



Overview

Colleges and universities are among the most resilient and complex designed environments. Yet many observers doubt the survival of these institutions and their campuses. This is an existential challenge. As much of the traditional course content of universities moves to digital domains, the value of shared place and time is being called into question.

Whether we view campuses as physical objects or human organizations they exhibit characteristics that are relevant to virtually all types of design thinking and organization theory. A wide range of disciplinary perspectives are relevant to understanding these places, including architecture, landscape architecture, urban planning, higher education, art history and infrastructure engineering. This course is also designed to further the knowledge of students in each of these disciplines.

Students will join the class via web conference. Beginning with discussion of readings on the history and theory of campus development and dialogues with experts in person and via video conference, students will gain an analytical framework for seeing, knowing and understanding these unique places and considering their futures.

Critical areas of inquiry include: campus growth and adaptation, technological evolution, transportation and housing, preservation and restoration of historical context, functional and fiscal imperatives, and sustainability and environmental impact.

Each student will complete a unique consulting project at the University of Minnesota or a comparable campus. This concluding assignment will be a Planning Brief describing the solution to the real issues or concerns of a specific campus. The form of the Planning Brief is dependent on the type of problem or issue that is pursued, and these are in turn dependent on the background and interests of the student and the specific needs of the particular campus. The problem statement - topic of the brief - will be developed in consultation with the student, client and instructor.

Planning and Design of the University

Multidisciplinary approach

This will be a multidisciplinary seminar because no discipline can claim all of the knowledge and skills necessary to the planning and design of colleges and universities. Planners and design professionals are typically engaged in these environments in an episodic manner. Higher education administrators have responsibility for critical academic functions and their support, but usually have only anecdotal knowledge of the broader context. Their involvement in the creation of the campus is equally episodic. This course strives to provide understandings that transcend the limitations found in project specific perspectives.

Campuses have been created and influenced by many different agents. In recent years, donors, intercollegiate athletics and scientist entrepreneurs have been added to the list traditional actors and disciplines that impact the physical evolution of colleges and universities. This course is intended to increase the theoretical, analytical and practical knowledge of campuses for students in architecture, landscape architecture, higher education and related disciplines.

Readings will include contemporary articles and portions of:

- *American Places*, Perry Chapman
- *Campus*, Paul Venable Turner
- *Educating by Design*, Strange and Banning
- *Mission and Place*, Daniel Kenny, et al
- *The Oregon Experiment*, Christopher Alexander, et al
- *The City as Campus*, Sharon Haar
- *City of Bits*, William Mitchell

Organization and structure

- Classes 1 - 7 will involve presentations by the instructor and expert guests (in-class and via web conference), in-class discussion of assigned readings, study of the University of Minnesota and Georgia Tech and research of comparable universities, writing assignments and preparation for a consulting assignment on a specific campus.
- During class weeks 8-15 each student will prepare and present a Planning Brief and have individual consultations with the instructor. A presentation of the project campus will be made in Week 8. In week 10, students will present and discuss the project topic – the problem statement. A rough draft of the final planning brief will be made in week 13. Final projects will be presented during Finals. Client-centered reviewers will participate in the three rounds of presentations.

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Planning Brief

In week 3 each student will begin the process of determining a particular campus of interest for a consulting assignment that results in a Planning Brief. Specific campuses will be carefully chosen in consultation between the student and instructor to satisfy the experience and interests of the student and the availability of appropriate client representatives and issues that will serve the learning objectives of the course. The instructor's review and approval of a planning brief topic will consider the student's professional trajectory, specifics of the institution, and the needs of the client.

The instructor will arrange for each student to have a consulting assignment with the campus architect, university landscape architect, campus planner or other relevant representative of that campus. During weeks 7 – 9 each student in consultation with the campus professional will develop a topic for a consulting assignment that will be documented in a planning brief. The relationship between the student and campus representative is intended to be analogous to a consultant/client relationship.

At least one on-campus meeting with each client is expected. In cases in which this might be impractical, the instructor will consider other methods. Each student will be in contact with their client via email, sending specific items at three points in the assignment: 1) final draft of the problem statement – the topic of the planning brief, 2) rough draft of the planning brief, and 3) final version of the project.

The Planning Brief is the conclusion of the consulting assignment and is the final course product. It is a report and presentation of a campus planning issue providing sufficient information to move that issue/problem from the category of being ill-defined to well-defined, from messy to focused.

The topics are intended to be systemic in nature. Although they emerge from a specific campus, they should be relevant to many comparable environments. While a topic may lie most comfortably in a particular discipline, students will be encouraged to expand their comfort zone by exploring the issue from the widest possible range of disciplinary perspectives. Class presentation of topics and the Planning Briefs, while in draft form, will further multidisciplinary collaboration and exploration.

The Planning Brief will be a 2,000-3,000-word document for undergraduates and 4,000-6,000 for graduate students plus attachments and illustrations, if appropriate for the topic. Illustrations will typically be diagrams, maps and annotated photography. A typical Planning Brief outline would include:

- Problem Statement: What is the issue? How is it manifested?
- Context/ Precedent: How has the issue been addressed on campus and elsewhere?
- Research Findings: What does the literature and common practice have to say about this issue? What campus specific data is available and relevant?
- Proposed actions toward a solution
 - Goals: What are the characteristics of a solution? How is it defined?
 - Proposed process and tasks
 - Variables/values/requirements
 - Alternatives considered/ranking/evaluation of probable success
- Recommendations/Observations

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Presentation and discussion

Professional practice in all disciplines requires effective presentation of information in written, oral, video and graphic forms, as well as interaction and discussion with clients and work group members. This course will provide opportunities for all of these modes of communication, as follows:

- In addition to the Planning Brief, there will be three writing assignments, each involving experience of an important aspect of campus planning and design.
- Participation in discussion of readings is expected from all students, and each student will lead the group in at least one area of the readings.
- Each student will make at least four presentations to the class. The first will involve the specific campus of the Planning Brief. The second will be of the Planning Brief problem statement. The third will be a rough draft of the Planning Brief and the final presentation will be of the Planning Brief. Both the draft and final presentations will include client-centered representatives. With permission of the instructor a video presenting the Planning Brief may be accepted in lieu of the final in-class presentation.

Learning Objectives

At the end of the semester the student will have

- Gained an understanding the history of American college and university development
- Learned the principal theories, forces and practices that have shapes these campuses.
- Interacted with campus and facility planning leaders and gained insight into the day-to-day processes by which the University of Minnesota and Georgia Tech continue to evolve.
- Utilized a framework of relevant metrics to understand the University of Minnesota and comparable US institutions.
- Applied that framework and related understanding to the study of a campus on which a Planning Brief will be developed. Each student will study a different campus. Campuses will be selected in consultation between the student and instructor.
- Interacted with a professional representative on the selected campus who will be the client for a consulting assignment.
- Completed a consulting assignment, in the form of a Planning Brief, concerning a current issue on the selected campus.
- Become better prepared for professional engagement in contexts of physical and organizational complexity, including colleges and universities.

Finally, I hope that the range of perspectives represented in the course will lead students to a richer appreciation of these places and related environments. As we work together to understand the University of Minnesota and other colleges and universities, students will encounter the limits of existing precedents, current design thinking, and relevant organizational development. As a result the student will gain insights and learn skills that will be applicable in a wide range of planning and design responsibilities, including those involving the continuing evolution of higher education.

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Class Schedule

1. **January 20 – History of Campus Planning**
Colleges and Universities scholarly perspective
Discussion of Reading (Turner, Chapman, Oakley, Rodrigues)
2. **January 27 – University of Minnesota Campus Planner**
Discussion of Reading (UMN Master Plan), Research (UMN Data), Writing (Favorite Place)
Discussion of project campus possibilities
3. **February 3 – Learning and Libraries**
Understanding Georgia Tech, University of Minnesota and Peer Institutions
Discussion of Reading (Kenny, Doshi), Research (Peer Institution Data)
4. **February 10 – Facilities and Utilization**
Understanding facilities utilization and demand
Discussion of Reading (Alexander, Janks), Writing (Where I Study)
5. **February 17 – Student Life and Housing**
Understanding the residential campus
Discussion of Reading (Strange & Banning, Rullman & Harrington)
6. **February 24 – Buildings and Campus (Conversation with University Architects)**
Understanding the production of the campus environment
Student presentations of project campus (7-minute presentations with <20 slides)
7. **March 3 – The Future of the Campus in a Digital World**
Conversation with in-class guests and conclusion of non-project course content
Discussion of Reading (Haar, Mitchell, Haggans), Writing Assignment (Why Campus?)
8. **March 10 – Presentation of Planning Brief Topic**
Campus visits/phone conversations/interviews for planning brief
First draft of planning brief topic

----- Spring Break -----
9. **March 24 -- Focus Campus Presentations**
5-minute presentations (10 slides) of each focus campus,
Master plan, iconic images and basic data
10. **March 31 – April 2 - Independent Study**
Campus visits/phone conversations/interviews for planning brief
First draft of planning brief topic
11. **April 7 - 9 -- Individual consultations and review (to be scheduled)**
Campus research and planning brief development
12. **April 14 -- Draft Presentation of Planning Brief**
5-minute presentations (10 slides) of planning brief topic/issues for class discussion
13. **April 21 - 23 -- Individual consultations and review (to be scheduled)**
Planning Brief development
14. **April 28 – 30 -- Individual consultations and review (to be scheduled)**
Planning Brief development
15. **May 7 Presentation of Planning Briefs to Outside Reviewers**

BOLD INDICATES CLASSES WITH GUEST PARTICIPANTS

GRADING: Class participation and written assignments 25%
Georgia Tech and UMN analysis 15%
Project Campus analysis 10%
Planning Brief 50%

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BRIEF BIOGRAPHY

Michael Haggans

*Visiting Professor
Center for 21st Century Universities
Georgia Institute of Technology*

*Visiting Scholar
School of Architecture
University of Minnesota*

Since 1980, Michael has worked on the facility challenges of colleges and universities. He is now an independent scholar researching the future of higher education. A licensed architect, he earned his Master of Architecture degree from the State University of New York-Buffalo. He has led architectural practices serving higher education and was University Architect for the University of Missouri System and the University of Arizona.

He began his current teaching and research as Visiting Scholar at the University of Kansas for the 2009-2010 academic year. He taught at North Carolina State University in 2010-11. He is a Visiting Scholar in the School of Architecture at the University of Minnesota as well being a Visiting Professor in the Center for 21st Century Universities at Georgia Tech.

Michael teaches and continues development of an interdisciplinary course on the Planning and Design of the University. He researches and writes on the facilities implications of the ongoing digital transformation of higher education. <http://campusmatters.net>

Recent presentations include:

"Understanding and Leading: Digital Impacts on the Physical Campus"

Society of College and University Planners, SCUP 47, July 15, 2014

"Future of the Campus" Conference Keynote Address

"No-Name" Academic Facilities Conference, Univ. of West Georgia, May 5, 2014

"2014 Thought Leaders" Symposium

Association of Physical Plant Administrators, New Orleans, April 22, 2014

"Future of the Campus" C21U Workshop

University System of Georgia Institutions, Atlanta, March 28, 2014

"Paradox of the 21st Century Campus"

Society of College and University Planners, North Central, October, 2013

"Classroom, Study and Synchronicity"

Society of College and University Planners, North Central, October, 2012

"Campus in the digital stream: more clicks, different bricks"

Society of College and University Planners, SCUP 47, 2012

"Then Now Ever: The Meaning of Campus in the Digital Stream"

Research Slam, College of Design, University of Minnesota, 2011

"What Matters to Students: The Meaning of Campus in the Digital Stream"

Society of College and University Planners, North Central Region, 2011

"Synchronish: The Physical and Virtual University of 2050"

Future of the University series, NC State University, 2011

"The Digital Future of the University" -- Education 5334

School of Education, NC State University, 2010

"The Physical and Virtual Future of the University"

Society of College and University Planners, Southeast Region, 2010

"Then Now Ever: The Planning and Design of the University"-- Seminar Series with

Schools of Education and Architecture, University of Kansas, 2010