

CHAPTER 4: LANDSCAPE TYPOLOGIES & GUIDELINES

4:1 INTRODUCTION

The University campus comprises a variety of spaces defined and characterized by their diverse physical aspects and functional requirements. As the primary components of the landscape framework, these spaces are identified by the functional value and equity they provide to the overall character of the campus. Each of the landscape types found on campus plays a critical role in guiding the experience of campus users as well as varied opportunities for learning and research.

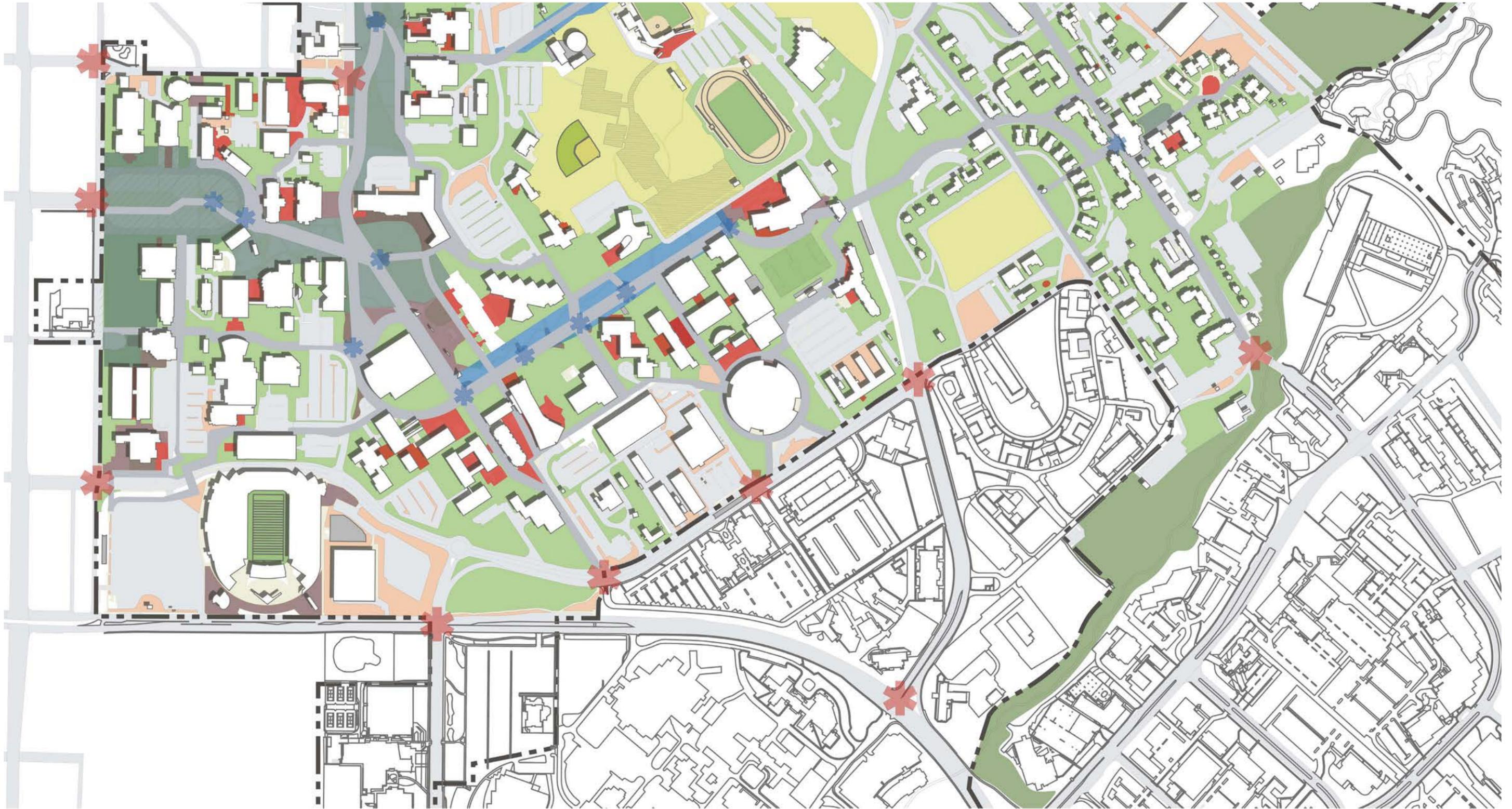
Recognizing and identifying the individual landscape typologies provides planners and designers with a valuable tool that will aid in the creation of high-character spaces that redefine the overall campus image. The manner in which the individual spaces relate to and connect with others will guide users from one area of campus to another in a cohesive manner that establishes a recognizable image for the campus.

Chapter 4 is a discussion of the role each landscape type plays and the appropriate landscape treatments which complement these roles.

LANDSCAPE TYPES

- 1 Edges & Gateways
- 2 Campus Open Space
 - Campus Greens
 - Informal Green
 - Recreation Fields
- 3 Corridors & Connective Spaces
 - Vehicular/Streets
 - Primary Corridors + Malls
 - Secondary Corridors
 - Interstitial Space
- 4 Plazas & Courtyards
 - Plazas
 - Courtyards
- 5 Building Landscapes
- 6 Parking & Service Areas





Map of landscape types on campus.

4:2 CAMPUS EDGES & GATEWAYS

DEFINING CHARACTERISTICS

Edges and gateway entrances define the physical boundaries and transitions between the campus and the surrounding community.

Edges are barriers, more or less penetrable, which close one region off from another. They may be seams along which two regions relate and join together. Edges are a critical element in determining the identity of a district. The stronger or more distinct the edge, the more an adjoining area can be read as a district. Soft or porous edges leave ambiguity in the mind pertaining to where the district might begin or end.

Gateways are entrances into campus that are visually inviting, informative, and provide a welcoming first impression.

The University campus is bordered by three distinct districts that will influence the campus landscape in unique manners.

- **Avenues** - The Avenues neighborhood is comprised of tree-lined streets and stately homes. It also contains the historic Presidents Circle.
- **University Blvd/Foothill Drive** - As the predominant access point to campus via both automobiles and public transportation, this edge is critical for establishing the tone of the campus landscape.
- **Mountain Foothills** - The native Foothill landscape provides a dramatic transition to the manicured campus landscape along the east edge of campus. The character of this edge is that of legible transition.

ISSUES

Most of the University of Utah campus currently has a porous edge, lacking the visual clues that indicate where campus begins or ends. If the campus is to become stronger as an identifiable zone, the edge and gateway conditions must be strengthened along the southern and western edges where the majority of users enter.

The campus edge adjacent to the Foothills currently reads as an open space extension of campus. While this softer transitional edge treatment is more appropriate for the adjacent community, there is a lack of a unified design.

The campus edge adjacent to The Avenues also lack a unified design. The University neighborhood to the west is a residential/commercial mix that presents unique edge challenges and opportunities.

OBJECTIVES

The main objective for campus edges is to define a physical boundary along the length of campus that recognizes the surrounding character of the adjacent communities and which signals a transition into the campus environment.

The main objective for primary and secondary campus gateways is to create distinctive entrance spaces through signage, monuments and/or vertical elements, and appropriately scaled plantings consistent in massing and arrangement. Enhancements to the campus gateways will aid in wayfinding and strengthen a sense of arrival.

GENERAL GUIDELINES FOR EDGES AND GATEWAYS

Provide an appropriate lighting level for multi-purpose along edges and gateways (signage, safety & circulation). Make signage consistent with wayfinding guidelines.

Edges

Mountain Foothills

- Incorporate, to a greater degree, low water use and native plant material.
- Create plant massings that complement those found in the native setting, embracing the adjacent Wasatch National Forest.
- Densify native and adapted plant massings at an appropriate scale to surrounding buildings. The plant palette can then transition gradually.

The Avenues

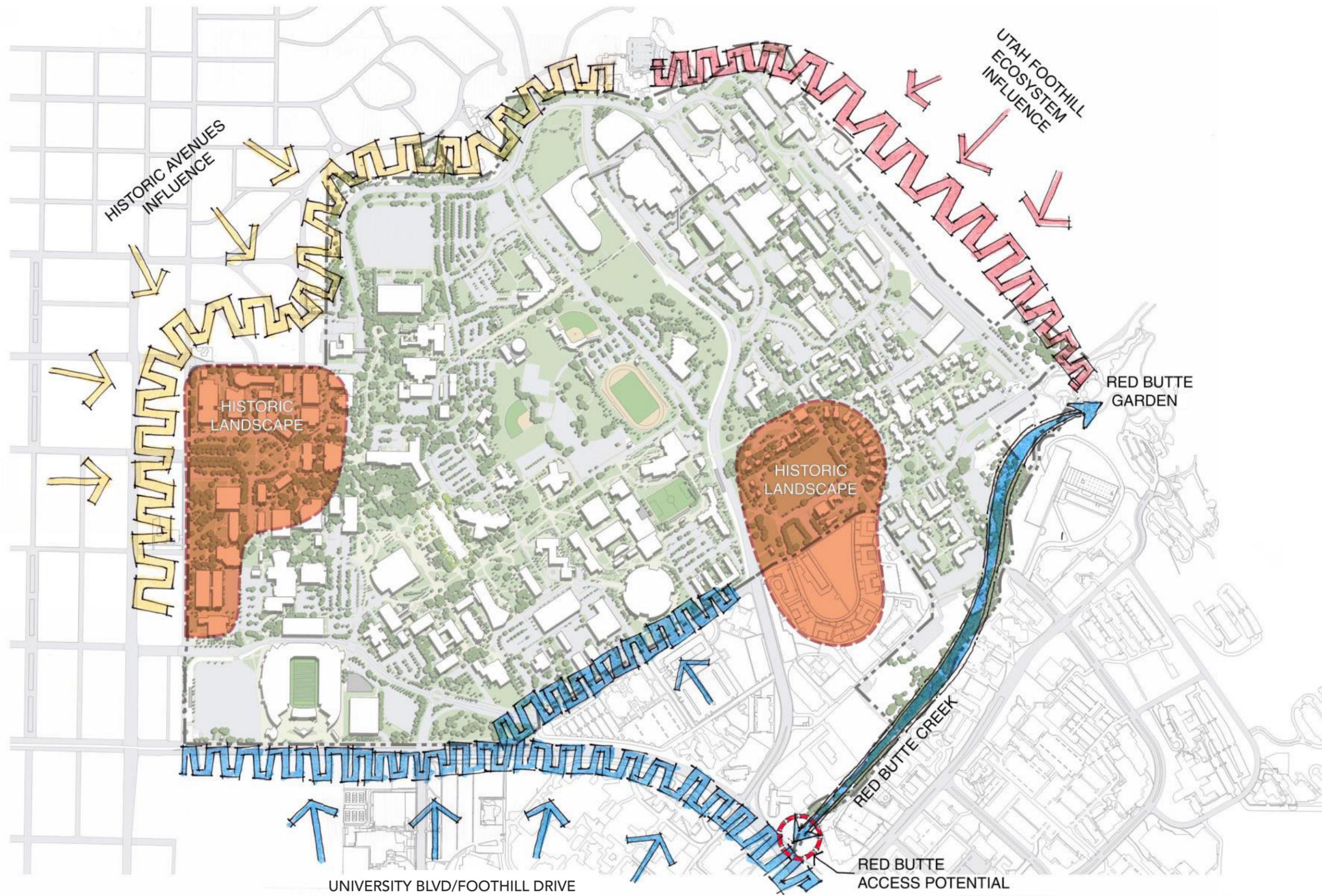
- Incorporate large shade trees and an understory comprised of simple massings and spreading groundcovers.
- The edge to the northwest into the neighborhood is currently very soft. This feel should be maintained while also providing a unified, transitional edge treatment that continues the legibility of 'edge' for the user.

University Blvd/Foothill Drive

- Large shade trees and plant massings are to replace the expansive lawns that currently exist along this boundary.
- Leave lawn where it is usable for tailgating or other activities.
- Take advantage of street corners for wayfinding, lighting, and increased plant densities. Screen transformer boxes.
- Experiment with different seed mixes and non-turf replacements for expansive landscape areas, including current mulch areas. (Simplify remaining mulch areas to a single type.)

Gateways

- Primary and secondary entrances must be distinguishable in scale and complexity, but consistent in massing, plant arrangement, lighting, landscape materials, and general aesthetic.
- Primary entrances should be monumental in scale.
- Landscape treatment of the gateways should recognize pedestrian and bicycle functions as well as vehicular.
- Landscape treatment intensifies at to read as portals into campus.
- Elements may include specialized lighting, thematic massing of plant material in a unique manner, signage, etc.
- Consider elements that provide visual, auditory, olfactory, thermal, and tactile sensory stimulation. Design elements that stimulate more than one of the senses are highly effective in creating more intense memory for those arriving at campus at various speeds using multiple modes of transportation.



Graphic of the community areas of stylistic influence surrounding campus.

AVENUES



UNIVERSITY BLVD/FOOTHILL DRIVE



MOUNTAIN FOOTHILLS



The campus is an extension of the urban fabric of downtown Salt Lake City to the west. The Avenues neighborhood to the north and northwest is comprised of tree-lined streets and stately homes. It also contains the historic Presidents Circle. The native foothill landscape provides a dramatic transition to the manicured campus landscape along the east edge of campus.

The character of the edges bounding campus is that of transition. The landscape here should convey a sense of welcome, as well as a response to the adjacent district.



X The north campus edge has excessive lawn and lacks a coherent design. Edge-defining features including transitional elements from the surrounding Avenues community would help define this boundary.



X The Northwest campus edge lacks form and character, making it difficult to identify as a campus edge. Lawn on steep slopes should be replaced.



✓ This west campus edge is formed by a historic native sandstone wall, historic trees, and open lawn. This landscape should reduce lawn along the wall and incorporate low water plants.



X Lack of street trees along 100 South and North Campus Drive creates an unmitigated heat island effect and misses the opportunity to create a comfortable pedestrian corridor.



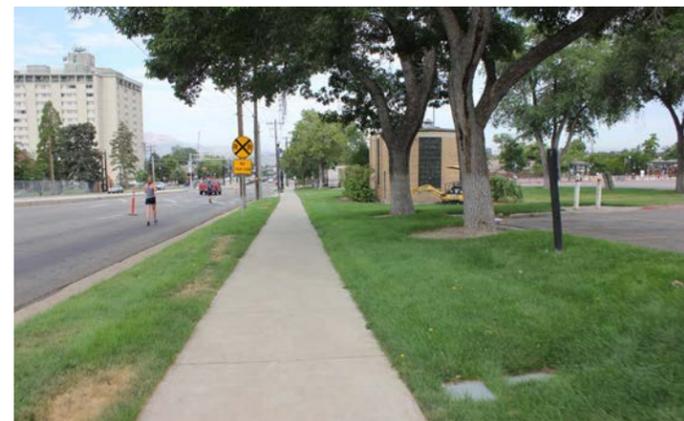
X This edge on North Camus Drive is formed by spotty shrub plantings and excessive bark mulch. It has no stylistic relationship to any other portion.



X The campus gateway on University Street and South Campus Drive lacks adequate formal gateway elements, proportionally scaled, that would communicate that it is a major entry point into campus.



X This secondary west campus entrance needs a bold arrangement leading from the sidewalk up along the stairs. Secondary entrances must be distinguishable in scale and complexity, but consistent in massing, plant arrangement, lighting, landscape materials, and general aesthetic.



X The majority of the lawn along South Campus Drive edge is unusable, lacks definition and needs edge-defining features like plant massing, buffering and/or small structures.



X The plant material along this east campus edge abutting the Foothills is not properly scaled to the adjacent buildings (too small).

- ✓** Positive example
- X** Negative example



Example stretch of South Campus Drive's current landscape condition.



Conceptual rendering of the same sample stretch of South Campus Drive.

The top left image is a sample rendering of a stretch of South Campus Drive and its current landscape condition. While the effort to remove lawn from park strips is commended, the overall entry experience has yet to be defined or designed.

The bottom left image shows a conceptual rendering of the same space that also removes lawn from park strips but also uses plant material, planted in clusters, to form a comfortable buffer between pedestrians and the road. Lawn behind the planting has been replaced with a mix of meadow grasses to maintain an institutional scale, but reduce water use. Clustered shade trees along the path also communicate that the sidewalk and the surrounding spaces were designed for user comfort and experience. A concentration of ornamental trees at the entrance, along with vertical signage, clearly signals a campus entrance.



Example of a South Campus Drive current entry landscape condition.



Conceptual rendering of the same sample entry on South Campus Drive.

The top left image zooms in on the South Campus Drive entry space associated with the campus edge in the previous two images (p. 40). The existing conditions show a great need for a cohesive landscape design that highlights the entry space and provides clear and institutionally-scaled signage.

The bottom left image shows a conceptual rendering of the same entry space that uses low walls and a simple plant palette to more formally cluster understory plants with varying textures and colors. The clustering of ornamental trees provides a added pop of color to draw one's eye to the focal point of entry.

4:3 CAMPUS OPEN SPACE

Campus open space includes different types based on location and use. They are:

- Campus Greens
- Arboretum
- Historic Landscapes
- Informal Green
- Recreation Fields

The expansion of the Open Space Framework of the University of Utah Campus Master Plan (2008) through development of a Campus Open Space Plan that identifies a network of key passive use (studying, relaxing, etc.) and active use green spaces, and protects them from future development, is critical to the successful allocation of spaces that can adequately accommodate student needs.

CAMPUS GREENS

DEFINING CHARACTERISTICS

Campus greens are among the most used and recognizable spaces on campus. They are typically well-defined, identifiable spaces bound by buildings. They are predominantly characterized as open lawn beneath a canopy of mature shade trees, leading them to be highly valued by campus users.

This space type includes significant open space that is critical for the use and wellbeing of the student body such as the lawn outside the Union Building and also includes historic areas, such as Presidents Circle.

ISSUES

Many prime open spaces for social interaction and recreational activities are seen as available land for future development. Without an Open Space Plan that enforces policy change, prime campus open space in ideal locations for individual and social use will continue to disappear.

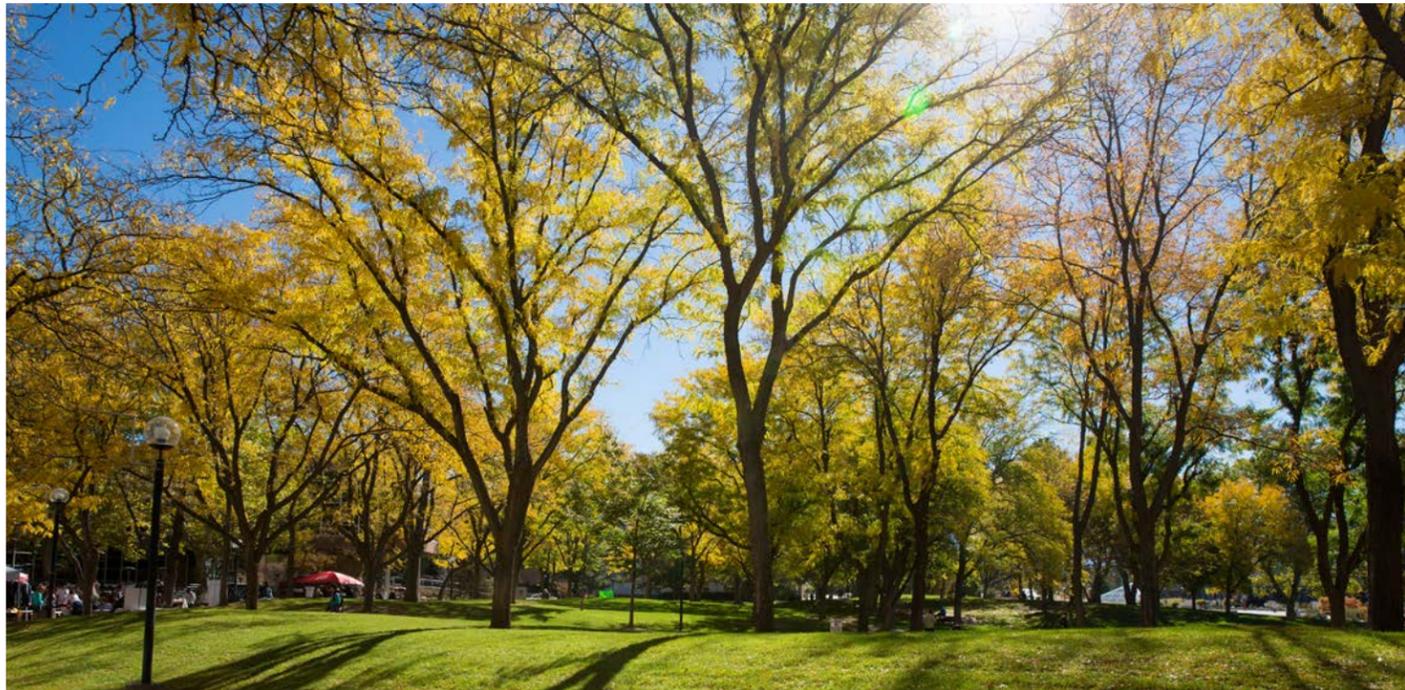
Where new building sites have been identified in the 2008 Campus Master Plan, adjustments should be made to reinforce edges and further define these open landscapes.

OBJECTIVES

The primary objective for campus greens is to identify and protect open green space that is extremely valuable for its recreational and social uses due to location and limited distribution throughout campus.

GENERAL GUIDELINES FOR CAMPUS GREENS

- Lawn areas on steep slopes should be prioritized for reduction/replacement.
- Lawn areas should be generally preserved as open, multifunctional landscapes.
- Reduction of lawn and replacement with plant beds should occur along the edges and become an additional method of defining the edges of these important spaces.
- Establish campus greens in the upper section of lower campus as well as in the Health Sciences Campus, as there is a lack of such spaces.
- Campus Greens should have a greater presence in the upper Main Campus as well as in the Health Sciences Campus.
- Further define and enhance campus greens with additional tree plantings, with particular emphasis on the arboretum approach.



✓ The Union Building open lawn is the second most loved space on campus following Presidents Circle. Both spaces are great examples of usable open lawn with adequate shade and enough separation from activity hubs for study and rest.



✓ The Presidents Circle is the most loved space on campus for its usable open lawn and adequate shade.





Map of Campus Greens.

ARBORETUM

Environmental psychologist Stephen Kaplan and his colleagues found that a 50-minute walk in an arboretum improved executive attention skills, such as short-term memory, while walking along a city street did not (The Cognitive Benefits of Interacting with Nature, Psychological Science, p. 1207). This section addresses the benefits of bolstering campus identity as an arboretum.

BACKGROUND

The University of Utah campus began its journey to arboretum status with the work and horticultural development of Dr. Walter P. Cottam in the 1930s. Dr. Cottam, co-founder of The Nature Conservancy and chairman of the Botany Department at the University, began using the natural ravine southwest of the historic George Thomas Building, as a plant research area. This area was established as Cottam's Gulch when Dr. Cottam raised objections to filling the ravine. He convinced University President, George Thomas to give permission to landscape the area and create a garden spot of "uncommon beauty".

For over 30 years Dr. Cottam studied and evaluated native and non-native plants to determine their adaptability to the region. His love for Utah's native plant communities was the catalyst that began what was arguably the first Intermountain West, native plant garden. Species such as Dogwood, Juniper, Fir, Mountain Ash, Elderberry, Aspen, and Birch were a part of the collections.

Dr. Cottam's impressive efforts and plant collections were formally recognized by the Utah State Legislature in 1961, through the designation of the University campus landscape as a State Arboretum. The Arboretum was established for the purpose of further developing a knowledge and appreciation of trees and shrubs. The original legislation states that the Arboretum should "provide resources and facilities for cultivating a greater knowledge and public appreciation for the trees and plants around us, as well as those growing in remote sections of the country and world".

In 1977, Richard Hildreth was hired as the first full-time director of the Arboretum. He was tasked with initiating meaningful

interpretation of Dr. Cottam's plant collections and developing educational programs that taught practical horticultural and plant identification skills. As a public service institution, (or living museum) the Arboretum began offering educational experiences through the study of the horticultural and biological attributes of plants. The Arboretum also began to offer free publications, lectures, workshops, tours, and other academic activities.

By the early 1980s, the Arboretum had grown with the campus to cover 1,500 acres, consisting of around 7,000 trees of 340 species, varieties, and cultivars. As the campus grew, the need for permanent public educational facilities and display gardens also grew. In 1982, Maas Grassli and Associates (now MGB+A) developed conceptual studies for the construction of a new Arboretum facility. In 1983, under the direction of Ezekiel R. Dumke Jr. and Richard Hildreth, the University dedicated 100 acres at the mouth of Red Butte Canyon for a regional botanical garden. The organization's name was changed from the State Arboretum to Red Butte Garden & Arboretum. The Garden opened to the public in 1985 (Source: *The State Arboreta of Utah*).

DEFINING CHARACTERISTICS

The word arboretum means a botanical collection (etum) of trees (arbor). It is a place where many varieties of trees are grown for research, educational, and ornamental purposes. Specimens from around the world may be brought together into one location.

The University desires more emphasis on developing the purposes and facets of its arboretum status, especially on the main campus. This involves creating spaces that intentionally group species and varieties for experimentation, education, and/or by defining characteristics: whether they are edible, scented, native, conifers, and so on.

ISSUES

Many arboretum trees are declining and will need to be replaced in the near future. (A campus-wide tree succession plan can be found in Chapter 5, p.14 to ensure the proper placement and timing of new plantings.)

There are a number of different types of tree tags throughout campus that differ in style. Most of them are placed too far from paths or are too small to read from walkways.

Currently there is an Online Tree Tour where users can learn about the various species located on campus. The program works to simply highlight and inform about the species trees on campus. It does not provide data for each individual tree.

The campus arboretum lacks in species diversity and active experimentation.

OBJECTIVES

Make the Arboretum identification of campus a major draw for students and the community through a vibrant network of unique trees that pulls users through the whole of Main Campus. This can be accomplished by incorporating experimental trees throughout the primary, secondary, and street corridor tree canopies.

ARBORETUM GUIDELINES

- Follow the Tree Succession Plan (found in Chapter 5, p. 14) as well as the tree care plan prepared by the Department of Facilities Services.
- Add new varieties to the Big Tree Registry. Use existing "Big Trees" as canopy linkage points as well as through the creation of clustered tree canopies along primary, secondary, and street corridors on campus.
- Make sure adequate information is presented (labels, descriptions) so that users can understand the experiments and value these unique trees and the University's mission as an arboretum.
- Incorporate robust geographic information technology, such as I-Tree, to map locations of each tree and manage information about each tree that includes species, count, age, health, etc.
- Create new guidelines for tree removal and replacement that replaces the current 2 for 1 system. A point system that evaluates the specific costs to lose a specific tree, will better inform the value (ecological, monetary, etc.) that must be replaced.
- Additionally, each new building project, whether it be a new construction or a renovation project, should incorporate a minimum of two trees of the same species dedicated to the mission of the arboretum. These trees can take on one or multiple experimental features. Potential experimentation includes tracking the advantages and disadvantages of different microclimates around the building, or planting one tree in a tree grate versus one in a more open landscape. The experimental nature of where they are planted or how they are treated in each new building landscape will bolster the mission of the campus arboretum.

HISTORIC LANDSCAPES

DEFINING CHARACTERISTICS

The areas within the LMP study area considered historic are Presidents Circle and Fort Douglas. Presidents Circle is one of the most iconic and loved landscapes on campus. An integrated classical composition of architecture, a parkland landscape and sculpture, the historic landscape here is central to its character.

ISSUES

The historic areas on campus do not currently have their own design standard for landscape elements. A variety of bike racks, benches, handrails and lighting are found that do not always match the historic style of the building architecture.

OBJECTIVES

The main objective for the historic areas is to use the landscape to more completely convey a style and distinction from the surrounding campus landscape and to reinforce the identity of historic areas on campus.

The timelessness and beauty of historic spaces need to be protected as campus evolves.



 The historic Presidents Circle currently has a variety of site element styles that do not provide visual continuity or reinforce a unified historic character.



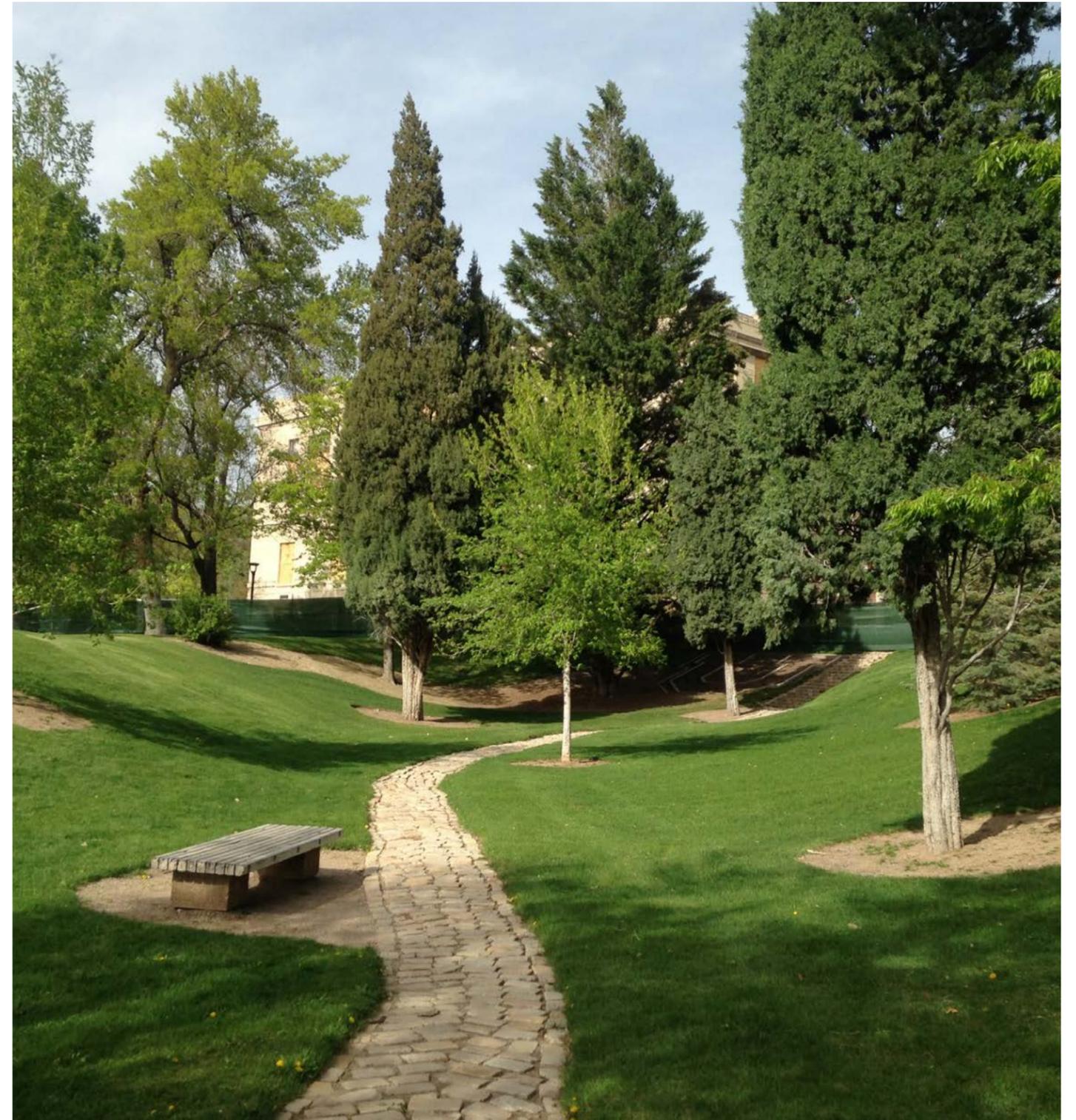
 Using unified site design elements (handrails, benches, etc.), as seen here at the entrance of the Kogod School of Business at American University, will greatly enhance the look and feel of the historic areas on campus. Attention to these visual details communicates care and appreciation for their unique and loved character.

HISTORIC LANDSCAPE GUIDELINES

- Plant material in historic areas can be diverse and experimental, in harmony with the principles of sustainability the University champions. While exact species may change, the historic character, institutional scale, and formality of plantings within historic areas should be maintained.
- Transitions to non-historic space types need to be compatible and distinguishable from the historic.
- Establish and adhere to a complementary set of site furnishings, paving, lighting, planting palette, and parkland landscape design standard for historic landscapes.
- Hardscape in historic areas, such as walks, paths, steps and walls should maintain the same character, scale, color palette and materials and harmonize with the design of small-scale features such as lighting, seating, trash receptacles, water features, planters, railings, bollards, etc.
- Appropriately preserve and respect the historic landscapes through reinforcement of the goals of the Arboretum.
- Study and review low water use turf grasses that can be used to maintain the historical character of these spaces.



Allee of London plane trees northeast of the Marriott Library.



Historic Cottam's Grove.

INFORMAL GREEN

DEFINING CHARACTERISTICS

Informal greens are among the most common spaces on campus. They are predominantly characterized as open lawn and are found throughout campus as remnant space. These spaces vary greatly in size and are not well defined, therefore they take on an informal, open appearance.

ISSUES

Open lawn is the dominant element of this landscape type. Lack of structure and definition leaves these areas as nondescript and generally forgettable.

A lack of shade trees makes these spaces less desirable.

OBJECTIVES

As the informal greens spread across the campus, they tend to become a low priority for attention and modification. The abundance of open lawn areas in these landscapes makes them an easy target for updating and replacement with native and adapted plant beds.



 This lawn area is largely unusable due to its lack of shade and distance from student activity hubs.

INFORMAL GREEN GUIDELINES

- Develop a strategy to begin reducing lawn.
- Remaining lawn areas are to become recognizable spaces, defined by trees, planting and other suitable edges.
- Investigate innovative methods/technologies to reduce the need for potable water in irrigation.
- Keep informal green areas accessible in strategic areas for snow storage.



 This green at the University of California, Merced not only captures runoff but will soon provide enough shade to make it a destination spot. It is surrounded by adequate bicycle parking, wayfinding signs, and planter seat walls.



 Large expanse of lawn near the College of Education that is largely unusable due to its lack of shade, amenities, and proximity to pedestrian traffic. This turf area is prime for replacement by low water and low maintenance meadow grasses.



Existing conditions of the lawn area just south of the Aline Wilmot Skaggs Biology Building.



A conceptual design for the lawn just south of the Aline Wilmot Skaggs Biology Building.

The upper left image shows the existing landscape conditions of the lawn just south of the Aline Wilmot Skaggs Biology Building. The space is largely undesignated: a wide expanse of lawn largely unshaded and without user amenities such as benches or chairs. The space does not meet functional needs, including mitigating heat island effect, and fails to contribute to an overall campus aesthetic.

The bottom left image shows a conceptual rendering of the same space with perennials and shrubs bordering lawn rendered usable through space definition. The line created by the existing seat wall at the right is carried through with the addition of another seat wall that forms the edge of a nice node area. This area welcomes multiple uses, including eating, reading, resting, and socializing. A shade tree in the node space makes it habitable during summer months.

Lawn that abuts circulation paths is rarely used, especially if it falls at the same grade as the path because the proximity to pedestrian and vehicular circulation is too uncomfortable. Informal green areas on campus should take advantage of the opportunity to frame and design spaces through similar changes for the needs of campus users.





Map of Informal Green areas on campus.

RECREATION FIELDS

DEFINING CHARACTERISTICS

Recreation fields are large, relatively flat areas of turf used for sports, each demanding specific maintenance requirements. They have high social and recreational value with increased pressure for use. Due to the large expanses of turf, they have low ecological value. Their size and location at the center of campus can make them an obstacle to campus connectivity.

ISSUES

Recreation space must be preserved without new building in-fill encroachment.

The University needs to develop standards for recreation fields that fall into the long-term vision of campus development and adequately provide for the ongoing recreational needs of students.

Connectivity through the recreation fields and to adjacent campus districts needs to be improved.

OBJECTIVES

Preserve open space for recreation fields for the student body at large in order to promote health and recreational pursuits, and to responsibly store, filter and reuse stormwater on campus where appropriate.

Utilize these expansive areas for secondary uses and studies, such as geothermal fields and innovative stormwater solutions.



Recreation fields plan from the 2008 Campus Master Plan.



Recreation fields are valuable open space that should be planned strategically within the larger context of campus and preserved for generations.

RECREATION FIELDS GUIDELINES

- Enforce growth boundaries to ensure campus recreation fields are not open spaces waiting to be developed.
- Incorporate under-field storage of rain water to be used for supplemental irrigation.
- Investigate innovative methods/technologies to reduce the need for potable water in irrigation.
- Install quality artificial turf where appropriate.



LEGEND

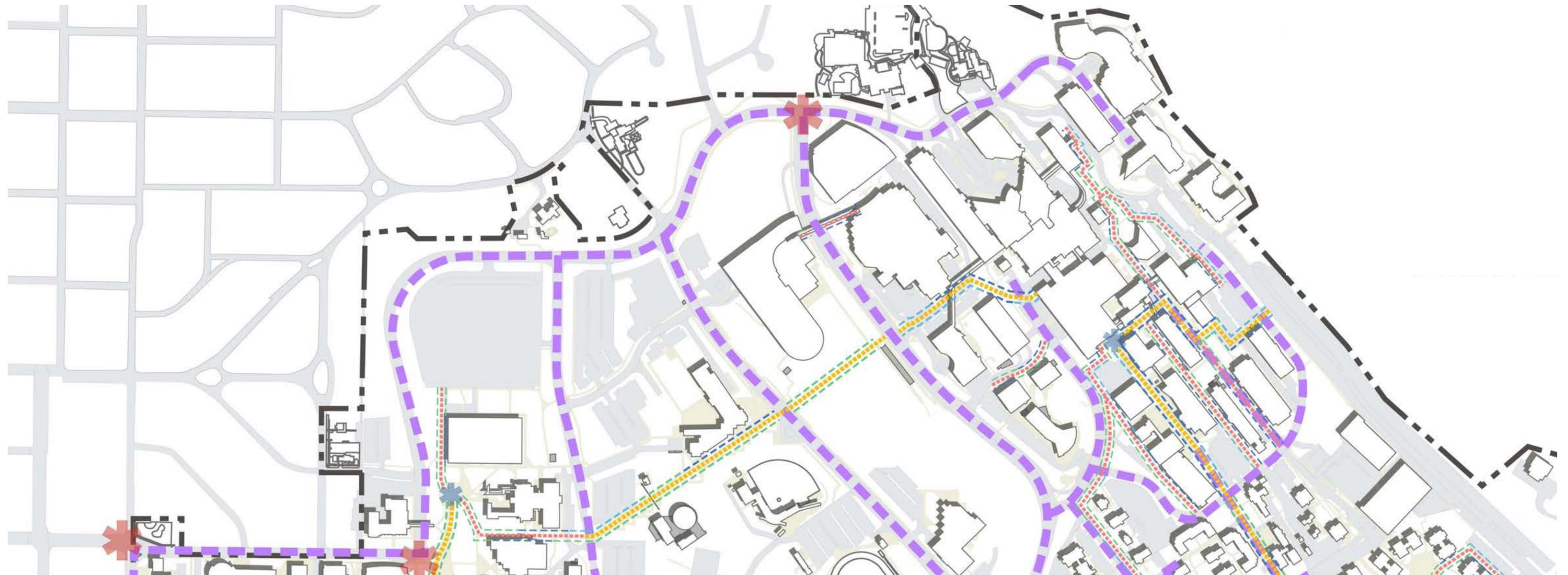
- MALL
491,023 SQ.FT. (11.3 ACRE)
- CAMPUS GREEN
1,363,699 SQ.FT. (31.3 ACRE)
- RECREATIONAL FIELDS
1,341,113 SQ.FT. (30.8 ACRE)
- INFORMAL GREEN
6,837,019 SQ.FT. (156.9 ACRE)
- INTERSTITIAL/BUFFER SPACE
1,166,409 SQ.FT. (26.8 ACRE)
- PLAZA
514,143 SQ.FT. (11.8 ACRE)
- COURTYARDS
711,205 SQ.FT. (16.3 ACRE)
- NATIVE/UNDEVELOPED LANDSCAPE
619,670 SQ.FT. (14.2 ACRE)
- CORRIDORS
- CAMPUS GATEWAY
- CIRCULATION NODE
- HISTORIC LANDSCAPE
1,291,022 SQ.FT. (29.6 ACRE)

Recreation Fields

4:4 CORRIDORS & CONNECTIVE SPACES

The University of Utah campus is interconnected by a series of pedestrian corridors, streets, and connective spaces. The nature of corridors can also be defined in terms of sidewalk or pathway width, surface material, formality (straight or meandering), landscape treatment, and slope. Many of the corridors on campus are intersected in strategic locations by nodes or focal points. These nodes become important spaces that offer opportunities for wayfinding or art elements, respite, and relaxation. These spaces create appropriate transitions between primary and secondary corridors, and facilitate informal gathering and socializing.

- | | | | |
|---|--|---|--|
|  | PRIMARY CORRIDORS |  | SECONDARY CORRIDORS |
|  | PARKING ADJACENT TO PRIMARY CORRIDORS |  | PARKING ADJACENT TO SECONDARY CORRIDORS |
|  | BUILDING FACE ADJACENT TO PRIMARY CORRIDOR |  | BUILDING FACE ADJACENT TO SECONDARY CORRIDORS |
|  | OPEN LANDSCAPE ADJACENT TO PRIMARY CORRIDORS |  | OPEN LANDSCAPE ADJACENT TO SECONDARY CORRIDORS |
| | |  | VEHICULAR CORRIDOR |
| | |  | CAMPUS GATEWAY |
| | |  | CIRCULATION NODE |





Major campus corridors.

STREETS

More than any other landscape undertaking, the planting and care of trees improves the visual quality, human comfort, and ecological services provided by the landscape. This is particularly important in streetscapes where the dominant presence of pavement requires relief, where the University presents its face to the public, and where members of the community spend a high percentage of their time moving from place to place on campus.

DEFINING CHARACTERISTICS

The majority of campus streets provide connections to parking lots. Campus streets, also with civic landscapes, define the structure of the campus landscape.

ISSUES

Street tree planting is inconsistent in some areas and completely lacking in others, resulting in large areas of unshaded pavement, which negatively affects human comfort, contributes to heat island effect, and generates significant volumes of stormwater runoff (which contributes to downstream flooding, water quality, and erosion issues).

Plantings along streets often takes the form of multiple independent building "front yard" landscapes, leading to a visually fragmented effect along continuous spatial corridors. Many front yard landscapes employ plantings that are incompatible with the scale of institutional buildings and streets.

Campus streets rarely provide multi-modal opportunities. Coordination with other public entities will be required where necessary.

OBJECTIVES

The overarching landscape objective for campus streets is to provide a more continuously shaded landscape that presents an appealing, unified image and that mitigates the heat island effect of large paved street areas. Landscape designs that border major campus streets should emphasize continuity of effect within a given street corridor.

Street trees will often be the most significant space and character-defining feature of each street. The key campus streets, including South Campus Drive, Mario Capecchi Drive, Central Campus Drive, North Campus Drive and University Street, work together with Campus Greens as the principal connective corridors that define the structure of the campus landscape.



✓ The canopy along Central Campus Drive creates a positive campus image, though it lacks multi-modal opportunities. To become more water wise, the Drive's grass along the curb should be removed and replaced with low-water grasses or meadow grass to cut long-term water costs and keep the linear feel of the streetscape.



✓ Monument signs and plant material help define this gateway into campus. A more cohesive plant design would improve it.

GENERAL GUIDELINES FOR STREETS

Street Trees

- Street trees should be planted to the extent allowed by utilities, drives and other restrictions along the length of all street corridors.
- Street trees should be located along sidewalks and spaced to create a shaded environment for pedestrians.
- Trees should be eventually pruned to a clear height of 15 feet or higher, allowing for vehicular passage, increasing the ambient light for understory plants, and minimizing branches blocking illumination from pedestrian post top lights.
- Tree species may be varied along streets and should be clustered to relieve monotony and protect against disease, however added variety should not be at the expense of the overall visual continuity of a given street as a whole.

Sidewalks

- Campus streets should include appropriately sized sidewalks lined with trees to provide shade for pedestrians.
- Provide additional, or modify existing, sidewalks where desire lines are not accommodated and to ensure pedestrian safety.
- Ideally, sidewalks should be separated from the street curb by a park strip, however, many existing streets do not offer this condition and should be accepted with the sidewalks against the curb and trees planted behind the sidewalk. This condition is preferable in most cases for long-term tree health and survival.

CIRCULATION NODES

DEFINING CHARACTERISTICS

Circulation nodes function as points of reorientation and intersection on primary and secondary corridors. Circulation nodes provide opportunities for wayfinding signage, a change in paving material, and/or viewshed access where appropriate. Plant material and site elements should integrate the surrounding primary or secondary corridor design scheme of which each node is a part.

ISSUES

Most campus nodes lack many of the elements needed to create and define a quality space. Many exist on large slopes, such as those on HPER Mall, creating an opportunity for low retaining walls that can further define spaces while also addressing the grade change.

OBJECTIVES

The objective for circulation nodes on campus is to create a recognizable outdoor "room" that helps guide visitors as they move through campus. The nodes become critical steps in the sequence of outdoor spaces that create an opportunity for social interaction and improvement to the overall campus image.



 Utilize small turf areas (for example along HPER Mall) for expanded waterwise plant groupings, tree canopy development, and pedestrian amenities.



 Great example of seating integrated in the overall design of a primary corridor. This node or resting space provides shade and pulls pedestrians from the flow of circulation at a comfortable distance.

GENERAL GUIDELINES FOR CIRCULATION NODES

- Provide a change in paving material or paving pattern at nodes. This will aid in wayfinding and enhance the quality of exterior spaces.
- Nodes should include elements and amenities such as shade structures, seating, and seat walls.
- Provide adequate signage and wayfinding elements.
- Provide peripheral spaces, where possible, for stopping and socializing.
- Utilize central node spaces for showcasing specimen plantings and to focus plant density.

PRIMARY CORRIDORS

DEFINING CHARACTERISTICS

Primary corridors provide most visitors with their impression of the campus landscape. Many provide important connections from one area of campus to another, flexible arrangement of space, and iconic experiences. They accommodate large numbers of pedestrians, especially between classes. These corridors are important social and civic spaces that provide formal structure, informal social opportunities, connect vistas, and create identity through their design. The design of malls often incorporates wide sidewalks lined with shade trees and amenities such as seating, lighting, and trash receptacles.

ISSUES

Currently, the majority of primary corridors lack shade and visual continuity.

Primary corridors need to be more coherent in their organization and structure in order to provide a safe and legible environment for a large numbers of people from very diverse backgrounds and to avoid an elaborate wayfinding system. Currently these paths do not adequately facilitate movement nor do they provide an attractive environment.

Many current landscape treatments do not reinforce a positive campus image, identify the purpose or use, or create an inviting experience that is comfortable and memorable.

OBJECTIVES

The primary objective for connective spaces is to facilitate their functional roles while maintaining a consistent design vocabulary. Connective spaces should accommodate multiple overlapping uses, have a simple yet high-quality design aesthetic appropriate to a university setting, facilitate wayfinding, improve ecosystem services related to water, microclimate, soils, and habitat, and provide for ease of maintenance.



Aerial of the University of Utah campus showing HPER Mall, the network of primary and secondary corridors, and circulation nodes.



 Middle HPER Mall lacks shade tree canopy. Primary and secondary corridors to be edged with 3/4" gravel mulch, 18" wide to accommodate snow storage.



 Example of a primary corridor with consistent canopy coverage and partial permeable paving at ASU, Mesa.

PRIMARY CORRIDOR GUIDELINES

- Develop a clustered tree canopy along all primary corridors that directs the spatial order of campus, avoiding utility lines. Tree species may be varied to relieve monotony and protect against disease, however added variety should not be at the expense of the overall visual continuity of a given corridor as a whole.
- Incorporate a consistent and coordinated landscape treatment with an expressive plant motif showcasing the unique image of the campus corridor allowing users to visually orient themselves simply by arrival.
- Incorporate pedestrian-scale pavements in pedestrian zones. Incorporate a distinct paving/concrete for service vehicles where applicable.
- Include site furnishings (benches, waste receptacles, lighting, bike racks, etc.) that are uniform throughout all primary and secondary corridors.
- Maintain accessible/emergency access.
- Provide appropriate level lighting for multi-purpose (signing, safety & circulation).
- To enhance Dark Sky conditions and save energy, exterior area lighting should consist of a cut-off fixture, with an LED source (see Chapter 5, section 5:2).
- All pathways should be edged with gravel mulch to accommodate snow storage.
- Establish a hierarchy of materials that places a particular emphasis on these high-use paths. A consistent color, finish, and score pattern in concrete surfaces that differentiates these paths from others on campus is necessary.
- Consider pedestrian safety in selection & placement of plant material.



Example of landscape conditions at the Interdisciplinary Mall on the north side of campus.



Conceptual rendering of the Interdisciplinary Mall that integrates a clustered shade canopy with node spaces and full planting beds.

The top left image shows the current conditions of the Interdisciplinary Mall on the north side of campus. The width of the path is out of scale for pedestrian circulation; small trees further emphasize it. A lack of site furniture leaves the gathering spaces on the south side of the mall empty and unused.

The bottom left image shows a potential space design for the same mall that breaks up the width of the path while still maintaining enough space for service vehicles. A new planted median divides the mall and provides room for additional trees and planting. The clustering of larger shade trees and the addition of tables and chairs as well as benches pulled back from the main corridor, makes this space multifunctional and inviting.



Conceptual rendering of an existing primary corridor on campus that needs shade, and designed social spaces.

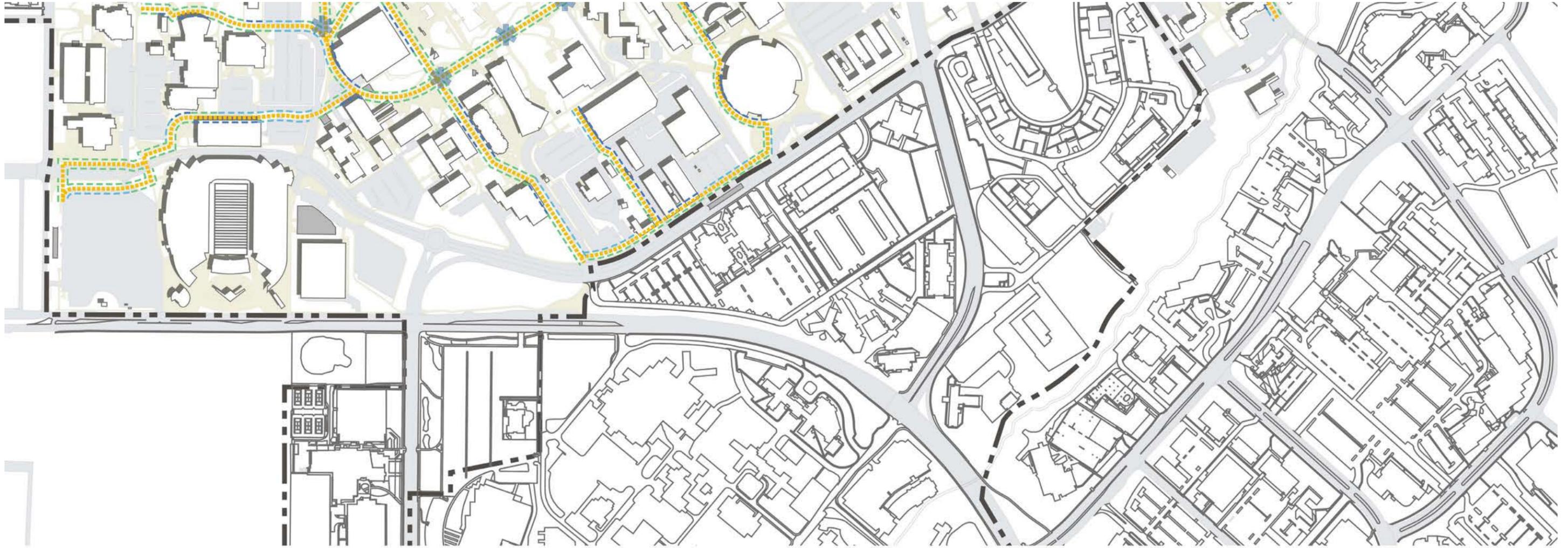


Conceptual rendering of the space above that clusters shade trees and uses plant material to create human-scaled spaces that invite a variety of uses while adding to the overall campus aesthetic.

The top image shows typical landscaping and lawn around a primary corridor on campus. The landscape mimics the vertical lines of the wide path, reinforcing the functionality of the space: to move users from one area to another. If individuals were to stop and socialize, they would have to avoid others passing through by moving to the side of the path, as this space is not designed to accommodate gathering or resting.

The image below is a conceptual rendering of the same space. New plant beds create a pleasing edge to an open lawn that includes clusters of shade trees and a simple understory plant palette. Here, lawn is shaded and bordered to create human-scaled spaces that invite use.





Campus corridors and major nodes.

SECONDARY CORRIDORS

DEFINING CHARACTERISTICS

Secondary corridors are pedestrian connections that are narrower than malls and accommodate secondary traffic flows. These corridors will maintain the general look and feel of the primary corridors, incorporating paving and planting themes.

These corridors should directly relate to the character and attention to detail found along primary corridors, but at a smaller scale and simplified aesthetic.

ISSUES

The topographic conditions on campus present a challenge for developing cohesive path connections. Stairs, meandering indirect pathways, ADA compliant ramps with hand rails and landings are tools used to get from point A to point B efficiently and safely but often conflict with the goal of creating an iconic landscaped corridor. Conflicts with maintenance/delivery vehicles, bicycles, and skateboards exacerbate circulation challenges.

OBJECTIVES

Secondary paths should be composed of an identifiable material and score pattern that differentiate these paths from the multi-use paths and paths that terminate at a building or run between buildings.



✘ Incorporate clustered shade trees along this secondary corridor. Minimize lawn along all corridors.



✘ There are good plant selections along this secondary path, but the area needs greater design cohesion. It also needs to incorporate shade trees or shade structures.



✔ This space has good diversity of understory and tree heights and textures. As a secondary path, it should be edged with 3/4" gravel mulch, 18" wide to accommodate snow storage. See "Secondary Corridor Guidelines" on this page. Lawn should be removed from the steep slope on the right.

SECONDARY CORRIDOR GUIDELINES

- Use pedestrian-scale pavements.
- Include site furnishings (benches, trash, lighting, bike racks, etc.) per campus standards.
- Cluster shade trees along edge.
- Make wayfinding and signage consistent with guidelines.
- Integrate ADA and emergency access routes into main routes of travel.
- Enforce a "pedestrian has the right of way approach" restricting maintenance and service vehicles to designated areas.
- Provide appropriate lighting for multi-purpose (signage, safety and circulation).
- Consider pedestrian safety in selection and placement of plant material.
- All pathways should be edged with gravel mulch to accommodate snow storage.



Example of existing campus conditions along some secondary paths.

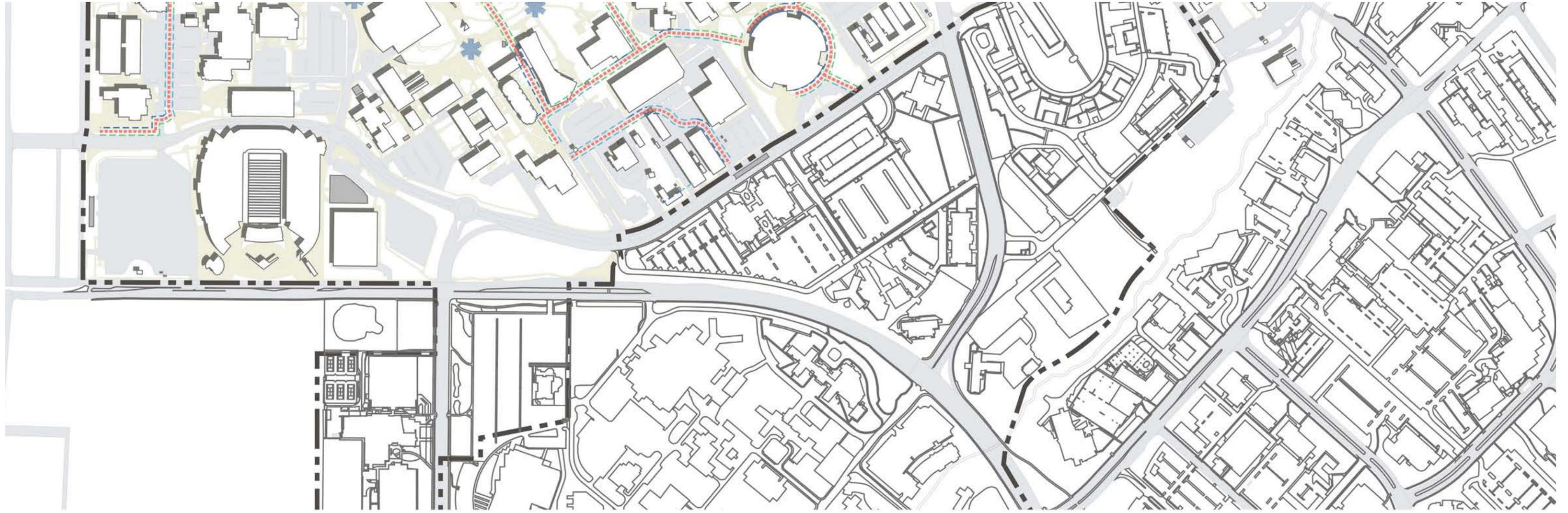
The top left image shows an example of existing conditions around some secondary paths on campus. These areas are primarily lawn, and feel left over and undesigned.

The image below incorporates the recommendations of this document, which include, creating a clustered shade canopy, buffering paths with a simple understory plant palette, and creating human-scaled spaces that accommodate multiple uses.



Conceptual rendering of the space above that clusters shade trees and uses plant material to create human-scaled spaces that invite a variety of activities and uses while adding to the overall campus aesthetic.





INTERSTITIAL SPACES

DEFINING CHARACTERISTICS

Interstitial landscapes, shown in the adjacent images, are the multifunctional spaces that usually occur between and behind buildings. They can function as pedestrian corridors, service spaces, outdoor classrooms, and sometimes as small visual landscapes.

ISSUES

Interstitial spaces exhibit a wide variety of designs across the campus, not always yielding a coherent sense of place. Sometimes the quality of materials used in these areas does not harmonize with the University's ambition to maintain a superior campus environment. Walls, pavements, and other features are often installed to resolve functional issues without overarchitecting aesthetic considerations.

OBJECTIVES

The overarching design objective for the interstitial landscapes is to facilitate their functional roles while adopting a simple design vocabulary that overcomes the tendency for these areas to read as piecemeal, left-over spaces lacking design intent.

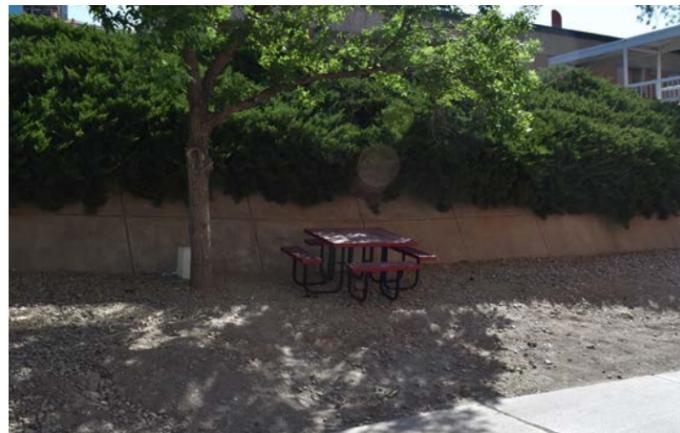
Connective spaces should accommodate multiple overlapping uses, have a simple yet high-quality design aesthetic appropriate to a university setting, improve ecosystem services related to water, microclimate, soils, and habitat, and provide for ease of maintenance.



X Guidelines need to be developed to ensure transformer boxes are never placed right next to a main path without any screening. Ideally, these would be contained underground in a vault.



X Lawn along the upper HPER Mall that offers few other uses but circulation overflow.



X This gravel area, which pitches toward the walkway, could be improved if graded to better receive and infiltrate stormwater. It misses the opportunity for space creation through low groundcovers and realistic seating spaces.



X Large expanse of an interstitial lawn area lacking definition of spaces and uses along as the secondary corridor.



X Large expanse of lawn in front of the Lassonde Studios. Areas of stormwater retention must still incorporate design standards for their respective landscape space types.



✓ The Brochstein Pavilion at Rice University utilizes interstitial space to create a tree-covered patio, framed by grasses, low walls and varied hardscape textures and materials.

INTERSTITIAL SPACE GUIDELINES

- Provide plant buffering and screening where necessary (with safety always in mind), including along parking lot edges, and where they abut other landscape typology zones.
- The design of paving, walls, curbs, plant beds and required utility elements adopt simple design geometries that mimic and harmonize with the design and materials of immediate architectural context of the connective landscape.
- Walls, pavements and structures in the landscape conform to the grid and architectural design of the adjacent buildings instead of initiating new angles or non-conforming forms and materials.
- In conditions where utility appurtenances cannot be located within buildings and must be in the landscape, walls built of materials compatible with adjacent buildings must be used to screen dumpsters, transformers, and any other utility equipment.



Example of a typical interstitial space on campus. Lawn fills in the largely undesigned connective space. The landscape primarily provides circulation from building to building.



Conceptual design of the same space. A simple palette of understory plants soften building edges and provide visual interest. Node spaces break up long stretches of path. Shade trees provide shelter and relief from the elements while helping to define outdoor "rooms".

The image to the left shows a space similar to the interstitial space next to the Crimson Court. Lawn fills in between buildings with little thought to space creation that accommodates studying, reading, eating, resting, or socializing especially in hot months.

The conceptual rendering at the bottom left shows a potential design solution that answers a variety of user needs while also contributing to and supporting an overall campus aesthetic and character that communicates the value of the user experience of the campus to the University.





Interstitial spaces in the LMP study area.

4:5 PLAZAS & COURTYARDS

DEFINING CHARACTERISTICS

Plazas and courtyards are self-contained, non-continuous outdoor spaces strongly defined by buildings or walls. Indoor-outdoor transitions and connections, including arcades and major building entrances, are frequently featured.

The best campus plazas and courtyards act as social hubs or “stages” for campus life. These human-scaled spaces are for social gathering, interaction and collaboration. When successful, they are typically well-defined by consistent materials and building enclosure. The design of these spaces is often influenced by the character of adjacent architecture. Plazas and courtyards are most successful when vehicles are excluded from the area to demonstrate that pedestrians have priority.

Plazas are characterized by hardscape that supports pedestrian circulation into and out of buildings, events, and dining. They are often natural gathering places and are designed to support social interaction, featuring tables and chairs, benches, and seat walls. It is important to maintain flexible programming opportunities to promote a sense of community for the space, including a mix of fixed and movable seating. The incorporation of art, sculpture, temporary exhibits and/or water features is encouraged as is appropriate to site context.

The scale of detailing in courts, and plazas relates to human activity, and the self-contained, spatial sense of place allows for distinct and individual design expressions.

Planting in these spaces is often rich in detail, and varied in form, color, and texture.

ISSUES

The lighting, planting, and seating in some courtyard spaces are not integrated with the character of the associated buildings.

There is a lack of movable seating in many courtyard spaces.

Many courtyard and plaza spaces lack shade, making the spaces unusable for a majority of the year.

Many older courtyards are designed to convey stormwater off site into the storm sewer system as quickly as possible, which limits infiltration and groundwater recharge in those areas.

OBJECTIVES

The objective for plazas and courtyards is to create inviting spaces that foster social interaction and that increase ecological functions in their respective areas. There are many opportunities to introduce ecologically functional practices and native/adapted plantings at a maintainable scale in existing courtyard spaces.

GENERAL PLAZA & COURTYARD GUIDELINES

IDENTITY

Because of their separateness from each other and from the campus’ framework spaces (corridors, streets, etc.), courtyards and plazas do not need to be consistent with the design of the overall campus. They should be developed with distinctive characters, materials, and plantings related to their immediate architectural context and microclimate.

- Each court should have its own identity, art, and feature elements.
- Plazas and courtyards should be designed and detailed to a more intimate pedestrian scale.

CONTEXT

Where courtyard spaces occur in close association with buildings, indoor-outdoor transparency should be encouraged to make public activity on campus visible, and to encourage wellness by connecting people to natural scenery.

SOCIAL INTERACTION

Food and drink should be available to increase the habitability of campus courtyards. Where applicable, the location of food carts should be integrated with their immediate surroundings so as not to appear as added after-thoughts in the landscape.

- Provide fixed and movable seating opportunities.
- The overall design should support adjacent programs/department activities.

PLANTING

- Plantings with unique colors and textures should be employed in courtyards and plazas for user enjoyment at close range.
- Plantings should be tailored to the particular microclimate of the project location to minimize irrigation and maintenance.
- Courtyards offer the opportunity to employ a wide range of native plants and the construction of plant assemblages based on regionally appropriate communities.

- Plant edge plantings of shrubs, perennials and trees around perimeter of plazas at the proper institutional scale. Provide occasional breaks in pavement to soften with shade trees, shrubs/perennial beds as appropriate.
- Consider pedestrian safety in selection & placement of plant material.

MICROCLIMATE

- Provide shade to create a comfortable environment for sitting or gathering in the Salt Lake City climate. Shade may be created with architectural elements, such as arcades, trellises or other sunshades, or through the planting of canopy trees.
- In conditions where courtyards are developed above occupied space, steps should be taken from the very earliest stages of design to properly budget for the challenges and added cost of creating a livable landscape over structure.

STORMWATER

- In both new and existing courtyard spaces, stormwater collection, detention and infiltration can be integrated as a design feature.
- Use permeable pavements where appropriate.

LANDSCAPE AS LABORATORY

- Courtyard spaces may be considered as appropriate sites for experimental landscape installations.
- Projects must have educational merit and must be approved by the facilities group.
- Educational landscape installations should include interpretive signage.



✗ While the courtyard space incorporates tables and chairs that are consistent with the building architecture, it is surrounded on the west by lawn, provides no breaks in concrete pavement (softened by shade trees or planting beds), and does not incorporate previous pavement or other filtration devices to handle stormwater.



✗ While consistent with the modern architecture of the Marriott Library, the northern portion of the Library Plaza lacks shade, limiting its usefulness. Replacing the lawn in the surrounding raised beds with resilient native and/or adapted plantings would create a welcoming, ecologically functional environment.



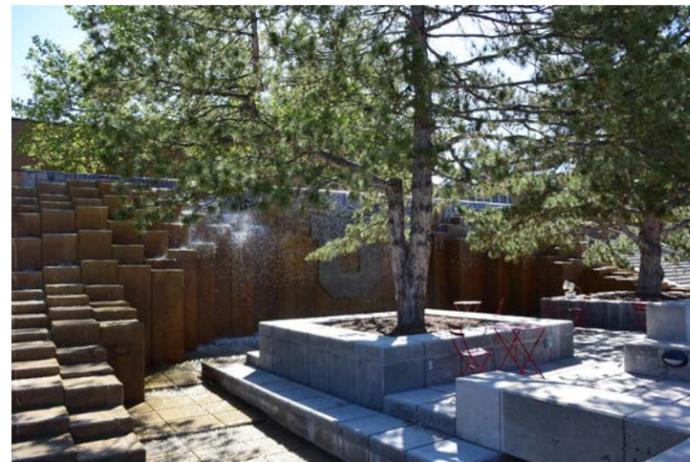
✓ The courtyard space between the Department of Mathematics and Leroy Cowles buildings responds appropriately to the juxtaposition of historic and modern architectural elements of each building. The semi-circular lawn area misses the opportunity for native and adapted plantings. With more plant buffering, this courtyard has the potential to become an excellent secluded courtyard.



✗ While the plaza space just east of the Behavioral Science Building employs native and adapted plants, its overall style is not visually consistent with the surrounding architecture, nor does it allow for pedestrian traffic to flow smoothly to building entrances. The garden effect of this xeriscape is out of scale with the large node space and the plantings do not provide shade. Red rock seatwalls face the primary corridors, making for an uncomfortable proximity of uses.



✓ This undulating seat wall is properly shaded and distanced from the main flow of pedestrian traffic. The change in hardscape material helps designate it as a separate space.



✓ The plaza space east of the Marriott Library provides shade and a water feature that is visually consistent with the character of the Library. The style of tables and chairs are not visually consistent with the space. The amount of usable shaded space does not meet user demand.



✗ The courtyard space lacks movable seating, plant material, and permeable paving.



✗ The courtyard spaces surrounding the Student Union Building lacks stylistic consistency, movable seating, and permeable paving.



Shows the current conditions of the library plaza space on the north side.

The image to the left shows the current landscape conditions of the library plaza that abuts its north side. It is primarily a circulation space with no shade.

In the image below, the same space is transformed into a functioning plaza with tables and chairs. Replacement of the small trees with larger varieties provides spatial definition and separation, and shaded seatwalls. Replacement of the raised lawn area with planting reduces water use and maintenance.



Shows a conceptual rendering of the plaza space above that incorporates shade trees, site furnishes, and a simple understory palette to shape usable spaces.



Shows the current conditions of the library plaza space on the north side.

A closer look at the north corner of the library plaza below, shows a potential mix of site elements, including the addition of lounge chairs, shaded tables and a new planting design.



Close up of a conceptual rendering of the plaza space above that incorporates shade trees, site furnishings, and a simple understory palette to shape usable spaces.

SECLUDED COURTYARDS

DEFINING CHARACTERISTICS

Secluded courtyards are typically more intimate spaces, partially enclosed by the building or buildings they serve. They function as spaces of retreat and refuge from surrounding distractions. These spaces are generally able to support plant material that cannot thrive in more open areas. It is primarily a connective space between buildings, detached from any primary or secondary corridor and thus, a passive-use environment.

ISSUES

This space type addresses the need for spaces of introspection and rejuvenation, as manifest by the number of University students dealing with stress and mental health issues. Spaces with the underlying design principles listed in the "Guidelines for Secluded Courtyards" are found to be most conducive to contemplation. Incorporation of one or more of the principles is advised (Source: [Contemporary Landscapes of Contemplation](#), pp.69, 70).

Per the 2017 opinion survey, many small courtyards that could be considered secluded are used by people to smoke cigarettes.

Secluded courtyards must satisfy concerns of campus safety.

OBJECTIVES

Provide more intimate spaces that function as a space of refuge and rejuvenation and are visually consistent with the character of the buildings to which they are connected.



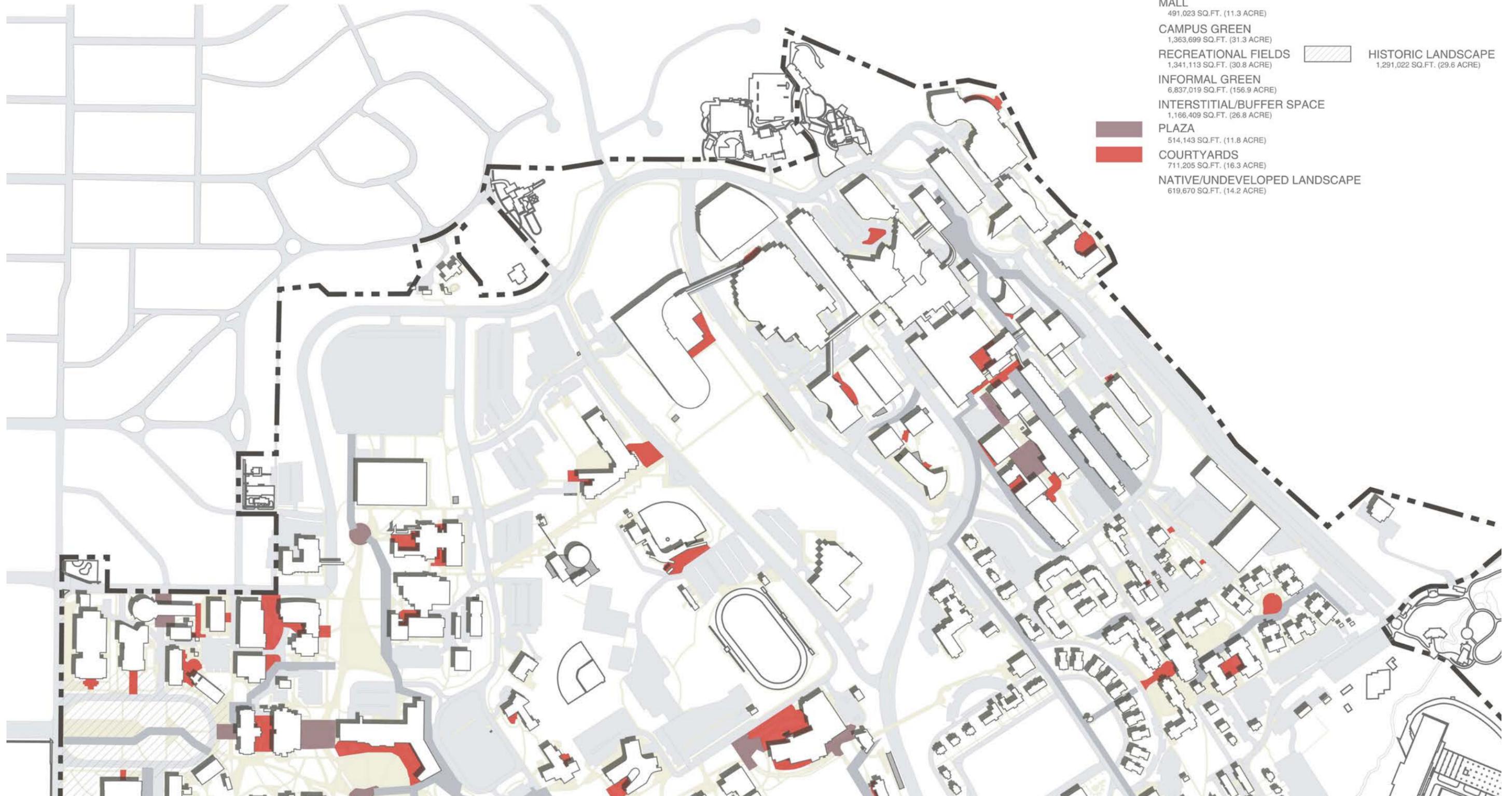
✓ An excellent example of a courtyard space that functions like a collection of small rooms to provide more seclusion than plaza or courtyard spaces that open up to campus circulation corridors. The use of broken overhead planes creates a sense of enclosure while still providing adequate light.



✓ Even in the more open and public primary entrance plazas of buildings, there are opportunities for creating somewhat secluded seating areas.

GUIDELINES FOR SECLUDED COURTYARDS

- **Minimize detrimental stimuli.** Outer "silence" that can slow the mind to corresponding inner "silence" is beneficial to contemplation. This can be accomplished through thresholds and enclosure.
- **Attention to the wider context of our existence.** Stilling the mind to be "fully present" requires design ingenuity, although opportunities abound (even in as subtle a way as revealing light moving along a wall).
- **Convey and "re-tell" archetypal stories through our environments,** those shared memories of fundamental life situations, both of our individual lives and the collective human past. (The primary life-sustaining symbols are very likely the sun and water.)
- **Highlight the dialogue between the human-made and the natural,** even if an environment becomes all human-made and the natural is abstracted to nothing more than the poetry of light and shadows.





Plazas and courtyards in the LMP study area.

4:6 BUILDING LANDSCAPES

PRIMARY ENTRANCES

DEFINING CHARACTERISTICS

Primary building entrances are defined as the area immediately surrounding the main entrance of a building and extending out to the point of intersection with surrounding circulation paths. In general, primary entrances need to incorporate shade, be identified through visual contrast and differ from the adjacent path. They should provide an inviting and comfortable entrance experience.

ISSUES

Many new and old buildings do not provide enough seating, shelter, and courtyard space for gathering opportunities.

Bicycle parking can be somewhat haphazard and become a challenge for circulation into the building.

OBJECTIVES

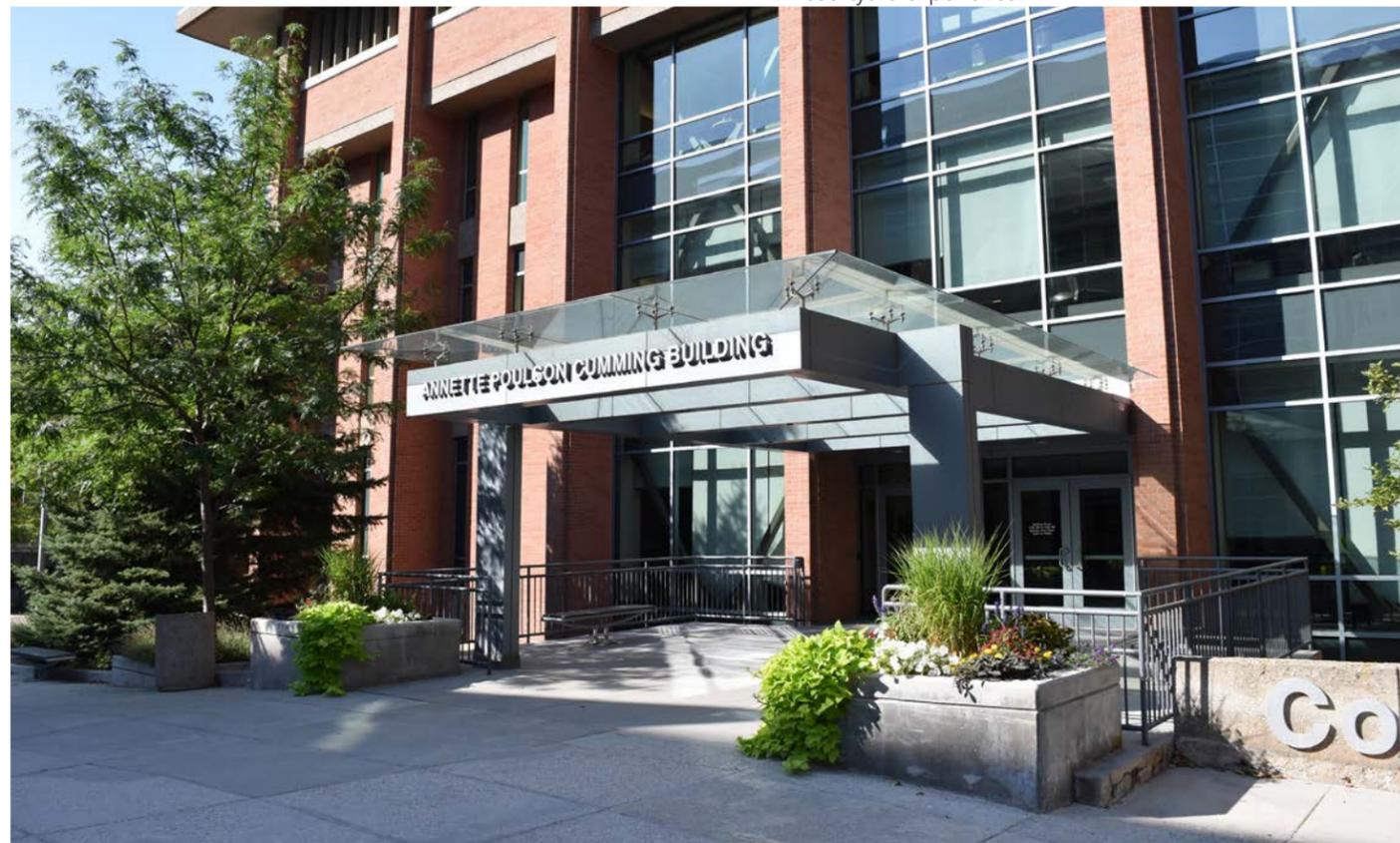
The objective of the design of primary building entrances is to create a distinguishable space that offers visual contrast to secondary entrances through appropriate scale, signage, and a surrounding comfortable space.



 The Student Union Building sits right on the main circulation path, providing little space for gathering.



 While the Spencer Fox Eccles Business Building provides a significant amount of bicycle parking, it does not provide a courtyard experience.



 Primary entrance plaza of the Annette Poulson Cumming Building provides seating, shelter, and gathering opportunities. A more formal massing of plants and large planters act as visual cues that designate the entrance as primary. The addition of bicycle racks and more seating opportunities outside of the immediate entrance space is recommended.

GUIDELINES FOR PRIMARY BUILDING ENTRANCES

- In accordance with the 2008 Campus Master Plan Primary Entrance Standards, the citing of primary entrances of new buildings should be oriented towards the primary adjacent pedestrian pathway (Source: University of Utah Campus Master Plan, 6. Transformative Projects, 6-2).
- Existing primary entrances should provide some aspects of a courtyard experience through the intentional programming of gathering space, seating and seating walls where appropriate, as well as bicycle racks and furnishings that signal a stopping and transitional space.
- Use material changes in paving to identify entrance space. This space should respond to the building's entry architecture.
- Entrances to buildings/venues should be "high design", consisting of a simple plant palette in formal arrangements.
- The University desires more emphasis on developing the purposes and facets of its arboretum status. This involves creating spaces that intentionally group species and varieties for experimentation, education, and/or by defining characteristics: whether they are edible, scented, native, conifers, and so on.
- Wayfinding and signage locations should be clear and placed in a prominent location on the building that is coordinated with the landscape design.



Conceptual rendering of a primary entrance landscape, oriented toward a primary corridor, with an entry plaza consisting of a simple plant palette in a more formal, intuitively-scaled arrangement.



Conceptual rendering of a primary entrance landscape that accommodates a variety of uses.

These two images show an example of a primary entrance design that is welcoming and accommodates a variety of uses, including reading, resting, bicycle parking and gathering, as well as circulation into and out of the building. Shade trees and seat walls frame the entrance and create human-scaled spaces that invite users in. A change in paving pattern also signals a change in space from pedestrian circulation on the adjacent path to an entry plaza that invites users to enjoy new colors and textures of plant materials, shaded seating pulled away from major paths, and framed with soft vegetative borders, providing some removal and seclusion for moments of reflection or socialization.

SECONDARY ENTRANCES

DEFINING CHARACTERISTICS

Secondary building entrances are entrances that do not bring users into the main lobbies or foyers of a building. Secondary entrances should support the identity of the building and contribute positively to the streetscape or surrounding landscape context.

ISSUES

Secondary building entrances often lack signage and identifying features that signal where the entrance is located and who is allowed to enter.

Secondary entrances rarely contain site furnishings or other character-defining features.

OBJECTIVES

Create safe and inviting spaces that are visually and functionally identifiable as a secondary entrance. Secondary entrances should use the same materials and furnishings as the primary entrance.



 Student Life Center. Secondary entrance plaza provides change in paving to signal space change, but lacks shaded seating that would promote gathering.



 A closer look at the Student Life Center's secondary entrance plaza shows an unusable strip of turf.

GUIDELINES FOR SECONDARY BUILDING ENTRANCES

- Repeat the theme of the primary building entrance in plant and paving material, as well as site furnishings.
- While smaller in scale from primary entrances, secondary entrances should also include needed amenities such as bicycle racks, trash and recycling receptacles, seating and gathering opportunities, and shade structures, where possible.
- In contrast to primary entrances, secondary entrances are often a good location for semi-private gathering and small-group study opportunities.
- Signage and spatial configuration should identify who is allowed/encouraged to use the entrance.



 This conceptual rendering shows repeated plant and paving theme from a primary building entrance and includes needed amenities such as bicycle racks, seating, trash and recycling receptacles, shade and gathering opportunities.

FOUNDATION PLANTING

DEFINING CHARACTERISTICS

This space type provides opportunities for separating building facades from lawn areas and screening building foundations in a manner that harmonizes with the surrounding planting design and building architecture.

ISSUES

Buildings that are not anchored to the landscape with planting appear isolated and not connected to the overall campus.

Scale and type of planting should reflect the character and architectural style of the building.

A common occurrence on campus is the use of lawn as the foundation material. In other words, lawn flows right up to the building edge and there is no foundation planting. It is recommended to abandon this practice. This lawn is unusable and it equates waste of water and maintenance time. Lawn at the building edge misses an opportunity to reinforce the architecture by highlighting accent lines and defining spaces.

OBJECTIVES

Create visual and functional transition between the building and the pedestrian realm. The intent of foundation planting is to help the building feel like it belongs in the local environment/context/campus fabric.

Utilize plant material that reinforces the character of the building or building uses.



✓ Appropriate use of foundation plant masses in front of the historic James Talmage Building on Presidents Circle.



✓ A low water and low maintenance native and adapted foundation planting in front of the O.C. Tanner Company Headquarters.

GUIDELINES FOR FOUNDATION PLANTING

- Foundation plant material should respond to building architecture and create full massings for full coverage where appropriate.
- Foundation plants should contribute to the definition of courtyard or plaza spaces in the form of buffers or screening where appropriate.
- Avoid "spotty" planting.
- Height and mass of plantings may vary to highlight particular elements of a building.

4:8 PARKING & SERVICE AREAS

DEFINING CHARACTERISTICS

This space type includes areas associated with parking and vehicular movement. While some small parking lots and service areas are necessary throughout the campus core, to keep the campus accessible to disabled users, visitors, and service vehicles, many large parking lots have been located in the campus core instead of at the edges of campus.

Service and parking areas in the core are predominantly paved spaces that see overlapping vehicular and pedestrian activity. Many service and parking areas have limited space available for planting or safe pedestrian crossings and circulation.

ISSUES

Parking lots and service areas are a challenge to beautify because of the utilitarian nature of this typology and the limited amount of planter area in comparison to paved surface.

The large areas of pavement in service and parking areas increase the imperviousness of the campus. Stormwater conveying petroleum products from parked vehicles drains off these pavements, enters the storm sewer, and flows untreated.

Unshaded parking lots and service areas contribute to heat island effect. Some plantings in these areas are overly elaborate, out of scale with these large spaces, and fail to provide shade.

The lack of safe, raised or striped pedestrian walkways through surface lots interrupts the pedestrian character of the campus and creates unwelcoming, confusing, and unsafe environments for pedestrians.

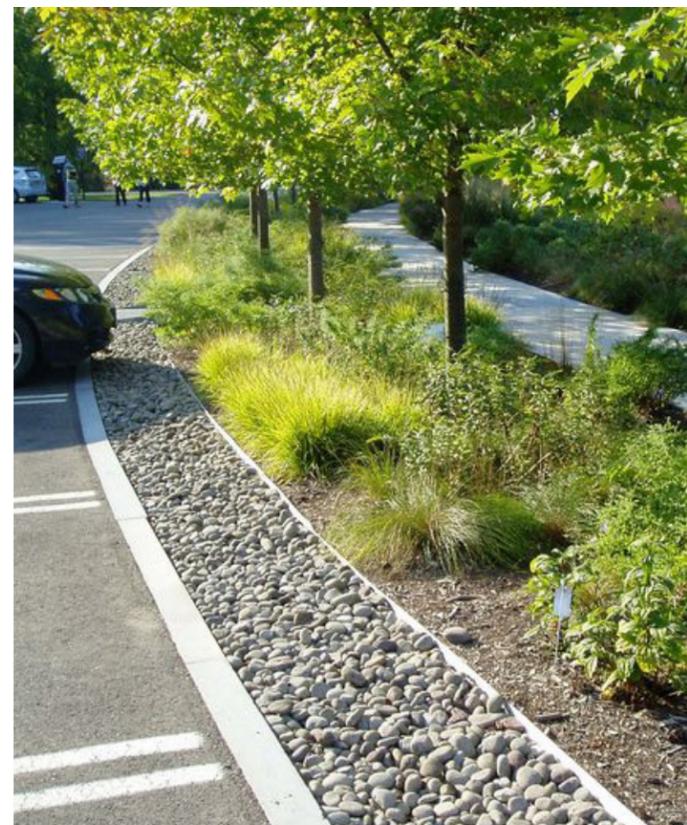
OBJECTIVES

The objective for campus areas where service and parking uses overlap with pedestrian use, is to maintain their service and parking functionality, but also to ensure that these spaces feel like a continuation of the pedestrian fabric rather than vehicular spaces. Where budget allows, high quality materials, such as contrasting pavements and unit pavers, can be used to make these areas feel more pedestrian friendly. For larger perimeter service and parking areas, maintaining sim-

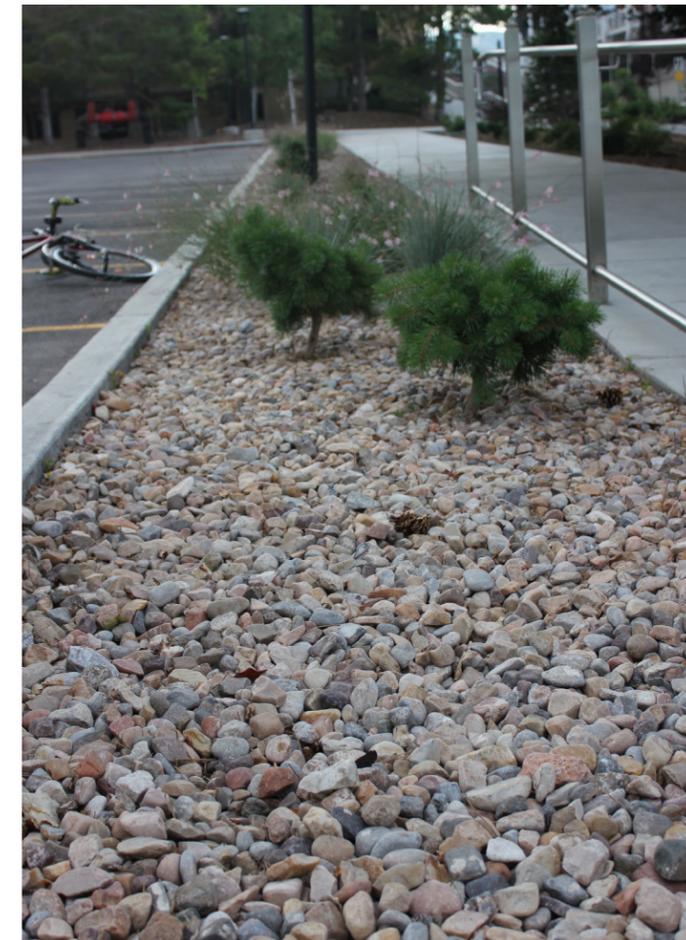
ilarity and order will reduce their visual impact on the campus experience.

Shading pavement is a major objective in service and parking areas. Distributing small planting areas throughout parking lots and at the edge of service areas can have a significant cooling effect on the microclimate of these spaces.

The Campus Master Plan calls for the gradual removal and replacement of surface parking lots with parking garages. For those surface lots that remain, trees should be employed in islands and at edges to frame the perimeter of the lot. Islands should ideally be continuous linear elements and larger than two parking spaces in area.



✓ Example of an intelligent use of rock mulch for snow storage and water infiltration, dense water-wise understory buffer with shade canopy.



✗ Fill in bed with water-wise shrubs and perennials that will create a full and attractive buffer between the parking lot and the sidewalk.



✗ Redesign parking lot just east of the Jon M. Huntsman Center to mitigate heat island effect and capture and infiltrate rain water.

GUIDELINES FOR PARKING & SERVICE AREAS

Lots for cars, motorcycles, mopeds etc., should be located near major vehicular streets, and to the extent possible, should not enter into pedestrian areas. The following design approaches should be incorporated into the design of campus parking areas.

- Pedestrian movement and circulation should be a primary consideration. Provide elevated pedestrian ways where possible, where not possible develop striped, and preferably protected walkways.
- Parking lot islands should run perpendicular to the slope to more easily facilitate capturing and filtering stormwater.
- Where possible, planting islands should be wide enough to accommodate more than a single row of trees. Maximize tree massings on the West and Northwest sides of lots.
- Tree planting should mitigate urban heat island and reduce the visual impact of vehicles.
- Visually screen edges of lots with plantings or with low walls that conceal the lower half of automobiles but allow for visual surveillance of the parking lot from surrounding areas.
- Lot sizes should be kept reasonably small with space at the edges for planting or interrupted with islands for tree planting.
- Perimeter landscape buffer strip should include shade trees, stormwater features (curb cuts, bioswales), and sidewalks. Interior landscape islands should include shrubs and perennials, shade trees, and stormwater features (curb cuts, bioswales).
- Consider under-pavement storage of rain water (used for irrigation or infiltration), where appropriate.
- Employ permeable paving where conditions allow. Bicycle lots should use gravel surface instead of permanent impervious pavement.
- Site lighting and furnishings should match guidelines found in Chapter 5: Landscape Systems Guidelines.
- Create bioswales to reduce or eliminate the need for extensive subsurface storm drainage systems.

