1. Introduction
Plan Purpose

Since its establishment on the present campus in 1900, The University of Utah has grown steadily in response to a wide range of factors including enrollment growth, trends in education, research and funding opportunities. The campus will continue to grow, accommodating previously unforeseen programs and users and integrating new interdisciplinary modes of learning, instruction, and research.

The University of Utah Campus Master Plan ("the Plan") embodies strategic business, educational and service initiatives, and it was driven by the President’s vision as referred to in his inaugural address as he spoke of “engagement, preparation and partnership.” The Plan is intended to guide efficient campus development in a way that gives physical form to the University’s mission, vision, and academic programs. It provides an analysis of numerous campus parameters, including land use, open space and landscape, pedestrian and vehicular circulation, parking, utility infrastructure, and design and development opportunities.

The Plan will build on the planning efforts outlined in the 1997 Long Range Development Plan (LRDP); the 1998 East Campus Plan (ECP); and the 2003 LRDP Supplement.

The Plan is intended to be viewed as a living, dynamic framework which assists the University in positioning itself to achieve the future vision that is articulated in the Strategic Plan and has been distilled in the planning process. In this regard, it should not be viewed as a single document that resides on a shelf until replaced by additional plans, nor should it be seen as a set of “fixed” plans that require development of specific projects. Instead, the plan provides a framework for future planning that includes a set of linked strategies and decision-making tools that the University can use to move the campus toward its vision. Although the scope of the Plan has been to focus on a twenty year time frame, it was understood at the onset that the direction established in this plan, especially as it relates to the central portion of campus, sets the framework which will influence growth and development for many decades to come.

The Plan addresses a 1500-acre area bounded to the west and south by urban development of Salt Lake City, and to the north and east by the Wasatch Mountains. The campus boundary incorporates the main campus area, which includes academic, research, athletics, and recreation functions, and in addition to the Health Sciences Center situated east of Mario Capecchi Drive, and Research Park located south of the Red Butte Creek.
University Mission

The mission of The University of Utah is to serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement. As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced. Students at the University learn from and collaborate with faculty who are at the forefront of their disciplines. The University faculty and staff are committed to helping students excel. We zealously preserve academic freedom, promote diversity and equal opportunity, and respect individual beliefs. We advance rigorous interdisciplinary inquiry, international involvement, and social responsibility.

Teaching

In its role as teaching institution, The University of Utah offers instruction in baccalaureate, masters, and doctoral degree programs. Its colleges, graduate, and professional schools include architecture, business, education, engineering, fine arts, health, humanities, law, medicine, mines and earth sciences, nursing, pharmacy, science, social and behavioral science, and social work. The University commits itself to providing challenging instruction for all its students, from both Utah and other states and nations, and encourages interdisciplinary work and the integration of instruction and research opportunities. It expects and rewards superior teaching and academic excellence among its faculty. It seeks the broad and liberal education of all its students and their familiarity with a changing world.
Research

In its role as research university, The University of Utah fosters the discovery and humane use of knowledge and artistic creation in all areas of academic, professional, and clinical study. In both basic and applied research, the University measures achievement against national and international standards. Rigorous assessment and review are central to advancing its research programs and creative activities, as are participation and leadership in national and international academic disciplines. The University also cooperates in research and creative activities with other agencies and institutions of higher education, with the community, and with private enterprise.

Public Life

In its role as contributor to public life, The University of Utah fosters reflection on the values and goals of society. The University augments its own programs and enriches the larger community with its libraries, hospitals, museums, botanical gardens, broadcast stations, public lectures, continuing education programs, alumni programs, athletics, recreational opportunities, music, theater, film, dance, and other cultural events. The University facilitates the application of research findings to the health and well-being of Utah’s citizens through programs and services available to the community. The University’s faculty, staff, and students are encouraged to contribute time and expertise to community and professional service, to national and international affairs and governance, and to matters of civic dialogue.
Planning Process

Project Approach

The process for creating the Plan consisted of five interrelated phases of work which began in March 2007. These five phases were: Phase 1 - Project Start-Up; Phase 2 - Discovery; Phase 3 - Develop Campus Planning Concepts; Phase 4 - Refine Strategy; and Phase 5 - Plan Documentation.

The Plan was prepared with the assistance of a consulting of professional urban and campus planners and designers, architects, landscape architects and engineers. The consulting team was led by the firm Skidmore, Owings & Merrill LLP (SOM) San Francisco office.

Phase 1: Start-up

In the first phase, the consulting team commenced initial data collection and reconnaissance tours of the campus. A “kick-off” meeting was held with both the Steering Committee and Planning Group, which included the presentation of initial observations and ideas by the consulting team, and helped to define important directions and preliminary issues to be addressed in the master planning process.

Phase 2: Discovery & Analysis

Phase 2A – Develop Campus Concepts – New Building Sites

Building initiatives under consideration by the University required the early engagement of the SOM planning team to determine building sites that will be integrated with the overall campus planning effort in Phase 3. The primary initiative at the time of this planning process was the upcoming USTAR funded Neuroscience and Biomedical Technology Research Building. To accomplish the site selection tasks, SOM engaged three groups to start the process of concept development. A site infrastructure review with the CMP engineering team and the University’s Facilities Management group provided a base of information regarding the infrastructure conditions and capacity for the land bank and other potential sites across campus. Meetings with potential stakeholders followed to gain an understanding of the mission and goals of this project. SOM then conducted a Work Session with the Planning Group to establish the design parameters of the project.

SOM coordinated with the University and their consultants to determine the most viable location for these new structures based upon the established planning criteria, optimal adjacencies, infrastructure efficiencies and site conditions.

It should be noted that this early work informed decisions regarding site circulation, land use, open space, and sustainable campus design strategies. The need to address these early building sites on a fast track basis required an iterative process.

Phase 2B – Visioning and Analysis

The second portion of Phase Two, Visioning and Analysis, focused on gaining an understanding of current campus conditions and future direction. A range of methods were utilized to investigate the University’s vision, needs and goals. Formal analyses as well as stakeholder interviews were conducted to facilitate the gathering of information to establish a conceptual framework for the development of physical planning models. To involve both the neighbourhood community and the University communities, a series of University
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Town Hall meetings, Workshops and Open Houses occurred and provided forum for the meaningful exchange of ideas and a spirit of collaboration

Specific Tasks completed during the Discovery Phase included the following:

- All previous studies were reviewed and evaluated for their contribution to this initiative.
- A series of formal studies were conducted during this phase to investigate the physical campus as well as the broader issues associated with student life, academic goals and financial planning.
- Meetings, Workshops, Focus Groups and Web-Based Surveys were held to glean ideas and concerns from a broad spectrum of University “User Groups”.
- Engineering studies were conducted to examine transportation and parking issues and selected existing building life cycle status.
- A space needs assessment was conducted with input at the College and Institute level to verify goals established by each discipline on campus. This assessment examined the match between academic programs, their current location, size and expected growth with the existing facilities housing these programs.
- A number of planning scenarios were developed which focused on the various regions of campus.
- The conclusion of this phase included a sequence of meetings with the University stakeholders to report on the results of the studies and to synthesize the findings into a list of directives used to inform the development of alternative planning strategies in Phase 3.

Phase 3: Planning Concepts & Alternatives

The third phase of work, the development of Campus Concept Alternatives, was a two-fold iterative process. The opportunity to hear first-hand from the University President, his vision and goals for this campus occurred in Phase 1 through a meeting with President Young and a number of the University leaders that comprise his advisory network. Translating this vision into a series of guiding principles which influence the physical development of the campus along with the list of planning directives gained from the analysis phase enabled the consulting team to generate valid alternative planning strategies.

The consulting team conducted a charrette, which consisted of a day long workshop wherein the goal was to familiarize all team members with campus issues and to provide a forum for each to contribute concepts for the Plan. University planning leadership attended this charrette which occurred at the office of Skidmore, Owings & Merrill LLP in San Francisco. Emphasis on the collaborative process provided fertile ground for meaningful exchange of ideas and a generative outcome.

Preceding the charrette, a day long tour of the two San Francisco Bay Area Universities was conducted consisting of the University of California Berkeley Campus and the Stanford University campus. The Planning Team had an opportunity to compare and contrast varying solutions to concerns and issues that are common to many 21st Century Universities.

The early site selection process in Phase 2 which established a starting point for the full campus investigation was reviewed and tested further in this phase of conceptual campus development. Three comprehensive
planning scenarios were developed as part of the planning process. These alternative Campus Concept Plans described different perspectives of the future development of the University’s campus, each of which is consistent with the University’s vision.

Each scenario addressed the goals and objectives within specific topic areas, including the following:

- Land Use Programs, including academic, clinical services, and research
- Student Life (Housing and Amenities)
- Campus Design (Site, Architecture, Open Space, Landscape, Streetscape)
- Transportation, Parking and Access
- Infrastructure
- Sustainable Design
- Town & Gown

The Campus Planning Concepts & Alternatives were reviewed by Steering Committee and Planning Group and a Preferred Scheme selected for further refinement in the next phase.

**Phase 4: Refine Strategy**

The fourth phase explored the Preferred Scheme in greater depth and detail. Through the course of a Team Charrette held at the University, the selected alternative was influenced by a range of critique from the collective design specialists. With this input the planning team undertook rigorous refinement of the Preferred Scheme and produced the final series of layers of planning information depicting the specific topic areas identified in Phase 3.

A three-dimensional, physical site model of the campus prepared in Phase 3 was finalized to demonstrate the design strategy for landscape and open space and the planning approach for future buildings.

**Phase 5: Campus The Plan Documentation**

Upon approval of the final CMP strategy by the University Leadership, the consulting team then prepared the Preliminary Draft CMP Document. The University requested that this document be a live document enabling the University to use it as a long-term guidance tool. Therefore, the CMP Document is structured in such a manner as to allow on-going updates by the University in the form of live databases and spreadsheets covering estimated building and infrastructure costs along with space program projections.
Consultation Process

University Stakeholders

Two working groups – the Steering Committee and the University Planning Group – were established by the University in order to help facilitate the campus planning process.

The Steering Committee, led by President Young, provided overall guidance for the project, and was responsible for reviewing major proposals and recommendations, providing strategic advice, and issuing project approval at major milestones. It consisted of members of the University Cabinet including Senior Vice Presidents and Special Assistants to the President.

The University Planning Group was chaired by the Associate Vice President for Facilities Management, Michael G. Perez, and was comprised of a broad cross-section of the University community, including faculty, students, staff, and administrators. This committee was the main working group which supported the planning process and worked collaboratively with the consulting team to identify major planning issues, develop strategies, review proposals, and provide feedback.

Broad University & Community Engagement

The consulting team convened three separate Community Forum meetings and Town Hall meetings over the course of the planning process. The first round of Community Forum and Town Hall meetings were held during Phase 2 – Discovery, and the second round of meetings were held during Phase 3 – Refine Strategy, and final round during Phase 4.

Community Forum meetings provided an opportunity for local community residents and other stakeholders to engage in an open dialogue with the planning team, and to identify and discuss issues relevant to their own interests. Comments, feedback, and highlights of the discussion were documented on large flip charts provided during each break-out group discussion. A record and summary of each Workshop was posted to the University’s Campus Master Plan website.

Town Hall meetings were intended to solicit input directly from the campus community, including students, staff and faculty. These meeting were held in a workshop format, and began with an overall large group discussion followed by smaller topic oriented break-out sessions that provided the opportunity for individual input. At the conclusion of the workshop the large group reconvened for a summary period in which a representative from each break-out group reported on the ideas that were discussed.
A rigorous series of stakeholder meetings were conducted to draw input from as many on-campus and off-campus sources as feasible.

Over 140 meetings were held with groups ranging from 2 to 70 people in attendance.

As part of the space needs information gathering, 29 individual or multi-person interviews were conducted with the president, vice president, deans, and directors at The University of Utah.

Students and faculty focus groups were conducted to examine the housing needs on campus.

A workshop with students from the College of Architecture was held to explore physical planning issues and campus design strategies.
CHAPTER 1: INTRODUCTION

Campus History

Originally named the University of Deseret, The University of Utah, the oldest state university west of the Mississippi River, was founded in Salt Lake City on 28 February 1850. During 1850, plans for a University campus were made. It was decided that 560 acres on the east bench of Salt Lake City would be set aside for the University. The area of land to be set aside for the University campus was confirmed in several later sessions of the territorial legislature. However, the original campus site was also of strategic significance. In 1862, Patrick Edward Conner established Camp Douglas on the eastern bench of Salt Lake City. The site was chosen since it allowed Colonel Conner to keep an eye on the Mormons, and to guard the Overland Mail Route. Due to lack of funds, no university buildings had been built on the 1850 campus when Conner established a 4-square mile reservation for Camp Douglas.

The institution’s name was changed to The University of Utah in 1894 according to Remembering, University of Utah Press, 1981, Act to Change Name, February 17, 1892. Congress granted 60 acres of Fort Douglas land to the school. From 1899 to 1901, a collection of buildings was established around a green space (today’s Presidents Circle) and University operations moved entirely from its previous downtown location to the east bench of the Salt Lake Valley.

Over the next five years, the University developed within the small campus that had been allotted to it. Of the buildings built during this period, only five currently survive — the Widtsoe, the Voice and Opera Center, Talmage, Cowles, and Emery buildings. In 1904 the Federal Government granted the University an additional 32 acres of land from Fort Douglas, which increased the total campus area to 92 acres. Eight years later, the crown of University Circle and the Park Building were completed.

During the Great War (World War I) two buildings were built that were in the process of being constructed that supported military training. However the buildings were not completed until after the war. These buildings were not constructed by or for the military. The military simply occupied them during their initial phase of construction. Among these were the William Stewart School building and the Life Sciences building which was the first Medical School building.

In the 1930’s, the shape of University Circle was modified, and Kingsbury Hall and the Student Union, now Gardner Hall, were constructed. By this time, a new stadium had been built to replace Cummings Field which had been increasingly overcrowded.

After nearly three decades additional land was ceded from Fort Douglas in 1934, increasing the campus land area to 153.5 acres. Other acts by the Federal Government also helped develop the campus; in 1935 the George Thomas Library was completed with help from the Works Progress Administration (WPA). Three years later Carlson Hall was also built by the WPA and became the first women’s dormitory on campus.

The campus developed slowly during World War II. Campus growth accelerated following the war. In 1947 the University gained 298.59 acres from Fort Douglas as well as buildings which had been constructed during the war (including the Annex).

Campus History Sources:
Chamberlain, Ralph V. The University of Utah: A History of Its First Hundred Years (Salt Lake City, UT: University of Utah Press, 1960).

Hodson, Paul W. Crisis on Campus: The Exciting years of campus development at The University of Utah (Salt Lake City, UT: Keeban Corporation, 1987).


Ed. Chachas, Mary Pappasideris. The Gift of Health Goes On: A History of The University of Utah Medical Center (Salt Lake City, UT: University of Utah Health Sciences Center, 1990)

Financial Reports and maps from the University Archives

1. Park Building
2. Talmage Building
3. Cowles Building
4. Widtsoe Building
The University had also constructed buildings of its own including the Fieldhouse and first Bookstore. Several residential units for married students were constructed near the Stadium — the first of the “villages” that would make up married student housing to come. The actual structures were barracks brought from the Topaz internment camp in Utah.

Although buildings acquired from Fort Douglas were greatly needed by the University to accommodate student enrollment growth, they were not entirely suitable for academic use. For example, many Fort buildings were rapidly-built wooden structures that did not provide adequate fire suppression systems. A primary issue was the distance of new classrooms from the core academic area located at University Circle. The large distance between the two areas made class scheduling difficult. A third problem was the University did not own all of the land on which its buildings were located.

A 1965 Legislative session allowed bonding for construction purposes and a number of projects were implemented. The new Learning Center and Library was completed in 1968. In 1968 after a three-year application process, The University of Utah received yet another land grant of 593.54 acres from Fort Douglas. It included all of the land located southeast of the Fort but excluded the Fort Cemetery. 320 acres of this land is currently occupied by the University Research Park. By 1971, the campus was substantially centered around the Marriott Library meeting the most immediate building pressures.

During the 1970’s, campus growth and development occurred primarily at Research Park and the University Villages. An East Student Village was established in the early 1970s along with the West Village. By 1975 the first buildings at Research Park were built and the University Hospital was completed in 1981.

When Salt Lake City won the bid for the 2002 Winter Olympics, another round of expansion and renovation took place. One of the larger projects was the expansion and renovation of Rice-Eccles Stadium. In addition, Fort Douglas closed in 1991 and its land was partially transferred to The University of Utah. A plan for preserving most of the historic buildings on the Fort and making the area the place for student housing was agreed upon and construction took place mainly between 1999 and 2000- the University’s 150th year.

Today, there are 225 buildings on the 1,500-acre campus. Enrollment increased from 11,515 in 1960, to 14,364 in 1983, to 23,500 students in 1990. Today, the total student enrolment, including undergraduate, graduate and non-credit students, is 30,457.
1900-1925: BEGINNING OF THE MODERN CAMPUS

The buildings that would become the Alfred Emery Bldg. (1901), the John Widtsoe Bldg. (1901), the LeRoy Cowles Bldg. (1901), the James Talmage Bldg. (1902), and the Park Bldg. (1914) are developed in the Eastern Half of President’s Circle.

1925-1935: FILLING OUT PRESIDENT’S CIRCLE

The modern day J.T. Kingsbury Hall (1931), David Gardner Hall (1931), and the George Thomas Building (1935) replace the buildings on the western half of President’s Circle. To the north, the buildings that would become the Military Science Bldg. (1927), the Mines Bldg. (1928), and the South Physics Bldg. (1930) are built.

1936-1948: WARTIME LULL ON CAMPUS, EXPANSION AT FORT DOUGLAS

Carlson Hall (1938), and the Einar Nielson Fieldhouse (1939) were added to the south edge of campus just before the war, while to the north the U.S. Bureau of Mines Bldg. (1939) was added, which would become home to Civil and Materials Engineering and the HEDCO building. After the war, the Naval Science Bldg. (1946) and the Ore Dressing Lab (1947) were built.

Not seen are the numerous buildings built on Fort Douglas during the war, which would later become part of the University.

1948-1958: ACQUISITION OF FORT DOUGLAS LANDS

In 1948 the University acquired almost 290 acres of Fort Douglas. 66 structures were included in the sale, most built during the war but some built as early as 1876. The University also purchased 45 buildings west of Wasatch Blvd. and south of what is now South Campus Blvd., moving the buildings to campus lands as needed. The Orson Spencer Hall (1955) and the Olpin Union Bldg (1957) were the major additions to the main campus.


By 1968 the current campus layout begins to become recognizable with the addition of modern athletic facilities in the southeast quadrant of main campus, Marriot Library (1969) in the middle of campus, and many new buildings along the southern edge of campus for business, architecture, art, social sciences, biology, chemistry, and law. A new University Hospital and School of Medicine (1965), College of Nursing Bldg. (1969) and Skaggs Hall College of Pharmacy (1966) anchor the what would become the Health Sciences Center.

1969-1984: INFILL AND EXPANSION

The University adds the Student Services Bldg. and the University Bookstore to the heart of campus, while adding a library to the Law school. The University Hospital and HPER complex are subject to expansion, while mineral and medical research facilities are receive an upgrade.