LANDSCAPE MASTER PLAN EXECUTIVE SUMMARY

SMITH COLLEGE LANDSCAPE MASTER PLAN — **20 YEAR VISION**
Volume 1
January 2022

MNLA

SMITH COLLEGE

ACKNOWLEDGMENTS

EXECUTIVE SUMMARY

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The committee is grateful for every member of the campus community–students, staff, faculty, alumnae, and our greater community of neighbors, family members, friends, and colleagues–who shared ideas, insights, creativity, and inquisitiveness during this process. Special thanks to the following groups and individuals for contributing foundational work, deep investments of time and energy, critical solutions, and/or extensive engagement that shaped this plan:

- Students, alumnae, staff, faculty, and community members who participated in on-campus activities and submitted ideas, perspectives, and feedback online via Groundswell Magazine
- John LeBrie, Gary Hartwell, Scott Richards, Cheryl Obremski, and staff in Capital Projects, Grounds, and Facilities Management for technical assistance, research, insights, and thoughtful review of ideas, proposals, and plans
- Whitley Hadley, LaTanya Richmond, Floyd Cheung, Amy Hunter, Mwangi Center staff, and Office of Equity and Inclusion staff, as well as members of the 2019 Otelia Cromwell Day Planning Committee for assistance with engagement events and critical perspectives of community needs
- Laura Rausher and staff in the Office of Disability Services for insights into community needs as well as for technical assistance and plan review
- Jessica Nichol ’83 and Smith College Museum of Art staff for thoughtful review of campus art and assistance with designing components of the landscape master planning process
- Nanci Young, Mary Biddle, and Special Collections staff for their research, scholarship, and depth of knowledge about college history
- Joanne Satkowski, Visitor Services, and Events Management staff for their perspectives on ceremonial and seasonal events, and campus guests
- Students in ENV/GEO150: Mapping Our World, FYS151: Our Mill River, LSS389: Broad-scale Design and Planning, LSS255: Art and Ecology, as well as to student scholars Greta Mundt ’21, Emily Hitchcock ’19, Elsbeth Pendleton-Wheeler ’19, Hazel Edwards ’19, and Kate Hanks ’18 for their ideas, analysis, and synthesis of the campus experience. Special thanks to instructors Reid Bertone-Johnson and Gaby Immerman for their deep exploration of the landscape with their classes throughout this process
- John Maas for early assistance developing the RFQ and mapping out the landscape master plan process
- Veeka Trofimova, Stephanie Choi, Emma Kerr, and CEEDS staff for communications, technical assistance, events planning, and moral support
- Botanic Garden of Smith College staff, including John Berryhill, Dave Dion, Ben Green, Jeff Rankin, Nate Saxe, and summer student interns for advocacy, insights, technical assistance, feasibility assessments, and brainstorming throughout the project
- Amrita Acharya ’22, Rosalie Toupin ’20, Esther Rose Mejia’21, the House Presidents Association, and the Unity Presidents for making student outreach all the more effective and engaging
- Jon Caris, Tracy Tien, Emma Harnisch ‘18 and the Spatial Analysis Lab staff for technical and material support
- Ellen Wall and Patty DiBartolo for assistance with communications, coordination, and outreach strategy
- The many leaders at Smith whose collective work brings to life the rich residential experience including Julianne Ohotnicky, Caitlin Szymkowicz, Tamra Bates, Kristin Hughes, Kris Mereigh, Matilda Cantwell, and Chris Marblo
- Wayne Feiden and fellow city employees, as well as John Sinton and the Mill River Greenway Initiative for regional and geological context

WELCOME

EXECUTIVE SUMMARY

Dear Smith College Community:

The Smith College landscape has been core to the experience of students and the mission of the college since its founding. President Laurenus Clark Seelye established for the college a bold vision of a landscape “not only… serviceable for our ordinary use” but also available as a teaching and learning asset when he proclaimed the campus would be populated by a “botanical garden, the plants and trees being selected and grouped according to scientific as well as aesthetic demands.”

Since then the landscape has been in a constant evolution in service to our mission. We have welcomed a number of luminary planners, including Frederick Law Olmsted, John Nolen, Shavaun Towers ’71, and Cornelia Hahn Oberlander ’44, to adapt the landscape to better meet the challenges of the day. Each has approached their work with a reverence for the past and an eye for the needs of the future, so that this dynamic, multi-use landscape continues to be in dialogue with the past, present, and future. To that list of distinguished visionaries we are adding Smith alum Signe Nielsen ’72 and her project team at MNLA.

The Smith College campus is not, nor has it ever been, the space between the places where learning happens. It is another place where meaningful learning happens. Similarly, it is not, nor has it ever been, just a campus. It is instead many things to many people. It is the place students call home, experience great insight, create some of their most formative memories, and celebrate critical intellectual, social, and emotional milestones in their lives. It is the place faculty and staff dedicate their professional lives to improving. It is a place returned to, beloved, and revered by alums. It is a fixture of daily life for the Northampton community.

As Smith College and our world at large evolve, new issues, ideas, and values come into focus. These can be explored and addressed through the design and management of the campus landscape. In this way the landscape is a critical and highly visible platform for expressing the college’s mission and the values.

This new landscape master plan sets forth a bold vision for the Smith College campus. It imagines a campus more conducive to and welcoming of instruction beyond the four walls of the traditional classroom; a campus where the most pressing problems of today are at once studied and addressed, proving to our students that they are able to change the world for the better and to confront the world’s complex, urgent problems; a campus designed and managed in ways that go beyond mitigating the effects of climate change and environmental crisis and that instead venture into the realm of repair, restoration, and improvement of the water, soil, and habitat of Smith College. Most importantly, this master plan shows the way toward a campus that extends the ideals of equity of experience and a sense of belongingness into every corner of our shared physical space.

Michael Thurston
Provost and Dean of the Faculty; Helen Means Professor of English Language & Literature

David DeSwert
Vice President for Finance & Administration

The Landscape Master Plan Committee acknowledges that Smith College is built on Indigenous Nonotuck land. We acknowledge and respect our present-day neighboring Indigenous nations: the Nipmuc and the Wampanoag to the East, the Mohegan, Pequot, and Narragansett to the South, the Mohican and Mohawk to the West, and the Abenaki to the North. We also acknowledge that Indigenous people continue to live here in the Kwinitekw valley as they have lived continuously for thousands of years.

20 YEAR PLAN

EXECUTIVE SUMMARY

Dear Reader,
The time is now. Smith's campus landscape is central to the Smith College experience. It is an asset to the college, to the town of Northampton, and to the regional ecology. It grounds the educational, social, and emotional growth of students and lives on in the memory of alumnae.

The Landscape Master Plan envisions a 20 year process that can begin immediately. The plan links climate-positive change with social benefits in service to the College's mission and academic objectives. Grounded in the GUIDING PRINCIPLES, the plan sets forth strategic initiatives to advance environmental stewardship, social equity, and educational opportunities.

We invite you to explore this Landscape Master Plan as an administrator, a student, a professor, an alumna, a landscape steward. Two volumes, PROCESS and IMPLEMENTATION PLAN illustrate a how-to guide to Smith's future landscape through mapping, community engagement, recommended guidelines, and applied projects.

Sincerely,
MNLA and the Landscape Master Plan Committee

PROPOSED PLAN

GUIDING PRINCIPLES

EXECUTIVE SUMMARY

1. Model environmentally friendly practices: Anticipate the impact of climate change on campus, minimizing carbon footprint and prioritizing regenerative ecological function and bioproductivity.

2. Protect, steward and enhance Smith's historic campus and environs, including Elm Street historic district, the botanic garden and arboretum, and distinctive spaces vital to the College's identity and traditions.

3. Connect the campus to surrounding downtown and residential neighborhoods while maintaining its distinctive character.

4. Ensure that bicycle and pedestrian circulation is safe, well-connected, accessible and easily navigable.

5. Promote use of landscape in teaching, learning and scholarship making its natural processes visible and legible.

6. Create inclusive, multi-use outdoor environments that are universal in access, democratic in spirit, welcoming to visitors, and conducive to sociability and community for students, faculty and staff.

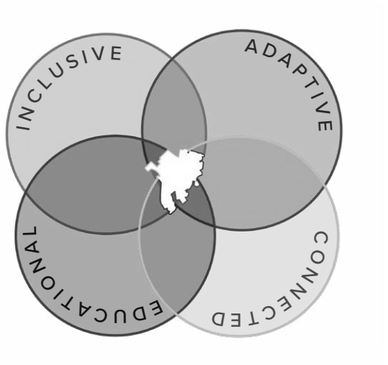
7. Create and nurture natural environments and green spaces that promote health and wellness for the Smith community, and that foster the wellbeing of our residential students.

▲ College Lane view in RIVER DISTRICT

PROJECT OVERVIEW

EXECUTIVE SUMMARY

The 2020 Landscape Master Plan recalibrates the relationship between humans and their environment grounded by four foundational landscape themes: **inclusive, adaptive, educational,** and **connected.**



[1] Paul Venable Turner. *Campus: An American Planning Tradition.* MIT Press, 1984, pp. 141, 150.
[2] *Report of the Smith College Study Group on Climate Change.* March 2017. P.4.

Smith College began as a unique experiment to educate women in a "humanly scaled domestic community ... as a tangible symbol for the new liberal and democratic ideals of education."[1] This bold experiment has evolved into a "community dedicated to excellence in learning, teaching, scholarship, [and] discovery....creating an inclusive, equitable, and accessible community... [and] participating in the communities in which they live and to stewarding the resources that sustain them."[2]

The Smith College Landscape Master Plan is an outgrowth of the recommendations contained in the *Report of the Smith College Study Group on Climate Change* and carries both the traditions of the past and current goals forward into the future.

In early 2019 a Landscape Master Plan Committee was formed, comprised of administrators, faculty, and students. Together they set forth the seven Guiding Principles for the landscape master plan & Smith's future landscape. These principles have been grouped into four foundational themes:

1. **Inclusive Landscape**
2. **Adaptable Landscape**
3. **Educational Landscape**
4. **Connected Landscape**

These themes form the backbone of strategies to improve outcomes in both campus-wide SYSTEMS of circulation, landcover, hydrology and culture as well as in site-specific DISTRICTS of the River, Core and Town. The resulting Landscape Master Plan is a deliberately adaptive tool that provides an action-based framework, as opposed to project-based designs, supported by performance goals and guidelines.

Photo courtesy of Smith Archives

Historic aerial photograph of Smith Campus. Smith College Libraries.

CONTEXT

EXECUTIVE SUMMARY

Smith has a powerful landscape identity: past, present, and future. Formed from geologic, hydrologic, climatic, and cultural forces, the campus is situated on Nonotuck land in the Connecticut River Valley. The borrowed scenery of the surrounding landforms and the valley formed by the Mill River situate the campus within the region.

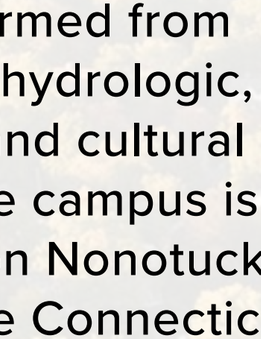


Photo by Olson Kundig

PAST

The Smith College campus is on land occupied by Indigenous Peoples who resided in the valley because of its fertile land and abundant natural resources. Some of those resources include the Mill River which powered colonial and post-colonial mills that sprung up along its banks between 1660 and 1905. The river, however, was long a source of flooding, causing major damage over the centuries to both mills and inhabitants of Northampton causing the federal government to construct a flood control system in 1945 which is evident on campus. The founding of Smith College and the Botanic Garden of Smith College are virtually synchronous in the 1870's; the Botanic Garden collections are found throughout the campus and play a significant role in the iconography and pedagogy of the College.

For more about Smith's PAST landscape, see PROCESS, Volume 2

PRESENT

Smith's powerful landscape identity plays a major role in the daily life of the campus and does more to instill fond memories in the minds of students, alumnae, faculty, staff, and visitors than any other aspect of the campus. Unfortunately, the cumulative effects of large and small changes made over the years have weakened the character and functionality of the campus landscape.

For more about Smith's PRESENT landscape, see PROCESS, Volume 2

FUTURE

The Landscape Master Plan provides an ideological and physical framework to guide decision-making over time. The plan respects the natural and human context beyond the campus boundaries and recognizes that these bear influence on future planning. Within the campus, the plan promotes expanded learning opportunities; broader, more visible, and embedded sustainability in response to climate change and regional connectivity.

For more about Smith's FUTURE landscape, see IMPLEMENTATION PLAN Volume 3

PROCESS

EXECUTIVE SUMMARY

What does an **inclusive, adaptive, educational,** and **connected** campus look like? The 2020 Landscape Master Plan is deliberately an adaptive tool developed with the Smith community that is grounded in clear principles and a broad vision for the future.

Students, faculty, staff, grounds crew, alumnae, Northamptonites, and other Smith community stakeholders contributed through robust online and in person engagement, forming the direction and priorities of this Landscape Master Plan. Three issues of *Groundswell Magazine*, a digital publication, continued the Landscape Master Plan dialogue with the Smith Community with feedback integrated iteratively.

AN ADAPTABLE CAMPUS

"It is imperative that Smith be an example of forward-looking **climate-aware practices**."

SUBMITTED VIA
WWW.GROUNDSWELLMAGAZINE.COM

AN EDUCATIONAL CAMPUS

"Embedding local knowledge and histories into the space. Using creative ways to educate. Site specific **public art**!"

SUBMITTED VIA ON-CAMPUS ENGAGEMENT

AN INCLUSIVE CAMPUS

"All students, faculty, and staff should **feel welcomed** across all spaces on campus. The landscape should help break down barriers and not create them."

SUBMITTED VIA
WWW.GROUNDSWELLMAGAZINE.COM

↑ Student Government Association members sharing their perspective on the proposed ideas for specific locations on campus.

SUMMER 2019
LANDSCAPE MASTER PLAN
Effort begins

GROUNDSWELL ISSUE 1
Published

GROUNDSWELL ISSUE 2
Published

GROUNDSWELL ISSUE 3
Published

Landscape Master Plan
Published

2019

NEILSON LIBRARY and its surrounding landscape under construction

2020

COVID19 DECLARED A PANDEMIC
Smith students receive remote instruction late spring and fall semester 2020.

2021

BLACK LIVES MATTER PROTESTS murders of George Floyd & Breonna Taylor by police ignite sustained nationwide protests.

2022

- ON-CAMPUS ENGAGEMENT
- MILESTONES
- OTHER EVENTS

VISION

EXECUTIVE SUMMARY

Four landscape **SYSTEMS** form a matrix within the campus and connect it to its regional context. **Circulation, landcover, hydrology**, and **cultural SYSTEMS** are the mutually dependent networks that ground the Smith campus landscape.

LANDSCAPE MASTER PLAN OUTCOMES:

CIRCULATION SYSTEM

Pedestrian and bicycle connections are prioritized over vehicular access and parking within the heart of campus.

LANDCOVER SYSTEM

Regional planting that provides habitat and stormwater mitigation are prioritized over lawn and impervious land cover.

HYDROLOGY SYSTEM

Stormwater and water use is managed holistically to improve water quality and reduce potable and non-potable water use.

CULTURAL SYSTEM

Diverse programmed landscapes that foster inclusivity and identity for Smith students are prioritized over open lawn.

▲ Chapel view in **TOWN DISTRICT**

VISION

EXECUTIVE SUMMARY

The Smith College campus is comprised of three distinct DISTRICTS. Each with it's own distinct feel. Each shaped by their unique history, locality, ecology, and cultural influences. The landscape master plan seeks to accentuate what is most important about each district, while maintaining a cohesive campus feel.

RIVER DISTRICT

KEY CHARACTERISTICS:

Mill River
Woodland & riparian landscapes
Iconic views
Athletic fields

CORE DISTRICT

KEY CHARACTERISTICS:

Academic core
Large institutional buildings
Large open lawns
Historic Olmsted campus

TOWN DISTRICT

KEY CHARACTERISTICS:

Elm Street corridor
Elm Street Historic District
Residential buildings

▲ **Chapin Lawn view in CORE DISTRICT**

VISION

EXECUTIVE SUMMARY

The prodigious feature of the RIVER DISTRICT is the Mill River, which gives this area of campus its unique topography, iconic views, and varied landscapes which are essential to Smith's identity.

The ecologic health of the river is compromised by a variety of factors and poor access to some of the wild areas limits opportunities to experience these unique landscapes. The performance guidelines in the *Implementation Guidelines* propose to improve the ecologic health and educational value of the River District. The guidelines recommend ways to reduce causes of water quality degradation and enhance adjacent woodland and riparian landscapes for people and habitat. These incremental improvements will strengthen the RIVER DISTRICT as fertile ground for outdoor education, recreation, stress relief, and introspection.

LANDCOVER SYSTEM
Enhance biodiversity of woodland and riparian ecosystems

CIRCULATION SYSTEM
Provide access for all into Smith's natural landscapes

CULTURAL SYSTEM
Embed outdoor learning spaces within new and diverse landscape types

HYDROLOGY SYSTEM
Increase and improve riparian buffers to filter pollutants, support riverbank stability and enhance habitat value

▲ **Woodland walk view in RIVER DISTRICT**

VISION

EXECUTIVE SUMMARY

The **CORE DISTRICT** is characterized by expansive lawns loosely surrounded by academic and administrative buildings. It has a distinctly collegiate quality and serves as the center of campus.

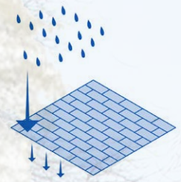
Much of the Core District was part of the original Olmsted campus plan whose imprint is still palpable today with stately mature trees punctuating the park-like lawns. Over time, the Core District has been significantly altered as trees have died, lawns have been surrounded by post-and-chains, and views have been blocked by buildings. There is a sense among students that the Core feels too stiff and unwelcoming. The performance guidelines focus on enhancing the district's social qualities, reducing pedestrian-vehicular conflicts, and diversifying non-essential lawns to foster better hydrologic function and habitat value.

CULTURAL SYSTEM

Expand the educational mission of the college by providing diverse works of art & varied social spaces

CIRCULATION SYSTEM

Prioritize pedestrian experience over vehicles, reduce parking in the core and establish shared streets



HYDROLOGY SYSTEM

Filter stormwater using permeable pavement and meadow planting before water drains to Mill River

LANDCOVER SYSTEM

Establish meadow and low-mow landcover to reduce inputs & long term annual maintenance

▲ **Sage Hall view in CORE DISTRICT**

SEE PILOT & PRINCIPLE PROJECTS ON PAGES 32 & 42

VISION

EXECUTIVE SUMMARY

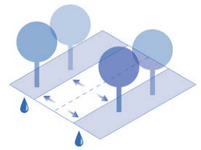
The TOWN DISTRICT is characterized by its relationship to Elm Street and interface with Northampton.

The Town District suffers from a patchwork quality resulting from incremental land acquisition and development. Primary concerns are the lack of consistent street crossings, discontinuous sidewalks, and a lack of identifiable social spaces. The performance guidelines focus on making the Town District more inclusive and welcoming to both the campus community and Northampton.

LANDCOVER SYSTEM
Establish welcome gardens to enhance Smith's identity as an inviting and adaptive campus

CULTURAL SYSTEM
Create varied social spaces to allow individuals and groups to gather, meet, or stay

CIRCULATION SYSTEM
Clarify pedestrian crossings and circulation network for pedestrians, cyclists, and motorists to establish a safe and pedestrian friendly network



HYDROLOGY SYSTEM
Implement a series of bioswales to absorb and filter stormwater

▲ **Campus crossing view in TOWN DISTRICT**

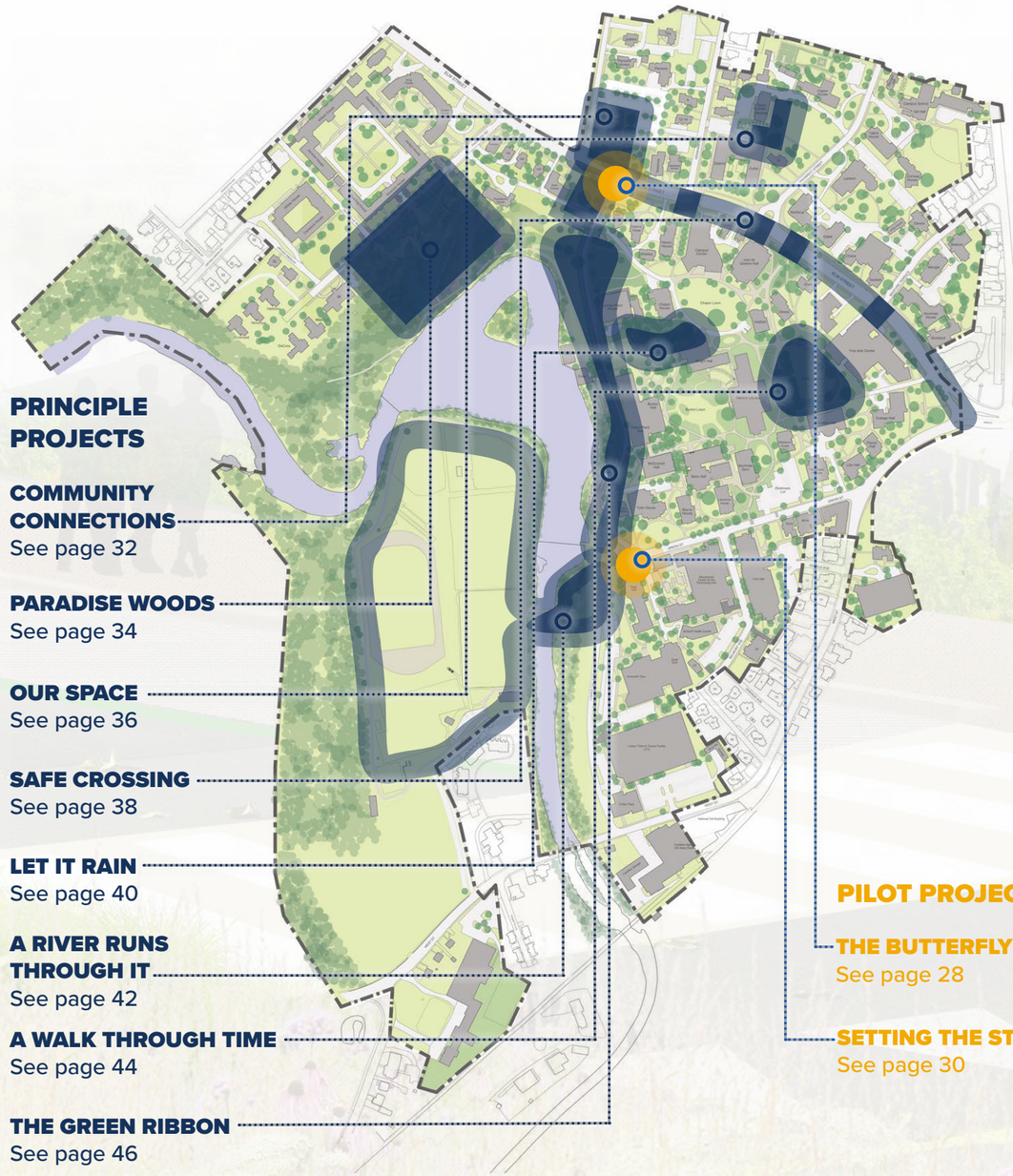
SEE PILOT & PRINCIPLE PROJECTS ON PAGES 28 & 38

IMPLEMENTATION

EXECUTIVE SUMMARY

From vision to reality: PILOT AND PRINCIPLE PROJECTS illustrate how Smith moves forward towards an **adaptable, inclusive, educational,** and **connected** campus tomorrow and over the next 20 years. **PILOT PROJECTS** can be implemented quickly to demonstrate and test transformation of spaces that herald longer-term initiatives. **PRINCIPLE PROJECTS** invest in the future of the campus landscape by implementing meaningful projects that address multiple GUIDING PRINCIPLES.

In order to enable successful transition to this new landscape approach, it is necessary to recognize the need to adapt current maintenance and operations practices. Projects should be carefully aligned with appropriate adjustments to required staffing, staff training, new materials use, equipment use, and the development of a robust adaptive management approach focused on service and performance benchmarking and feedback.



IMPLEMENTATION: PILOT PROJECT

EXECUTIVE SUMMARY

THE BUTTERFLY EFFECT

A signature meadow at the main entrance gate at the intersection of College Lane and Elm Street welcomes students and visitors alike to Smith College, displaying the campus' inviting and adaptive identity. Along with a low-mow grass lawn, the meadow signifies Smith's landscape vision and commitment to a sustainable future. Interpretive signage introduces visitors and students about the value of this landscape typology.

Pilot Project in TOWN DISTRICT

INCLUSIVE

Vibrant plantings, paired with the stately Smith College sign, create a welcoming threshold

EDUCATIONAL

Bolstered by signage, this pollinator meadow in a prominent location on campus teaches about habitat and stormwater management

ADAPTIVE

As a pilot project, the installation of the meadow will allow the college to test and adapt new planting strategies for future landscapes

CONNECTED

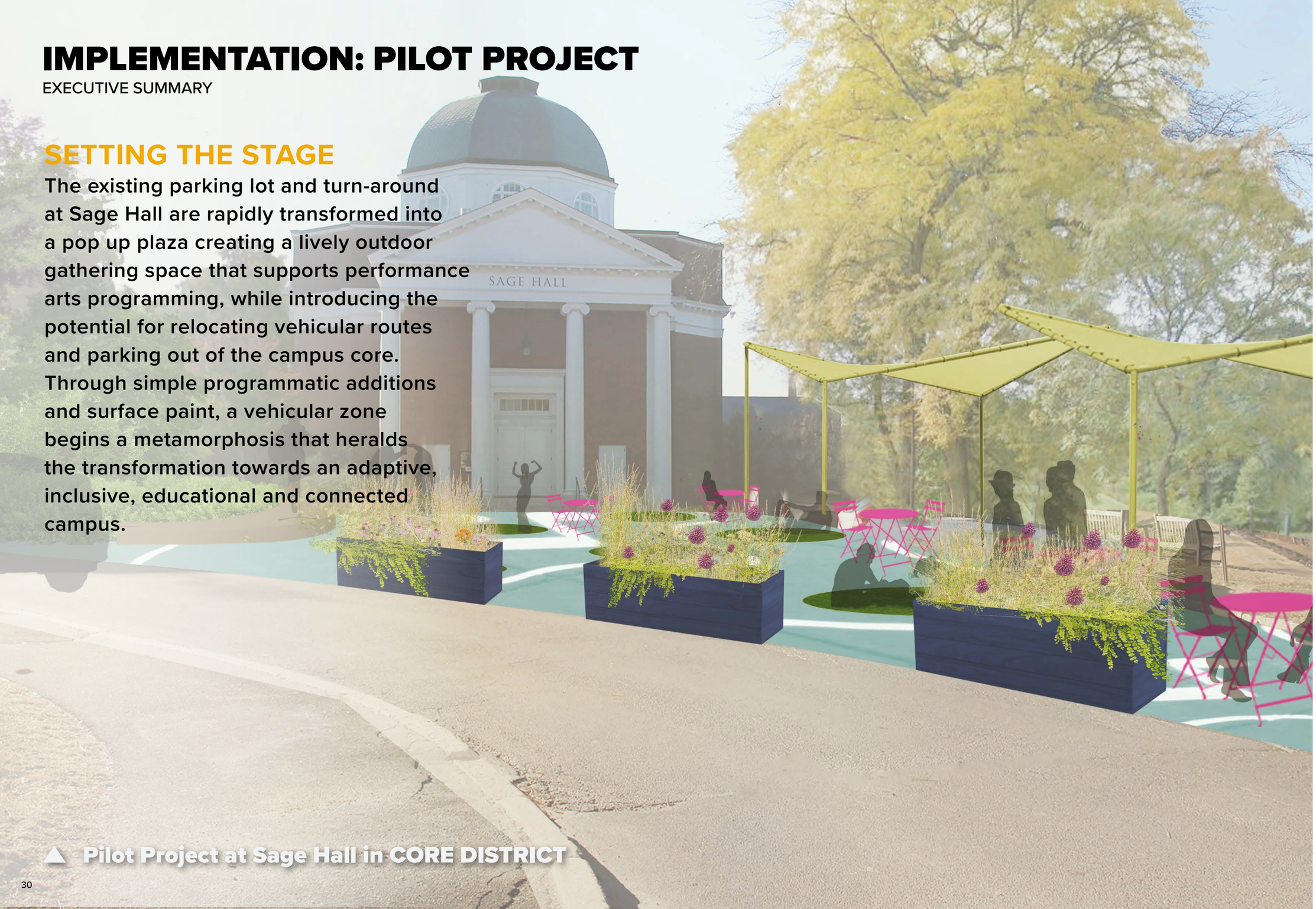
The Butterfly Effect celebrates the entry to Smith campus

IMPLEMENTATION: PILOT PROJECT

EXECUTIVE SUMMARY

SETTING THE STAGE

The existing parking lot and turn-around at Sage Hall are rapidly transformed into a pop up plaza creating a lively outdoor gathering space that supports performance arts programming, while introducing the potential for relocating vehicular routes and parking out of the campus core. Through simple programmatic additions and surface paint, a vehicular zone begins a metamorphosis that heralds the transformation towards an adaptive, inclusive, educational and connected campus.



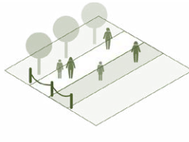
Pilot Project at Sage Hall in CORE DISTRICT

INCLUSIVE

Universally accessible temporary pop up plaza enlivens Sage Hall without creating barriers

EDUCATIONAL

The educational mission of the College is expanded by providing diverse works of art, performance and study spaces



ADAPTIVE

The temporary plaza prioritizes social space over vehicles and establishes the capacity for change

CONNECTED

ADA parking spots are relocated along Green Street, and remote parking replaces remaining Sage Hall spots, giving space for students and faculty to gather

IMPLEMENTATION: PRINCIPLE PROJECT

EXECUTIVE SUMMARY

COMMUNITY CONNECTIONS

Establishing conveniently located parking behind the Chapel allows the removal of parking from the campus core and more ecologically sensitive areas by the river. With capacity to grow, the parking lot models sustainable design to mitigate the effects of cars, pollutants, and stormwater. In the front of the Chapel, circulation is clarified and the Chapel's community outreach programs are supported with outdoor gathering spaces and foraging gardens that both offer educational benefits and demonstrate Smith's commitment to inclusivity and sustainability.

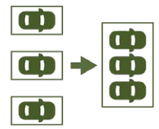
▲ Principle Project at the Chapel in TOWN DISTRICT

INCLUSIVE

Edible gardens and orchard trees encourage conversation and communion amongst the Smith College and Northampton communities

EDUCATIONAL

The parking lot employs both visible and below-the-surface best management practices



ADAPTIVE

By relocating decentralized parking within the campus core to this centralized lot, pollution to the Mill River is reduced and heat impacts are mitigated

CONNECTED

Realigned paths clarify the connection between the new sustainable parking lot and the campus core, while retaining a vehicular drop-off for the Chapel

IMPLEMENTATION: PRINCIPLE PROJECT

EXECUTIVE SUMMARY

PARADISE WOODS WALK

The demolition of the houses along the south side of Paradise Road presents an exciting opportunity to physically and visually connect the Quad to the pond below and the campus core beyond. The woodland walk begins with welcoming signature planting beds at Emerson House and continues across a raised crosswalk to Paradise Woods. There, the universally accessible path begins to meander downhill, traversing through restored woodland habitat and bridging over rain gardens that highlight the historic stream course. The walk culminates at an outdoor classroom at the base of the hillside, surrounded by demonstration habitat plantings and iconic views of the boathouse and pond.

▲ Principle Project in the RIVER and Town DISTRICTS

INCLUSIVE

Signature planting beds and a welcoming plaza at the woodland walk entrance encourages visitors to explore Paradise Woods.

EDUCATIONAL

An outdoor classroom at the base of the hillside is surrounded by demonstration habitat plantings.

ADAPTIVE

Storm water runoff from Paradise Rd is diverted to permeable parking and rain gardens, reducing erosion on the hillside and sedimentation entering the river.

CONNECTED

A universally accessible path connects the Quad down to the pond, while an overlook provides stunning views that visually connect to the campus core beyond.

IMPLEMENTATION: PRINCIPLE PROJECT

EXECUTIVE SUMMARY

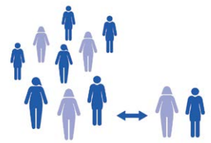
OUR SPACE

A courtyard at the parking lot between the Mwangi Center and Cutter/Ziskind provides an inclusive gathering space and outdoor classroom dedicated to discourse, community, and social justice. Inclusivity begins with the design process: designed with community engagement and students as key stakeholders, the courtyard becomes a place of the students by the students. While an inclusive and educational plaza is at the forefront of design, the courtyard becomes more adaptive by replacing the asphalt parking lot with permeable plaza paving to increase infiltration and becomes more connected by prioritizing pedestrian connections.

Principle Project at the Mwangi Center in TOWN DISTRICT

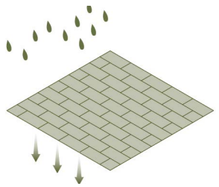
INCLUSIVE

Mwangi Cultural Center's aim of providing space for student engagement and community building is expanded outdoors



EDUCATIONAL

The large plaza with movable and fixed furniture allows for a flexible outdoor space that supports both large lecture events and small study groups



ADAPTIVE

The existing asphalt parking lot is replaced with permeable plaza paving that captures and filters stormwater

CONNECTED

The courtyard acts as a new pedestrian hub for the Town District, with improved connections to the campus core

IMPLEMENTATION: PRINCIPLE PROJECT

EXECUTIVE SUMMARY

SAFE CROSSING

Pedestrian safety improvements along Elm Street calm traffic and create safe, legible and consistent pedestrian crossings. This contributes to the welcoming environment of the campus, particularly at crossings that form the threshold between the local community and the campus core while also providing for the daily needs of students traversing Elm Street. Pedestrian priority at crosswalks is emphasized by extending curbs, raising crosswalks and illuminating crossings and pedestrians waiting to cross.

▲ Principle Project along Elm Street in TOWN DISTRICT

INCLUSIVE

Views into the campus are improved by removing non-essential vehicles and introducing a signature entrance meadow

EDUCATIONAL

Bolstered by signage, this pollinator meadow in a prominent location on campus teaches about habitat and stormwater management

ADAPTIVE

Non-essential lawn is replaced with meadow and low-mow grass. Bioswales capture and filter stormwater run-off from the road

CONNECTED

Curb extensions, a raised crosswalk and improved lighting calm traffic and create a safe crossing for pedestrians

IMPLEMENTATION: PRINCIPLE PROJECT

EXECUTIVE SUMMARY

LET IT RAIN

A demonstration rain garden is introduced behind Wright Hall to establish & hone installation and maintenance techniques for stormwater infiltration, ensuring success for future rain gardens across campus. The installed rain garden is adjacent to the popular Wilson Bulb Bank, replacing the steep walk on the hillside between Chapin House and Wright Hall, aligning physically and pedagogically with the Botanic Garden. The rain garden introduces a new landscape type that serves as a educational resource.

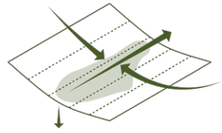
▲ Principle Project at Wright Hall in CORE DISTRICT

INCLUSIVE

Social space is created at the Let It Rain overlook for students to pause and take in the new garden

EDUCATIONAL

Educational overlooks at the upper and lower reaches of the rain garden make visible the ecologic and hydrologic performance of the green infrastructure



ADAPTIVE

Directing stormwater and filtering it though planting and soil removes pollutants while slowing the waters' flow prior to reaching Lyman Pond

CONNECTED

The steep path routed behind Wright Hall is transformed to a rain garden with accessible nodes at either end. Universal access is routed around the front of Wright Hall

IMPLEMENTATION: PRINCIPLE PROJECT

EXECUTIVE SUMMARY

A RIVER RUNS THROUGH IT

Connecting the campus and providing recreation for all, a universally accessible route bridges the two sides of the river between the campus core and the athletic fields. The journey from Sage Hall to the Lamont Bridge includes an illuminated accessible ramp that incorporates seating and viewing terraces along the slope. Continued universal accessibility throughout the athletic fields with accessible compliant paths and improved pedestrian lighting expands the utility of the athletic fields beyond organized sports. Sage Hall has expanded outdoor communal space and a grand entry by transforming the parking lot and turnaround into a plaza with places to sit and socialize, building on the Setting the Stage Pilot Project.

Principle Project in CORE and RIVER DISTRICTS

INCLUSIVE

Improved pedestrian lighting along the path and at the athletic fields improves functional and perceived safety for both athletes and recreational users

EDUCATIONAL

A clearing at the river's edge provides greater access to the river and educational value therein

ADAPTIVE

Biodiversity of land cover is increased while filtering stormwater before it reaches the Mill River with low-mow, meadow, and riparian planting

CONNECTED

An accessible path connects Sage Hall to Lamont Bridge and the Athletic Fields, with prioritized pedestrian crossing at College Lane

IMPLEMENTATION: PRINCIPLE PROJECT

EXECUTIVE SUMMARY

A WALK THROUGH TIME

Seelye Lawn is restored by narrowing and reorienting Neilson Drive to a more sympathetic curved form to respect both the Olmsted legacy and the new Neilson Library entry. This iconic lawn is made more inviting by introducing movable seating and removing non-essential vehicles while replacing non-essential peripheral lawn with more diverse species to filter stormwater, increase biodiversity, and frame the lawn with signature planting. Educational goals of the Art Museum are supported with permanent, student and faculty art installations.

Principle Project at Seelye Lawn in CORE DISTRICT

INCLUSIVE

Eliminating the use of post-and-chain barriers improves the perceived welcome of the lawn

EDUCATIONAL

Seating and working surfaces, as well as power and wifi, encourage prolonged outdoor study

ADAPTIVE

Replacing non-essential peripheral lawn with more diverse species filters stormwater and increases biodiversity

CONNECTED

Restrict vehicle access to essential work, emergency use, and use by those with mobility issues

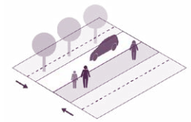
IMPLEMENTATION: PRINCIPLE PROJECT

EXECUTIVE SUMMARY

THE GREEN RIBBON

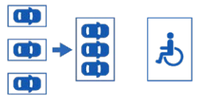
Creating a pedestrian friendly corridor, College Lane is converted to one-way, reducing non-essential vehicular use, relocating parking away from the view shed of the river, and providing a continuous sidewalk. Stormwater flows through a continuous bio-filtration swale, and traditional lawn is replaced with no-mow or meadow, thereby reducing pollution draining to the Mill River and creating a landscape more adaptable to climate change. Student access to the river from the campus core is dramatically improved through an integrated project that showcases landscape solutions that befit the Smith tradition.

▲ **Principle Project at College Lane in RIVER DISTRICT**



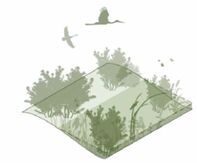
INCLUSIVE

The shared street becomes a spine for accessible access to the campus



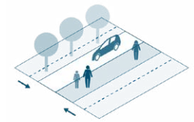
EDUCATIONAL

Multi-modal circulation combined with green infrastructure creates an experiential learning opportunity to understand the daily and seasonal changes of the landscape



ADAPTIVE

Landcover changes and green infrastructure reduce pollution to Mill River while stabilizing the steep slopes leading to the river



CONNECTED

College Lane becomes a shared street, prioritizing pedestrians over vehicular use