

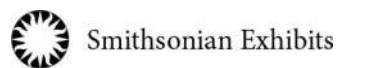
GARDENS OF GOLDEN GATE PARK

INTERPRETIVE MASTER PLAN

Conservatory of Flowers
Japanese Tea Garden
San Francisco Botanical Garden



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This project was made possible in part by:



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Introduction

We are pleased to present this Interpretive Master Plan for the Gardens of Golden Gate Park. As we bring together the Conservatory of Flowers, Japanese Tea Garden, and San Francisco Botanical Garden under an expanded partnership with San Francisco Recreation & Parks, the implementation of this plan is well timed. This critical roadmap was made possible with the financial support of the Institute for Museum and Library Services and the expertise of MIG, Smithsonian Exhibits, and Institute for Learning Innovation. We are also grateful to the staff committee, volunteer and community stakeholders, and peer and partner reviewers who participated in the process to develop this plan.

Using this plan as our guide, we are already making improvements to interpretive resources and seeking funding to carry out this work over the next several years. From welcoming and wayfinding signage to sharing more complex information about our plant collections, major investments are needed to elevate visitor experience and satisfy visitor interest. These iconic places are deserving of this level of attention and investment.

Now one of the most visited public gardens in the country, we are uniquely positioned to engage with a large audience both on our living plant collections and historical sites, as well as on the most pressing environmental issues facing the planet including threats to biodiversity. Delivering

key messages about the interdependencies of plants and animals (including people), the wonder and science of the natural world, and the intrinsic value of plants and places like the Gardens to human health are central to the plan.

Because we aim to be “everybody’s gardens,” accessibility to these special places and to our informational resources is a top priority for the plan. Visitors and locals alike will experience a deeper level of understanding and awe as a result of the work informed by this plan. It is our hope that we’re a major highlight of trips to San Francisco and a source of pride and connection for Bay Area residents.

Ultimately, this plan is a tool to help advance our mission to connect people to plants, the planet, and each other. Whether exploring the tropics at the Conservatory of Flowers, finding serenity at the Japanese Tea Garden, or enjoying magnificent Magnolias at the Botanical Garden, the visitor experience at all three will be enhanced by a more cohesive approach to engagement while retaining the unique qualities of each site.



Photo Credit: Google Earth



Image: Beer Garden Event at the Conservatory of Flowers; Photo Credit: Drew Bird Photography

What is an Interpretive Master Plan?

An interpretive master plan is a preliminary study of how an organization's current strategic plan and programs align with its vision for a new initiative.

In addition to reconfirming an organization's goals, it:

- » Establishes goals and objectives
- » Identifies key stakeholders and audiences
- » Develops themes and take-away messages
- » Identifies programming opportunities

This interpretive master plan provides a “road map” for creating a unified approach to the Gardens of Golden Gate Park (the Gardens). The interpretive master plan will inform the content development, establish interpretive strategies, and provide guidance to the design team.

The plan will focus on ways to create interpretive and wayfinding links between The Conservatory of Flowers, Japanese Tea Garden, and San Francisco Botanical Garden. The Gardens of Golden Gate Park will create a cohesive approach to interpreting the three gardens, while still embracing the individual identities of the three sites.



Image: Flower Piano; Photo Credit: San Francisco Botanical Garden



Institutional Mission, Vision, and Values

The interpretive master plan supports the institutional goals outlined in the Gardens’ existing planning documents, such as the strategic plan¹ and the rebranding strategies. The mission, vision, and values outlined in the strategic plan are complemented by the concepts explored throughout the interpretive master plan.

Mission: The Gardens of Golden Gate Park connect people to plants, the planet, and each other.

Vision: All people have access to beautiful public gardens and experience the intrinsic value of plants to life and culture for a healthy community and planet.

Values:

- » Everybody’s Gardens
- » Stewardship
- » Experience and Enjoyment
- » Education and Engagement
- » Excellence
- » Partnership and Collaboration

Additionally, the messaging in the interpretive hierarchy is in alignment with the problem statement identified in the strategic plan.

Problem Statement: Nature deficit disorder, plant awareness disparity, and shrinking biodiversity threaten the health and wellbeing of people and the planet.

LAND ACKNOWLEDGEMENT

We acknowledge that the Gardens of Golden Gate Park sit on the unceded ancestral homeland of the Ramaytush Ohlone who are the original peoples of the San Francisco Peninsula. We recognize that we benefit from living and working on their traditional homeland, and we affirm their sovereign rights as first peoples. Dedicated to connecting people to plants, the planet, and each other, the Gardens uphold the significance of this cherished and revered place that celebrates Earth’s biological diversity in supporting the health and wellbeing of all people and the planet.



Image: Visitors Observing Flowers; Photo Credit: San Francisco Botanical Garden

¹ See Gardens of Golden Gate Park. 2023, Gardens of Golden Gate Park 2023-2028 Strategic Plan, https://gggp.org/wp-content/uploads/2023/09/Gardens_of_Golden_Gate_Park_FY2023-2028_Strategic_Plan_050423_1_-_as_approved_by_Rec_and_Park_Commission.pdf. Accessed 2023



Justice, Equity, Diversity, and Inclusion (JEDI)

The Gardens is an organization that values diversity and is working to grow access to the Gardens for all. The principles of justice, equity, diversity, and inclusion will inform all decision-making processes regarding physical changes to the Gardens and programmatic development.

The Gardens already removed one major barrier when the Gardens chose to become free for all San Francisco residents. One of the bigger challenges to address is physical accessibility, given the existing terrain of the Gardens and Golden Gate Park. Listed below are several existing documents that outline the organization's JEDI strategies and that will help guide the Gardens of Golden Gate Park as they grow and evolve.

1. **The Gardens' Joint Strategic Plan**, approved by the Recreation & Park Commission in May 2023¹, calls out "People" as one of the five pillars, stating "The Gardens of Golden Gate Park are Everybody's Gardens. We are public public gardens, and our priority is being accessible and welcoming to everyone." The strategic plan identifies specific objectives to meet these goals; the objectives listed below are of particular relevance to the interpretive master plan process:

- a. Integrate existing teams across the three sites. Build a culture of collaboration and performance excellence between the

¹ See Gardens of Golden Gate Park. 2023, Gardens of Golden Gate Park 2023-2028 Strategic Plan, https://gggp.org/wp-content/uploads/2023/09/Gardens_of_Golden_Gate_Park_FY2023-2028_Strategic_Plan_050423_1_-_as_approved_by_Rec_and_Park_Commission.pdf. Accessed 2023

Recreation and Parks Department and San Francisco Botanical Gardens staff based on respective roles with the shared goal of delivering the Gardens to the public.

- b. Enhance visitor access and experience through increased use of multi-garden tickets and memberships.
- c. Take meaningful actions to ensure visitors, volunteers, staff, board, and program participants reflect the cultural diversity of the San Francisco Bay Area.
- d. Raise public awareness and increase visitation with the launch of the new Gardens of Golden Gate Park brand.
- e. Develop and expand our educational programming for adults, children, and families.
- f. Relaunch, refresh, and grow our membership and volunteer programs, providing more value and enhanced experiences for our members and volunteers.

2. **SF Recreation and Parks Strategic Plan** (2023 Update)²

3. **Recreation and Parks Racial Equity Action Plan**³ (Dec. 2020)

² See San Francisco Recreation and Parks. 2021, Strategic Plan 2021-25 Update, <https://sfrecpark.org/DocumentCenter/View/17451/Strategic-Plan-Update-2021>. Accessed 2023.

³ See San Francisco Recreation and Parks. 2020, Racial Equity Action Plan, <https://sfrecpark.org/DocumentCenter/View/15950/Racial-Equity-Action-Plan-Phase-I-FINAL-dec2020?bidId=>. Accessed 2023.



Image: Kids at the Conservatory of Flowers; Photo Credit: Conservatory of Flowers

Collaborators and Potential Partners

This project, with its long-term programming, offers a unique opportunity to further build a network of collaborators, partners, and community representatives who are culturally or historically tied to the Gardens and the diversity of the area. The framework presented here for community outreach, engagement, and participation seeks to actively incorporate the perspectives and lived experiences of all individuals who wish to share their experiences, visit, and/or learn from their time at the Gardens.

Input and involvement by the groups listed here will be integrated into the planning and long-term programming of the Gardens. The engagement framework aims to define the groups and organizations who are critical to the long-term success of the Gardens and to create equitable opportunities for collaborating/partnering groups to be involved at levels of their choosing. (The framework also provides guidance for determining the appropriate level of engagement.)

Internal Collaborators are the people and organizations with a physical presence within the Gardens of Golden Gate Park. Collaborations may include using space jointly. Potential Partners can be internal or external to the Gardens.

INTERNAL COLLABORATORS

Collaborators are defined as individuals and organizations that are essential to the success of the project or programming. Their involvement centers around generating ideas and providing overall guidance to ensure an equitable, informed, and engaging experience for all visitors to the Gardens.

- » **Gardens of Golden Gate Park**
 - › Staff
 - › Board of Directors
 - › Volunteers
 - › Japanese Tea Garden Concessionaire
- » **San Francisco Recreation and Parks Department Historian in Residence**

POTENTIAL PARTNERS

Partners are defined as either internal or external individuals or organizations that have additional resources, knowledge, or cultural/historical ties and can speak directly to tools or techniques and resources to contribute to the success of the Gardens. Categories of potential partners are listed below, but are not exhaustive.

- » **Japanese and other Cultural Organizations**
- » **Local Community and History Organizations**
- » **San Francisco Travel and Tourism**
- » **Reimagining San Francisco (A group of organizations and agencies convened by the California Academy of Sciences)**
- » **University Botany and Horticulture Departments**
- » **Museums in Golden Gate Park**
- » **Public Gardens , individually, and through our membership in the American Public Gardens Association and Botanical Gardens Conservation International**
- » **Plant Societies and Garden Groups**



Developing Interpretive Stories Through Partnership

LEVELS OF ENGAGEMENT

Community engagement can be conducted at a variety of levels, depending on the objectives for engagement and the outcomes sought. An effective engagement process is purposeful and necessary to achieve better results. Since each project is different, the appropriate level of engagement should be determined at the beginning of each project phase.

The chart below has been adapted from the “Spectrum of Community Engagement to Ownership,” created by Rosa Gonzalez¹, founder of Facilitating Power. It shows each level of community engagement and their corresponding goals.

SPECTRUM OF ENGAGEMENT

EXCLUDE	INFORM	CONSULT	INVOLVE	COLLABORATE	DEFER TO
Limited access	Provide community with information	Gather input	Assure community needs and assets are integrated into the process	Ensure community capacity to play leadership role in implementation	Foster democratic participation and equity through community driven decision making

While we know the community must be informed, consulted, and involved at a minimum, genuine collaboration is essential to creating community ownership and transformative solutions to a community’s unique issues. It should be noted that the levels of engagement along the spectrum are not linear. For example, it might be more important to “consult” and involve one group when discussing continued funding opportunities but “collaborate” with them when discussing continued operations for the long term. The engagement process, therefore, begins with identifying collaborators and partners and how to engage with them to ensure that broad participation happens.

The following questions should be asked and answered when considering who and how to engage with the various staff, community-based organizations, and interested partners.

1. Does the success of the project depend on the group’s involvement and ownership of the project outcomes?
 - a. If yes, the person/group should be involved as early as possible to inform the process, programming, and projects that may stem from this plan or future conversations. The person/group’s participation and inclusion in the decision-making process should be integrated into the program’s long term engagement strategy.
 - b. If no, determine the key milestones (e.g. openings, annual budgets, event planning) that the person/group will most likely want to be updated on.
2. Is the individual or group a formal or informal leader of the community and can they sway the perspective of other individuals?
 - a. If yes, the person/group should be involved as early as possible to inform the process, programming, and projects that may stem from this plan or future conversations. The person/group’s participation and inclusion in the decision-making process should be integrated into the program’s long term engagement strategy.
 - b. If no, there may still be benefits with consulting, involving, and collaborating with

these persons/groups. The Gardens should discuss directly with the person/group and ask how they would like to be involved.

3. Will the success of the project rely on the individual or group to promote events and recruit participation? In other words, is it critical that the individual or group have knowledge and can speak to the project process, outcomes, and solutions?
 - a. If yes, consider placing a strong emphasis on the person/group’s understanding of the project and outcomes prior to their involvement or commitment to the process/programming. Tools may include a strong web and social media presence, and direct, one-on-one conversations and updates at standing meetings. Consider a placement in an advisory role on a committee or project working group.
 - b. If no, consider the available resources and determine the appropriate level of engagement and outreach that would benefit the program, project, and/or process. At a minimum, encourage persons/group to stay up to date and informed by signing up for updates and participate when and where they can.

¹ See Gonzalez, Rosa. 2019, Spectrum of Community Engagement to Ownership, <https://movementstrategy.org/resources/the-spectrum-of-community-engagement-to-ownership/>. Accessed 2023.

4. Is there a history of distrust or resentment between the two parties from either side?
- a. If yes, one-on-one conversations during the initiation of the project or program should be prioritized by the management team. The decision of how the person/group would like to be involved should be left to them and their peers. If their engagement and collaboration is critical to the project/program success (see question 1), the management team should provide a dedicated avenue for feedback, communications, and involvement.
 - b. If no, refer to answers from other questions to determine the appropriate level of engagement and outreach for each person/group.
5. Is the individual or group a long-standing member of the community with unique perspectives and experiences of the needs of the community?
- a. If yes, prioritize integrating the person/group's experience and perspective in the project. Seek out these individuals for advice and guidance on how to engage with the community they represent. If their time is limited, consider working with them to determine where their perspective and experience would be most appropriate.
 - b. If no, refer to answers from other questions to determine the appropriate level of engagement and outreach for each person/group.

6. Has the individual or group been invited to past engagement efforts and have they actively participated?
- a. If yes, consider how their involvement may be elevated for the project or program. If the person or group is supportive of the program/project outcomes, consider roles that would empower them. If the person or group is not supportive of the program/project outcomes, consider key milestones and topics where their perspective and experience would be still valuable.
 - b. If no, but answers to questions 1-3 are 'yes', prioritize a one-on-one with the person or group's leadership to understand why they have not been involved in the past and what their needs are to participate in the current program/project efforts.

NATIVE AMERICAN, INDIGENOUS, AND TRIBAL ENGAGEMENT AND OUTREACH

To connect people to place and traditions and understand the environment and context, it is important to have a connection to the history of the first people and the area that visitors can experience. This can be exemplified through the unique ecosystem of the Gardens and the relationship with both federally recognized and unrecognized Tribes and Indigenous ties and connections to the location, plants, and animals.

The engagement framework for the Gardens aims to continually understand the present conditions and community needs, know and incorporate sensitivity to Indigenous science and knowledge

and appreciate the spiritual significance of the Tribes and Indigenous people. Indigenous knowledge, which has been learned, lived, and often passed down from generation to generation should be integrated with academic knowledge. With the traumatic experiences of the Indigenous people prior to, during, and post colonization, it is recommended that a long-term strategy for engagement with Tribal Nations and Indigenous people and Indigenous based organizations is implemented as part of the on-going management and operations of the Gardens.

PARTNERSHIPS RECOMMENDATIONS

- » Create and maintain a database of community collaborators and partners that tracks the contact person, the strength of the relationship, etc.
- » Standardize the use of the screening questions when determining the community collaborators and partners necessary for a successful program or project stemming from the Interpretive Master Plan.
- » Prioritize authentic and collaborative engagement and outreach with Indigenous organizations, Tribal Nations, and environmental, cultural, and historical organizations of the areas.
 - › Develop and implement a long-term strategy for engagement with Tribal Nations and Indigenous people and Indigenous-based organizations as part of the on-going management and operations of the Gardens.
 - › Learn and collaboratively incorporate Indigenous / cultural practice, science, and

- knowledge to create learning opportunities and healing environments for people and the natural world.
- › Design programs that highlight the diverse stories and importance of the Gardens as a place and the connections to different cultures that exist within the community (e.g. ethnic culture, San Francisco and Bay Area culture, and Northern California culture).
 - › Identify opportunities to share and exchange resources, knowledge, and services between the Gardens and community collaborators and partners. For example, allowing Indigenous organizations to plant and harvest plants that will be later used for basket weaving or reserving a standing time and day for the aging Japanese community to practice traditional ceremonies at a reduced or zero fee.
 - › Design, plan, and implement creative and fun multi-generational approaches to engage and connect youth with aging adults in their community and/or their guardians using the Gardens as a focal point.
 - » Create a combined advisory board representative of scientific, culturally relevant, and educational perspectives.
 - » Utilize working groups to collaboratively plan, design, and develop programming and project-based solutions as they arise.
 - » Initiate innovative and creative ways to tell stories and experiences using technology to create a living museum that ties the location, traditions, and the plant and animal species to the people, the area, and the ecosystem.



PARTNERSHIP TOOLS AND TECHNIQUES

	COMMUNICATIONS AND INFORMATIONAL METHODS AND TOOLS														PARTICIPATORY MEETING TECHNIQUES							
	Technical and Community Advisory Groups	Focus Groups, Interviews and Roundtables	Multi-cultural Partnerships	On-line and In Person Map-Based Surveys	Community Outreach Toolkits (Postcards & Flyers)	Informational Tabling	Pop-up Events	Project Website	Real time Virtual and In-Person Town Halls	Communications Strategy	Education Materials	Social Media Campaign	Multi-Lingual and Multi-Cultural Information & Engagement	Engaging and Interactive Meetings and Workshops	Accessible, Educational and Engaging Activities	Facilitation and Engaging	Real-time Polling	Planning Charettes	Walking Tours and Site Tours			
Families	•	•		•		•	•	•	•	•		•	•	•	•	•	•	•	•			
Youth & Students	•	•		•		•	•	•	•	•		•	•	•	•	•	•	•	•			
Young Adults	•	•		•		•	•	•	•	•		•	•	•	•	•	•	•	•			
Seniors / Aging Adults & Advocacy Groups	•	•		•	•	•	•	•	•	•		•	•	•	•	•	•	•	•			
Accessibility & Mobility Advocacy Groups	•	•		•	•	•	•	•	•	•		•		•	•	•	•	•	•			
Historically Underrepresented Groups	•	•	•	•	•	•	•	•	•	•		•		•	•	•	•	•	•			
Neighborhood / Community Associations	•	•		•	•	•	•	•	•	•		•	•	•	•	•	•	•	•			
Human Services Groups / Civic Focus Organizations	•	•	•	•	•	•			•	•		•		•	•	•	•	•	•			
Transportation, Public Health, Environmental Advocacy	•	•		•	•	•			•	•		•		•	•	•	•	•	•			
Park, & Open Space Advocacy Groups	•	•	•	•	•	•			•	•		•		•	•	•	•	•	•			
City/County/Partner Agencies		•	•	•					•	•	•	•		•	•		•					
Native Nations & Indigenous Service Providers	•	•	•	•	•	•	•	•	•	•		•		•	•	•	•	•	•			

Goals and Objectives

The Gardens of Golden Gate Park is focusing on two complementary sets of goals. The first set is focused on visitor experience. The second set looks inward, focusing on practices within the Gardens.

VISITOR-CENTERED GOALS

The visitor-centered goals are focused on behaviors and experiences that the Gardens hopes to inspire in its visitors.

Visitors will understand the meaning and importance of biodiversity.

Objectives:

- » Emphasize the relationships between plants, people, animals, and the planet. (This mirrors the mission statement.)
- » Address issues that affect biodiversity, such as climate change, habitat loss, etc.
- » Explain how the loss of biodiversity affects other species in that habitat and the wider world.
- » Highlight the Gardens' role in promoting biodiversity.

Visitors will learn about the climatic regions of the world.

Objectives:

- » Create interpretation that explains climatic regions.
- » Explain how San Francisco provides a climate similar to those regions despite being geographically far away.

- » Inform visitors about the ways plant communities—and human communities—form in those climatic regions.

Visitors will have an iconic experience.

Objectives:

- » Create a friendly, safe, and welcoming experience for all visitors, no matter their intention for that day's visit—social, educational, exploratory, etc.
- » Emphasize the “threshold experience” of entering the Gardens spaces.
- » Create interpretive experiences that focus on the Gardens as a place of joy that can inspire wonder, curiosity, and renewal.
- » Establish clear ways that visitors can make the Gardens a place for life's milestones (weddings, repeating trips to the gardens with subsequent generations, etc.) as well as a place for more frequent/informal visits.

Visitors will learn about horticulture.

Objectives:

- » Explain the ideas behind horticulture and how it combines art, science, and culture.
- » Include examples of how maintaining diversity is a key part of the Gardens' horticultural planning process.

- » Celebrate the cycles and systems of plants to show visitors how change is a part of the Gardens.
- » Create interpretation that highlights the intentionality of the designs.

Visitors will learn how to successfully garden indoor and outside in San Francisco, California.

Objectives:

- » Offer information both in person and online about gardening for beginning and advanced gardeners.
- » Explain how the microclimates of San Francisco affect plants.
- » State the benefits of gardening for both people and their immediate environment.

Visitors will learn to see and appreciate their environment wherever they are.

Objectives:

- » Encourage visitors to continue looking at and appreciating their environment—wherever that may be—after their visit.
- » Place people within the context of their environments—the environment is not “somewhere else,” your environment is wherever you are.

- » Encourage visitors to think about their biophilic reaction and explain biophilic reaction to visitors who might not understand exactly what they are feeling in the Gardens or why they are feeling it.



Image: Lowland Tropics; Photo Credit: Drew Bird Photography

GARDENS-CENTERED GOALS

The Gardens-centered goals focus on actions by the Gardens.

Our storytelling will include diverse topics and diverse points of view, including our visitors' points of view.

Objectives:

- » Use narratives that include a variety of topics such as science, art, cultural explanations, etc.
- » Interpret the Gardens using a variety of viewpoints and voices.
- » Provide ways for visitors to interact with the Gardens and add their own viewpoints.
- » Incorporate updateable signage to allow for quick changes in the interpretation.
- » Seek out docents and interpreters from a variety of backgrounds.

The Gardens will create an opportunity to learn, not a prescription to learn.

Objectives:

- » Create a balance of signage that is not overwhelming.
- » Improve wayfinding to enhance visitor experience without blocking the views of the Gardens.
- » Include changeable signage to allow for quicker updates or timely information in an informal way.

- » Include “active” signage, with suggested actions such as “smell this” or “compare these two plants” that visitors can do unfacilitated.
- » Establish a connection between what is shown/visible and what is included in messaging.
- » Increase in-person interpretation.
- » Establish the Gardens as a leading expert for both local and national/international audiences.
- » Further expand the online presence to become known as a “go-to” resource for horticultural information.
- » Create limited signage that lets visitors know that there are opportunities for a content “deep dive” online.

The Gardens will model horticultural excellence and define its style.

Objectives:

- » Explain what decisions were made to care for the plants and create a beautiful place.
- » Establish an internal style guide for describing the Gardens/defining types of gardens.
- » Establish internal naming conventions and working definitions for the collections.
- » Create interpretation that stresses the intentionality of the designs.



Project Givens

The Gardens of Golden Gate Park will account for numerous factors in implementing these plans in the future. It also acknowledges that additional factors will likely be discovered in the planning process.

At present, the following project givens have been identified:

JUSTICE, EQUITY, DIVERSITY, AND INCLUSION (JEDI)

Decisions will be made in accordance with the JEDI principles outlined in the Gardens’ governing documents. This includes but is not limited to:

- » Language accessibility—materials/content will be available in English, Spanish, Chinese, and Filipino.
- » Following accessibility best practices to ensure that the Gardens of Golden Gate Park serves all audiences, including visitors who are blind or have low vision, visitors who are deaf or hard of hearing, visitors with physical impairments, and neurodiverse visitors.
- » Creating programming that is culturally relevant to the diverse communities of the San Francisco Bay Area.

SUSTAINABLE MATERIALS AND FAIR PRACTICES

Materials selected for use in the Gardens will meet the criteria for sustainable and fair trade labor practices. Additionally, materials will be:

- » Durable and long lasting
- » Hard to vandalize
- » Easy to update or change

PRESERVATION OF VIEWSHEDS AND NATURAL CHARACTER

Interpretive materials within the Gardens will provide content without detracting from the experience.

- » Signage will be kept to a minimum.
- » The Gardens will place signage in locations that will not affect the appearance of architecture, plants, or the viewsheds.
- » The Gardens will consider vegetation growth when determining signage placement.

EXISTING REGULATIONS

The Gardens projects will comply with local, state, and national regulations as well as codes of the San Francisco Recreation and Park Department. This includes but is not limited to:

- » Environmental standards
- » Leasing requirements
- » Permitting requirements and public approval processes, including potential involvement of other city commissions
- » Infrastructure parameters for security, electrical, etc.



Image: Drum Bridge, Japanese Tea Garden; Photo Credit: MIG

Visitor Experience Goals

The Gardens of Golden Gate Park will create a friendly, welcoming environment for all visitors. In keeping with the mission to connect “people to plants, the planet, and each other,” the Gardens will be an immersive space where they can pause and slow down from the world outside of the Gardens. The design of each entry point threshold will help visitors connect and orient to the Gardens as a whole as well as the specific garden space they are visiting.

Once inside the Gardens, visitors will be encouraged to explore at their own pace. Wayfinding and identified routes will help visitors navigate the spaces within the Gardens while still providing multiple options for exploring on their own. Because the Gardens are always changing, visitors can have a unique experience on every visit.

Each of the three sites within the Gardens of the Golden Gate Park will also have experiences that are unique to that particular garden. To facilitate these experiences, the Gardens will create new training programs for staff and volunteers interfacing with the public.

MEETING VISITOR NEEDS

As researcher Elissa Frankle Olinsky pointed out in her piece Maslow in Museums, “visitors are brains in bodies.”¹ In other words, no matter how much attention goes into creating experiences and interpretations, human bodies need to have certain baseline needs met before their human brains can truly engage with those higher-level activities.

¹ See Olinsky, Elissa. “Maslow in Museums.” Elissa Olinsky, www.frankleolinsky.com/maslow-in-museums. Accessed 27 Oct. 2023.

As the Gardens implements this interpretive master plan, it is important to realize that several very practical concerns must be handled first or simultaneously. If the Gardens is to create an environment conducive to transformative experiences, education, and encourage general well-being for its visitors, it must first ensure that those visitors have access to restrooms, drinking water, and other basic needs.

It is imperative that these baseline visitor needs be met in order to successfully implement the goals of the interpretive master plan.

Guests are more open and available to engage with interpretive programming when their basic psychological and physiological needs are met (see “Hierarchy of Exceptional Guest Experience”, page 14).

A successful interpretive strategy relies on a strong foundation of material and infrastructure improvements. As an interpretive master plan, this document focuses primarily on interpretive strategies and messaging, with some recommendations for material improvements in the Visitor Flow section and Appendix B.

OVERALL VISITOR EXPERIENCES GOALS THROUGHOUT THE GARDENS OF GOLDEN GATE PARK

A Threshold Experience

- » Visitors will be greeted and welcomed into the Gardens.
- » Staff will clearly explain relevant information such as admissions fees and membership options, any special events that day, closures, etc.
- » Visitors will be oriented to the space, including how to navigate each Garden and how to navigate between the three different sites.
- » Crossing over the threshold into the Gardens will physically remind visitors that they are now in a different space.
- » Interpreters within the space will be available to interact with visitors by answering questions or showing specific plants and materials.

Immersion

- » Within each space, the Gardens will encourage visitors to have a sensory experience and to explore by looking, listening, and smelling the environment.

- » Official Gardens representatives (including staff and volunteers) will provide gentle guidance on what to see and where to explore, as well as provide basic assistance such as wayfinding.
- » Visitors will be encouraged to wander and explore at their own pace and to let themselves slow down and have a calming, recharging experience.

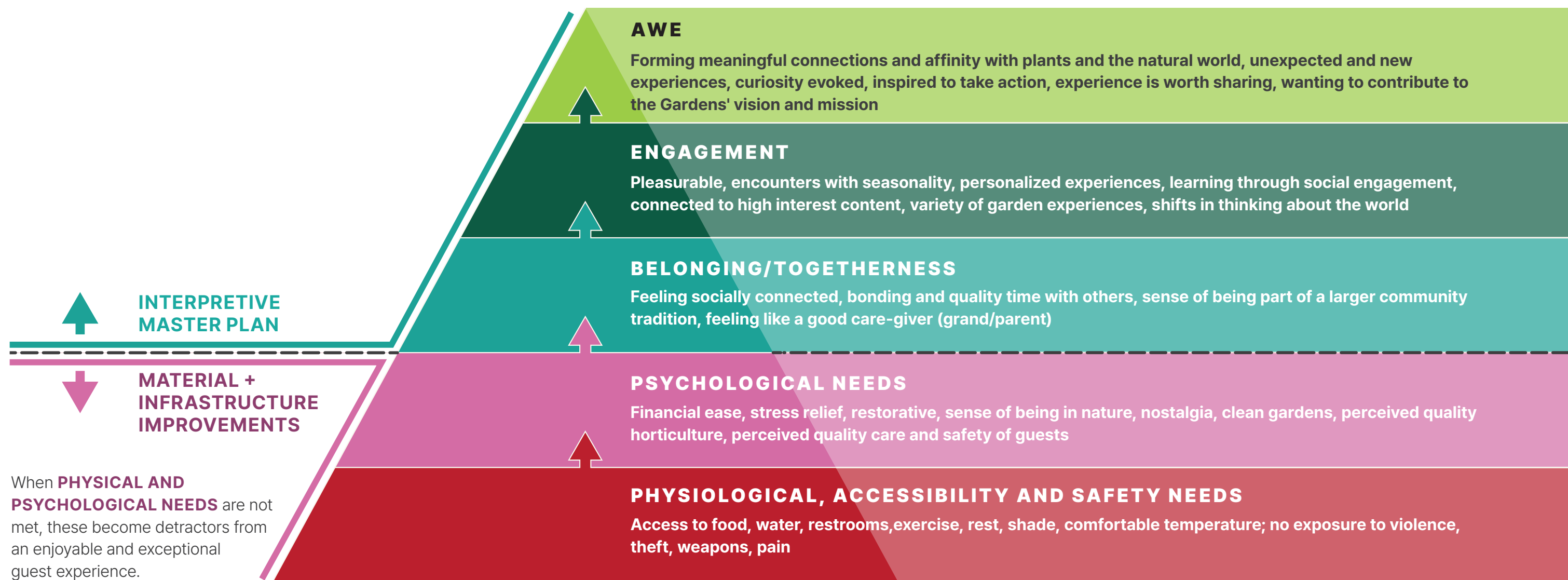
VISITOR EXPERIENCES AT THE CONSERVATORY OF FLOWERS

The smaller scale of the Conservatory of Flowers allows most visitors to explore the entire space in one visit. Its iconic building makes it easy to identify and it is often visited by a mix of locals and tourists.

Adjust to the green

- » Visitors will be encouraged to “adjust to the green” and take their time exploring the Conservatory.
- » The sheer volume of plants in the space can seem overwhelming. Visitors will be encouraged to look for specific plants based on their bloom cycles.





When **PHYSICAL AND PSYCHOLOGICAL NEEDS** are not met, these become detractors from an enjoyable and exceptional guest experience.

HIERARCHY OF EXCEPTIONAL GUEST EXPERIENCE

VISITOR EXPERIENCES AT THE JAPANESE TEA GARDEN

Visitors are usually able to visit the Japanese Tea Garden in one day due to its smaller size. However, because it is more often visited by tourists and is often busy, visitors tend to follow what they perceive as an established route. The points of interest in this garden are often driven by bloom times and social media—for instance, during cherry blossom season visitors tend to go to the same locations shown in social media feeds and sometimes will leave the Garden for a specific photograph.

Because this location tends to have heavy visitation and a smaller footprint, this can be a difficult space for visitors to feel as relaxed as they would in a less densely visited garden. The Gardens will explore options to expand the Japanese Tea Garden’s footprint and create an easier entry experience.

Timed entry

- » The Gardens will explore the impacts of creating timed-entry ticketing for the Japanese Tea Garden.
- » Timed entry could help with visitor flow issues, and consequently provide more opportunities for visitors to explore lesser-known locations within the Garden.

After hours events

- » Adding after hours events would provide attendees with an opportunity to visit when the garden is normally closed to the public.
- » After hours events could be either ticketed special events or offered as a perk of membership.

Prepaid entrance

- » The Gardens could open the second gate as an entrance for those who prepaid their admission.
- » This would shorten lines at the main gate and provide an easier entry experience for visitors who had prepaid.

VISITOR EXPERIENCES AT THE BOTANICAL GARDEN

Visitors to the Botanical Garden tend to be locals rather than tourists. As a result, visitors are more likely to have return visits and to see different spaces on different visits. Even for visitors who have preferred locations, each day is a new experience because the Gardens change throughout the seasons.

A third space

- » The Gardens will create an environment that is a welcoming “third space” for visitors to feel at home in.
- » By creating a safe and welcoming environment, visitors will be more comfortable exploring on their own.
- » The Gardens will create a space where visitors can embrace a slower pace than the experience in other parts of their day.

GROUPS

Currently, groups frequently come to the Gardens unannounced. This can lead to confusion about where to go or how to best use staff in that moment. As part of the new identity, branding, and website rollout, the Gardens can explore options for engaging with groups prior to their visit. By offering specific or more tailored programming and opportunities to groups who book their visits early, the Gardens can create a circumstance where it is in the group’s best interest to schedule their visit online or by phone.

Perks for planning ahead

- » A group tour/school tour option can be included with the new ticketing system.
- » Outreach to local school districts can direct teachers to the Gardens' website to learn about pre-planned options and specific activities.
 - › Options for both self-guided and facilitated programs can be outlined on the website.
 - › Program offerings can include information how the plans complement curriculum needs/ standards of learning.
- » Groups from San Francisco will still be able to show up unannounced because the Gardens are free to San Francisco residents and schools, however, their experiences would be more limited than those who planned ahead.



Image: Erica canaliculata; Photo Credit: San Francisco Botanical Garden

Target Audiences

The Gardens will create a strategy to reach new audiences as well as find new ways to continue engaging with its current audience. In general, the new audiences fall into four broad categories: young people (including children), program attendees, niche groups, and tourists.

YOUNGER AUDIENCES

20-Somethings

- » Data collection shows that Gen Z audiences are already engaging in a limited way in the Gardens, particularly at the Japanese Tea Garden.
- » New programs or membership offerings could be developed as a way to further engage with this specific group.
- » The Gardens can target younger audiences from the Bay Area, but outside of San Francisco
- » Additional programs or events could attract younger visitors to include the Gardens in their plans for a day in San Francisco.
- » Increasing this audience will lead to increased revenue as non-residents pay admission to the Gardens.

Families

- » Families often first experience the Gardens through programming run by the Gardens' staff such as Bean Sprouts Family Days and Story Time, occasionally with outside sponsors such as Kaiser.
- » Offering programming aimed at multigenerational audiences will increase the likelihood of one-time visitors returning or potentially buying an annual membership.

College Students

- » By connecting to local colleges (such as UC Berkeley, SF State, USF, community colleges, etc.) the Gardens can grow a pool of regular visitors or possibly volunteers.
- » Professors of related disciplines, such as ecology, environmental science, etc., can serve as a connecting point to students
- » The Gardens can foster relationships with on-campus clubs with interests in ecology, environmental science, horticulture, etc.

VISITORS TO LARGE-SCALE EVENTS/EXHIBITS

Popular events, such as Flower Piano at the San Francisco Botanical Garden, at the Gardens have successfully drawn significant crowds in the past. Coordination with organizers could lead to increased revenue, resource sharing, and targeted advertising for upcoming large and smaller-scale events. However, large-scale events can pose an issue with staffing capacity.

NICHE GROUPS

There are several niche groups on which the Gardens could focus targeted outreach efforts.

Corporate/Non-Profit Service Groups

- » Various corporations and non-profits have

events where employees or members work in the Gardens.

- » Coordinating with the hosting organization could allow the Gardens to offer discounted or free one-year memberships to expand their audience, encourage repeat visitation, and increase revenue through renewed memberships.

New Arrivals to the Bay Area

- » The Gardens is working with a local realtor, allowing for an easy way to connect with new residents; new residents are receiving memberships as part of their welcome pack.
- » The Gardens could build additional "Establish New Roots" events for newcomers through the realtor welcome packs.
- » The Gardens could develop a "third space" experience where new residents can meet informally as well as at structured events, giving them a chance to meet other new San Franciscans and learn about the Gardens.

Walking/Biking/Outdoor Groups

- » The Gardens of Golden Gate Park has identified several groups that could use the Gardens as a destination point, including walking groups, cyclist groups, citizen science organizations, and groups for outdoor enthusiasts.

- » The Gardens can increase visitation by establishing the Gardens as a safe and welcoming place to relax after the group activity.
- » Additionally, the Gardens could potentially host group events, which would bring the participants into the Gardens' spaces.

Geographically Oriented Groups

- » The Gardens is exploring options for connecting with groups that have an interest in or connection to the geographic areas represented in the Gardens.

TOURISTS

Tourists, for the most part, are "once and done" visitors. However, tourists who visit the Gardens often do so with a specific experience in mind, such as having tea in the Japanese Tea Garden. Creating easily accessed programs and experiences for tourists--and having those highlighted in guidebooks and/or websites--can further cultivate this audience.



Visitor Types

Visitors can be divided into several different categories based on their motivations for visiting. The categories below were developed by museum researcher John Falk to help understand why visitors come to museums and what they want.¹ The Gardens will keep these visitor types in mind while developing and designing interpretive elements and visitor experiences.

EXPLORERS

What motivates them?

Personal curiosity (i.e., browsers)

What do they want?

Opportunities to browse and experience something new

FACILITATORS

What motivates them?

Other people and their needs and desires (i.e., a parent bringing a child)

What do they want?

Fun activities they can do together

EXPERIENCE-SEEKERS

What motivates them?

A desire to see and experience a place (i.e., tourists)

What do they want?

Must-see highlights

PROFESSIONALS/HOBBYISTS

What motivates them?

Specific knowledge-related goals (i.e., a scholar researching a specific topic)

What do they want?

Opportunities to dive deeper into specific content

RECHARGERS

What motivates them?

A desire for a contemplative or restorative experience

What do they want?

Opportunities to relax and reflect



Image: Beer Garden; Photo Credit: Drew Bird Photography

¹ See Falk, John H. Identity and the Museum Visitor Experience. Left Coast Press, 2009.

Visitor Preferences

The Smithsonian has conducted research into what types of experiences visitors gravitate towards within exhibitions.¹ Generally, visitors' preferences fell along four lines:

IDEAS

Preferences: Conceptual, abstract thinking

Interpretive tools: Ideas and facts

PEOPLE

Preferences: Emotional connections

Interpretive Tools: Personal stories and firsthand accounts

OBJECTS

Preferences: Visual language and aesthetics

Interpretive Tools: Objects living collections (such as plants), and images

PHYSICAL

Preferences: Physical and sensory experiences

Interpretive Tools: Hands-on interactives, tactile models, and multisensory experiences

The Gardens will use a range of interpretive tools to ensure that visitors, no matter their experience preferences, can make meaningful connections with content.

¹ See Pekarik, Andrew J., et al. "IPOP: A theory of experience preference." *Curator: The Museum Journal*, vol. 57, no. 1, 2014, pp. 5–27, <https://doi.org/10.1111/cura.12048>.



Image: Visitors at the Conservatory of Flowers; Photo Credit: Drew Bird Photography



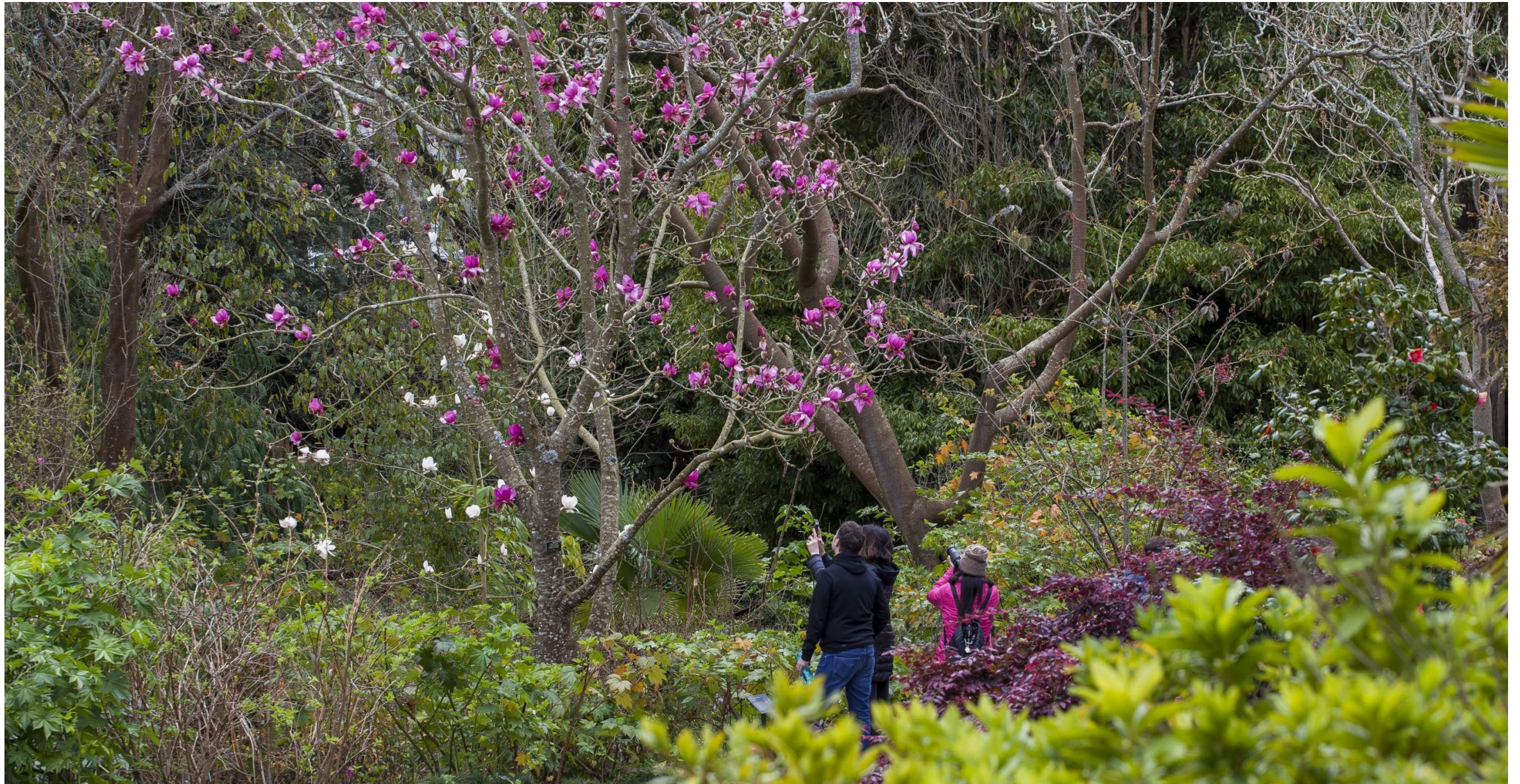


Image: Magnolia campbellii 'Darjeeling'; Photo Credit: San Francisco Botanical Garden

Eye-Opening Wonder

Plants are amazing. These complex living organisms have adapted and evolved throughout time to ensure their survival. In the process, they’ve built the world as we know it. Everyone should be in awe of what plants do.

This awe is the best way to spark curiosity—and therefore engagement—with visitors. A sense of wonder will encourage visitors to learn more about plants and appreciate the fascinating ways they survive, thrive, and interact with their ecosystem. The Gardens will provide a chance to marvel at the wonder of plants.

Creating a top notch visitor experience built on wonder and awe will encourage visitors to slow down and observe—to take a moment to really look in a way they might never have done before—and see how the plants function within their ecosystems.

That wonder could start with something simple, such as appreciating the beauty of a particular

garden space. It could be fostered by seeing the seasonal changes as a plant goes to full bloom. Or perhaps they will take a moment to stop and enjoy the Garden of Fragrance.

PIQUED CURIOSITY

The Gardens staff will use these moments of awe as entry points to learn more about plants. Interpretive experiences with in-garden staff will be visitor-driven. Interpretive staff within the gardens will be available to answer questions, suggest ways of viewing the plants, and encourage visitors to take a moment to “really look” and see something amazing.



Image: Nepenthes at the Conservatory of Flowers; Photo Credit: Drew Bird



Interpretive Hierarchy

The Gardens’ interpretation is based on a big idea supported by key messages and critical questions. Creating a strong interpretive hierarchy before the writing process begins provides a clear direction for interpretive labels—which is key when the goal is to have as few labels as possible within the Gardens.

BIG IDEA

The big idea is the overarching message that visitors will understand upon leaving the space. It is the basis for all the content presented.

KEY MESSAGES

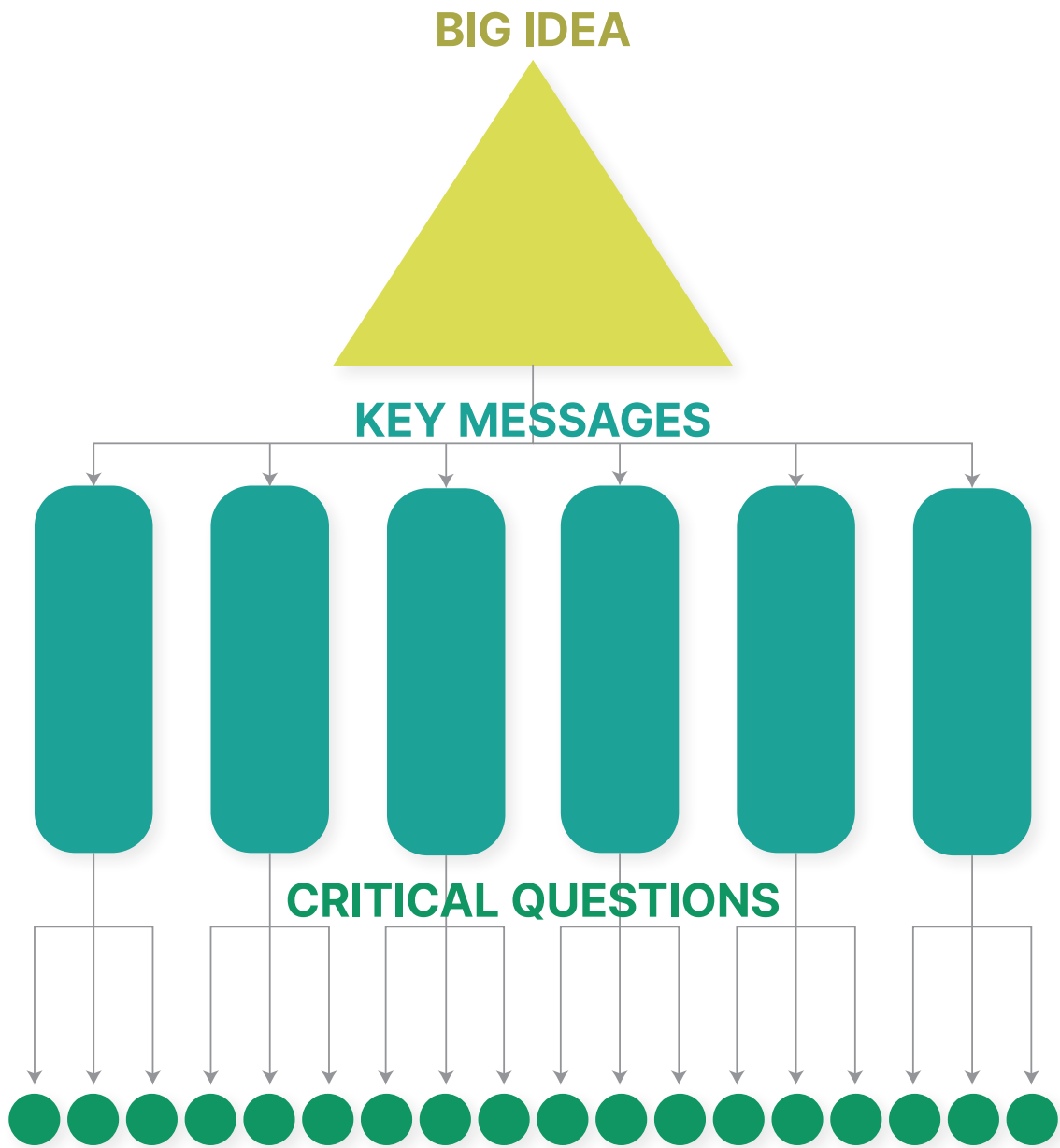
The key messages are a small number of take-away statements that directly support the big idea. They provide a conceptual framework that drives content development.

CRITICAL QUESTIONS

The critical questions support the key messages and shape the educational goals for the experience.

THEMES

Themes are narrative threads that appear in multiple places throughout the gardens.



THE GARDENS' BIG IDEA

The health and well-being of people, culture, plants, animals, and the planet are all interconnected; impacts on one will affect the others.

THE GARDENS KEY MESSAGES & CRITICAL QUESTIONS

The critical questions below are organized by key message.

Evolution, co-evolution, adaptation, and symbiotic relationships drive biodiversity.

- Why do plants evolve?
- How do plants adapt?
- Do plants evolve in ways that are interdependent?
- Do plants and animals evolve in ways that are interdependent?
- How do certain plants rely on animals to complete their life cycles and vice versa?
- How do evolution, adaptation, and symbiotic relationships drive biodiversity?
- What is biodiversity?
- Why is biodiversity important?
- What happens to an ecosystem when it becomes less biodiverse?
- What threatens biodiversity?

Plants are the building blocks of the systems that make our planet habitable.

- What role do plants play in health and well-being?
- Why are plants essential to the San Francisco community? To other communities?
- How are the plants in the Gardens essential to the people of San Francisco? To people outside San Francisco?
- In what ways are plants helping people?
- How do plant communities shape ecosystems, regions, and weather patterns?
- How are plants essential to animals, biodiversity, and complex ecosystems?
- How are plants essential to the health of the planet?

The Gardens are constantly changing because plants continuously undergo cyclical and seasonal changes and respond to their environmental conditions.

- Why does the garden look different than the last time I was here?
- How do changes in the appearance of the Gardens and plants throughout the year help us connect with plants and understand what they're doing throughout their life cycle?
- How often do the Gardens change?
- Why do plants bloom at different times?
- What plant/animal interactions can visitors observe throughout the year?
- How do plants respond to their environment?

People and plants have a complex relationship: people—as individuals and as cultures—impact plants; plants also impact people.

- What impact do people have on plants?
- How can I protect plants?
- What impacts do cultural practices have on plants?
- What things are being done now to reverse some of the damage people have inflicted on plants, land etc.?
- When people impact plants, can that cause a ripple effect that will also impact other people?
- What cultural practices involve plants?
- Do different cultures treat plants differently?
- In what ways are plants helping people?
- Did gardens look different in the past?
- Do different places have different styles of gardens?
- How is the Gardens collaborating with different groups regarding plant practices?
- How do we ensure our plants are ethically sourced?

Plants at the Gardens thrive because of the unique climate conditions of this specific location.

- What thrives here? Why?
- What is the climate at the Gardens? Is it different than the San Francisco region's climate as a whole?
- What is a microclimate?
- Is the fog a critical part of the microclimate?
- Why does the Gardens have plants from all around the world and not only from California?
- How does the Gardens decide what to plant in the gardens?
- How does the Gardens create a unique climate to house plants from around the world.

The Gardens are designed with intention for each space.

- Why does the garden look like this? Who made these decisions?
- Are the gardens wild? Are there wild areas in the Gardens?
- What styles are found in the Gardens?
- Has this area always been a garden?
- What is horticulture?

The Gardens of Golden Gate Park has an important role in addressing climate change and environmental sustainability.

- What are the threats to plant biodiversity?
- How does the Gardens protect biodiversity?
- What is a public garden's role in climate efforts?
- How is the Gardens educating people about climate change?
- How is the Gardens helping others understand their impact on the planet and ecosystems?

Overarching Questions (Not tied to a specific key message)

- Why do I feel good when I'm in a garden?
- What are the roles plants play in the regions of their origin? As parts of their ecosystems?

Interpretive Strategies

Interpretive strategies are tools and techniques to deliver content to visitors. This includes static elements, such as signage; handouts, including brochures, maps, and guides; person-led interpretation, such as guided tours, public programs, educational/school programs, etc.; digital resources, including QR codes, websites, podcasts, etc.; and other techniques as appropriate.

In general, gardens face a level of difficulty in creating interpretive materials for long-term use. The essence of a garden is change. That constant change is part of what makes a garden a wonderful experience, however, it also makes it difficult to determine what to highlight as plants change throughout the seasons and not always on a predictable timetable.

Based on previous surveys, visitors have a strong desire for access to more plant information, however, digital strategies within the gardens (such as QR codes) were one of the lowest priorities for visitors. A solution here could be to create an easy way to access the Gardens content via the website. Links to resources could be included in emails sent when visitors buy admission or memberships online.

Another top concern of visitors is wayfinding—a concern that can be handled more easily with permanent signage for unchanging elements, such as paths to different gardens and exits.

A variety of interpretive strategies will be employed across all of the gardens, and the individual sites will also use location specific strategies.

INTERPRETATIVE STRATEGIES FOR ALL GARDENS

Signage

- » In general, signage should be minimal. The focus should remain on the gardens, not the signs.
- » New wayfinding signage will have a cohesive look across all three garden sites.
- » Introductory signage located at entry points will help orient visitors and provide overview information before they enter the Gardens.
- » Annual thematic signage could be produced for year-long themes that connect the three spaces.

In Person Interpretation

- » There is a strong desire to create programs on ethnobotany and cultural connections to the plants on display. This will require outreach to appropriate experts and communities.
- » Rovers (roving interpreters) informally provide information about the Gardens, plants, and unexpected treasures. Expanding the rover program will require additional training and additional staffing.

- » Interpretive stations offer thematic, hands-on educational experiences within the Gardens.
- » Tours are available to the general public and for private groups.

Digital Presence

- » The Garden Explorer website is only available for the Botanical Garden but could be expanded across all three sites.

INTERPRETATIVE STRATEGIES FOR ALL GARDENS

The following three tables outline interpretive strategies for each of the three gardens. The strategies, including ones already defined as successful, will be reviewed periodically for continued improvements.



Image: Garden Camp Lead; Photo Credit: San Francisco Botanical Garden



CONSERVATORY OF FLOWERS

STRATEGY	WELL-ESTABLISHED INTERPRETIVE STRATEGIES	CURRENTLY IN PLACE, BUT WITH IDENTIFIED CHANGES TO BE IMPLEMENTED IN THE FUTURE	NEW INTERPRETIVE STRATEGIES TO BE IMPLEMENTED IN THE IN THE FUTURE	NOTES
SIGNAGE: PERMANENT (WAYFINDING)		X		
SIGNAGE: PERMANENT (INTERPRETIVE AND OPERATIONAL INFORMATION)		X		
SIGNAGE: TEMPORARY		X		Includes updatable signage (such as chalkboards) and could include QR codes and other easily implemented temporary signage
SIGNAGE: CROSS-GARDEN SEASONAL THEMATIC			X	
TOURS: AUDIO AND/OR AUDIO- VISUAL TOURS		X		Audience research will determine effectiveness and needed improvements, including transcription needs for non-hearing audiences.
TOURS: SELF-GUIDED		X		The Gardens need to evaluate the best options (physical handout, digital, etc.) to offer a self-guided tour.
INTERPRETIVE STATIONS	X			Interpreters provide visitors with hands-on learning opportunities and on-on-one interactions. Staff will confirm cart conforms to access standards for height/toe clearance/etc. as appropriate.
ROVERS	X			Rovers currently facilitate interpretation at this site.
GARDEN EXPLORER WEBSITE			X	In the future, the Conservatory of Flowers could be added into the Botanical Garden's Garden Explorer website.

JAPANESE TEA GARDEN

STRATEGY	WELL-ESTABLISHED INTERPRETIVE STRATEGIES	CURRENTLY IN PLACE, BUT WITH IDENTIFIED CHANGES TO BE IMPLEMENTED IN THE FUTURE	NEW INTERPRETIVE STRATEGIES TO BE IMPLEMENTED IN THE IN THE FUTURE	NOTES
SIGNAGE: WITHIN THE GARDEN (EXTREMELY LIMITED)		X		The Japanese Tea Garden must maintain the limit on the signage within the garden space, however, the exact placement of the signage and exact text can be reevaluated in the future.
SIGNAGE: INTRODUCTORY OUTSIDE THE GARDEN			X	Exterior signage could explain the lack of signage inside the garden, offers a place to address inaccuracies in the bronze plaques, and provide an opportunity to address related content and/or cross-Garden temporary seasonal signage.
SIGNAGE: CROSS-GARDEN SEASONAL THEMATIC			X	Signage can be implemented for specific thematic interpretation across all the sites (at the Japanese Tea Garden, this could be at outside signage).
TOURS: 3RD PARTY		X		The Gardens would like to expand its partnership with City Guides to integrate specific content into the tours and/or augment the 3rd party tours with staff-led tours.
TOURS: AFTER HOURS			X	The Gardens need to develop capacity before moving forward with this option.
TOURS: SELF-GUIDED		X		The Gardens need to evaluate the best options (physical handout, digital, etc.) to offer a self-guided tour.
ROVERS (UNOFFICIAL DUTY AT PRESENT)		X		Currently garden staff serve as unofficial rovers by answering visitors questions when asked, however, this is not a part of their official job or covered by their current training; the Gardens would like to build an official rover program in the future.
GARDEN EXPLORER WEBSITE			X	In the future, the Japanese Tea Garden could be added into the Botanical Garden's Garden Explorer website.



SAN FRANCISCO BOTANICAL GARDEN

STRATEGY	WELL-ESTABLISHED INTERPRETIVE STRATEGIES	CURRENTLY IN PLACE, BUT WITH IDENTIFIED CHANGES TO BE IMPLEMENTED IN THE FUTURE	NEW INTERPRETIVE STRATEGIES TO BE IMPLEMENTED IN THE IN THE FUTURE	NOTES
SIGNAGE: ENTRANCE		X		
SIGNAGE: WAYFINDING		X		
SIGNAGE: INTERPRETIVE		X		Permanent signage can be installed to display interpretive information that will not change. The Gardens intend to keep all signage in the Garden spaces minimal.
SIGNAGE: TEMPORARY			X	Temporary signage could address specific short-term needs.
SIGNAGE: CROSS-GARDEN SEASONAL THEMATIC			X	Signage can be implemented for specific thematic interpretation across all Garden sites. Within the Botanical Garden, some annual events, such as the magnolia bloom, already make use of temporary seasonal signage.
TOURS: PUBLIC (FREE)		X		The Gardens will perform a general assessment to determine what is working and what can improve. This could require a potential shift in staffing.
TOURS: PRIVATE (PAID)		X		This is currently done by small pool of volunteers; expanding the program could require additional staffing to conduct tours.
TOURS: SELF-GUIDED		X		The Gardens need to evaluate the best options (physical handout, digital, etc.) to offer a self-guided tour.
INTERPRETATIVE STATIONS		X		This program existed pre-pandemic. It is currently very limited, but volunteers focused on this in recent training.
ROVERS		X		This role evolved during the pandemic. In the future this position will be formalized, and training will be provided.
GARDEN EXPLORER WEBSITE	X			



Image: Girl with Philodendron Leaf; Photo Credit: Conservatory of Flowers

Existing Visitor Flow



Visitor Flow Enhancements

Visitor flow refers to the ways visitors move through and between the Gardens. This section includes considerations of arrival threshold experiences, wayfinding and circulation. Creating legible and accessible visitor flow helps to meet the physical and psychological needs that allow visitors to engage with interpretive materials and messages.

As a part of the IMP process, we conducted a series of two in-person visitor studies to better understand the experiences and expectations of visitors to the Gardens. The first study, Front-End Study 1 (see Appendix C), engaged with 150 Golden Gate Park visitors outside the Gardens in adjacent parts of the park. This study indicated that a primary reason why visitors to the park may not visit the Gardens is that they perceive the park itself as a garden and so find it unnecessary to go into ticketed spaces. This study also indicated that parents of young children do not know whether the Gardens are child friendly, and that many Golden Gate Park visitors do not know that the Gardens have merged organizationally and can be accessed with a single ticket. To address these barriers, we propose enhanced entry experiences to announce the unique qualities of the Gardens, a cohesive approach to wayfinding signage, and an updated map that ties all three gardens together.

ARRIVAL THRESHOLDS

Arrival thresholds refer to key entrances to the Gardens, and the site design strategies that support the threshold experience outlined in the Visitor Goals section of this document. This

includes the material conditions of the external environment and the way in which those materials transition to the internal ticketed spaces. A strong arrival threshold announces the Gardens to people passing through and visiting other parts of Golden Gate Park. It includes signage which invites people in and orients them to both the overall interpretive messaging and the circulation opportunities within the Gardens.

Consistent arrival thresholds will help the Gardens to read as a continuous experience and a single entity even though they are not geographically contiguous. The conceptual framework of "Extend - Connect - Enhance" encapsulates the primary goals of the Gardens arrival thresholds. See pages 33-36 for threshold locations and conceptual design approaches.

Arrival Threshold Components

- » **Extend**
 - › Extend the threshold materials announcing the Gardens along the sidewalk and across the adjacent streets
- » **Connect**
 - › Use consistent paving across all three sites and at each key entrance
 - › Provide accessible and inclusive wayfinding signage that helps visitors navigate between each of the three gardens.

- » **Enhance**
 - › Utilize planting design associated with the individual gardens outside the ticketed areas of each key arrival threshold.

WAYFINDING

Wayfinding signage and maps help visitors navigate the Gardens. Currently, wayfinding maps for the Japanese Tea Garden and San Francisco Botanical Garden are out of date and provide inadequate or confusing information. Wayfinding signage is inadequate in all three Gardens, making them confusing to navigate for visitors who are not already familiar with the spaces. Additionally, each Garden has a different approach to wayfinding, lacking the cohesive branding and consistent messaging that would allow the Gardens to read as a single entity.

In accordance with the Vision of the Gardens Strategic Plan "**All people have access** to beautiful public gardens and experience the intrinsic value of plants to life and culture for a healthy community and planet," wayfinding signage should meet best practices for accessibility and legibility. This includes the 2010 ADA Accessibility Standards, the California Standards Building Code and the Architectural Barriers Act Standards as well as San Francisco's Language Access Ordinance.

Wayfinding signage should be developed in tandem with maps and other support materials that help guide visitors through the site(s). To

meet best practices for accessibility and inclusion, all printed and audio materials should be provided in multiple languages and multiple formats (eg., if an audio tour is provided, a transcript should also be available for those who are Deaf or Heard of Hearing). When using braille, tactile letters, or tactile maps, it's recommended to work with an organization such as Lighthouse for the Blind to ensure legibility. Where roads and paths have slopes that do not meet accessibility standards, wayfinding signage may include information to help visitors anticipate the level of effort required to move between and within the Gardens.

External Wayfinding (between Gardens)

Wayfinding nodes or signage between the three gardens help orient and direct visitors. These nodes should be located at key points where visitors may become lost or make a wrong turn and should meet best practices for accessible pedestrian scale signage. See the map on page 33 for proposed wayfinding signage locations. Each arrival threshold should include a point of entry sign with a map that orients visitors to the specific Garden they are entering and the route between the Gardens. Child-friendly spaces and activities can be highlighted on these maps to explicitly encourage families to visit the Gardens. These point of entry signs should also include a narrative orientation to the specific Garden which ties into the interpretive themes and Key Messages highlighted in that garden.



Internal Wayfinding (within individual Gardens)

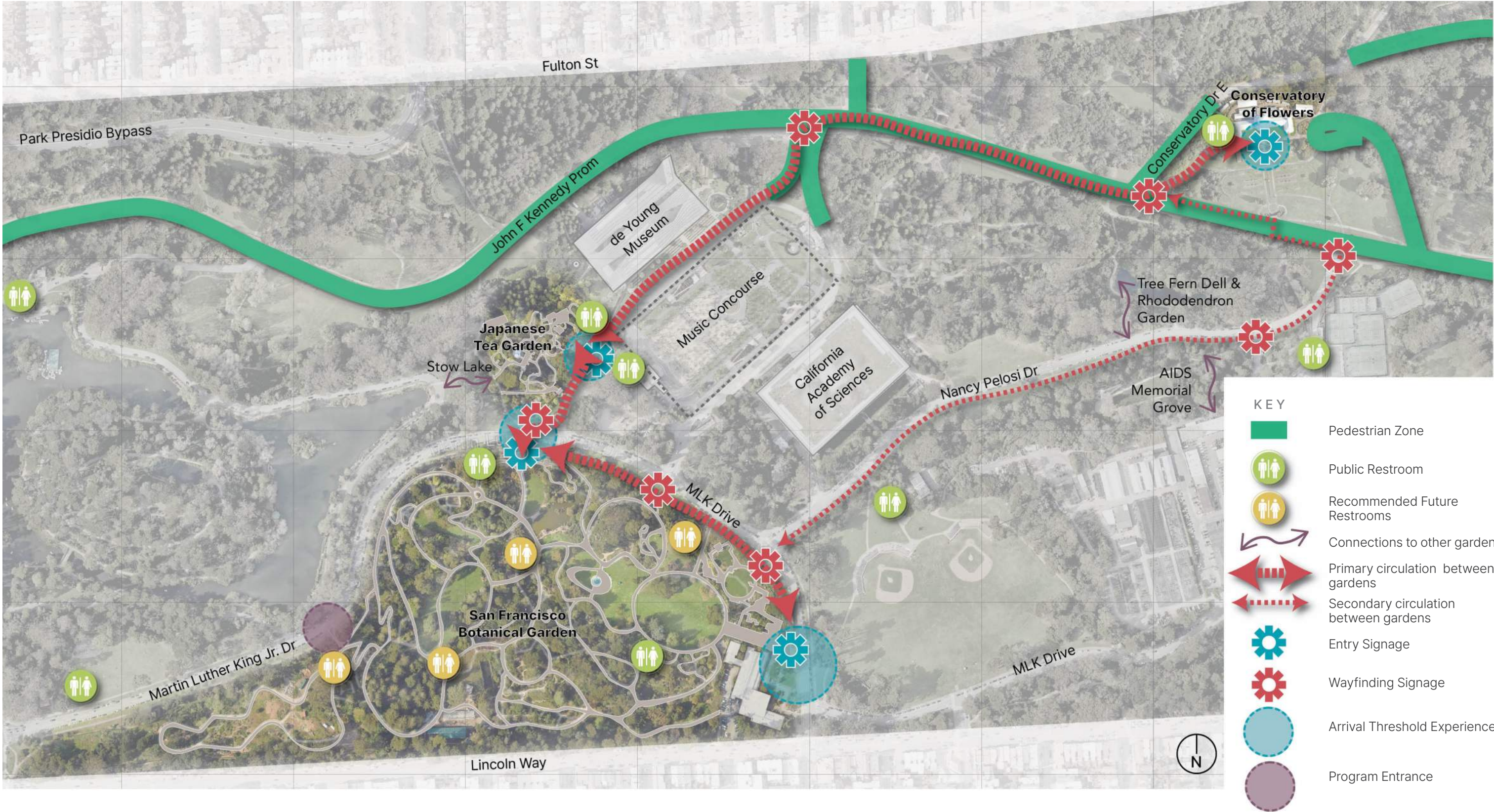
Internal wayfinding should be relatively minimal, especially in the Japanese Tea Garden. Signage should be responsive to the specific garden aesthetic as well as the location within the garden but also accord with the overall Gardens branding. In the Conservatory of Flowers and SF Botanical Garden, internal signage should include both directional and location-based signs (e.g., letting people know when they are passing through an internal threshold to enter a specific themed garden, as well as the direction to the closest restroom).

In addition to signage, wayfinding can be improved by communicating path hierarchy through material usage and path widths, as well as developing a system of named paths for the SF Botanical Garden.

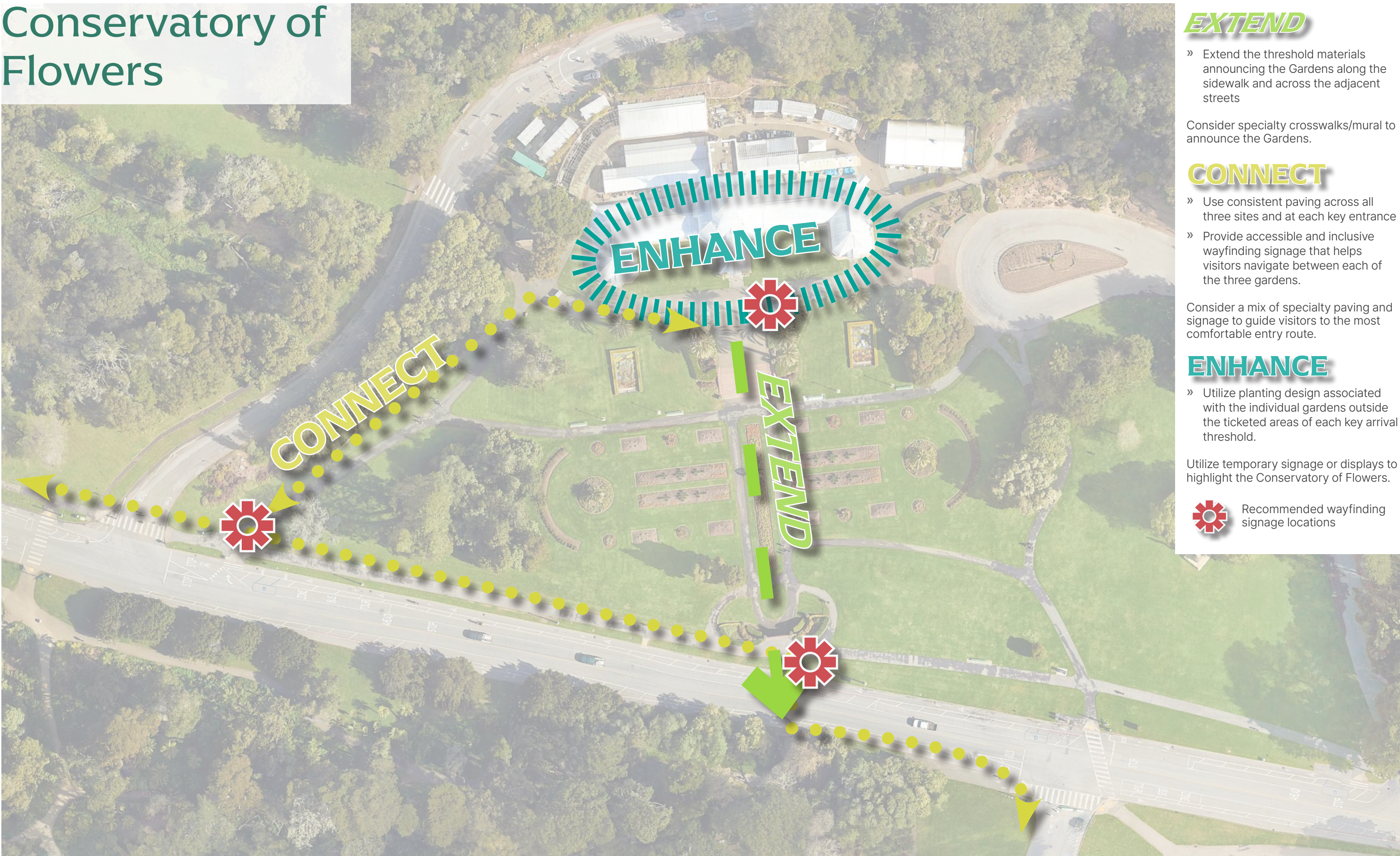


Image: The Conservatory of Flowers has a striking formal entrance through Conservatory Valley; Photo Credit: Kelly Mason

Wayfinding and Threshold Experiences



Conservatory of Flowers



EXTEND

- » Extend the threshold materials announcing the Gardens along the sidewalk and across the adjacent streets

Consider specialty crosswalks/mural to announce the Gardens.

CONNECT


- » Use consistent paving across all three sites and at each key entrance
- » Provide accessible and inclusive wayfinding signage that helps visitors navigate between each of the three gardens.

Consider a mix of specialty paving and signage to guide visitors to the most comfortable entry route.

ENHANCE

- » Utilize planting design associated with the individual gardens outside the ticketed areas of each key arrival threshold.

Utilize temporary signage or displays to highlight the Conservatory of Flowers.

 Recommended wayfinding signage locations



Japanese Tea Garden



EXTEND

- » Extend the threshold materials announcing the Gardens along the sidewalk and across the adjacent streets

Consider specialty crosswalks to announce the Gardens.

CONNECT

- » Use consistent paving across all three sites and at each key entrance
- » Provide accessible and inclusive wayfinding signage that helps visitors navigate between each of the three gardens.

Consider a mix of specialty paving and signage to guide visitors to the entrance.

ENHANCE

- » Utilize planting design associated with the individual gardens outside the ticketed areas of each key arrival threshold.

Consider Japanese Tea Garden style plantings to help with wayfinding between the Japanese Tea Garden and San Francisco Botanical Garden.



Recommended wayfinding signage locations



San Francisco Botanical Garden



EXTEND

- » Extend the threshold materials announcing the Gardens along the sidewalk and across the adjacent streets

Consider a specialty crosswalk to announce the Gardens.

CONNECT


- » Use consistent paving across all three sites and at each key entrance
- » Provide accessible and inclusive wayfinding signage that helps visitors navigate between each of the three gardens.

Consider a mix of specialty paving and signage to pull visitors in to the entrance.

ENHANCE

- » Utilize planting design associated with the individual gardens outside the ticketed areas of each key arrival threshold.

Consider plantings and materials that highlight the unique quality and presence of the San Francisco Botanical Garden.

 Recommended wayfinding signage locations

Circulation Priorities and Path Hierarchy

INTERNAL CIRCULATION PRIORITIES AND VISITOR COMFORT IMPROVEMENTS

Each of the three gardens presents a unique challenge in terms of circulation and access. Barrier removal is high priority to meet the vision of the Gardens' and facilitate opportunities for communicating the content of the Interpretive Master Plan. Both the Japanese Tea Garden and the San Francisco Botanical Garden require improvements to internal paths to meet access goals and planning is already in process. Routes shown in the following diagrams are conceptual and should be evaluated based on the outcomes of the barrier removal plan. Circulation improvements should be paired with interpretation and visitor comfort features, such as seating and waste receptacles, to create **enhanced paths** that provide ideal opportunities for interpretation and engagement.

Conservatory of Flowers

The Conservatory of Flowers is internally accessible but could be served by pathway improvements and wayfinding through Conservatory Valley as shown in the map on page 34.

Japanese Tea Garden

The Japanese Tea Garden is set on a hillside and is a historic landscape which poses some

constraints on circulation. A priority project should be to establish one primary route which minimizes pathway slopes and stairs.

San Francisco Botanical Garden

The San Francisco Botanical Garden should have primary route(s) which minimize pathway slopes and access barriers. These routes should have regular opportunities for seating and waste receptacles as described in Appendix B and allow visitors the opportunity to encounter interpretive signage. Seating opportunities along primary accessible routes should provide adjacent companion seating for wheelchair users, as recommended in ADA outdoor standards.

The final design of the primary route(s) should consider the layout of gardens and plant material to enhance the immersive experience described in the Visitor Experience Goals section starting on page 13 of this document. When the path passes through a garden, rather than between gardens, it allows improved opportunities for an immersive experience and clearer interpretive signage.

To enhance those opportunities, the primary route(s) can either be directed through gardens, or plant material can be shifted over time to tie both sides of the path together in a continuous experience. Where paths need to be extended to meet accessibility standards, they can be rerouted through gardens to increase immersive opportunities.

Front-End Study 2 (See Appendix C) indicates that improving access to restrooms could significantly improve the SFBG visitor experience.

The diagram on page 41 shows a conceptual layout of three routes and additional restroom locations.

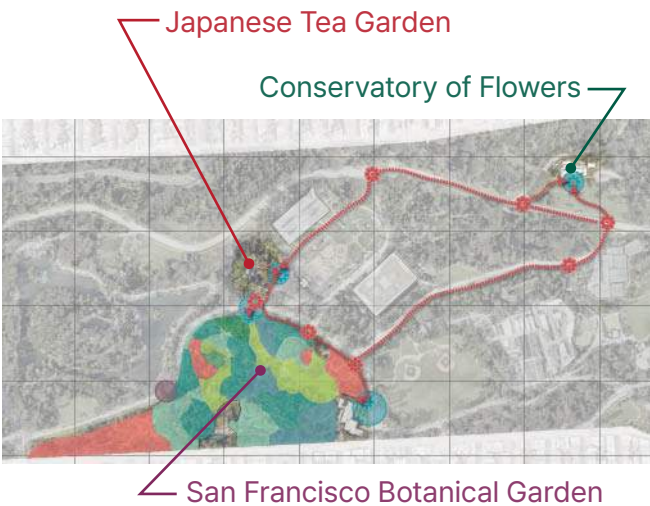
Naming roads and paths within the SFBG could enhance wayfinding and be an opportunity to incorporate interpretive messages.



Themes

Themes are narrative threads that appear in multiple places throughout the Gardens. Subthemes provide opportunities for a more specialized interpretive focus. Since the Gardens are spatially separated, stylistically distinct, and represent varying horticultural approaches, recurring themes can provide a useful framework for tying the Gardens together through interpretation.

These interpretive garden themes were developed through workshops with the Gardens of Golden Gate Park Interpretive Planning Committee and tested with Gardens visitors during Front-End Study 2 (See Appendix C). The study included in person interviews with 183 people within the Gardens to understand their motivations for visiting, which interpretive themes they would be most interested in learning more about, and



Key Map

why. In addition to selecting from the four themes developed by the Interpretive Planning Committee, visitors also had the opportunity to suggest new themes that would be of greater interest to them.

In general, visitors were not interested in excessive signage, implying themes could better be addressed through other approaches to interpretation such as docent led tours. The one exception to this is visitors to the Japanese Tea Garden who expressed a strong interest in signage addressing the cultural and historical significance of the Garden.

Visitors expressed the strongest interest in the following themes:

- » Visitors to the **Conservatory of Flowers** expressed the strongest interest in "Biodiversity" and "Human-Plant Relationships."
- » Visitors to the **Japanese Tea Garden** expressed the strongest interest in "Human-Plant Relationships" and "Taking Care of this Place."
- » Visitors to the **San Francisco Botanical Garden** expressed the strongest interest in "Biodiversity" and "Human-Plant Relationships."

THEMES AND SUBTHEMES

- A**

BIODIVERSITY

 - › Biogeography
 - › Conservation
 - › Community Ecology
 - › Evolution/Adaptation
 - » Storyline 1: This is a plant refuge.
 - » Storyline 2: The world is bigger and more diverse than you imagine.
- B**

CLIMATE

 - › Climate Change
 - › Cycles/Seasonality
 - › Microclimates/San Francisco Climate
 - » Storyline 1: Convergent evolution occurs in similar climatic regions.
 - » Storyline 2: Unique plant combinations grow here that wouldn't grow anywhere else.
- C**

HUMAN-PLANT RELATIONSHIP

 - › Agriculture
 - › Culture
 - › Ethnobotany
 - › Health/Well-Being
 - › History
 - › Horticulture
 - » Storyline 1: Slow down, there are surprises.
 - » Storyline 2: Plants are a part of our lives in many ways that we're not thinking about.
- D**

TAKING CARE OF THIS PLACE

 - › Design
 - › Geography/Place
 - › History
 - › Sustainability/Sustainable Gardening
 - » Storyline 1: Stewardship is a reflection of values.
 - » Storyline 2: Gardens are constantly changing through intimate relationship of people with that space.



Conservatory of Flowers

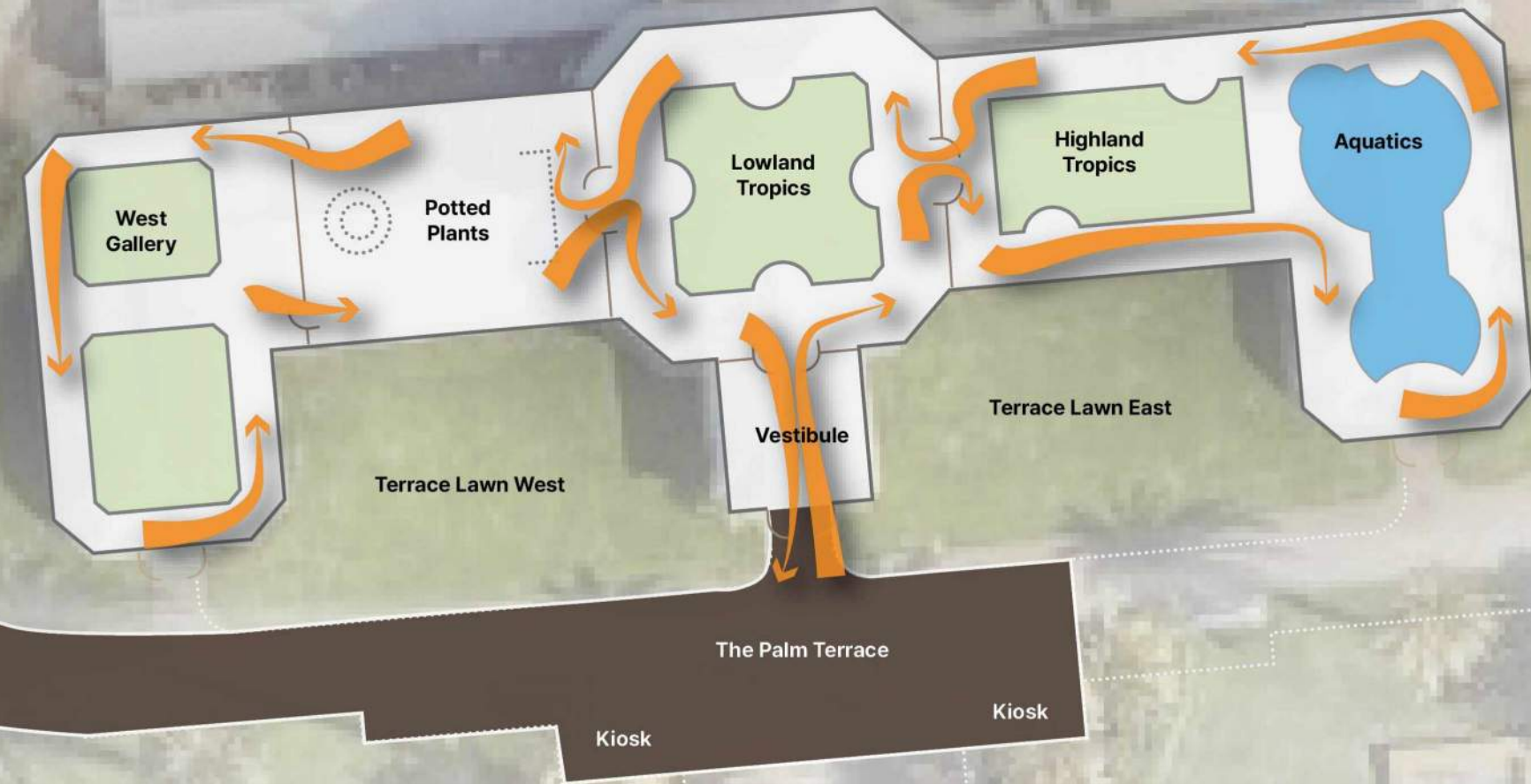
KEY THEMES:

- Biodiversity
- Human Plant Relationships

KEY

Enhanced path

One-way circulation during busy events



The Orchid Pavilion

Internal Visitor Flow and Themes

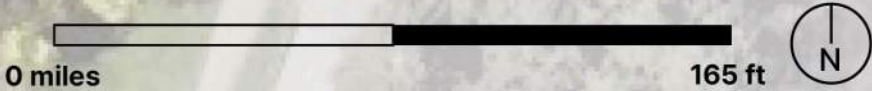
Japanese Tea Garden

KEY THEMES:

- Human Plant Relationships
- Taking Care of this Place



Internal Visitor Flow and Themes

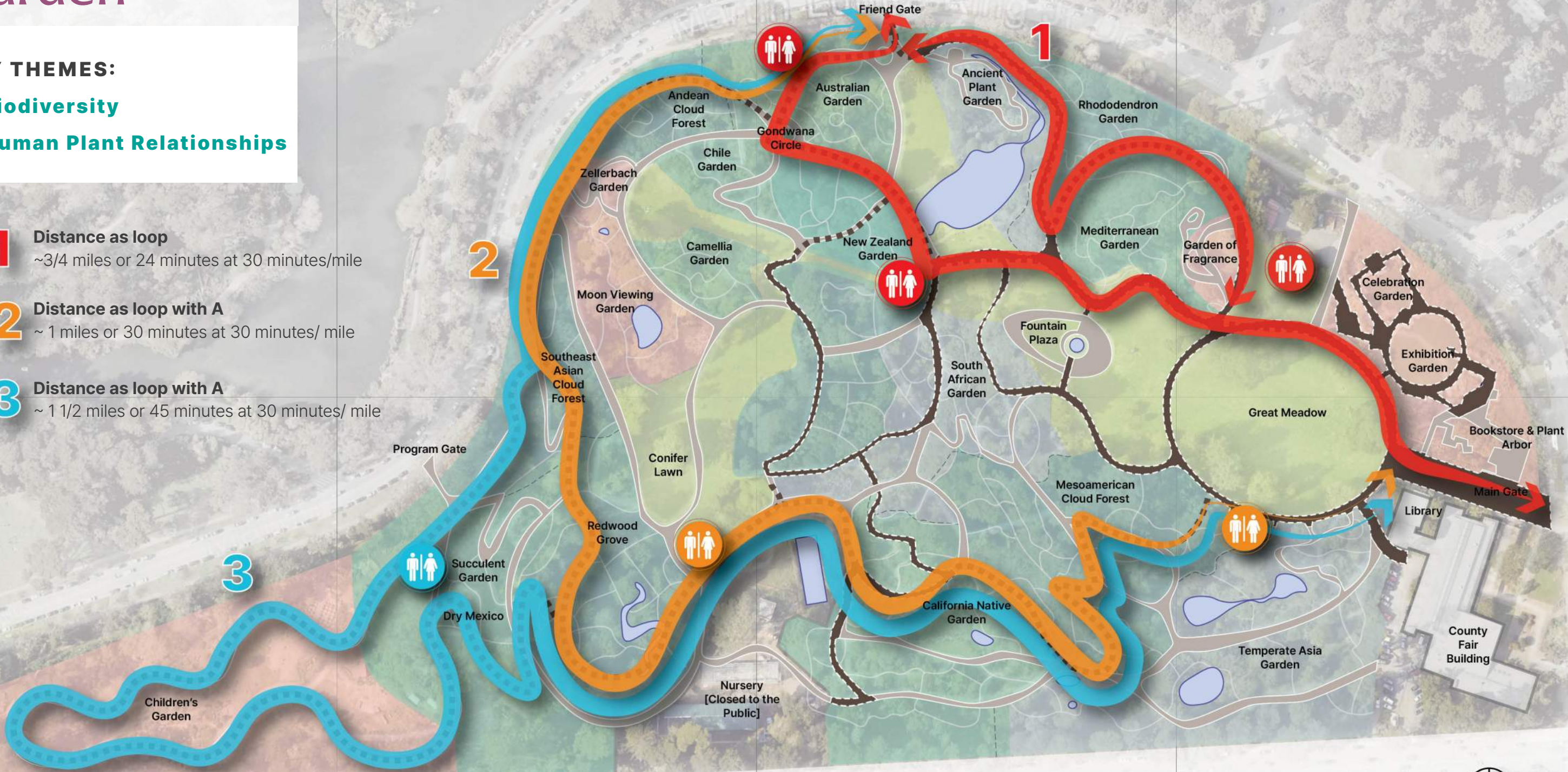


San Francisco Botanical Garden

KEY THEMES:

- Biodiversity
- Human Plant Relationships

- 1** Distance as loop
~3/4 miles or 24 minutes at 30 minutes/mile
- 2** Distance as loop with A
~ 1 miles or 30 minutes/ mile
- 3** Distance as loop with A
~ 1 1/2 miles or 45 minutes/ mile



Internal Visitor Flow and Themes



Image: Mediterranean Garden; Photo Credit: San Francisco Botanical Garden

Unifying Elements

Unifying elements help ensure that visitors have a cohesive experience throughout all the Gardens spaces. This could include using consistent interpretative and design approaches.

The following unifying elements have been identified for the Gardens:

- » Branding and online presence
- » Wayfinding signage and trails
- » Welcome experience
 - › Admissions
 - › Orientation
- » Consistent threshold experiences at each entry point (See pages 33-36)
- » Entry markers
- » Identification of official personnel (staff, docents, volunteers, etc.)
 - › Uniforms
 - › Name tags
 - › Identifying gear could include both “Gardens of Golden Gate Park” and the name of the specific garden
- » Signage
- » Digital educational experience



Image: Volunteer at the Conservatory of Flowers; Photo Credit: Richard Tauber

Related Programming

Related programming, such as guided tours, educational programs, panel discussions, film screenings, special events, etc. provide ways to connect with visitors and provide additional content.

LANDING SITE

Teachers engaging with the Gardens could be directed to a website landing page that outlines the opportunities and challenges at each site, provides a way to reserve an admission time, self-guided activities for their visit, an opportunity to request an interpreter for the visit, and includes materials that could be used before or after the visit.

Materials should be available in English, Spanish, Chinese, and Tagalog.

ADDITIONAL STAFFING AND TRAINING

Restarting programs after the pandemic and/or creating new programs for the Gardens will require additional staff.

School programs tend to be held on weekday mornings, which is a particularly difficult time to find volunteers. Finding multilingual volunteers is also a challenge. Moving toward paid staff or interns receiving credits or stipends would create a reliable pool of interpreters. Students from nearby colleges studying subjects related to the Gardens or education/early childhood development could provide year-long commitments for school programs, ensuring that

there would be enough guides for classes (the usual ratio of guides is 3 for a class of 22).

All staff, both new and existing, interacting with the public will need updated training specific to the types of engagements they lead. The skills needed to be a successful rover are significantly different than the skills needed to run a facilitated school program.

EXISTING PROGRAMMING

The following programming has been in place—with the exception of pandemic-related stoppages—with varying degrees of success. Before the pandemic, there was a robust program for younger children in preschool through 5th grade. During the pandemic, family engagement grew significantly as the Gardens were one of the public spaces families could safely venture into. As the Gardens move forward it will be necessary to reevaluate the programs and determine which programs need to be restructured.

Youth and Family Programming

- Botanical Garden
- » Outdoor education and ecoliteracy enhancement
 - » Garden Camp
 - » Nature Detectives Guided Walks
 - » Interpretive stations
 - » Bean Sprouts Family Days
 - » Summer Sprouts for Groups

Conservatory of Flowers

- » Tropical Trekkers activity book

Educational/School Group/Teacher Programming

Conservatory of Flowers

- » Rainforest Adaptations program
- » Interpretive Stations for school groups
- » Private tours

Japanese Tea Garden

- » Teachers frequently develop their own programs/activities for the Japanese Tea Garden, often focusing on Japanese culture, language, arts, etc.

Botanical Garden

- » Children's Garden School Program
- » Nature Detectives Guided Walks
- » Teacher-led visits
- » Garden After School
- » Preschool Adventure Kits
- » Internship training
- » Science in the Park Teacher Training

Public Programming

Conservatory of Flowers

- » Interpretive stations

Japanese Tea Garden

- » City Guide Tours

Botanical Garden

- » Tours, public and private
- » Seasonal outreach
- » Workshops and lectures

Private Events

- » Weddings
- » Memorials
- » Rented events

Large-Scale Events/Seasonal Occurrences

Conservatory of Flowers

- » Corpse Flower

Botanical Garden

- » Magnolia season
 - › The size and number of magnolias makes this particularly successful—magnolias are easy to see and therefore easy for visitors to make a connection with the plants.
- » Flower Piano



FUTURE PROGRAMMING

Combined Programming Across the Gardens of Golden Gate Park

- » Multi-garden pass
- » Combined map/brochure
- » Sensory-driven experiences
- » Thematic “seasons”
 - › One theme can be selected for exploration across all three sites
 - › Limited temporary signage could focus on the specific theme throughout the sites
 - › A unified design would link the sites visually; the unified theme would link the content
 - › Themes would be changed on a regular schedule (for example, annually, or every 18 months, etc.)
- » Guided tour of all three sites, this would potentially include a break for lunch if it was more than a half-day tour

INCLUSIVE INTERPRETATION WITH PARTNER ORGANIZATIONS

In section 5.3 of the strategic plan, the Gardens identify a plan to partner with other organizations.

“Partner with cultural, environmental, and scientific institutions for enhanced programs and outcomes; and partner with performing arts organizations to offer performances in the Gardens.”

The Gardens has already begun reaching out to and partnering with organizations and institutions. While not exhaustive, organizations currently engaged include:

- » The American Indian Cultural District
- » The de Young Museum
- » California Academy of Sciences
- » Japanese Consulate
- » Friends of the Japanese Tea Garden
- » Mexican Museum

In the next phases of development, the Gardens will need to formalize these partnerships with MOUs. The Gardens would like to work with these organizations to develop the content of these programs to ensure accuracy of information and a varied approach to storytelling and inclusion of multiple points of view. Staff will continue to reach out to additional organizations to gauge interest in creating programming. The engagement levels and techniques described in the section “Developing Interpretive Stories Through Partnership” on page 7 of this document can help guide the development of robust and lasting partnerships.



Image: Van-Anh Nguyen at Flower Piano; Photo Credit: San Francisco Botanical Garden



Digital Outreach

Digital materials include materials that visitors can access on their personal devices, such as smart phones, tablets, and computers. Digital engagement in a garden setting can have uneven results. On one hand, visitors can easily find maps and additional information while on site. On the other, some visitors might want to use the Gardens for a “tech break” and therefore not want to use a device at all. In order to straddle these two perspectives, the Gardens will develop robust digital offerings that can also be used off-site before or after a visit.

SHARED DIGITAL RESOURCES TO BE DEVELOPED

- » Welcome Email / Newsletters
- » Garden Explorer
- » Podcasts
- » Social Media

CURRENT DIGITAL OUTREACH

Conservatory of Flowers

- » Audio tour
- » Virtual tour
- » What's in Bloom?

Botanical Garden

- » Resources for all ages
 - › Garden Explorer
 - › Our Gardens

- › QR codes
- › San Francisco Botanical Garden Visitor Discovery Map
- » Resources for youth
 - › Children's Garden map and activity cards
 - › Nature Detective teacher materials
 - › Self-guided tour resources
 - › Other materials currently being reformatted for digital use

Helen Crocker Russel Library of Horticulture Digital Resources

- » Library Homepage
- » Searchable Library Catalog
- » eBook Access
- » Subject Guides
- » Children's Subject Guides
- » Virtual / Online Story Time Program Recordings



Image: Beer Garden; Photo Credit: Drew Bird Photography



Benchmarks for Success

Establishing benchmarks for success at the start of a new project provides an opportunity to measure its success. Periodic review of the benchmarks can also provide a chance to see what might need additional tweaks to make it more successful. Benchmarks can include quantitative and qualitative outcomes. Front-end, formative, and summative evaluation can help measure these outcomes.

Overall Benchmarks

- » Deliver the Gardens of Golden Gate Park mission:
 - › Deliver on key questions
 - › Deliver on visions and values
 - › Deliver consistently high quality experience for visitors.
- » Increase in revenue
- » Increase in visitation
- » Sustained growth of programs and digital products
- » Creation of guidelines and structure for how to move forward
- » Increase in number of memberships
- » Establish internal shared goals (immediate, mid-term, long-term)

Content

- » Maintain sustainable content
 - › Digital content remains active; live links routinely tested to ensure functionality

- › Signage does not require updating and that withstands the elements
- » Identify stories and their locations throughout the Gardens
- » Establish guidelines for what stories to include and where

Funding

- » Identify funding opportunities
- » Increase funding from individuals and institutions

Identity and Recognition

- » Increase in coverage in media, news, and social media
- » Increase in the number mentions of the name "Gardens of Golden Gate Park" in media, news, and social media
- » Continued use of the individual garden names
- » Greater knowledge of the Gardens in the community

Partnerships

- » Establish MOUs with partner organizations
- » Develop new partnerships throughout the Bay Area
- » Develop partnerships with inclusive organizations to reach new audiences
- » Identify the mutual needs of partner organizations to maintain the initial level of engagement

Programming

- » Develop annual planning document for known events and cycles; include opportunities for new/experimental ideas
- » Develop annual cycle for repeatable programs
- » Increase the number of repeatable events/programs
- » Develop programs robust enough to survive staffing changes
- » Return programs to pre-pandemic levels

Staffing and Training

- » Increased staffing
- » Update training for new roles and programs
- » Identify roles best suited for paid staff vs. volunteer staff

Visitor Engagement and Visitor Experience

- » Develop evaluation strategy and plan for discontinuing or restructuring unsuccessful programs
- » Increase the diversity of visitors
- » Increase the number of first-time visitors
- » Increase visitor to member conversion rate
- » Increase the number of repeat visitors
- » Establish regular visitor survey practices
- » Deeper questions from visitors relating to content
- » Better understanding by the public that the Gardens have something for everyone



Image: Japanese Tea Garden; Photo Credit: MIG

Implementation Plan*

WAYFINDING AND INTERPRETATION

PROJECT / LOCATION	SCOPE	DESCRIPTION	GOALS
WAYFINDING SYSTEM AND SIGNAGE PLAN Circulation route through Golden Gate Park and within each of the three Gardens	Plan, Design	Design development of a consistent wayfinding plan for and between each of the three gardens, including primary route selection and highlevel signage design. Wayfinding signage should meet best practices for accessibility according to current standards and regulations and be comprehensible to visitors with a wide array of linguistic and cultural backgrounds.	<ul style="list-style-type: none">» Develop and design wayfinding signage that is accessible and comprehensible to a wide range of users» Develop a detailed signage plan that takes into account key wayfinding nodes to help guide Gardens visitors» Create a unified wayfinding system that incorporates updated branding and current best practices across all three gardens
WAYFINDING MAP Circulation route through Golden Gate Park and within each of the three Gardens	Design	Design and development of a single printable and digital map that guides visitors through and between each of the three Gardens. The map should consider accessibility and inclusion in both digital and print media to reach and support a wide array of visitors.	<ul style="list-style-type: none">» Help visitors navigate from one garden to the others» Help visitors navigate within individual Gardens
GARDENS POINT OF ENTRY SIGNAGE Key arrival thresholds at each of the three Gardens	Design, Implementation	Development wayfinding nodes, signage and a circulation map to help guide visitors as they move between the gardens. The signs should take into account accessibility and inclusion to reach and support a wide array of visitors.	<ul style="list-style-type: none">» Introduce visitors to the Gardens» Welcome a wide array of visitors from diverse backgrounds and with diverse abilities
WAYFINDING SIGNAGE Within each of the three Gardens	Design, Implementation	Detailed wayfinding signage design and installation at each of the three Gardens, consistent with the branding and overall wayfinding system designed for the Gardens of Golden Gate Park.	<ul style="list-style-type: none">» Help visitors navigate through the Gardens
INTERPRETIVE SIGNAGE STANDARDS Standards for GGGP, adjusted for each of the three Gardens	Detailed Design	Develop detailed interpretive signage standards consistent with updated Gardens branding. Signage styles should be consistent across all three Gardens, with some adjustment to highlight the unique character of each garden. The signs should take into account best practices for accessibility and inclusion to reach and support a wide array of visitors.	<ul style="list-style-type: none">» Create a unified interpretive signage system that incorporates updated branding and current best practices across all three gardens
INTERPRETIVE SIGNAGE Within each of the three Gardens	Exhibit Development, Design, Implementation	Develop detailed interpretive messaging and signage for each exhibit within the Gardens. Interpretive signage may highlight specific thematic loops. Interpretive signage upgrades should be paired with circulation improvements to ensure key exhibits are accessible to a wide variety of users.	<ul style="list-style-type: none">» Provide interpretive signage that is consistent with the IMP content and messaging» Ensure that the interpretive signage and highlighted exhibits are accessible to all users
VISITOR SERVICES IMPROVEMENTS Gardens of Golden Gate Park	Administration, Management	Addition of a dedicated staff person to manage docents/educators/rovers. The new staff person will manage training/cross-training across the Gardens, establish schedules, and maintain communications with visitors services staff. If appropriate, this staff member may also develop/maintain relationships with educational institutions providing credit for internships or independent studies at the Gardens.	<ul style="list-style-type: none">» Coordinated messaging across all three Gardens» Support for existing docent/educational programs

* See Appendix A for project subcomponents, phasing, cost, and duration.

EXTERNAL MATERIAL AND INFRASTRUCTURE IMPROVEMENTS

PROJECT / LOCATION	SCOPE	DESCRIPTION	GOALS
THRESHOLD ENTRY EXPERIENCE Key arrival thresholds at each of the three Gardens	Design, Implementation	Development of conceptual designs through construction to enhance and upgrade the entry experiences at all three gardens. The outcome of this project will be unified, iconic, and accessible entrances that orient and welcome visitors to the Gardens.	<ul style="list-style-type: none">» Increase awareness of and attraction to the Gardens for passersby» Welcome and orient visitors» Create a unified entry experience to the Gardens» Implement branding across all three sites

INTERNAL MATERIAL AND INFRASTRUCTURE IMPROVEMENTS

PROJECT / LOCATION	SCOPE	DESCRIPTION	GOALS
ADA TRANSITION PLAN Within each of the three Gardens	Plan	Survey and analysis of barriers to accessibility in each of the three gardens.	<ul style="list-style-type: none">» Ensure that the Gardens are accessible to all users
ADA UPGRADES Within each of the three Gardens	Design, Implementation	ADA upgrades include final design, construction documents, and built infrastructure to improve path conditions to meet current accessibility standards under the ADA and California Building Code. ADA upgrades should support interpretive experiential goals, for example, where appropriate, routes may go through themed gardens in the SFBG rather than between them to provide an immersive visitor experience.	<ul style="list-style-type: none">» Ensure that key gardens and highlighted exhibits are accessible to all users
VISITOR COMFORT IMPROVEMENTS Within each of the three Gardens	Plan, Design, Implementation	Plan and implementation of visitor comfort improvements that aligns with the enhanced routes and signage plans. Visitor comfort improvements include improved access to restroom facilities, adequate seating, drinking water stations, and waste receptacles. The planning stage of this project includes determining the scope of necessary improvement, setting furnishing standards, and identifying ideal furnishings spacing. For example, in the San Francisco Botanical Garden, accessible companion seating should be provided along enhanced routes at specific intervals.	<ul style="list-style-type: none">» Ensure visitor comforts meet San Francisco Standards (eg., 3-stream waste system)» Ensure adequate seating, trash receptacles, rest rooms, water, etc. are available to visitors to facilitate a healthy, safe, and comfortable guest experience

CAPITAL PROJECTS

PROJECT / LOCATION	SCOPE	DESCRIPTION	GOALS
CHILDREN'S GARDEN Children's Garden Area of the SFBG	Detailed design, Implementation	Implementation of the existing Children's Garden Design	<ul style="list-style-type: none">» Improve facilities for youth programming» Increase accessibility and legibility to reach a broader range of children
INTERPRETIVE WELCOME CENTER County Fair Building adjacent to the SFBG	Design, Implementation	Design and retrofit part or all of the County Fair Building to create an indoor interpretive welcome center to greet visitors and provide information about the Mission, goals and resources of the Gardens.	<ul style="list-style-type: none">» Provide information about the Gardens and collections» Greet and welcome visitors» Provide indoor spaces for programming and events



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Image: Photosynthesis at the Conservatory of Flowers; Photo Credit: Saxon Holt



Appendix A: Project Subcomponents, Phasing, Cost, and Duration

The following pages break down the implementation plan into discrete subcomponents, and assign approximate order of magnitude cost and duration for each subcomponent. Subcomponents are grouped together in phases where appropriate to improve efficiency and reduce impact to the operations of the Gardens during planned improvements. For example, circulation improvements are paired with interpretation and visitor comforts, and broken out into phases in both the Japanese Tea Garden and San Francisco Botanical Garden. This allows for the majority of the Gardens to remain open, while improvements are concentrated in specific areas. Additionally, this provides an opportunity for enhanced route construction to support interpretive goals such as an immersive experience (e.g., enhanced routes may move through rather than between gardens in the San Francisco Botanical Garden), and ensures the widest access to interpretive exhibits as they will be designed along enhanced routes.

Tables are used to indicate which subcomponents may be best pursued in tandem. For example, on this page Wayfinding System and Signage Design, Wayfinding Map, Gardens Point of Entry Signage, and Wayfinding Signage should be pursued together or sequentially, while Visitor Services Improvements can easily be pursued as a discrete project.

WAYFINDING

			PROJECT DURATION** <i>PROJECTS CAN BE DONE CONCURRENTLY OR CONSECUTIVELY</i>			
			COST*	FIRST YEAR	SECOND YEAR	THIRD YEAR
WAYFINDING SYSTEM AND SIGNAGE DESIGN	Plan	\$				
	Design	\$\$				
WAYFINDING MAP***	Design	\$				
GARDENS POINT OF ENTRY SIGNAGE***	Design	\$				
	Implementation	\$\$				
WAYFINDING SIGNAGE***	Design	\$				
	Implementation	\$\$				

PROGRAMMING

			PROJECT DURATION** <i>PROJECTS CAN BE DONE CONCURRENTLY OR CONSECUTIVELY</i>			
			COST*	FIRST YEAR	SECOND YEAR	THIRD YEAR
VISITOR SERVICES IMPROVEMENTS	Administration	\$	<div><div></div></div>			ONGOING➡
	Management	\$\$	<div><div></div></div>			ONGOING➡

* Relative costs provided for planning purposes only and may be affected by a wide range of conditions including changing costs of materials and labor as well as actual ground conditions; for planning purposes, ballpark costs are as follows: \$ = up to \$250,000; \$\$ = \$250,000-\$500,000; \$\$\$ = \$500,000-\$1,000,000; \$\$\$\$ = \$1,000,000-\$10,000,000; \$\$\$\$\$ = \$10,000,000+. Cost estimate in 2023 dollars, does not include escalation or owner costs.

** Relative timeline for project completion may be dependent on a variety of conditions such as the availability of funding and Gardens priorities

*** Wayfinding maps and signage should either follow the design of enhanced routes and circulation improvements, or maps and signage should be designed so that they can be easily updated by Gardens staff.

INTERNAL MATERIAL, INFRASTRUCTURE, AND INTERPRETATION IMPROVEMENTS

				PROJECT DURATION** PROJECTS CAN BE DONE CONCURRENTLY OR CONSECUTIVELY			
				COST*	FIRST YEAR	SECOND YEAR	THIRD YEAR
THE GARDENS		THE GARDENS INTERPRETIVE SIGNAGE STANDARDS****	Design	\$\$	<div></div>		
		THE GARDENS VISITOR COMFORT STANDARDS****	Plan	\$	<div></div>		
		ADA TRANSITION PLAN****	Design	\$\$\$	<div></div>		
CONSERVATORY OF FLOWERS*****		RESTROOM IMPROVEMENTS	Design	\$	<div></div>		
			Implementation	\$\$		<div></div>	
		INTERPRETATION (ALL ROOMS)	Exhibit Development	\$	<div></div>		
			Design	\$		<div></div>	
			Implementation	\$			<div></div>

* Relative costs provided for planning purposes only and may be affected by a wide range of conditions including changing costs of materials and labor as well as actual ground conditions; for planning purposes, ballpark costs are as follows: \$ = up to \$250,000; \$\$ = \$250,000-\$500,000; \$\$\$ = \$500,000-\$1,000,000; \$\$\$\$ = \$1,000,000-\$10,000,000; \$\$\$\$\$ = \$10,000,000+. Cost estimate in 2023 dollars, does not include escalation or owner costs.

** Relative timeline for project completion may be dependent on a variety of conditions such as the availability of funding and Gardens priorities

**** For a consistent guest experience, the Gardens Interpretive Signage Standards, Visitor Comfort Improvement Standards, and ADA Transition Plan should be developed in advance of individual exhibit design and detailed visitor comfort design.

***** Phased improvements and interpretation may be pursued contemporaneously at each of the three Gardens.

INTERNAL MATERIAL AND INFRASTRUCTURE IMPROVEMENTS, AND INTERPRETATION (CONTINUED)

				PROJECT DURATION** <i>PROJECTS CAN BE DONE CONCURRENTLY OR CONSECUTIVELY</i>				
				COST*	FIRST YEAR	SECOND YEAR	THIRD YEAR	
JAPANESE TEA GARDEN***** SEE PAGE IX FOR PHASE SEGMENT LOCATIONS	PHASE A	CIRCULATION IMPROVEMENTS	Design	\$				
			Implementation	\$\$				
		VISITOR COMFORTS IMPROVEMENTS	Design	\$				
			Implementation	\$				
		ADJACENT GARDEN INTERPRETATION	Exhibit Development	\$				
			Design	\$				
			Implementation	\$				
	PHASE B	CIRCULATION IMPROVEMENTS	Design	\$				
			Implementation	\$\$				
		VISITOR COMFORTS IMPROVEMENTS	Detailed Design	\$				
			Implementation	\$				
		ADJACENT GARDEN INTERPRETATION	Exhibit Development	\$				
			Design	\$				
			Implementation	\$				
		SOUTH GATE ENTRY IMPROVEMENTS	Design	\$				
			Implementation	\$\$				
	WASTE DISPOSAL IMPROVEMENTS	Design	\$					
		Implementation	\$					

* Relative costs provided for planning purposes only and may be affected by a wide range of conditions including changing costs of materials and labor as well as actual ground conditions; for planning purposes, ballpark costs are as follows: \$ = up to \$250,000; \$\$ = \$250,000-\$500,000; \$\$\$ = \$500,000-\$1,000,000; \$\$\$\$ = \$1,000,000-\$10,000,000; \$\$\$\$\$ = \$10,000,000+. Cost estimate in 2023 dollars, does not include escalation or owner costs.

** Relative timeline for project completion may be dependent on a variety of conditions such as the availability of funding and Gardens priorities

***** Phased improvements and interpretation may be pursued contemporaneously at each of the three Gardens.

INTERNAL MATERIAL AND INFRASTRUCTURE IMPROVEMENTS, AND INTERPRETATION (CONTINUED)

					PROJECT DURATION** <i>PROJECTS CAN BE DONE CONCURRENTLY OR CONSECUTIVELY</i>				
					COST*	FIRST YEAR	SECOND YEAR	THIRD YEAR	
SAN FRANCISCO BOTANICAL GARDEN***** SEE PAGE X FOR PHASE SEGMENT LOCATIONS	PHASE A	CIRCULATION IMPROVEMENTS	Design	\$\$					
			Implementation	\$\$\$					
		RESTROOM A (CHILDREN'S GARDEN)	Design	\$					
			Implementation	\$\$\$					
		VISITOR COMFORTS IMPROVEMENTS	Detailed Design	\$					
			Implementation	\$\$\$					
		GARDEN INTERPRETATION (CHILDREN'S GARDEN, DRY MEXICO, SUCCULENT GARDEN)	Exhibit Development	\$					
			Design	\$					
			Implementation	\$					
	PHASE B	CIRCULATION IMPROVEMENTS	Design	\$\$					
			Implementation	\$\$\$					
		RESTROOM B (IN/NEAR NEW ZEALAND GARDEN)	Detailed Design	\$\$					
			Implementation	\$\$\$					
		VISITOR COMFORTS IMPROVEMENTS	Design	\$					
			Implementation	\$\$\$					
		GARDEN INTERPRETATION (AUSTRALIAN GARDEN, NEW ZEALAND GARDEN, CHILE GARDEN)	Exhibit Development	\$					
			Design	\$					
Implementation			\$						

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INTERNAL MATERIAL AND INFRASTRUCTURE IMPROVEMENTS, AND INTERPRETATION (CONTINUED)

					PROJECT DURATION** <i>PROJECTS CAN BE DONE CONCURRENTLY OR CONSECUTIVELY</i>				
					COST*	FIRST YEAR	SECOND YEAR	THIRD YEAR	
SAN FRANCISCO BOTANICAL GARDEN ***** SEE PAGE X FOR PHASE SEGMENT LOCATIONS	PHASE C	CIRCULATION IMPROVEMENTS	Design	\$					
			Implementation	\$\$\$					
		GREAT MEADOW RESTROOM IMPROVEMENTS	Design	\$\$					
			Implementation	\$\$\$					
		VISITOR COMFORTS IMPROVEMENTS	Detailed Design	\$					
			Implementation	\$\$\$					
		GARDEN INTERPRETATION (MESOAMERICAN CLOUD FOREST, TEMPERATE ASIA GARDEN, SOUTH AFRICAN GARDEN, CALIFORNIA NATIVE GARDEN, CONIFER LAWN, REDWOOD GROVE)	Exhibit Development	\$\$					
			Design	\$\$					
			Implementation	\$\$					
	PHASE D	CIRCULATION IMPROVEMENTS	Design	\$					
			Implementation	\$\$\$					
		RESTROOM D (NEAR GARDEN OF FRAGRANCES/CELEBRATION GARDEN)	Detailed Design	\$					
			Implementation	\$\$\$					
		VISITOR COMFORTS IMPROVEMENTS	Design	\$\$					
			Implementation	\$\$\$					
		GARDEN INTERPRETATION (GARDEN OF FRAGRANCE, MEDITERRANEAN GARDEN, RHODODENDRON GARDEN, ANCIENT PLANT GARDEN)	Exhibit Development	\$					
			Design	\$					
			Implementation	\$					

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INTERNAL MATERIAL AND INFRASTRUCTURE IMPROVEMENTS, AND INTERPRETATION (CONTINUED)

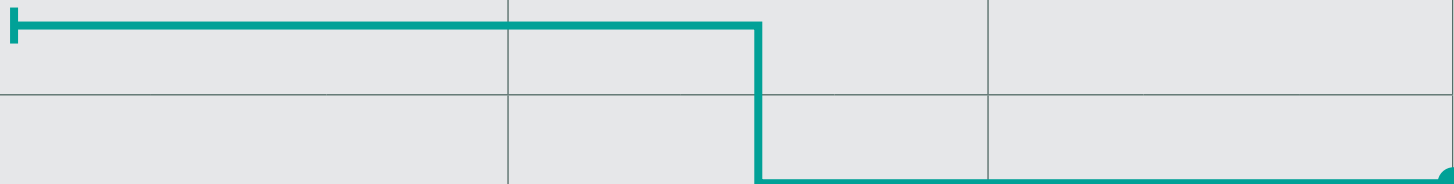
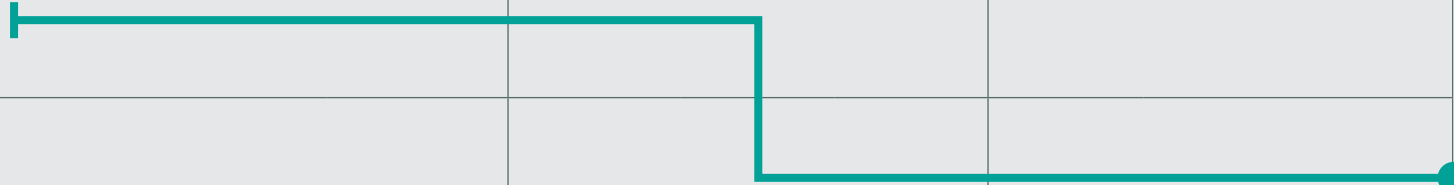
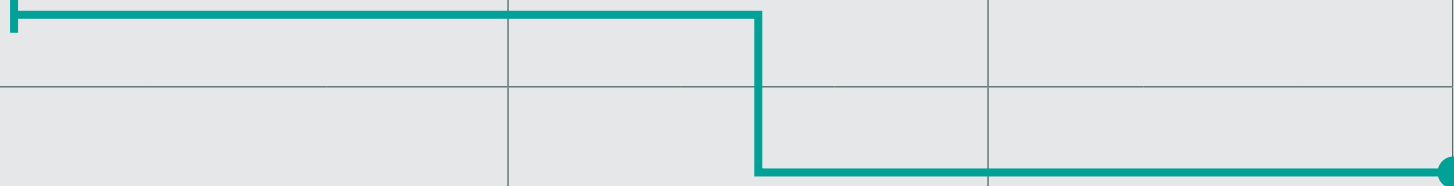
				PROJECT DURATION** <i>PROJECTS CAN BE DONE CONCURRENTLY OR CONSECUTIVELY</i>					
				COST*	FIRST YEAR	SECOND YEAR	THIRD YEAR		
SAN FRANCISCO BOTANICAL GARDEN***** SEE PAGE X FOR PHASE SEGMENT LOCATIONS	PHASE E	CIRCULATION IMPROVEMENTS	Design	\$\$					
			Implementation	\$\$\$					
		VISITOR COMFORTS IMPROVEMENTS	Design	\$\$					
			Implementation	\$\$\$					
		GARDEN INTERPRETATION (ANDEAN CLOUD FOREST, ZELLERBACH GARDEN, MOON VIEWING GARDEN, SOUTH EAST ASIAN CLOUD FOREST)	Exhibit Development	\$					
			Design	\$					
			Implementation	\$					
			PHASE F	IMPROVED CONNECTIONS	Design	\$			
	Implementation	\$\$\$							
	RESTROOM F (NEAR CONIFER LAWN, CONNECTED TO NURSERY SEWER)	Detailed Design		\$					
		Implementation		\$\$\$					
	VISITOR COMFORTS IMPROVEMENTS	Design		\$\$					
		Implementation		\$\$\$					

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EXTERNAL MATERIAL AND INFRASTRUCTURE IMPROVEMENTS

				PROJECT DURATION** <i>PROJECTS CAN BE DONE CONCURRENTLY OR CONSECUTIVELY</i>			
				COST*	FIRST YEAR	SECOND YEAR	THIRD YEAR
CONSERVATORY OF FLOWERS	THRESHOLD ENTRY EXPERIENCE	Design	\$\$				
		Implementation	\$\$\$\$				
JAPANESE TEA GARDEN	THRESHOLD ENTRY EXPERIENCE	Design	\$\$				
		Implementation	\$\$\$\$				
SAN FRANCISCO BOTANICAL GARDEN	THRESHOLD ENTRY EXPERIENCE	Design	\$\$				
		Implementation	\$\$\$\$				

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CAPITAL PROJECTS

		PROJECT DURATION** PROJECTS CAN BE DONE CONCURRENTLY OR CONSECUTIVELY			
		COST*	FIRST YEAR	SECOND YEAR	THIRD YEAR
CHILDREN'S GARDEN	Detailed Design	\$\$\$\$			
	Implementation	\$\$\$\$			

		PROJECT DURATION** <i>PROJECTS CAN BE DONE CONCURRENTLY OR CONSECUTIVELY</i>					
		COST*	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR	FIFTH YEAR
INTERPRETIVE WELCOME CENTER	Design	\$\$\$\$					
	Implementation	\$\$\$\$\$					

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Japanese Tea Garden

PHASES

A

Circulation improvements, adjacent garden interpretation, and visitor comfort improvements along accessible route

B

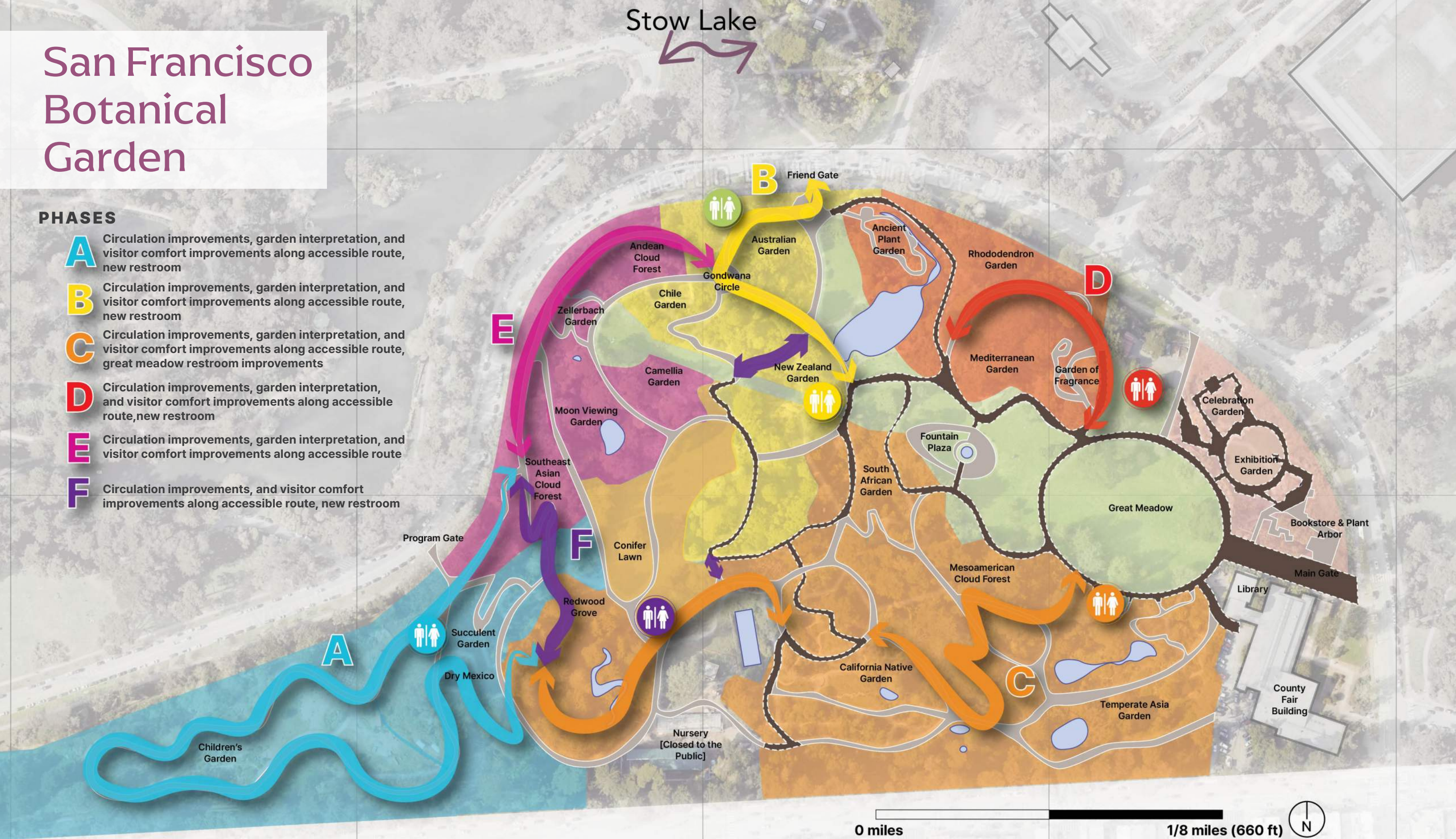
Circulation improvements, adjacent garden interpretation, and visitor comfort improvements along accessible route



San Francisco Botanical Garden

PHASES

- A** Circulation improvements, garden interpretation, and visitor comfort improvements along accessible route, new restroom
- B** Circulation improvements, garden interpretation, and visitor comfort improvements along accessible route, new restroom
- C** Circulation improvements, garden interpretation, and visitor comfort improvements along accessible route, great meadow restroom improvements
- D** Circulation improvements, garden interpretation, and visitor comfort improvements along accessible route, new restroom
- E** Circulation improvements, garden interpretation, and visitor comfort improvements along accessible route
- F** Circulation improvements, and visitor comfort improvements along accessible route, new restroom



Appendix B: Signage and Amenities

Appendix A highlights material and infrastructure improvements that can work to support interpretive content, belonging, engagement, and awe. These include:

1. Accessible and Inclusive Signage
2. Accessible and Legible Paths
3. Amenities and Facilities



Signage Approach - Inclusive Design Principles

Wayfinding and interpretive signage should be developed with consideration to the following **inclusive design principles**:

- » Approachability. The design requires little to no culture-based knowledge to interpret.
 - › First-time visitors and visitors from non-dominant cultures may be unfamiliar with some of the common symbols, phrases, and conventions found in facilities. All symbols and messages require some contextual knowledge to interpret; however, reliance on specific cultural knowledge and experience should be minimized to the greatest extent feasible.
- » Consistency. The design is predictable.
 - › Both within a single garden and between different gardens, applying consistency in design, placement, and content of signage builds visitors' confidence that they know what to expect during their visit.
- » Flexibility. The design communicates in multiple formats at once.
 - › Overreliance on a single physical ability (such as vision) or skill (such as reading English) excludes those without those abilities or skills from the intended experience. Redundant communication in a variety of formats ensures that the widest possible range of visitors can receive information in a way that works for them.

- » Hierarchy. The user's attention is managed appropriately.
 - › Information that is more important should be distinct from information that is secondary or provides supporting details. Managing design hierarchy ensures that information that is critical for decision-making, orientation, or safety is not lost amidst other messages.
- » Integration. The user experience is not separated based on the type or abilities of the user.
 - › Inclusive design provides the same means of engagement for all users and avoids segregating or stigmatizing any users. The design should be appealing to and usable by all visitors.
- » Perceptibility. The design gets the user's attention, for the widest possible range of abilities.
 - › Information should be obvious enough to be noticed by visitors at the appropriate time; for example, when the visitor must choose a direction or avoid a hazard. Perceptibility is especially important for visitors with low vision or other sensory disabilities.

- » Simplicity. The design avoids unnecessary complexity.
 - › Similar to hierarchy, simplicity ensures that users do not become overwhelmed or confused when trying to interact with the design. A clear message without distracting elements will communicate most effectively.



Signage Approach - Standards

Garden-specific signage and wayfinding plans should consider the following recommendations to increase accessibility and inclusion.

Legibility

- » Detection of Signs. Standards for size, color, and location of signage should make signs easy to detect.
- » Materials and Contrast. Signage color palettes should be evaluated for contrast when used as a background for white characters.
- » Lettering and Symbol Specifications. Character proportions are guided by the ADA Standards. Ensure standard spacing between lines falls within the recommended range. Signage character size should clearly correlated with an intended viewing distance as delineated in the ADA Standards.
- » Text Placement. Text or symbols should be greater than 40" above the ground to align with ADA Standards.

Orientation & Wayfinding

- » Guiding Principles. Frequency and prominence of signs should be adequate to support visitor confidence.
- » Introductory Information. Information on entry signs should be sufficient to orient and welcome visitors. The location of concessions, equipment rental stations, accessible facilities, and potential hazards should be well identified to avoid confusion and frustration.

Building Trust

- » Welcoming Feeling. Entrance signs are often the first sign type that greets a visitor and thus significantly impact visitor experience. Incorporating tactile cues to lead visitors with low vision to a starting point, providing non-English messages, and positively encouraging allowed activities can lead to visitors feeling welcome, safe, and included. Intentionally showing representation in signage will also contribute to such feelings. Inclusive language such as Tribal Land Acknowledgements and terminology regarding accessible facilities should be included and up to date.
- » Clarity of Rules and Opportunities. Signage regarding rules and regulations should be straightforward and accessible. Symbols and messages should not require culturally specific knowledge to interpret correctly.

Best Practices Recommendations

- » Primary visitor and orientation signs should include tactile cues to lead visitors with low vision to a starting point.
- » Where possible, wayfinding signs should have an amenity label panel, arrow, and icon plate. If space is limited, consider a combination of arrow and icon plates, leaving off amenity label panels to cater to multilingual communities.
- » Three is the maximum number of amenities that should be listed on a single post. When more amenities or hazards exist, consider placement on a second post.

- » ADA accessible paths should have braille or tactile features on the wayfinding sign.

Location Recommendations

- » If the amenity is a considerable distance from the primary directional wayfinding sign, place a secondary or tertiary sign at intervals of 50 yards.
- » At pathway intersections, position the signs to where both adjoining paths can see a majority of the panels within 25-30 steps of approaching the sign and ensure a flat, cleared area around the sign where more than one individual can safely read and interact with the signs.

Route Signage Best Practices

- » Consider standardizing and providing "You are Here" maps at garden entrances. Where possible, install tactile maps for low-vision Gardens users.
- » Consider illuminating trail signs at high traffic intersections with downcast shielded solar LED lights for night time or low-light visibility.
- » Include the following information on all primary, secondary, or tertiary signs:
 - › The name of the trail
 - › The direction of the trail
 - › The distance to the next point of interest
 - › Any hazards or warnings associated with the trail



Signage Positions

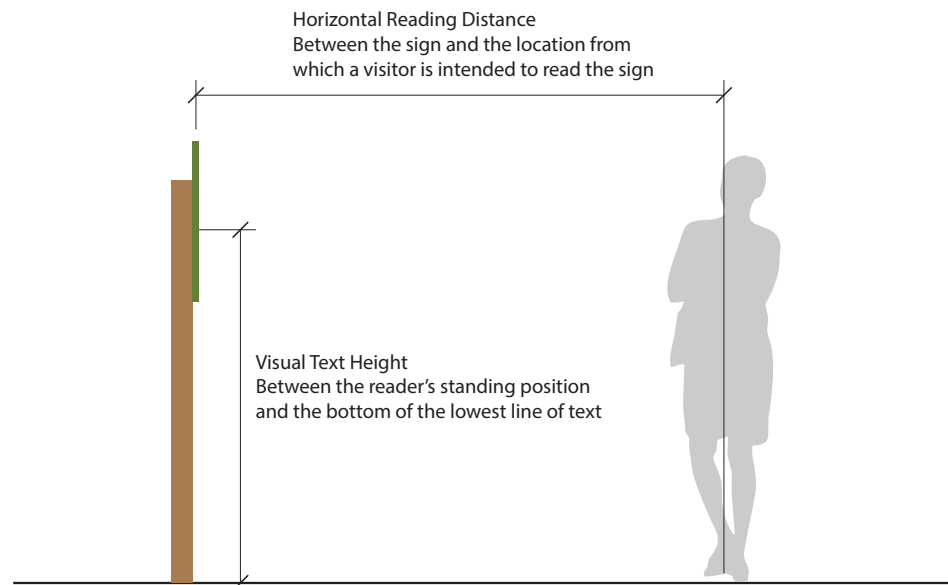


Figure 1: Horizontal Reading Distance and Visual Text Height

Proper positioning of pedestrian-oriented signs is important to ensure the effectiveness of the sign. Signs and other objects mounted on posts that have leading edges of 27 inches to 80 inches high cannot protrude more than 12 inches into circulation paths. The 12-inch limit also applies to the clearance between multiple posts. Wherever possible, overhang into circulation areas should be avoided entirely.

Viewing Distances

The vertical and horizontal position of visual signs should be made relative to the reader's anticipated view point. Signs should be positioned such that visual text falls between 40" and 80" above the reader's ground surface. If any tactile characters are provided, they should be located between 48" and 60" above the ground surface.

Accessibility

Where signs are intended to be read up-close, the ground surface conditions immediately adjacent to the sign should be considered. There must be a level, clear ground space at least 52" x 30" in size adjacent to the sign, in order for individuals using mobility devices to be able to approach the sign directly. This also provides room for standing persons to cluster around the sign, or for people with visual disabilities to read tactile characters.

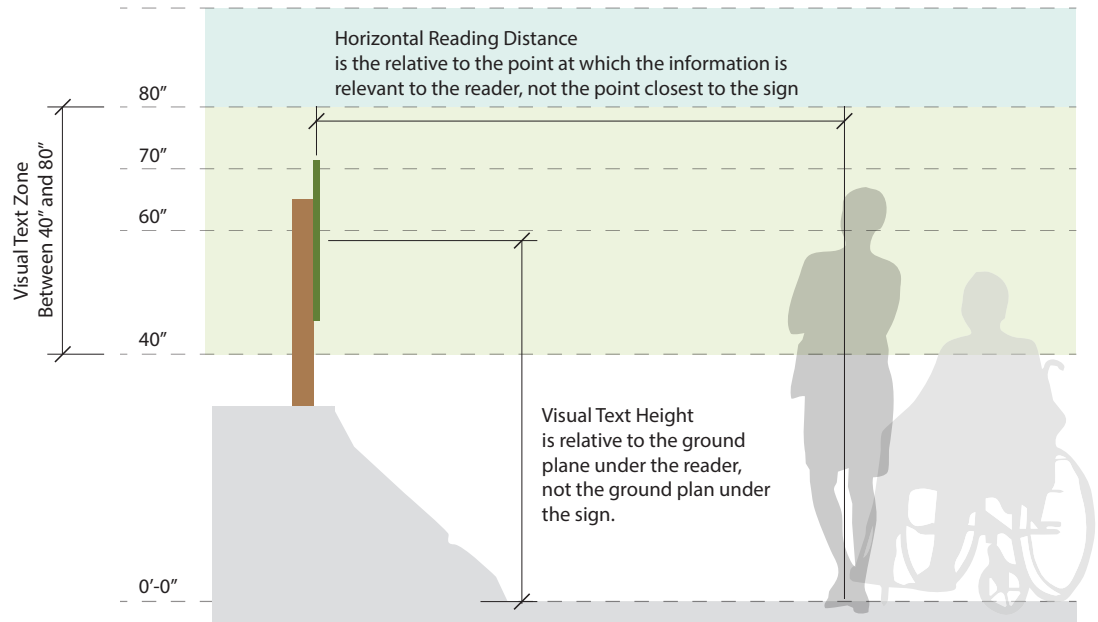
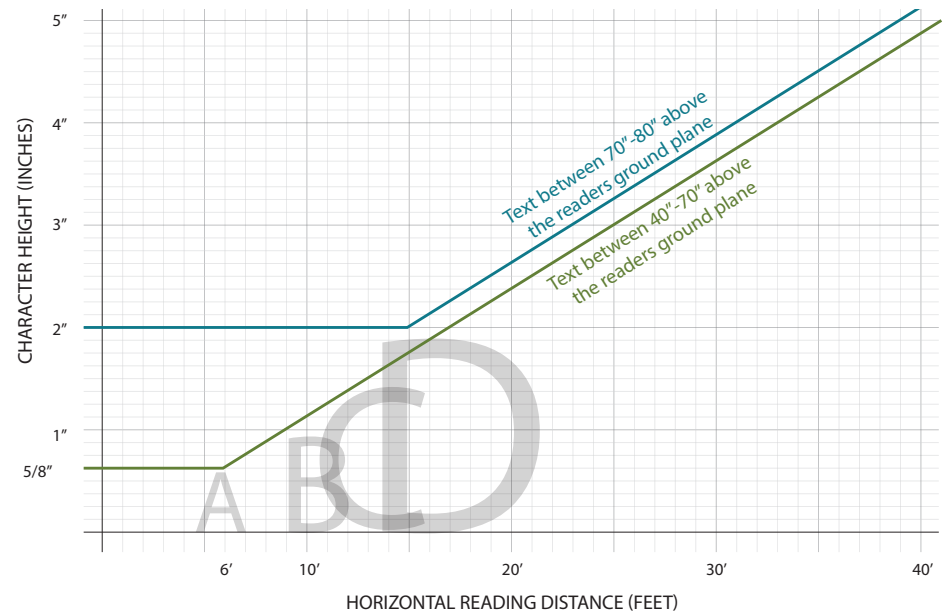


Figure 2: Text zone for visual characters is between 40" and 80" above the ground plane of the reader



VISUAL TEXT HEIGHT	HORIZONTAL READING DISTANCE	MINIMUM VISUAL CHARACTER HEIGHT
40-70"	Under 6'	5/8"
	6' or more	5/8" + 1/8" per foot of viewing distance beyond 6'
70"- 80"	Under 15'	2"
	15' or more	2" + 1/8" per foot of viewing distance beyond 15'

Figure 3: Minimum visual text character height is a function of visual text height and horizontal viewing distance

Tactile Characters

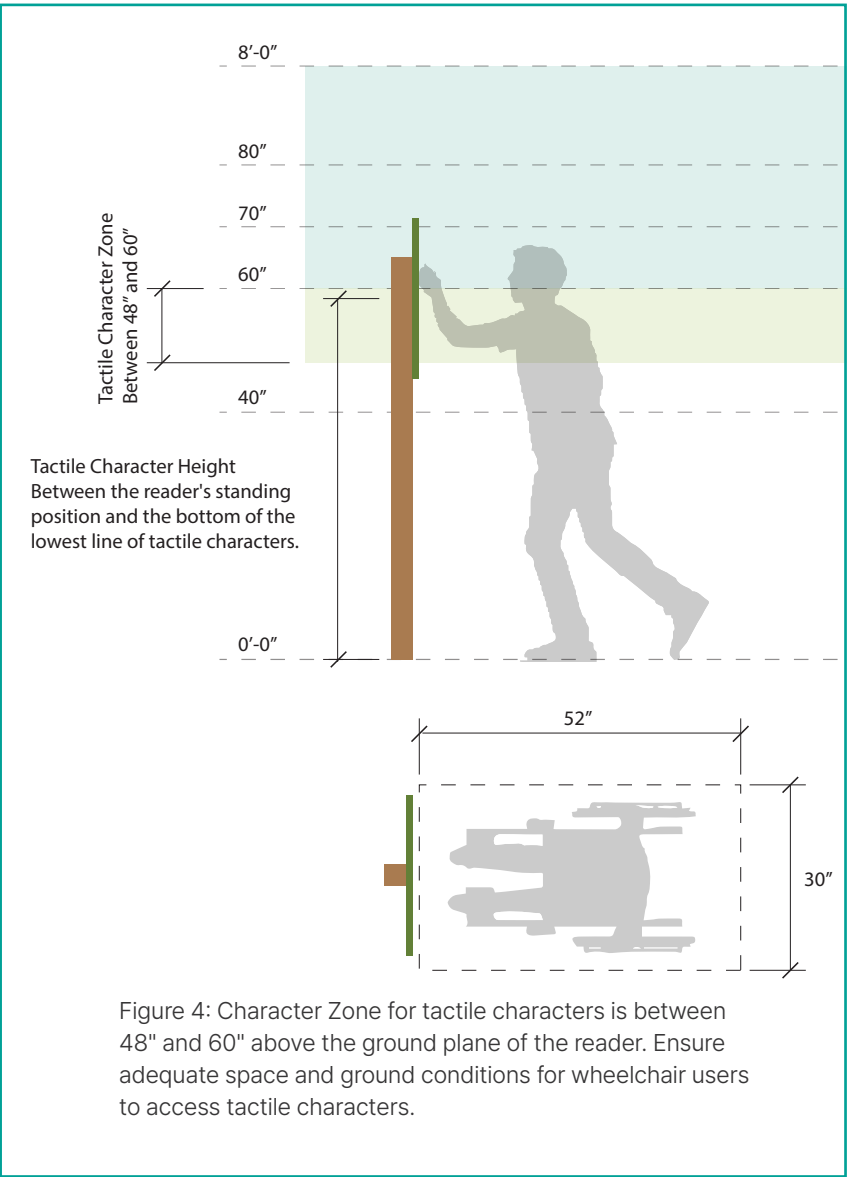


Figure 4: Character Zone for tactile characters is between 48" and 60" above the ground plane of the reader. Ensure adequate space and ground conditions for wheelchair users to access tactile characters.

Signage Color and Branding

Color Palette

A consistent color palette communicates a sense of place to Gardens visitors and ensures signs appear cohesive and coordinated. The color palette should minimize disruption to the Gardens' aesthetic qualities while still drawing attention to key information.

Contrast

Color contrast is important for legibility of signage messages and pictograms, especially for people with low vision. Contrast can be expressed as a ratio of the relative luminance between two adjacent colors. To establish a baseline minimum contrast for signage elements, it is recommended that signage designs meet the Web Content Accessibility Guidelines (WCAG) 2.0 'Level AAA' minimum contrast ratio of 4.5:1 for large text. Colors should be drawn from the Gardens of Golden Gate Visual Identity System, then, if necessary, adjusted to provide a contrast ratio of at least 4.5:1 between text/graphics and background colors. In practice, the perceived contrast of signage elements is influenced by environmental factors like glare and shade; by starting with a minimum ratio based on digital contrast measures, we can ensure the signage is legible to the greatest extent feasible.

Signage Typography

Font

Care should be taken not to alter the proportions of the characters, such as by condensing the width in order to fit a long line of text on a sign. Alternate forms such as italic, oblique, or bold versions of the fonts also reduce legibility and are discouraged.

For single-word signs or short phrases, use all caps; for longer messages (more than 3-4 words), use sentence case.

Font Size

Character height should be determined based on the intended horizontal reading distance; signs that must be read from further away require larger visual text, while signs intended to be read up close may have smaller text. No text containing key information should be less than 5/8" (45 point) in height; in cases where secondary, detailed text is provided (such as on interpretive signage, maps, and printed handouts), make the text as large as possible and provide alternative methods of accessing the information in an enlarged or digital format.

Line Spacing

Spacing between the baselines of subsequent lines of text within a single message should be 135%-170% of the character height; in other words, the blank space between lines should be 35%-70% of the character height in order for the message to read cohesively.

Where multiple separate messages are presented on a single sign, the spacing between messages should be greater than 170% of the height of the larger of the two messages.

Preferred Fonts

To comply with ADA guidelines, sans (without) serif fonts are to be used. The ADA standard for character height specifies a size range for text height of 5/8 inches minimum to 2 inches maximum.



Tactile Characters and Braille

Tactile characters should follow the same standards for visual characters, with a few exceptions. Character height should be between 5/8 and 2"; text that is smaller or larger than this range is impractical to read with one's fingertips. Character spacing, as measured between the two closest points of adjacent characters in a word, should be at least 1/8" minimum but no more than 4x the stroke width.

The minimum depth of raised characters should be 1/32" of an inch.

A buffer zone of 3/8" minimum should be provided between any tactile characters and raised borders or decorative elements; take care that mounting hardware such as screws and bolts do not disrupt the tactile message nor create any sharp or abrasive element on the sign.

Many persons with low or no vision do not know how to read braille; therefore, where tactile information is provided, raised characters are preferred. If, however, braille is included on a sign, it should be contracted "Grade 2" braille, and match the requirements listed in the Americans with Disabilities Act (ADA) 2010 Standards under section 703.3.

Amenities

It is recommended to do a thorough analysis of existing amenity inventory to identify opportunities for improvement in meeting best practices for visitor comfort and accessibility.

Design Guidelines:

- » Locate amenities off the path of travel: All amenities in the Gardens should be located off the main path of travel on concrete pads tucked in landscape beds.
- » Existing trees are not to be removed or damaged to make space for additional amenities. Small shrubs and groundcover may be removed if necessary. No disturbance is allowed within the inner critical root zone of existing trees and a maximum of 1/3 of the overall critical root zone may be disturbed. Before any demolition, construction or installation of site amenities occurs, trees within 50-feet of work must be marked with tree protection fencing at the edge of the critical root zone. If there is uncertainty, an ISA-certified arborist must be consulted for tree protection.
- » Grading: Concrete pads including wheelchair space at benches and other amenities are not to exceed 2% slope in any direction. Regrading of paths and amenity spaces may be necessary to achieve accessibility. Provide wheelchair space at all bench locations as

- space and grading allows, with a minimum of half of bench nooks including wheelchair space.
- » Benches: Consistency in placement, frequency and type of benches increases accessibility and a cohesive visitor experience.
 - » Waste Receptacles: Waste receptacles are to be placed at regular intervals and meet San Francisco standards for three-stream waste
 - » Water Fountains: Water fountains should be ADA compliant with drinking fountain, bottle filler, and (in the San Francisco Botanical Garden) a pet water fountain.

Benches

It is recommended to locate benches in bench nooks and include a wheelchair space as often as possible. Nooks increase the accessibility of benches and set them back from the main path of circulation. Wheelchair spaces allow for companion seating and can also be utilized for strollers and wagons.

General:

- » Location: Evenly space single or double bench nooks with wheelchair spaces at no greater than 600 foot spacing along corridors. Provide wheelchair spaces at no less than 50% of nooks per corridor if grading and space allow. Coordinate bench nooks with the critical root zones of existing trees.
- » Adjacencies: Always install benches in bench nooks, parallel to path, facing towards a point of visual interest within the Gardens. Bench nooks are not to face back-of house spaces.
- » Shade: Approximately half of benches per corridor should be placed in locations that receive afternoon shade. If shaded locations do not exist, consider planting trees to the southwest of benches to provide shade for half of benches in the future.
- » Accessibility: All bench nooks on accessible routes must be under 2% slope in all directions, sloping away from path. Wheelchair spaces must connect to an accessible route. Regrading may be necessary. Where there is no adjacent wheelchair space, benches with backs and armrests are recommended. Using a bench without an armrest adjacent to a

wheelchair space allows wheelchair users to transfer to the bench.

Waste Receptacles

The placement and spacing of waste receptacles should take into account standard minimum and maximum distances with enough flexibility to account for other significant factors such as access, visibility and proximity to other amenities and pathway nodes.

In high-traffic areas, it may be necessary to place waste receptacles closer together to ensure that there is always a receptacle within easy reach for visitors. In contrast, for less crowded areas, the spacing between waste receptacles can be increased as long as accessibility is not compromised.

Additionally, it is crucial to consider the placement of waste receptacles in relation to seating areas. If waste receptacles are too close to seating areas, visitors may be bothered by smells or insects. Therefore, a minimum distance of 25-feet between waste receptacles and seating areas is recommended.

Lastly, reconfiguring existing receptacles to meet proposed guidelines, including appropriate nooks and slopes, is a necessary step in ensuring that the new guidelines are effective in promoting proper waste disposal.

DESIGN GUIDELINES

Recommend a standardizes 3-stream waste receptacle for all gardens. Receptacles shall be placed in nooks and facing the visitor path. Concrete pad to have a max running slope of two percent. In instances where the adjacent

pathway slope exceeds two percent, the design team is to provide grading interventions to allow a flush connection between the concrete pad and pathway to allow maximum accessibility. Receptacles are to be offset a minimum of 25-feet from adjacent viewing or bench locations.

General requirements:

- » Spacing:at no greater than 600 foot spacing. Provide 25-feet minimum offset from adjacent bench when elements share the same side of the pathway. Where elements are across the pathway (or planter) the minimum offset is to be 10-feet.
- » Placement: Parallel to path.



Water Fountains

General:

- » Location: Water fountains and water bottle refill stations are to be located at regular intervals along accessible routes of travel.
- » Accessibility: All water fountain nooks on accessible routes must be under 2% slope in all directions, sloping away from path.

Appendix C: Visitor Studies

Gardens of Golden Gate Park

Front-End Study 1

Final Report

Lynn D. Dierking, Ph.D.

John H. Falk, Ph.D.

Principal Researchers

Institute for Learning Innovation

Overview Study 1 was designed to provide information about visitors to Golden Gate Park (referred in the report as the park, or GGP). Overall use of the park is quite diverse, with visitors including San Francisco city residents; people living outside the city limits, but in the Bay Area (East Bay, Oakland, South Bay, Outer Bay) within 30-40 minutes of the park; visitors from other parts of California; and out-of-state and international visitors. To gather information from a representative sample of public visitors, we collected data *in* the park, but *outside* of the three gardens. The key goal of Study 1 was to determine park visitors’ backgrounds, interests, and knowledge of gardens generally, as well as their current awareness and perceptions of each of the three gardens, including whether they have ever visited any of the gardens, and if not, what one might see at each garden if they visited and how these perceptions align with their interests and leisure goals.

Methods We collected data between February 9-14th, and except for Saturday morning, the 11th, when it was cold, rainy, and windy, the weather was extremely accommodating, in fact, several park visitors on Sunday and Monday commented that they were there because of the “beautiful day,” and chance to enjoy “the sun,” after the severe weather in January. Visitors were randomly intercepted and briefly interviewed at various parts of the park. The original intent was to select three locations in the park in which to conduct the interviews, however the realities of collecting a large and robust enough sample over such a short period of time, meant that we became far more opportunistic, gathering data where people were, often where there was seating, allowing us to invite people to participate in the research while they were taking a break from activity in the park. As a result, most of the interviews were conducted in the music concourse/plaza, between the de Young Museum and California Academy. Additional interviews were conducted in the seating areas scattered in the middle of the JFK Promenade, on the lawn in Conservatory Valley, in the clusters of Adirondack chairs along the Promenade, near the LOVE blocks, a coffee stand and the Bocce Ball area. Although we had developed a questionnaire (see Appendix A), we conducted interviews in an informal conversational manner, sitting down briefly after each interview to fill in a questionnaire.

The weekend we collected data was propitious in many ways: the magnolias were blooming in the Botanical Garden, it was the last weekend of the *Ramses & the Gold of the Pharaohs* exhibition at the de Young, and Valentine’s Day weekend, all reasons why some visitors were in the park. Very few people refused to be interviewed; those who did primarily had timed tickets for the exhibition, or it was the last day someone was visiting from out of town.

Findings We interviewed 150 people; Forty-four (44%) percent (n=66) were city residents; 19% (n=29) were people from the Greater Bay Area, 30-40 minutes away; and 55 were out-of-town visitors; including 26 from Greater CA (Sacramento, Stockton, Modesto, Humboldt, N.

California generally; S. California. e.g., Long Beach, and Claremont). Sixteen (16) were out-of-state (OR, WA, NJ, MI, the mid-west generally, CO, MD, NV); and 13 were international visitors (Australia, Hong Kong, Mexico, Dominican Republic, France, England). Table 1 includes the demographics for the park visitors we interviewed.

Table 1. Demographics of the Interview Sample

	<u>Local</u> n=66	<u>Greater Bay Area</u> n=29	<u>Greater CA</u> n=26	<u>Out-of-State</u> n=16	<u>International</u> n=13
Race/ethnicity					Country
White	44	15	22	13	68% Australia 3
Asian American	18	6	1	2	20% Mexico 3
Latina/Latino	2	3	0	1	4% France 3
Black	2	4	1	1	6% England 2
Mixed-race B/W	0	1	0	0	~ 1% Hong Kong 1
Iranian	0	0	2	0	1% Dominican Republic 1
	44%	19% Local+ 63%	17%	11%	9%
Gender					
Female	35	13	20	7	5 54%
Male	30	16	6	9	8 46%
Nonbinary	1				
Age					
20s	28	5	2	1	0 24%
30s	19	2	10	4	8 29%
40s	8	5	6	6	3 18%
50s	4	6	0	2	0 8%
60s	5	6	2	1	1 10%
70s	2	5	6	2	1 11%

Locals

Only three people (4%) in the local portion of the sample were visiting Golden Gate Park for the first time; one was a dad with a small child being introduced to the park by another dad with a young child, who planned to return. They were giving their wives a break, had come to visit CA Academy, were now eating “dogs,” and after would take their children home for naps. One person, a 70-year-old male, was in the park to meet up with a friend to visit the Ramses exhibition.

Table 2 shows how many of the local sample had visited each of the gardens before, as well as whether they knew about the merger and that the three gardens were free to them. Appendix B includes the currently “raw” data about the reasons why they were in the park, how long they planned to stay and their expectations for the gardens, if they had not been there before.

Table 2. Local Research Participant’s Prior Visitation to the Gardens, Knowledge that they are Free to Locals and of Merger.

Prior Garden Visitation	
San Francisco Botanical Garden	n=31; 47%
Conservatory of Flowers	n=23; 35%
Japanese Tea Garden	n=26; 39%
Knowledge that Gardens are Free to Locals	n=12; 19%
Knowledge of Merger	n=4; 6%

San Francisco Botanical Garden Of the 31 people who had visited the Botanical Garden before, two were specifically in the park to see the magnolias in bloom, indicating they try to visit every year. In addition, one research participant, a frequent visitor (usually visits every few weeks), had heard about the magnolias and planned to visit soon. Several local people we interviewed mentioned enjoying the Flower Piano event. There were seven students in the local sample, primarily undergraduates, but also two law school students. One undergrad had visited all three gardens, plus attended events, and right before we interviewed her, and her two friends, had told them that the three gardens are free. However, most students were unaware of the Botanical Garden being free and did not visit, although once they heard the news, most were enthusiastic and indicated they would plan on visiting.

Some of the comments from those who had visited included:

- [I] really enjoy the “collections” and design; very good CA and Western U.S. collections [which are] very well maintained and designed.
- In two separate interviews, people commented that the garden is a “great place to walk around and see how it changes with the season,” “beautiful place at different times of year.”
- Four had visited only once, a long time ago, likely on a school field trip, either as a child or chaperoning one of my children.
- Love the “stunning colors of azaleas, in particular, love them in the fog and mist.”

People who had not visited were not sure what to expect: “Maybe plants? Maybe trees?”

Conservatory of Flowers The 23 people who had visited the Conservatory offered these kinds of comments:

- “A precious place, love the architecture.”
- Just visit now and then when I have visitors.
- Three people interviewed specifically mentioned that they love the temperature, “especially on cold days;” one of the three, the female undergraduate said, “I love the hottest room because I love the plants there, and do not mind heat. In fact, I do hot yoga and would love to do it in such a beautiful space!”
- Unique magnificence.
- It’s worth visiting once.

Some people who had not visited the Conservatory said when they are in the park, they’re “usually not interested in going inside some place, preferring to be outside.” One 30-age Asian couple with a 1½-year-old were picnicking in Conservatory Valley, and when they heard it was free to locals, intended to go there to warm up since “it’s cold.”

As with the Botanical Garden, many people who had not visited were very unclear about what they might see and do inside the building: “I guess flowers?” “Is it a place that conserves [endangered] flowers?” “A curious building.”

Japanese Tea Garden Some of the comments of the 26 people who had had visited the Japanese Tea Garden included:

- [It’s] culturally unique. I like the buildings and it’s also a great place to get tea and a snack.
- Went with mother over the holidays; she loves tea.
- Just visit now and then when we have visitors.
- Serene and quiet.
- “It’s romantic.” The man who said this was in his 30s, had grown up here, and just moved back. He brought his high school girlfriend there because of that. Another 40-year-old couple had just visited because they were told it’s a must-see in the park, especially on Valentine’s Day weekend.

Unfortunately, as with the other two gardens, most people who had not visited were very unclear about what they might see and do: “Drink tea?” “See plants?”

Twelve of the locals (19%) were aware that the three gardens are free to them, although one of them, a 60-year-old woman commented that she had heard about “the three gardens being free but hadn’t fully understood what that meant.” Only four people (6%) knew about the merger; one woman in her 30s, who works at the De Young Museum, wondered if it is like the JFK Promenade arrangement.

Families There were four families in the local sample:

- Two with small children, who had visited the CA Academy.
- One, a Granddad with a 1½-year-old granddaughter brings her to the park to play (this time on the LOVE blocks).
- And one “family-like” group; 2 women running an afterschool co-op; 20 kids originally but 13 when the women were interviewed.



Only one person said they were not really interested in visiting any of the gardens, and the grandfather in his 70s wondered if he could take a 1½-year-old to the gardens. Appendix B includes the “raw” data about the reasons why they were in the park, how long they planned to stay and their expectations for the gardens, if they had not been there before.

Greater Bay Area

Only two people (7%) visiting Golden Gate from the Greater Bay Area (within 30-40 minutes) were first-time visitors; they were Vallejo parents (40-year-old Latina mom and 50-year-old Latino dad), with 4 children who had tried to visit Muir Woods earlier and did not know one had to have a reservation. This was their first visit to Golden Gate Park; they are trying to expose their children to resources in the area. They planned to stay here in the park today, and then go to Muir Woods tomorrow. Ten people were in the park to visit the Ramses exhibition and four to visit the CA Academy. Three of the four visiting the CA Academy were families and the other a woman joining a family to visit.

Table 3 shows how many visiting Golden Gate Park from the Greater Bay Area had been to each of the gardens before, as well as whether they knew that the three gardens were free to locals, there is a joint pass to visit the three gardens and about the merger. Appendix C includes the “raw” data about the reasons why they were in the park, how long they planned to stay and their expectations for the gardens, if they had not been there before.

Table 3. Greater Bay Area Research Participants’ Prior Visitation to the Gardens and Knowledge that they are Free to Locals, there is a Joint Pass and a Merger.

Prior Garden Visitation	
San Francisco Botanical Garden	n=17; 57%
Conservatory of Flowers	n=10; 34%
Japanese Tea Garden	n=9; 31%
Knowledge that Gardens are Free to Locals & Knowledge of the Joint Pass	n=3; 10%
Knowledge of Merger	n=1; 3%

San Francisco Botanical Garden Of the 17 people who had visited the Botanical Garden before, two were specifically in the park to see the magnolias in bloom, one indicated she tries to

visit every year. Only one Greater Bay Area research participant mentioned attending any of the garden events.

Some of the comments from those who had visited included:

- [I] “can’t wait to see the magnolias which are blooming now”; “I came to see the magnolias, have come last couple of years.”, [I] also love the Sunset [sic] Piano program.
- “It’s a nice place to walk.”
- “It’s a great place but they need to provide better information about parking [since it’s really hard to find.]”
- “Over the years we’ve gone to all three places; I like the Botanical Garden the best.”
- Five people said they had visited a long time ago, usually on a school field trip of their own or of their children). A mixed-race female in her 20s, said her parents took her when she was a ‘kid:’ “It was okay.”

People who had not visited were not sure what to expect: “Maybe plants? Maybe trees?”

Conservatory of Flowers The 10 people who had visited the Conservatory offered these kinds of comments:

- “[It’s] like another world, another era.”
- “[I] enjoy the nighttime programs; I love the sounds of the crickets at night.”
- “I lived here before and brought my two sons to the Butterfly Show.”
- [It’s] “been closed for a while. I hear they’ve redone it. I remember it as interesting—very green.

As with the Botanical Garden, many people who had not visited were very unclear about what they might see and do inside the building: “I guess flowers?” One female Asian American 20-year-old, who has been to the CA Academy and the De Young said, “I’m aware of [the Conservatory] but have no idea what’s inside; just know it’s a big white structure.”

Japanese Tea Garden The nine people who had visited the Tea Garden shared the following comments:

- “Like traveling to Japan, a whole different world.”
- “it’s beautiful and serene.”
- “Not in long time, [when I] chaperoned a school trip.
- “Very tranquil.”

Unfortunately, as with the other two gardens, most people who had not visited were very unclear about what they might see and do: “Drink tea?” “See plants?” One woman who had not visited said, [I] “would like to visit since I’m Japanese American.”

Only 3 people knew about the merger but were pleased by it and that the 3 gardens are now free to city residents, if not to them: “I have many friends in the city and will tell everyone about it.” There were a few questions about proof of identity though. A 70-year-old man from Oakland knew it was free, and wondered if someone can bring a bill as proof of residence. Another 20-year-old woman who brought up cost throughout her interview, hoped one could get in free with a Medi-Cal card.

Almost all people we interviewed from the Greater Bay Area were enthusiastic about the GGGP Pass (a few expressed no interest in gardens). “I am not a city resident but pleased about the joint pass.” A couple in their 60s said, “It is great to learn that the administration has been merged but complained about parking and the lack of a place to plug in their electric vehicle.” They hoped the merger might help in this regard. The dad in the family from Vallejo interviewed at a coffee stand outside the Academy said, “Maybe now we know about the joint pass, we’ll go to the Conservatory to warm up because it’s so cold and windy today, and then come back to the CA Academy.”

There is some confusion though between the GGGP Pass and membership in the gardens, as well as membership at other institutions in the park. One woman said that she and her husband like all 3 gardens, but don’t go very often. They have been thinking about getting a membership and she was delighted that, “I can now be a member to all 3.” An Asian couple (woman in 50s and man in 60s) have not been to any of the gardens but are interested, although had no idea what to expect. They wondered:” Can we use a De Young membership to get in: We just bought one today. [We] want to come to the park more often. It’s been a long time.”

Families There were four families visiting Golden Gate Park from the Greater Bay Area, 30-40 minutes away:

- One Latino family (Mom & Dad) with 4 children from Vallejo who had tried to go to Muir Woods and did not know about reservations. This was their 1st visit to the park but trying to expose their children to resources in the area; planned to stay here today and then go to Muir Woods tomorrow. Very interested in joint pass.
- Dad, female partner, and son; visiting CA Academy; been in there for a few hours, taking a break for a “dog” and then going back in; live in South Bay and come here once a quarter, just bought a family membership to Academy.
- A 40s Woman with two sons, meeting a friend/coworker here to visit CA Academy
- One adult family, mom W, dad B and mixed-race daughter visiting to see the Ramses exhibition.

People who had not visited any of the gardens were not sure what to expect: “Maybe plants? Maybe trees?”

Greater California

Only four people (15%) visiting Golden Gate from Greater California were there for the first time; a couple in their 30s from Modesto were celebrating the Valentine’s Day weekend, a South Korean female exchange student in her 20s visiting from Claremont with her twin, also an exchange student, but at University of Las Vegas, and a 40-year-old mom with her son, whose husband brought both of them to see where he had spent a great deal of time growing up.

Table 4 shows how many visiting Golden Gate Park from Greater California had been to each of the gardens before, as well as whether they knew that the three gardens were free to locals, there is a joint pass to visit the three gardens and about the merger. Appendix D includes the “raw” data about the reasons why they were in the park, how long they planned to stay and their expectations for the gardens, if they had not been there before.

Table 4. Greater California Research Participants’ Prior Visitation to the Gardens and Knowledge that they are Free to Locals, there is a Joint Pass and a Merger.

<u>Prior Garden Visitation</u>	
San Francisco Botanical Garden	n=19; 73%
Conservatory of Flowers	n=16; 62%
Japanese Tea Garden	n=12; 46%
Knowledge that Gardens are Free to Locals & Knowledge of the Joint Pass	n=2; 7% Both learned that day.
Knowledge of Merger	n=2; 7% Both learned that day.

San Francisco Botanical Garden Some of the comments of the 19 people who had visited the Botanical Garden before included:

- “Today!” (a couple in their 30s from Modesto celebrating Valentine’s Day, who on the girlfriend’s request had come specifically to the Botanical Garden).
- Came from Northern CA to see magnolias; “My wife was listening to an old podcast about things to do in San Francisco and heard about magnolias blooming.”
- “I lived around here and loved [to go to] the Botanical Garden; I go to the one in Sacramento.”
- One person said they had visited a long time ago, on a school field trip—”at least 50 years ago.”

People who had not visited were not sure what to expect: “I guess plants? Trees?” One 70-year-old woman from Humboldt, who had moved from the city in 2004, and was visiting for the first time since then, said “No, even when I lived here, I never went to the garden. It seems constrained, like they want to teach you something.”

Conservatory of Flowers The 16 people who had visited the Conservatory offered these kinds of comments:

- “Today!” (Modesto couple mentioned above).

- “Interesting plants.”
- “Enjoy but do not go often.”
- “I’ve not been in a long time.”

As with the Botanical Garden, many people who had not visited were very unclear about what they might see and do inside the building: “Not sure what’s in there, tropical plants, I guess?” “No idea, flowers?”

Japanese Tea Garden The twelve people who had visited the Tea Garden shared the following comments:

- “Love this because of tea which is more popular than coffee in Iran.” (70-year-old Iranian man)
- “Heading there next!”
- “Nice. But prefer the Botanical Garden because it’s more natural.”
- “It’s a great place to meet friends and socialize.”
- “We just went there!” (Stockton family with 2 daughters, 3 & 8)

Unfortunately, most people who had not visited were very unclear about what they might see and do: “Drink tea?” “See plants?”

As Table 4 indicated, only two people, the Modesto couple, knew about the merger and they had only heard after planning only to visit the Botanical Garden. They were excited that the joint pass meant they can “now visit all 3!”

Five people who did not know about the merger, said it was good to know that they can purchase one ticket for all three. Three women were on a bus tour to visit the Ramses exhibition, and one said, you should contact the Sacramento government and they will organize a bus tour. In a conversation with a 40-year-old daughter and 60-year-old mother walking in the park, the daughter shared she is being treated for cancer and had stayed at a nearby hotel for extended periods of time (6 weeks in December, and now for 3 more weeks). They walk in GGP to relax but had not been to the gardens, in part because they did not know about them but also mentioned that cost is a major issue “since it’s expensive to stay for so long in a hotel.”

Families

There were five families visiting Golden Gate Park from Greater CA:

- One Dad & Mom 30s 2 kids (1½ and 8) here to visit CA Academy
- One Latino family in Stockton with 2 daughters (3 & 8) had been to all three gardens before and just came from the Japanese Garden. They visit about 10X/year because they want to expand their children’s lives.
- One adult family, originally from Iran (Dad 70, Mom 60, 2 daughters, 1 in 20s, other in 30s were here from Modesto. They were here reminiscing—his wife and daughters were on “the wheel,” and have been to GGP many times, encouraged by their oldest daughter when she was young. We came here to make their lives better and have visited all three gardens.
- A twin, an undergrad at Claremont Colleges in an exchange program with South Korea — she and her sister, who attends University of Las Vegas in Nevada, also as a S. Korean

- exchange student, had just flown up from Los Angeles. They had just arrived and GGP was the first place they were heading, because they had “heard it’s a must-see in SF.”
- The 40s daughter with her mother in her 60s accompanying her, from Modesto for brain cancer treatment.

Out-of-State

Half of the people (n=8) visiting Golden Gate from out-of-state were there for the first time. Those who had visited previously either had lived here before or had family/friends in the area Appendix D includes the currently “raw” data about the reasons why they were in the park, how long they planned to stay and their expectations for the gardens, if they had not been there before.

Table 5. Out-of-State Research Participants’ Prior Visitation to the Gardens and Knowledge that they are Free to Locals, there is a Joint Pass and a Merger.

<u>Prior Garden Visitation</u>	
San Francisco Botanical Garden	n=2; 12%
Conservatory of Flowers	n=2; 12%
Japanese Tea Garden	n=4; 25%
Knowledge that Gardens are Free to Locals & Knowledge of the Joint Pass	n=2; 12% Both learned that day.
Knowledge of Merger	n=2; 12% Both learned that day.

San Francisco Botanical Garden A couple from Maryland, who had visited the Botanical Garden early on the day we interviewed them shared:

- “My brother recommended seeing the Botanical Garden, plus we like gardens. It is quite lovely, [the] magnolias are impressive but a little beat up by the rain.”
- “My brother-in-law recommended it since we really enjoy visiting gardens. It was great to get there early, just as it opened, when it was not crowded.”

People who had not visited were not sure what to expect: “I saw it while a friend and I drove by on bikes. Maybe plants?” The twin South Korean exchange student from Nevada said they might be interested in visiting the Botanical Garden, “We love botanical gardens and visit at home [South Korea].

Conservatory of Flowers A couple from Denver who used to live in San Francisco had visited the Conservatory a few times before to go to programs like Night Lights. The Maryland couple who had visited the Botanical Garden first thing in the morning purchased a joint pass and were planning to visit the Conservatory next and were looking forward to the visit. A couple from Portland housesitting for a friend said they hoped to visit if it was affordable.

As with many people we interviewed, most were unclear about what they might see and do inside the Conservatory building. For example, two people who had not visited commented: “We saw it, we were sitting in front of it, but have heard nothing about it. Maybe butterflies? Flowers? The exception were two English men in their 30s, who were biking through the park and knew the term, “conservatory.”

Japanese Tea Garden The four people who had visited the Tea Garden shared the following comments:

- “JUST visited!”
- “It’s a very nice Japanese Garden, [that is] well maintained.
- “Very tranquil; just what you would hope and expect in a Japanese Garden.”
- “Been once or twice but a long time ago.”

Unfortunately, most people who had not visited were very unclear about what they might see and do: “Something Japanese? “Drink tea?” Those who had not visited, hoped it was affordable, indicating they have been to no gardens here [yet], but love them, “We go to the Seattle Botanical Garden.” The South Korean exchange student currently living in Las Vegas, was not sure about what she would see and do in a Japanese Tea Garden and thought “It was funny that there is a Japanese Garden here.”

Families

There were two families visiting Golden Gate Park from out-of-state, both adult families:

- One adult family, parents in their 70s from the Midwest, visiting their son in his 40s who lives here.
- One adult family, two brothers (one visiting from Michigan) and his sister-in-law, hanging out and talking; it is his last afternoon here.

International

Nine of the thirteen people (69%) visiting Golden Gate from out of the country were there for the first time. Appendix D includes the “raw” data about the reasons why they were in the park, how long they planned to stay and their expectations for the gardens, if they had not been there before.

Table 6. International Research Participants’ Prior Visitation to the Gardens and Knowledge that they are Free to Locals, there is a Joint Pass and a Merger.

<u>Prior Garden Visitation</u>	
San Francisco Botanical Garden	n=6; 46%
Conservatory of Flowers	n=2; 12%
Japanese Tea Garden	n=4; 25%
Knowledge that Gardens are Free to Locals & Knowledge of the Joint Pass	n=5; 38% 3 learned that day; 2 from web prior to trip.
Knowledge of Merger	n=5; 38% 3 learned that day; 2 from web prior to trip.

San Francisco Botanical Garden No international visitors to GGP had been to the Botanical Garden, although two visitors from Brisbane had researched all three gardens prior to leaving Australia and planned to purchase a joint pass to visit all three of the gardens. Unlike many Americans, almost all were familiar with what botanical gardens are: “[I] visit botanical gardens in the U.K. every now and then; my friend and I are biking, “happened upon it,” and stopped but it was too dear [we have less money at the end of our trip]; we’re staying at the Green Tortoise Hostel.” “I live in Sydney and love the botanical garden there.” One couple knew about the joint ticket from the wife’s research while still in Australia, and plan to visit.”

Conservatory of Flowers Other than the couple from Brisbane who had purchased a joint ticket and planned to visit, no one else (n=11) had visited the Conservatory, nor had much idea of what to expect. The exception were two English men in their 30s, who were biking through the park and knew the term, “conservatory.” One of the 30-year-old English men said he might like to visit and thought it “Would be like the Chelsea Flower Show.”

Japanese Tea Garden The four people who had visited the Tea Garden shared the following comments:

- “I really enjoyed [the visit].” It’s very unusual.”
- “So peaceful and beautiful.”

The couple from Brisbane knew about the joint ticket from the wife’s research and plan to visit.”

Families

There was one international adult family: a son and his wife in their 30s and the 60-year-old mother of the son; he wanted to share his experience with his wife and mother.

Discussion

Analysis revealed that for the most part, people fell into one of these 4 groups: (1) those walking, biking, or skating for exercise, alone or with friends; (2) those walking dogs (and 1 cat), alone or with friends; (3) couples or groups of friends; and (4) families. This is not to say that all people were in these categories, for instance, there were elders on a bus trip from Sacramento to see the Ramses exhibition, and the manager of a coffee stand outside the CA Academy, but these four groups were most typical.

A common perception of many people who do not visit the three gardens, is to think of Golden Gate Park itself *as a garden*; even the web says, “The park is home to several unique gardens including the Shakespeare Garden, Rose Garden, Dahlia Garden; Japanese Tea Garden, Queen Wilhelmina Garden, and Conservatory Valley (the low point in front of The Conservatory of Flowers building, a popular picnic area). Also complicating this perception are the many commemorative tree groves: the National AIDS Memorial Grove, Heroes Grove, Redwood Memorial Grove, and Phil Arnold Oak Woodlands Trail. There also is Robin William’s Meadow (although most people still call it Sharon’s Meadow, as does most of the signage). Anyway, many people think of these as “gardens” too. How can the three be distinguished?

The vast number of people in the park are in their 20s. Significant to this age ,although not exclusively is a need to overcome a perception that one cannot just hang out with friends visiting a garden. You have to be purposeful or feel like you have to learn, when there, but cannot merely relax, enjoy the aesthetics, get exercise, and so on.

Families with children of all ages, even older elementary-aged, are not sure about whether gardens are child appropriate, but they LOVED the story about families making their way to the children’s garden in the BG during the pandemic. However, most families (even locals) did not know about it.

Staff at all institutions in the park, as well as those who work in service positions, can be/already are fans/word-of-mouth advocates. Many did not know about the merger or that now all three gardens are free; they can be spokespeople, and also more frequent visitors themselves (they currently are infrequent visitors).

It is critical to consider broader outcomes for visitor experiences in the three gardens, when communicating with potential visitors, . John Falk has been discussing the value of museums, including botanical gardens, through the lens of an expanded view of well-being. He suggests four categories:

Intellectual Well-Being: People derive satisfaction from exercising choice and control over their world, from learning and being knowledgeable about things so that they feel like they can explain past events as well as understand and to a degree, predict future events in their world. This the outcome that most museums focus on.

Personal Well-Being: People derive satisfaction from feeling a sense of purpose, from being spiritual, creative, and from feeling like their Identity is whole and actualized. There are so many opportunities for spiritual/creative connections in all three gardens.

Physical Well-Being: People derive satisfaction from being comfortable and being able to meet their basic needs such as hunger, thirst, rest, sexual relationships, financial security, and personal health and safety. Helping potential visitors see that gardens are physical spaces that offer respite, romance and are safe places to build one’s personal health is important, particularly to the 20s audience. We interviewed 2 couples on their *first* dates, and one man from Tacoma, WA, waiting for his *first* date.

Social Well-Being: People derive extreme satisfaction from being with family and friends. Although we did interview “single: adults, the vast number of visitors were groups of friends and some families. Parents, in particular, find it rewarding to feel like they are doing things that help their children be successful.

People also were very enthusiastic about the importance of special events such as, Night Lights, Flower Piano, and special blooming times (magnolias) in the Botanical Garden and stink plants and other blooms in the Conservatory. A few people had only visited once or even repeated times (~10-15%) to attend to such events.

Recommendations:

- **Build connections** throughout the park, beginning with the JFK Promenade. For example, the Botanical Garden’s Flower Piano series inspired the installation of two public pianos along the JFK Promenade for anyone to play. Are there ways to build connections from these pianos to the garden? but a great place to begin are possible connections with JFK Promenade. Another example is that people we interviewed on the Music Concourse/Plaza were very curious about the pollarded London plane and Scotch elm trees. Can there be some labeling there that explains the process to people and encourages them to visit the other gardens who may use pollarding or other kinds of horticultural techniques?
- **Reach out to families.** Families even those with upper elementary-aged children, are not sure whether gardens are child appropriate and so, *if this is a desired audience*, it is going to be important to change that perception. First, families loved the idea that local families had helped to foster the need for a children’s garden. Whether that is true or not, many local families do not know about it. Critical to understand too, although not always something cultural institutions want to hear, is that there is not a significant correlation between visiting places like the three gardens in the GGGP as part of a school group, and long-term usage. It was clear in these data, as many said they have not been back since a school trip 30-40-50 years ago. Yet importantly, families do perceive these as places that are important for their children. How can you reach out to families that already understand this, to help you develop messaging and/or garden ambassadors? Also, how can you change perceptions that gardens are not appropriate for children of any age and better connect to families who are already in the park. The LOVE cubes are a HUGE pull for parents—how can a link to the gardens be made there? Other possible connections are with CA Academy, who has a huge interest in communicating about

- climate change/biodiversity. Can connections be made to Koret Playground, and other playgrounds in the park?
- **Communicate cost benefits of the 3-garden partnership** Cost was raised by all students, as well as by at least four adults. The fact that the gardens are free to locals, and there is a joint GGGP Pass (and perhaps joint membership) was not widely known but very appealing to people we interviewed, even changing their plans *at the moment*. Cost was raised by all students, as well as a few adults: a local couple in their 40s who have been traveling around the world and are just settling in and re-establishing themselves, a 60s gentleman who is a technician in a Stanford Genetics lab and seeks out special events/free days (talked A LOT about costs) and a 20-year-old young woman who lives in Richmond and is on Medi-CAL.
 - **Consider broader outcomes** beyond intellectual: personal-identity/spiritual; social—almost all were in a social group; and physical; gardens are spaces that offer respite, personal health, even romance. In addition to this big outcome idea, in general it makes sense to expand the view of what to discuss/highlight in different gardens:
 - History (Conservatory of Flowers building, opened in 1879, was the park’s first formal structure; what is a conservatory, what is Victorian; although difficult, the history of the Japanese Tea Garden); 1894 Midwinter Exposition/World’s Fair.
 - Architecture (Conservatory—Love building but do not know what’s inside (said by a De Young staff member); struck by building; it’s precious, love the building’s architecture).
 - Landscape (what makes a Japanese Tea Garden different from another type of garden or why is this garden not really a tea garden; how does one decide to lay plants out as the do).
 - Gardening ideas. Yes, you are professionals but what ideas can you share with gardeners—a few people mentioned getting ideas for their own gardens. They are doing that on their own but perhaps you can assist.
 - Doing things creative in gardens using the example of Flower Piano: Haiku in the Japanese Garden; hot yoga in the Conservatory; photography in all gardens. Although trite, feature tea in the Japanese Tea Garden—it is a draw and was a source of conversation: mother enjoys tea; a great place to get tea and a snack; an Iranian couple were very enthusiastic since tea is the most popular beverage in Iran.
 - People love amazing facts and there are so many possibilities (The Conservatory of Flowers building, opened in 1879, was the park’s first formal structure; The San Francisco Botanical Garden consists of 55 acres stretching to 19th Avenue, with 9000 different kinds of plants from around the world; The Japanese Tea Garden is the oldest public Japanese garden in the United States and rumored to be the introduction site of the fortune cookie to America).
 - **Build partnerships.** For example, interviews and hotel stay showed people being treated at the local medical center use the park to relax; some are here for several weeks or accompany/visit. They do not visit, primarily due to costs. There are many other possibilities.

References

Falk, J.H. (2021). *The Value of Museums: Enhancing Societal Well-Being*. Lanham, MD: Rowman & Littlefield.



Gardens of Golden Gate Park

Front-End Study 2

Feedback on Proposed 50% Interpretive Plan

Final Report

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Overview

In Study 2, we collected data in each of the three Gardens of Golden Gate Park. The goal was to provide specific, quantifiable information from guests on two questions,

- (1) “WHY are they visiting that day?” and
- (2) “WHICH key message would they like to find out more about, and why?”

Two card sorts were developed for each question (See Appendix A for the two sets of cards), an easy-to-use, quick, and highly reliable approach.

- WHY cards were based on John Falk’s five identity-related motivation categories (e.g., as an Explorer, Facilitator, Experience-Seeker, Professional/Hobbyist, or a Recharger) for visiting the garden that day.
- WHICH cards presented four possible themes (Biodiversity, Climate, Human-Plant Relationships, Taking Care of this Place, and an “Other” category, if none of the four resonated, with a few cue topics listed below each heading, to help guests understand what might be included in the interpretation of their selection. Importantly too, we asked research participants why they would like to find out more about the theme they selected.
- We also collected basic demographic information (e.g., age, gender, race/ethnicity, age), where they live, and the social arrangement of the visit--visiting alone, with friends/family.

Methods

Data Collection

- After piloting data collection on Thursday afternoon, August 31st, we collected the sample between Friday, September 1st and Labor Day, September 4th, devoting a full day of data collection to each of the three sites.
- In deference to Flower Piano, we began data collection at San Francisco Botanical Garden (SFBG) first and used Monday as a fill-in day for any additional data we needed

to collect and to maximize the sample size which we did at SFBG because it had rained during Friday data collection and also at JTG to maximize the sample there.

- We invited guests to participate in the study in different places in each garden, based on its layout and availability of benches. In all cases, we arrayed Card Sort 1’s colorful cards and seed packet incentives to entice research participants.
 - SFBG data were collected near the garden entrance.
 - JTG data were collected in two places: a bench near the main pond, and one near the path approaching the Pagoda.¹
 - Conservatory of Flowers (COF) data were collected between the Plant Shop and the West Gallery, aided by a staff person who helped locate the spot and found two tables to create in a L-shaped space.

Results

- We collected data from 183 people:
 - 64 at SFBG.
 - 65 at the JTG.
 - 54 at the COF.
 - As anticipated, guests seemed to love being asked about *their* motivation for visiting that day, and the themes that resonated with *them* and why.
- Below are figures presenting the demographic profile of research participants per garden: Age², social arrangement³, gender, race/ethnicity, and residence⁴.
- In addition, the psychographic data of the results of the two card sorts (motivation for the visit that day and interpretive theme choices and why) are presented per garden.
- Each garden also includes a table representing the open-ended responses to “why” a research participant selected a specific theme.
 - We recommend a careful review of the “Other” section in each of these tables since they represent the views of guests who did not select one of the themes, indicating other aspects of visits that are important to them.
 - Please note also that the voice in the 3 tables of open-ended responses vary; some are in the voice of the visitor while a few are in the voice of the interviewer.
- There also is a table per garden that presents a cross-analysis between research participants’ identity-related motivation for the visit and the interpretive theme that resonated most with them, or as some guests said, the theme that “spoke to them.” This section has a heading per garden.
- Cross-analyses per garden in terms of motivation for the visit that day and interpretive theme choices were conducted for each of the demographic variables (age, social arrangement, gender, race/ethnicity, and the residence of guests).
 - For the most part, motivation for the visit that day and interpretive theme choices did not vary based on these variables.
 - However, in a few instances, motivation for the visit that day and interpretive theme choices did differ, primarily in terms of the age, residence, and/or gender

¹ There were no benches near the entrance; collecting data during the visit did not seem to affect the response rate.

² To enhance the ability to detect any interesting relationships with findings in the cross-analyses by age, we collapsed the ages into 3 categories, roughly young, middle age and senior.

³ Single refers to those research participants visiting by themselves; couples refer to partners and/or two guests who indicated they were on a date.

⁴ Locals were those living in the city or greater Bay Area, 30-40 mins. away and regional visitors included those from CA outside the Bay area, and U.S. were those from other states.

of research participants. In those cases, for ease of making sense of the data, we have added a heading for significant cross-analyses per garden and the appropriate figures are included, with the title highlighted in green, and motivation for the visit that day and/or interpretive theme underlined.

- Important to note, since tours were a reason for visitors to be in Golden Gate Park in Study 1, we included tour group as a possible social arrangement. No research participants were part of a tour group.

San Francisco Botanical Garden (SFBG) n=64

Figure 1. SFBG Distribution of Participants by Age.

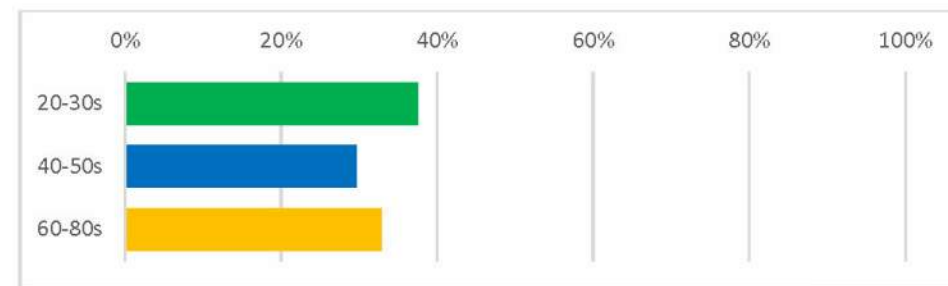


Figure 2. SFBG Distribution of Participants by Social Arrangement on Day of Visit.

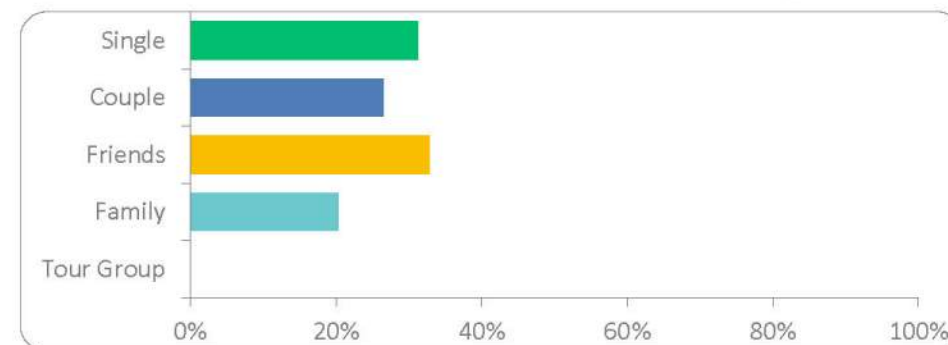


Figure 3. SFBG Distribution of Participants by Gender.

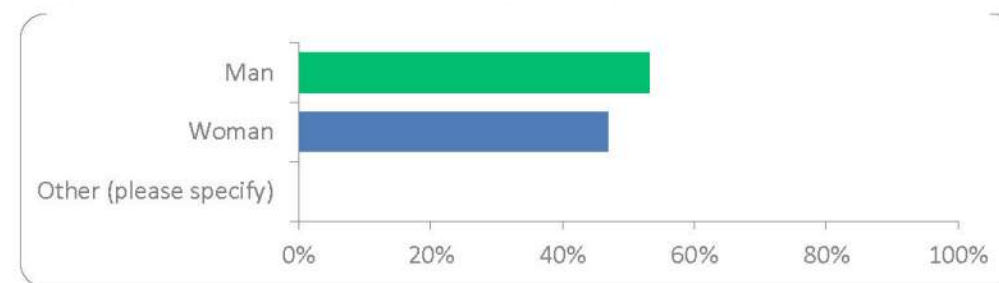


Figure 4. SFBG Distribution of Participants by Race/Ethnicity.⁵

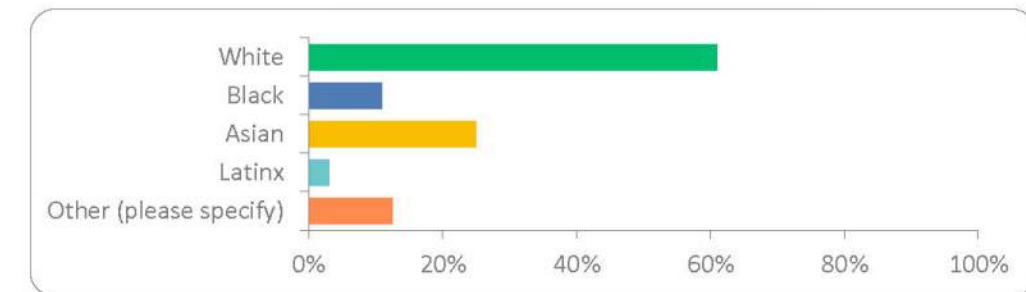


Figure 5. SFBG Distribution of Participants by Residence.

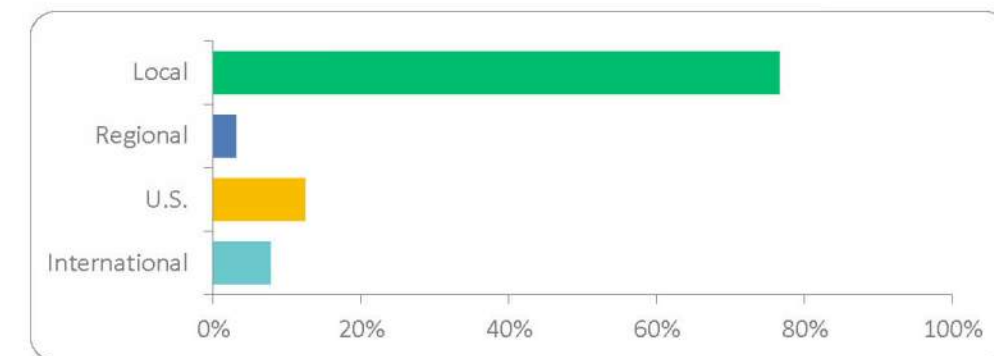
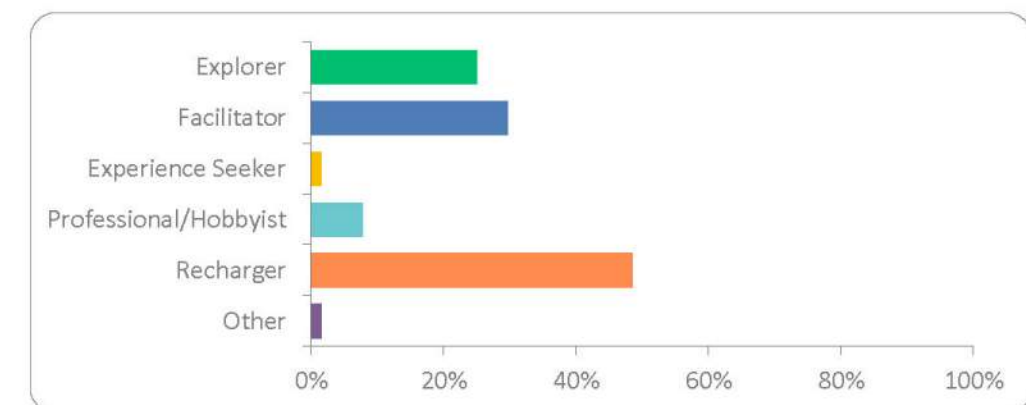


Figure 6. SFBG Distribution of Research Participants' Identity-Related Motivation for Visit (Card Sort #1).



⁵ The other category represents those among Asian research participants who offered their specific Asian background such as Chinese, Japanese, Polynesian, etc.

Figure 7. SFBG Distribution of Participants by Preferred Interpretive Theme (Card Sort #2).

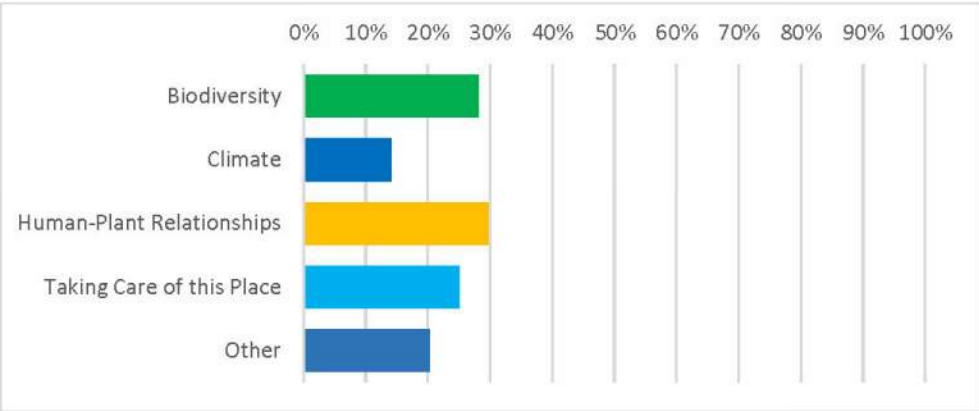


Table 1. SFBG Open-ended Responses to “Why” They Selected the Specific Interpretive Theme.

Biodiversity
I'm fascinated about the relationship between plants and how it came to be--amazing. It's a story that applies to everything and everywhere you go.
I began gardening during the pandemic. I'm very interested in native plants. There could be more education and diversity with more native plants [here].
I study biology. It's good to see everything in one area; can compare and contrast everything.
Conserving plants.
All part of taking care of this place. Left to nature people destroy.
I find it interesting how plants work together. I've been thinking about supplementing soil a lot lately.
I am a bioengineer and I love learning about evolution.
Most important to him and his family. He was extremely knowledgeable, but it was difficult to stop the interview.
No specific reason
No specific reason (see other)
This topic is critical to well-being.
I love plant interactions.
The overall topic and sub-topics are most interesting to me.
I love ecology and plant interactions.
I'm enjoying the range of plants here in the garden.
I grew up in Northern Arizona and so was very used to the environments there. Love learning about plant biodiversity.

Climate
Because there are 4 seasons and whatever season, [you] get a different experience.
Plants from many parts of the world [here]. Enjoy the seasonality and geography [plants representing different parts of the world].
This was the 28th person interviewed on the 1st day. Others before had chosen "climate," but he very emphatically said, climate CHANGE is so important.

I work for a hydropower company and am very interested in climate policy related to alternative energy sources.
It's so important right now. I also am very interested in microclimates.
So important now.
This is important for the kids to support what they are learning about climate at school. Discussed complementary learning.
I am very interested in seasonality and how it affects plants.
Come once a month. This garden is so important because it gives us so much oxygen.

Human-Plant Relationships
The fragrance garden is my favorite part of the garden. I'd love to learn more about these kinds of things.
Health/well-being and plant histories "speak to me."
At first, he said none of these [themes were of interest to him], but then he chose this one. Said when he sees a beautiful flower, he takes pictures.
Nature calming, destressing.
It is not good if not around plants. Absorb bad juju.
This garden is so big [!]. I love the Temperate Asian part of the garden.
There are a lot of changes just a couple of miles from here. Greater variety of seasons here [in garden].
This topic is important to well-being.
Plants are critically important to health and well-being. Specifically said she "played hooky" today so she could recharge.
"Our" relationship to plants is fundamental to our evolution and well-being.
Loves to grow edible plants, such as fruits, vegetables, and herbs.
Could be more of that [human-plant relationships] here.
I am interested in plant histories, horticulture, etc.
I am very interested in well-being and plants. I have a friend who works for a small company making herbal skin products and I love to use them.

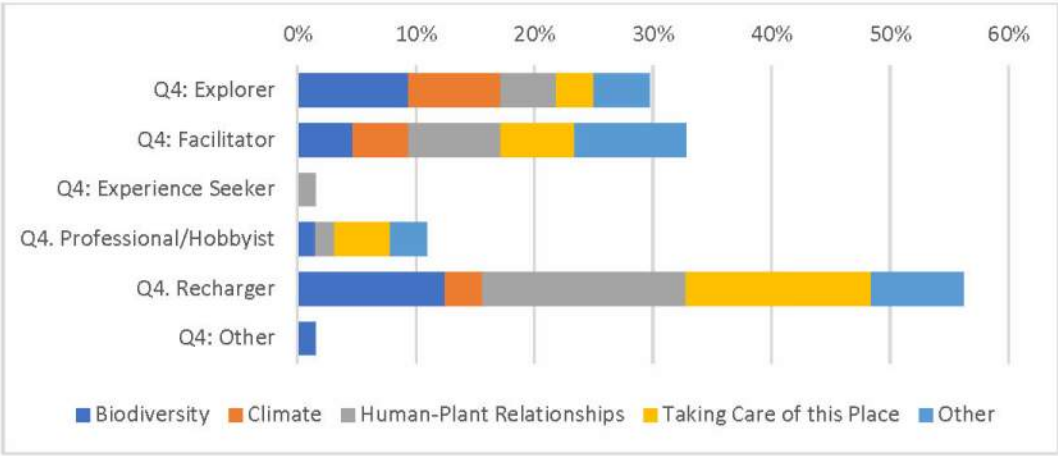
Taking Care of this Place
I am particularly interested in sustainability.
I love history and learning about it (it makes the experience more meaningful). I also love the history of sustainable gardens. It inspired me to make our own garden more sustainable.
I've lived here in the city forever and come up 5 days a week for birding.
I've been interested in this place since I was a little kid. I love how beautiful it is. Wish it had more accessible prices.
I'm new in town -- there wasn't a lot of this where I came from. Important to keep them available.
Like geographic-specific garden sections such as the Rainforest, S. America, and N. Amer. Has different plants growing in different geographical areas.
Important place for our family.
This is such an important place with a new baby. Helps to recharge me when I'm so tired.
Interested in the design of gardens.

The garden is so critical. I have seen many changes [to the city] over the years.
I would love to help take care of this place, participate in a "job," while here. Help to pick up something that should not be here or plant, anything that helps me be an active participant.
Gardens are so important.
The garden is so important to the city.
Personally, I am particularly interested in sustainable gardening.

Other
I bring my 80-year-old Dad here to walk. It's such a lovely place. He used to work here.
I come because it is a safe place to walk and exercise. He's also one of the 8 friends in the data set that visit daily .
Been walking here for every day for the last 20 years, meeting up with friends (part of the "8" friends in Lynn's data set). Just come for exercise. Knows that if one walks 5X in this first circle of the garden= 1 mile.th
Here every day for physical exercise. One of the "eight" friends.
I love nature and bring my husband [in a walker] here almost daily, where they join 6 other friends. They used to visit the Conservatory of Flowers and the Japanese Tea Garden, but now that there is no parking on JFK, it is too far to walk for a disabled [her words] person. Even if cars with the disabled sticker could drop a person off in front, and then park, that would help.
I come here to walk. Used to work here but I now work in the tulip garden [Queen Wilhelmina Garden, thus also a Professional/Hobbyist]. I miss it...
She persuaded him just to buy a "real" camera. This visit is Lesson #1.
Here with a "close" friend, I'm helping with learning how to use a "real" camera.
Professional/Hobbyist was given as reason because woman is banker, and an old friend is now working here. Facilitator because she'd like the bank to support taking care of the garden.
Would like to see something about the role of engineering in gardens.
Liked all the choices and saw connections between all of them. It looked like hydroculture was missing.
Family here for a yearly photo shoot at our favorite place.
Family here for a yearly photo shoot at our favorite place.
Here for exercise. Took no seeds: "I live in an apartment."
Here for beauty. Took no seeds: "I'm not a gardener." Member.

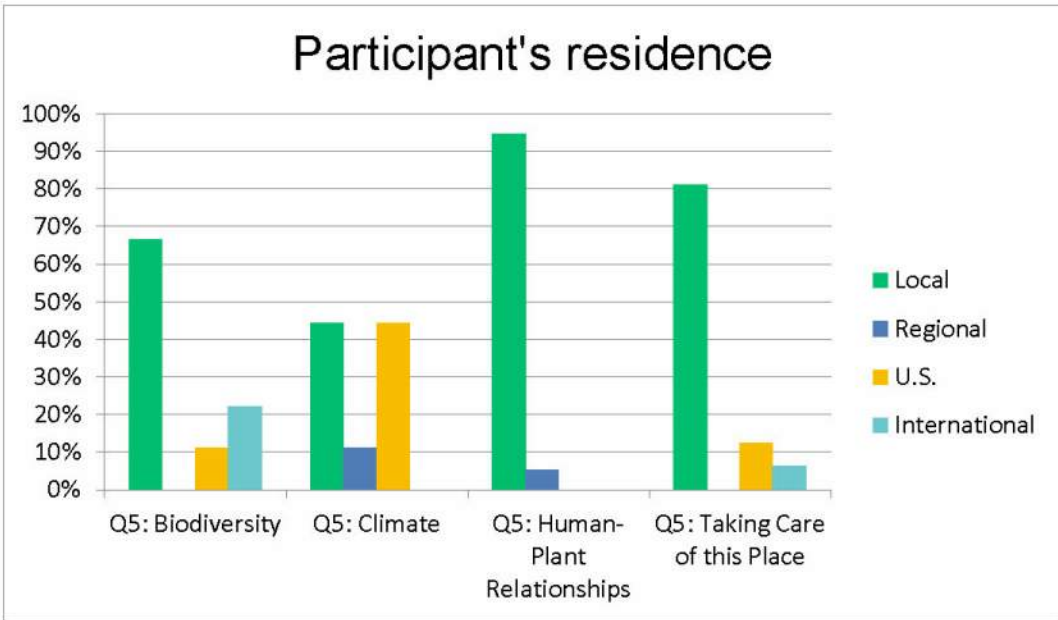
SFBG CROSS-ANALYSES

Figure 8. SFBG Relationship between Entering Identity and Preferred Theme.



SIGNIFICANT CROSS-ANALYSES BY DEMOGRAPHIC VARIABLES

Figure 9. SFBG Interpretive Theme Preference as a function of Participant's Residence.



Japanese Tea Garden (JTG) n=65

Figure 10. JTG Distribution of Participants by Age.

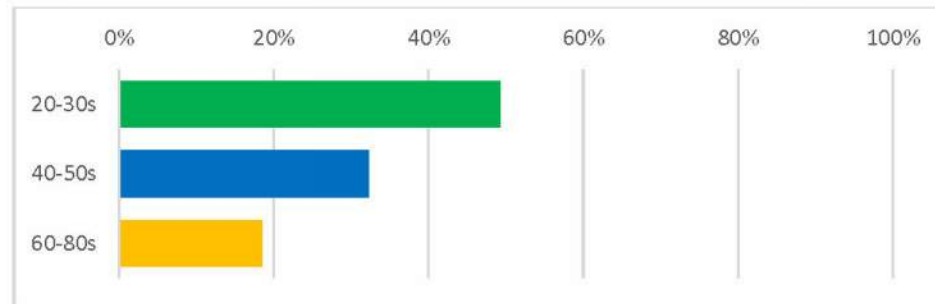


Figure 11. JTG Distribution of Participants by Social Arrangement on Day of Visit.

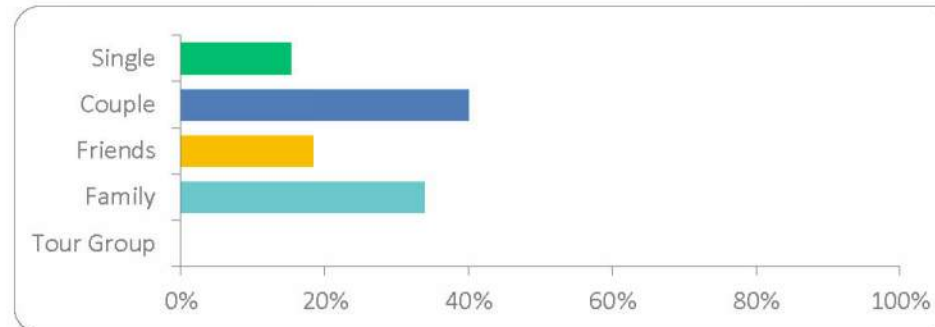


Figure 12. JTG Distribution of Participants by Gender.

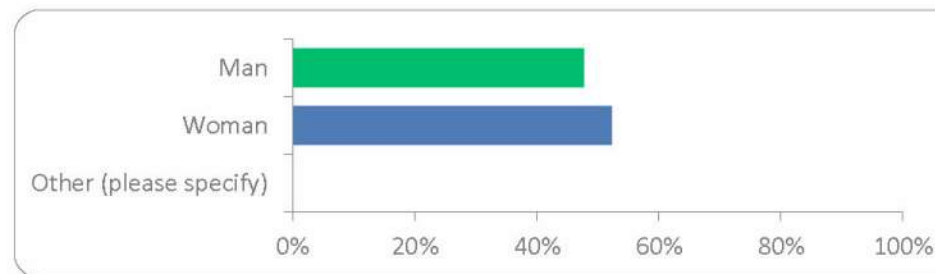


Figure 13. JTG Distribution of Participants by Race/Ethnicity.⁶

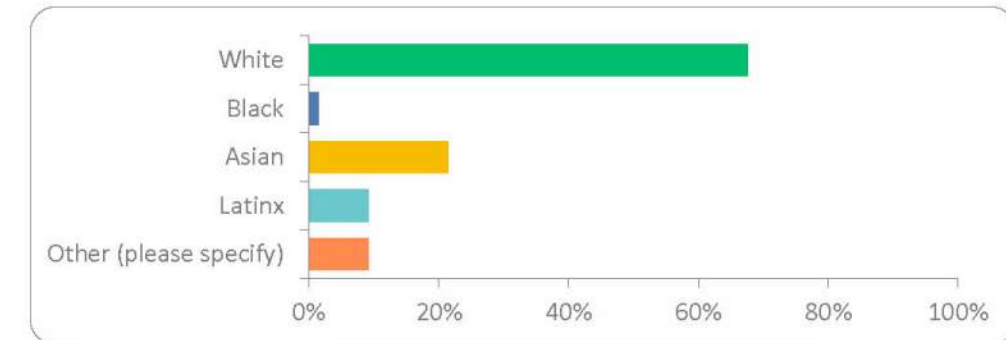


Figure 14. JTG Distribution of Participants by Residence.

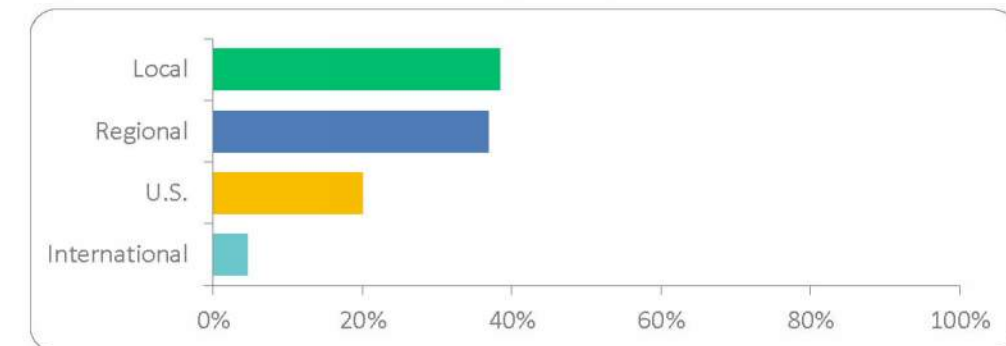
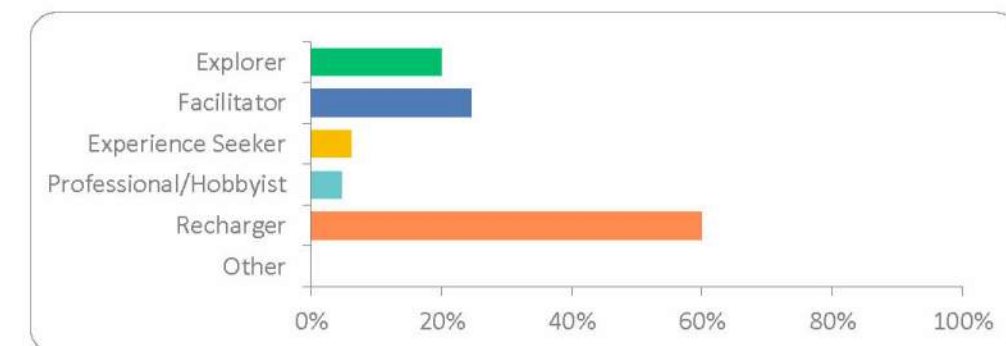


Figure 15. JTG Distribution of Research Participants' Identity-Related Motivation for Visit (Card Sort #1).



⁶ The other category represents those among Asian research participants who offered their specific Asian background such as Chinese, Japanese, Polynesian, etc.

Figure 16. JTG Distribution of Participants by Preferred Interpretive Theme (Card Sort #2).

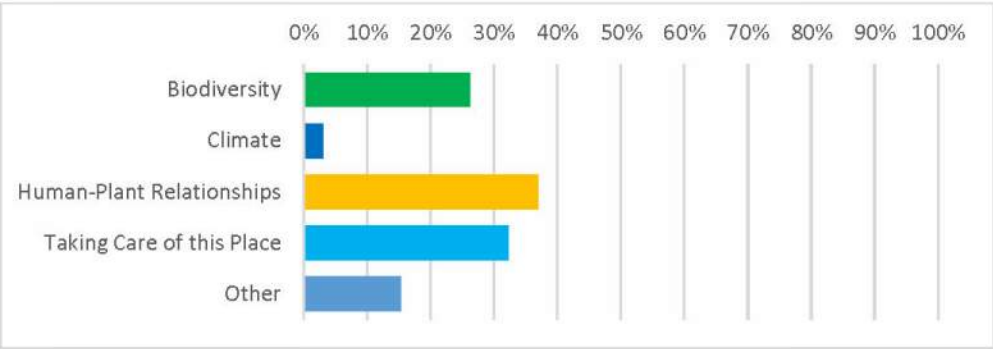


Table 2. JTG Open-ended Responses to “Why” They Selected Specific Interpretive Theme.

Biodiversity
Interested in the microclimates. The plants here are so different than Conservatory. Thrive differently in different areas.
Enjoy seeing the variety of plants and animals here.
He's always found this topic interesting, particularly ecology and predator-prey relationships.
It's so important. There should not be just one type of grass.
I grew up in Fresno so I've always been interested in agriculture, as well as how plants can be used in medicine.
This is so important to all the themes.
I would like to learn more about the science behind conservation.
My brother is a biologist in Mexico, so I've always been interested.
Likes that plants are from different places.
It's important to experience nature.
CA has such specific diversity. It's good to learn about.
I'm here noticing different things. I care about ecology and the seasons.
Biodiversity, climate and human-plant relationships are related and very important.

Climate
Specifically said climate CHANGE is critically important right now.
Climate, biodiversity, and human-plant relationships are related and very important.

Human-Plant Relationships
When walk get a different feeling and pace. Interesting to see different plants in different spaces.
Although I'm primarily a facilitator, bringing my daughter here, secondarily I'm an explorer, captivated by the unique nature and history of this place. How does Japanese philosophy influence plant design and how might that differ from mine.
Very important to take care of garden and body.
Interested in learning about the immigrant population here in CA and how it influences the culture of the city and specifically the Japanese Garden.
Nature is necessary for my life. Being places with less people.
"Resonates" the most. I do a lot of gardening at home.

What gardens mean for/to the Japanese.
These are very important.
These are so important. I have a patio garden in LA which is so important to us.
Gardens and plants are part of my DNA.
I'm a serious introvert, living away from people. I've always been interested in "ethnographies" of the medical use of plants.
Interested in the healing effects of plants. "Landscapes define us a culture. In Russia there are a huge array of ugly coal mines."
I was a professional geologist for the military in N. VA, but recently retired to Mentone, AL where I bought a farm. I've always been a gardener.
Plant histories "popped out" for me.
I'm first a recharger but I work in a nursery with trees and shrubs so a P/H too.
I work in social service and am interested in the relationship between plants and well-being
I've always wanted to come to this place. I'm fascinated by horticulture, plant histories (their composition and diversity), and the use of plants for medicine .
I'm very interested in Zen.
This theme "spoke to me."
Human-plant relationships, climate, and biodiversity are related and very important.
I am very interested in the role plants play in health and /well-being.
I've become much more aware of the importance of plants, beauty and relaxation since I've had my baby.

Taking Care of this Place
Interested in the history of the Garden (particularly, the Japanese internment of the family), how old it is, and how old the plants are. how it is maintained to keep it fresh and well kept and what does the structure mean to/for Japanese culture.
Interested in plants and how gardens look like this, as well as the age of the plants.
Love the design of this garden
This city, and Park, has been important to me throughout my development as a person. I wanted to share it with my partner (the previous person, though I do not think I noted that.
I love history, particularly, in places like this, but expected to find out more about the internment of the family that helped to create this place.
I'm a native of San Francisco and although we live in LA, I've always thought it's important to take care of this place and to bring my daughter here.
I'm interested in the "history of this place."
I am interested in the history and how they design gardens.
Been here before. These are such important places.
It's important to take care of places like this for "future generations."
I'm originally from Hawai'i and I've seen what happens when a place is not taken care of.
I used to live off the grid and I've observed all the "encroachment." Now we backpack a lot.
I brought my daughter-in-law, son and grandchild but since being here I realize I like the place too, the garden and structures. Seems important to take care of the place.

Brought my wife here since she's always wanted visit, why I'm a facilitator. It's important to take care of this beautiful place to preserve it.

I live here locally and my cousin from Houston is visiting. We used to come here as children. It is important to take care of this special place.

Important to take care of tropical plants in the Conservatory.

Other

I'd like to learn about the history of this place, who designed it and why.

Just here for the beauty.

Extremely inquisitive, thus the Explorer moniker too. He was very interested in the differences between Chinese and Japanese gardens. He had visited both kinds of gardens in Portland.

He was very interested in the stone bridges that crossed expanses of water, perhaps since his 18-month-old daughter had just walked across one of these. He asked: "Are stones like those typical in [Japanese] gardens?"

In addition, to choosing the H/P theme, he was most fascinated by the Koi, wanting to know how many there are here, how old they are and how they connect with the plants.

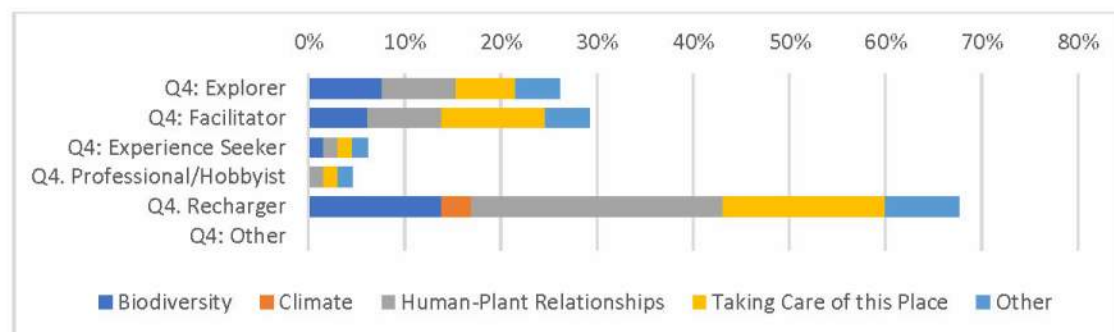
She chose the recharger card, but as she talked, she revealed that she had worked in a nursery and missed it a great deal. She did not identify a specific theme but self-identified herself as a "Plant Guardian Angel."

From Russia. Was very adamant that she is here because it is a "safe" place, particularly since she's pregnant and "away from family."

Emphasized he's entirely here to support his daughter. Sat down on the bench to flirt with the two women from the South!

JTG CROSS-ANALYSES

Figure 17. JTG Relationship between Entering Identity and Preferred Theme.



SIGNIFICANT CROSS-ANALYSES BY DEMOGRAPHIC VARIABLES

Figure 18. JTG Guest Identity-Related Motivation as a function of Age.

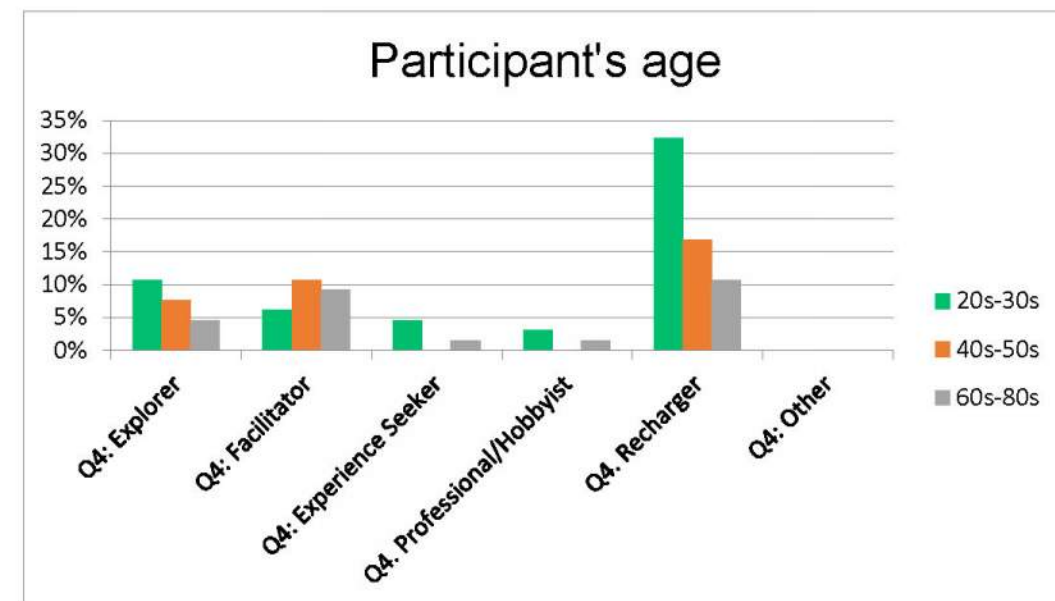


Figure 19. JTG Guest Identity-Related Motivation as a function of Participant's Residence.

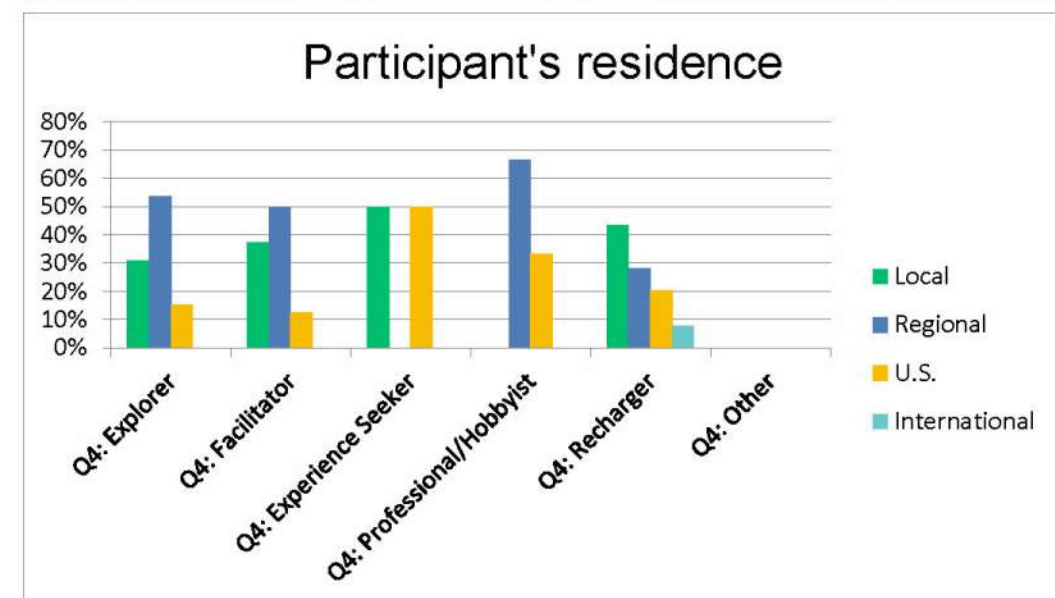


Figure 20. JTG Interpretive Theme Preference as a function of Participant's Age.

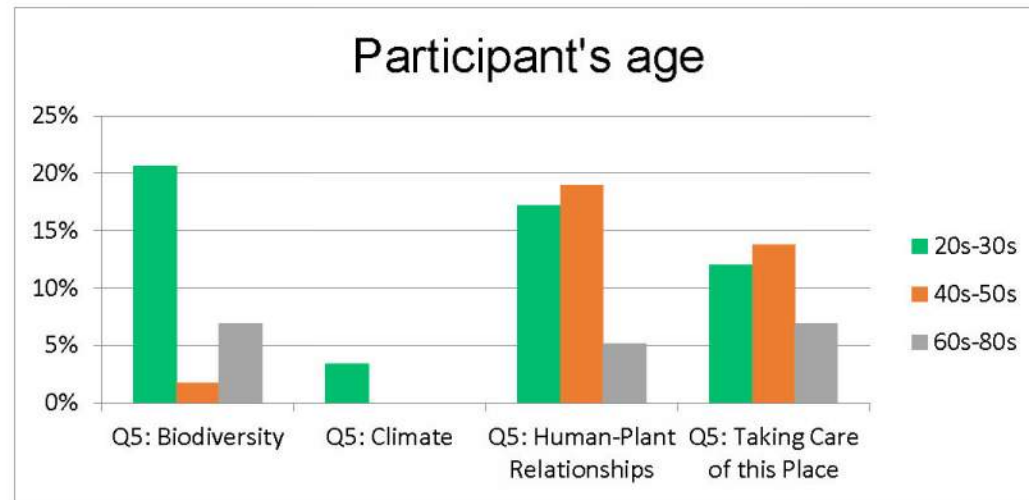
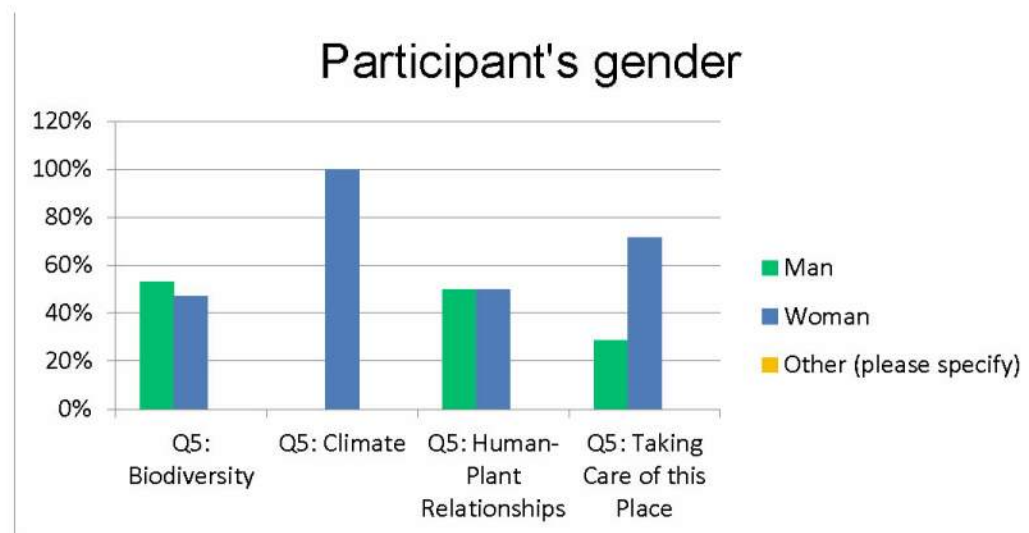


Figure 21. JG Interpretive Theme Preference as a function of Participant's Gender.



Conservatory of Flowers (COF) n=54

Figure 22. COF Distribution of Participants by Age.

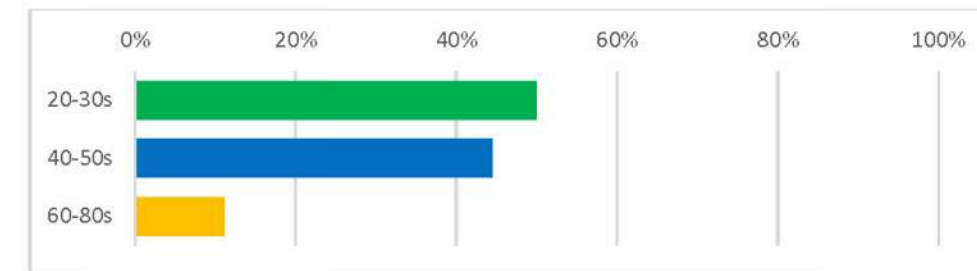


Figure 23. COF Distribution of Participants by Social Arrangement on Day of Visit.

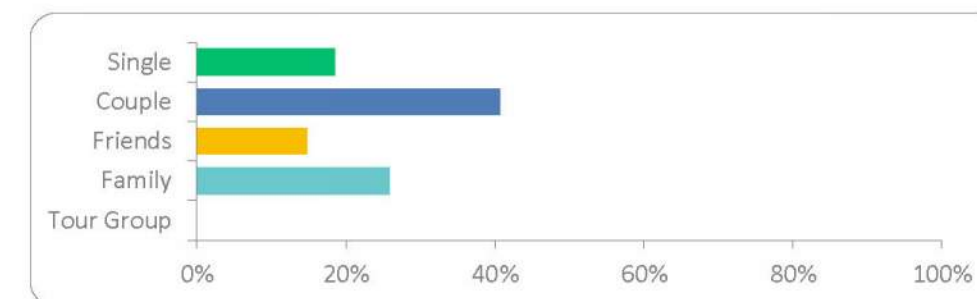


Figure 24. COF Distribution of Participants by Gender.

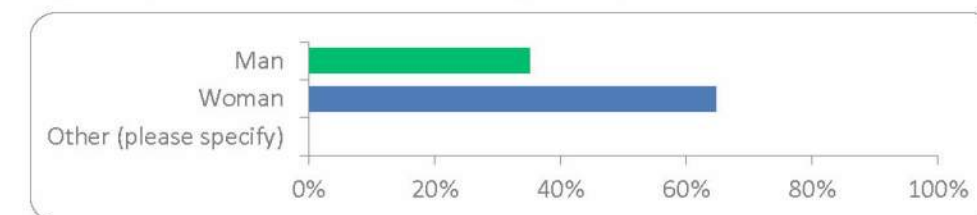
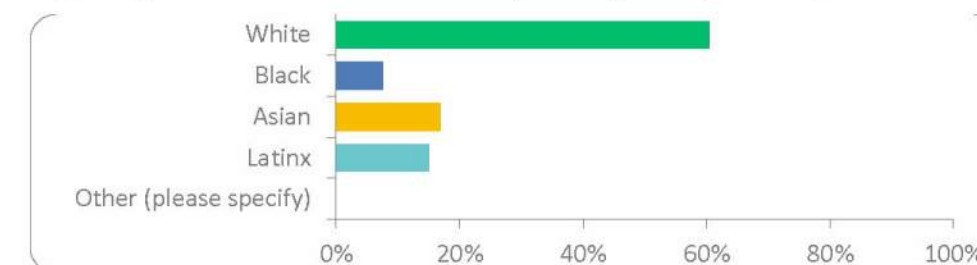


Figure 25. COF Distribution of Participants by Race/Ethnicity.⁷



⁷ The other category represents those among Asian research participants who offered their specific Asian background such as Chinese, Japanese, Polynesian, etc.

Figure 26. COF Distribution of Participants by Residence.

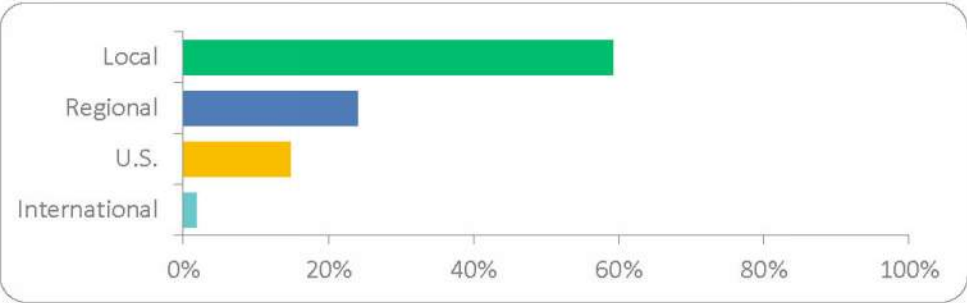


Figure 27. COF Distribution of Research Participants’ Identity-Related Motivation for Visit (Card Sort #1).

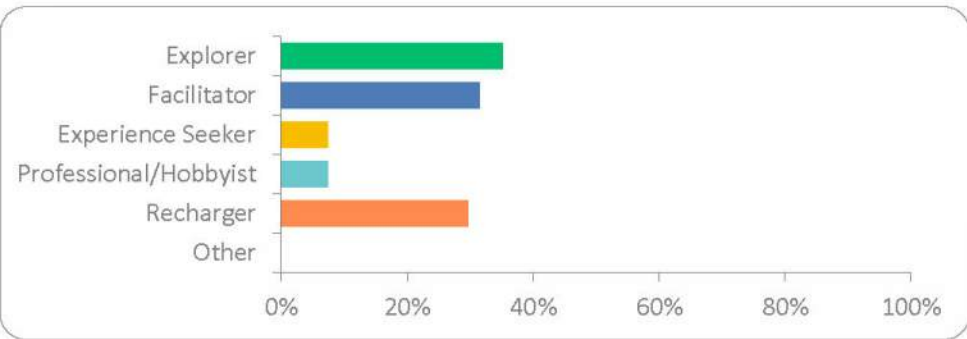


Figure 28. COF Distribution of Participants by Preferred Interpretive Theme (Card Sort #2).

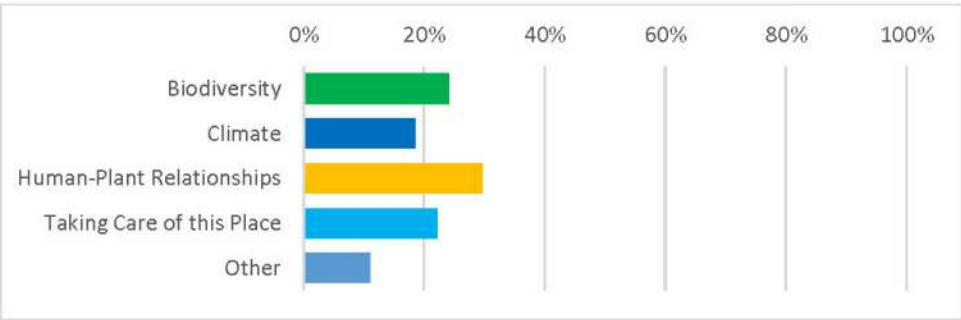


Table 3. COF Open-ended Responses to “Why” They Selected Specific Interpretive Theme.

Biodiversity
I think it would be interesting to learn about adaptation.
Very interested in conservation.
More information about the plants and where they are.
The importance of green spaces and conservatories as unique ecosystems.
Biodiversity is so important. I worry about extinction.

I like how this is arranged by all the different types of places and different plants [found in those places].
I'm really interested in nature and how do different places contribute to biodiversity. For example, I'm from New Hampshire.
Biodiversity is so important for healthy ecosystems.
I'm constantly thinking about how we're ruining the planet and extinction.
I have lots of curiosity about conservation.
I love the diversity of plants here. My favorite is the Venus Fly Trap and the pointed plant [I'm not sure which plant she was referring to].
Such a unique setting for conservation [she's a Collections Manager at a history museum in VT.

Climate
I want to know about this because I like being alive and the earth.
Specifically mentioned having an interest in environmental advocacy.
Climate CHANGE is so important. Lifecycles interest me too.
Specifically referred to the importance of climate CHANGE.
Climate is so important, given all the extreme weather we are experiencing [even in LA].
Climate is so important, given all the extreme weather we are experiencing these current years.
Climate CHANGE is so important.
I live in Albuquerque, where we are seeing the impact of climate CHANGE [said directly]. There are primarily annual plants here. We need to plant more perennials.

Human-Plant Relationships
I'm very interested in well-being after losing my husband when he was only 56.
I am interested in horticulture and stuff like that.
He's very interested in psychedelic mushrooms.
Interested in the visual art of the building.
Interested in why plants support well-being.
Interested in how plants and humans "use" each other.
Places like this are so important.
I grow peppers and have a cherry tree.
Plants are so important to our well-being. They help provide fresh air.
I work for Chartis, a healthcare consulting firm, designed to help materially improve healthcare in the US and worldwide. I would love to see little facts about plants. I call myself Plant Daddy!
There are layers here. I work in Public Health and know how important meaningful relationships are.

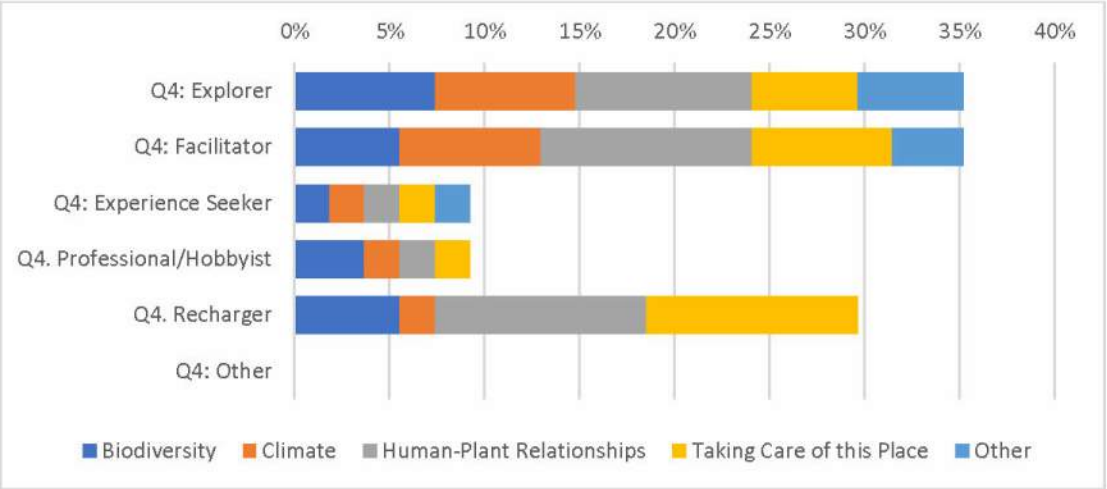
Taking Care of this Place
Important to preserve these places for our well-being. I worked in a greenhouse for many years which is why I'm an Explorer, but also a P/H..
So important to have places like this.
Interested in the design of this "hothouse."
This building is a landmark.
I like to learn about all of this.

I'm extremely interested in the history and design of this building.
We lead such busy lives surrounded by too much noise and congestion. Places like this help.
I studied sustainable gardening in HS.
Conserving for future generations.

Other
I'd like to learn about Electroculture gardening.
Nothing in particular.
Nothing in particular.
Nothing in particular.
Nothing in particular.
I am curious about what's out there and concerned about our future.
I like to look at the flowers! [her emphasis]

COF CROSS-ANALYSES

Figure 29. COF Relationship between Entering Identity and Preferred Theme.



COF SIGNIFICANT CROSS-ANALYSES BY DEMOGRAPHIC VARIABLES

Figure 30. COF Motivation as a function of Gender

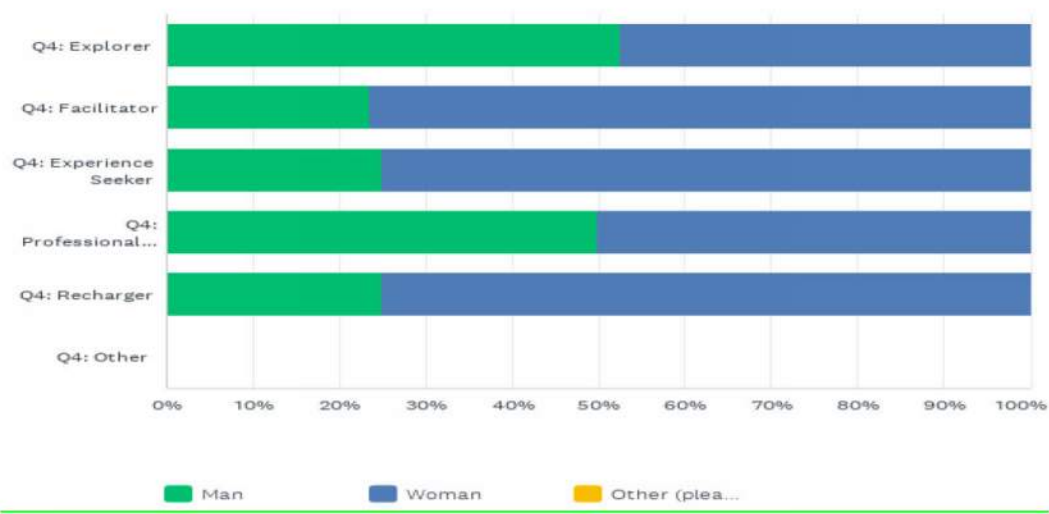
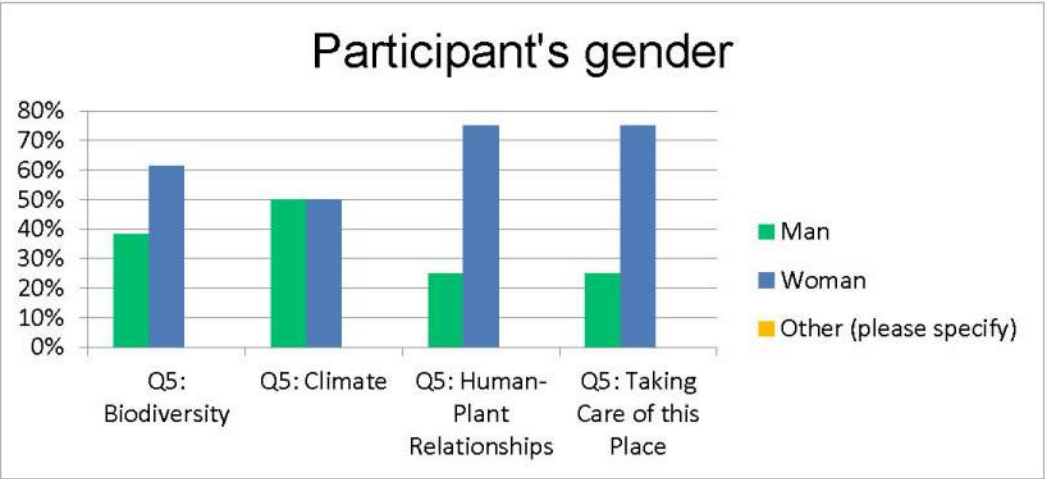


Figure 31. COF Interpretive Theme Preference as a function of Participant's Gender.



Key Takeaways

San Francisco Botanical Garden (SFBG)

- **Age was for the most part evenly distributed across the three categories**, with those in the 20-30 range slightly more prevalent.
- **Social arrangement** also was well distributed across categories, however **those visiting alone or with friends were slightly more prevalent.**
 - Important to note is that **almost 20% of research participants were visiting as part of family groups, but all were families with adult children or children in strollers.** Although we observed a few families with children 3 years or older, they were rare.
- There were **slightly more males than females.**
- **Most were White**, followed by those identified as Asian.
- **Eighty percent were locals**, many of them indicating that they visit every day (“when the weather is good”) or at least weekly.
- **Half of the sample identified themselves as “Rechargers.”**
 - Many of these visitors described the garden as a beautiful and relaxing place to walk and rejuvenate.
 - Guests’ visit motivations did not vary across any demographic category.
- The interpretive themes of **“Biodiversity”** and **“Human-Plant Relationships”** **equally resonated most**, followed by **“Taking Care of this Place.”**
 - When asked why they had chosen **“Biodiversity,”** most generally identified **the biodiversity of the garden itself** as their interest, **not specific information about biodiversity.**
 - Likewise, **those interested in “Human-Plant Relationships”** discussed **how important plants are to “our” well-being and health** without mentioning related **content.**
 - Those who chose **“Taking Care of this Place”** mostly focused on the SFBG’s value to the community because of its beauty and serenity.
- The **cross-analysis** between **Preferred Theme and Entering Identity** of most importance to note was the **strong relationship** between the themes of **“Biodiversity,” “Human-Plant Relationships”** and **“Recharging.”** Many value the garden for **its variety, beauty, and opportunities for relaxation.**
- There was only **one significant cross-analysis between interpretive theme preference and a demographic variable, residence.**
 - Figure 9 shows that locals **expressed strong interest far more** in the topics of **“Human-Plant Relationships”** and **“Taking Care of This Place,”** again primarily due to their perception of the SFBG as a valuable community resource.
 - **“Climate” was of little interest** to most; locals and non-locals were equally represented amongst those who did choose this topic.

Highlights

Most SFBG guests were:

- **White and local.**
- **Rechargers**, visiting to relax, soak in the beauty, and/or exercise.

Interpretive **themes** were filtered through **this Recharger lens**, with:

- **General interest in Biodiversity,” “Human-Plant Relationships, and “Taking Care of This Place.”**
 - **Few specific interests in theme-related facts or labels.**
 - **Know SFBG is “a garden,” organized conceptually**, but referred to it as **nature**; very few as a living **“collection.”**
 - **Responses to themes** expressed in highly **affective, emotional** ways, in particular, **the value and importance of preserving SFBG because of its beauty and serenity.**

Japanese Tea Garden (JTG)

- **As observed in SFBG, age was for the most part evenly distributed across the three categories**, with those in the 20-30 range slightly more prevalent.
- **Most were visiting as couples or in larger family groups.**
 - **Groups of friends and those visiting alone were less frequent, notably different** from SFBG.
 - Important to note also **as in SFBG, but even more prominently in the JTG**, almost **40% (twice as many)** were visiting as part of family groups, all families with adult children or children in strollers. We observed very few families with children 3 years or older.
- **Unlike SFBG**, there were **slightly more females than males.**
- **Most were White**, followed by those identified as **Asian**, similar in proportion to the **SFBG.**
- **Very different from SFBG**, JTG guests were **evenly split between local and regional visitors.** There also were more visitors from the **U.S. outside the West.**
- **Sixty percent** of guests identified as **“Rechargers:”**
 - **Figure 18** shows that **disproportionately** individuals with this motivation **were in their 20-30s.**
 - There also were a **fair proportion of “Facilitators,”** followed by those **identifying as “Explorers,”** more than at SFBG.
 - Although just a **handful of “Professional/Hobbyists,”** Figure 19 shows they were all **individuals from out-of-town.**
- Interpretive **themes** were filtered through **this Recharger lens**, with:
 - **“Human-Plant Relationships”** and **“Taking Care of this Place”** the **top themes** chosen, followed by **“Biodiversity.”**

- Figure 20 shows that **younger guests** had a particular **affinity** for **“Biodiversity.”**
- Figure 21 shows that **women** were **nearly three times more likely** than men to indicate an **interest** in **“Taking Care of this Place.”**
- **Know JTG** is “a garden,” **organized by Japanese design principles**; are interested in **learning about its historical/cultural** significance.
- **Few** expressed **specific interests** in theme-related **facts or labels**, other than those that **were history and/or culture-related (to the above point)**.
- Notably, **as was the case in SFBG**, few guests chose **“Climate”** as a resonating theme. [Note: in Figure 21 it appears that women are particularly interested in “Climate, but this represents only two individuals.]
- The **cross-analysis** between **Preferred Theme and Entering Identity** of most importance was the **strong relationship** between the themes of **Human-Plant Relationships**” and **“Taking Care of this Place”** and the **prominent reason** for visiting that day **being, “Recharging.”**
 - **When giving reasons** for selecting the themes, guests discussed the importance of **“Human-Plant Relationships”** generally, *that they can be observed in this garden*, as well as the importance of **taking care of it** for **future generations**.
 - **No specific interest in information about these topics** was expressed.
- There were two **significant cross-analyses between identity-related motivation for the visit that day and a demographic variable**.
 - One was **age-related: Younger guests** were far more likely to be **Rechargers** (See Table 18).
 - Another was **residence-related: Guests from the Western region** (beyond the Bay Area), were far more likely to be **Professional/Hobbyists** (Table 19).
- There were two **significant cross-analyses between the choice of interpretive theme and a demographic variable**.
 - One was **age-related: Younger guests** were far more likely to be **interested in “Biodiversity”** (See Table 20).
 - Another was **gender-related: Women** were more likely to choose **“Taking Care of This Place”** (See Table 21).

Highlights

Most JTG guests were:

- **White**

Unlike SFBG:

- Guests are **younger**.
- Visiting as **couples** or in large **family groups**.
- Slightly **more females than males**.
- Visiting from **out of the Bay area**, including **from the West and the rest of the US**.

- **Like SFBG**, the majority of visitors expressed a **Recharger visit motivation**, visiting to relax and soak in the beauty.

Interpretive **themes** were filtered through **this Recharger lens**, with:

- **General interest** in the themes selected.
- **Few** expressed **specific interests** in theme-related **facts or labels**, other than those that were **history and/or culture-related (to the above point)**
- **Know JTG** is “a garden,” **organized by Japanese design principles**; are interested in **learning more about JTG’s historical/cultural** significance.
- Far more than SFBG, guests recognize this **is a “managed garden.”** A few discussed it as a collection, but most saw it primarily through a **historical/cultural** lens.

Conservatory of Flowers (COF)

- Unlike in SFBG and the JTG, **most guests were either in their 20-30s or 40s-50s**.
- **Most were couples**, with a reasonable number of guests either visiting alone, or in larger family groups; **there were fewer groups of friends**.
- As with the families in the SFBG and the JTG, **all were families with adult children or children in strollers**.
- There were **significantly more females than males**.
- Most were **White**, followed by those identified as Asian. **Interestingly, this was the garden most frequented by Latinx guests**.
- **Most were local (60%)**, followed by regional visitors and some from the U.S. outside the West.
- **Quite different from SFBG and JTG**, although guests with a **“Recharger”** motivation were common (**approximately 30%**), **“Explorer”** was the most frequently expressed visit motivation for visiting that day (**almost 40%**), followed by **“Facilitator” (roughly 33%)**. NOTE: Given that Facilitator’s partners were disproportionately adults, suggests that these individuals were visiting with partners who likely had a high degree of interest in the contents of the COF.
 - Guests’ visit motivations did not vary across any demographic category.
- Interpretive **themes** were filtered through **this Explorer/Facilitator/Recharger lens**, with:
 - **All themes relatively equally of interest**, with the themes of **“Human-Plant Relationships”** and **“Biodiversity”** of most interest, followed by **“Taking Care of this Place”** and **“Climate.”**
 - **Cross-analysis** between **Preferred Theme and Entering Visit Motivational Identity** revealed **two interesting patterns**.
 - For the **almost 40%** of COS guests who identified as **“Explorers,”** there was a fairly **even distribution across themes**, with **more interest in theme-related facts and concepts**.
 - For those who identified as **“Rechargers,”** there was a **greater affinity** for the themes of **“Human-Plant Relationships”** and **“Taking Care of this Place,”** with **less interest in facts and concepts**.

- There were two **significant cross-analyses** between the choice of interpretive theme and a demographic variable.
 - One was **gender-related: Females** were particularly interested in “Human-Plant Relationships” and “Taking Care of this Place” (See Table 30). Related to earlier findings, **¾ of COF Rechargers were female**.
 - The other **significant cross-analysis** related to **residence**. Figure 31 shows that **locals had a strong affinity** for “Taking Care of this Place.”

Highlights

Most COF guests were:

- **White**
- **Local**

Like JTG:

- Guests are **younger**.
- Visiting as **couples** or in large **family groups**.
- Slightly **more females than males**.
- Visiting from **outside of the Bay area**, including **from the West and the rest of the US**.

Different from both other gardens:

- Significantly **more females than males**.
- **Almost 40%** identified as “Explorers,” with a fairly **even distribution across themes**, and **some interest** in theme-related facts and concepts.

Recommendations

Across Gardens

- **Strategically important to reach out to “Rechargers.”**

Across two of the gardens, and in part, the third, the reason people identified for visiting that day was to “Recharge.”

Think about ways to reach out to these specific guests.

- Are there ways to market to them specifically, for example, a providing seasonal pre-visit orientation in paper or down-loadable form (what’s in bloom, where is the most serene place in the garden).
- Develop tools that make it easy for these guests to share their thoughts and comments with others. This would be an interesting way to both engage current guests post-visit, as well a way to generate positive word-of-mouth that will encourage additional/new guests.
- We also observed many photographers, some professional, but most not. Is there something to offer these guests? Given their enthusiasm, create mechanisms for guests to share their photos online. Also, given photographer’s desire to learn about how, when, and where, in the garden to take the best shots, this could even be an up-charge opportunity.

- **Build explicit and reinforced messages** across the three GGGP gardens.

Only one research participant mentioned another one of the gardens during data collection, but all seemed intrigued about the GGGP’s desire to highlight similar themes in the three gardens.

- Previous research regarding such messaging shows that these connections need to be highlighted and reinforced throughout each garden.
- The format and labeling needs to be explicitly “branded” in such a way that visitors realize these are intended connections and recognize them site to site. This could be another way to feature the new graphics. NOTE: Visitor research strongly suggests that “subtlety” in this type of branding will not be successful; all co-branded signage and labeling needs to very explicitly mention each of the gardens.

- **Consider Broader Outcomes**

In all three gardens, research participants voiced their interest in visiting the gardens for reasons other than learning facts and concepts related to the themes.

Echoing John Falk’s efforts to discuss the value of these institutions through the lens of an expanded, evolution-based view of well-being⁸, we recommend not only intellectual outcomes, those most focused on in the current themes and interpretive plan, but also:

- **Personal well-being**, particularly embodied by “Rechargers,” a major motivation identified by many research participants.
 - **Physical well-being**, an outcome also embodied in the “Recharger” motivation, the idea that the gardens are spaces that offer respite and in these days of turmoil, safe places to recreate and build one’s personal health; and,
 - **Social well-being**, the idea represented by guests who chose these settings as a place for a date, or to celebrate a special event, such as a wedding anniversary or a birthday.
- **Strategize the Affordances across the Three GGGP to Develop a Comprehensive Marketing Plan.**

Findings from Study 2 offer insights into who uses the gardens and why, as well as the interests they have in possible themes. Study 1 findings offered insights into awareness of the gardens, and who are not visiting and for what reasons.

- Identify the resources/environments that each of the gardens offers and use findings from the two studies to conduct a mini-SWOT (Strengths, Weaknesses, Opportunities & Threats) analysis across the three gardens.
 - The SWOT analysis will reveal ways to use the resources/environments of the three gardens strategically to meet the needs of current guests, as well as to develop plans for reaching those who currently do not use the gardens.
- **Reach Out to Families.**

In all three gardens, few families with school-aged children were observed, although there were a number of family groups with adult children or children in strollers.

- Perhaps, as learned in Study 1 *outside* the gardens, families are not sure whether gardens are child appropriate, *if so whether children (and their families) are welcome*. This partially may be a communication issue since several of the gardens have created specific activities/spaces for children and/or families. **Perhaps, these opportunities need to be better communicated. There are two caveats though.**
 - First, those **guests who are “Rechargers,” may think that children between 3 and 10 will disturb their serene recharging experience**, a legitimate issue. In this regard, stepping back and viewing family engagement in terms of space and time may be helpful. SFGP already has a children’s garden space which partially solves the issue in

⁸ cf., Falk, J.H. (2021). *The Value of Museums: Enhancing Societal Well-Being*. Lanham, MD: Rowman & Littlefield.

that way. However, are there times in all three gardens when there are fewer guests, and the spaces could be promoted for “family” time? In this case, think in reverse of “adult swim” times – times when families with younger children could be encouraged to come and run and scream all they want.

- Second, **families come in all shapes and sizes**. For instance, we observed many families with adult children and some extended families with older children. **Thinking about how to market GGGP gardens to families with children 11+ might be an approach, particularly in the JTG and COF**

▪ **Build Partnerships.**

Study 2 guests (several to the SFBG, and some to the JTG), identified as “Rechargers,” using the space to exercise, and/or relax, daily or weekly. This included **guests supporting a parent/spouse during extensive cancer treatment** or in a nearby **long-care nursing facility**, as well as a self-organized group of **Asian guests in their 80s who walk in SFBG every morning** and a **woman in the JTG and an adult family in the SFBG, walking their newborns to relax** and get in shape. One man from Denver even purchased a membership since he spends extensive periods of time in the area as his mother is being treated for cancer.

- **It might be useful to collect additional data inside the gardens to identify the best targets for expanded partnership candidates** beyond cancer treatment programs. These may, or may not, include nearby **long-term nursing facilities, rehabilitation hospitals** after major surgeries such as open heart, private or corporate **wellness programs and birthing centers**.
- Other **Recharger-focused partnership ideas** could include GGGP **offering photography classes perhaps in partnership with Sharon Art Studio** (they currently offer no photography classes) or local photography instructors, as well as **partnerships with Yoga, Tai Chi, and mental health centers** in the area.

For Specific Gardens

SFBG

- There is a reason **Flower Piano** is such a **popular program**; it appeals to **“Rechargers.” Are there other programs** that could be created that tap into **individuals with these interests/needs?**
- **Better communicate offerings to families**, certainly for **families with children between 3 and 10**, but also consider opportunities for families with older children and teens.
- Although not specifically a point of this study, but critically important to the visitor experience, **almost a quarter of guests were in wheelchairs. Accessibility to restrooms**, in particular, deep in the garden, was mentioned as an issue by several of the couples/groups who accompanied these guests. There were also **complaints about the quality of the one set of restrooms**.

JTG

- **History** came up frequently in this Garden.
 - Although difficult, research participants wanted to understand the history of the Japanese Tea Garden and the 1894 Midwinter Exposition/World's Fair.
 - Japanese internment was specifically mentioned by a few guests interested in knowing how this period had/has affected the Garden.
- **Landscape architecture** was of interest to many guests in the Japanese Tea Garden
 - What makes such a garden different from another type of garden?
 - What is the meaning of the stones and the way they are laid out?
 - How do Japanese gardens differ from Chinese ones?
 - How does one decide to “lay” plants out as they do?
- Learning about **Japanese culture** and **the meaning of such gardens from that cultural perspective** was mentioned by a few research participants.
- Also, a desire to understand **the role of the garden in Japanese immigrants’ lives**.
- JTG has **great potential for families with older children and teens**.

COF

- **Architecture**, particularly of the buildings, **came up frequently**.
- **History** also was **mentioned frequently**.
 - What is a conservatory?
 - What is meant by Victorian (and yes, there are people who do not know this)?
 - Interest in the history of the 1894 Midwinter Exposition/World's Fair.
- Like JTG, COF has great potential **for families with older children and teens**.

