

# Campus Plan

## Condensed Summary

**UNIVERSITY OF VERMONT AND STATE AGRICULTURAL COLLEGE**  
2022 - 2032



The University of Vermont

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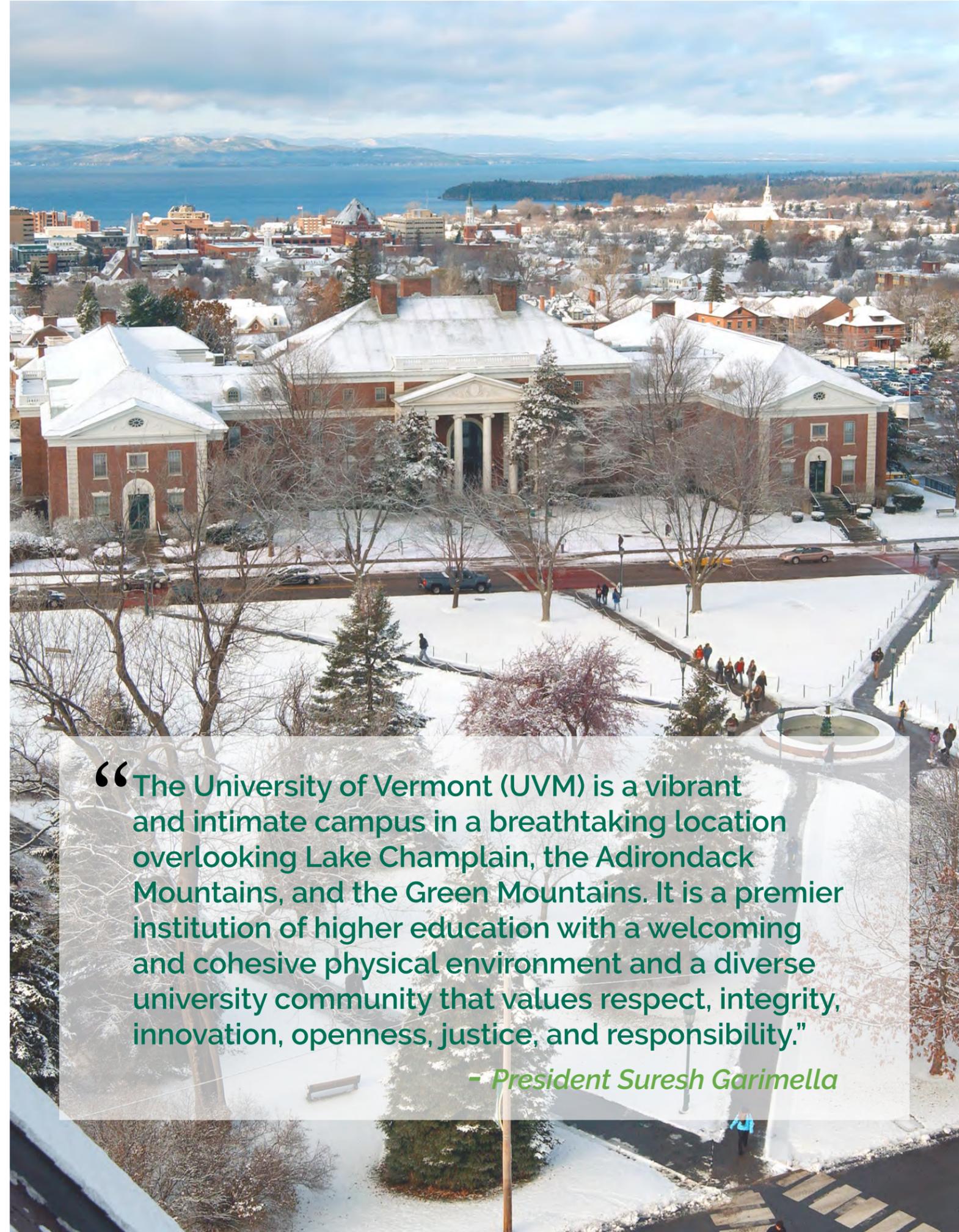
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“The University of Vermont (UVM) is a vibrant and intimate campus in a breathtaking location overlooking Lake Champlain, the Adirondack Mountains, and the Green Mountains. It is a premier institution of higher education with a welcoming and cohesive physical environment and a diverse university community that values respect, integrity, innovation, openness, justice, and responsibility.”

- *President Suresh Garimella*

# INTRODUCTION

The Condensed Summary is a modified and shortened version of the Campus Plan. It is intended to give readers a snapshot and understanding of the plan. For full details, please refer to the complete Campus Plan.

## Land Acknowledgment

The campus of the University of Vermont sits within a place of gathering and exchange, shaped by water and stewarded by ongoing generations of Indigenous peoples, in particular the Western Abenaki.

Acknowledging the relations between water, land, and people is in harmony with the mission of the university. Acknowledging the serious and significant impacts of our histories on Indigenous peoples and their homelands is a part of the university's ongoing work of teaching, research, and engagement and an essential reminder of our past and our interconnected futures for the many of us gathered on this land.

UVM respects the Indigenous knowledge interwoven in this place and commits to uplifting the Indigenous peoples and cultures present on this land and within our community.

## Purpose of the Campus Plan

The purpose of the Campus Plan 2022-2032 is to articulate a vision and direction for the transformation of the physical components of the campus, and to provide a document that will guide and control that vision to ensure its proper and logical implementation over time. The Campus Plan ensures that projects are planned comprehensively according to the Vision and Principles outlined in Chapter 2: Foundation, that advocate campus-wide physical and visual coordination. The core priorities for this update to the Campus Plan are outlined in Chapter 3: Key Ideas, which were determined through the planning process. The Campus Plan does not define all potential building needs, identify funding, or dictate the specific design of individual buildings, but rather provides a framework for changes to the campus so that resources expended on improving the physical campus support UVM's mission and make the best use of existing lands and facilities.

The University of Vermont (UVM) Campus Plan 2022-2032 is an update to the 2006 Campus Master Plan (CMP). The 2006 CMP marked the outset of a time of planned growth for UVM, both in terms of enrollment and facilities. The concept of land banks was introduced in the 2006 CMP, providing a flexible framework with which to organize physical growth and development by designating infill areas, with a preliminary focus on already developed sites. Utilizing this framework, since 2006 UVM constructed or renovated 1.2 million square feet of space, adding 22 major new buildings/additions, and undertaking major renovations of another 22 buildings. UVM is not anticipating major growth in the next ten years, focusing more on improvements to our existing buildings and landscape, with the exception of additional student housing.

## Process and Engagement

This Campus Plan 2022-2032 developed over a duration of 18 months beginning in 2020 and is the product of shared values among campus users. This document grew out of a series of interactive and collaborative meetings with a broad base group of representatives and several committees including the Oversight Committee, Working Committee, Campus Master Planning Advisory Committee (CMPC), Strategic Working Groups, and Planning Team. The consultant group, Sasaki Associates, a Boston-based, award-winning integrated architectural planning and design firm, was also hired to provide a high-level analysis, report, and recommendations to include best practices and guidelines for this update.

## Site Planning and Design Review Process

As part of the Site Planning and Design Review process, the Campus Planning Committee (CPC) and Advisory Groups were formed. They are charged with reviewing proposed projects to determine conformity with the Campus Plan and any applicable design standards. Feedback from the CPC is advisory and is shared with the university's project manager and senior leadership. The CPC will review all projects that may result in significant changes to campus, affect the aesthetics of the overall campus or affect the campus standards, and/or have a project cost equal to or greater than \$2 million. Repair and maintenance projects are not subject to review by the CPC.

## How to Use This Plan

The Campus Plan 2022-2032 has been updated as a plan and tool to serve as a resource for the UVM community to guide the direction of the development of campus lands and facilities.

In addition to the Campus Plan document, interactive mapping tools were created as a resource to better understand and inform users about the changing components of the physical campus environment. These interactive tools provide map layers that show information such as UVM landholdings, building information, campus districts, land use, capital projects, along with future functional planning frameworks such as land banks, mobility priority areas and landscape priority areas.

[Interactive Mapping Tool - Existing Conditions](#)

[Interactive Mapping Tool - Future Planning Frameworks](#)

The Campus Plan and the interactive mapping tools are intended to function as a living document that will be revised accordingly in response to any changing strategic priorities. This plan provides the process and recommendations to guide improvements to the campus environment to best serve students, faculty, staff, alumni, and other university users.

When considering and planning new capital, maintenance, landscape, or mobility improvements, users should familiarize themselves first with each section of the Campus Plan. Some overarching questions to ask when planning projects:

- Does this project align with the vision and principles as outlined in Chapter 2?
- Have the key ideas in Chapter 3 been considered as part of the project planning?
- Which functional planning frameworks in Chapter 4 are applicable to this project?
- What campus district is this project in and does this project align with the architectural and landscape guidelines outlined for the district in Chapter 5?

# FOUNDATION



## VISION

To create and uphold a beautiful and vibrant campus that promotes an educational community that is welcoming, inclusive, and respectful of all, while promoting and nurturing the student experience, world-class research, and sustainable solutions.

## PRINCIPLES

Sustainability  
Interdisciplinarity and Innovation  
Healthy Lives  
Efficient Use of Limited Resources  
Academic Excellence and Student Success  
Diversity and Inclusion  
Open Space and Compatibility  
Accessibility and Flexibility  
Connectivity  
Sense of Place

## KEY IDEAS

-  Cultivate connections to sustainability and healthy living
-  Determine future plans for former single-family residences
-  Enhance and improve space on campus
-  Create vibrant outdoor spaces and connective mobility corridors
-  Prioritize safety, diversity, and accessibility on campus

## OBJECTIVES & STRATEGIES

The objectives and strategies will guide future work and improvements on campus.

## Principles

These principles form the overall guiding structure of the Campus Plan. Every change on campus should be seen as a means to enhance its functional, aesthetic, and experiential qualities. It should be noted, the inclusion of all identities and abilities is embedded in each of these principles.

### Sustainability

Support the university's role as a sustainability leader in education, research, student life, and physical facilities. Prioritize the wellbeing and health of our community in decision-making. Plan, design, and implement fiscally responsible capital improvements that incorporate responsible environmental practices and contribute to a vibrant and resilient campus.

### Interdisciplinarity and Innovation

Create space to foster the ability for students to make connections with faculty and engage in research.

### Healthy Lives

Design indoor and outdoor physical and social environments that promote and facilitate physical activity, mental health, and total wellbeing. Create spaces that demonstrate the university's commitment to building healthy environments and healthy societies.

### Efficient Use of Limited Resources

Improve and maximize space efficiency in a manner to reduce operations and maintenance costs. Demonstrate efficient use of financial resources in the implementation of this plan.

### Academic Excellence and Student Success

Establish state-of-the-art teaching and research facilities that place the university at the international forefront of learning and research.

### Diversity and Inclusion

Enhance the campus such that it helps to promote diversity, foster intellectual dialogue, bring together a vibrant mix of people, and be truly inclusive for all.

### Open Space and Compatibility

Foster campus community through the creation of vibrant and accessible public spaces that enhance our natural resources and educational opportunities. Preserve and enhance the continuity of open space and buildings and ensure the integration of additional facilities into the existing campus.

### Accessibility and Flexibility

Ensure accessibility and adaptability within the university's academic and support services, information (electronic technology), people, and programs by providing settings for a diverse community that facilitate communication and promote interaction and integration among all segments of the university and larger community. Apply the Seven Principles of Universal Design to guide decision making: Equitable Use, Flexibility in Use, Simple and Intuitive Use, Perceptible Information, Tolerance for Error, Low Physical Effort, Consider Size and Space for Approach and Use.

### Connectivity

Create a fully accessible campus that is logically, efficiently, and technologically connected and create a campus that promotes community and institutional cohesiveness. Enhance and develop welcoming and safe circulation systems that emphasize the needs of pedestrians and multi-modal connectivity to reduce reliance on single-occupancy vehicles. Invest in accessible and equitable infrastructure that supports this principle.

### Sense of Place

Create a campus environment that has a strong sense of place and fosters wellbeing in the community. Establish an environment that is safe, welcoming, and organized, where the arrangement of physical elements is unifying; provide a sense of entry and identity to the university (gateways); provide identifiable, visually satisfying places that encourage human connection; preserve, enhance, and restore the built and natural environment; and provide a safe and pleasant climate in which to learn, work, and live.

## Planning Assumptions

Enrollment	<ul style="list-style-type: none"> <li>Maintain undergraduate enrollment within the constraints of existing infrastructure and faculty capacity.</li> <li>Increase graduate enrollment within the constraints of existing infrastructure and faculty capacity.</li> </ul>
Housing	<ul style="list-style-type: none"> <li>Continue to house first-year and second-year students on campus, and upgrade and expand housing to the degree that financial constraints allow.</li> <li>Create housing for some graduate students to the degree that financial constraints allow.</li> </ul>
Faculty/ Staff	<ul style="list-style-type: none"> <li>Increase research faculty, as needed, to support research growth.</li> <li>Hire faculty to support curricular and enrollment needs.</li> <li>Adjust staff levels as needed.</li> </ul>
Space	<ul style="list-style-type: none"> <li>Maximize the use of existing classroom and office space by improving efficiencies and sustainability, address deferred maintenance needs, and where appropriate take buildings offline that are not efficient in terms of cost of operation and functionality.</li> </ul>

## Strategic Vision

For more than 230 years, the University of Vermont has developed the potential of its students, generated research focused on sustainable solutions with local, national, and global applications, and served the interests of Vermont. UVM's distinctive strengths align with the most pressing needs of our time: the health of our societies and the health of our environment. The university pursues these interconnected challenges through the cross-disciplinary research and collaboration that comes more easily at a public research university of its size and scale. UVM's strategic vision, "Amplifying Our Impact," includes three imperatives that are interconnected and reliant on each other. These initiatives are to support student success through ensuring academic excellence, focus on and expand distinctive research strengths, and better-realize UVM's land-grant mission by partnering with communities, businesses, and the state.

## Campus History and Existing Conditions

UVM is the state's flagship university and its only comprehensive research institution of higher education. As of fall 2021, the university enrolls approximately 13,800 students (undergraduate, graduate, medical, and non-degree) and employs approximately 4,192 faculty and staff. It is primarily located in Burlington, the largest community in the state with a greater metropolitan population of approximately 219,433 (U.S. Census Bureau (2019)). It is approximately 90 miles south of Montreal, 230 miles northwest of Boston, and 300 miles north of New York City, is accessible via Interstate 89 and US Routes 2 and 7, and served by the Burlington International Airport.

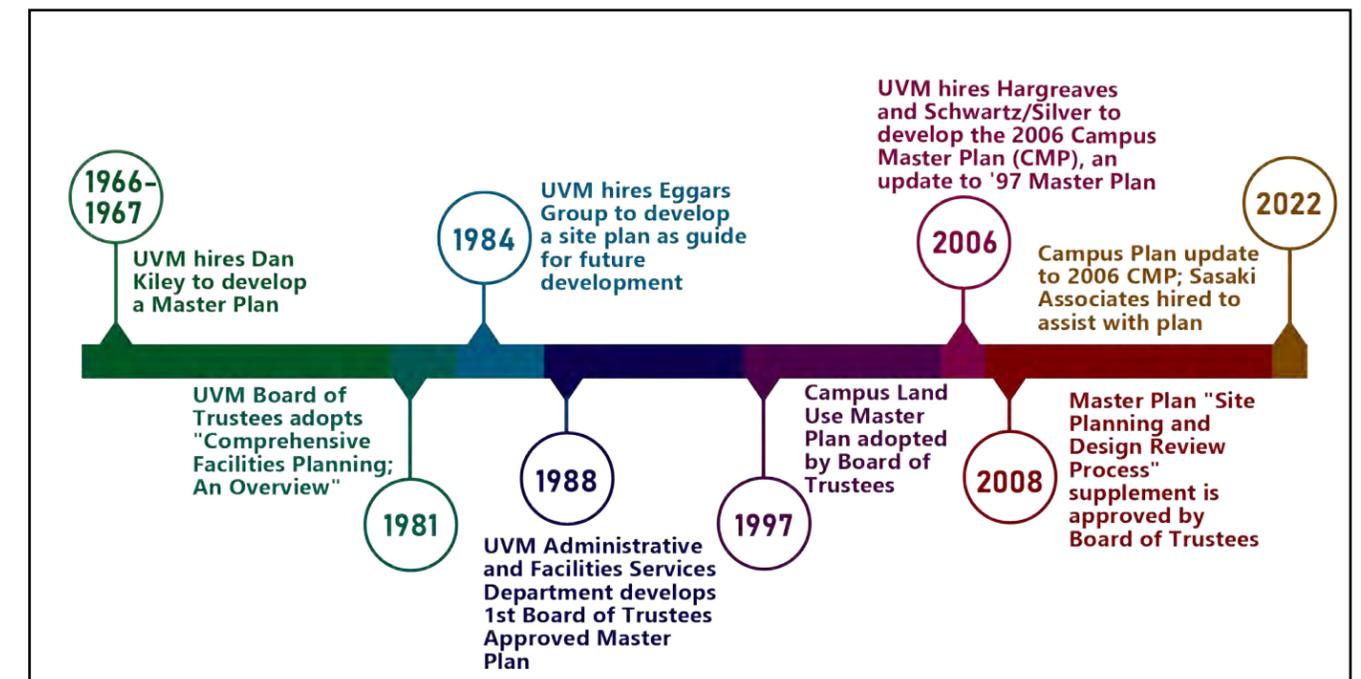
The Main Campus and South Campus are located on 956 acres overlooking the cities of Burlington and South Burlington and Lake Champlain. The campus, which includes 190 ± buildings, is a unique and historic mix of styles and features spanning the last 230 years of architecture. Each building or complex represents an aspect of the economy, technology, social values, and aesthetic philosophy of the time that produced it.



## Campus Planning Timeline (1966 - 2022)

The timeline below illustrates the history of campus planning at the University of Vermont. The 2006 Campus Master Plan focused on guiding principles for future university development, and planning principles that stemmed from the guiding principles for assessment of new projects. The 2006 CMP defined the concept of land banks appropriate for future buildings and land banks for no-build zones. This plan also defined campus architectural districts and gave the surrounding community an overview of where the university would and would not consider expansion or disposition of property. The plan also defined five priority landscape design projects, most of which have been implemented by 2021. In 2008, the UVM Board of Trustees approved a supplement to the CMP--the Site Planning & Design Review Process. The Campus Plan 2022-2032 is an update to the 2006 CMP.

### UVM Campus Planning Timeline (1966 - 2022)



## Existing Conditions

### Zoning

The University of Vermont functions within a regulatory environment unique among comparable universities across the country. The university is required to apply for all local and state regulatory permits, including environmental permits for any building activity, similar to any landowner or commercial for-profit developer.

### Land Use

The analysis of existing campus land use paints a broad picture of how the University of Vermont functions day-to-day on a macro scale. It allows us to understand daily patterns of movement around campus, destinations, and points of departure, and to evaluate current and future locations for key services and pedestrian corridors. The university's academic, research, and administrative life is largely concentrated in the Central District, with academic facilities also in the Trinity and Redstone Districts, as well as in the Colchester Research Facility. Residential life centers within several districts including, Redstone and Athletic Districts south of Main Street, Trinity District north of Colchester Avenue, and the Central District. Athletic uses occur more at the periphery of campus in the Centennial and Athletic Districts. Student support services are primarily located in the Central District with academic and student support services at the Dudley H. Davis Center that is conveniently sited at the hinge between the Redstone and Central Districts.

### Watersheds and Stormwater Treatment

The University of Vermont's Main Campus and South Campus are located in two different municipalities (Burlington and South Burlington) and in four different stream watersheds (Centennial Brook, Englesby Brook, Potash Brook, and Winooski River). Portions of UVM's stormwater drain to the city of Burlington's combined system where it is treated before draining to Lake Champlain. UVM uses best management practices to prevent, control, and treat stormwater runoff on campus. Ultimately, all four watersheds discharge to Lake Champlain.

### Edge Conditions

Edge conditions describe the appearance, character, and environment of the University of Vermont from its boundaries and transitions to the surrounding landscapes. This Campus Plan has defined five edge conditions that exist at the University of Vermont:

- **Commercial edge:** incorporates commercial services that are not owned by the university.
- **Residential edge:** consists of primarily non-commercial uses such as housing or small offices.
- **Institutional edge:** consists of buildings controlled by the university, or neighboring institutions.
- **Woodland edge:** consists of forests and/or natural open space.
- **Transitional landscape edge:** consists of open spaces that mark the transition between land uses.

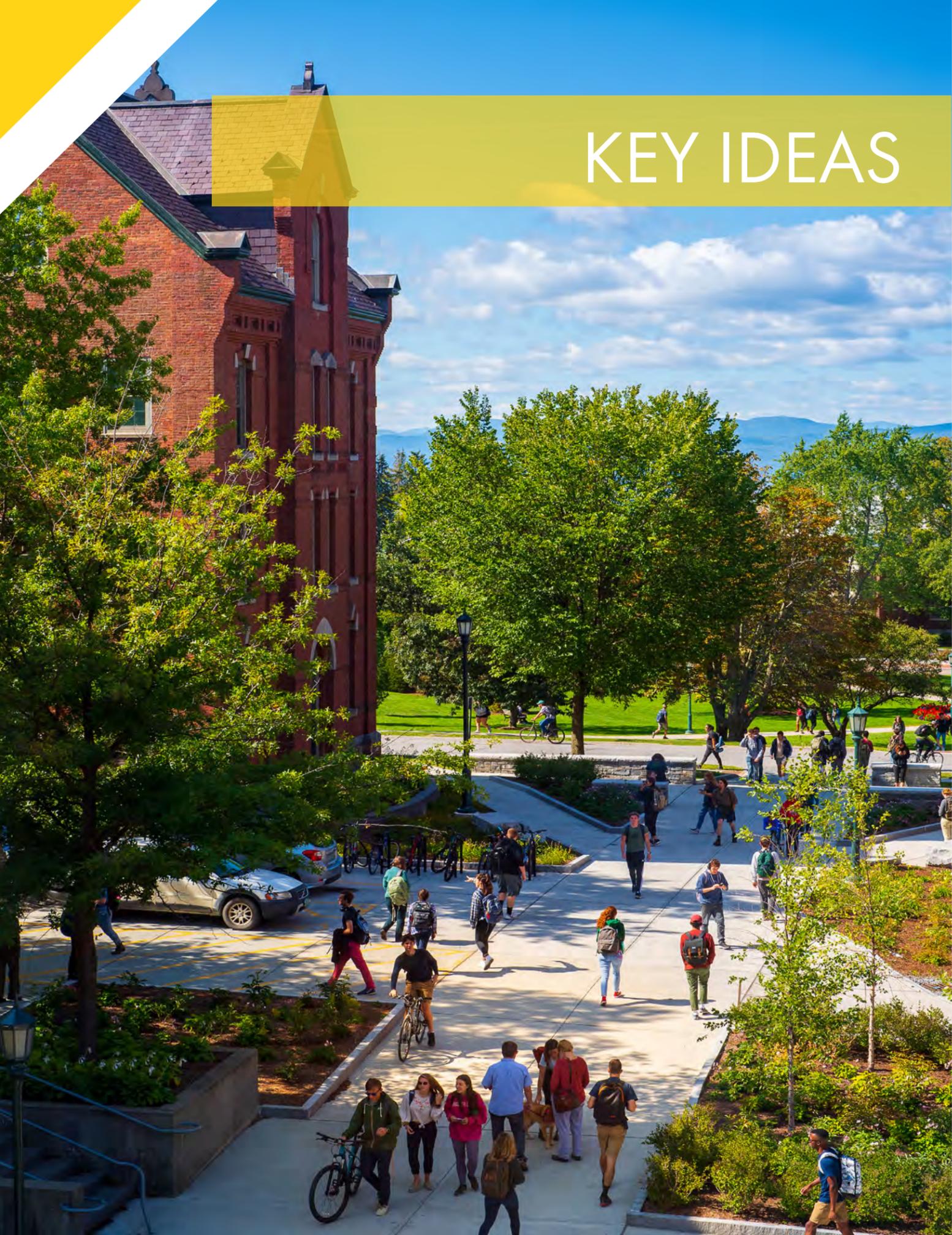
### Historic Resources

The university is the steward of a rich collection of historic architecture and features that are fully integrated into the everyday life of the campus. The university has a responsibility to steward and maintain its historic resources in accordance with local, state, and federal regulations, standards, and guidelines. The university has ongoing and evolving needs for new and improved facilities, as well as regular and deferred maintenance needs for older historic resources. UVM works collaboratively with the Vermont Division for Historic Preservation (VDHP) on all projects that may impact a historic resource. The university has 47 contributing and two non-contributing buildings listed on the National Register of Historic Places primarily in three historic districts on its Main Campus (University Green Historic District, Redstone Historic District, Pearl Street Historic District) located in the city of Burlington. Additionally, Converse Hall and 61 Summit Street are listed individually on the National Register of Historic Places.

### Campus Buildings by Primary Use

- **Academic:** As the campus has evolved and research has grown more specialized, the university has recognized the benefits and efficiencies of collocating colleges, departments, and facilities.
- **Student Services Distribution:** Student support services at the University of Vermont are broadly distributed throughout the campus.
- **Campus Residential Distribution:** UVM offers a wide variety of housing types to its students, faculty, and staff both on campus and in the immediate campus vicinity. The university's residence halls house approximately 5,766 students in the Central District, Trinity District (including four cottages), Redstone District, and Athletic District. Additionally, Redstone Lofts and Redstone Apartments house 617 students.





# KEY IDEAS

## KEY IDEA

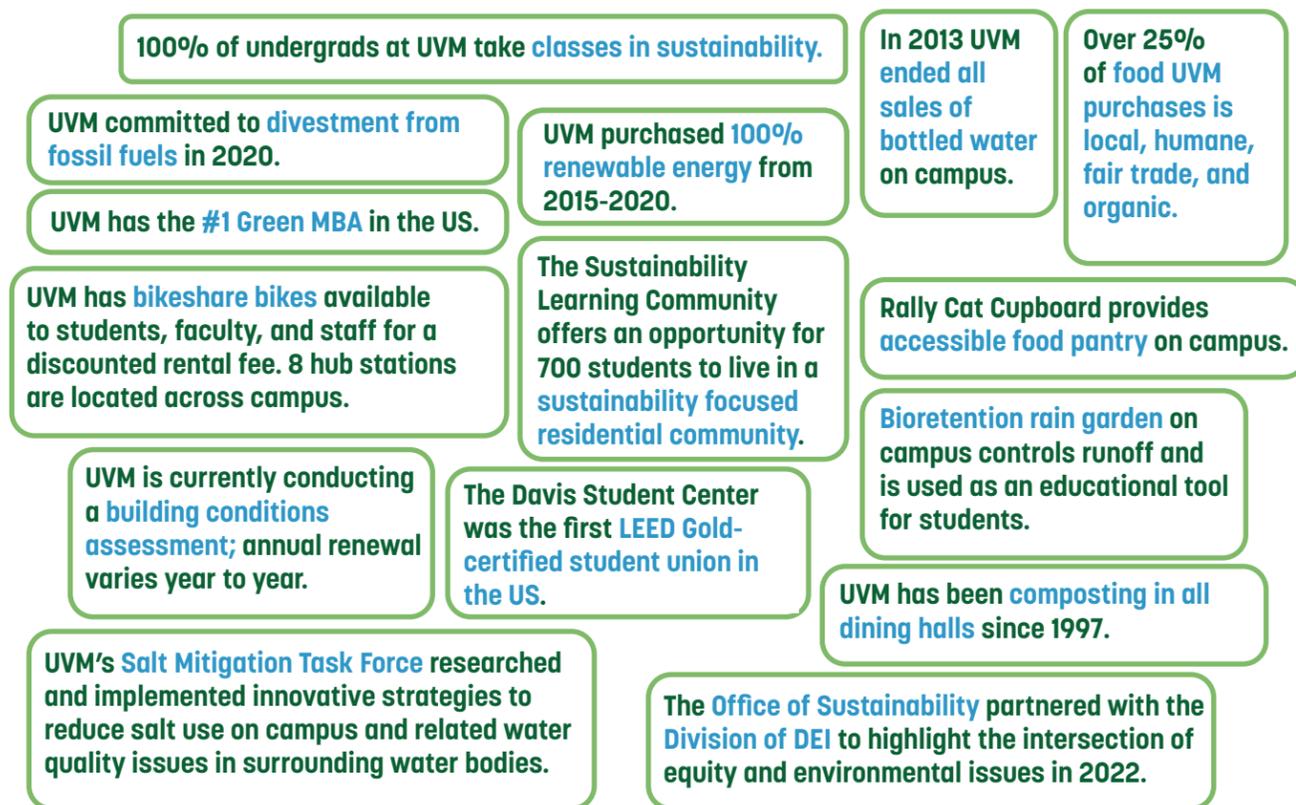
## OBJECTIVES

<p><b>1. Cultivate connections to sustainability and healthy living:</b> Promote a sustainable future financially, socially, and environmentally. Design indoor and outdoor built, natural, and social environments that promote and facilitate physical activity, mental health, and total wellbeing. Prioritize the use of sustainable materials when possible.</p>	<ul style="list-style-type: none"> <li>a. Use campus as a living laboratory to generate and test sustainability solutions.</li> <li>b. Provide an environment that is welcoming and promotes physical and mental health.</li> <li>c. Enhance environmental quality in indoor and outdoor spaces.</li> <li>d. Continue efforts to reduce energy usage and maximize renewable energy capacity.</li> </ul>
<p><b>2. Determine future plans for former single-family residences.</b></p>	<ul style="list-style-type: none"> <li>a. Confirm the university-owned structures to be assessed including any associated outbuildings such as garages and carriage barns.</li> <li>b. Identify assessment criteria for each structure.</li> <li>c. Apply criteria identified to assess structures to a sample list of structures to test the recommendations for the future plans for buildings including renovation, adaptive reuse, divestment, or removal. When feasible, sell or lease the former single-family residences while maintaining control of the property.</li> </ul>
<p><b>3. Enhance and improve space on campus</b> through optimization, innovation, flexibility, renewal, and adaptation. Reduce overall campus footprint where feasible and increase footprint for identified high-priority needs, including research and housing.</p>	<ul style="list-style-type: none"> <li>a. Reduce overall space footprint for campus through space optimization, renewal, and adaptation for existing buildings. Reorganize/redesign space for other priority purposes (research, interdisciplinary, study, collaboration, housing).</li> <li>b. Enhance and increase library/study/collaboration space to meet educational needs.</li> <li>c. Encourage the design of classroom spaces that promote active and peer-to-peer/small-group learning.</li> <li>d. Increase and upgrade research facilities to support expected growth.</li> <li>e. Create housing for students to facilitate affordability, safety, and community.</li> </ul>
<p><b>4. Create vibrant outdoor spaces and connective mobility corridors.</b></p>	<ul style="list-style-type: none"> <li>a. Create a pedestrian-centric campus through human-scale design strategies that provide connectivity, safety, and accessibility.</li> <li>b. Increase bike ridership by improving bicycle infrastructure to increase safety and access to and across campus.</li> <li>c. Reduce single occupancy in vehicles and increase use of alternatives and shared modes.</li> <li>d. Create flexible, multi-use outdoor gathering and learning spaces that are welcoming, adaptable, equitable, and accessible.</li> <li>e. Foster ecological landscape design strategies.</li> </ul>
<p><b>5. Prioritize safety, diversity, and accessibility on campus:</b> Plan and design buildings, circulation, and open spaces that are safe, resilient, and accessible for a dynamic academic environment; encourage and celebrate the campus community's cultural diversity.</p>	<ul style="list-style-type: none"> <li>a. Continue efforts to make transportation on and around campus safe and accessible.</li> <li>b. Use public landscapes and features to celebrate cultural diversity.</li> <li>c. Create accessible and inclusive indoor environments that people can utilize easily, safely, and with dignity.</li> </ul>

## Key Idea 1: cultivate connections to sustainability and healthy living. Promote a sustainable future financially, socially, and environmentally. Design indoor and outdoor built, natural, and social environments that promote and facilitate physical activity, mental health, and total wellbeing. Prioritize the use of sustainable materials when possible.

The University of Vermont is committed to embrace a culture that advances the principles of sustainability and healthy lives in both education and campus development. This culture recognizes that the pursuit of ecological, social, and economic vitality must come with the understanding that the needs of the present be met without compromising the ability of future generations to meet their own needs. When applied to campus development, sustainability is about financial, social, and ecological vitality occurring simultaneously, both in the short and long term.

UVM has made sustainability a core value of the campus community for many years, allowing UVM to be a leader within sustainable higher education institutions. Some of UVM's many sustainability initiatives, and achievements are listed below.

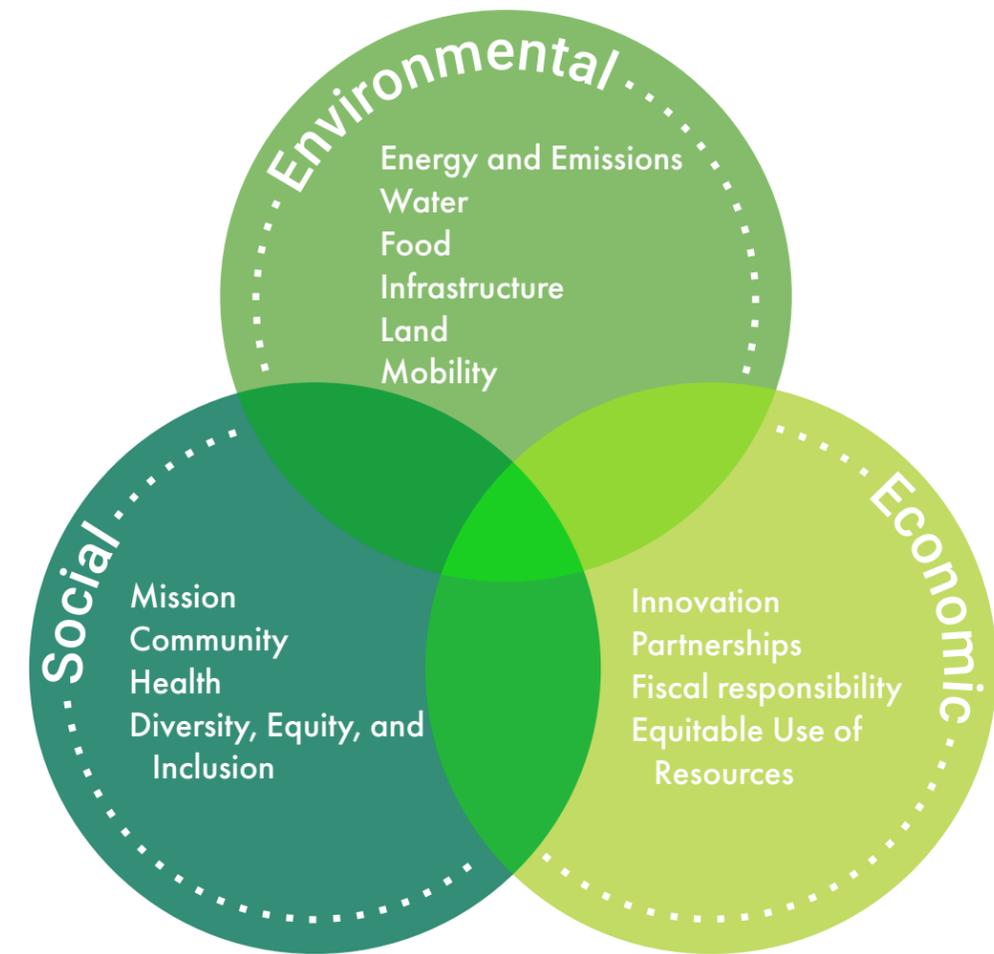


### Renewable Energy

UVM is committed to using electricity, fuel, and water efficiently, with the overall goal of increasing energy efficiency, reducing fossil fuel energy use and greenhouse gas emissions, and increasing flexibility for growth. UVM operates its own on-campus Central District Energy Plant that reliably supplies heating, cooling, and hot water to most buildings on campus. There are also several solar installations on UVM-owned land, including but not limited to installations at the Central District Energy Plant, the George D. Aiken Center, the Forestry Research Complex, and Miller Research and Educational Center (MREC).

### Factors of Sustainability

Sustainability is an interdisciplinary topic with many key elements. Success as a sustainable institution requires initiatives, standards, and thoughtful consideration of many different aspects of life and the built environment. The graphic below is one way to envision all the intersecting pieces of sustainability.



### LEED Buildings

UVM also has a commitment to environmental sustainability in buildings. In 2011, UVM established a policy to achieve a minimum rating of LEED™ Silver in the USGBC's green building rating system for all new buildings and major renovations. To date, UVM has completed 18 LEED-certified projects impacting 30 buildings and two that are pending certification.

### Living Lab

The Office of Sustainability at UVM is launching a Sustainable Solutions Lab to connect campus sustainability challenges to faculty and staff who can support the development of research projects to test various ideas on campus. These are rich learning experiences that benefit students and faculty, but also the staff responsible for implementing good solutions. The Salt Mitigation Task Force is an example of a group that has exemplified this kind of creative, collaborative problem-solving and has become the model for the Sustainable Solutions Lab at UVM.

### Wellness

UVM also recognizes that the health and well-being of the campus community is an integral component of sustainability. Wellness is an integration of multiple dimensions of health, including physical, emotional, spiritual, social, intellectual, occupational, financial, and environmental. Wellness walks can promote health and wellness by providing students, faculty, and staff a way to relieve stress as well as connect with nature and a deeper state of mindfulness.

## Key Idea 2: Determine future plans for former single-family residences.

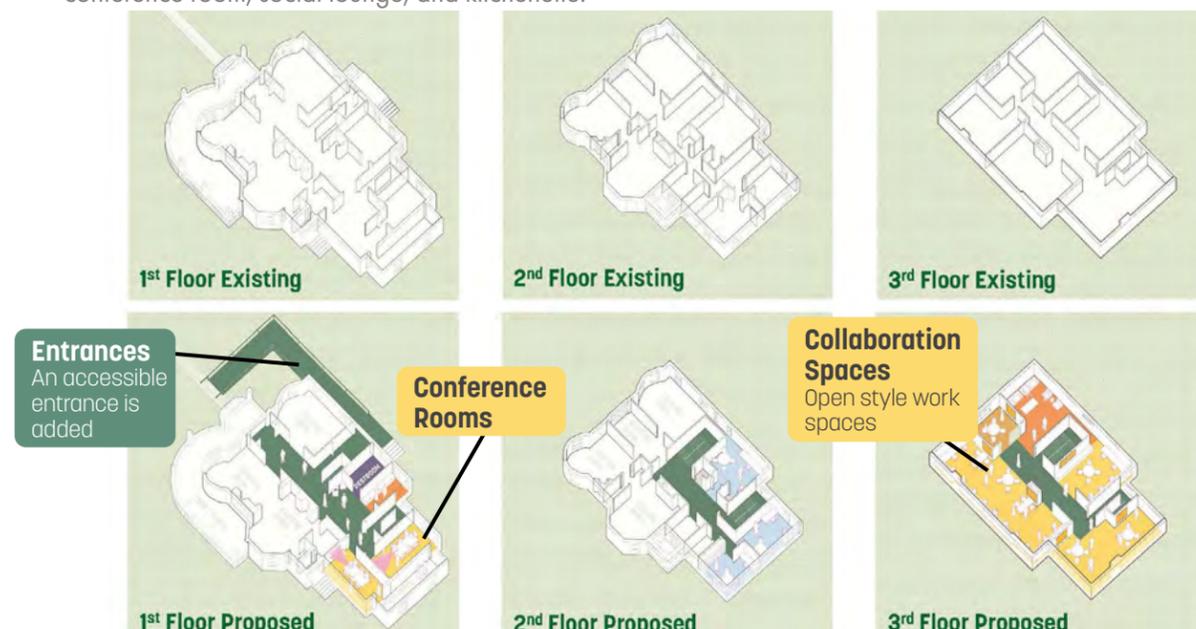
The university has acquired many smaller structures over its long history including former residential buildings and outbuildings. Resources for the maintenance and upgrades, ADA access, historic preservation, or other issues factor into the discussions about the future plans for smaller buildings. The pandemic has shown that changes to higher education are necessary including ways to meet the needs of the institution by carefully considering every decision strategically. The former residential buildings, often historic houses, on the edges of campus have a unique set of needs when it comes to renovation or adaptive reuse. When renovating a historic house, it is recommended to consider:

- Regulated historical status
- Building character
- Building location relative to continuity of campus character, image, and district definition
- Deferred maintenance backlog including envelope, structural, electrical, and mechanical systems
- Accessibility: both building entry and internal circulation
- Life safety including egress, fire alarms, and fire protection
- Alignment with program units or academic missions such as student or faculty residence, department, or administrative unit, or “centers” or other programs that can fully occupy a house effectively
- Potential for future residential use

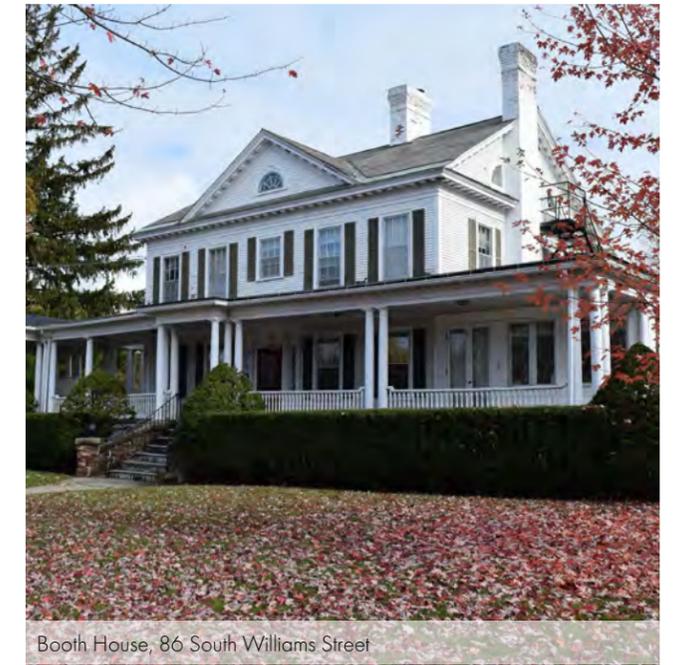
Strategies for re-use of historic former homes can range from targeted renovations, to providing accessibility, to extensive renewals, creating a new identity for the building. In all cases life safety and accessibility should be prioritized.

This example project proposes upgrades to a historic, former residential building:

- **First Floor:** The first floor is made accessible by providing a ramp that is integrated into the landscape and arrives at the same point central to the floor plan ensuring a parallel entry experience. The first floor has meeting rooms, an accessible bathroom, and a kitchenette to support public use to all building occupants for public interaction in an accessible environment.
- **Second Floor:** Minimal interventions are proposed for the second floor.
- **Third Floor:** The third floors of former residential buildings are often re-purposed attic spaces. As such, this third floor is conceived as an open flexible office space with desks lining the perimeter. Office activities are supported by a conference room, social lounge, and kitchenette.



Examples of former single-family residences:



## Key Idea 3: Enhance and improve space on campus through optimization, innovation, flexibility, renewal, and adaptation.

Reduce overall campus footprint where feasible and increase footprint for identified high-priority needs, including research and housing.

Enhancing and improving indoor campus space is a vital component to ensuring competitiveness as well as efficient use of limited resources, which has been incorporated as one of the principles in the Campus Plan. This plan highlights the need to make the best and optimum use of existing facilities before considering campus development and construction of new facilities. Campus space should support the university's mission and priority needs. Space should be high-quality and well-maintained for optimal comfort and to effectively support programmatic needs and help the university remain competitive. Value should be placed on the historic structures and their contribution to the campus fabric, so analysis must include historic significance of the structures as well as regulatory requirements when considering alternative uses or enhancements to campus buildings.

### Indoor Space Renovation Types

Renovations are a tool for addressing space deficiencies and are divided into three (3) categories, with each addressing challenges within space.

#### Minor Renovations

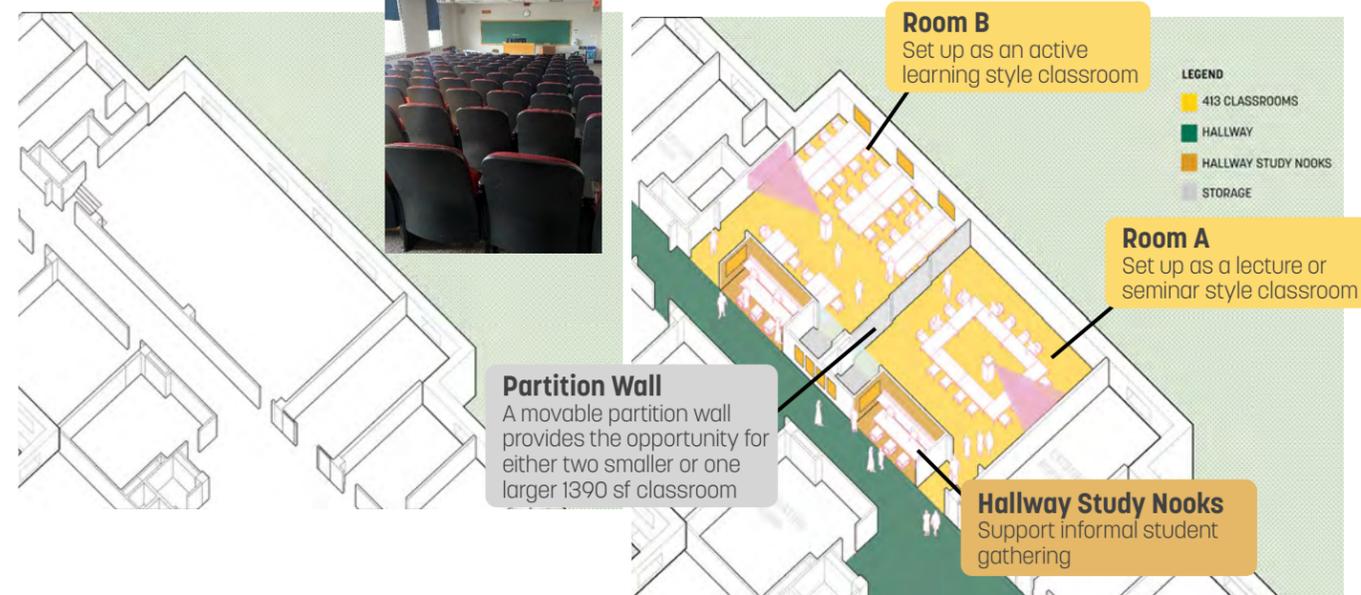
Minor renovations are defined as smaller spaces such as an individual classroom, a zone of a building, and non-structural renovations. Simple upgrades can go a long way to improving the experience within spaces. Characteristics of a space that would be a good candidate for a minor renovation:

- Under-utilized classrooms
- Rooms with "good bones": natural light, good sightlines, adequate mechanical systems
- Rooms with outdated furniture and technology
- Rooms with tired finishes

#### Classroom Existing



#### Classroom Proposed

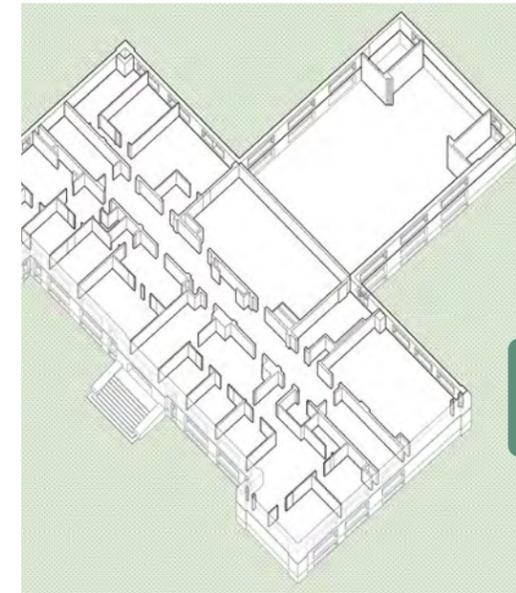


### Major Renovation

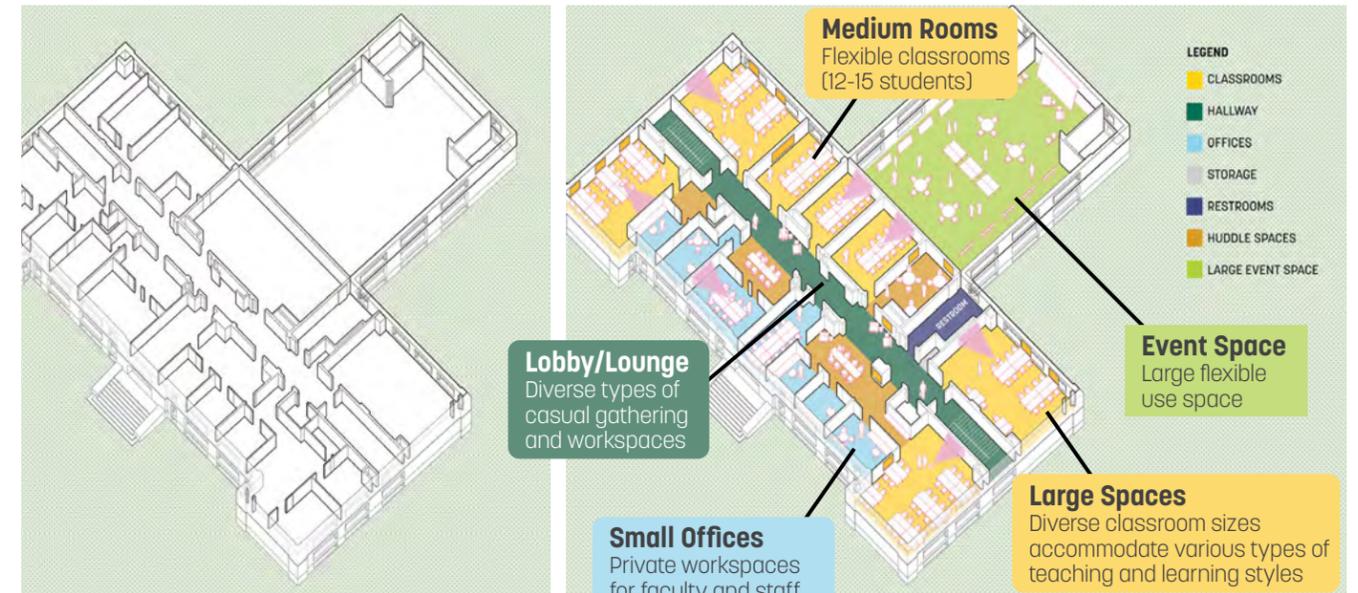
Major renovations include structural changes or full building renovations. Major renovations can address space that cannot offer a quality experience and which function poorly. Spaces that would be a good candidate for a major renovation might include:

- Spaces with end of useful life mechanical or electrical systems
- Spaces that require life-safety or accessibility upgrades
- Under-utilized classrooms and poorly proportioned classrooms that require upgrades to improve utilization and quality of the classroom experience

#### Major Renovation Existing



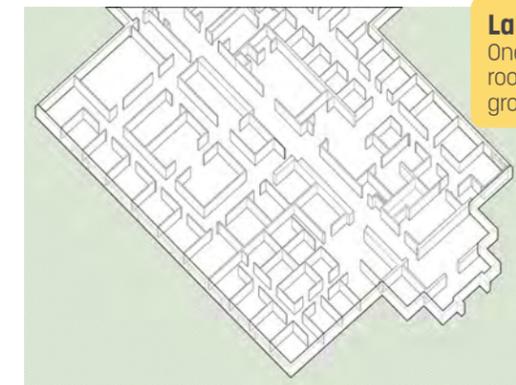
#### Major Renovation Proposed



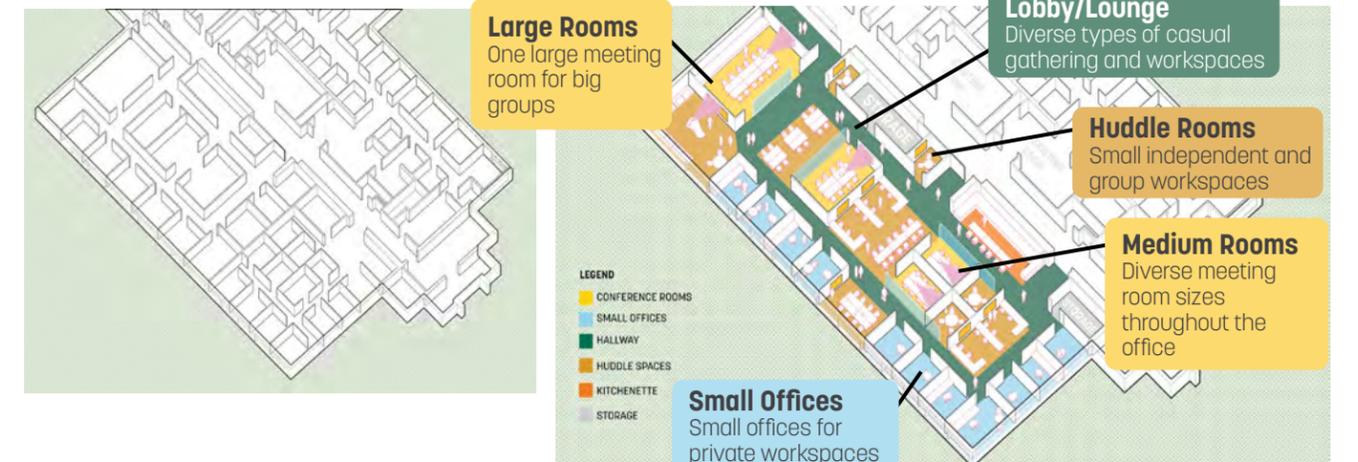
### Improving Office Efficiency

In the era of a global pandemic, much consideration is being given to how offices and workspaces function. Private offices often use a large percentage of the space on a college campus. Offices for staff, administration, and faculty should incorporate a variety of shared and dedicated space including offices, workspaces, support spaces, and collaboration spaces.

#### Office Existing



#### Office Proposed



## Key Idea 4: Create vibrant outdoor spaces and connective mobility corridors.

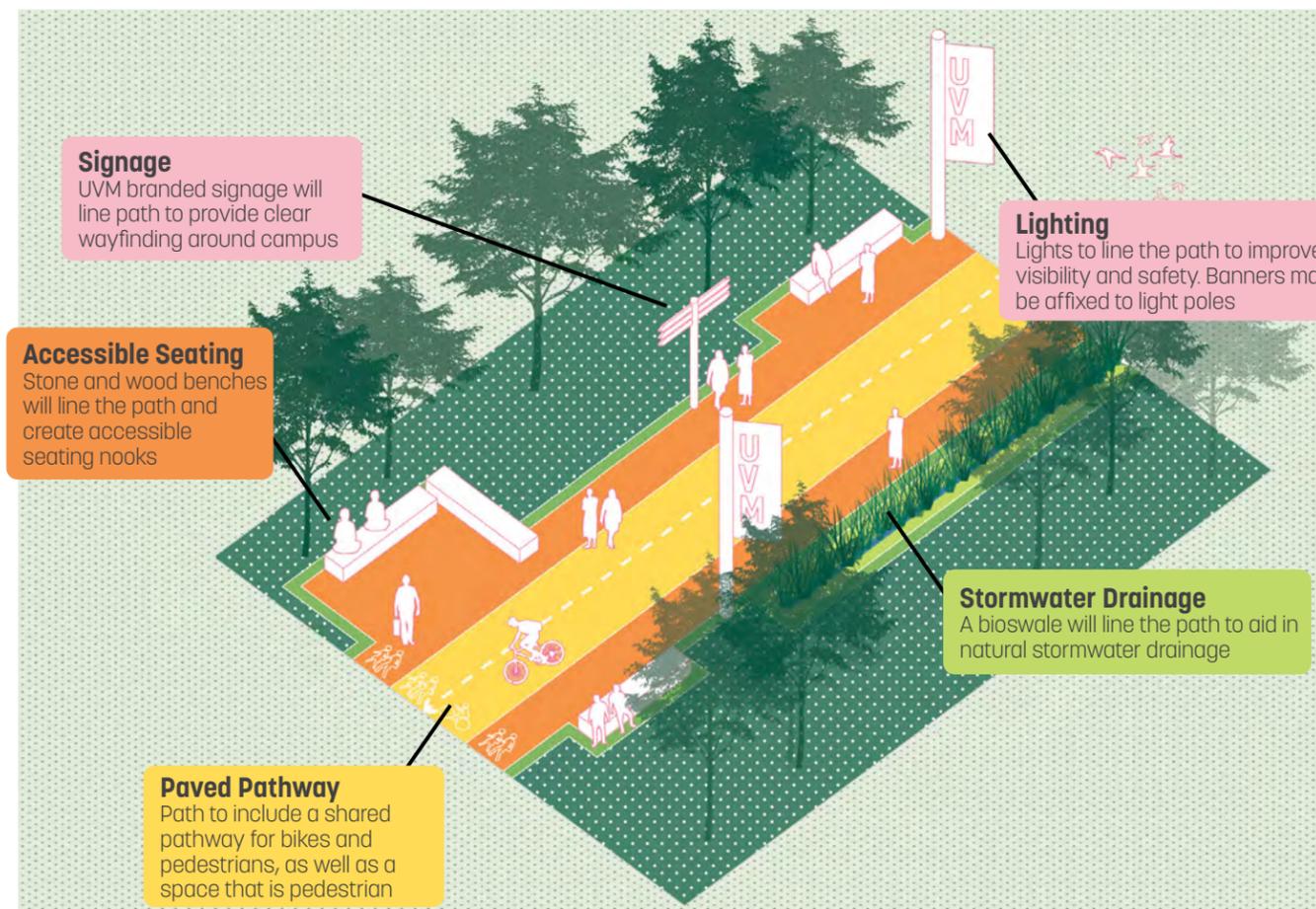
Creating and enhancing pedestrian and bicycle infrastructure is important to move successfully and safely through and around campus. In addition, open spaces function as nodes along corridors that connect both the open spaces and buildings throughout campus. It is vital to intentionally connect these spaces to create a strong visual character for the campus and a memorable sense of place. Some of the themes that emerged from the planning process included focusing on creating vibrant, adaptable, and accessible multi-use spaces and sustainable landscapes for outdoor learning, gathering, and respite.

### Outdoor Space Enhancement Examples

The following outdoor space projects are separated into three varied landscapes to provide guidance for other landscape spaces to be updated in the future. These three examples of spaces include the Green Mountain Pathway, the University Green, and the landscape on Trinity Campus.

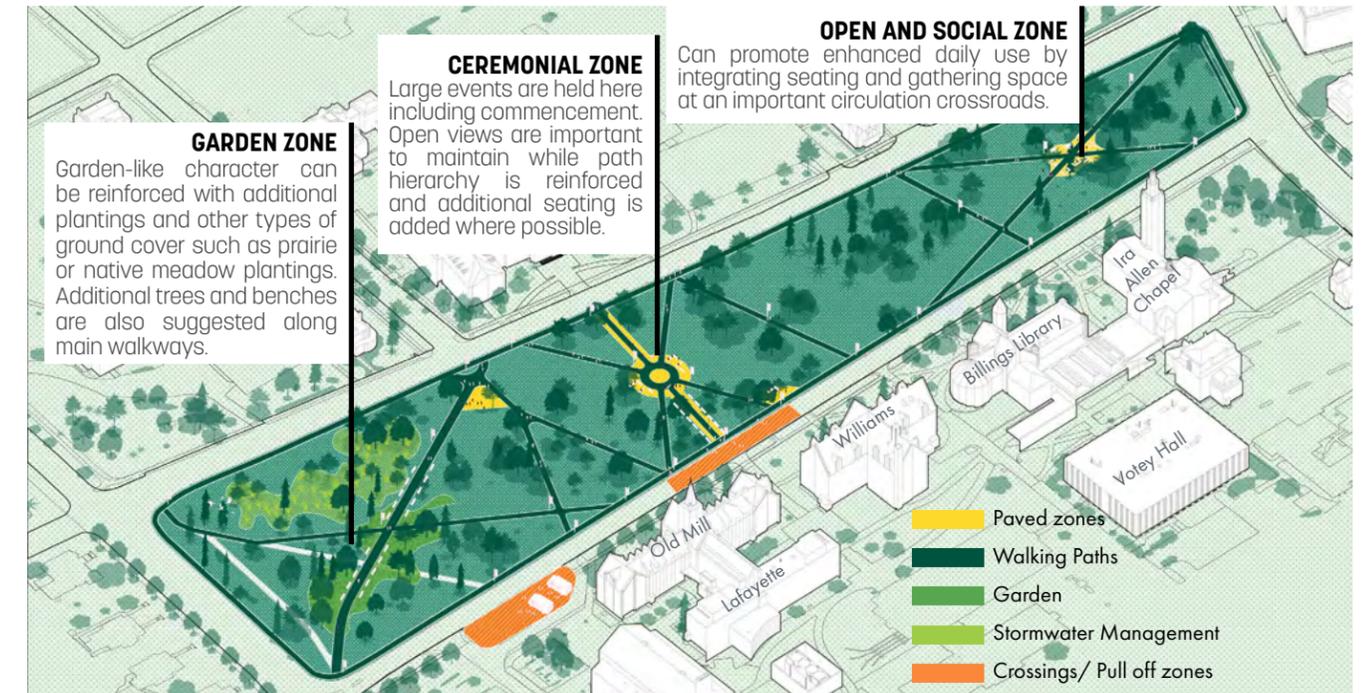
### Connector Landscape - Green Mountain Pathway

The Green Mountain Pathway (GMP) is a proposed north-south mobility corridor that unifies the Redstone Walkway and Green Mountain Walkway into one spine that is intended to improve connectivity and accessibility which will contribute to the cohesiveness of the outdoor experience. Its design expression should promote continuity while amplifying the unique characteristics of each area of campus through which it passes.



### Primary Landscape - University Green

The University Green is an iconic, historically significant landscape and the symbolic heart of the UVM campus. Any modifications to this landscape must adhere to all applicable standards for historic landscapes and ensure the continued integrity of the space. While a certain degree of uniformity exists within the current landscape of the University Green, the way that different areas are used, and certain physical characteristics are also present and inform the recommendations. The proposed University Green landscape is intended to reinforce the intrinsic hierarchy that already exists, while adding space for people to congregate in small groups. The plan also aims to strengthen and reinforce the main access points and pathways. The University Green landscape is divided into three areas to guide future improvements.



### Secondary Landscape - Heart of Trinity

The Trinity District would benefit greatly from improvements that foster a greater sense of community. A community gathering space is proposed consisting of an informal amphitheater along the slope, patio space for outdoor gatherings, a four-season recreation field, and other amenities, dependent on development/ redevelopment building configurations.

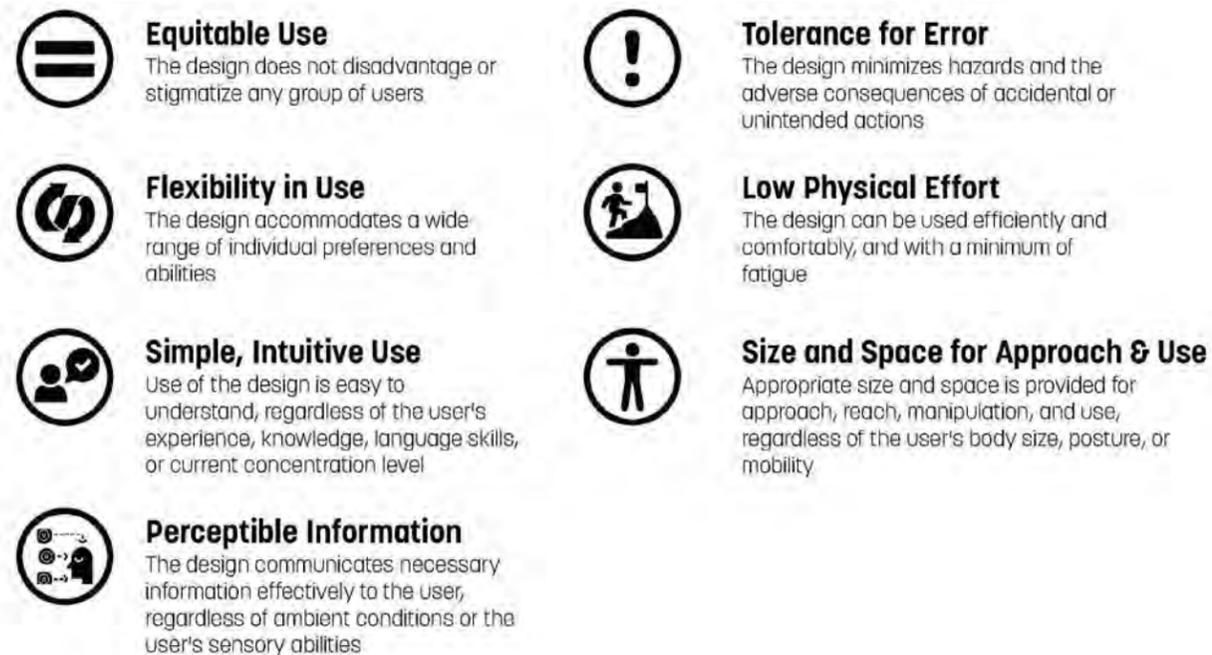


## Key Idea 5: Prioritize safety, diversity, and accessibility on campus: Plan and design buildings, circulation, and open spaces that are safe, resilient, and accessible for a dynamic academic environment; encourage and celebrate the campus community's cultural diversity.

The priorities for this key idea are to enhance how welcoming the campus feels and how easy the campus is to navigate for people of all identities and abilities. The intent is to design the physical environment so that it can affirm and celebrate the university's full diversity of cultures and abilities. Diversity, Equity, and Inclusion (DEI) is a broad, complex, and multifaceted topic with the goal of enabling individuals to bring their whole selves to campus. The following themes should be considered when evaluating DEI practices on campus.



Ensuring that the campus environment is physically accessible to all is key to having a welcoming and inclusive campus community. Whenever possible, universal design standards should be incorporated.



## Supporting Identity Groups

In an effort to better support diverse identity groups, many institutions have started to introduce identity group spaces on campus. These spaces may take the form of a consolidated and intersectional multicultural centers, or individual identity group spaces. Consolidated, intersectional spaces provide a shared space for multiple identity groups to gather, hold events and meetings, and create a welcoming, empowering, and safe space to develop, embrace and celebrate diverse identities. The Trotter Multicultural Center at the University of Michigan is an example of a consolidated multicultural space that supports multiple identity groups.



The Trotter Multicultural Center at the University of Michigan was founded in 1981. Today the Trotter Multicultural center is supported by a DEI Student Advisory Board and a Faculty, Staff and Alumni Advisory Board.



Student organizations can reserve meeting space and lockers in the Trotter Building, as well as use the open student org space and rent various equipment



In contrast to the consolidated multicultural center, other institutions are creating dedicated physical facilities to support individual identity groups. The University of Washington's Intellectual House is a community group space that supports students, faculty, and staff that identify with the American Indian and Alaska Native communities. As recognition and acceptance grows, there is a trend toward placement of identity centers in more central locations thereby increasing visibility. At the same time, university students come from many different backgrounds and may want and need discretion and privacy when they first explore their still-forming identities. Also, consideration for security and safety needs may be elevated for the various identity centers. UVM will continue to work with identity centers to come up with the best solutions for their physical spaces and focus on helping to highlight and connect identity centers.



University of Washington Intellectual House is a longhouse style facility. It provides a multi-service learning and gathering space for American Indian and Alaska Native students, faculty, and staff, as well as others from various cultures and communities to come together in a welcoming environment to share knowledge.

# FUNCTIONAL PLANNING FRAMEWORKS

The Functional Planning Frameworks organize the details and strategies of the plan within four specific frameworks. The Building and Land Use Framework provides recommendations related to the future uses of buildings and the land in and around campus. The Open Space and Landscape Framework provides existing conditions and future recommendations related to green spaces and landscape enhancements on campus. The Mobility Framework provides existing conditions and future recommendations related to all forms of mobility and parking on campus. And finally, the Utilities and Infrastructure framework provides recommendations related to energy, infrastructure, and stormwater management.

- Building and Land Use Framework
- Open Space and Landscape Framework
- Mobility Framework
- Utilities and Infrastructure Framework



# Building and Land Use Framework

## Buildings Recommended for Future Restoration, Renovation, Additions, or Removal

When considering buildings for restoration, renovation, additions, or potential removal, a historical review analysis will be conducted for any facility that is historic or over fifty years old to determine appropriate next steps and to comply with the Secretary of Interior Standards and be coordinated with the Vermont Division for Historic Preservation (VDHP).

A number of the buildings on campus are recommended for renovation due to significant deferred maintenance issues. The impact of teleworking needs to be considered when reviewing building and space utilization. Many of UVM's buildings are historic, and therefore require major upgrades to meet today's code requirements. Assessments of buildings that will remain in the inventory should be evaluated for the following items:

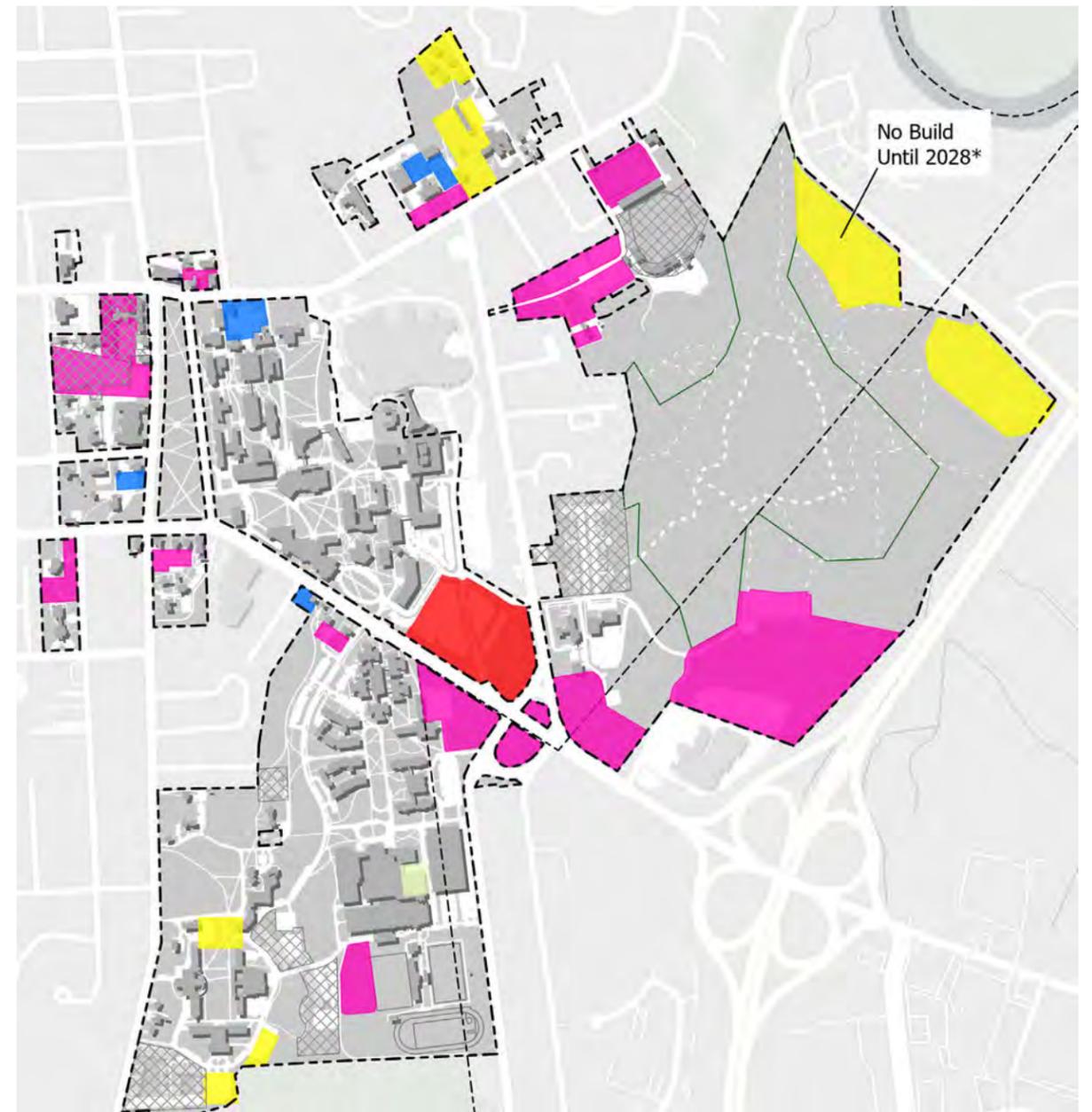
- ADA requirements
- Energy usage and carbon footprint
- Structural integrity
- Mechanical infrastructure
- Electrical infrastructure
- Flexible floor plan layouts
- Historic preservation needs



## Land Banks (Priority Potential Development Areas)

The Campus Plan has identified a number of infill land banks to organize future development because the university's needs for future academic, housing, administrative, and support space will continue to evolve. Land banks are defined as sites that have the potential for:

- Accommodating new buildings or additions, with the programs for these buildings and related site development identified and defined in the future.
- Providing circulation needs for pedestrians, bicycles, emergency access, and service vehicles.
- Providing recreation and flexible outdoor space needs.



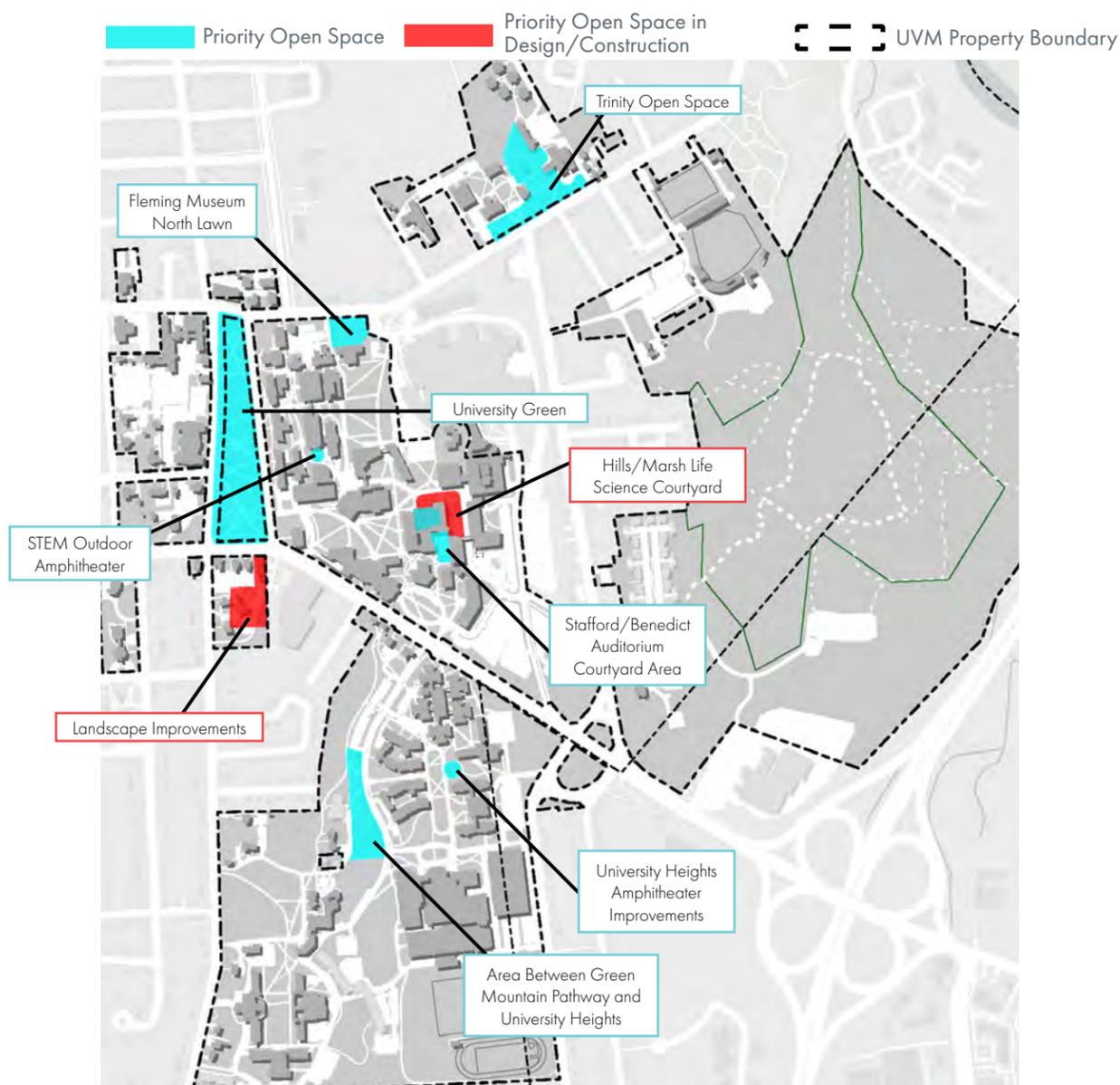
\*No Build Until 2028 is in reference to the 2018 Agreement between UVM and the City of Burlington Regarding Participation in the City's Ten Year Capital Plan that states that UVM will not develop the parcel along Grove Street until 2028 or later.

# Open Space and Landscape Framework

## Open Space and Landscape Priority Areas

The 2006 CMP Priority Landscape Design Projects helped to create a connective tissue for the campus landscape by tying together existing successful open spaces and building a coherent pedestrian experience. To continue this work, it is important to activate landmark landscapes and enhance what is working well already. Some of the landscape priority areas include:

- **Fleming Museum North Lawn:** Improve the north entrance and enhance the pathways through the green.
- **Area between University Heights and Interfaith Center/Catholic Center:** Opportunity for some lower maintenance landscapes and/ or outdoor classroom.
- The **Stafford/Benedict Auditorium courtyard area**, the **area south of the STEM buildings**, and the **Redstone Green** are potential outdoor classroom/amphitheater spaces.
- **Trinity Open Space** and **University Green:** See Key Idea 4 (Create vibrant outdoor spaces and connective mobility).



## Outdoor Seating

The addition and relocation of site furnishings to outdoor spaces can contribute greatly to the transformation of the entire campus into an inviting environment for campus users. Benches, tables, chairs, and other seating furnishings should be located in areas to enhance the outdoor experience by providing a variety of places for resting, eating, studying, gathering, socializing, people watching, classes, and informal recreation. Below are existing furnishings across campus along with precedents to provide guidance on materials and styles when selecting outdoor furnishings:



## Accessibility Planning

The university continues to improve accessibility in facilities, including buildings and the physical landscape. Accessibility and Flexibility are one of the overall guiding principles for the Campus Plan. As part of this principle, it is important to apply the Seven Principles of Universal Design to guide decision making: Equitable Use, Flexibility in Use, Simple and Intuitive Use, Perceptible Information, Tolerance for Error, Low Physical Effort, and Consider Size and Space for Approach and Use.

The university is conducting a self-assessment in an effort to identify barriers in the physical environment. As part of this work, UVM will create a transition plan to guide future planning and implementation of accessibility improvements. It is the policy of UVM to comply with all U.S. laws and regulations relating to the provision of equal access to those with disabilities, and to provide reasonable and effective accommodations that enable qualified UVM students, employees and, where applicable, members of the public with disabilities, equal access to its programs, services, activities, and information.

<sup>1</sup> <https://www.landscapeforms.com/en-us/site-furniture/pages/all-benches.aspx>  
<https://www.landscapeforms.com/en-us/product/Pages/Carousel-Table-with-Fixed-Seating.aspx>  
<https://www.landscapeforms.com/en-us/site-furniture/pages/all-tables.aspx>

# Mobility Framework

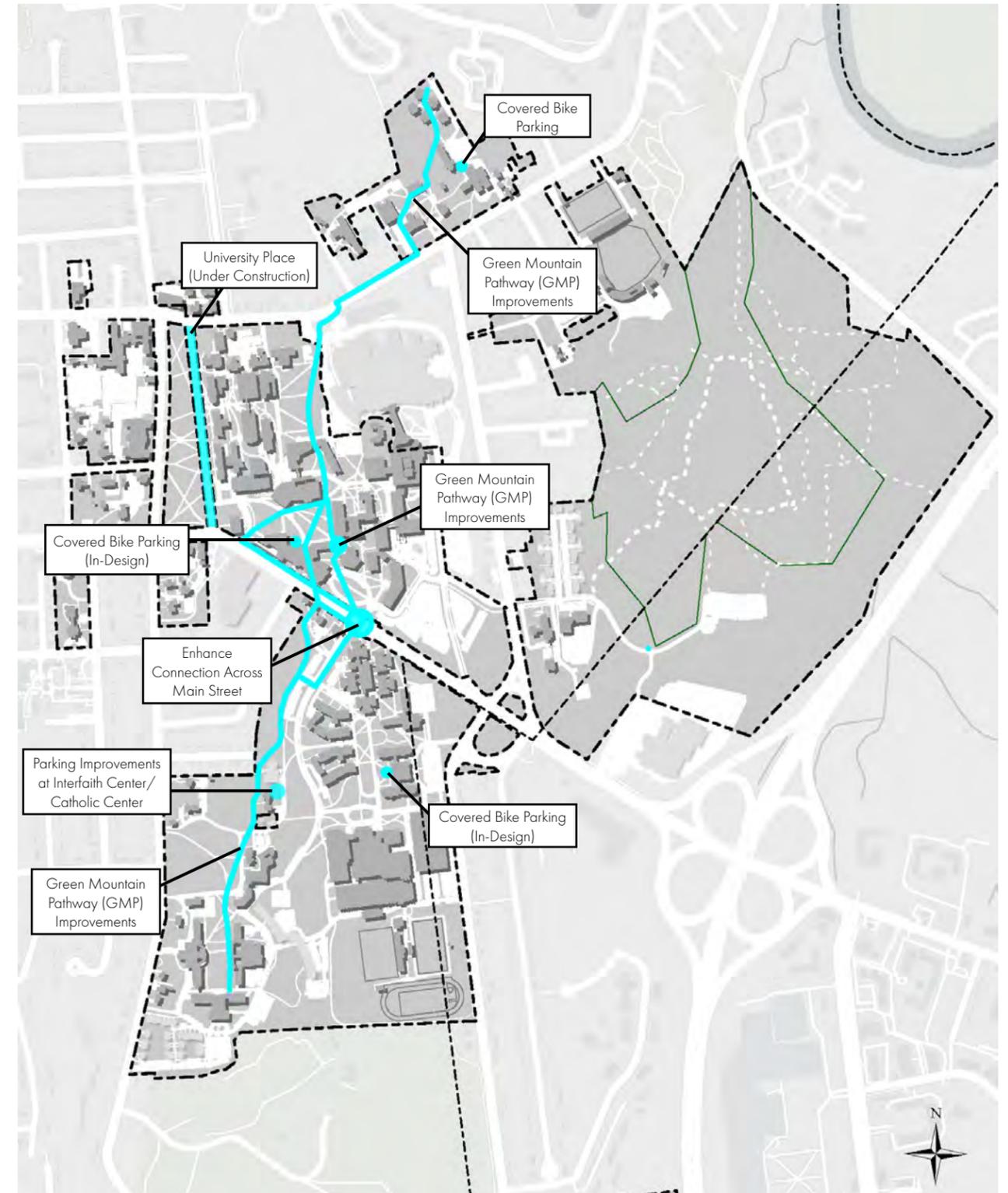
## Mobility Priority Areas

Ultimately, the overall goal for the future bicycle and pedestrian network and active transportation users on campus is to provide the safest, most logical, and engaging circulation system, and to sustain a seamless connection with all modes of travel including the CATS shuttle system, as well as external vehicular access and parking. Priority projects include:

- University Place:** The University of Vermont, in partnership with the city of Burlington, is improving safety on the street for pedestrians, bicyclists, and other active transportation users. Physical changes to the street will include limiting vehicle traffic to one-way northbound, eliminating most on-street parking, adding bike lanes and additional/improved sidewalks, creating space for food trucks on the south side of the street near Main Street, and improving and focusing on crosswalks in one central area.
- Enhance Connection across Main Street:** The crossing at Main Street and University Heights is the heaviest and most critical crossing location for non-motorized users on campus. There is not enough space in the existing crosswalk or time allotted to accommodate the high volume of users during class changes and as a result, many navigate this intersection improperly. Infrastructure improvements and retiming of lights can better designate spaces for different modes and therefore allow more efficient crossings of the intersection.
- Green Mountain Pathway:** The Green Mountain Pathway (GMP) is a campus-wide proposed north-south active mobility corridor intended to improve connectivity and contribute to the cohesiveness of the outdoor experience. This will include merging the Green Mountain Walkway and the Redstone Walkway and continuing the pathway into the Trinity District. Elements such as lighting and site furnishings might depart from the existing UVM landscape palette and contribute instead to the uniqueness of this linear landscape route.
- Covered Bike Parking:** Covered bike parking helps to protect bicycles from the elements, such as snow and rain, a benefit that is especially important given Burlington's harsh winters. Covered bike parking is recommended across campus and shelters should serve both popular origins and destinations. Key areas of focus are those not adequately served by indoor bike rooms, including Central (Davis Center), Athletic (Harris/Millis), Trinity, and Redstone Districts. Two covered bike parking structures near the Davis Center and Harris/Millis are currently in planning/construction.

## Mobility Priority Areas

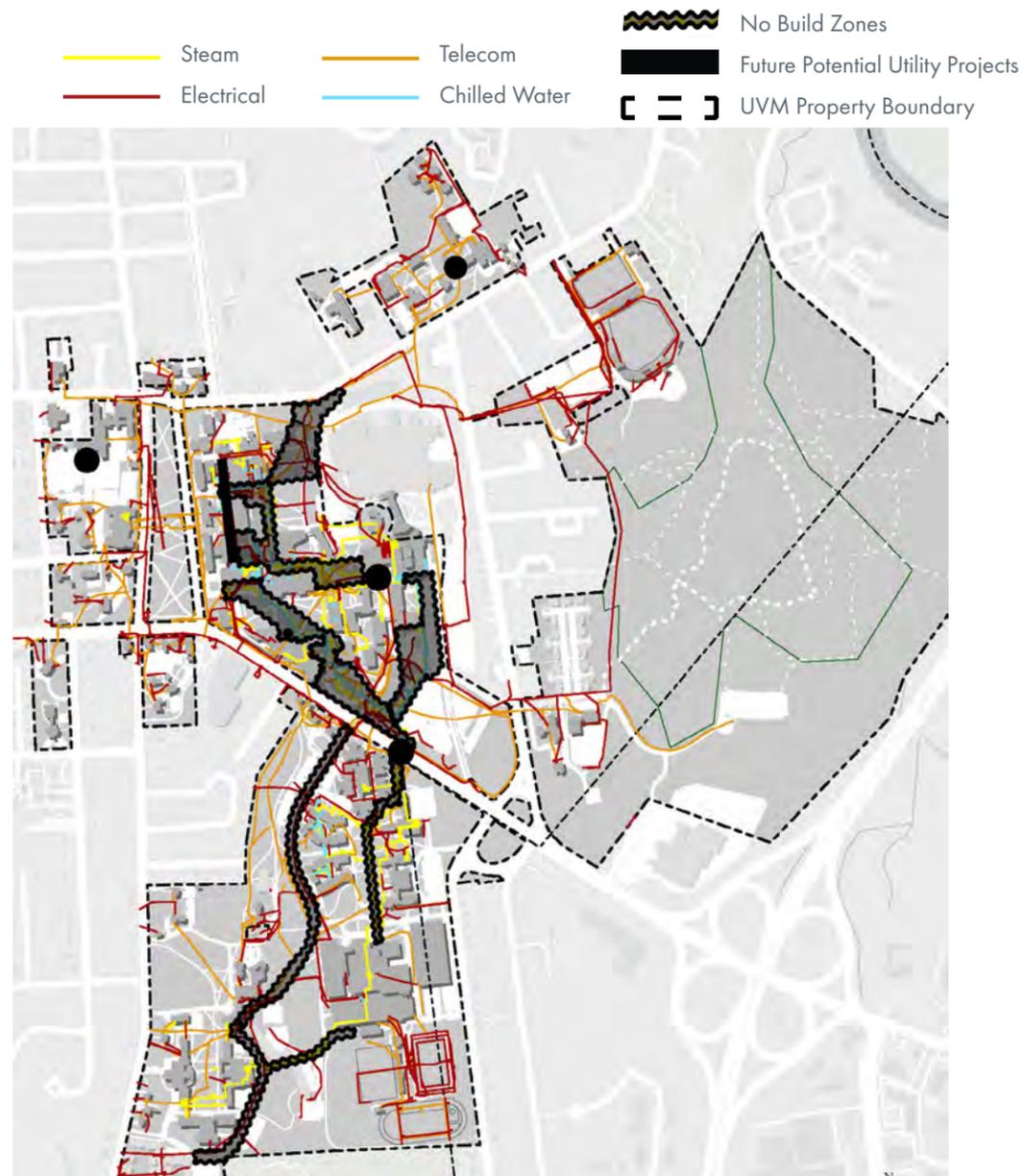
-  Mobility Priority Areas
-  UVM Property Boundary



# Utilities and Infrastructure Framework

## Utility Corridors and Priority Areas

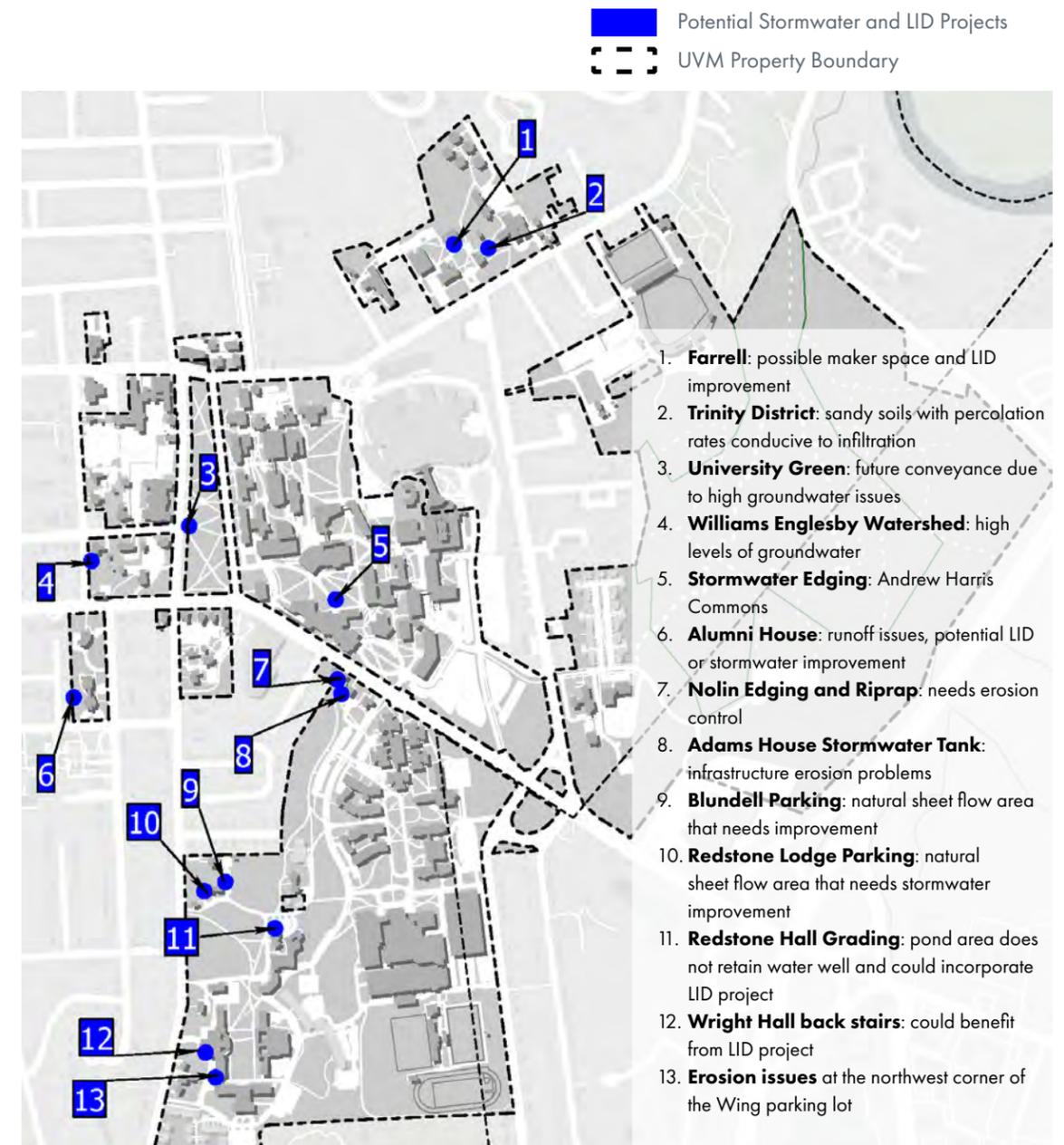
UVM's underground utilities form a complex matrix of civil, electrical, and mechanical infrastructure that govern where future development can or cannot occur. The associated map identifies corridors where the concentration of underground utilities would challenge or prohibit potential above-ground development. The map highlights the major utility corridors zones or "no build" zones that are sacred areas. These are areas in which significant disruption (and cost) to the campus would occur if the infrastructure were to be altered. While all utility disruption requires extreme coordination on campus, the campus steam, chilled water, communications, and high voltage electrical underground lines are determined to be the most problematic to relocate and thus would mandate the most significant plans when working around. Also shown are potential future infrastructure and plant upgrades that could affect development due to the timing of their construction. Both the existing utility corridors and the future infrastructure sites where there will be additions or upgrades to campus utilities have been coordinated with the Land Banks Map.



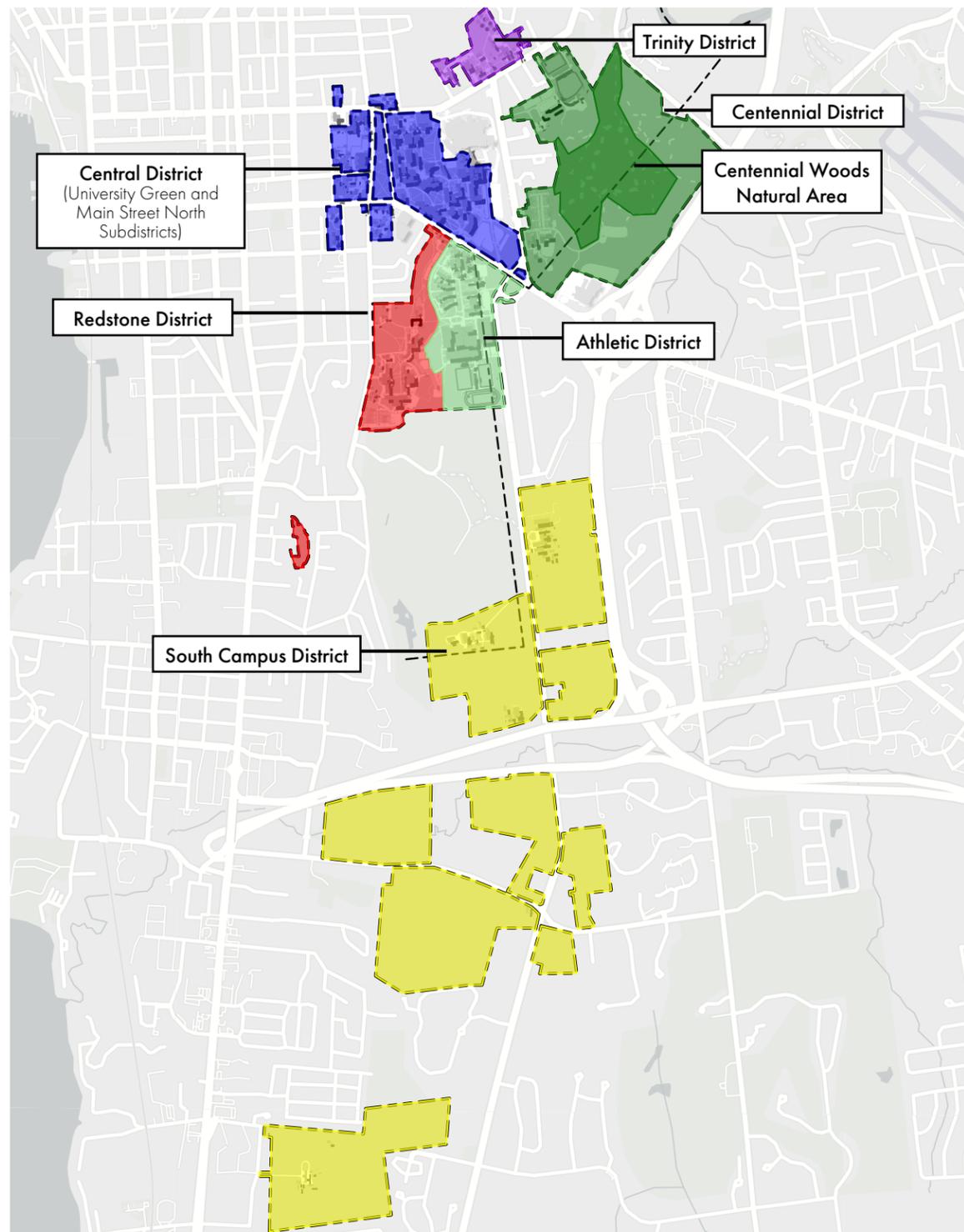
## Stormwater Management Opportunities

In addition to the existing stormwater management practices, UVM is continually assessing the landscape to implement ecological design and Low Impact Development (LID) practices. These include both natural and human-made solutions that reduce impervious surfaces, maximize permeability to promote infiltration, and disconnect impervious areas to adjacent storm/sewer systems and/or waterbodies. Specific LID strategies include clustering development, reducing surface parking, reducing road and pathway widths, curvilinear road and path designs to decrease sheet-flow runoff, vegetated swales, infiltration trenches, bioretention/rain gardens, pervious paving materials, street trees, and green roofs.

The corresponding map identified sites for potential stormwater management and/or LID best management practices.



# CAMPUS DISTRICTS



## Architectural and Landscape Guidelines

The Campus District Guidelines establish the character, goals, and development potential for buildings and landscape for each of the districts. The architectural and landscape guidelines are intended to promote high-quality architecture and contextual design throughout the campus that enhances the image and identity of the University of Vermont. The description of existing and architectural guidelines describes the distinguishing characteristics of each architectural district and then provides specific guidelines for how new buildings and additions should be designed to fit in with that character. The design guidelines are intended to establish essential design relationships with the campus and surrounding buildings but also leave flexibility for architectural creativity and innovative design. The landscape guidelines are intended to ensure that additions and improvements to the landscape maintain and respect the historic character of the campus and relate to the existing geometries and forms. All of the district guidelines are intended to be reviewed for any project that goes through the Site Planning and Design Review Process.

The Overarching Goals and Strategies for all of the districts include:

- **Campus Plan Compliance** - All projects will comply and be consistent with the vision, principles, and key ideas identified within the Campus Plan.
- **Inclusive and Accessible** - All projects, including new building, major renovation/addition, and landscape/mobility projects must consider the best options to promote interaction and integration among a diverse community and comply with all local, state, and federal standards.
- **Sustainable Design** - All new building and major renovation projects will be developed for LEED Silver or above certification.
- **Light-Filled Spaces** - It is recommended that all new buildings, additions, and renovations have glass-enclosed gathering spaces that bring daylight inside and allow users to view the campus. Spaces filled with natural light have been shown to inspire creativity and collaboration.
- **Circulation within and between Buildings** - It is recommended that circulation within new buildings provide interior connections with other buildings or campus destinations.
- **Building and Landscape Materials** - It is recommended to prioritize the use of recycled and/or sustainable products or materials as well as materials indigenous to Vermont.
- **Historic Context** - New additions and alterations to historic resources should be designed in accordance with the Secretary of the Interior's Standards for Rehabilitation. See Chapter 5: Campus Districts.
- **Architectural Considerations for Additions to Existing Buildings** - Historic buildings may need additions or alterations for accessibility and code compliance, as well as additional space. Additions should be designed with large areas of glass to make the existing buildings feel more open and inviting and should be clearly different and more modern than the historic architecture, yet match the original architecture in scale and articulation, without direct imitation. The same considerations should also be followed for renovations/additions to buildings that are not on the historic register, when feasible.

## Central District: University Green Subdistrict



### UNIVERSITY GREEN SUBDISTRICT

<b>GOALS</b>	The general goals for the University Green Subdistrict are to showcase the highly prized historic resources, and to preserve the scale, visibility, and beauty of the existing buildings. Any infill development, building additions, and amenities in the landscape should maintain visibility of historic facades and showcase the historic architecture.
<b>ARCHITECTURAL GUIDELINES</b>	Historic buildings may need additions or alterations for accessibility and code compliance, as well as additional space. New additions and alterations should be designed in accordance with the Secretary of the Interior's Standards for Rehabilitation and be coordinated with the Vermont Division for Historic Preservation (VDHP). Appropriate materials include glass, stone, brick, or brick-colored elements. Maximum height of buildings is limited by existing zoning to the height of existing buildings on the parcel. The University Green is a no-build land bank.
<b>LANDSCAPE GUIDELINES</b>	A cultural landscape preservation approach should be used for planning projects located on the University Green. Create small landscape improvements that can be used for informal gatherings as well as informal or occasional open-air classes. Add trees and seating along existing paths and edges to reinforce the historic character of the subdistrict. Preserve the open views in the middle of the University Green. Add bike parking as needed, near buildings but not directly on the University Green. Inventory and assess existing vegetation to inform the creation of a plan for new vegetation. Consider native species with no low branches, for security, visibility, and views. Overall, incorporate a pollinator-friendly landscape. See Chapter 3: Key Ideas.
<b>DEVELOPMENT POTENTIAL</b>	Parking lots may be used as building land banks, to the extent that transportation needs can be otherwise accommodated. The largest site currently underutilized is the parking area located between the DeGoesbriand and Waterman buildings, between South Williams Street, South Prospect Street, Pearl Street, and College Street. The parking lot near 109 South Prospect Street may also have development potential. Another site is the Dewey Block, that includes the area behind Dewey Hall, 12 and 16 Colchester Avenue, and 23 Mansfield Avenue. This area is just north of the University Green. The historic wood buildings in this subdistrict may be altered, within state and federal historic guidelines. These types of projects must be reviewed by the VDHP.

## Central District: Main Street North Subdistrict



### MAIN STREET NORTH SUBDISTRICT

<b>GOALS</b>	The goals of this subdistrict are to create and maintain state of the art academic facilities, beautify the campus landscape, utilize sustainable principles of landscape stewardship with native and curricular plantings, and improve outdoor spaces to foster use for people of all abilities and identities.
<b>ARCHITECTURAL GUIDELINES</b>	Buildings may need renovations, rehabilitation, and additions or alterations for accessibility and code compliance, as well as additional space. All such additions and modifications on buildings and features eligible for listing on the Vermont or National Register of Historic Places should comply with the Secretary of Interior Standards and be coordinated with the VDHP. New buildings can be designed to showcase their function as academic state-of-the-art facilities. Materials should match existing, and include brick, glass, metal, and stone. New buildings should continue to create campus quads and gathering spaces as well as indoor, weather-protected connections to existing buildings. Roofs may be sloped or flat. When feasible, create an activate, lively, and safe streetscape for pedestrians on Colchester Avenue and Main Street.
<b>LANDSCAPE GUIDELINES</b>	A primary north-south active transportation spine is the Green Mountain Pathway. This path can be activated with unique lighting and seating alongside it, and additional landscaping and stormwater management practices. New vegetation should include native species that are easily maintainable and sustainable, pollinator-friendly, curricular and educational plantings, while keeping visibility between spaces for security and scenic viewing. Seating can be placed at the edges of walkways, along with trees, to encourage utilization of the outdoor campus landscape. Consider creating an outdoor amphitheater with low seating walls nestled into the slope on the south side of Discovery and Innovation Halls (STEM facility).
<b>DEVELOPMENT POTENTIAL</b>	The large parking lots at the easterly edge of this area remain the most likely sites for new development. As these are some of the only large areas of parking remaining in the Central District, they may be developed to the extent that alternatives to parking in the area are identified. The stand of trees near the jug handle in the southeast corner of the subdistrict was planted as a research project. This research has concluded, and the trees have reached the end of their expected life. This area may be redeveloped.

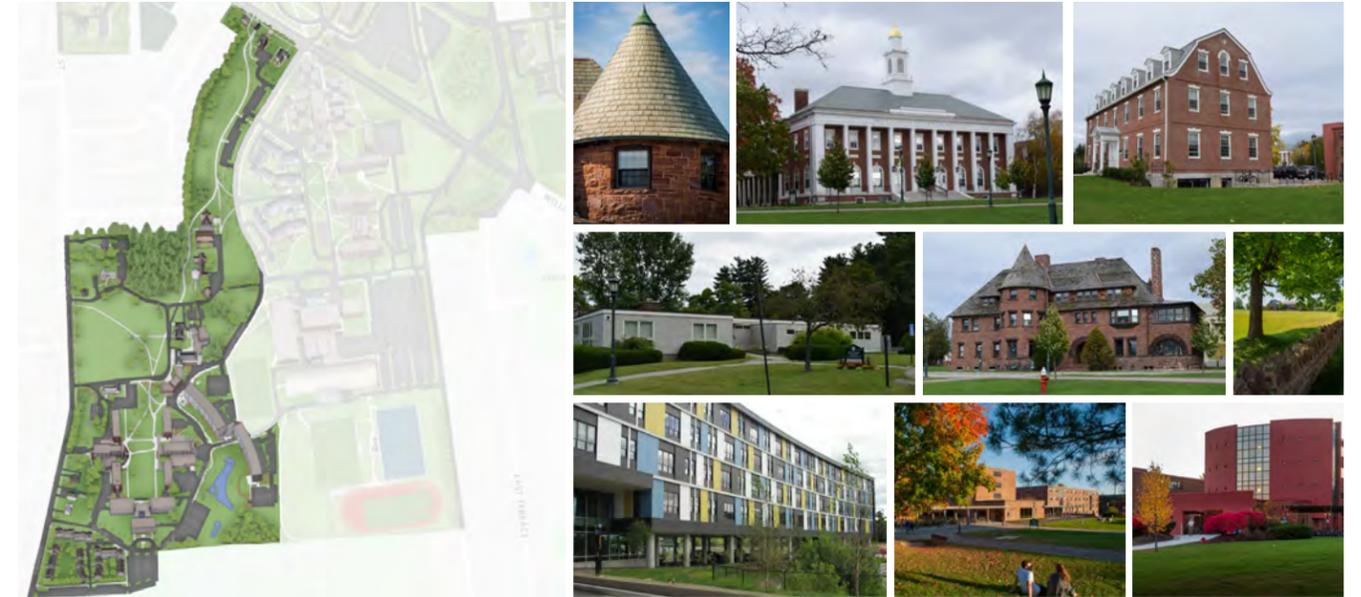
# Trinity District



## TRINITY DISTRICT

<p><b>GOALS</b></p>	<p>The majority of new development or redevelopment at UVM in the next ten years will most likely occur in the Trinity District. There is an opportunity to activate and enliven this district with the addition of undergraduate and graduate student housing through redevelopment, renovation of existing housing, and/or construction of new housing. In order to meet the housing and development goals, the zoning regulations will need to be updated for this area of campus (lot coverage, setback, and height overlay). There is also an opportunity to foster interdisciplinary work and support research growth through adaptive reuse. The landscape goals are to increase recreational use, remediate stormwater runoff, and provide space for an outdoor amphitheater to take advantage of the existing grading conditions.</p>
<p><b>ARCHITECTURAL GUIDELINES</b></p>	<p>On buildings and features eligible for listing on the Vermont or National Register of Historic Places, all repairs, additions, and modifications should comply with the Secretary of Interior Standards for Rehabilitation and be coordinated with VDHP. New buildings in the Trinity District should respect the architectural characteristics of the district in terms of height, mass, scale, and proportions. Exterior walls should be of brick, glass, or stone in a color which is sympathetic to the district. For example, the use of slate (or similar) panels that reference the adjacent buildings would be encouraged. Windows should also fit in with the scale and rhythm of fenestration in adjacent buildings. Depending on the location of new development/redevelopment, additional materials such as wood or metal may be incorporated to allow for flexibility in the style of architecture. Roofs may be sloped or flat.</p>
<p><b>LANDSCAPE GUIDELINES</b></p>	<p>This area of campus is ideal for stormwater remediation because it is one of the few places on campus with sandy soils that have percolation rates conducive to infiltration and permeation. Low seating/retaining walls in existing topography or terraced areas can create informal seating and gathering as well as provide opportunities to showcase low-impact stormwater treatments. Seating can be placed at the edges of walkways, along with trees, to encourage the utilization of the outdoor campus landscape. Consider creating an outdoor natural amphitheater nestled into the slope(s).</p>
<p><b>DEVELOPMENT POTENTIAL</b></p>	<p>There are several land banks in this district. There is a residential land bank in the open space and over the five residential halls in the northeast corner of this district. There is a general campus use land bank along the Colchester Avenue streetscape. There is a potential for mixed-use development if the setback is decreased. The creation of an active streetscape can increase the perception of safety as well as be an attractive improvement to the neighborhood. There are also academic land banks in between Mann Hall and the Villa and in front of Farrell Hall.</p>

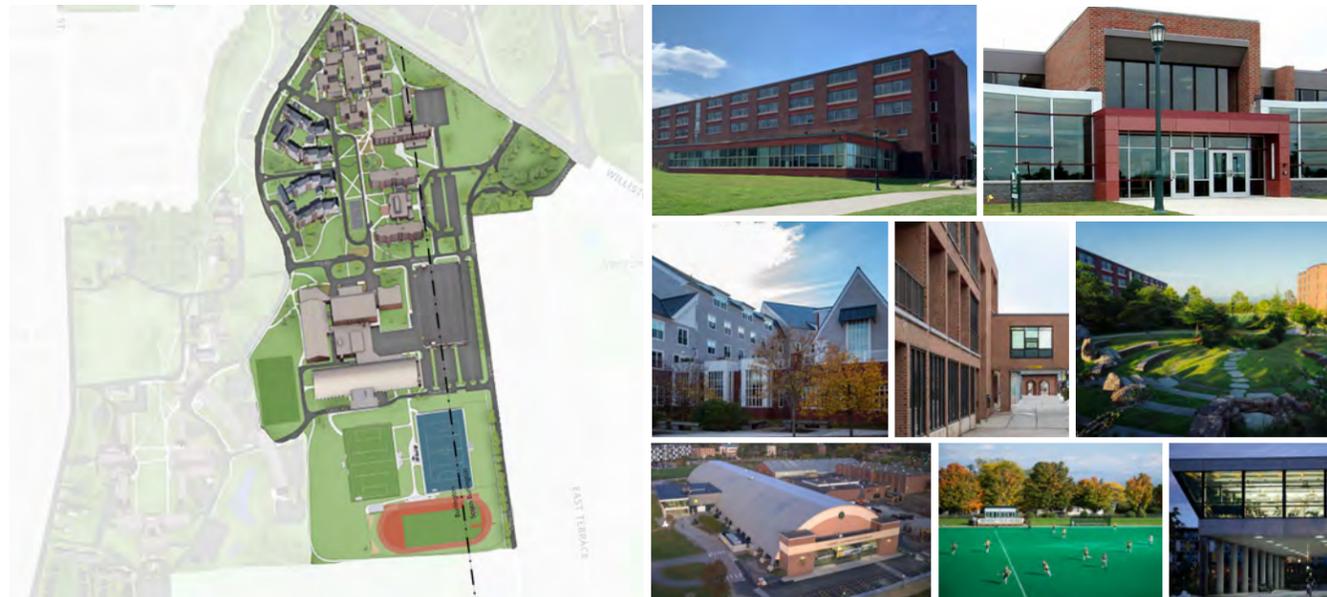
# Redstone District



## REDSTONE DISTRICT

<p><b>GOALS</b></p>	<p>The general goals and guidelines for the Redstone District are:</p> <ul style="list-style-type: none"> <li>• Preserve the buildings and landscape features that contribute to the significance of the Redstone Historic District.</li> <li>• Preserve the open space between the Green Mountain Pathway and the Robinson Parkway/Henderson Terrace/University Terrace neighborhoods.</li> <li>• Preserve viewsheds of the Green Mountains to the east, the Adirondacks and Lake Champlain to the west, and the Burlington Country Club to the south.</li> <li>• Improve the Redstone Green by providing more trees and sitting areas while maintaining open space for recreation.</li> <li>• Improve the contiguity of the Green Mountain Pathway, leading to the Central District.</li> <li>• Upgrade student housing as needed within financial constraints.</li> </ul>
<p><b>ARCHITECTURAL GUIDELINES</b></p>	<p>New development within the Redstone District should respect the existing architectural characteristics of the buildings in terms of compatibility, mass, and scale. Viewsheds should be preserved both looking eastward from South Prospect Street toward Southwick Hall and westward across the Redstone Green toward Lake Champlain and the Adirondacks. New additions and alterations should be designed in accordance with the Secretary of the Interior's Standards for Rehabilitation and be coordinated with the VDHP.</p>
<p><b>LANDSCAPE GUIDELINES</b></p>	<p>Similar to the University Green in the Central District, the Redstone Green serves as a central determinant of form for a large portion of the Redstone District. A cultural landscape preservation approach should be used for planning projects located on the Redstone Green. Improving the contiguity of the Green Mountain Pathway can be achieved with consistent paving, lighting, wayfinding signage, and smaller signage that provides information on views, vegetation, and historically and culturally significant points of interest.</p>
<p><b>DEVELOPMENT POTENTIAL</b></p>	<p>Consistent with the other districts, existing impervious sites should always be considered for new development over existing pervious sites. Three areas have been identified as residential land banks, including Coolidge Hall and the adjacent land to the west and south, the Wing parking lot, and the Davis parking lot. A general campus use land bank has also been earmarked on the south side of the Adams Building and the Johnson House, and an academic land bank has been reserved on the 0 Main Street/0 University Terrace parcels.</p>

# Athletic District



## ATHLETIC DISTRICT

<p><b>GOALS</b></p>	<p>The overall goals for the Athletic District are to provide quality living conditions for students and to foster health, fitness, and wellness by improving existing buildings and constructing new facilities that provide spaces that are versatile, accessible, and adaptable to accommodate a variety of social, cultural, recreational, and athletic events and activities. Other goals include improving connections across Main Street from the Athletic District to the Central District, improving pedestrian mobility routes along Spear Street, improving the stormwater feature between the University Heights North and South Complexes, improving the existing amphitheater between Austin Hall and Millis Hall, and preserving the expansive views to the Green Mountains.</p>
<p><b>ARCHITECTURAL GUIDELINES</b></p>	<p>There are many International Style buildings in the Athletic District. The Tarrant Event Center is planned for the east side of the P-F-G Complex and will include a semi-cylindrical barrel-vault roof that echoes the form of the Gutterson Field House. If a flat roof is part of the design for a new structure, consider use of the roof for a green roof, solar panels, natural lighting, or other creative and sustainable uses. Although there are currently no buildings in the Athletic District on the National Register of Historic Places, the potential for any properties in this campus area should be considered eligible for listing on the state and National Register of Historic Places, and appropriate design guidelines should be applied for renovations, additions, and when considering new development. The steel and glass facades used for the Harris-Millis Commons renovation in 2007 complements the existing buildings with a design that is clearly different and more modern, yet respects the scale, massing, height, and materials of the original architecture.</p>
<p><b>LANDSCAPE GUIDELINES</b></p>	<p>Efforts should be made to preserve viewsheds to the Green Mountains and to preserve the open spaces used for sports, recreation, and social gathering. Enhancements to the accessibility and interpretation of the watercourse that runs between the University Heights South and North Complex can better educate the public on how rainwater is channeled through the bio-retention area. Other green stormwater management solutions are also recommended around the large surface parking areas, including the Marsh-Austin-Tupper parking lot, the Harris-Millis parking lot, and around the Gutterson Parking Garage.</p>
<p><b>DEVELOPMENT POTENTIAL</b></p>	<p>In addition to the Tarrant Event Center that is located on an athletic land bank identified in the 2006 Campus Master Plan, there are also general campus use land banks located on the northeast corner of the district and one land bank in the recreation field in the southwest corner of the district.</p>

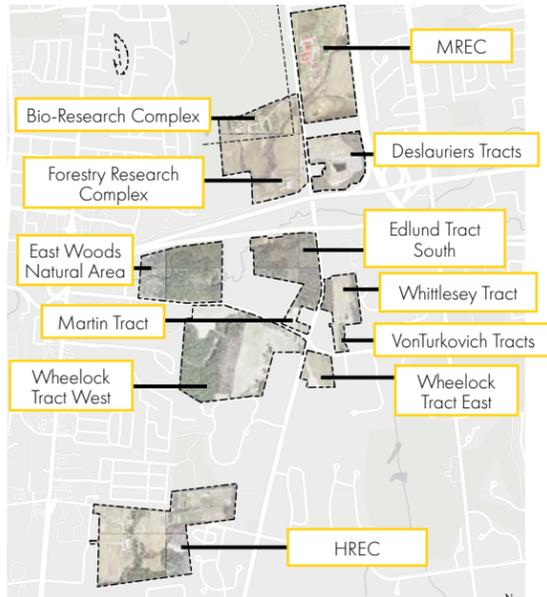
# Centennial District



## CENTENNIAL DISTRICT

<p><b>GOALS</b></p>	<p>The general goals and guidelines for the Centennial District are to respect the characteristics of the surrounding residential neighborhoods, while maintaining the architectural styles that are clearly identified with the University of Vermont. The Centennial Woods Natural Area is preserved in perpetuity with the Vermont Land Trust and managed by the UVM Environmental Program. The facilities and activities associated with Centennial Field will remain a highlight and serve to benefit the community while continuing the tradition of intended use of this historic facility.</p>
<p><b>ARCHITECTURAL GUIDELINES</b></p>	<p>Designs should respect the characteristics of the surrounding residential neighborhood in terms of height, mass, setback, rhythm, scale, and proportions and should have exterior materials, windows, and roofs that are sympathetic to the wooded surroundings. Roofs may be sloped or flat. Given the historic significance, any modifications to the Centennial Baseball Grandstands should be in consultation with the Vermont Division for Historic Preservation and the Secretary of Interior's Standards for Rehabilitation. Development in the district should also respect views that highlight the baseball field and grandstand.</p>
<p><b>LANDSCAPE GUIDELINES</b></p>	<p>Development adjacent to the natural area should not encroach upon or impair any of the natural processes. Connections to the natural area should also respect the residential neighborhoods that reside within the district. Trails within the natural area should be minimally maintained to support wellness and recreation with minimal impact on soils, vegetation, and habitat. There are four stormwater treatment facilities in the Centennial District— the North Campus Stormwater Treatment Facility, the East Campus Stormwater Treatment Facility, the DoubleTree Stormwater Treatment Facility, and the Main Street East Stormwater Treatment Facility. These should continue to be maintained and improved to limit and treat stormwater runoff.</p>
<p><b>DEVELOPMENT POTENTIAL</b></p>	<p>There are currently five general campus use land banks in the Centennial District, including the soccer field, the parking lots on the north and south sides of University Road, the area south of the maintenance buildings, the Rugby Field, and the southeast corner of the district that contains the commuter lot and the DoubleTree parking lot. These general campus use land banks provide flexibility to be utilized for a variety of functions, including residential, student services, academic, athletic, administrative, open space, or parking facilities. There are also two residential land banks identified, including the Patchen Road Parcel and the Grove Street Parcel, the latter of which cannot be developed until 2028.</p>

# South Campus District



## SOUTH CAMPUS DISTRICT

### GOALS

The lands that UVM owns in South Burlington have historically been considered as land banks for potential future expansion of the campus beyond the 10-year time frame of this update. The university is interested in preserving development potential as much as possible, for a future time, situation, and currently unknown needs. Within the time frame of this 10-year plan, it is expected that the Miller Research and Educational Center (MREC) and the Horticultural Research and Education Center (HREC) will continue to be active educational and agricultural complexes run by the College of Agricultural and Life Sciences (CALs). Both of these campuses have plans to expand facilities to meet the educational needs of UVM students and develop new avenues of academic/agricultural research. The Bio-Research Complex has several structures and buildings that need to be evaluated for long-term use and renovation versus removal or reconstruction.

### ARCHITECTURAL GUIDELINES

- While some of the parcels are unbuilt and used for agricultural purposes and/or provide natural landscapes, several of the parcels have active academic campuses. Architectural guidelines for the MREC, the Bio-Research Complex, the Forestry Research Complex, and the HREC are as follows:
- Preserve farm/agricultural architectural scale and style.
  - Retain a centralized, compact campus, surrounded by agricultural buildings and fields.
  - Connect buildings by covered and outdoor walkways.
  - Limit parking to peripheral areas near access driveways.
  - Make connections with the South Burlington shared use/recreation path as much as possible.
  - Consider removal and replacement of outdated, inoperative buildings, while working within the regulatory process with the Vermont Division for Historic Preservation, as necessary.
  - For properties in this area eligible for listing on the state and National Register of Historic Places, appropriate design guidelines should be applied for renovations, additions, and when considering new development.
  - Plans should be developed for the Wheelock Barn, located at the southwest corner of Swift and Spear Street. As this is a historic structure, options should include assessing the potential for continued maintenance and/or adaptive reuse. Sale or lease options also should be considered before planning demolition.
  - Incorporate sustainable and net zero or net positive building practices, striving to utilize clean on-site energy sources whenever possible.



## SOUTH CAMPUS DISTRICT

### LANDSCAPE GUIDELINES

- The unbuilt parcels are mostly designated as future general campus use land banks with building potential, with the exception of the East Woods Natural Area. However, each parcel has individual characteristics that lead to landscape guidelines as follows:
- **Deslauriers Tracts:** This is an active agricultural working landscape with compost on the southerly compost pad and solar panels on the northerly pad. Continue and maintain the existing situation of vegetative screening from the public ROW. Continue to maintain buffers, and control and monitor potential runoff from the actively used compost pad. Enable additional compatible agricultural uses.
  - **East Woods Natural Area:** Maintain natural area according to best practices. Maintain paths for public and academic use; encourage dogs to be leashed and picked up after.
  - **Edlund and Martin Tracts:** The northwest portion of this area includes the Potash Brook and associated buffer areas. This zone should be protected from human or domestic animal impacts. Other areas of the parcel are former fill/borrow pits associated with the nearby interstate construction as well as former agricultural fields that have gradually filled in with new growth over the last few decades; such areas may be appropriate for academic/research needs and possible construction.
  - **Whittlesey and VonTurkovich Tracts:** These are residentially zoned tracts that are currently in active agricultural use. Agricultural fields to remain as needed.
  - **Wheelock West:** This is a large 96+ acre tract. Agricultural fields to remain as needed; opportunities for agricultural and/or agricultural research should remain; the Ropes Course may have the opportunity to grow as necessary; paths in the woods to be minimally maintained but not expanded; wooded areas to be maintained in this largely suburban residential surrounding area.
  - **Wheelock East:** This is largely one field in agricultural use with a wetland/small stream bisecting the field and a small wetland on the north near Swift Street. While there are no current plans to change the current use, this area is zoned Neighborhood Residential as part of South Burlington's Southeast Quadrant (SEQ).

### DEVELOPMENT POTENTIAL

New academic buildings should be located near where there is already an area of relatively dense buildings. Current agricultural fields are designated as future land banks, whether academic, residential, or general campus use.