, points of interest and spaces on the campus. The keywords used for search queries were: "campus" , "landscape" , "college" , "university" , "graduate" , "pose" , "tradition" , "welcome" , "selfie" , "universities" , "college" , "colleges" , "school" , "schools" , "institution" , "institutions" , "campus" , "campuses" , "undergraduate" , "undergraduates" , "graduate" , "graduates" , "post-graduate" , post graduates" , "college student" , "college students" , "university student" , "university students".

A 3rd party Chrome browser extension, "Download All Images" was used to collect the data. "Download All Images" extension is a user-friendly extension developed by Mobile First LLC that instantly saves all displayed images on a webpage as .jpeg files in a zip folder (see Figure 4.5). The researcher conducted a test of several image downloader extensions in order to determine their suitability for the study. The extensions tested were Tab Save by naivelocus, Image Downloader by Pact Interactive, and Download All Images by Mobile First LLC. Download All Images was most successful and selected for data mining. Images were directly downloaded from the internet to the researcher's computer, secured by username and password. The data was saved on a secure cloud drive, also under username and password. The sole researcher was the only individual with access to this data. After the study was completed, all imagery and downloaded images were permanently deleted from the researcher's storage.

Data collection concluded when an adequate number of images and enough data was gathered to make meaningful observations about place attachment on college campuses.

Operators and keywords typed into the search bar narrow the search results.

The "Download all images" extension is shown in the extensions tab, and can be pinned to the web browser.



Each search returns under 1000 thumbnail images. The thumbnails can be downloaded through 3rd party extensions to Google Chrome.

Fig 4. 5 Google Images graphical user interface.

Filtering and clean-up

Not every image retrieved in data mining met the study criteria. Irrelevant images included photographs of the indoors, flyers and graphics for campus organizations, photos with insufficient context to identify them as a campus, and photos that did not represent the campus environment. Images deemed irrelevant were removed from the sample pool (see Figure 4.6).

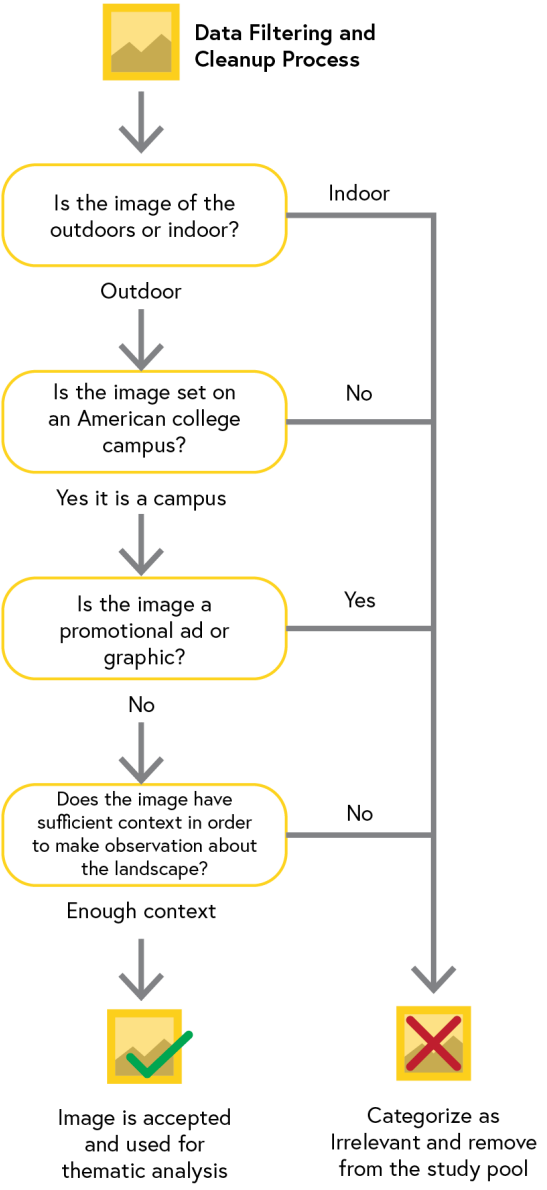


Fig 4. 6 Image filtering and cleanup flowchart.

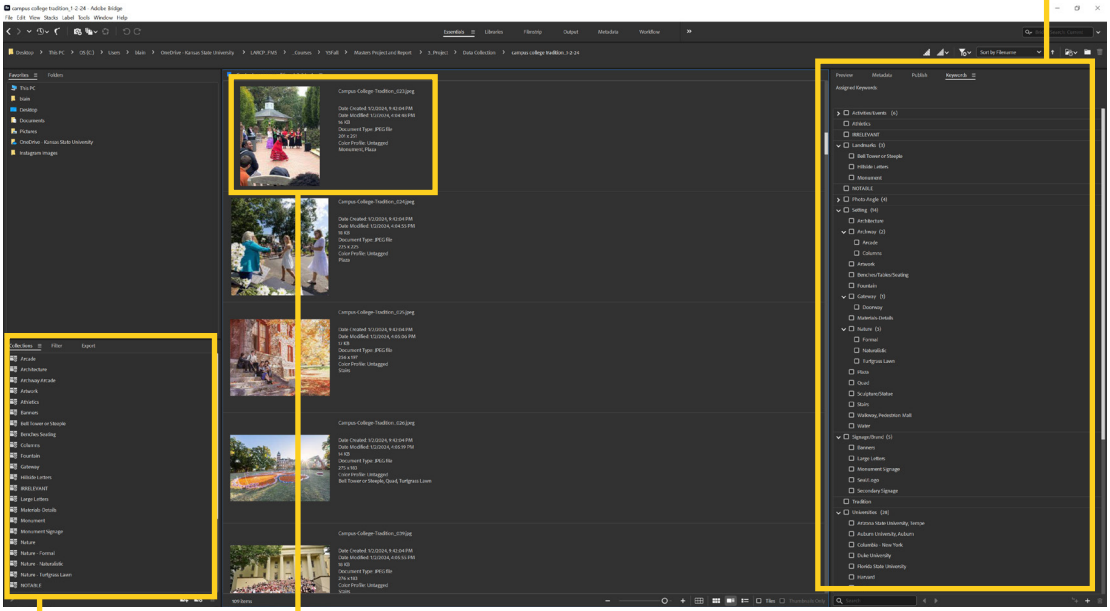
Objective 1-B. Analyze social media images to study the typology of campus physical features through image categorization and qualitative thematic analysis.

Thematic Analysis

The images were manually reviewed using thematic analysis. The thematic analysis adapted Braun and Clarke's (2006) six step method: (1) become familiar with the data, (2) generate initial categories, (3) generating initial themes, (4) reviewing themes, (5) defining and naming themes, and (6) locating exemplary cases for further study (Braun and Clarke 2006). The thematic analysis resulted in groupings of images that shared patterns and indicated significant campus landscape elements. Outstanding cases were selected for further study in order to gain context and understand the meaning of the photo.

The data was organized and analyzed using Adobe Bridge (see Figure 4.7). The Adobe Bridge desktop app is an advanced file explorer and digital image file managing program that is often used by photographers. It provides the ability to assign multiple custom "keywords" to files and organize them by those assigned keywords. This software was user-friendly, straightforward, and met the requirements needed for the thematic analysis of this study.

"Keywords" are tags created by the user that are assigned to images. Images can be assigned multiple Keywords.



Each image is shown with a thumbnail, title, and metadata including assigned Keywords.

"Collections" and "Smart Collections" allow the researcher to quickly view image categories, as defined by single or combinations of Keywords.

Fig 4. 7 Adobe Bridge User Interface.

Objective 1-C. Review themes to reveal the story and context of the selected image typologies in the real-world campus environment.

Review of Themes:

Contextual information for the photos was revealed through reviewing themes. Thematic review was necessary because a two-dimensional image could not fully represent a three-dimensional place and its sense of place. Investigating historical and physical context revealed the significance of places shown in images. The thematic review included a variety of sources such as social media sites, books and articles about the campus, Instagram posts specific to that university campus, campus archives, Google Maps and online imagery. In some cases, a physical site visit was made to the campus.

The final result of the Research Phase was a thorough understanding of landscape features and place attachment on college campuses, supported by categorized themes and notable cases. These cases and themes were utilized for developing a design framework in the Design Phase.

Design Phase Methods

The Design Phase generated a design framework informed by visual social media, identified precedent studies of contemporary college campus design projects, completed a thorough site analysis, and proposed a conceptual design to improve place attachment on Kansas State University's Manhattan campus. These steps are organized under 3 objectives (2-A, 2-B, and 2-C).

Objective 2: DESIGN PHASE: Create a design proposal for the Kansas State University campus core that applies the design framework for increasing campus place attachment.

> **Objective 2-A.** Develop a design framework for encouraging place attachment on university campuses.
>
> **Objective 2-B.** Conduct a site analysis guided by the design framework.
>
> **Objective 2-C.** Propose a campus core design that enhances the place attachment between students and the university.

Objective 2-A. Develop a design framework for encouraging place attachment on university campuses.

Design Framework

The results from the Research Phase were applied through the lens of landscape architecture to create a framework of design recommendations to improve place attachment to campus landscapes. The design framework summarizes patterns of campus place attachment into guiding design statements.

Objective 2-B. Conduct a site analysis to understand the site and surrounding contexts.

Site Analysis

A site analysis was conducted in order to provide adequate supporting information for the selected site. While the design's main intent is to improve the place attachment to campus, a design supported by well executed site analysis can resolve other campus problems and issues as well. The site inventory and analysis included observing conditions of land use and activity, mobility and access, urban form, and placemaking and infrastructure.

Objective 2-C. Propose a campus core design that enhances the university sense of place.

Conceptual Site Design

The design framework was utilized to generate a conceptual site design for Kansas State University, that would improve place attachment to the campus core. The final outcome was a conceptual design plan that can inspire future projects in the campus masterplan update. The design process followed a traditional approach guided by the design framework. The steps involved site selection, site inventory and analysis, design ideation, conceptual design, and a final design recommendation. The final recommendation illustrated the design reasoning through diagrams, perspectives, sections and plan drawings.

Precedent Study

The researcher reviewed precedent studies that showcased the implementation of contemporary projects with similar scope and design outcomes as the conceptual site design. The selected case studies provide examples of the implementation of design elements in order to support the conceptual site design decisions.

Chapter Summary

This methodology explores the attachment of college students to their campus. The study consisted of two phases - research and design. In the Research Phase, images from Instagram were collected, filtered, analyzed, and reviewed to inform a proposed design framework. In the Design Phase, the proposed design framework was illustrated and applied to suggest a design for Kansas State University.

Overall, this study's methodology presented a new way of studying place attachment and can potentially be used for studying landscapes other than college campuses. The findings of the study provided valuable insights about place attachment useful for landscape architects and stakeholders involved in campus masterplan projects.

Research Phase



Chapter Overview

The following chapter describes the process and results of the Research Phase and concludes with the observed patterns and implications of the methodology for use to study place attachment. It is organized into the following sections: data collection and cleanup results, thematic analysis results, review of themes results. The chapter concludes with an overview of the Research Phase results. The overall findings are that multiple landscape features are used in sequence to create an axis; Most landmarks and symbols are often tied to legend, tradition, or memory; Campuses have a wide range of architectural styles; Gathering places and places of movement are most memorable; Views of nature are especially important on campuses; Social places are the heart of campus and unite students in shared experiences. These observations were made after completing the data collection and analysis steps.

Fig 5. 1 North entrance to Anderson Hall at Kansas State University.

BLAINE HUPE

Data Collection and Cleanup Results

Data mining results

Data mining resulted in the collection of 3,765 images saved as .jpeg files. The images were collected through a series of 5 search queries. The search queries used combinations of the predetermined keywords until a return provided a large amount of relevant images. 5 search queries were found to be most successful and provided a substantial amount of data for filtration and analysis. The search queries used the following prompts:

- "Site:Instagram.com campus college university" collected on 11-5-2023

- "Site:Instagram.com campus college university selfie" collected on 12-12-2023

- "Site:Instagram.com campus college tradition" collected on 1-2-2024

- "Site:Instagram.com campus college grad" collected on 1-3-2024

- "Site:Instagram.com campus grad" collected on 1-12-2024

It was observed that the time of the year played a significant role in the search results image content. During the holiday season, many irrelevant photos of Santa were discovered and had to be discarded. However, the same search keywords produced more relevant results when executed a few weeks later.

Not all keywords were useful in collecting relevant images. Some keywords led to undesired or low-quality images or even no results at all. To overcome these obstacles, the researcher followed an iterative process of trial and error, testing various combinations of different keywords to find the best combination. It was found that keywords such as "campus" and "college" were crucial for obtaining relevant images, and they were repeatedly used in the search queries. By carefully selecting the keywords, the Google image search engine was used to efficiently gather relevant data. Once the desired images were found through the search engine, the images were saved to the researchers computer to be used in data filtration and cleaning steps. A total of 3765 images were downloaded.

Data filtration and cleaning results

The filtration process used several steps to narrow the number of collected images down to a manageable size and remove irrelevant images.

The most relevant images from each search query were skimmed to be included in the study pool. The Google Images search engine utilizes an advanced algorithm that automatically displays what it determines as the most relevant images to the search query. Metadata and context of each image, such as date, caption, location of post, are used to rank images by how likely they are to be a match for the desired search result. The higher-ranking images appear at the top, while the lower ranking images appear at the bottom. The maximum number of images returned in a Google Images search varied between 700-1000. Considering this, only the first 500 images were included in the data pool for observation (see Figure 5.2). This step narrowed the number of individual images the researcher was required to analyze and reduced the time required for image analysis. 500 images were used from each 5 of the search queries. Of the original 3,765 images, 2500 images were included in the data pool.

Next, the researcher manually reviewed the images to determine if they were irrelevant to the study. 1,853 images were categorized as irrelevant and removed from the study pool. The remaining 647 photos were included in the data pool for thematic analysis.

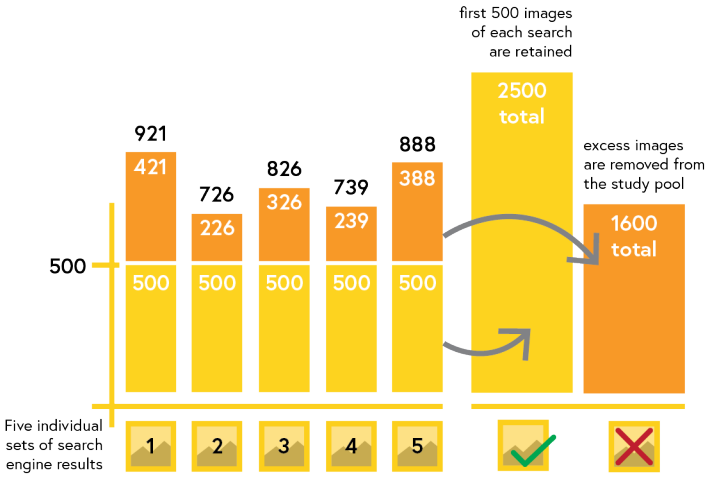


Fig 5. 2 Data filtration skimming process results graph.

Thematic Analysis Results

Thematic analysis was conducted on 647 images using a six-step method as described by Braun and Clarke (2006) to allocate themes and subcategories. The process was adaptive and involved revising categories and themes as required. The first step involved familiarizing oneself with the data by skimming through images to get a general idea of the features present. Questions were formulated to better understand each photo and how to categorize it. The significance of each photo and its contents, including the location and subject matter, was considered. Similarities with other photos were also identified to determine whether any trends could be categorized. Using this initial familiarization, initial categories were generated by assigning keywords to each image using Adobe Bridge's Keyword feature. As the data was coded, similar themes began to emerge, and categories were grouped under initial themes. After the first pass, the themes were reviewed and adjusted by using Adobe Bridge's smart collections to view images by keywords. Some themes and categories were found to be irrelevant and were removed, and the remaining themes were named and defined. At this point, patterns emerged not only in the physical features but also in their role in place attachment to the college landscape. Notable cases also emerged, and specific features on specific college campuses were marked for further study as exemplary cases (Braun and Clarke, 2006).

Overall Observations

The main observations from the data analysis were the similarities and differences between images. There were many images of different colleges that all had very similar landscape features, to the point of being almost identical. These repetitive landscapes are tropes that can be seen reproduced at many college campuses, likely because they are intended to replicate other iconic and powerful academic landscapes, in order to convey a message about their university.

Unique images stood out as interesting cases among the repetitive tropes. Pictures of landscape features or activities that were uncommon indicated something especially meaningful and notable was happening in that image. Following the leads of those images led to interesting and compelling stories of college place attachment. The most interesting observations were the instances where a photo did not fit into a generic category. The subject of the photo was something uncommon or oddly specific. This would lead to further interest in the background of the photo and reveal a unique story.

The most valuable function of this methodology was as a method of discovery. While social media images provided only a limited amount of information through the two-dimensional image, the value of this method was the ability to do a broad sweep of many unrelated cases in one dataset. The data provided the start to a thread that if interesting enough, could be followed to reveal fascinating information. The most enjoyable part of the study was the discovery of unexpected landscape stories. Learning of niche stories of colleges was thoroughly enjoyable and fascinating.

Campus views are unique and have their own characteristics that make them iconic and recognizable. Some campus views are focused on a single feature, such as a sign or monument, while others have large-scale landscape vistas that are the iconic view of the campus.

All campuses have symbols, but they use them differently. Some universities have a focus on buildings as symbols, while others have a logo and brand identity focus. Most university symbols are significant because of a legend, story, or tradition tied to that place.

The natural features of an area can become synonymous with the experience of that place. For example, at the University of Colorado in Boulder, the Rocky Mountains are as much a part of the campus image as its buildings. At the University of Florida in Gainesville, the palm tree-lined walks are essential to the sense of place.

Finally, the photos show people in places that are shared symbols, and places that hold a private meaning, such as a place of residence or a favorite spot. These individual places are just as important as the shared symbols in creating the overall campus experience.

Initial Themes

The initial themes (see Figure 5.3) included "engagement/couple, graduation, large group, small group, portrait, student organization, aerial, front on façade, horizon, symmetry, athletics, bell tower, hillside letters, monument, architectural, archway, artwork, furnishings, fountain, gateway, doorway, materials, nature, naturalistic, turfgrass lawn, plaza, quad, mall, sculpture, statue, stairs, water feature, banners, signage, monument signage, seal, logo, secondary signage, tradition."

Revised Themes

The revised themes adjusted the original themes as "athletics, bell tower, hillside letters, monument, architectural, archway, artwork, furnishings, fountain, gateway, doorway, materials, nature, naturalistic, turfgrass lawn, plaza, quad, mall, sculpture, statue, stairs, water feature, banners, signage, monument signage, seal, logo, secondary signage, tradition."

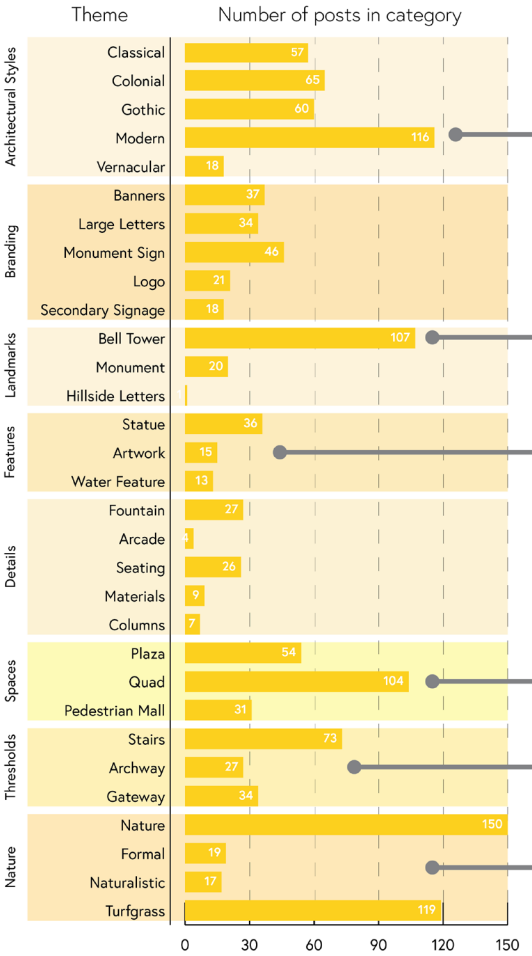
The revised themes removed or consolidated unsuitable initial themes into other themes. "Graduation" "couple" "engagement" "front façade" "camera angle" "group" "individual" could have provided some information, but other categories were found to be more relevant to the outcome of informing design for place attachment.

Exemplary cases

Exemplary cases were identified from the themes to be explored in further detail in the review of themes step. The following colleges were identified in the data and given further investigation in the review of themes.

Arizona State University, Auburn University, Columbia University, Duke University, Florida State University, Harvard University, Massachusetts Institute of Technology (MIT), Murray State University, New York University, Oklahoma State University, University of Pennsylvania, Purdue University, Stanford University, University of California Berkley, University of North Carolina, University of Alabama, University of Arizona, University of California Riverside, University of California Los Angeles, University of Florida, University of Georgia, University of Illinois, University of Kentucky, University of Miami, University of Minnesota, University of Missouri (Mizzou), University of Oklahoma, University of Tennessee, University of Texas.

Thematic Analysis Results





College campuses display a variety of architectural styles. Modern and traditional styles each have a place on campus and complement one another.



Landmarks serve as focal points of the campus, but are often supported by other landscape features that compose a pleasant view.



The meaning of the feature is often more important than the physical character.



The most photographed spaces on college campuses are often the location of gathering and social activities.



Thresholds are moments of transition in a progressive journey across the campus.



The American campus is intricately tied with nature, and natural features are as much a part of the campus as manmade features.

Fig 5. 3 Thematic analysis results chart.

Synthesis: Weaving Themes into Patterns

The review of themes revealed possible patterns of campus place attachment: Multiple landscape features are used in sequence to create an axis; Most landmarks and symbols are often tied to legend, tradition, or memory; Campuses have a wide range of architectural styles; Gathering places and places of movement are most memorable; Views of nature are especially important on campuses; Social places are the heart of campus and unite students in shared experiences.

The campus visits were very helpful in understanding the context behind certain traditions and the story of the place. They allowed the researcher to gain a better sense of the physical conditions of the site context that may have influenced the photos that were taken and posted online. In addition to this, the in-person visits were even more meaningful because they gave us a glimpse of what it's like to be an insider (Smith 2018). During the in-person visits to universities, informal casual chats with students provided stories about the campus, which provided an understanding of the place on a local level.

Multiple landscape features are used in sequence to create an axis.

The first pattern is related to the layering of multiple physical landscape features. It was observed that common combinations of landscape features frequently appeared with one another and composed a sequential axis. The features worked together to create the whole landscape. It is similar to setting the stage elements in a play. A single element on its own would have been out of place and ineffective without the supporting landscape elements. Also, the incorrect combination of landscape features would have created an imbalanced, and out-of-place landscape.

Most landmarks and symbols are often tied to legend, tradition, or memory.

The second pattern is related to the meaning and significance of individual features. It was observed that the landscape feature as the subject of the image held a specific significance to the photo taker. This is because place attachment relies on not just the qualities of a physical place, but also the human experience of the place through memory, ritual, and tradition. It was observed that common traditions and rituals and stories are repeated across different campuses. For example, many campuses had superstitions about good luck, bad luck or lifelong love. Similar to the legends and superstitions surrounding the legendary "Blarney stone" or Trevi Fountain, legends enchant a place and exert a magnetic pull on students. Bronner

(2012) explored the prevalence and significance of common campus legends and superstitions (Bronner 2012). Landscape features become especially meaningful and memorable when they are tied to tradition, legend or superstition.

Campuses have a wide range of architectural styles.

There was not a singular architectural style that dominated the data. Photos displayed many different types of architecture, including georgian, gothic, mission revival, neoclassical and contemporary, among others. The variety of styles suggested that there was no particular architectural style that resulted in the most place attachment. Instead, people were attached to a building for its significance, purpose or meaning, regardless of architectural form.

Gathering places and places of movement are most memorable.

The images featured pathways, sidewalks and pleasant views and vistas along campus paths. Landscape features along pathways made for interesting walks and a more engaging experience around campus.

Views of nature are especially important on campuses.

Nature was the most prominent theme across all the data. Some sort of natural element was often the focus of the image or framing the subject. Trees were especially important for forming the composition of the image. Views of nature featured both formal landscapes and naturalistic landscapes. Prominent geomorphological features and native plants help identify the region and climate of the campus.

Social places are the heart of campus and unite students in shared experiences.

There was a pattern of social places and activities that depicted people engaging with one another. There were formal group photos, where people are posing for a picture together in the landscape, and experiential photos, that showed events as they were happening from a person's point of view. It was clear from this pattern that the landscape was a place to be together with other people.

Chapter Conclusion

The research phase tested a methodology to efficiently collect social media image data for research purposes using simple programs such as the Google Images search engine and free browser extensions. A simple thematic analysis was conducted using Adobe Bridge. This analysis revealed patterns of students' place attachment to landscape features in social media imagery. The patterns observed were multiple landscape features are used in sequence to create an axis; most landmarks and symbols are often tied to legend, tradition, or memory; campuses have a wide range of architectural styles; gathering places and places of movement are most memorable; Views of nature are especially important on campuses; and social places are the heart of campus and unite students in shared experiences. Following the Research Phase, the Design Phase organized these observations into a framework of design recommendations and applied them to a conceptual design proposal.

Design Phase



Chapter Overview

The following chapter covers the process and results of the Design Phase. It is organized into the following sections: Design Framework, Site Introduction, Site Scale Analysis, Design, and precedent studies. The Design Framework synthesizes the research findings into a guiding framework for campus design, supported by specific cases that illustrate their implementation, and supporting ideas from the analysis of the research data. The Site Introduction introduces the selected project site at the campus core of the Kansas State University campus. The Site Analysis provides an in-depth inventory and analysis of the project site. Next, the Design proposal provides an example of the implementation of the design framework recommendations and is supported by precedent studies.

Fig 6. 1 West End Tower at Vanderbilt University.

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Design Framework

Framework connection to research

The framework is derived from the analysis of the Research Phase. It accomplishes the first objective of the design phase: to generate a design framework for a sense of place on university campuses. This design framework suggests six recommendations for landscape architects to improve place attachment on college campuses (see Figure 6.2).

By implementing these suggestions into campus designs, landscape architects can maximize the connection between people and place, provide a comfortable and enjoyable campus environment, avoid inappropriate design responses to place, and emphasize the historic and cultural significance of place.

Design Framework Recommendations

1. Create an Axial Sequence: Combine multiple landscape features with one another to build layers of a scene.

2. Design for Place Meaning: Connect landscape features to a significant meaning, such as a tie to tradition, legend, lore, or memory.

3. Embrace Contrast: Balance the campus through harmony and contrast of architectural styles.

4. Choreograph a Rhythm: Move students through the landscape by creating resting points and concentrations of activity.

5. Design with Nature: Designing with nature grounds the university in place and can also provide restorative mental benefits.

6. Connect Social Nodes: Bringing people together in shared common spaces to increase chance encounters and interdisciplinary collaboration.

Fig 6. 2 Design framework recommendations.



Fig 6. 3 The Columns and Jesse Hall at the University of Missouri in Columbia.

Create an Axial Sequence: Combine multiple landscape features with one another to build layers of a scene.

Landscape architects can increase place attachment by creating a sequence of experiences along an axis (see Figure 6.4). According to Tuan, a place can be as simple as any spot in space that catches the viewer's eye (Tuan 1977). The visual axis gives the viewer's eye a place to rest and engages them in the scene. Axes organize the landscape and draw attention to significant destinations, artworks, places, or landscape features (Ching 2015). Creating a visual axis sequence is like the art of filmmaking (Dober 2000). It is the result of multiple congruent pieces working together to define a particular moment in space. A campus environment should align the proposed elements with existing axes (Yudell 1997). Many universities share a time-honored traditional sequence of a ceremonial gateway and lawn, terminating at a façade in the distance (Dober 2000). The axis is a powerful tool for communicating the purpose and importance of a feature. The intersection of two well-defined axes communicates the public function and place of importance (Yudell 1997, pg. 138). Places are defined by more than a single feature. Instead, a meaningful combination of juxtaposed features composes a memorable scene. When it comes to a campus landscape, the whole is greater than the sum of its parts.

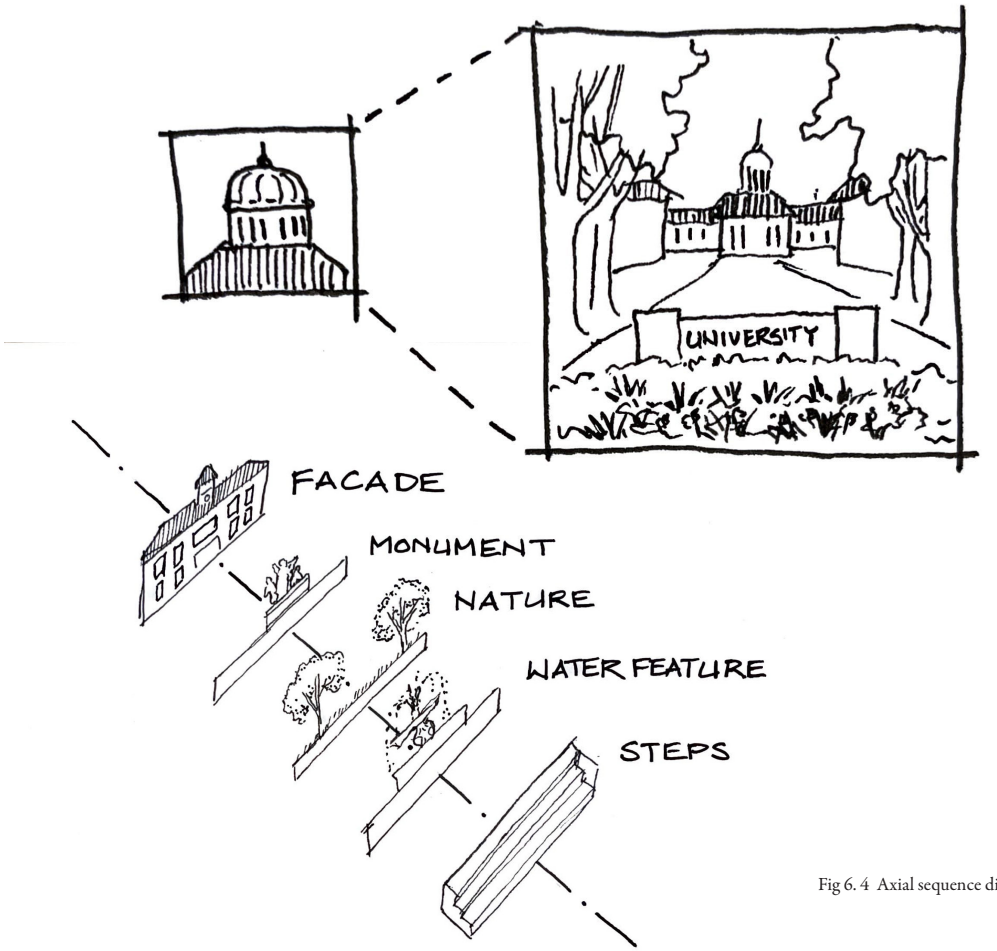


Fig 6. 4 Axial sequence diagram.

Design for Place Meaning: Connect individual landscape features to a significant meaning, such as a tie to tradition, legend, lore, or memory.

Landscape architects can increase place attachment by designing meaningful campuses sensitive to tradition, legend, lore or memory. Rituals, traditions and myths bind people to place and strengthen place attachment (Shamai and Ilatov 2005; Tuan 1977; Relph 1976). College campuses are extremely fertile environments for tradition. College students, who are under pressure to succeed in a new environment and find their purpose in life, project those anxieties and emotions onto their environment using traditions and legends. These traditions are devices used by students to find oneself and become rooted in place (Bronner 2012).

Traditions are intangible and temporal, but they require a place to exist within (Ruble 1997). Most college traditions are tied to place (Kenney, Dumont, and Kenney 2005). Both formal and informal rituals take place in streets, plazas, arenas, landmarks and crossroads. In this way, traditions shape the form of the environment. Some traditions have an especially impactful presence on campus. An example would be athletics. The football stadium is typically the largest structure on campus, and home to one of the most widely observed and revered rituals of college life. The football stadium is meaningful because of the collective experience and tradition shared there, not because of its size or architectural merit (Ruble 1997). Meaningful places are infused with purpose.

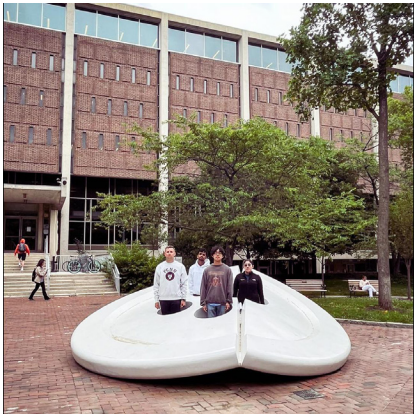
Meaningful places are not just static stage scenery for architecture (Dober 2000). They are engaging places that provide some activity, function, or value to the people who inhabit them. Smith (2018) described the variety of functions places provide through a typology of 6 types of places (Smith 2018). A restorative place may help a student clear their head or calm down before a final exam; a validating place may reassure a student of their purpose and encourage them to achieve their goal; a secure place may give a sense of belonging to a student far from home. These outcomes begin with a thoughtful and meaningful campus design.



Rolling Toomer's Corner at Auburn University, Auburn AL

After winning football games, fans celebrate by covering two oak trees at the campus corner in toilet paper. This gateway to campus is nicknamed "Toomer's corner" in honor of the adjacent Toomer's Drug Store, where this tradition originated. Over their history, the trees have been poisoned and burned by spiteful rivals. The dead trees were quickly replaced by the university in order to continue this tradition.

Fig 6. 5 Toomer's Corner at Auburn University.



Split Button, University of Pennsylvania, Philadelphia PA

Designed by Claes Oldenburg in 1981, the "split button" is a larger-than-life sculpture that sits in the Blanch P. Levy park. A campus legend says that when the Benjamin Franklin statue sat down in his chair, the button popped off of his vest and rolled to where it rests today (McManus 2017). The button has become a campus landmark and meeting point for students. It has even become the logo of some campus clubs, including a satirical blog (Under the Button), and a student film-making club (Bent Button Productions).

Fig 6. 6 Split Button at the University of Pennsylvania.



Fountain Runs, Purdue University, West Lafayette Indiana

It is tradition for Purdue University graduates to participate in a "Fountain Run" in celebration of their graduation. Students run from one fountain to another, doing three laps around each. This event presented some risk to students and potential injuries from the fountains, such as tripping hazards while entering the fountain. To preserve the tradition, the university modified the fountains to make it safer for students to pass through them.

Fig 6. 7 Engineering Fountain at Purdue University.

Embrace Contrast: Balance the campus through harmony and contrast of architectural styles, symbols, and scales.

Landscape architects can create place attachment by encouraging contrast and a variety of architectural styles. There is no singular preferred architectural style that results in place attachment, nor a one-size-fits-all form for campus architecture. A campus should welcome different ideas and styles that express the changing values and priorities of the times.

A college campus, unlike any other landscape, is uniquely able to present both tradition and modernity in harmony with one another. On campus, a traditional gothic spire can be seen next to the unconventional angles of a modern building (Bronner 2012). This is because architectural styles are more than just aesthetic fads. Architecture is representative of the values of that time. Aesthetic preference may come and go, but the values and messages they convey are enduring (Ruble 1997). Preserving these styles is another responsibility of a college campus, as a custodian of architectural heritage.

Changing architecture over time is visible evidence of changing technology, values, and societal norms. Cresswell (1996) described the concept of normative geography. Normative geography is how the context and setting play a role in defining our cultural norms, moral judgement, and how we treat one another (Cresswell 1996). Vernacular architecture is especially important to the local cultural norms and traditions and gives the campus a sense of place unique from others.

Changing views and contrasting behavior, under the term transgression (Cresswell 1996), indicates a statement of the world or politics. A progressive university that cultivates creative thinking and new ideas displays the variety of contrasting architectural styles across its campus as evidence of a healthy and growing institution that is shaped by the students who attend it. The colorful and wildly unique campus was shaped by equally unique generations of students. Students see a variety of architecture and understand that radical ideas can shape the world.



Memorial Union — Oregon State University, Corvallis Oregon

The Greek revival architecture of the Memorial Union at Oregon State University commands respect as a monument to those students and faculty who died in World War I. The columns and classical ornamentation are a reflection of democratic ideals.

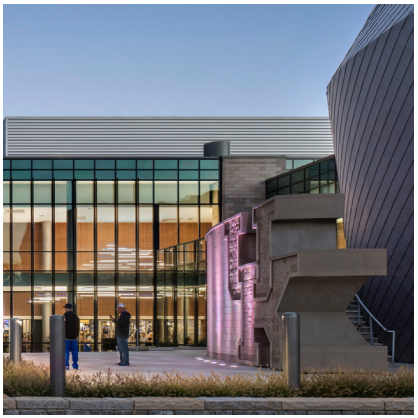
Fig 6. 8 Oregon State University Memorial Union.



Illini Union — University of Illinois, Urbana-Champaign Illinois

The Illini Union's Georgian architecture celebrates tradition, and reminds University of Illinois students of the early ways of American life.

Fig 6. 9 Illini Union at University of Illinois Urbana-Champaign.



Student Center — University of Kentucky, Lexington Kentucky

The Gatton Student Center at the University of Kentucky demonstrates through a contemporary style the adaptation of the campus to suit the changing needs of the students.

Fig 6. 10 University of Kentucky Gatton Student Center.

Choreograph a Rhythm: Move students through the landscape by creating resting points and concentrations of activity.

Landscape architects can create place attachment by designing a rhythm of movement and rest throughout the campus (see Figure 6.11). Tuan describes place as a pause in space. Space is representative of movement, and place is a stationary point. The pause in movement is what allows that location to become a center of value (Tuan 1977). The places for pause are each distinct and definite locations, defined from one another and the space around them. Lynch's study of imageability found that being identifiable and distinguishable from other places is one of the components of environmental image (Lynch 1960).

The movement between points provides a kinesthetic and engaging experience (Yudell 1997). Campus pathways determine the choreography by which people move through the campus. Dynamic spaces are those which we move through with others. The edges between places where we arrive to and depart from are especially meaningful (Kenney, Dumont, and Kenney 2005). These moments of pause and movement are how we navigate and experience the campus. It is a dynamic experience of discovery, curiosity and exploration(Dober 2000). A view draws you forward, then a threshold gives you a moment to pause and survey the view before continuing. A landmark gives you a point of reference to know your location, or designate a rendezvous point to meet a friend. It would be difficult to meet your friend if you had no point context to find a meeting point, or a comfortable spot to wait without feeling out of place. The design of the landscape enables and shapes these occasions. A hierarchy of places and paths can determine how and where people stop and go. Edges are the preferred resting place in space. A comfortable edge has something to lean or sit on. Strong place attachment on campus relies on well-defined edges and transitions between places for movement and pause.

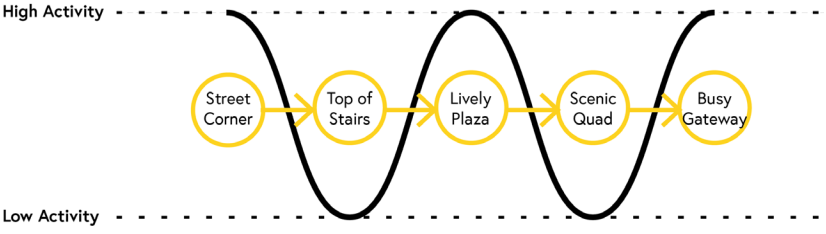


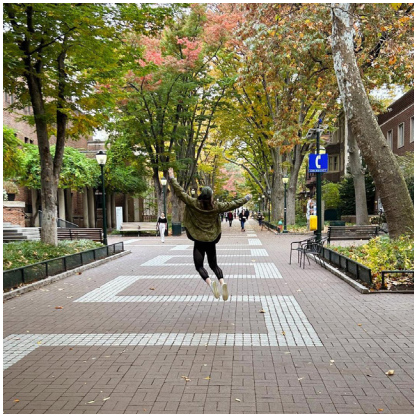
Fig 6. 11 Rhythm of high and low activity.



Scholars Walk — University of Minnesota, Minneapolis Minnesota

The Scholars Walk crosses through the University of Minnesota Campus, connecting buildings, plazas, lawns and gathering places. The walk passes through dynamic, high energy areas like Northrop Mall, and static places like the "Tin-man" platonic figure sculpture. There is a rhythmic compression and release experienced by users moving along the walk as they transition between campus spaces.

Fig 6. 12 Scholars Walk.



Locust Walk — University of Pennsylvania, Philadelphia Pennsylvania

Locust walk is a sequence that provides experiential rhythm. People walking will pass through a lively quadrangle, underneath the landmark sculpture "covenant", pass on a bridge over a busy street, past a quiet plaza with intimate seating, and various monuments including a bronze sculpture on Benjamin Franklin seated on a bench. The variety of spaces serve different functions across the campus. The landmarks and monuments are locations to pause and rest, or use as a point of reference to navigate the campus.

Fig 6. 13 Locust Walk at the University of Pennsylvania.

Design with Nature: Designing with nature grounds the university in place and can also provide restorative mental benefits.

Landscape architects can create place attachment by designing with nature. Native trees and shrubs can provide an especially noticeable sense of place by indicating the climatic conditions of the campus (Dober 2000). Students at coastal schools enjoy the tropical atmosphere under palms, while students of the southern schools appreciate the fragrant blooms of magnolias, and grand arching branches of live oaks. Students of mountainous regions appreciate the snow and ice that frosts over the branches and blankets the landscape. Deciduous trees in continental climates shows the passage of time over the seasons. These examples illustrate how tree, and other native flora, are an essential part of a dynamic and interesting landscape. Trees are planted for their aesthetic appeal, but also provide numerous other benefits. Trees create spatial definition, provide shade and microclimates for habitation, and also contribute ecological benefits to their surroundings by purifying the air and intercepting rainwater. Trees are each unique and can provide a point of reference or meeting point (Tuan 1977). As trees grow, they change and create new views and conditions within the landscape.

American land grant universities of the 19th century fully leaned into Frederick Law Olmstead's vision for a naturalistic campus, designed with a focus on nature (Bronner 2012; Turner 1984). Designing with nature reinforced their mission to provide a practical agricultural and technical education. Land grant campuses today boast naturalistic open and pastoral landscapes that help designate their purpose and distinguish them from other schools.

Trees and nature also provide a productive environment for studies. Views to nature and have been connected to improved mental wellbeing. The mental health and happiness of students is an important component of their enjoyment of college and forming a positive connection with their campus.



University of Colorado, Boulder, Colorado

The views of the front range of the Rocky Mountains are as much a part of the University of Colorado campus as any of their buildings. Preserving views towards the range reminds students of the natural beauty surrounding their campus.

Fig 6. 14 Rocky mountain views at the University of Colorado, Boulder.



Nova Southeastern University, Fort Lauderdale, Florida

The palm trees lining this walk at NSU are emblematic of the Florida climate and experience of attending the university. These trees are one of the memorable features of the campus that make it special.

Fig 6. 15 Palm trees in front of Alvin Sherman Library at Nova Southeastern University, Fort Lauderdale.



University of Arizona, Tuscon, Arizona

At the University of Arizona, a large turfgrass lawn is the main organizing feature of the campus layout, an impressive feature in a hot desert climate.

Fig 6. 16 Old Main and lawn at the University of Arizona, Tuscon.

Connect Social Nodes: Bringing people together in shared common spaces to increase chance encounters and interdisciplinary collaboration.

Place attachment is increased by bringing people together at social nodes. People are connected with one another through shared social experiences (Jackson 1994). The college campus is a melting pot, a public space where ideas collide and discussions and debates and conflicts produce new ideas (Bronner 2012). Lynch's research on imageability revealed that social nodes are one of the five components of a city (see Figure 6.18). Social nodes are where social activities occur (Lynch 1960).

Social interactions occur spontaneously within social nodes in varying degrees. A social interaction can be walking, passing by greeting, visiting, watching, or just occupying the same spaces (Gehl 2011). The most important component is simply the presence of other people. Places are for experiencing, not just for viewing (Cresswell 2004). Being present in a public place is inherently participatory, unlike watching television or a video (Gehl 2011).

It is through chance encounters that people have the memorable everyday experiences that contribute to a sense of place. Social nodes are not just lunch tables, plazas or designated social areas. They include the in between places and crossroads where people happen to meet. At stairs, in doorways, intersections, bus stops, street corners and sidewalks (Dober 2000). There are the concentrations of activity and movement where people are more likely to interact with one another.



Eternal Flame Monument, Mount Vernon Nazarene University, Mount Vernon, Ohio

The Eternal Flame monument stands out as a social node within the MVNU campus. Besides being a symbolic monument of the university's purpose and guiding values, the flame is a gathering place and landmark that attracts people to it. It is a resting point, wayfinding marker, outdoor classroom, photo location, and focal point within the landscape.

Fig 6. 17 Eternal Flame at Mount Vernon Nazarene University, Mount Vernon, Ohio.

A college campus can encourage these informal social interactions through it's design. While a design cannot directly determine social interactions, it can increase the likelihood and make them possible. A design can encourage chance encounters between people of different places, encourage lingering at each encounter, create informal social settings, and create a pedestrian environment that is dense, mixed use, and walkable. Many campuses over the past decades have made the mistake of sprawl and suburbanization in submission to the demand for parking and car dominated landscapes. This planning practice creates far spread buildings, like distant islands separated from one another by seas of surface parking. Each building's occupants are isolated, and there is no cross-pollination between departments or colleges. This stymies interdisciplinary collaboration that could occur when people of different backgrounds occupy a shared public space. Students of car dominated campus landscapes are also denied the social benefits of walking the campus. Walking is a social activity that lends itself to spontaneity and chance encounters with others, while the inside of a car removes a person from their surroundings and others (Kenney, Dumont, and Kenney 2005). College campuses should include common social areas shared by people of many different backgrounds and encourage informal social encounters.

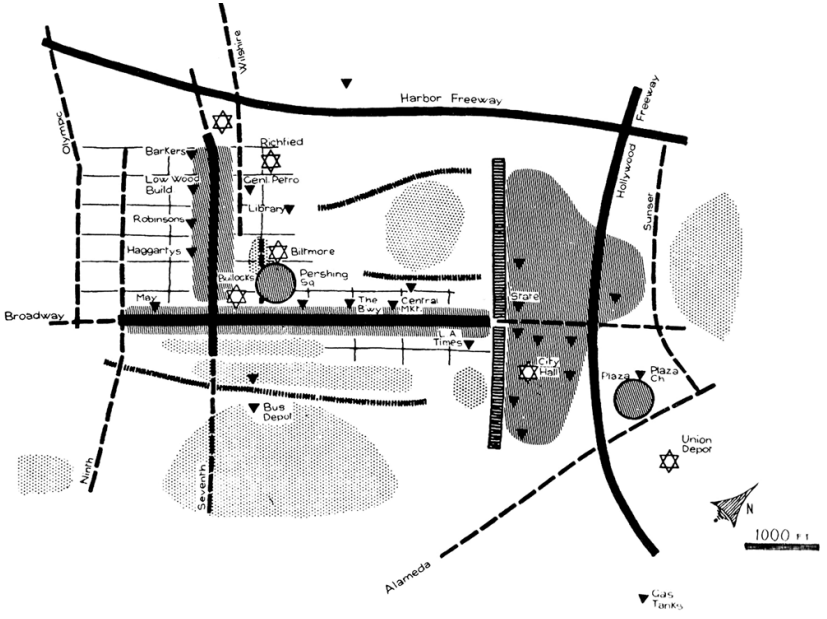


Fig 6. 18 Cognitive map by Kevin Lynch.

The Site

The design will focus on a specific site within the Kansas State University campus (see Figures 6.19, 6.20). The site was selected as the main opportunity area for intervention. The oldest campus buildings are located in the historic campus core, at the top of the hill and surrounding Anderson Hall. It is from this area that the "heart of campus" is located and where there is the most opportunity for placemaking.

Site Selection

The campus core was selected because (1) Anderson Hall functions as a barrier between the Anderson Lawn and Bosco Student Plaza, (2) The campus tour stop in Bosco Student Plaza lacks a sense of arrival and finale of the tour experience, (3) the Student Union and Bosco Student Plaza are the most frequented spaces by students, (4) recent demolition and renovation work around Ahearn Field House sets the stage for a strong opportunity to reconnect with the rest of the campus, (5) existing history and traditions within the historic campus core, (6) underutilized space is currently being used for parking in campus core, and (7) undefined and disconnected axes create an ambiguous campus navigation.

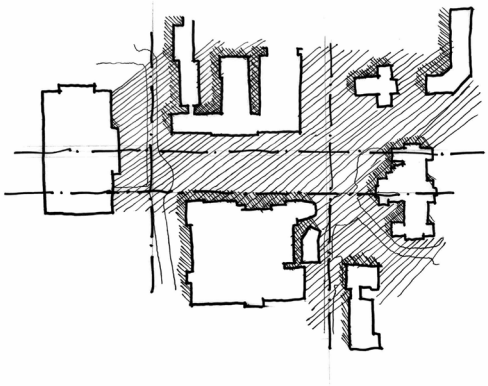
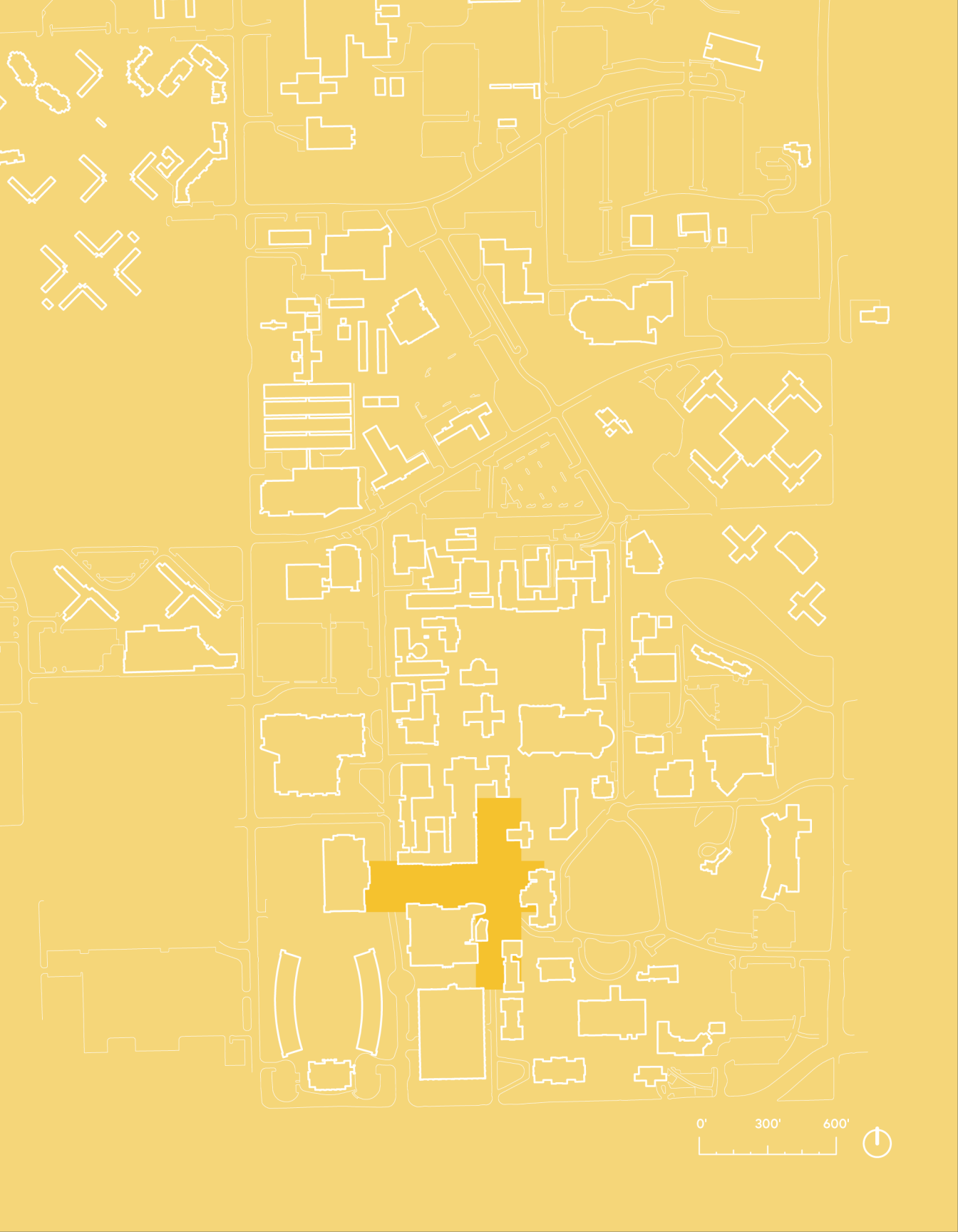


Fig 6. 19 Sketch of project site.
Fig 6. 20 Selected site location within Kansas State University, Manhattan campus.


0'
300'
600'

Site Analysis

Summary

The site analysis of the campus identifies challenges such as barriers separating different campus areas, lack of accessibility to some buildings, and conflicts between vehicular and pedestrian traffic (see Figure 6.21). Besides challenges, there are opportunities to establish clear axes, design a key experience that punctuates the end of each tour, reconnect with campus history through tradition, and take advantage of the momentum with changes in administration, construction on campus, and goal setting happening in the campus masterplan and strategic plan documents.

The site analysis is organized into the following sections:

Site Conditions

Programming and Use, Security and Safety, Maintenance, Circulation, Pedestrian experience, Universal Accessibility, Campus Tours, Signage and Wayfinding, Furnishings, Current axes, Seasonality on Campus

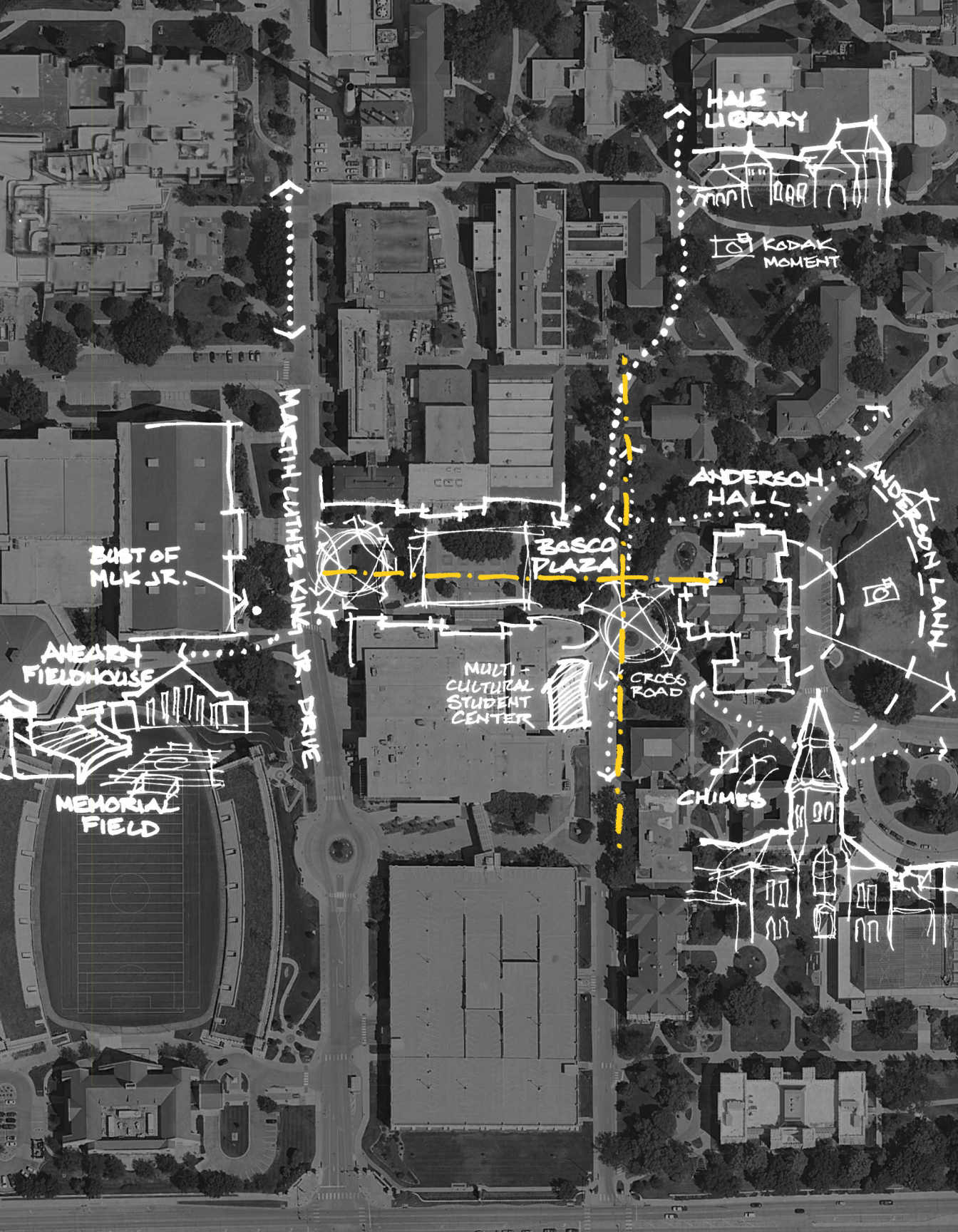
Architecture

Architectural Styles, Age of campus buildings

History and Context

Anderson Hall and Anderson Lawn, Bosco Student Plaza and K-State Student Union, Ahearn Field House, The Campus as an Arboretum, Campus Artifacts, Campus Public Art, Changing Conditions and Future

Fig 6. 21 Site analysis summary diagram.


HALE LIBRARY
KODAK MOMENT
MARTIN LUTHER KING JR. DRIVE
BUST OF MLK JR.
BASCO PLAZA
ANDERSON HALL
ANDERSON LAWN
ANEARY FIELDHOUSE
MULTI-CULTURAL STUDENT CENTER
CROSS ROAD
CHIMES
MEMORIAL FIELD

Site Analysis: Site Conditions

Programming and Use

Two major buildings have underutilized space: Anderson Hall and Ahearn Field House (see Figure 6.22). Anderson Hall is the home of administrative offices and the office of the university president. The age of the building and its status on the national register of historic places presents challenges for its function as an office space. A renovation or addition to this building could support the necessary interior functions.

Ahearn Field House is the retired home of K-State basketball, volleyball, and track and field. The gymnasium (part of the original design in



THE CAMPUS IMAGE

1951) and natatorium have been demolished to save costs on deferred maintenance. Now closed, the building awaits renovation and a new purpose.

There is strong programming in two places, Bosco Student Plaza and Anderson Lawn, but they exist in a void. They are separated from the spaces around them by vehicular infrastructure like roads and parking. Anderson Hall functions more like a barrier than as an amenity or resource. Instead of separating the campus, Anderson Hall can act as the seam that sews the campus together.

Among college campuses, there is a lack in richness of tradition in the places on campus. One of the most engaging traditions is a ritual observed by the college of education. Upon the first day of the semester, and on their graduation, students in the college of education are allowed to ring the Bluemont Bell (see Figure 6.46), the original school bell from the Bluemont College building. The restored bell is proudly displayed outside Bluemont Hall in a small plaza. A proposed design should reconsider the programming of both indoor and outdoor spaces in order to create a cohesive and functional campus environment.

Fig 6. 22 Programming and Use diagram.



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Fig 6. 23 Emergency assistance beacons.

Security and Safety

Adequate light is vital to campus safety at night. The campus core is somewhat lit at night, with the sidewalks being lit by lamp posts, and the streets being the most well-lit areas. The plaza is dark and only has lights around the edges and near stairs.

Blue Safety beacons are scattered around campus (see Figure 6.23). These beacons provide a direct call to emergency services.

Maintenance

Bosco Student Plaza presents several maintenance challenges. Small leaves and litter from the lacebark elm trees clog surface drains and cause large puddles to flood the plaza (see Figure 6.24). A solution would be to either change the drainage strategy for the plaza or replace the lacebark elm trees with another species that has larger leaves and less litter that is easier to clean up. The litter also poses a problem for the plaza's fountain. Leaves and debris collect at the bottom of the basin and clog the pump. The fountain should be replaced with a new design that filters debris and reduces the maintenance and repairs.

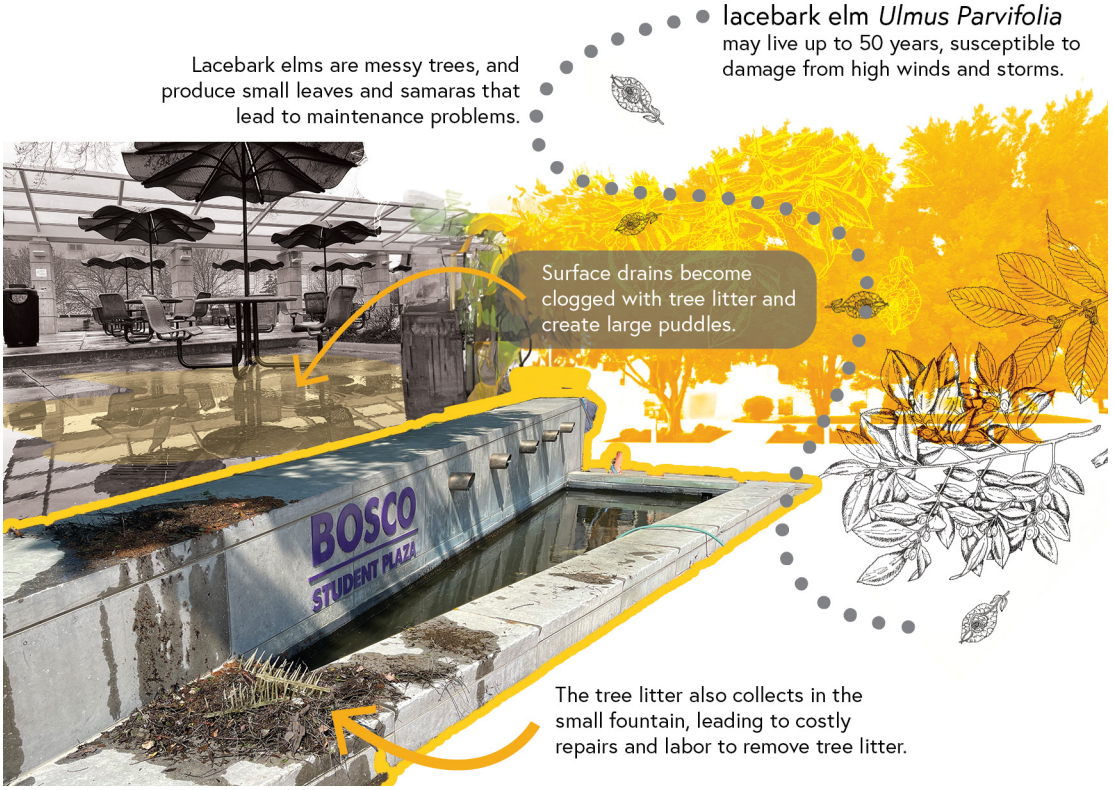


Fig 6. 24 Maintenance issues in Bosco Student Plaza.

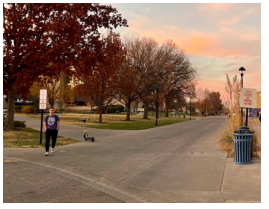
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Circulation

Circulation and movement are vital to navigating the campus and an enjoyable student experience. The passageways through the historic campus core are a part of daily routes for students walking to classes. The existing conditions pose challenges for pedestrians and navigability (see Figure 6.25).

MLK Jr. Boulevard and Mid Campus Drive invade the pedestrian campus environment, creating safety hazards for those walking. Reducing streets to a one way or limited access can reduce the hazards to pedestrians. There are very limited bike lanes on campus, which discourage students from biking to campus. Adding more bike infrastructure, beyond signage, could encourage more students to travel to campus by bike, and reduce the demand for parking.

1



MLK Jr. Drive becomes a comfortable and pleasant pedestrian mall at the intersection with College Heights Road.

2



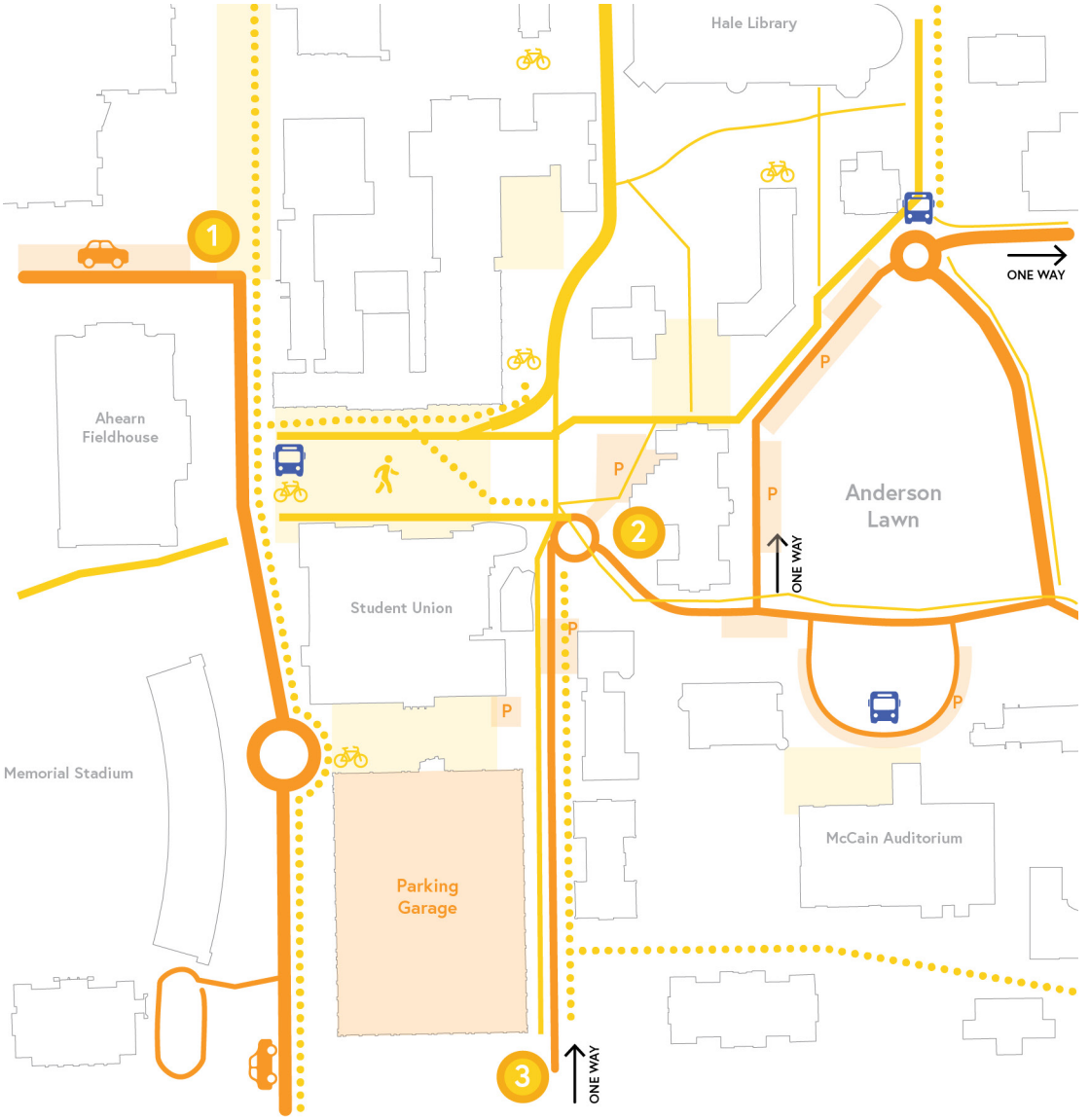
Conflicts between roads and sidewalks create a confusing space for pedestrians and drivers. Pedestrians claim the space by cutting directly through the roundabout and parking lot instead of using the sidewalks.

3



The crosswalk and beg button at Anderson Avenue and Mid Campus Drive is frequently used by students walking or biking to campus. It is also a key access point for the parking garage.

Fig 6. 25 Circulation Diagram.


Hale Library
1
ONE WAY
Ahearn Fieldhouse
P
P
P
Anderson Lawn
2
ONE WAY
Student Union
P
P
P
Memorial Stadium
McCain Auditorium
Parking Garage
3
ONE WAY
Pedestrian
Cyclists
Vehicular
Plaza/Mall
Bus Stop
P
Parking

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Pedestrian Experience

The campus is experienced on foot. This analysis observes the spatial conditions and challenges created by them on the pedestrian level. Within the campus core, there is currently an abundance of space dedicated for vehicular use (see Figure 6.26). Streets and parking lots interrupt the campus landscape and provide an unwelcome environment for people.

Some sidewalks are not adequately wide enough for the amount of use they provide. There is also a lack of bike lanes. Bikes have dedicated lanes on some campus roads but must dismount when transitioning to sidewalks. This rule discourages the use of bikes on campus. In order to create a more bike friendly campus that does not conflict with pedestrians, dedicated bike lanes should be created alongside major campus walks.

Campus walks and drives serve a variety of uses. Besides students traveling to their classes, these walks are also used by maintenance staff driving utility vehicles, assisted campus tours traveling on golf carts, for service trucks, and for safety provided by campus police and fire trucks.

Efficient circulation and pathway width are crucial for enhancing the student experience on campus and supporting other campus needs. The campus needs to reduce vehicular traffic speed and volume through the campus core, provide designated routes for cyclists, and allocate more width to narrow sidewalks.

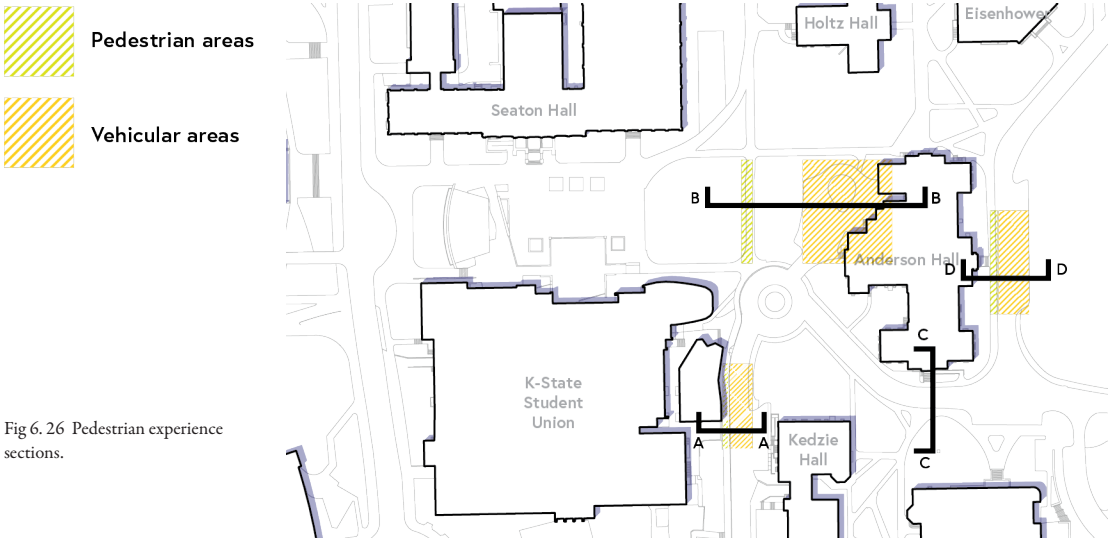
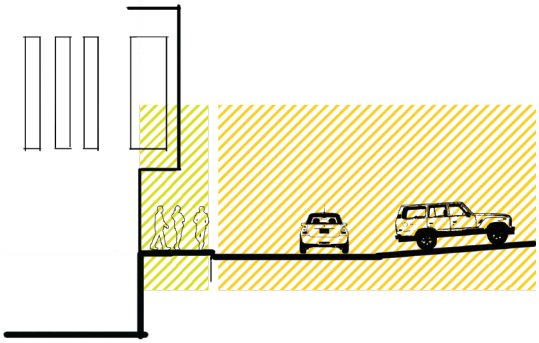
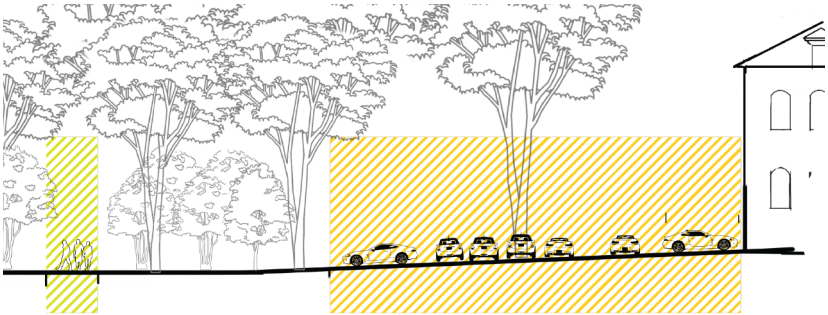


Fig 6. 26 Pedestrian experience sections.



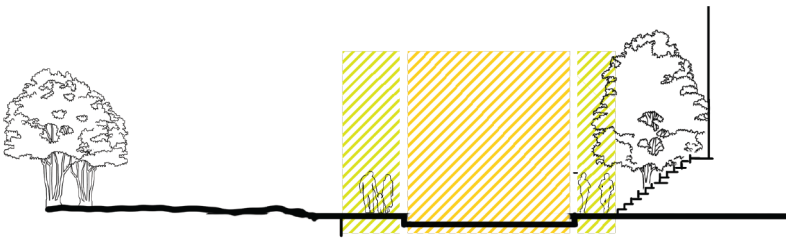
Section A-A

A narrow sidewalk and street are tightly pressed against the front of the Morris Family Multicultural Student Center.



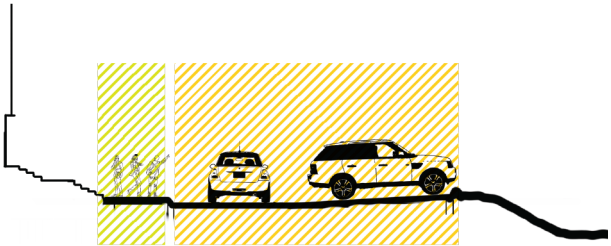
Section B-B

The area behind Anderson Hall is currently used as parking. Students often walk through the parking lot as a shortcut.



Section C-C

The South side of Anderson Hall is busy with cars coming and going from the rear parking lot and parking garage.



Section D-D

The front of Anderson Hall is disconnected from Anderson Lawn by a street and parking.

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Universal Accessibility

Accessible and inclusive facilities are a priority for modern college campuses. Currently, not all buildings within the campus core provide accessible entries for wheelchair users (see Figure 6.27). If there is an accessible entry, there is sometimes only one, and it could be in an unappealing location such as entering into the basement floor from the back of house or rear of the building. There is an opportunity in the campus core to make zero-grade building access a priority.

Enhancing the accessible routes between buildings could also create a more comfortable experience for people with vision impairment or low vision. Tactile materials on the sidewalk edges can assist in safely guiding people with low vision away from the edge of the walk. Small interventions to increase safety and accessibility can go a long way in creating a more inclusive and welcoming campus.



Fig 6. 27 Universal accessibility diagram.

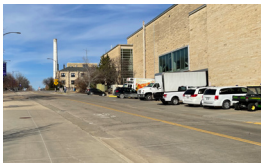
The current route for campus tours (see Figure 6.28) could be improved. As the first impression of the campus, it is important to consider the moments experienced along the tour.

1



The tour begins at the Berney Family Welcome Center. While this location is ideal for visitors to find easily, the campus core could make for a more attractive start to the campus tour.

2



Tours begin with an uphill hike past the unsightly loading docks on the Student Union back-of-house. Tours try to move quickly past the semi-trucks, noise, and garbage dumpsters.

3



While an impressive space, the quad gives unclear navigation about where to go next. The small sundial in the center of the quad goes unnoticed, despite its age and history.

4



While passing the Leadership Studies Building, the campus "spork" spurs questions and debate about what it is supposed to be.

5



After visiting Hale Library, the tour passes by Holton Hall. This approach to Anderson Lawn is surprising and leaves the viewer unsure of what they are seeing until Anderson Hall comes into view.

6



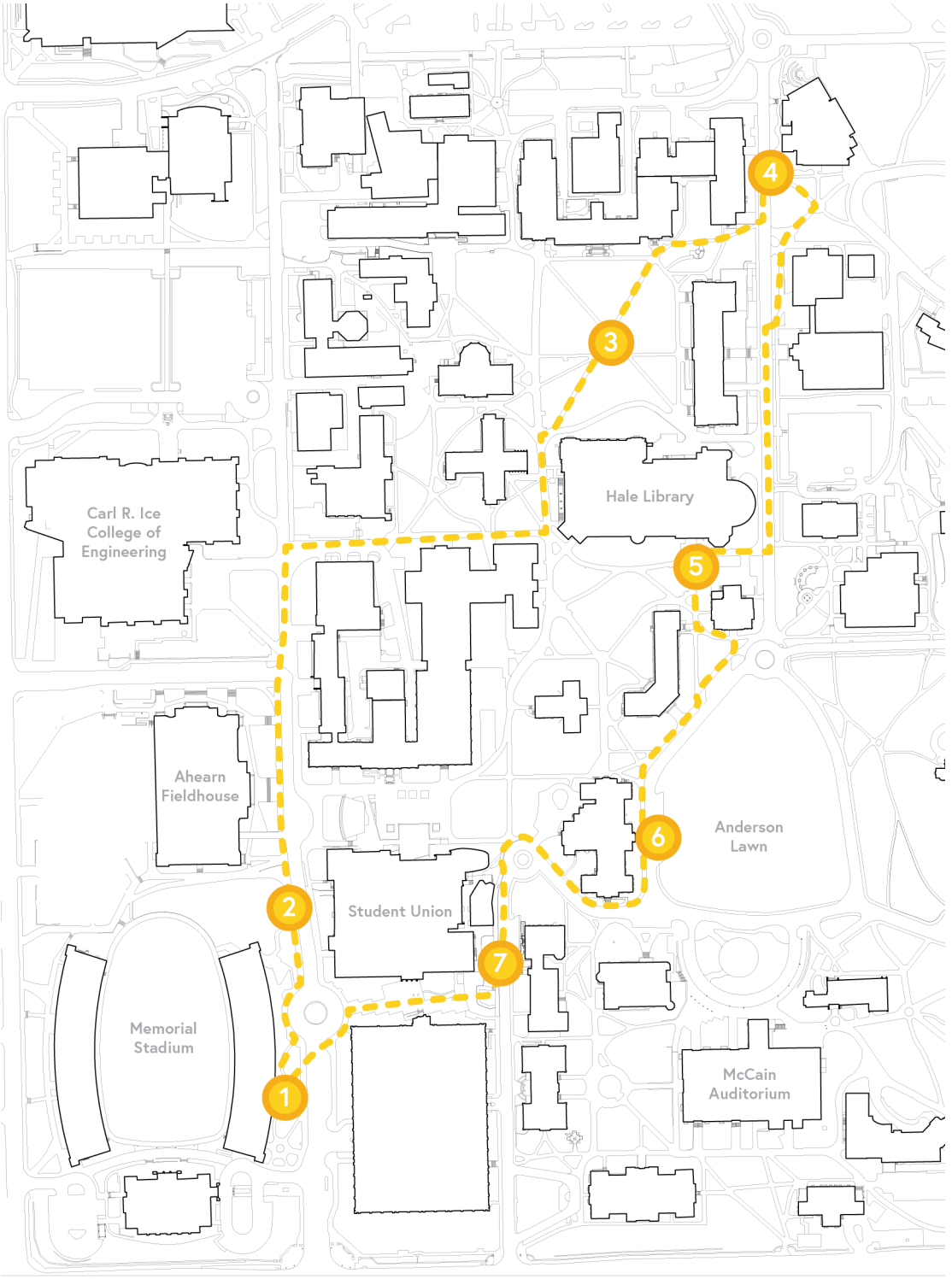
The front steps of Anderson Hall are dominated by cars and street parking. There is no place to step back and admire the architecture, and no way to easily walk onto the lawn.

7



The new Morris Family Multicultural Student Center appears neglected, surrounded by more back-of-house services for the Student Union and Kedzie Hall.

Fig 6. 28 Campus Tour route.


Carl R. Ice College of Engineering
Hale Library
Ahearn Fieldhouse
Anderson Lawn
Student Union
Memorial Stadium
McCain Auditorium
1
2
3
4
5
6
7

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Signage and Wayfinding

People navigate campus with the support of signage, maps, and landmarks that provide reference points (see Figure 6.29). The campus core has a consistent style of signage, identifying each building and college with a limestone sign. There are several campus gateways that create a sense of arrival upon entering campus. Monument signs and formal gateways mark the transition from neighborhood to campus environment.

While maps and signs provide direct wayfinding indicators, landmarks serve as points of reference around the campus, as well as the town. Particularly tall landmarks like the steam tower at the power plant (see Figure 6.29) can be seen from miles away and locate the campus within the context of Manhattan. The bell tower of Anderson Hall is another tall landmark that can be seen around campus. Even when the bell tower is not visible, its hourly chimes can be heard around campus. The chimes are an auditory point of reference that provides a sense of being on campus.

Pavement markings on which sidewalks are shared by pedestrians and bikes. However, these markings have faded over time and are not regularly observed by cyclists. The lack of well-defined bikeways and sidewalks leads to conflicts between cyclists, pedestrians, and motorists.

Campus Map



Bike Route Markers







Fig 6. 29 Series of vignettes of signage and wayfinding elements.



Landmarks



Secondary Signage



Street Signage



Gateways and
Monument Signage

Furnishings

Most of the landscape furnishings are uninspiring and look as though they could appear at any university campus. Bike racks, bollards, seating, and benches are generic and monofunctional (see Figure 6.30). They serve only one purpose, instead of being multifunctional (such as a retaining wall or stairs that also functions as lighting or seating). Primary seating should also be accompanied by secondary seating on planters, walls, edges, fountains, and steps. Landscape furnishings should be multifunctional and inspire individual meaning and creative use (Lynch 1960).

Some of the landscape furnishings are branded with the symbols of the university. Royal purple umbrellas shade the lunch tables, bright banners display mascots and logos, waste and recycling receptacles show the university name and symbols. The branding of other landscape features can go beyond the colors and symbols of the university to use materials that are of this place. Such as limestone or brick of local clay.

Seating options are limited. Only a few benches are located around the perimeter of the plaza, and they can only seat three to four people. Table seating is even more limited, with each seat being anchored to the table. Only four seats are attached to each table, requiring groups of five or more to separate. Some seats have been removed to allow for wheelchair access. More flexible seating would improve the function and comfort of the seating. Options include seat walls and movable chairs and tables.

Bicycle Racks



Lamp Posts and Banners



Fig 6. 30 Landscape furnishings at Kansas State University.



Lunch Tables with Shades





Waste and Recycling Receptacles



Benches



Bollards

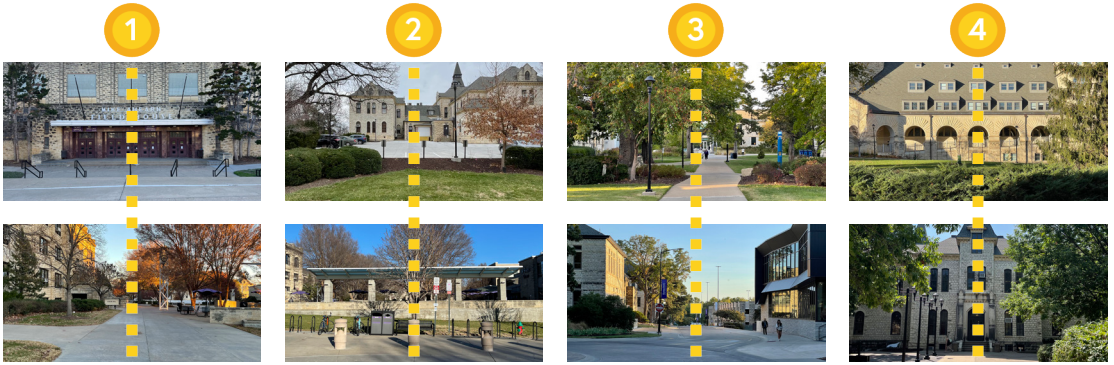
Current Axes

Axes are the visual or physical alignments that give order and direction to the landscape. Axes induce movement and promote views along their path (Ching 2015). The current campus axes will determine the form of circulation, views, and placement of landscape features (see Figure 6.31).

Axis are drawn between two objects that create distinctive endpoints at either end. Particularly strong axes have an element of symmetry and align with the exact center of a walk, door, stairway, roadway, or architectural feature. There are many existing or potential axes within the campus core (see Figure 6.31). These connections unify the campus core by engaging multiple spaces and buildings. Potential axes are those linear relationships that are hidden, lost or interrupted by inharmonious features. Resolving these disrupted axes can restore order to the campus landscape.

An axis can also indicate a desirable vista or viewshed. Views towards important landmarks reinforce spatial connections and provide a point of reference for navigation.

Fig 6. 31 Current axes diagram.

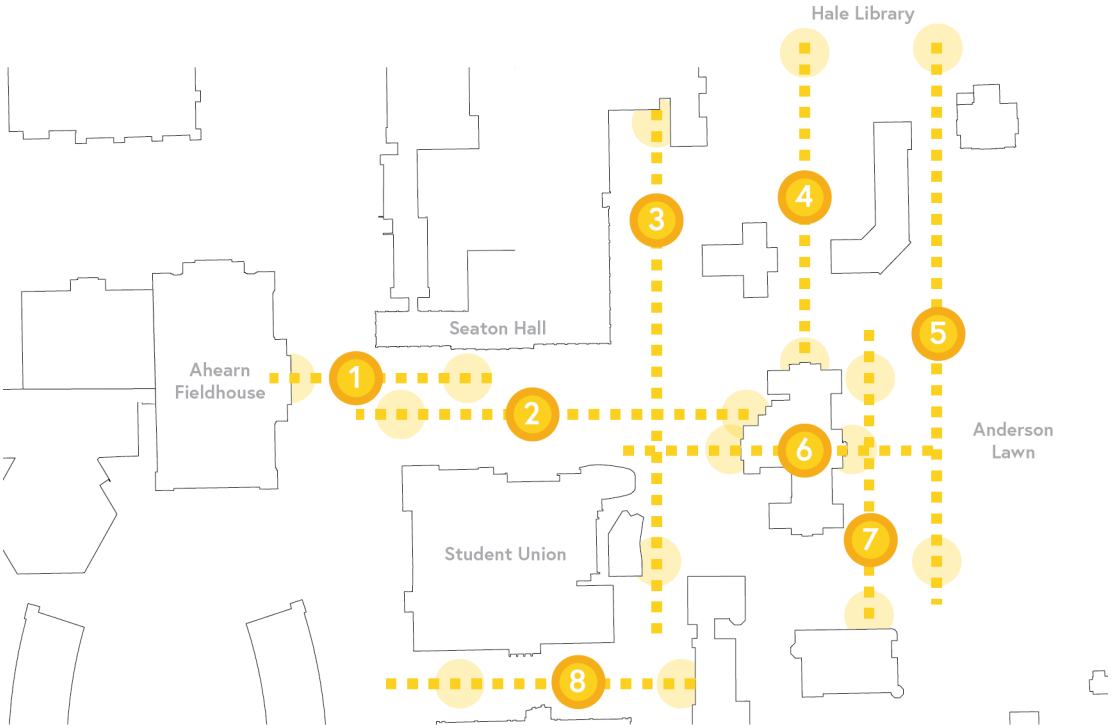


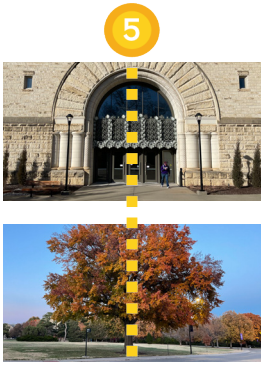
The front doors of Ahearn Field House align with the main sidewalk through Bosco Student Plaza. The walk is framed by trees.

Bosco Student Plaza aligns with the rear of Anderson Hall.

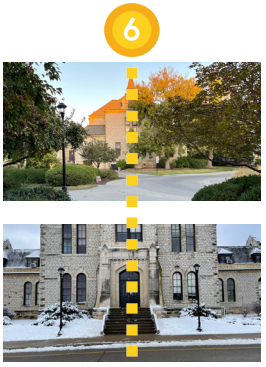
Mid Campus Drive is a main gateway to campus for traffic. The one way drive transitions to a small sidewalk that leads into the main campus.

The architectural features of Anderson Hall and the Hale Library loggia align across Coffman Commons.





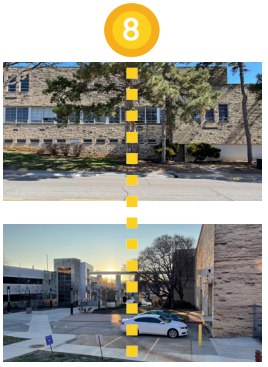
The Front entrance of Hale Library aligns with the great red oak standing on Anderson Lawn.



The front door, tower, and rear of Anderson Hall make a strong axis in the symmetry of the building.



The front sidewalk on Anderson Hall, the doorstep of the University, aligns with the front entrance of Fairchild Hall, and Eisenhower Hall.



The alley between the K-State Student Union and parking garage terminates at the back-of-house services for Kedzie Hall.

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Seasonality on Campus

Manhattan experiences a continental climate with a diverse range of weather conditions (see Figure 6.32). The summer season is hot and humid, with July being the warmest month, where high temperatures average around 81 degrees (Weatherspark, n.d.). During this time, deciduous trees provide a soothing shade from the sun and cool paved surfaces. Fall is a comfortable season and is the perfect time of year for campus activities. Students returning to campus in August enjoy the lively campus environment and a variety of events held in Bosco Student Plaza, including clothing markets, fundraisers, food trucks, concerts, and other displays. Winters can be dry and cold, with January being the coldest month, with average low temperatures of 20 degrees. During this season, students may encounter cold winds, ice, and snow on their walks to class. Spring brings warmer weather and rain, with the wet season lasting from April to September. The rainiest month is June, with an average rainfall of 4.4 inches (Weatherspark, n.d.). Campus design should consider all seasons, providing seating with shade from the afternoon sun during hot seasons and direct sunlight in the colder seasons. Additionally, the colorful fall foliage is one of the most beautiful times of the year.

Fig 6. 32 Changes in Bosco Student Plaza through the seasons.



Summer
September 8, 2023
Lush trees provide shade from late summer heat.



Fall
November 8, 2023
Fall colors have reached their peak. The three Lacebark elm trees show off a bright golden yellow.



Winter
January 15, 2024
Snow blankets the landscape and clings to the branches of the trees. Kansas has a continental climate and enjoys the beauty of all seasons.



Spring
April 9, 2024
Spring flowers appear and outdoor activities begin as weather becomes warmer.

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Site Analysis: Architecture

Architectural Styles

K-State boasts a variety of architectural styles (see Figure 6.33) that display the changes in university needs and values over time. Despite the variety, shared materials and scale creates a harmony and congruency between different buildings.

The oldest buildings on campus represent the humble beginnings of the university. Victorian gothic and Richardsonian Romanesque buildings of limestone show the age and history of the campus core. During the mid-century, students desired to deviate from the traditional architecture campus to represent a modern and progressive campus. The result of this desire was a field house in an art deco style (built in 1950), and student union in a mid-century modern style (built in 1956). Recent campus architecture aims to complement and respect the historic architecture of the university. The crenellations on the West Side Stadium center built in 2013 pay homage to the castellated battlements of the university's original athletic facilities, Nichols Gym, and World War I Memorial Stadium.

Recent construction on the academic campus features contemporary architecture, characterized by large abundant windows, green roofs and green infrastructure, sustainable building practices, asymmetry, and large volumes of space. Examples include the Seaton Regnier Complex renovation (built in 2015), the engineering complex (built in 2015), College of Business Building (built in 2016), and the Morris Family Multicultural Student Center (built in 2023).

The change in architectural styles communicates the progressive values of the university and adaptation to current needs as a modern research university. Despite the changes in architectural style, the campus stays true to its values and character through a consistent materials and scale of buildings.

Fig 6. 33 Architectural styles at Kansas State University.

Victorian Gothic

Anderson Hall
Built in 1879.





Art Deco

Ahearn Field House and
Gymnasium
Built in 1951.



Modern

K-State Student Union
Built in 1956.



Contemporary

Seaton-Regnier Complex
Built in 2015.



Contemporary

Morris Family Multicultural Student
Center
Built in 2020.

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Age of Campus Buildings

The oldest and most historic parts of campus are located around Anderson Hall (see Figure 6.34). Some structures in this area are over 150 years old. While many buildings are eligible to be nominated for the National Register of Historic Places, only two structures on campus are listed: Anderson Hall and the KSAC Radio towers. It should be considered to nominate not just the buildings in this area for the National Register of Historic Places, but also this campus area as a Historic District.



Fig 6. 34 Age of campus buildings.

History and Context

Anderson Hall and Anderson Lawn

Anderson Hall is sited on the crest of a small hill. Extending from the front of the building is a large somewhat oval shaped turfgrass lawn with naturalistic landscaping. Originally called the main college building, the hall is named for K-State's second president, John Anderson (see Figure 6.35). Anderson was instrumental in shaping the campus as it appears today. Under his administration the university relocated to its current site. He also redesigned the campus to align with the land-grant mission, envisioning an informal landscape like a farmstead, instead of a traditional formal college campus of that time (Turner 1984).

Anderson Lawn is a place for gathering for both formal and informal uses. It is used by the university and some campus organizations for large formal events. In 2023, a community members and university students gathered for an event supporting K-State President Richard Linton following his cancer diagnosis. Tents, food trucks and a stage appeared on the lawn



Fig 6. 35 Anderson Hall and its namesake, John Anderson.

to celebrate the launch of the Next-Gen K-State Strategic Plan in 2023. Thousands gathered on the lawn for KSUnite, a unity rally intended to bring the community together after a string of racially charged incidents on campus (see Figure 6.36).

The lawn is also used for informal events, such as protests. In response to the university's decision to dissolve the college of architecture and college of human ecology in 1990, students demonstrated in front of the administration offices in Anderson Hall. Architecture students created a mock graveyard by planting their T-Squares in the grass, symbolizing the death of their college (Hight et al. 2013).

In addition to large gatherings, the lawn is also used in wintertime for sledding, in the summer for relaxing under the shade of the trees, and for graduation photos year-round. It is common to see graduates in caps and gowns posing on the lawn for a photo to commemorate their achievement.



Fig 6. 36 Gatherings on Anderson Lawn for KSUnite.

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Bosco Student Plaza and Kansas State Student Union

Bosco Student Plaza and Kansas State Student Union are at the heart of campus and student life. The plaza is well connected to campus because it is a major gateway and arrival point. Students walking from the west pass through Bosco Student Plaza on their way to class. The drop-off circle is the arrival point for high school and tour group visitors, as well as those using the bus stop. The plaza is centrally located, and walkways radiate outwards, distributing students to the rest of the campus. The Union connects students moving from the parking garage to the plaza.

Bosco Student Plaza functions as a "town square" for student gatherings, clubs, events, solicitors, and speakers (see Figure 6.37). These gatherings have a different purpose than those that occur on Anderson Lawn. While protests on Anderson Lawn are aimed at university administration, solicitation in Bosco Student Plaza aims to reach other students. Vendors, political and religious speakers solicit this area to engage students. The plaza also provides a place for student clubs, activities, and concerts. The high pedestrian traffic and central location make this plaza a popular spot for sidewalk chalking to promote student government elections and philanthropies.

Overall, the physical form of the site supports the function of the plaza as a town square. The space has well defined edges, enclosed by facades of the K-State Student union, Seaton Hall, and Ahearn Field House. There are limited seating options, and only one entry into the Union.



Fig 6. 37 Activities catered to students happening across Bosco Student Plaza.

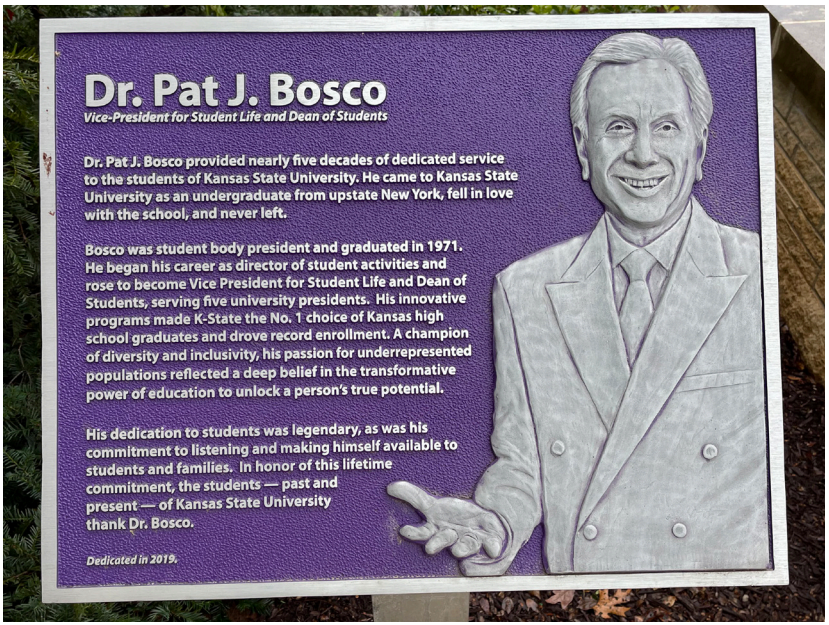


Fig 6. 38 A small commemorative plaque honors Dr. Pat Bosco.

BLAINE HUPE



Fig 6. 39 History of Ahearn Field House.

Ahearn Field House

The story of Ahearn Field House is one of the best narratives of K-State. Ahearn represents a history of protest, student activism, progressive ideas and a connection to Martin Luther King Jr. (see Figures 6.39, 6.40, 6.41). Built in 1911, Nichols Gymnasium served as the first home of K-State Basketball. The small gymnasium would become so packed with fans that students would sit in the rafters. Students in 1940 campaigned for a new field house. Designs and ideas for a new field house began as early as 1932 (Charney 2023), but it wasn't until 1944 when the current building was drawn and finally broke ground in 1949. The first game in the new arena was played on December 9th, 1950. At that time, it was the 5th largest field house in the United States. It had a capacity of 14,000 (the old Nichols gymnasium had a capacity of only 2,000).

The design and orientation of the building was strategically placed to align on axis and create a quadrangle with Seaton Hall and the Student Union. The field house was named in honor of Mike Ahearn, legendary coach and athletic director. Ahearn first came to K-State as a horticulture professor, before coaching athletics.



Fig 6. 40 Martin Luther King Jr.'s legacy at K-State.

Ahearn Field House hosted K-State basketball, track, volleyball, and other sports, along with many concerts and speakers. The most notable visitor to Ahearn was Dr. Martin Luther King Jr. who spoke about the future of integration on January 19th, 1968, just a few months before he was shot on April 4th, 1968. K-State has a special connection to Dr. King as it was the last college campus he spoke at. A commemorative bust of Dr. King stands off to the side of the field house. During the annual Martin Luther King Jr. Week of Observance in January, university officials and students hold a wreath laying ceremony at this memorial (see Figure 6.40).



Fig 6. 41 Legend of Nichols Hall fire.

The death of Dr. King and political turmoil of 1968 certainly affected students and faculty of K-State at the time. Later that year, as racial and political tensions grew on college campuses around the country, an arsonist burned the old Nichols gymnasium in an act of protest against the university and the Vietnam war. This tragic event brought students on campus together. All the band's musical instruments and sheet music were lost in the fire, except for one piece: "The Wabash Cannonball". This tune has now become a secondary fight song for the university and a favorite tradition at sporting events. The destroyed Nichols Hall was scheduled for demolition before student activists campaigned to "Save our Castle" and raised the funds and support necessary to repair the historic structure (see Figure 6.41).

Ahearn Field House is a key image of Kansas State University for both its architectural character and historic connection to Martin Luther King Jr. and the Civil Rights movement. The incredible narrative of student activism demonstrated at Nichols gymnasium and Ahearn Field House should be told through the campus landscape. Celebrating the story of Ahearn Field House will provide a physical testament to empowering change and student activism on campus and ensure that Ahearn will continue to be treasured by future generations of students.

The Campus as an Arboretum

Kansas State University has a unique history with trees. Before the land was purchased for the university, the land was a tree nursery. Some of the trees on campus today remain as the original property line markers of the nursery (see Figure 6.42). An eastern redcedar north of Anderson Hall, and two honeylocust trees standing in the present-day quad of Waters Hall. Only one of these great honeylocust are standing today. The other was lost in the 90s and made into a series of three sculptures by Chet Peters, Vice President of Student Affairs from 1967 to 1985 (Kansas State University 2022). The sculptures were designed to be located in the quad but are now on display in the Chester E. Peters Recreation Complex.

Originally a treeless hill, the campus has continued to plant trees year after year and serve as an arboretum. In 1877, 100 species of trees and shrubs were sent from the Harvard Botanic Gardens to the college to grow a campus arboretum and observe their performance in the Kansas conditions (Lavis 2019). Up to 1905, each graduating class planted a tree on campus.

Today, horticulture students continue the tradition of planting trees as part of dedication to the campus designation as a tree campus USA. Kansas State University earned the designation as a tree campus USA in 2013, which recognized the care and effort the campus took in maintaining trees, planting new ones, and educating the community through service-learning opportunities. The department of horticulture and natural resources faculty and staff renew the tree campus USA certification annually (Lavis 2019). The campus continues to serve as an educational classroom and displays over 100 species of trees across 664 acres (Kansas State University 2011).



Honeylocust, ca. 1842

One of the oldest trees on campus, originally part of the Gale farmstead and property line.



Eastern redcedar, 1855

This eastern redcedar was part of the original fence line of the farmland that became Kansas State University.



Austrian pine, 1881

This Austrian pine was transplanted as a frozen ball by early horticulture students at K-State to create a shelterbelt.

Fig 6. 42 Historic campus trees.

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Campus Artifacts

As the campus has grown over time, it has become a collection of various artifacts. These artifacts are the gifts, memorials, monuments, and heirlooms that appear over time and tell the history of the university. Within the campus core, there are several notable campus artifacts.

Class gifts were a tradition of K-State graduating classes until class officers were no longer elected. The remnants of this tradition are seen in the varied class gifts across campus. The four faced clock was given by the classes of 1968, 1971, 1973, and 1974; the class of 1908 gifted a drinking fountain with four self-regulating bubblers which was damaged and later repurposed as a sundial in the center of the quad; lamp posts given by the class of 1912 are now used to suspend the Bluemont Bell; the pedestrian court north of Anderson Hall is a gift of the class of 1969, within which stand four lamp posts given by the class of 1913 (Kirkham 1999) (see Figure 6.43). There are many more class gifts around the campus, which should be preserved in honor of the alumni who gave them.



Fig 6. 43 Four lamp posts, a gift from the glass of 1913, stand in a pedestrian court given by the class of 1969.

Some campus artifacts have disappeared over time. The old college pump provided well water to students before the city of Manhattan provided water to campus. Even after the city of Manhattan installed pipes and brought water to K-State in 1889, the students preferred the old college pump for its taste. The pump was located near Holton Hall and served as a social gathering place for faculty and students (see Figure 6.44). The pump was located 100 feet East of Holton Hall nearby the large redcedar trees North of Anderson Hall (Morse Department of Special Collections 1949). It was removed in 1937 when the well was filled. The pump was on display in Willard Hall before being moved to the university archives in Hale library, where it remains today (see Figure 6.45) (Fischer 1975; Hight et al. 2013).

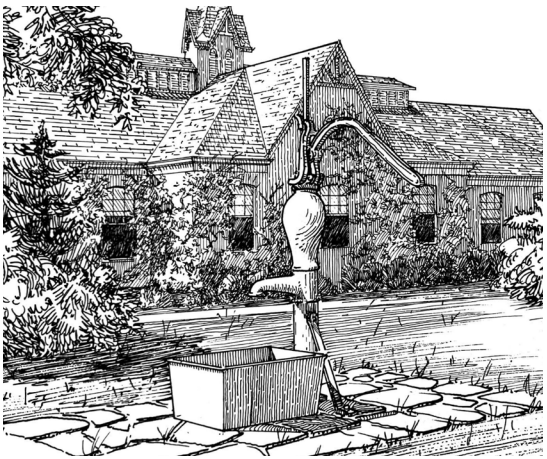


Fig 6. 44 The Old College Pump as drawn by Emil Fischer in "A Walk Through Campus". 1975.



Fig 6. 45 The Old College Pump is currently held by the Morse Department of Special Collections on the fifth floor of Hale Library.

The Bluemont Bell is a campus artifact with a particularly exciting and eventful history. The bell was originally donated by Joseph Ingalls to Bluemont College in 1861, and placed in the original Bluemont College building (1861-1875). It was then moved to the farm machinery hall (later named Leasure Hall) from 1875-1892, and finally placed in the Anderson Hall bell tower in 1892. The bell remained in the tower for over 100 years.

The bell was often the subject of student mischief. Student pranks included wrapping the clapper in rags, stealing it or tying it down so that it could not ring. Students would also write their names inside the bell, some of these names can still be seen today.

The bell was in use until an electronic carillon was installed in 1966. After this, the bell was forgotten. In 1993 a group investigating damage to the tower caused by a lightning strike rediscovered the bell (see Figure 6.47). Nancy Hause sponsored the restoration of the bell to commemorate her husband, Richard Hause, on his retirement from the College of Education. The bell was dedicated on May 2nd, 1995, to "sound the call for education" and placed in front of the College of Education at Bluemont Hall.

Today, the College of Education gathers to ring the bell, symbolizing the beginning of new students' academic journey. Before graduation, College of Education students are invited to ring the bell individually (see Figure 6.46) to celebrate the completion of their studies (Hause, 2021). The Anderson Hall bell tower is again empty, except for a new electronic Carillion and LED lights, installed in 2022. At night, a beacon of purple light radiates out from the tower's windows. The story of the Bluemont Bell demonstrates how tradition connects students to Kansas State University history. The restored Bluemont Bell is a celebrated artifact and a visible symbol of university tradition.





Fig 6. 46 A graduate from the College of Education ringing the Bluemont Bell.
Fig 6. 47 The Bluemont Bell is rediscovered in the Anderson Hall tower.

Campus Public Art

There are various public art installations across the campus, which were produced through a series of summer classes between 1969 and 1971. These classes, called "Art in Situation," combined art, architecture, and landscape architecture students and were led by Professor John Vogt (Collegian Media Group n.d.). During these classes, students learned from visiting lecturers, created designs for campus artwork, and proposed a plan to implement them. The students were able to go through the entire process of imagining a sculpture and seeing it through to completion. While most of the projects were temporary, some were permanent.

From the inaugural 1969 session, James Wentz designed the "spork" (see Figure 6.48), Nick Zack created a three-piece concrete and steel structure in Coffman Commons, Robert Hudson designed a cast concrete form near Seaton Hall (see Figure 6.48), and a sculptural frieze was mounted above the entrance to the English and Counseling Services building. Another frieze, "hard work," was cast in bronze by Barry West in 1970 and is displayed in front of Umberger Hall. The last session in 1971 produced a fountain for Farrell Library (which was removed in the construction of Hale Library), a wooden sculpture by Pearl Hanson, and a circular stairway near Willard Hall designed and constructed under the supervision of a Landscape Architecture student (Morse Department of Special Collections, Kansas State University Libraries).



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Fig 6. 48 Two sculptures produced by students in the Art in Situation workshop series.

Changing Conditions and Future

The university has undergone significant changes since the last campus master plan update in 2012. One of the most notable changes has been the prioritization of pedestrian infrastructure over vehicular, resulting in the upgrading of streets into pedestrian malls. Several new buildings have also been constructed, including the Carl Ice College of Engineering, Business Building, Wefald Hall, Multicultural Student Center, and Staley School of Leadership Studies. Additionally, old buildings such as Seaton-Regnier Complex, Hale Library, Tracz Family Band Hall, and Berney Family Welcome Center have been renovated.

This proposal considers the collective vision of past projects and trends. The main themes of past investments in campus projects include creating a strong campus identity, prioritizing pedestrian circulation, and creating a social heart at crossroads. The previous campus master plan and investments have set a precedent for this project.

The recent renovation of the Seaton-Regnier Complex has had three significant impacts: replacing the outdated and disorganized Seaton court with a welcoming facade; reinforcing the connections between campus spaces through the building and along major campus circulation arteries; and emphasizing a strong axis that intersects at a vibrant social heart.

The Natatorium and Gymnasium were demolished, and Ahearn Field House is under plans for renovation. The removal of the Natatorium and Gymnasium provides a blank canvas in a crucial area located on the campus axis and edge. The future use of this space will be a key component in shaping the campus edge condition.

The university has launched the Next-Gen K-State Strategic Plan (see Figure 6.49), which sets a bold vision for K-State to lead the nation as a next-generation land grant university (Kansas State University 2023). The plan puts forward goals and expectations for the campus and facilities, including intentionally maximizing and elevating physical campuses, reimagining structures, systems, processes, facilities, campuses, and credentials with a focus on championing academic innovation and ensuring students remain at the cutting edge of their respective disciplines, and developing a new campus master plan with a focus on investing in modern infrastructure that enables cutting-edge research and attracts talent.

The current and future changes occurring on campus should be considered in the design proposal, which should support and enhance the current investments and goals set by the university.



Fig 6. 49 Celebrating the launch of the Next-Gen K-State Strategic Plan on Anderson Lawn. September 8th, 2023.

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Conceptual Site Design

This landscape architecture project aims to rejuvenate the historic core of Kansas State University's campus. By revitalizing key areas, fostering gathering spaces, and honoring the university's rich heritage, the proposal seeks to deepen the sense of place attachment among students and visitors alike.

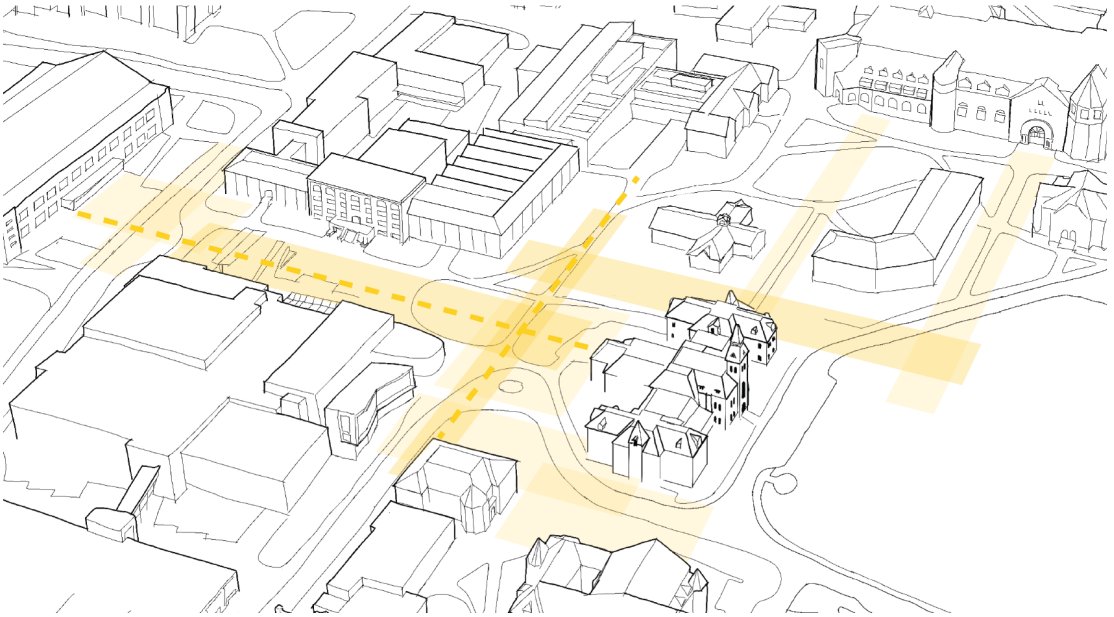
Design Philosophy

The guiding principle is to weave a narrative that intricately connects students with the university's past, present, and future. Through embracing memories, traditions, and rituals, the goal is to cultivate a profound sense of belonging and affection for the campus environment.

Design Concept

The concept is to create two intersecting axes, which meet at the "heart of campus": a vibrant center of activity and movement that represents the beating heart of K-State (see Figure 6.50). Bold landscape features will be strategically integrated to evoke a distinct campus identity, while also paying homage to the university's storied history and legends. By enhancing existing lore and landmarks, the aspiration is to resonate deeply with the souls of students, fostering a profound connection to their alma mater.

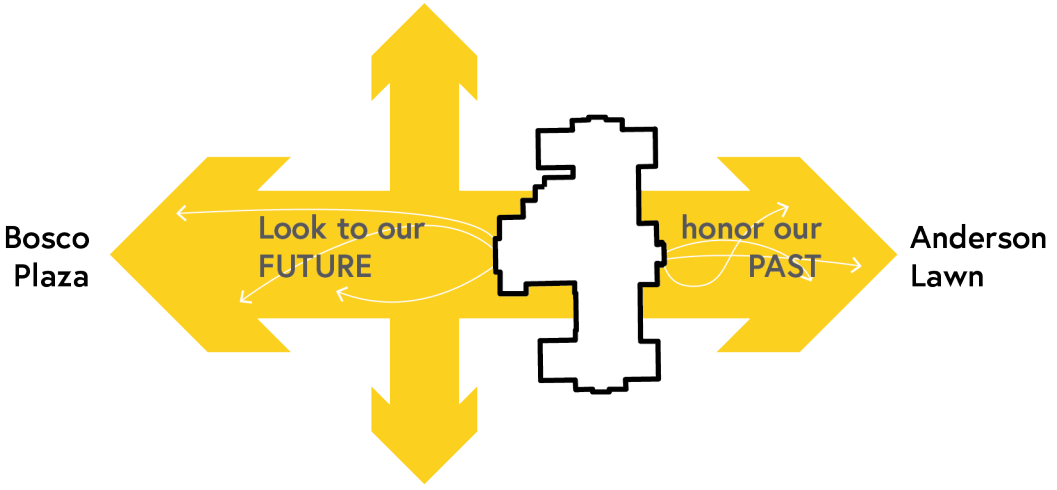
Fig 6. 50 Design concept.



Big Idea

The big idea of the design reinforces the sequential spatial relationship along the axis between Ahearn Field House and Anderson Lawn (see Figure 6.51). The line represents the K-State narrative, from past to future. Our collective history and values are represented on Anderson Lawn, while the focus on progress and envisioning the future is represented by Bosco Student Plaza and Ahearn Field House. This "timeline" tells the story of K-State and empowers students to make an impact on the world.

Fig 6. 51 Big idea diagram.



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Site Plan

1. Zero-step entry to the front of Ahearn Field House.

2. The bust of Martin Luther King Jr. is relocated to face directly down the main axis towards Bosco Student Plaza and Anderson Hall.

3. The Wildcat Steps create a gateway entrance to Bosco Student Plaza.

4. A bosque of honeylocust trees provides shaded seating and a defined edge to the plaza.

5. Glass doors connect indoor and outdoor dining areas at the K-State Student Union.

6. A shallow reflecting pool directs views towards the Next-Gen K-State Pavilion.

7. The Next -Gen K-State Pavilion stands at the heart of campus, providing a social hub and gathering space.

8. Old College Court displays the restored "old college pump", whose water is once again enjoyed by students.

9. Mid Campus Drive in front of Anderson Hall is raised to the sidewalk level and provides a scenic overlook of Anderson Lawn.

10. Mid-Campus Drive is shortened and transformed into a pedestrian boulevard with limited vehicle access.

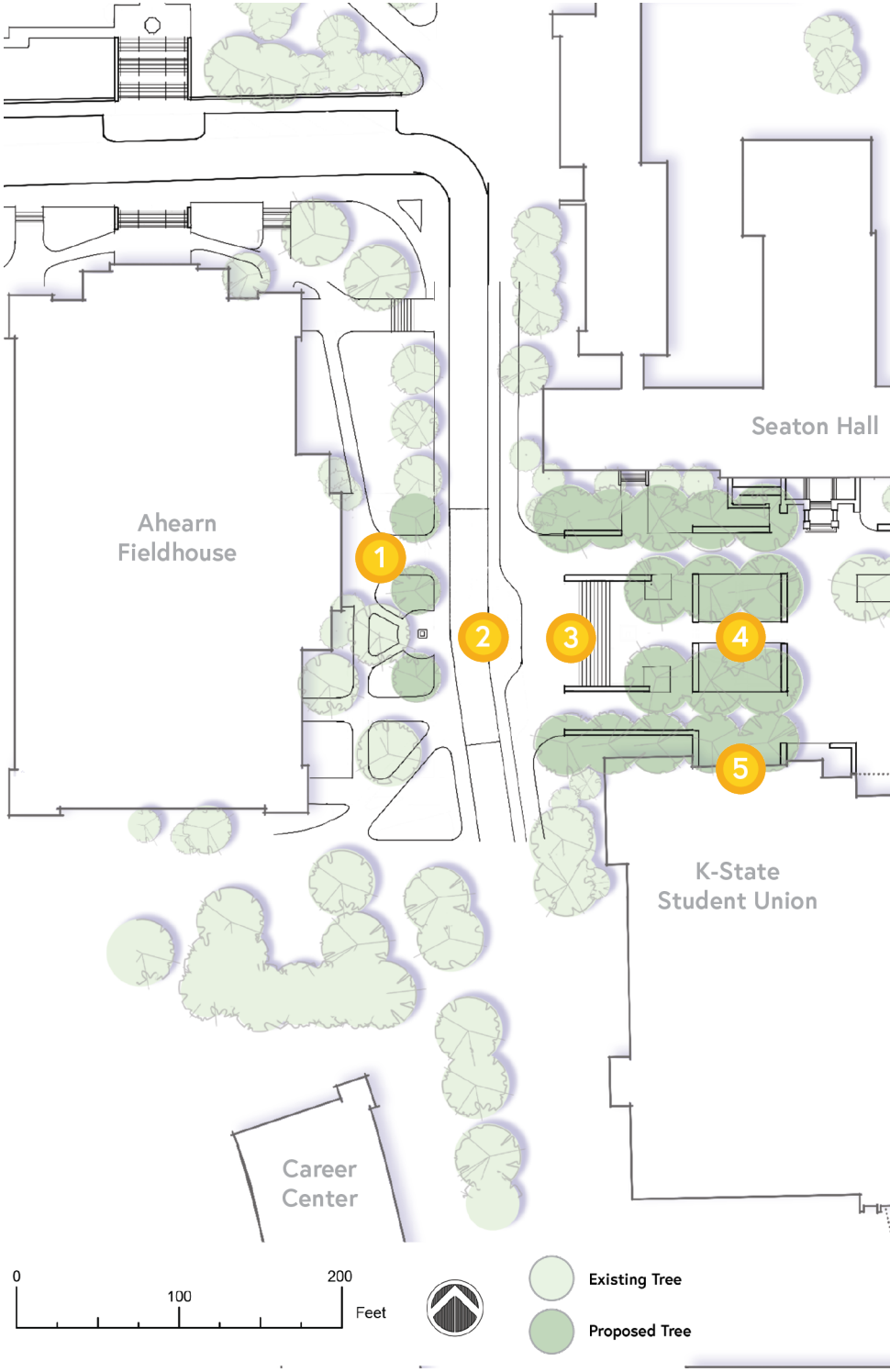
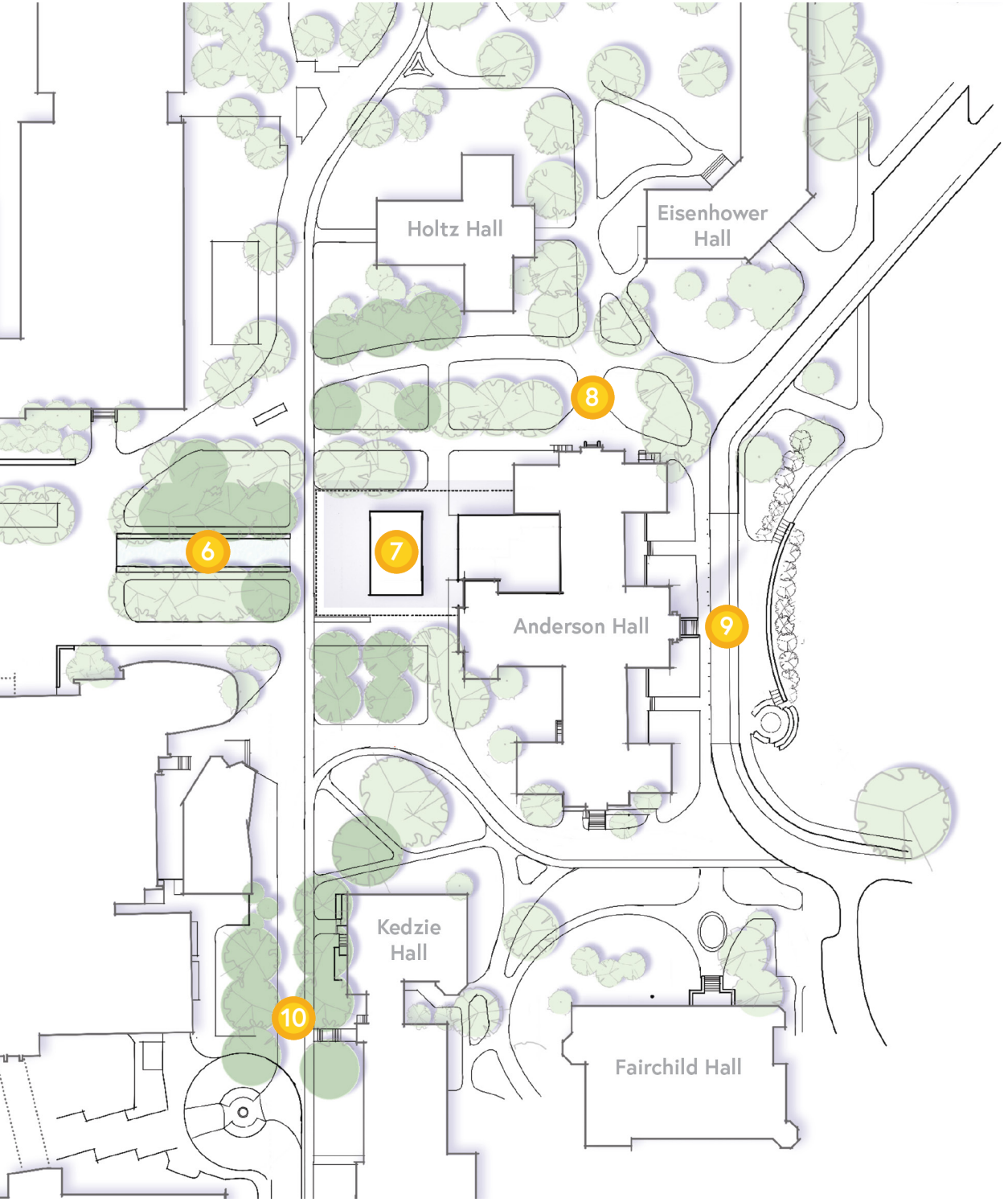
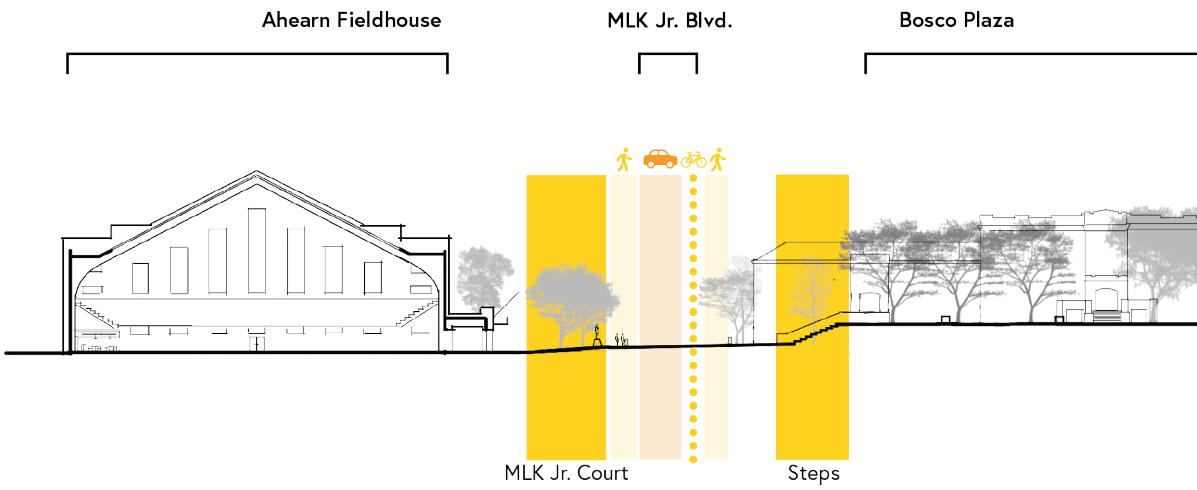


Fig 6. 52 Site plan.


Holtz Hall
Eisenhower Hall
8
6
7
Anderson Hall
9
Kedzie Hall
10
Fairchild Hall

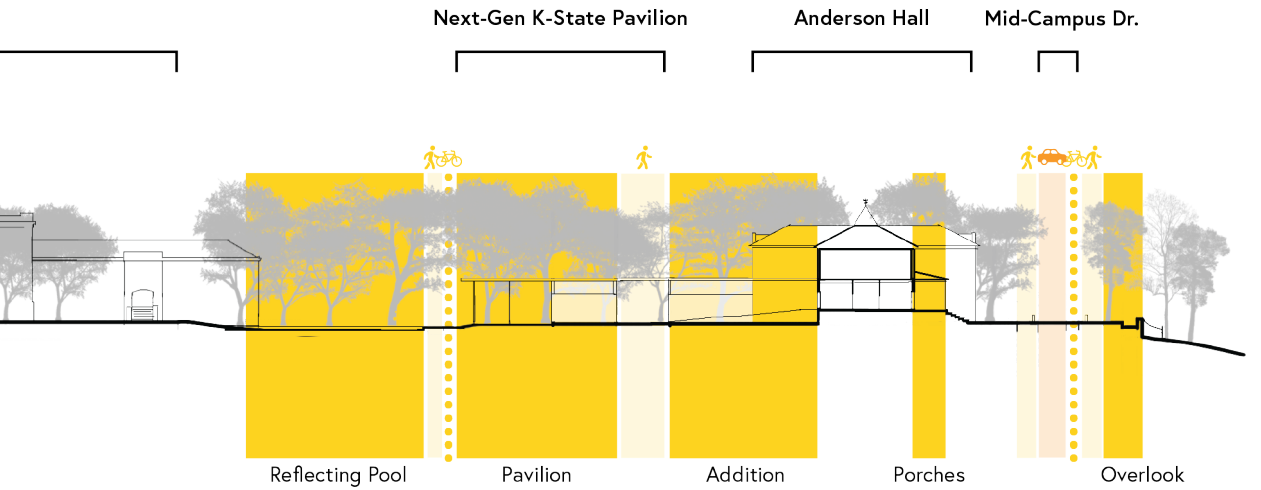
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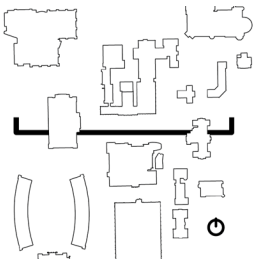
East West Section

The section illustrates the intent to create a strong axis connecting Anderson Lawn through Ahearn Field House. A progression of sequential spaces is created along the axis.

Fig 6. 53 East West section.


Next-Gen K-State Pavilion
Anderson Hall
Mid-Campus Dr.
Reflecting Pool
Pavilion
Addition
Porches
Overlook


Sidewalk
Bike Lane
Street

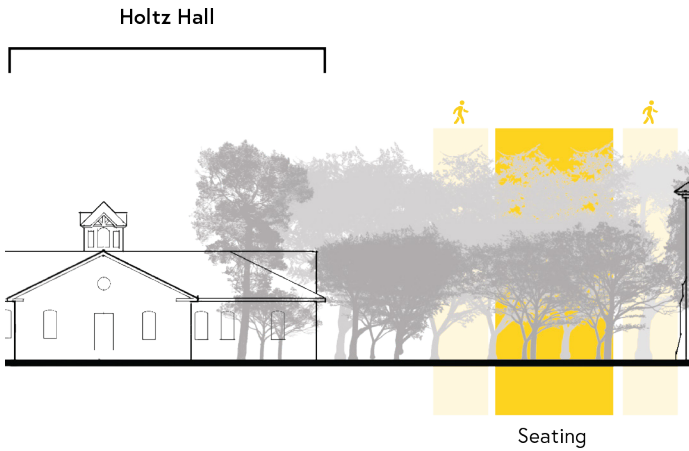


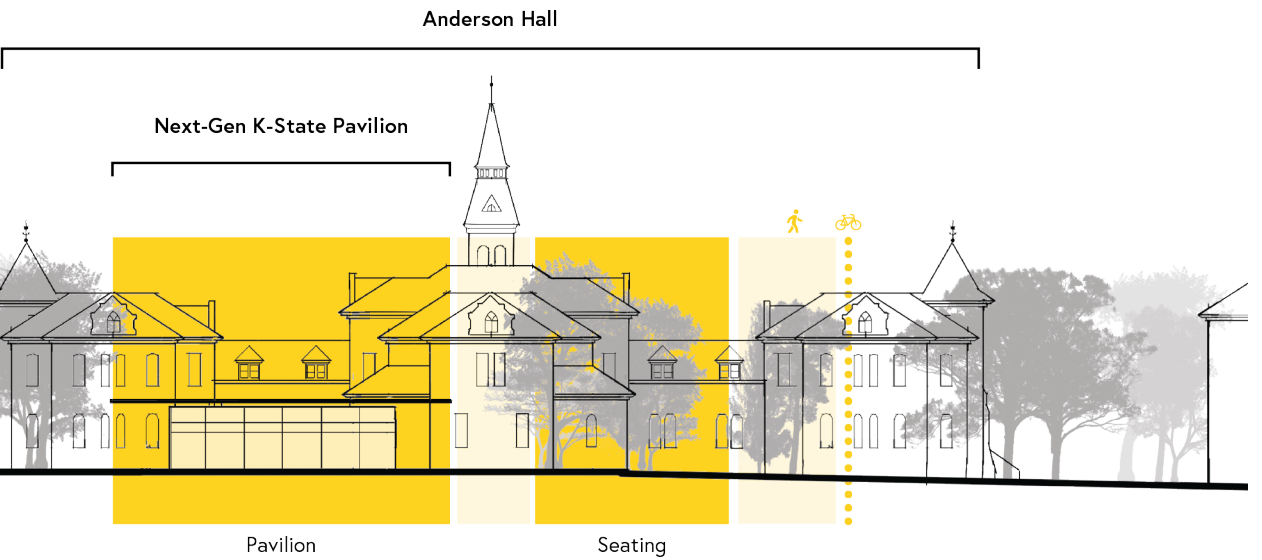
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North South Section

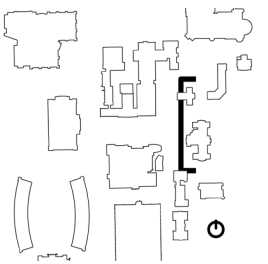
The new pavilion complements the existing structure. The pavilion would be conceptually light and simple, to not detract from the historic silhouette of Anderson Hall.

Fig 6. 54 North South section.

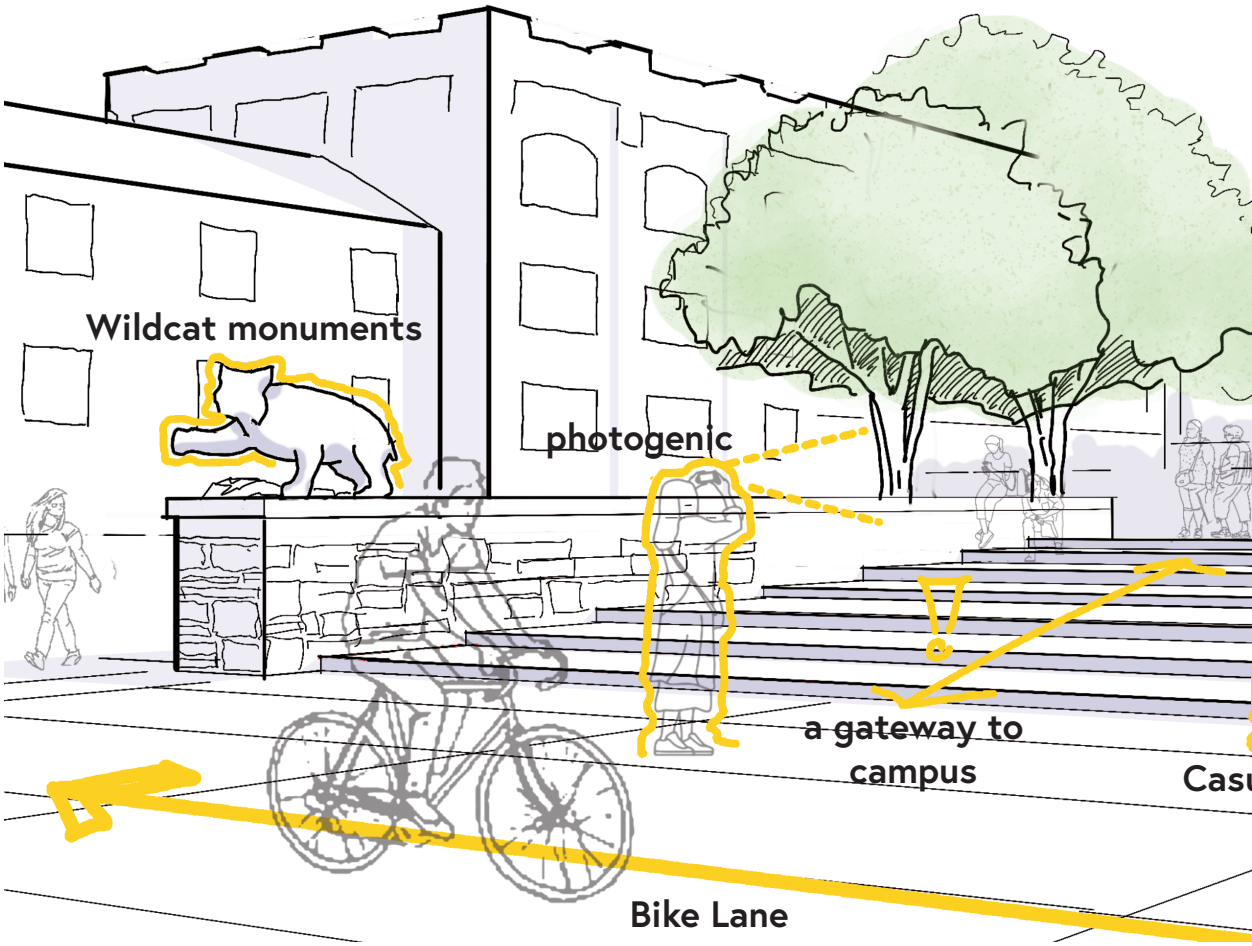



Anderson Hall
Next-Gen K-State Pavilion
Pavilion
Seating


Sidewalk
Bike Lane
Street



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Wildcat monuments
photogenic
a gateway to campus
Bike Lane

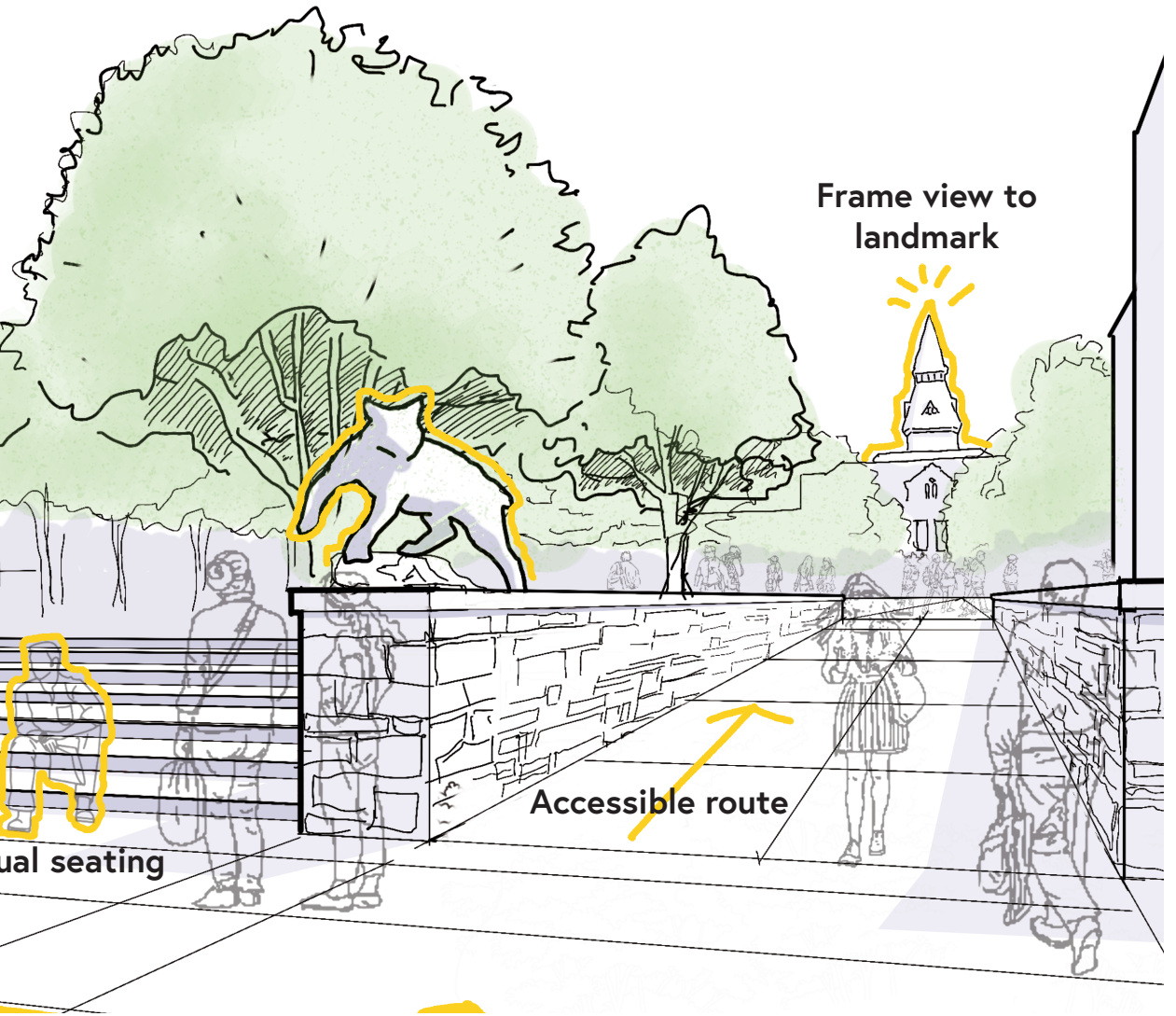


Fig 6. 55 Perspective of the Wildcat Steps.

Wildcat Steps

The monumental steps create a gateway to Bosco Student Plaza. They are a transition point and provide a sense of arrival.

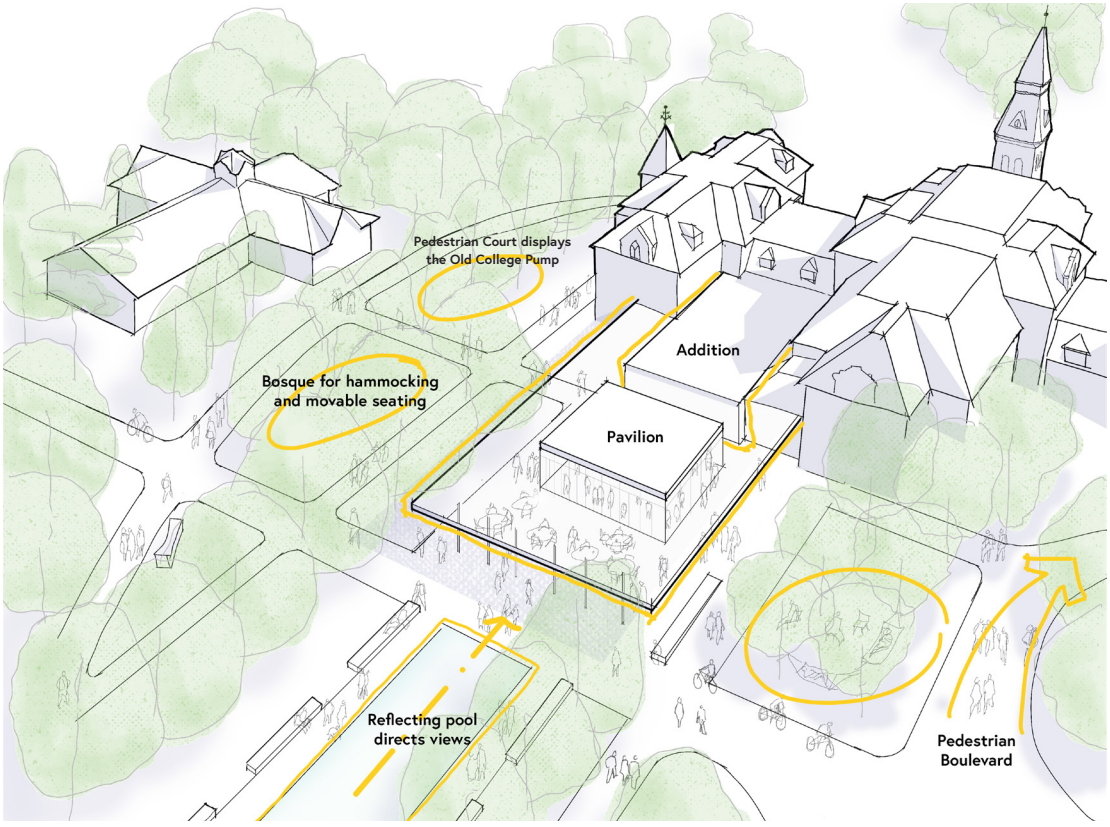


Fig 6. 56 Aerial perspective of the Next-Gen K-State Pavilion.

Next-Gen K-State Pavilion

The pavilion is the jewel at the heart of campus. It complements Anderson Hall and creates a focal point at the intersection of two axes.

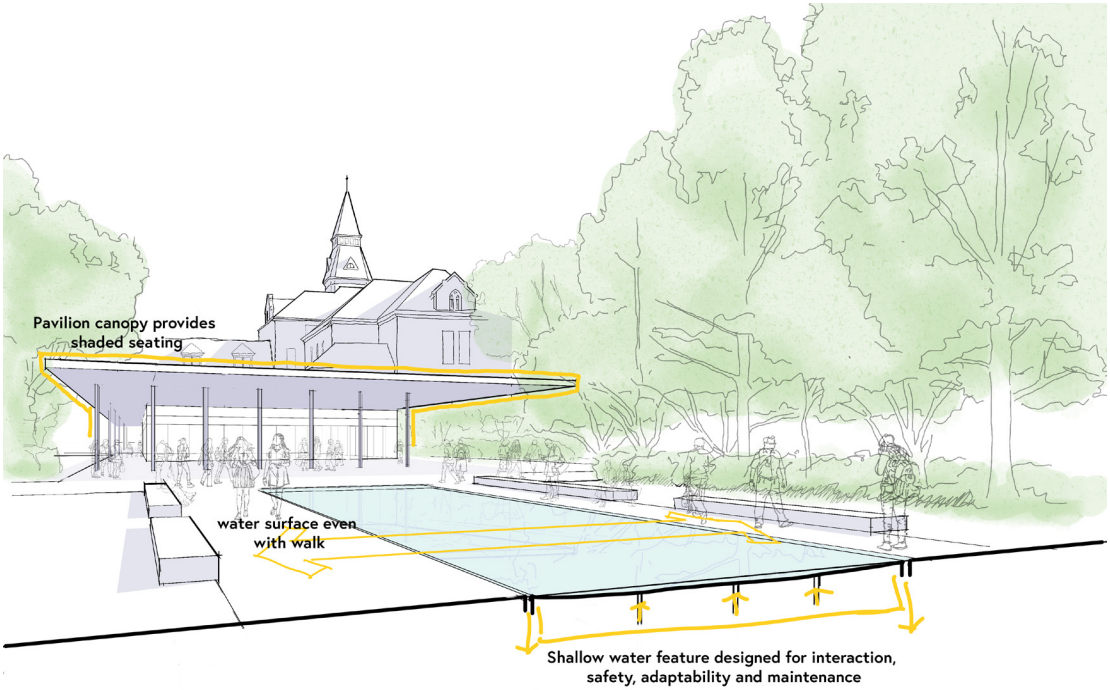


Fig 6. 57 Section-perspective of the pavilion and reflecting pool.

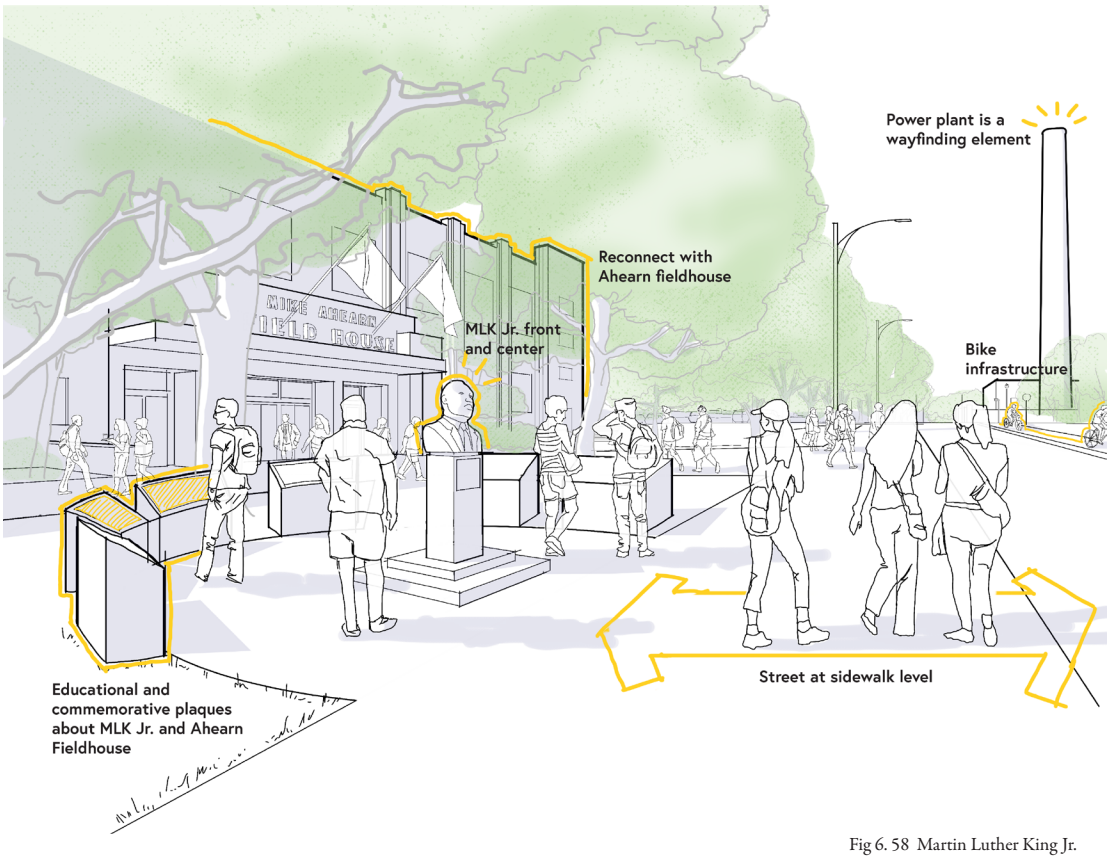


Fig 6. 58 Martin Luther King Jr. Court.

Martin Luther King Jr. Court

The bust of Martin Luther King Jr. is relocated to be front and center, facing towards Bosco Student Plaza. A series of commemorative and educational panels tell the narrative of King's visit to Ahearn Field House and of student activism on campus.



Design Precedents

Design precedents are important step in the design process because they provide inspiration, communicate design ideas and establish design standards. Precedents assist designers with visualizing possibilities, and can help generate ideas. By studying design precedents the designer can gather ideas for layout, materials, and overall design form. Precedents also are helpful for communicating design ideas to a client or stakeholder. Referencing a precedent with similar aesthetic and function as the project can generate buy-in from stakeholders and illustrate the vision of the final project. Design precedents also function to set benchmarks for design excellence. Examining exemplary projects is an important step in promoting high standards of quality in the proposed design.

Fig 6. 59 Water Feature at Rice University Brochstein Pavilion.

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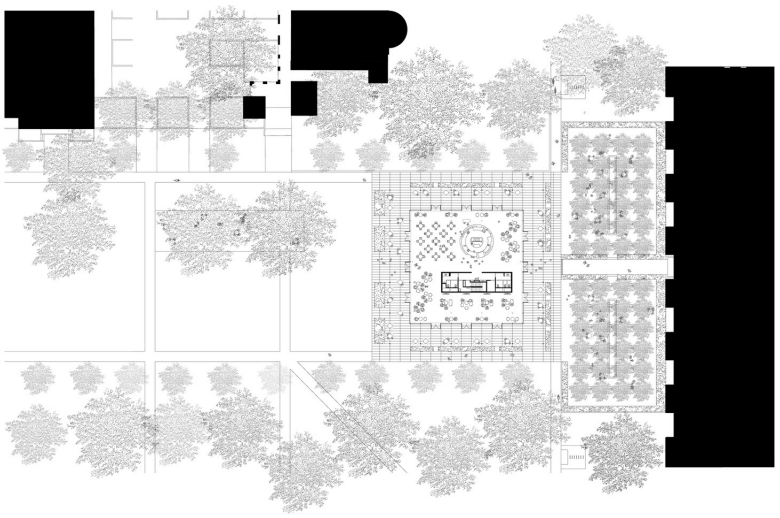


Fig 6. 60 Plan of the Brochstein Pavilion.

Brochstein Pavilion, Rice University

The Office of James Burnett, Thomas Phifer and Partners
2008
Houston, Texas

The Brochstein pavilion transformed a previously empty area of campus into a landmark destination and center of student activity. The pavilion was conceived to reinforce the original east-west axis of the campus, which was disrupted by the addition of the Fondren Library in 1940. It provides a welcoming, open and non-programmed space to serve as a social hub for the campus.

The pavilion is made of glass and white metal frame, with an aluminum trellis extending beyond the enclosure to shade the surrounding terrace seating areas. The trellis cools the structure and reduces mechanical cooling costs, allowing double wide doors to stay open throughout much of the year. The interior is designed with casual seating and a kiosk to facilitate small gatherings and large public events including concerts (ArchDaily 2009; Thomas Phifer and Partners, n.d.).

Fig 6. 61 Brochstein Pavilion at Rice University.





Fig 6. 62 Visitors cooling off at Director Park.

Simon and Helen Director Park

The Olin Studio
2009
815 SW Park Ave, Portland, Oregon

This project created a vibrant city plaza on what used to be a surface parking lot. The main features are a glass and wood trellis, a café, and an interactive water feature. The trellis captures rainwater in an artful display which captures and filters the runoff for irrigation. The café attracts visitors to the park and displays local artwork for sale inside. The gentle slope of the pavement transitions into a shallow semicircular basin of water where people can cool their feet. In colder months, the water feature can be drained and the area may be used as an extension of the plaza space (Henry 2011; The Olin Studio, n.d.).

Fig 6. 63 A water feature reflects the illuminated canopy at Director Park.



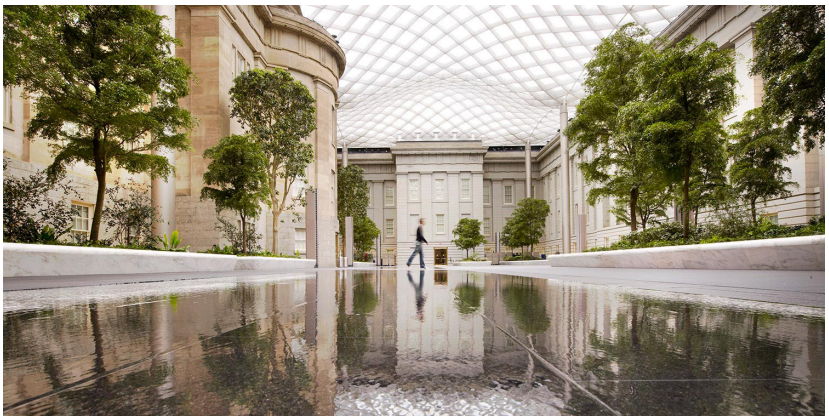


Fig 6. 64 Kogod Courtyard water scrim.

Robert and Arlene Kogod Courtyard

Gustafson Guthrie Nichol Ltd; Foster + Partners
2007
National Portrait Gallery, Washington D.C.

The courtyard is enclosed overhead by a contemporary glass canopy. Running through the length of the courtyard are four linear scrims of water, one-quarter inch deep. The shallow pools reflect filtered light from the canopy and shape the interior space. For larger events, the water is drained and the full floor area is used, making this one of the largest interior event spaces in Washington D.C. (Foster + Partners 2024).

Fig 6. 65 Kogod Courtyard in Washington D.C.

Conclusions



Summary of Key Results

This study was guided by the research question, *"What landscape features contribute most to students' place attachment on campus, and can they be captured on social media"?* This project answers the research question by confirming that social media is a viable tool for place attachment studies. It identified patterns of place attachment on college campuses as observed on social media and produced a design framework to improve campus place attachment. The framework was applied in a conceptual design proposal for Kansas State University in Manhattan, Kansas.

Research Findings

The research phase addressed the problem of a literature gap in exploring the use of new technologies, such as social media, to observe people's attachment to place. This study was successful in using social media analysis to make observations about place attachment on college campuses. Following this method, a novice researcher can complete a simple social media collection and analysis using low-cost programs without advanced technical knowledge. The results indicate that social media is a viable tool for studying human experience in place and can reveal meaningful places within the landscape. Social media patterns indicate specific campus landscape features and design strategies to support place attachment.

Design Outcomes

The design phase addressed the problem of the absence of a design framework to support landscape architects designing for place attachment in campus landscapes. Informed by the research findings, a set of six design recommendations were proposed. The researcher proposed a set of six design recommendations informed by the research findings.

The design phase also addressed the need for a landscape design that supports place attachment within the Kansas State University campus core. The conceptual design proposal illustrates the application of the design framework to a specific case.

Fig 7. 1 World War I Memorial Stadium and the K-State Alumni Center.

Discussion and Limitations

Discussion of Findings

The discovery of the importance of using social media for studying place attachment is a significant and impactful finding. Compared to traditional methods, social media analysis is faster, cheaper, unintrusive, less intense, and low-risk. By unobtrusively observing public data posted online, social media analysis methods avoid potential limitations and challenges of engaging directly with subjects. This method is replicable and accessible because it does not require costly materials or programs, or a large time commitment.

The outcomes of this study communicate the significance of place attachment in a campus environment. While many priorities are considered when making campus design decisions, such as deferred maintenance, material costs, function, sustainability, ecological, social and economic services, aesthetics can often be a low priority. However, place attachment is more than just aesthetics.

Place attachment reflects a deep emotional connection and love for place. A campus is a sacred place that goes beyond function and aesthetics to appeal to the human spirit. Colleges should not overlook the importance of immersive and beautiful landscapes that inspire and foster lifelong memories. Every college should provide a memorable and meaningful campus for its students. This study's design framework enables and encourages designing for place attachment through achievable and focused recommendations. Landscape architects and planners can use the design framework to guide decision-making when working on campus design projects.

Personal Reflection

The project process was incredibly enjoyable and exciting. Engaging in this research prompted me to reflect deeply on my own university experience. It was thrilling to uncover new insights about my university and to witness the diverse experiences of my peers at other universities across the nation. This project motivated me to travel and explore different college campuses. Throughout the process, I was pleasantly surprised by the abundance of literature and interesting sources related to college campuses. I found myself learning something new every day, realizing that there was far more to discover than I could possibly cover within the limited scope of one master's project.

One of the most rewarding aspects of this project was the opportunity to present my findings and the final design proposal to the Division of

Facilities. Collaborating with actual stakeholders in the project provided additional opportunities to share and refine ideas. This experience encouraged me to approach my study and design ideas with greater intentionality and thoroughness. As a landscape architecture student, I am excited by the prospect that this proposal may inspire new ideas for my own campus and potential future campus projects.

Limitations

While social media has many advantages, it is a new methodology with several limitations. This approach was limited to only observing public data posted by the people who use Instagram. Potentially relevant social media posts posted under private profiles were not accessible because they were protected. The methodology did not capture the input or ideas of users who did not use social media. Thus, the participants of the study were self-elected because they chose to use a public Instagram profile. Another limitation was the bias of social media. People pay attention to how they are portrayed on social media. The content they post is an idealization of how they want to be perceived. The images represented on social media were two dimensional and could not accurately capture the qualities of a 3-dimensional space. The images were also limited by their view. Meaningful visual information may have been hidden from view outside the cropped edge of the photo. To address this limitation, it was necessary to investigate the context of images in the review of themes step.

This study was limited because of its simplified scope and methodology. A researcher with more time and prior knowledge could utilize different tools to execute the data collection and thematic analysis. For this study, the researcher used Google Images search engine to collect the data and Adobe Bridge to conduct thematic analysis. Before deciding on these tools, the researcher considered using python and coding language to create a scraping bot that would automate the collection process. To create an image scraper required extensive prior knowledge, and the use of the scraping bot to access Instagram data was against Instagram's user terms of agreement. The Instagram terms and conditions forbid the use of automated bots to automatically collect, or "scrape" information from the app. The collection of data directly from Instagram is also challenging because the application programming interface (API) was disabled on March 30, 2020. The researcher considered using Nvivo and MaxQDA to conduct thematic analysis, but decided their limitations outweighed their benefits. Using these tools, data could not be viewed quickly without opening each individual file. Themes could only be applied at a bounding box to a portion of the image, instead of to the actual file. While with enough time a researcher could learn to use this software effectively, for this study a simpler alternative method was chosen.

Future Research and Contributions

Future Research

The project builds upon the existing body of research about campus design, place attachment, and social media analysis and hopefully will inspire another research. It was found that this topic has many opportunity areas for research that were not explored in this specific project. Future research on this topic should consider the following.

A more thorough social media analysis could reveal stronger patterns and results. This study observed only a limited amount of Instagram images. However, there are more social media platforms, such as Facebook, twitter, and TikTok that could also contain relevant information about campus place attachment. It could also be informative to observe videos, text, and other forms of media beyond just images.

An intense case study approach could reveal more of the history and how a project was implemented. This study only observed a surface level investigation into the relationship between campus legends and landscape features. A narrow case study methodology focused on one or two outstanding universities could reveal the history and specific actions that happened over time in order to create the place attachment observed today.

An in-person site visit can offer a lot of information. Speaking with actual students casually about their experiences and perceptions of campus can reveal new information that complements and adds another layer of understanding beyond what can be observed in social media data. Future projects should explore the potential of using multiple methods, both a social media analysis, and in person site visit to the campus and conversations with students.

Project Implications

The proposed design was intended as a feasible and achievable vision for Kansas State University to incorporate in the next campus masterplan. This report was presented to the K-State Division of Facilities so that the ideas may inspire future projects.

This design challenges Kansas State University to consider how the campus can deliver an unmatched student experience. The design considers the student experience as a whole, from the moment a prospective student first visits the campus, to their graduation day, to when they return as alumni. The project has the potential to increase student enrollment, improve place attachment and love for the campus, and realize the vision of the Next-Gen K-State Strategic Plan.

Beyond the proposed design at K-State, this project has implications for campuses around the country. This study presents a framework of design recommendations useful for campus landscape architects and planners. This framework can be used to support the preservation of historic places, guide new development, and avoid the loss of meaningful campus places. Implementing this framework during the campus planning process will result in more meaningful, memorable, and experience-focused campus places.

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Fig 7. 1 Hupe, Blaine. World War I Memorial Stadium and the K-State Alumni Center. [Drawing]. 2023.

Appendix A: IRB Exemption

KANSAS STATE UNIVERSITY | University Research Compliance Office

TO: Hyung Kim
Manhattan, KS 66506
Landscape Archit & Comm Plan

Proposal Number: IRB-12014

FROM: Lisa Rubin, Chair
Committee on Research Involving Human Subjects

SUBJECT: Clearance for Non-Research Project

DATE: 01/22/2024

RE: "The campus image: using social media to design a sense of place.."

The Institutional Review Board (IRB) for Kansas State University has reviewed the proposal identified above and has determined that this is a **Non-Research Application.** The proposed activity as described does not meet the criteria in 45 CFR 46 for the definition of "research" involving human subjects, and therefore does not require review by the Committee for Research Involving Human Subjects (IRB).

This determination applies only to the proposal/document currently on file with the IRB. Any change affecting human subjects must be approved by the IRB prior to implementation.

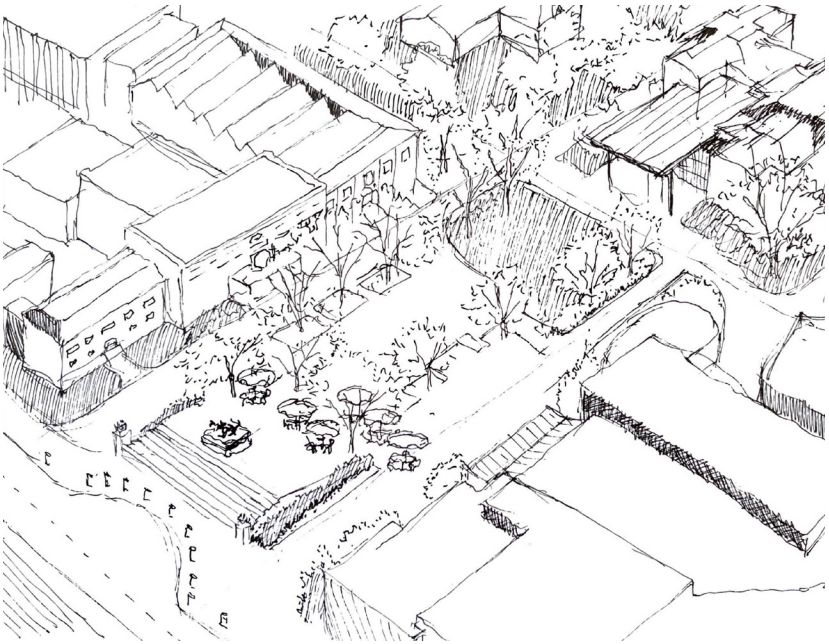
Feel free to call our office if you have any questions.

Electronically signed by Lisa Rubin on 01/22/2024 4:12 PM ET
$$Designee Signature Letter Language$$

Appendix B: Design Progress Sketches

All images by author unless otherwise noted.

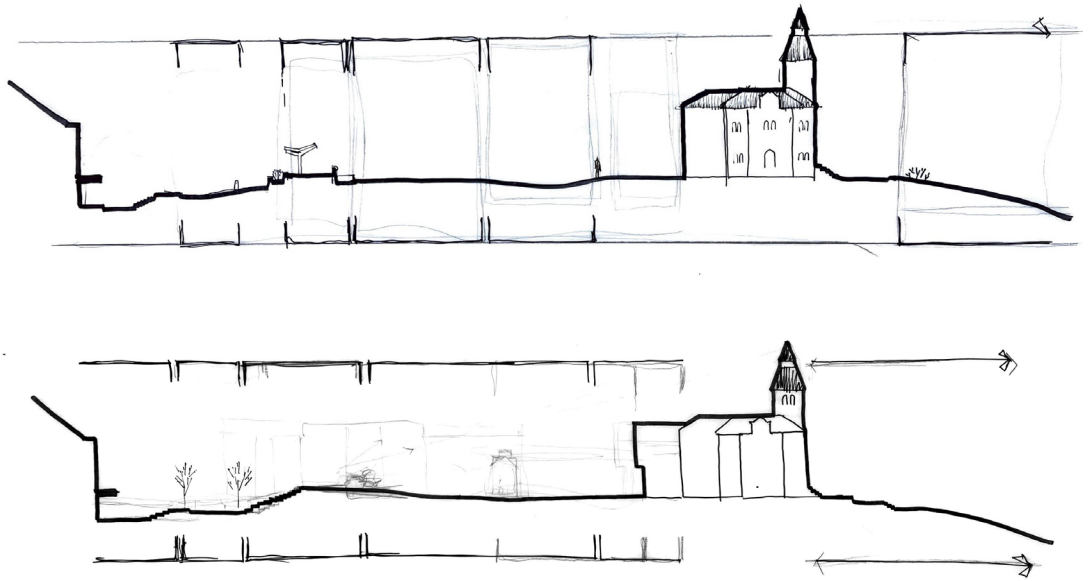
Aerial perspective sketch.
November 11, 2023

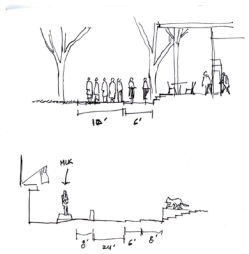


A watercolor painting of an addition to the rear of Anderson Hall. Students pose with large scale "KSU" letters made of limestone.
November 26, 2023

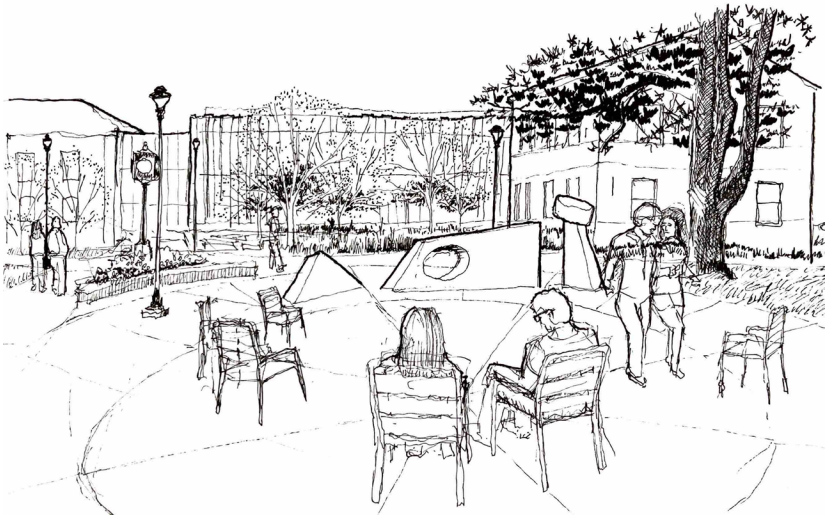


Section study of the existing condition and proposed condition.
February 14, 2024





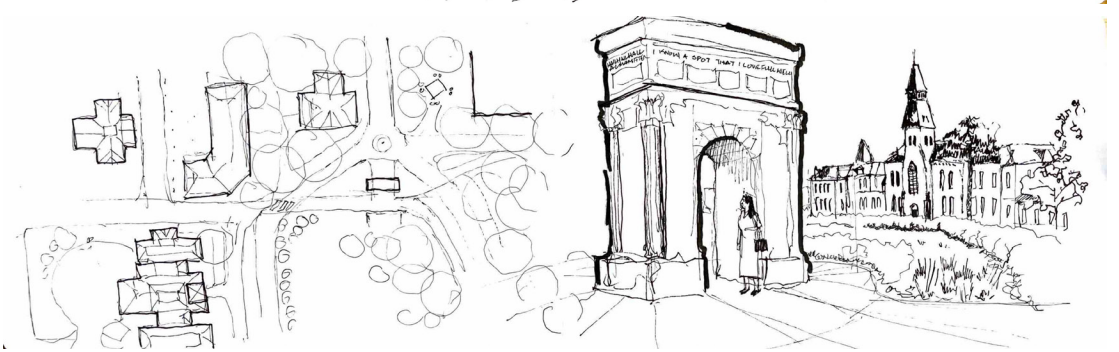
Early conceptual sketches of the pavilion outside Anderson Hall.
March 12, 2024



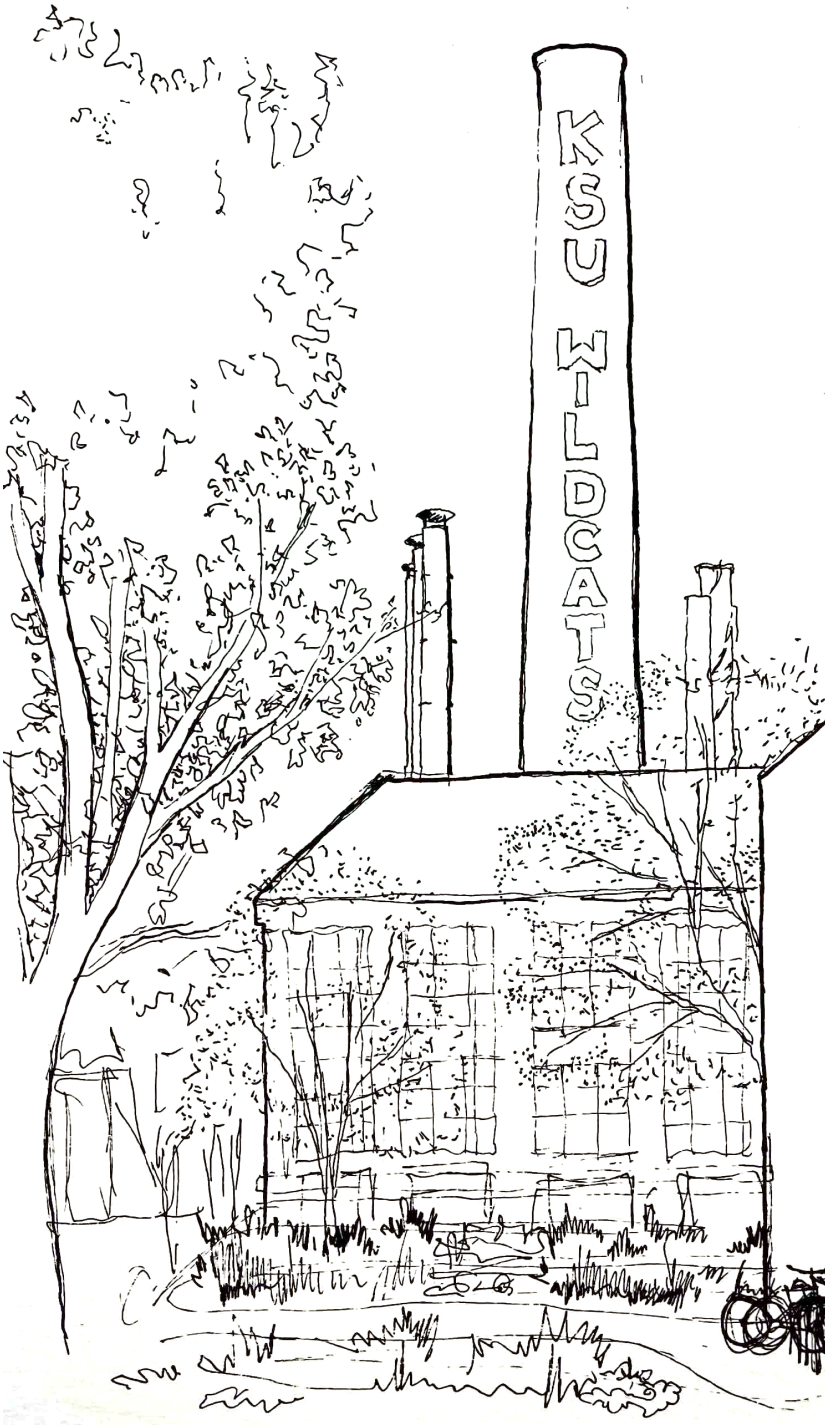
A pedestrian court surrounding the campus sculpture in Coffman Commons.
November 22, 2023



View across MLK Jr. Drive towards the Wildcat Steps and Bosco Student Plaza.
November 22, 2023



Conceptual plan and perspective of design ideas for Anderson Lawn.
November 26, 2023



Branding the Power Plant Steam tower with "KSU Wildcats". December 8, 2023

BLAINE HUPE



Students drink from the Old College Pump.
February 11, 2024



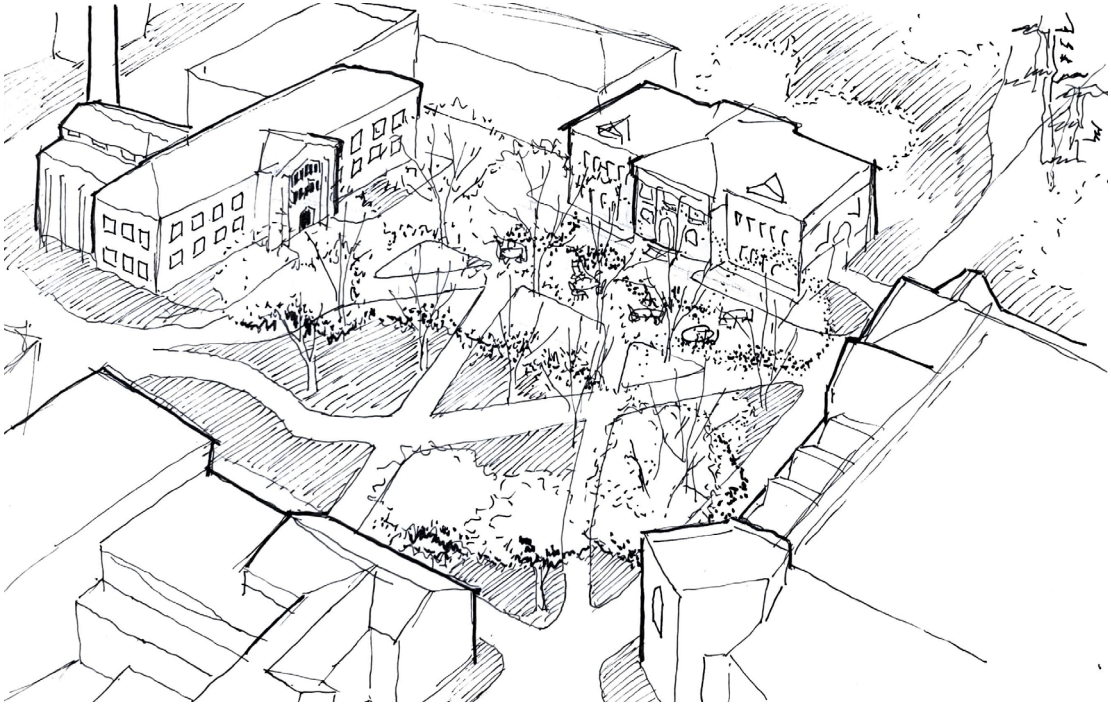
A colonnade approach to the North entrance of Anderson Hall.
November 26, 2023



Two friends standing in front of a reflecting pool with Anderson Hall in the background.
November 22, 2023



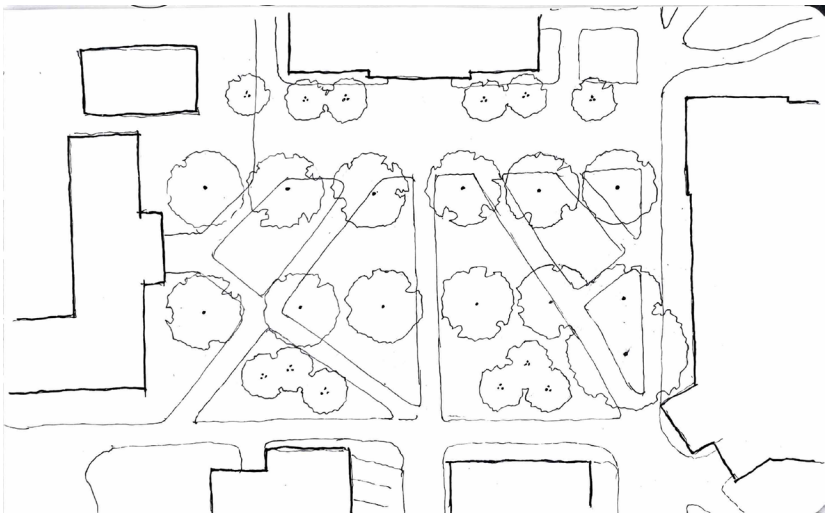
Hillside letters "KSU" constructed between World War I Memorial Field and Ahearn Field House.
November 11, 2023



Aerial perspective illustrating a proposed quad to replace the present day English and Counseling services building.
February 2, 2024



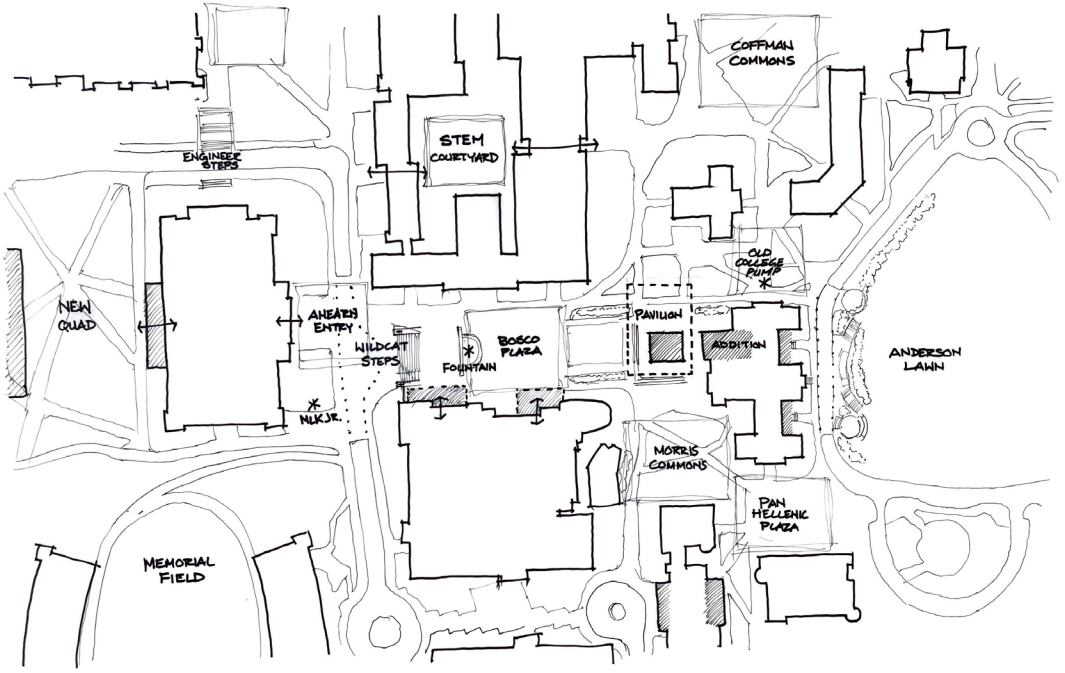
Perspective of proposed quad in front of the Power Plant.
February 2, 2024

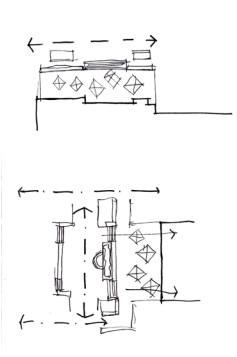


Plan of the proposed quad, enclosed by Leasure Hall from the North, Hale Library on the East, Seaton-Regnier complex on the South, and the Power Plant on the West.
February 2, 2024



Plan and section drawings explore a potential addition to Ahearn Field House to replace the Gymnasium and Natatorium.
February 20, 2024

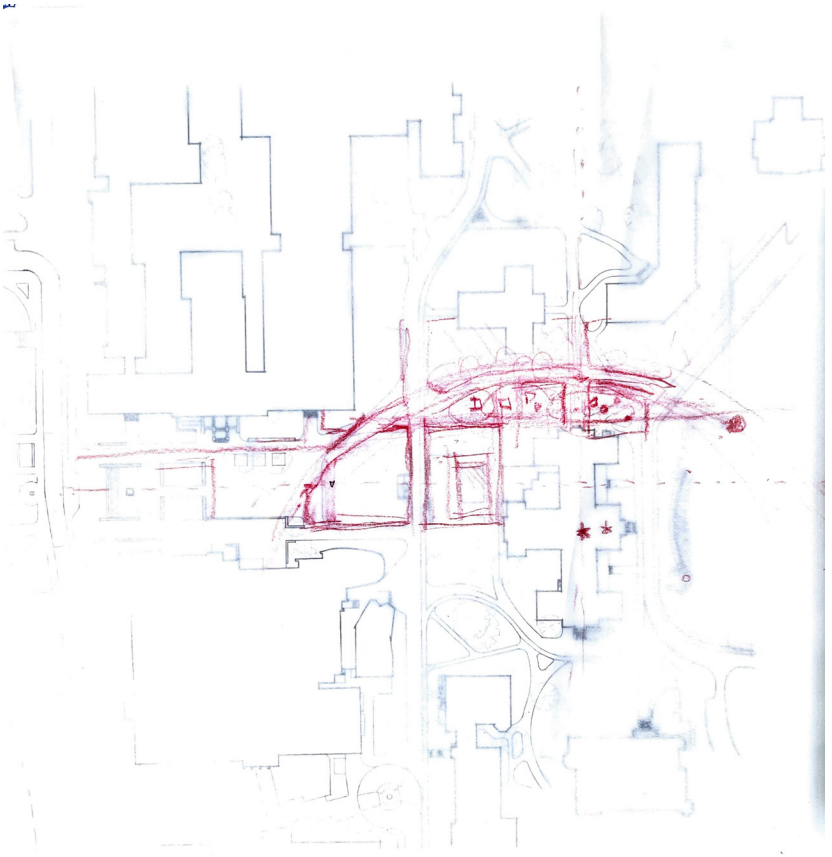




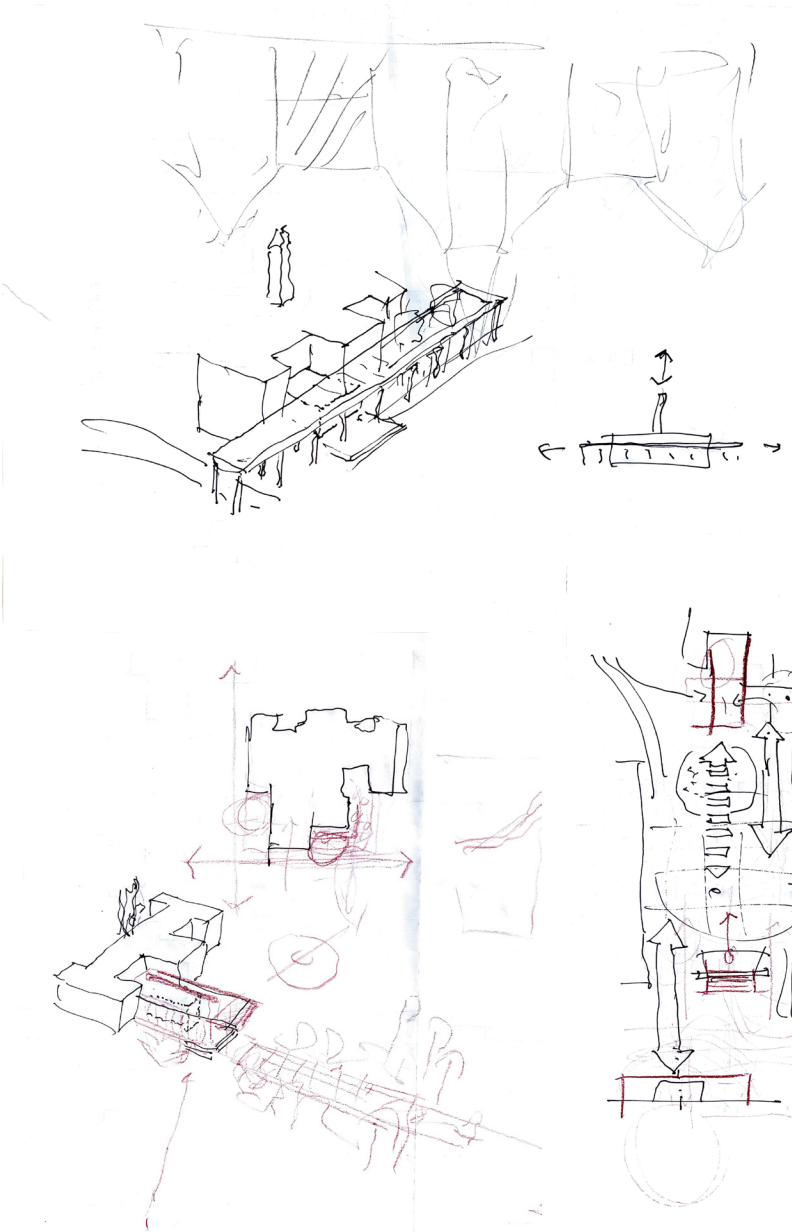


Conceptual plan and perspective.
March 3, 2024

The final design of this project was the combined product of many design iterations, with the support of many talented professors and advisors. The design feedback I recieved from others was instrumental in developing the final concept. The sketches on this page are work of individuals who offered their collaboration on design iteration.



Drawing by Dr. Hyung Jin Kim.
Trace paper sketch of arched promenade connecting Bosco Student Plaza to Anderson Lawn.
March 2024.



Drawings by Professor Michael Grogan.
Rough process sketches explore the form of the pavilion addition and spatial relationship to Anderson Hall.
February 15, 2024.

BLAINE HUPE