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## INTRODUCTION

The *Campus Master Plan 2006* will direct the evolution of the University of Vermont's physical campus by providing overall guidance for capital projects, landscape design and day-to-day operations with the goal of ensuring campus-wide physical and visual coordination and appropriate development. The University is a dynamic, evolving institution, so this Plan is by necessity a flexible framework that can accommodate changes in attitudes about campus environments, new technologies and revised institutional requirements. The *Campus Master Plan* directly addresses the growth of the campus through 2015, and looks forward to project growth in the decades beyond.

The University, chartered in 1791 as the fifth New England college established after Harvard, Yale, Dartmouth, and Brown, has a historically and architecturally rich central campus set in the midst of a bustling small city. This evocative location overlooking Lake Champlain attracts excellent students, staff and faculty; contributes to the University's international reputation in environmental research; and underlies the University's academic identity as an institution combining the resources and reach of a public research university and the sense of place and intimate learning environment typical of a liberal arts college.

The context for the creation of the *Campus Master Plan 2006* is a momentous moment in the University's history. University President Daniel Mark Fogel, together with the Board of Trustees, has launched an ambitious "vision" and strategic plan that will substantially increase student enrollment and quality, bolster the size of the faculty and research enterprise, and transform the physical campus, creating new spaces for living, teaching, student life and research.

*"The ground that is ours to seize is lofty: The University of Vermont is positioned to establish itself as an internationally distinguished research university that offers undergraduates the human scale, flexibility, and responsiveness of a liberal arts college. The hallmark of all our endeavors must be quality—in our academic programs, in the student experience inside and outside the classroom, and in research and scholarship.*

*...(the vision's) plausibility rests on our recognizing the strategic moment, the tipping point at which we now stand, and acting boldly to do what must be done if we are not to fall back, but to move upward—our recognition and our commitment to action being the absolutely essential and enabling premise of this vision."*

*Excerpt from "President's 10-Year Vision"*  
January 31, 2003

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At the heart of this document is the Vision's insistence that the University needs to maintain and improve the range and quality of its facilities if it is to remain competitive for top students and faculty. A strong campus community, fostered by an attractive and cohesive physical environment reflecting the institution's values of excellence, community and sustainability, is critical to the University's future aspirations. The *Campus Master Plan 2006* was designed to help explicate this unfolding vision of the University's future and aid the University in implementing it over time. The report is divided into seven major sections:

**Guiding Principles** outlines the goals, objectives, planning assumptions and principles against which all projects will be assessed;

**Campus History & Landholdings** includes a narrative of the history and master planning history of the University, and an overview of the University's landholdings within the State of Vermont;

The *Campus Master Plan 2006* includes for the first time master planning all four of the significant landholdings within Chittenden County.

**Main Campus** is defined as the core campus within the Cities of Burlington and South Burlington.

**South Campus** is defined as landholdings south of the Main Campus, primarily in the City of South Burlington.

**Fort Ethan Allen** is defined as the University landholdings within Fort Ethan Allen within the Towns of Essex and Colchester.

**Colchester Research Campus** is defined as the University landholdings within the Colchester Business Park located in the Town of Colchester.

All four of these campuses include:

- **Existing Conditions** – an analysis of existing conditions of the land use and facilities;
- **Proposed Frameworks for Campus Planning** – a series of guiding frameworks based on existing conditions that provide the overall structure for guiding campus design and siting decisions;
- **District Design Guidelines** – describes the architectural character of each campus district and defines development rules for buildings and the landscape in distinct campus areas; and
- **Master Plan Development** that provides an illustrative description of the overall vision of the physical changes proposed by the *Campus Master Plan* through 2015 and beyond.

**Design Goals & Strategies** describes the overarching design goals and strategies governing materials selection, architectural form and detailing.

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## GUIDING PRINCIPLES

The University of Vermont is a distinguished higher education institution with a proud history based on a strong intellectual community and an abiding concern for the quality of life in the communities that it serves. The University combines the intellectual resources and close student-teacher interactions of a liberal arts college with the breadth of opportunity and technology of a research institution.

In order to fulfill its mission and vision, the University has established seven strategic goals:

- Create a diverse community;
- Create an outstanding student experience that promotes personal and intellectual development;
- Focus the human, fiscal, environmental, technological and physical resources of the University on institutional values and priorities;
- Recruit and retain excellent students, faculty and staff;
- Strengthen and focus academic programs, emphasizing liberal education, health and the environment;
- Strengthen financial resources; and
- Strengthen research, scholarship and the creative arts.

The goal of the *Campus Master Plan 2006* is to maintain and reinforce a sense of place that is true to the University's distinctive character during a period of sweeping change. The *Campus Master Plan* is also designed to ensure that the future physical development of its campus reflects the University's academic identity as a center of innovation in the liberal arts, health sciences and environment.

The objectives which have guided the development of the *Campus Master Plan*, and which will guide future work on the campus, are:

- **Academic**—establish state-of-the-art teaching and research facilities that put the University at the international forefront of learning and research.
- **Diversity**—build a rich community that brings together a vibrant mix of cultural, national, and ethnic groups, and create an environment of respect for difference and freedom of expression.

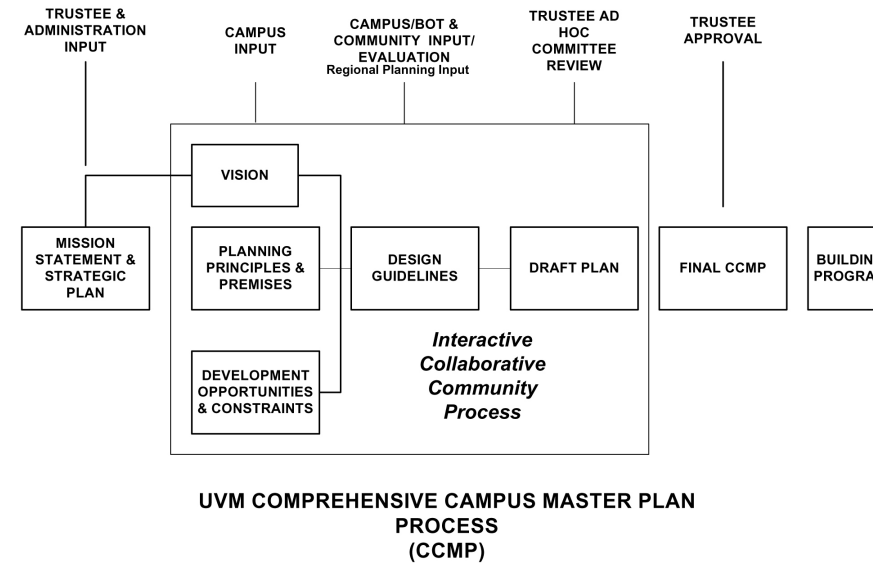
# GUIDING PRINCIPLES

- **Open Space**—create a cohesive and legible public open space system that fosters the prime directives of quality of campus life and education.
- **Connectivity**—create a campus that is logically and efficiently connected and is accessible; and create a campus that promotes community and institutional cohesiveness.
- **Quality of Campus Life and Services**—provide a campus that promotes an excellent quality of life, is memorable, and has a strong sense of place.
- **Sustainability**—realize the University’s stated goal of becoming the “**leading environmental university of the nation**” in terms of educational programs and physical facilities. A fundamental environmental ethic must permeate all aspects of the future transformations of the campus and the University as it moves forward as a leader in environmental responsibility.

## Operating Assumptions

The University, with the full support of the Board of Trustees, has developed a strategic budget model to guide the University in realizing its 10-year Vision. A key component of this plan is to increase enrollment levels over the next ten years to improve the University’s financial operations and support a range of investments related to academic quality. After this period of growth and investment, enrollment will level out and the University will be “right-sized” as a public university with a “private feel” and a high quality, competitive alternative to private institutions.

The *Campus Master Plan* was developed over two plus years starting in 2003 in concert with the Vision. This document grew out of a series of interactive public meetings and collaborative meetings with the Executive Committee and the Campus Master Plan Advisory



Committee, and incorporates input from students, faculty and staff and members of surrounding communities.

The *Campus Master Plan* was also developed in concert with many planning documents such as the 1997 Land Use Master Plan, The Campus Stormwater Master Plan, The Campus Utilities Master Plan, and The Parking & Transportation Master Plan, to ensure a comprehensive approach to all new projects.

The *Campus Master Plan* is based on the following assumptions:

- **Undergraduate Enrollment** is expected to increase to 8,960 by FY 2008 and to 9,485 by FY 2015. This represents approximately 28% growth from FY 2003 enrollment level of 7,405. These projections will be adjusted as actual enrollment levels are available. Small fluctuations may occur. It is significant to note that a portion of this anticipated increase to undergraduate enrollment level represents recapturing the undergraduate enrollment levels in the late 1980’s, including Trinity College’s.
- **Graduate Enrollment** is expected to increase to approximately 1,566 degree students by FY 2015. This represents a 33.6% increase from FY 2003 enrollment levels of 1,172 or approximately 394 students with an emphasis on PhD candidates.
- **Medical Enrollment** is expected to remain at current levels of approximately 395 students with no additional growth forecast.
- **Non-degree Enrollment** (non-matriculated students) is expected to continue to remain level at approximately 1,400 students.
- **Research Growth** is another key component of the strategic financial plan.
  - Research funding is expected to increase 50% to a total in FY 2015 of \$127M of direct revenue and \$38.7M of

indirect revenue. Key to sustain this growth is providing state-of-the-art research facilities to attract and support the research and the addition of research based faculty over time.

- The Board of Trustees at its September 2004 meeting authorized the purchase of existing leased research facilities (9.69 acres) in Colchester, VT. Additionally, the University with Board of Trustees approval purchased in September 2005 the vacant lot (3.63 acres) contiguous to the research facilities. This base will provide an important location for a significant portion of needed research space to support the projected growth in the future.
- **The On-Campus Living Experience** is an integral and necessary part of the total education of undergraduate students.
  - Beginning in the early 1990’s, the University began requiring second-year as well as first-year students to live on-campus for four matriculated semesters.
  - The residential system continues to add additional housing initiatives to improve the quality of life on campus and retain students in the residential system.
  - The University’s vision for residence halls strives for the “dynamic living environments that foster positive social communities that engage students, faculty, and staff in a variety of learning opportunities. These activities will be supported by safe, comfortable, attractive, state-of-the-art facilities.”
  - The University’s target is to provide at least 60% of its undergraduate students housing within an array of options, including University owned housing, developer owned housing on University land, privately owned apartments designed for students, and students living off campus in permanent residences, such as with their families.
- **Faculty and Staff** are expected to increase over this time period.
  - Academic faculty levels are expected to increase beginning in FY 2004 and increase by 80 by FY 2015.
  - Medical research faculty growth is expected to begin in FY 2005 and increase by 50 by FY 2015.
  - Staff growth is linked to faculty growth on a ratio of one additional staff member for every two new faculty positions or 40 by FY 2015.
- Over the next ten years the university expects to grow by approximately 600,000 assignable square feet of academic, administrative and support space (Refer to Space Needs Analysis at the College Level, February 2005 by Paulien & Associates, Inc.).
- These forecasts of student, faculty, and staff populations, research growth, housing targets, and space needs are projections only and variations up to 5% should not be viewed as unusual or extraordinary.

# GUIDING PRINCIPLES

- The University is committed to working with the larger community including the University on-campus constituents, the cities of Burlington and South Burlington and the associated residential neighborhood groups, the surrounding hill institutions (Fletcher Allen Health Care, Champlain College, American Red Cross), and the State and regional regulatory and environmental groups.
- Any planning proposal or individual project that impacts the physical environment will need to undergo campus site and design review and approval, University approval, Board of Trustee approval, if applicable, and comply with all applicable city, state and federal regulations.

Additionally, based on broad input from University stakeholders, it was determined that the *Campus Master Plan* should also be founded on a series of important philosophical planning assumptions that would describe the University's vision of how it would guide the physical changes as it grows and adapts to future needs. These eight planning assumptions describe the basis of the *Campus Master Plan*, and are:

- **The Campus should be a Place for Diverse Community.** Open spaces and buildings must be designed to encourage socialization and the open and productive exchange of ideas among people with diverse lifestyles, backgrounds, and cultures.
- **The Campus should be a Place of Beauty.** The physical appearance of the campus should project an overall image consistent with the excellence of the University.
- **The Campus should Operate Effectively and Efficiently.** Operational effectiveness covers all aspects of campus operations, including: efficiency, cost of maintenance, durability, affordability and sustainability.

- **The Campus should provide a Healthy and Secure Environment.** The University is a 24-hour environment, essentially open to the public and home to many students, faculty, and staff. Provision of a comfortable and secure campus that provides for the health and well being of its community and encourages a healthy lifestyle is essential to realize a sustainable environment.
- **The University Campus must be an exemplar of environmental ethics and a truly sustainable environment.** All actions, from day-to-day decisions to long-range planning and capital projects, must be aligned with the University's ethic of environmental sustainability.
- **The Campus should be Accessible, Flexible and Adaptable.** Accessibility and adaptability are essential to the University's ability to progressively evolve. Flexible solutions must be considered in any planning effort.
- **The Campus should be a Community.** A sense of community is essential for the coherence of student life on campus, and extends outward, embracing the larger communities of Burlington, South Burlington, Colchester, and Essex.
- **The Campus should be a Place of Heritage and Tradition.** The rich history of the University is the cornerstone of its identity and must form the foundation on which all future work is undertaken.

## Planning Principles

These general philosophic assumptions yield the planning principles that drive the *Campus Master Plan*. These principles form the overall guiding structure of the *Campus Master Plan*. The University is committed to a coordinated comprehensive planning process to provide a clear policy framework to guide future decisions. The University will consider the use of resources from an environmental, regulatory, economic, historical and cultural perspective; and the capacity of the infrastructure, the availability of resources of on-going maintenance needs, and the consequences of growth and development, not only for the University community, but for the surrounding neighborhoods, cities, and state.

Every change on campus should be seen as a means to enhance not only its functional qualities, but its aesthetic and experiential qualities as well. The University's overriding **planning principles** used to assess any new project are:

**Sense of Place:** to establish an environment that is welcoming, organized and comprehensible, where the arrangement of physical elements is unifying; to provide a sense of entry and identity to the University (gateways); to provide identifiable, visually satisfying places; to preserve, enhance and restore the built and natural environment; and to provide a safe and pleasant environment in which to learn, work and live.

**Inclusive & Accessible:** to ensure inclusiveness and accessibility within the University's academic and support services, information (electronic

technology), people and programs by providing settings for a diverse community that facilitates communication and promotes interaction and integration among all segments of the University and larger community.

**Environmental Sustainability:** to plan and design capital improvements and open space that incorporates environmental safety practices, conserves resources and minimizes environmental impacts, including impact on cultural resources, while balancing high design/construction quality standards with economic constraints. By implementing sound conservation practices, the University will become a model for environmental sustainability.

**Circulation:** to enhance and further develop the existing circulation systems and effective linkages within the campus and the community at large and minimize vehicular traffic to provide a pedestrian-oriented campus that is welcoming and provides the opportunity for different cultures to interact with each other.

**Compatibility:** to preserve and enhance the continuity of open space and buildings and ensure the integration of additions to the existing campus. This should also include maintaining compatibility of scale and materials with existing structures and compatibility of function.

**Flexibility:** to design and develop buildings and circulation, service/utility systems, and open space to adapt to the needs of an evolving academic environment and respond to change. To this end, the master plan must accommodate changing users and program requirements economically and with minimal disruption of the campus.

General **land use premises** for physical planning are as follows:

**Regulations:** any new project must conform to the local, regional, and state land use regulations.

**Central District:** first priority in the Central District is given to high-contact academic functions and high-contact student services (not residential). This concentrates the academic environment within the core campus.

- **College/School:** each college/school should have an integrated identifiable location. In some cases, this involves a building while with other colleges/schools it might involve building complexes designed to meet programmatic needs (instruction, research, and public service), integration and accessibility.
- **High Walk-in Contact:** administrative support functions and other activities with high walk-in contact by students, faculty, and staff should be co-located within Central District.

**Campus Periphery:** administrative support functions and other activities with low walk-in contact by students, faculty and staff should be housed on the periphery of campus.

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**Athletic/Fitness:** the University intends to meet the current needs of athletic competition and fitness. These facilities will be located both in the Centennial District and the Athletic District.

**Residential:** residential living (i.e. student residence halls and apartments) is located to encourage a sense of student community and is sited within Redstone, University Heights, Central, and Trinity Districts. Future housing land banks will be mostly located within the Central District.

**Student Services:** the University intends to locate student service functions near each other to improve access and efficiency to best serve students.

**North-South Corridor:** the University recognizes the need to preserve and enhance the major north-south activity corridor (crossing Route 2) that facilitates circulation between Patrick-Forbush-Gutterson Complex, Bailey/Howe Library, Trinity District and Waterman Building. Additionally, any new academic or student services development should facilitate and allow ready access to the major north-south corridor.

**Boundary Transitions:** the University supports the concept of transitions between institutional uses of land and the surrounding residential neighborhoods so as to mitigate the institutional impact on the neighborhoods. This transition includes faculty/staff housing, natural areas, dedicated open space, set backs, screening, and/or other landscaping techniques.

**Infrastructure:** any project must be reviewed in light of its impact on and access to the existing infrastructure both University and public, such as, transportation, utility, and communication systems and the availability of resources for the project's on-going maintenance needs. Projects will be

assessed and contribute to overall University infrastructure fees, similar to municipal impact fees.

**Open Space:** A coherent and attractive network of open spaces lies at the heart of the rich public life of a university. The University is committed to preserving and improving its open space assets, emphasizing their pedestrian amenity, ecological sustainability and unique sense of place.

**Parking:** The University is committed to creating a pedestrian-oriented campus. In that light, parking on campus will be limited to requisite parking to service accessibility, service, emergency and visitor needs. Parking needs will be met by periphery parking facilities (i.e., surface parking lots and/or garages) and all will be serviced by shuttles. Existing parking lots should be considered options to site new facilities and additions.

**Natural Areas:** in its caretaker role, the University is committed to preserving its Natural Areas in their natural state consistent with their educational and scientific uses.

**Community Access:** the University is committed to ensuring access to its programs to individuals on- and off-campus. The University is not looking to disperse its activities, but when programmatically and financially appropriate, the University intends to locate off-campus activities using existing linkages with communities, for example the Chittenden County Transportation Authority's College Street Shuttle to the Burlington Waterfront. Thus, the University contributes to the sustainability of the downtown/waterfront area while building on existing and proposed transportation linkages with the cities of Burlington and South Burlington, and towns of Colchester and Essex. Additionally, public access may be encouraged or facilitated by a University presence through leased facilities at places like Extension sites, Continuing Education locations, and other outreach locations as well as focus on providing an accessible campus to the community at large.

**Facilities premises** for physical planning are as follows:

**Stewardship:** all facilities should be maintained to meet the needs of the University's mission and to be a responsible steward of its facilities.

**Adaptable/Collaborative:** any new facility, addition, or renovation should be designed to be adaptable to changing uses and facilitate collaboration between programs, departments, colleges, and schools.

**Additions, Renovations, and New Facilities:** the initial focus will be the re-design, rehabilitation, and reuse of existing facilities. However, if it is determined that existing facilities will not meet the needs identified, then any addition or new facilities will be sited as identified in the Land Banks in the campuses Proposed Frameworks for Campus Planning sections. All adaptations or new facilities design and use of materials will follow the architectural guidelines described in District Design Guidelines sections of the campuses and Chapter 8: Design Goals & Strategies.

**Historic Facilities:** respect and maintain the historic integrity of the facilities on the National Register of Historic Places. For those buildings on the National Register of Historic Places within the Central and Redstone Districts, there is a commitment to maintain them as an integral part of its campus holdings, whenever feasible.

**New Technologies:** future renovations or new construction should utilize and provide access to new technologies and efforts should be made to upgrade access to new computing, information, and telecommunications technologies in existing facilities in light of actual needs and environmental and economic constraints.

**Renovations:** priority for major renovations will be to buildings constructed with materials other than wood, unless those buildings are on the National Register of Historic Places or of significant historical value.

- **Residential Properties:** unless modifications are functionally and economically feasible, residential properties will not be retrofitted for academic and/or administrative space. Additionally, original residential facilities that have been retrofitted for academic and/or administrative use on the campus periphery and not within Central Campus, should be returned to residential facilities or residential compatible uses.

**Student Housing:** assess any new project and its impact on affordable community housing.

Given the importance of these planning principles and premises to the future physical development of the University, any new project, addition, or renovation project shall be tested against these planning principles and premises. In order to effectively bring forth a proposal that will be acceptable and compatible with these planning guidelines, contact Campus Planning Services for assistance.