



SOUTHERN UTAH UNIVERSITY

Campus Master Plan

REVISED MARCH 2026
Initial Concept Developed in 2024

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CAMPUS MASTER PLAN

MHTN ARCHITECTS
PROJECT 2023504

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ACKNOWLEDGMENTS

THE FOLLOWING CONTRIBUTED TO THE INITIAL CONCEPT DESIGN
OF THE SOUTHERN UTAH UNIVERSITY CAMPUS MASTER PLAN
MARCH 2024

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The 2026 revision of the SUU Campus Master Plan has been reviewed and adopted by current campus leadership and administration, including the SUU Board of Trustees.



01

EXECUTIVE
SUMMARY



01

EXECUTIVE SUMMARY

INTRODUCTION

The purpose of a university campus master plan is to provide a long-term vision and strategic framework for the physical development of the campus. The plan outlines the overall goals and objectives for the campus, as well as the general strategies and actions needed to achieve them. This framework takes into account Southern Utah University's (SUU) academic mission, financial resources, and community context. This Campus Master Plan will serve as a roadmap for future growth and development, ensuring that it meets the needs of the University.

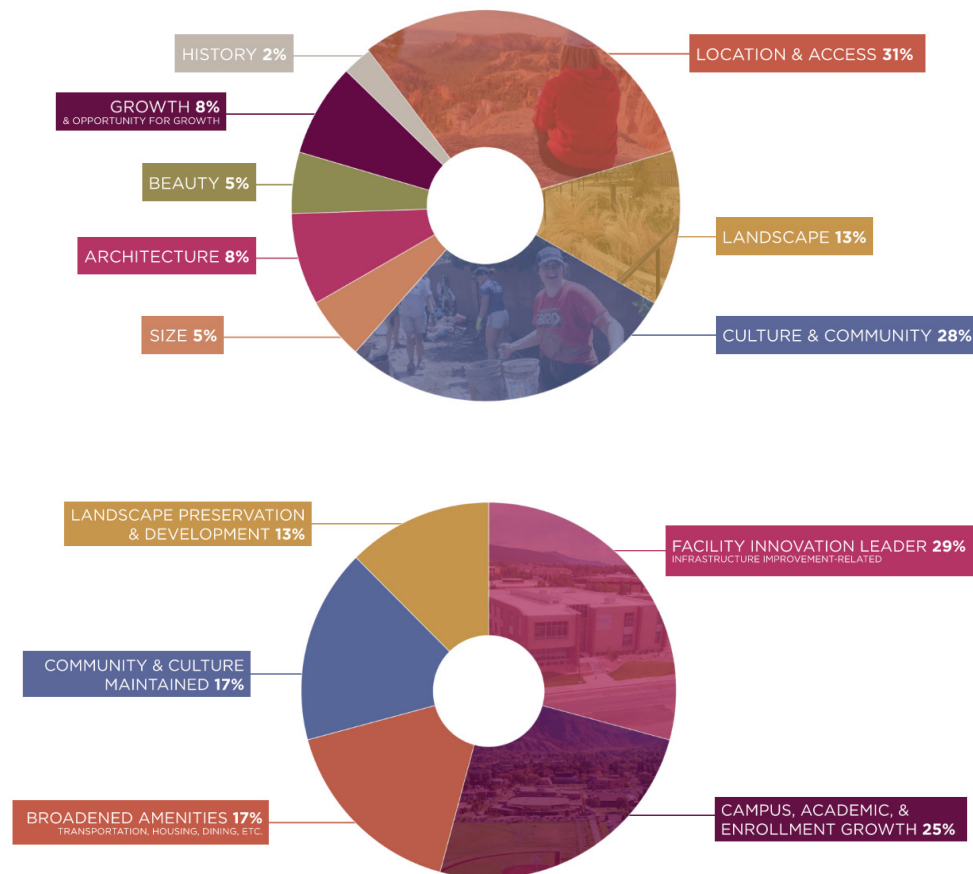
The project aims to create a Campus Master Plan Framework that satisfies the requirements of the Utah System of Higher Education (USHE) Commissioner's Office while also being adaptable to fluctuating influences that affect planning and funding processes. The Plan will be designed as a "living" framework that can undergo annual submission, review, and reprioritization processes, ensuring that it remains relevant and responsive to the needs of the University and its stakeholders over time. This approach can help prevent the Campus Master Plan from becoming precipitously obsolete and ensure that it continues to serve as a useful guide for the physical development of the campus.

The campus master planning framework was developed through a collaborative process that involved a cross-section of University interests. Students, faculty, staff, administration, and community groups were represented on the Campus Master Plan Steering Committee. Moving forward, each department will be responsible for developing Department-Level Strategic Plans and gathering ideas to outline growth initiatives, which will be vetted by campus leadership and submitted annually to the President's Cabinet for consideration for inclusion in the Campus Master Plan.



DEFINING THE PROJECT TOUCHSTONES

Touchstones were established during the development of SUU's Campus Master Plan to serve as guidelines for future campus projects, programs, and policies. They were identified through interactive workshops with the Campus Master Plan Committee to uncover unique foundational ideas. The touchstones campus's way of doing business, community interaction, and academic experience. However, they lack the specificity required to guide their realization on campus. Therefore, a series of goals with associated strategies has been developed to translate the aspirations of the touchstones into physical form to address the evolving needs of the campus.



Some results from the visioning survey.

SUU CAMPUS MASTER PLAN TOUCHSTONES

SENSE OF PLACE

STUDENTS • SPACES • CONNECTION
DESIGN • COMMUNITY

Ensure the campus culture remains formative, welcoming, and friendly to all. Continue to foster strong connections to Cedar City downtown, surrounding neighborhoods, and nearby natural amenities to bolster a unique academic experience in arts, culture, and outdoor recreation.

PRESERVE & ENHANCE CAMPUS LANDSCAPE

TREES • WATER • DESIGN • CREATE
SUSTAINABILITY • BALANCE • USABILITY

Protect existing campus green space and historic buildings, while allowing for growth and infrastructure upgrades which honor and enhance the unique and memorable campus identity.

STRATEGIC GROWTH

GROWTH • STUDENTS • PLANNING
NEEDS • RESOURCES

Plan for physical infrastructure to support the institutional priority of strategic growth.

DRIVEN BY ACADEMIC MISSION

STUDENTS • SERVICES • GROWTH
NEEDS • CAMPUS • COLLABORATION

The evolving Campus Master Plan will guide the development of facilities & infrastructure to meet academic priorities.

FIT WITHIN THE LIVING CAMPUS MASTER PLAN FRAMEWORK

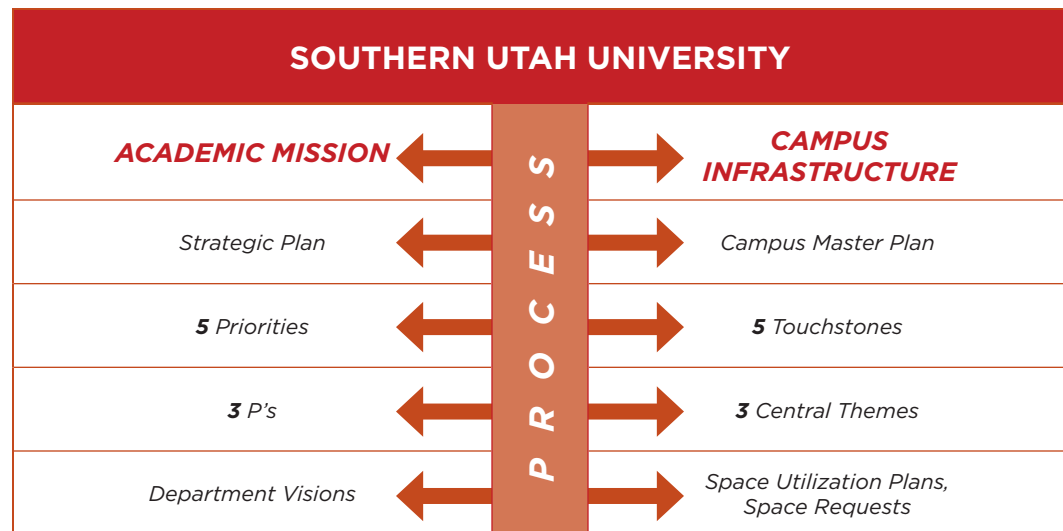
PLAN • CREATE • PRIORITIZE
PARTICIPATE • STRATEGY

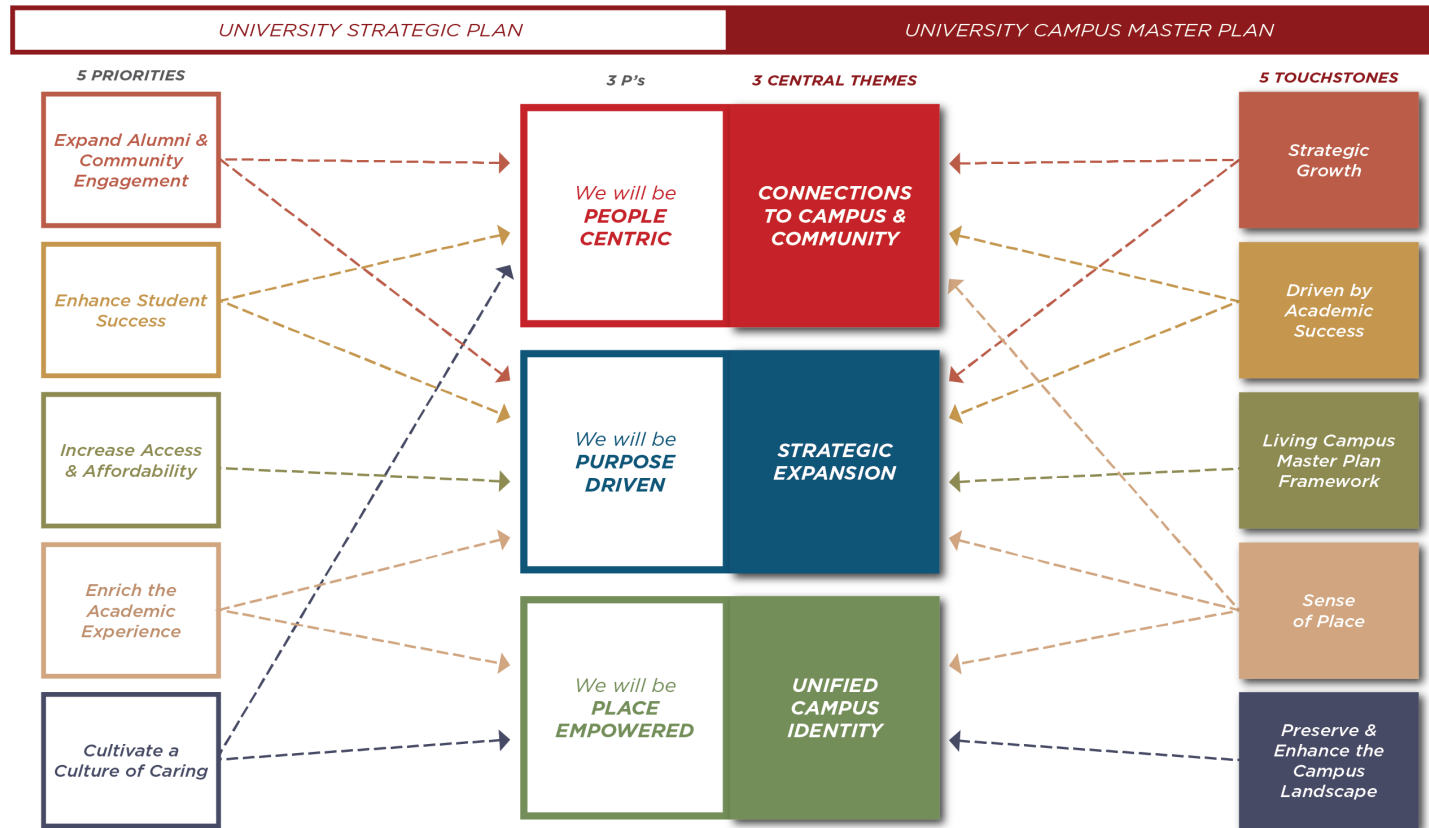
Develop a “Living” Campus Master Plan Framework to support the growing and evolving academic & infrastructure needs of the University. The Framework will better anticipate prospective growth needs by guiding an annual opportunity to reprioritize.

CONNECTING THE ACADEMIC MISSION TO CAMPUS INFRASTRUCTURE

The University's Strategic Plan addresses future growth with a focus on their academic mission, aiming to unify efforts and chart a clear path for the institution's future. Similarly, the Campus Master Plan shares this vision but places greater emphasis on the physical campus infrastructure. The 2024 Strategic Plan delineated its comprehensive framework through the 3 P's (people, purpose, place) and identified 5 priorities to address impending challenges. The Campus Master Plan paralleled this structure, incorporating 3 Central Themes and 5 touchstones.

It is imperative that these two frameworks align seamlessly, harmonizing the directions for both the physical campus infrastructure and academic mission. The adjoining table illustrates this alignment.





MIRRORING THE STRATEGIC PLAN

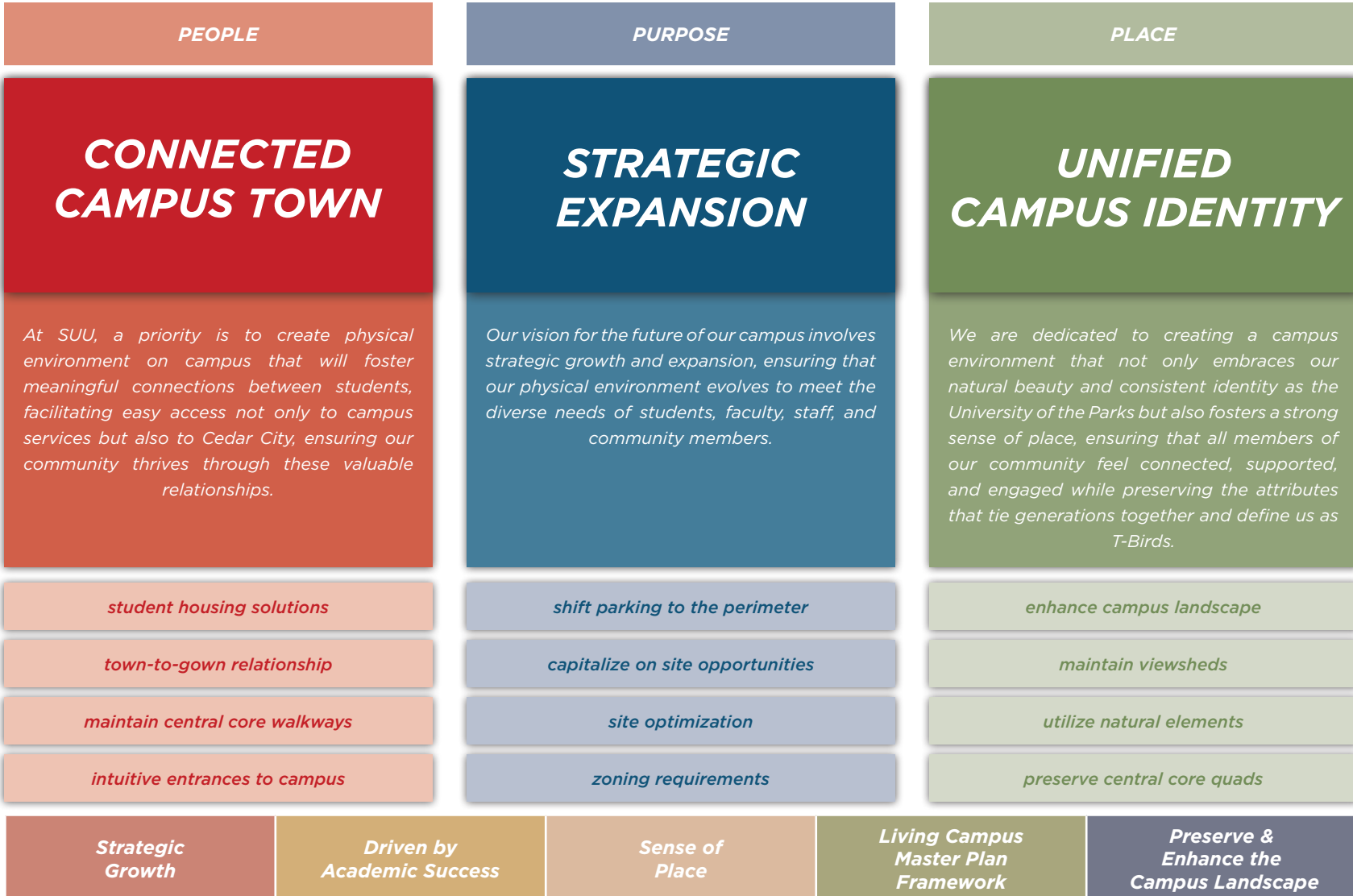
Reflecting the Strategic Plan, more detailed alignment is depicted in the graphic on the left. The 3 Central Themes correspond directly with the 3 P's outlined in the Strategic Plan. Each theme centers on people, purpose, and place in the context of the physical campus infrastructure.

Additionally, lines connect the 5 priorities and touchstones to the central column, clarifying how they collectively advance the principal goals.

CENTRAL THEMES WITH OBJECTIVES

Each of the central themes mirrors the 3 P's. "Connected Campus Town" centers on People, "Strategic Expansion" addresses Purpose, and "Unified Campus Identity" focuses on Place. Each theme clarifies how these ideals can be realized in the context of physical infrastructure. The four bars positioned beneath each description represent specific objectives that support how these may become realized on campus.

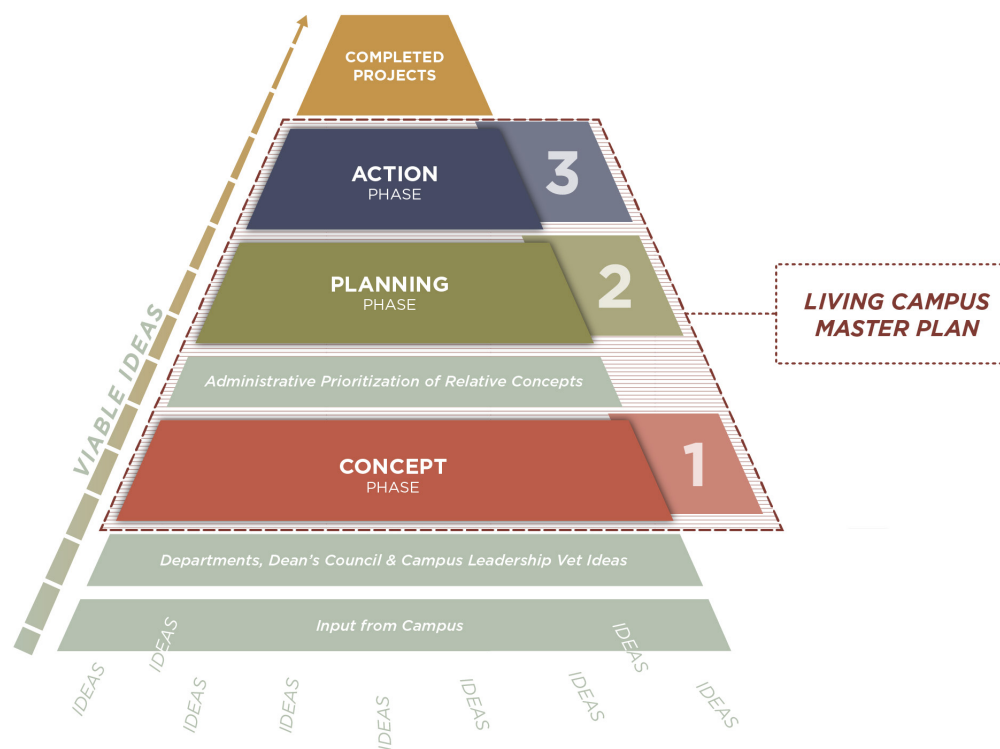
The bottom bar serves as a reminder that each of these themes and objectives are intricately linked to the touchstones.



DEVELOPING THE LIVING CAMPUS MASTER PLAN PROCESS

Recognizing the shortcomings that come with a traditional campus master plan, a “living” campus master plan framework has been adopted. This new framework will seek to better anticipate the prospective growth needs of the campus and adjust the master plan before it becomes obsolete. The new model includes an annual idea submission, review, and prioritization process that will invite participation from all campus entities and move the most relevant and effective ideas forward.

Under the new framework, each department is responsible for developing Department-Level Strategic Plans that will be vetted for inclusion in the Campus Master Plan. These department-level plans will consist of ideas directed toward capital development and facility modifications that address growth initiatives within the department or larger campus entity.



The approved ideas that come from the Department Plans will enter the process phasing: Concept, Planning, and Action Phases. Upon an annual review by campus administration, the Campus Master Plan will be adjusted to meet the current priorities

of the institution as concepts mature into planning items and planning items mature into action items. Depending on scope and priority, campus administration may elect to insert a project into the phasing timeline at any point.

CONCEPT PHASE

Up to a Rolling 5-to-7 Year Window

Items that are merely in the “asking questions” phase to understand if there is a fit on campus or not. Once Conceptual Items have been fleshed out, they may or may not move into the planning phase. Accompanied by Project Narrative.

Current Concept Phase Projects:

- C1 Sharwan Smith Student Center Expansion
- C2 Ag Classroom (Valley Farm)
- C3 Relocate/Replace Helper Homes (Valley Farm)
- C4 PE Building Recreation Expansion
- C5 Aviation Campus (16 ac. Development at Cedar City Airport)
- C6 South Parking Garage

PLANNING PHASE

Up to a Rolling 3-to-5-Year Window

Items that have been prioritized by campus leadership. Will be moving into the Action phase as the scheduling deadlines require approvals allow. Funding strategy identified. Feasibility has been confirmed/study completed.

Current Planning Phase Projects:

- P1 Engineering & Computational Sciences Building
- P2 Softball Field Relocation and Artificial Turf Installation
- P3 Repurpose Old Music Building

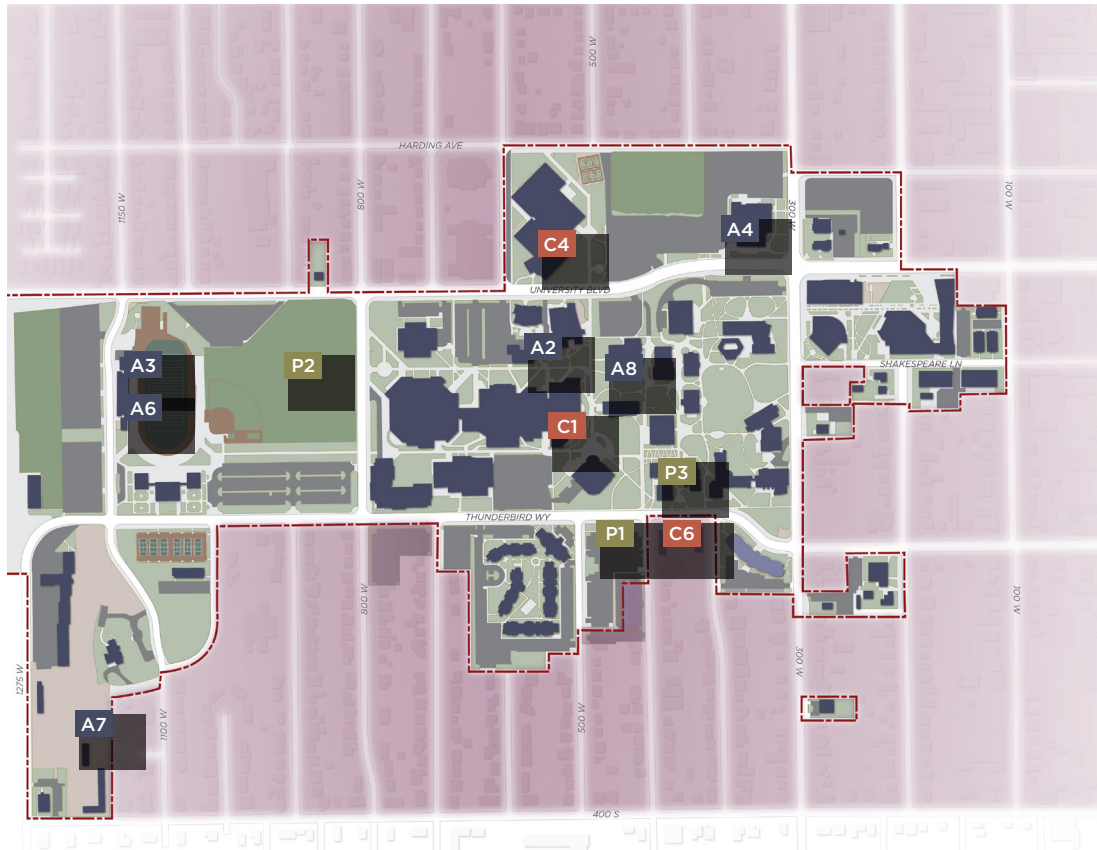
ACTION PHASE

Up to a Rolling 3-Year Window

Items that have been approved by campus administrative leadership, the Board of Trustees, the Utah Board of Higher Education, and/or Utah State Legislature (as required). Funding has been secured. Planning and/or construction are underway.

Current Action Phase Projects:

- A1 Relocate Radio Tower (West Summit, UT)
- A2 Burgess Business Center
- A3 Athletic Operations and Locker Room Enhancements
- A4 Eccles Music Center
- A5 Relocate Outdoor Rec. Storage & Operations Capacity (356 S Main)
- A6 Eccles Coliseum Renovation (Flood Funding)
- A7 Facilities Management Improvements
- A8 Psy-D Program Space



Zone of Potential Real Property Acquisition

Indicates zone of potential real property acquisition, as described in the Campus Master Plan document. SUU places a priority on acquiring real property that is contiguous to existing land holdings of the University.

Southern Utah University Campus Master Plan

2025 TO 2026 SUMMARY OF CHANGES

GENERAL UPDATES

- Several non-substantive changes to update revision dates and campus data points
- Updated campus map base layers to represent current conditions and boundary of campus
- Updated campus maps to reflect current Concept, Planning, and Action items within the plan

CONCEPT PHASE

Up to a Rolling 5-to-7 Year Window

Items that are merely in the “asking questions” phase to understand if there is a fit on campus or not. Once Conceptual Items have been fleshed out, they may or may not move into the planning phase. Accompanied by Project Narrative.

ADDED Concept Phase Projects:

- +C1** Student Affairs Relocation was added
- +C7** Facilities Management Shop Expansion was added

REMOVED Concept Phase Projects:

- (C4)** PE Building Fitness Center Expansion *(moved from the Concept Phase to the Action Phase)*
- (C5)** Aviation Campus *(16 acre development at the Cedar City Airport)* was removed

PLANNING PHASE

Up to a Rolling 3-to-5-Year Window

Items that have been prioritized by campus leadership. Will be moving into the Action phase as the scheduling deadlines require approvals allow. Funding strategy identified. Feasibility has been confirmed/study completed.

ADDED Planning Phase Projects:

- +P1** Name was updated for the STEM Complex
- +P4** Stadium Restroom building was added
- +P5** Softball Field Improvements was added

REMOVED Planning Phase Projects:

- (P2)** Softball Field Relocation *(moved to the Action Phase)*

ACTION PHASE

Up to a Rolling 3-Year Window

Items that have been approved by campus administrative leadership, the Board of Trustees, the Utah Board of Higher Education, and/or Utah State Legislature (as required). Funding has been secured. Planning and/or construction are underway.

ADDED Action Phase Projects:

- +A3** Athletic Operations and Locker Room Enhancements *(moved from the Concept Phase to the Action Phase)*
- +A6** Eccles Coliseum Renovation *(moved from the Planning Phase to the Action Phase of the Master Plan)*
- +A9** PE Building Fitness Center Expansion *(moved from Concept to Action Phase)*
- +A10** Softball Field Relocation and Artificial Turf Installation was added

REMOVED Action Phase Projects:

- (A1)** Relocated Radio Tower *(project complete)*
- (A2)** Burgess Business Center *(project complete)*
- (A5)** Relocate Outdoor Recreation Storage and Operations *(project complete)*
- (A8)** Psy-D Program Space *(project complete)*

Southern Utah University CAMPUS MASTER PLAN

2026

CONCEPT PHASE

Up to a Rolling 5-to-7 Year Window

Items that are merely in the “asking questions” phase to understand if there is a fit on campus or not. Once Conceptual Items have been fleshed out, they may or may not move into the planning phase. Accompanied by Project Narrative.

Current Concept Phase Projects:

- C1** Sharwan Smith Student Center Expansion/Student Affairs Relocation
- C2** Ag Classroom at Valley Farm (*Not Shown on Map*)
- C3** Relocate/Replace Helper Homes at Valley Farm (*Not Shown on Map*)
- C6** South Parking Garage
- C7** Facilities Management Shop Expansion

PLANNING PHASE

Up to a Rolling 3-to-5-Year Window

Items that have been prioritized by campus leadership. Will be moving into the Action phase as the scheduling deadlines require approvals allow. Funding strategy identified. Feasibility has been confirmed/study completed.

Current Planning Phase Projects:

- P1** STEM Complex
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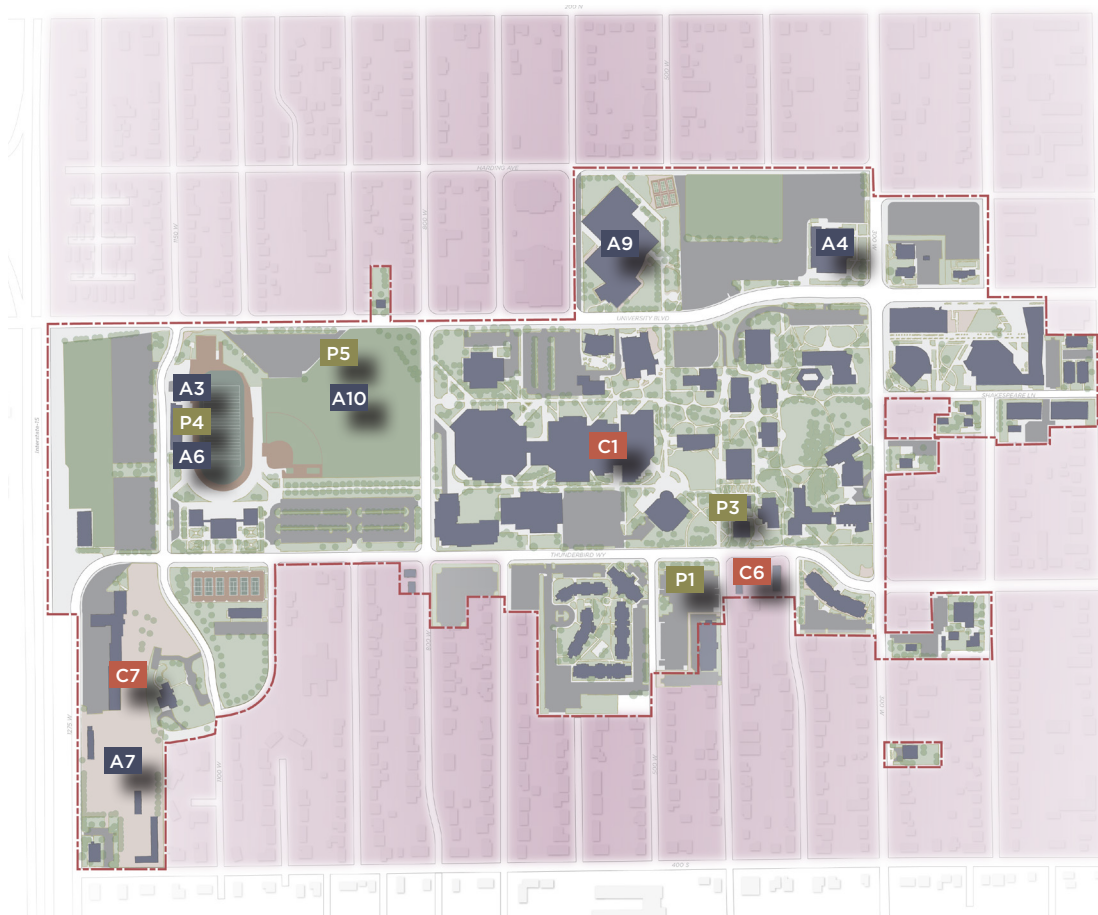
ACTION PHASE

Up to a Rolling 3-Year Window

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Current Action Phase Projects:

- A3** Athletic Operations and Locker Room Enhancements
- A4** Eccles Music Center
- A6** Eccles Coliseum Renovation (*Flood Funding*)
- A7** Facilities Management Safety & Security Improvements
- A9** PE Building Fitness Center Expansion
- A10** Softball Field Relocation and Artificial Turf Installation



Zone of Potential Real Property Acquisition

Indicates zone of potential real property acquisition, as described in the Campus Master Plan document. SUU places a priority on acquiring real property that is contiguous to existing land holdings of the University.

UNDERSTANDING EXISTING CONDITIONS

University campuses are complex ecosystems that require various buildings, infrastructure, and landscapes to support modern academic experiences. Therefore, understanding SUU's existing conditions is critical for the campus master planning process to identify assets, weaknesses, and opportunities. To facilitate this understanding, frameworks of analysis have been developed to inform the Campus Master Plan process.

The frameworks include:



*BUILDINGS &
LAND USE*



*LANDSCAPE &
OPEN SPACE*



*MOBILITY &
CONNECTIVITY*



*SAFETY &
ENVIRONMENTAL
RESILIENCE*





02

DEVELOPING THE
TOUCHSTONES & PROCESS



02

DEVELOPING THE TOUCHSTONES & PROCESS

BACKGROUND

SUU is leveraging the knowledge base and expertise of MHTN Architects developed over the years while working on major building projects at SUU to inform the development of the Campus Master Plan. Given their experience, they can provide valuable insights into campus relationships between buildings, open spaces, circulation systems, and utility infrastructure, as well as other factors that may impact the campus environment, such as sustainability and accessibility.

Additionally, it's important to consider the experiential aspects of the campus that are felt by the community, student body, and faculty. This may include factors such as the quality of the campus environment, the sense of community and belonging, and the availability of amenities and services. By taking a comprehensive approach to the master planning process, incorporating both technical considerations and experiential factors, the resulting plan can better meet the needs of all stakeholders and help create a campus environment that supports student success, faculty excellence, and community engagement.

The scope of work for document includes identifying Project Steering Committee members, gathering existing department plans, developing the Living Campus Master Plan Framework, creating an overall base plan for the campus, establishing baseline conditions on campus facilities, and compiling documentation of University and adjacent city utility infrastructure. The plan will be accessible through an ArcGIS StoryMaps website to ensure that it is easily updated and accessible to all interested parties.

TOUCHSTONES, GOALS, AND STRATEGIES

To guide the continuously evolving Campus Master Plan, touchstones were identified during the development of the Campus Master Plan to serve as future guidelines to anchor the changing needs of the campus. The touchstones refer to criteria or guidelines by which future projects, programs, or policies pertaining to campus physical infrastructure and grounds will be measured. These were developed through several interactive workshops with the Project Steering Committee to uncover the foundational ideas that make SUU's campus, community, and identity unique. Moreover, the touchstones sought to guide not only the physical assets of the campus but also the elements of its way of doing business, interacting with the community, and providing a unique academic experience for its students.

While the touchstones are aspirational ideas and themes, they lack the specificity required to guide their realization on campus. To identify how the aspirations of the touchstones are to be implemented, a series of goals, with associated strategies, has been developed to translate the aspirational nature of the touchstones into physical form to address the evolving needs of the campus.



TOUCHSTONES

SENSE OF PLACE

- Creating a consistent design theme (a brand such as “Southern Utah”) utilizing natural elements yet maintaining green space.
- Developing growth & new buildings with views, & deeper connections to local landscape & parks.
- Student Housing on or near campus creating a sense of place or belonging for students.
- Recognizing connection from past (the history & founders) to the present. Identify & designate areas to protect the University’s traditions & heritage.

PRESERVE & ENHANCE THE CAMPUS LANDSCAPE

- Wise resource use & conservation through landscaping, tree planning, & introducing more native, adaptive, & drought-resistant plant species by utilizing local expertise for plant selection.
- Design meaningful & functional spaces for gatherings & activities while engaging with the outdoors.
- Preserve existing green /open space, and plan for future green spaces for each zone of the campus, primarily in the core.
- Design safe & walkable pedestrian & bike paths with natural elements from parking lots & between buildings.

STRATEGIC GROWTH

- Design spaces, or rework existing space, to be multifunctional & adaptable.
- Creating a dashboard of growth & sharing a list of building priorities, based on age & condition of current buildings & growth/remodeling needs. Allow campus, faculty, students, & community to provide input and see and hear process.
- Intentional planning for office space & new buildings to accommodate growth (proactive & intentional planning).

DRIVEN BY ACADEMIC MISSION

- Prioritize academic uses in the heart of campus. Develop relocation plans to strategically evaluate moving other offices and centers to the edge of campus or other locations in town.
- Plan for more spaces that encourage academic collaboration, studying, and multi-use function for students and student service offerings.
- Academic should be the focus of growth on campus in correlation of enrollment. Develop an annual “Academic Vision Report” that measures growth and plans for remodeling academic space to support evolving needs.

FIT WITHIN THE LIVING CAMPUS MASTER PLAN FRAMEWORK

- Foster ongoing engagement, prioritize flexibility, foster innovation & experimentation, emphasize sustainability. Promote equity & accessibility, foster community engagement, incorporate technology.
- Create a process where the plan is updated annually by individuals submitting ideas by proposals to their department head & then, each department will generate a vision/planning document which is submitted to cabinet for consideration & prioritization.

STRATEGIES

- Update and strengthen SUU's branding specifically wayfinding features and landmarks for each department or section of campus. Expanding SUU's branding around Cedar City. Display SUU Flags on game days.
- Define the "front" of campus and create a sense of arrival/entrance to the University/Campus at all key gateways.
- Minimize visual barriers that allow for views of surrounding landscapes.
- Providing and improving comfortable and appealing indoor and outdoor gathering spaces for students & community.
- By working with private sectors and creating a sense of home by having close housing with provided parking.
- Develop easy, safe, and walkable pedestrian and bike access routes to decrease vehicular traffic and use.
- Identify "hands-off" zones on campus - areas that should not be used to extend campus infrastructure and other resources - e.g. the Upper Quad, Old Main.

- Technology-driven maintenance & monitoring tracking performance across campus to improve water system & limit water use, as well as other resources.
- Maintained, manicured, healthy diverse vegetation to create eco-friendly/biophilic environments.
- Designate areas for outdoor classrooms and provide necessary infrastructure, such as benches and/or additional trees for recreation. Optimize south facing exposures while having an adaptive design for different seasons (winter and summer).
- Define ratio of hardscape to softscape and identify areas on campus that would benefit from landscape improvements to create consistency & continuity.
- Identify "hands off" zones on campus - areas that should not be used to extend campus infrastructure and other resources.
- Continue to maintain and grow evergreen trees around the campus, such as expanding beyond the Upper Quad.
- Ensure landscape design plans for campus security (cameras, lighting, etc) and maintains clear lines of sight - escape routes & pathways.
- Corresponding to campus lighting standards document and adding recommendations for dark sky compliant fixtures.

- Define and incorporate state utilization goals, and complete a study to identify underutilized space and resources of each space to avoid duplication of equipment and resources.
- Each department develops a "Needs Report" such as office & classroom needs, as well as student housing & facilities for student growth, with correspondence to the Academic Master Plan. Once report is developed, provide accessible viewing for campus community to review.
- Create methods for growth through statistics, ability to add resources, growth ratio of resources (faculty, sq. ft, bldgs, etc) needed per full-time student that set goals to increase campus footprint in relation to enrollment.
- Collaborate with the Enrollment Strategic Planning team to plan for the future & find funding (Strategic Enrollment Plan). Consider entire building and infrastructure portfolio.
- Identify flexible and multi-functional spaces for faculty, staff and students during construction process.
- Develop plan(s) which could be adjusted in response to industry needs, legislation, and donors. These will need to be reviewed and updated annually.

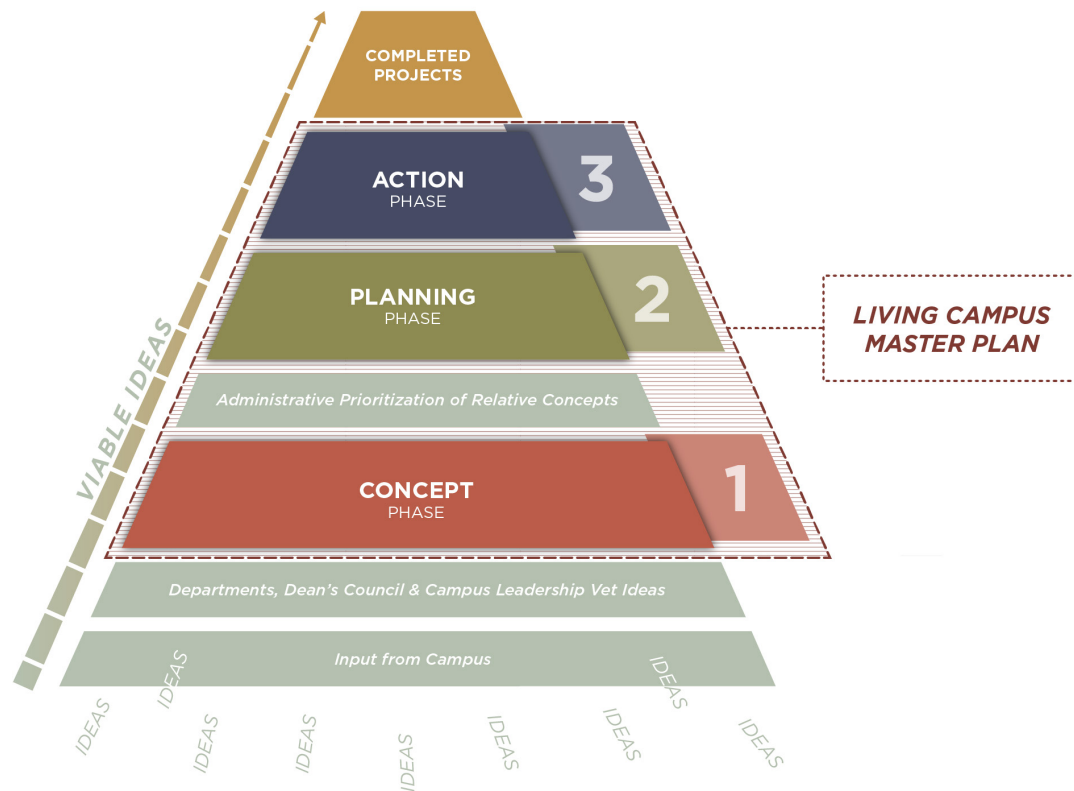
- Utilize the division's "Needs Document" to evaluate placement of teaching spaces, needs, and collaboration in proximity to campus.
- Examine opportunities for future development in the heart of campus, as well as around campus for parking or recreation.
- Consider industry partners for experiential learning opportunities and co-locate program with business/partner.
- Expand or design larger or taller buildings primarily for students & student services such as tutoring, studying, testing, career services, etc.
- Identify areas for amenities surrounding the academic core, such as expansion to dining options on campus & in dorms and recreation (optimizing current space or expanding the Fitness Center for students and the community).
- Receive input from faculty & students to improve academic learning, experiences, & growth and develop set of spaces for academic program needs. For example, reservable outdoor classrooms.
- Engage key stakeholders, establish clear priorities, align physical space with academic needs, foster interdisciplinary collaboration.
- Gather department and colleges needs and encourage cooperation amongst all in order to not duplicate equipment that requires space.

- Implement touchstone strategies for Sense of Place, Enhance Campus Landscape, Growth, and Academic Mission.
- Partner with Cedar City to strengthen the connection between the city & campus for community members & students.
- Concept Phase (5-7 years from construction): Projects being talked about as methods to solve strategic items within campus, academic expansion, student growth, added degree programs, or other strategic issues. Facilities Management has been engaged to evaluate feasibility.
- Planning Phase (3-5 years from construction): Project has been well-vetted and aligns with campus plans & priorities. Feasibility Study completed in most cases.
- Action Phase (0-3 years from construction): Approved funding and green light from approving authorities. Ready for Programming/Design.
- Create an accessible area/platform for people to become aware of the setting, circumstances, process, and general information sharing of the Living Campus Master Plan.
- Campus Master Plan process to pair with expected legislative opportunities & be in compliance with requirements set by governing bodies & state funding.
- Consider existing campus infrastructure such as Buildings & Land Use, Landscape & Open Space, Mobility & Transportation, and Safety & Environmental Resilience.

DEVELOPING A NEW PROCESS

A traditional campus master plan is a comprehensive, long-term strategy that guides the development and growth of a college campus. These plans tend to look 10-20 years into the future and receive updates when needed. However, planning this far in advance allows for no flexibility and accountability when an unforeseen idea begins to gain traction. Campuses are always in flux and must respond to growth and development.

Recognizing this issue, a Living Campus Master Plan Framework has been adopted. This new framework will seek to better anticipate the prospective growth needs and avoid becoming precipitously obsolete. It will create an annual idea submission, review, and reprioritization process to be completed by each department and the Campus Master Plan Committee.



It will be the responsibility of each department to develop Department-Level Strategic Plans that can be vetted by campus leadership and submitted to the President's Cabinet annually for consideration for inclusion in the Campus Master Plan. This process will create access for all University departments to make facility requests – large or small – in a consistent and equitable manner. Department-Level Strategic Plans will consist of ideas directed toward capital development and facility modifications that address growth initiatives within the department or larger campus entity. Viable ideas will be prioritized by the campus administration into one of the following phases:

- Action Phase – approved funding and green light from the President's Cabinet, SUU Board of Trustees, and/or other approving authorities. Ready for Programming/Design.
- Planning Phase – project has been well-vetted and aligns with the Campus Strategic Plan and academic priorities, with a funding mechanism in place. Feasibility Study completed in most cases.
- Concept Phase – projects being discussed as methods to solve strategic items within the campus, such as academic expansion, student growth, added degree programs, or other strategic issues. Facilities Management has been engaged to evaluate feasibility in areas such as Buildings and Land Use, Landscape and Open Space, Mobility and Transportation, and Infrastructure and Utilities.

Each year, the Campus Master Plan will be revisited along with SUU's annual budget review and project request process. The goal is to align the forecasting of new Capital Development projects on campus with SUU's request and approval process. University Department-Level Strategic Plans will be reassessed/refreshed once a year to allow for the realignment of priorities and to determine if advancement to the next phase is appropriate. SUU will submit qualifying capital requests to the Utah Division of Facilities Construction and Management (DFCM) and Commissioner's Office by the end of July each year. SUU would need to be ahead of this date with Action Plans ready to move forward by February 1.

A different process is utilized for any non-state funded capital renovation projects managed by SUU and will need to have planning and design completed the previous October, so that projects can begin construction in April, prior to the start of the academic year in the fall. Projects of this caliber are not typically tracked in the Campus Master Plan.

NON-STATE-FUNDED CAPITAL RENOVATION

A similar process is utilized for smaller non-state-funded capital renovation projects managed by SUU. These projects will also follow an internal submission and prioritization process but will need to have planning and design completed by October so that projects can begin construction in April, to be ready for the start of the academic year in the fall. Projects of this caliber are not typically tracked in the Campus Master Plan.

LAND ACQUISITION

Southern Utah University will make consistent efforts to acquire real property that supports the mission of the institution. In doing so, opportunities that present themselves will be evaluated on a case-by-case basis. SUU welcomes the chance to discuss acquisition proposals with any individual or organization, public or private, and may be a party to negotiations directly with property owners or in open-market transactions.

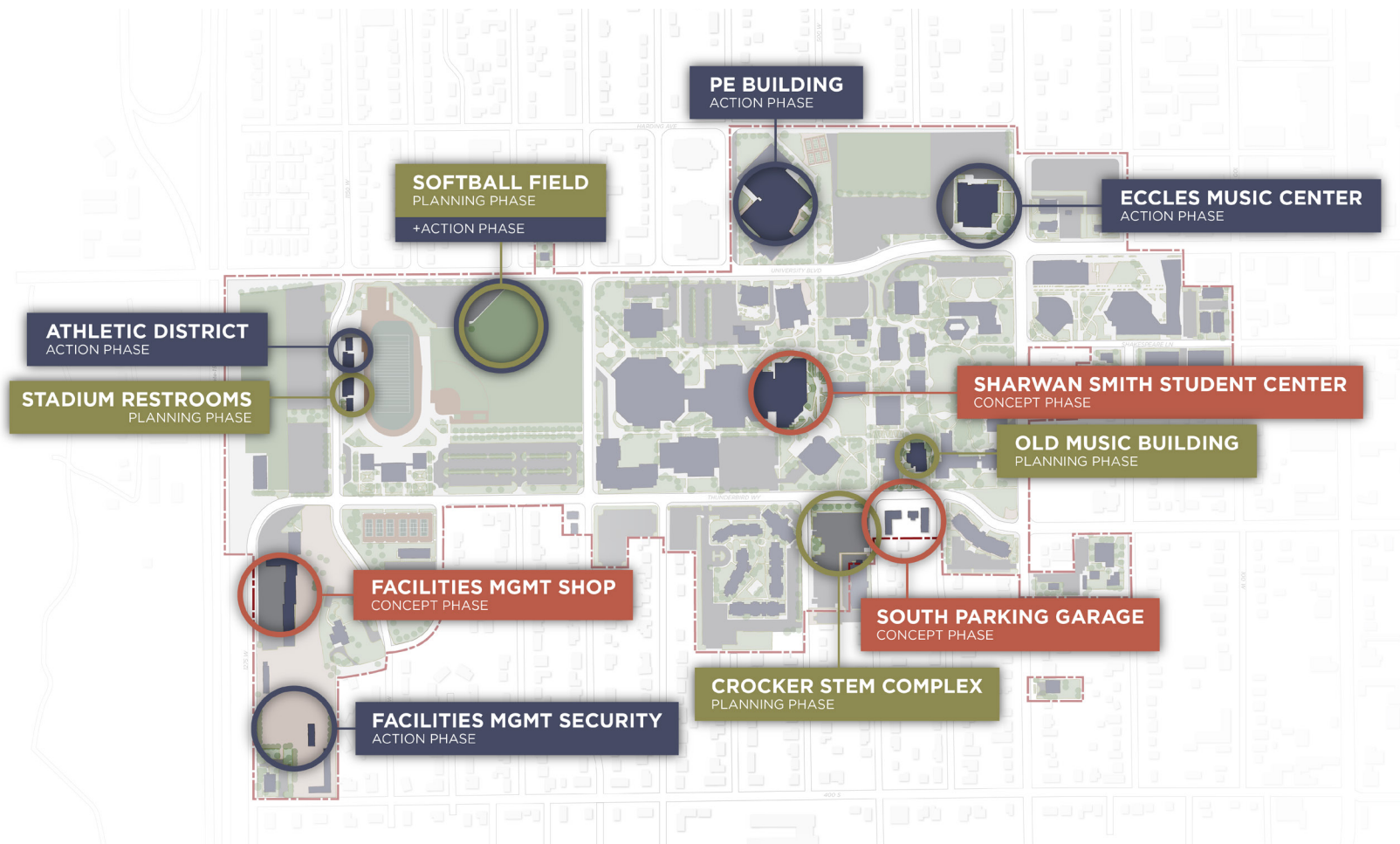
Preference in acquiring real property will be given to those that bring the most value to SUU. Donations to the University are always welcome and will likely carry the highest priority of land transfer so long as the donation does not present insurmountable risk to the University. The Institution will continue to look for property purchases that are contiguous with other SUU holdings and that help fulfill growth initiatives or other strategies set forth by university administration. In doing so, SUU will be guided by the policies of the Utah System of Higher Education and applicable statutes set forth by the state of Utah.

PHASING

During the development of the new process, three phases emerged to describe the lifespan of a conceptual idea coming from a Department-Level Strategic Plan and turning it into reality. The phases are as follows:

- Concept Phase (5-7 years out)
- Planning Phase (3-5 years out)
- Action Phase (0-3 years out)

An important note is that the phasing does not have a one-size-fits-all timeline – some ideas may progress more quickly than others, and some ideas may reach a certain point and lose traction.

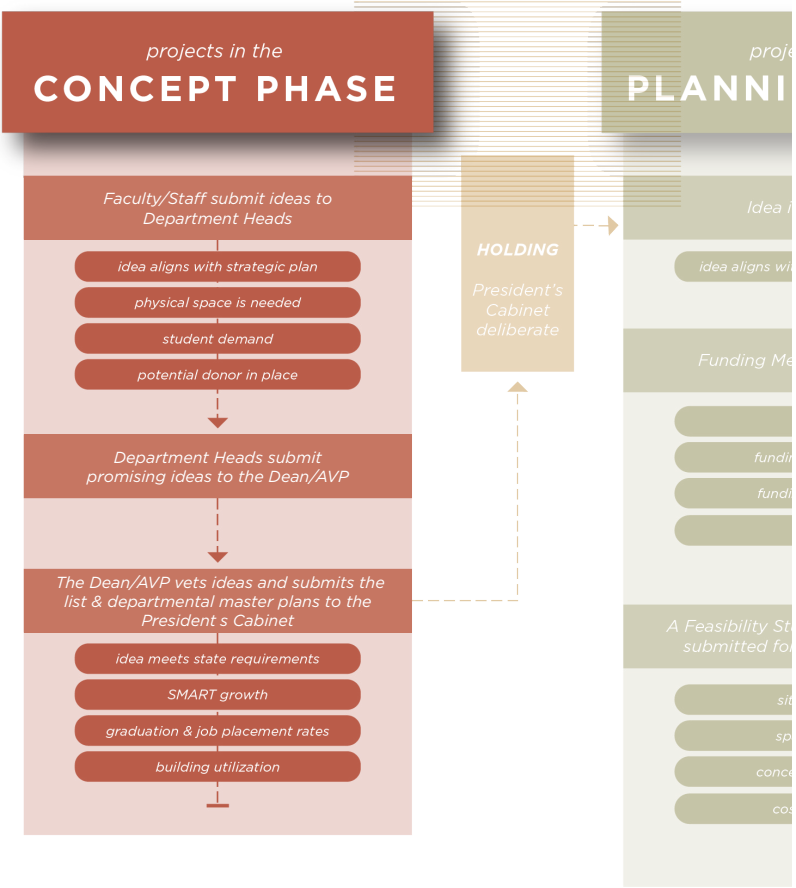


Examples of current projects on campus and which phase they would fall into.

CONCEPT PHASE

Ideas begin their life in the Concept Phase. This phase is defined as projects being discussed as potential methods to solve strategic items within the campus, such as academic expansion, student growth, added degree programs, or other strategic issues. Typically, at this point, Facilities Management has been engaged to evaluate the feasibility of the concept, including factors such as Buildings and Land Use, Landscape and Open Space, Mobility and Transportation, and Infrastructure and Utilities.

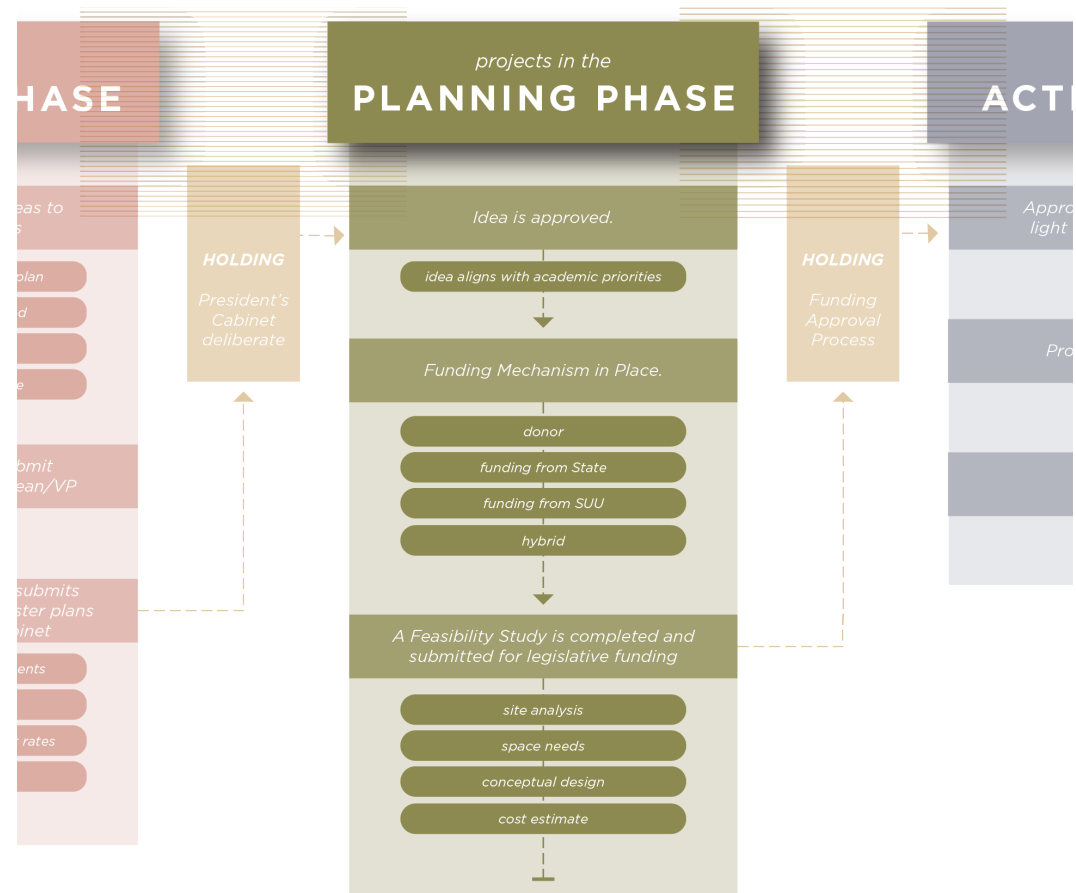
Once an idea is vetted by Department Heads or the Deans, it is forwarded to the President's Cabinet for review.



PLANNING PHASE

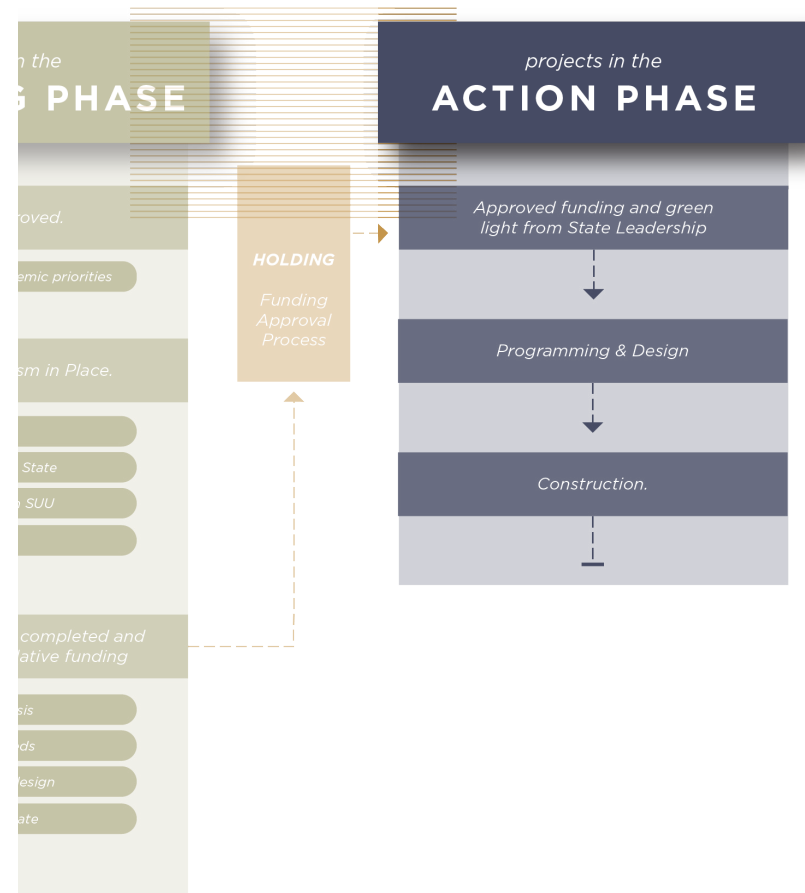
Once the idea has been vetted through the Concept Phase and approved by the President's Cabinet, it enters the Planning Phase. This phase involves further vetting of the idea. During this phase, it is ensured that the idea aligns with academic priorities, a funding mechanism is in place, and a Feasibility Study is completed. The Feasibility Study examines the project's feasibility by conducting a site analysis of proposed sites, defining space needs, developing a conceptual design, and obtaining a high-level cost estimate.

Once the project is deemed feasible, it undergoes the funding request process. This process typically begins in October, and if the project is approved, SUU will receive funding notification by April of the following year.

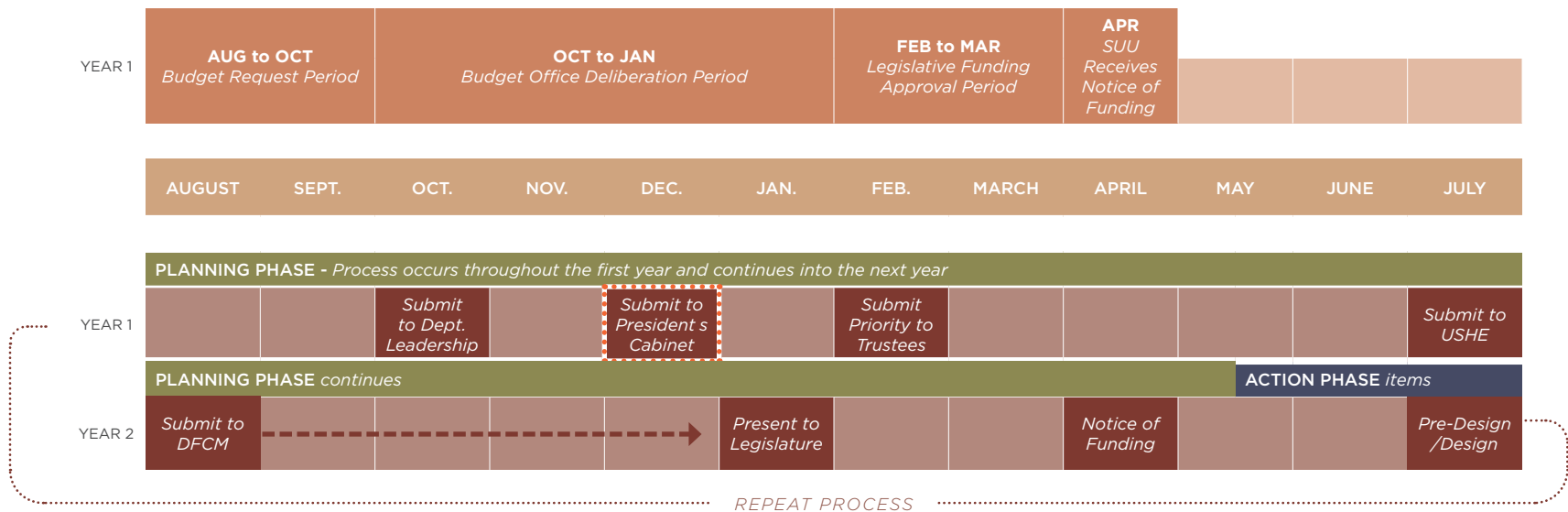


ACTION PHASE

Once funding is secured and the idea is approved by State Leadership, the design team is hired to complete a programming study and the final design of the building. A programming study delves deeper into details compared to the previously completed Feasibility Study. The programming process refines the space needs and develops the general shape and form of the building or space. This enables a more accurate cost estimate for the project. Once the programming is completed, the project progresses to the design stage, followed by construction.



SOUTHERN UTAH UNIVERSITY INTERNAL ANNUAL BUDGET REQUEST CYCLE



USHE & DFCM ANNUAL CAPITAL DEVELOPMENT REQUEST CYCLE

 ANNUAL OPPORTUNITY TO REPRIORITIZE

MERGING WITH THE ANNUAL REQUEST PROCESS

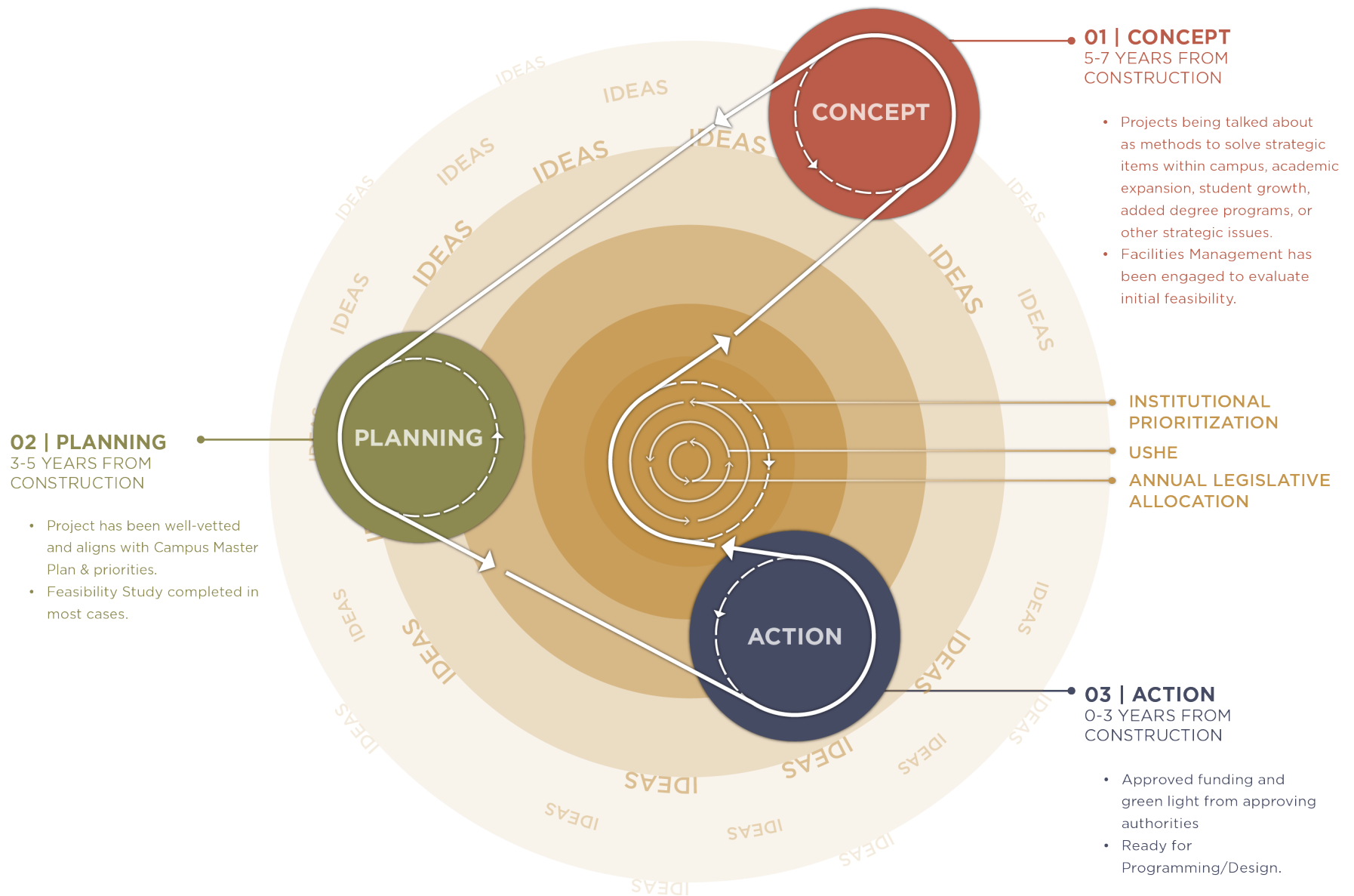
Informed by ideas, the plan consists of conceptual, planning, or actionable phases from the Living Campus Master Plan. An annual submission, review, and reprioritization process will ensure that the plan remains relevant and up-to-date. It will be revisited annually and aligned with SUU's annual budget review and project request process to ensure that new Capital

projects are forecasted and aligned with SUU's request and approval process. This process will provide access for all University departments to make facility requests - large or small - in a consistent and equitable manner.

LIVING CAMPUS MASTER PLAN DIAGRAM

After refining the process with the Project Steering Committee, the next step was to develop a graphical illustration that depicts the sequencing and ongoing cyclical nature of all three phases.

The idea behind the graphic is that as ideas begin to gain traction, they shift closer to the center. Similar to the theory of gravity, the center of this universe represents the completion of an idea's life (e.g., a building completing construction). The phases, or the planets, have differing masses that exert a certain gravitational pull. Concept Phase ideas have the least amount of pull, but as they progress through each phase, they gain more mass and move closer to the center. Once an idea completes all phases, it leads to new conceptual ideas, bringing it back to the Concept Phase where the process begins again.



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03

EXISTING
CONDITIONS

03

EXISTING CONDITIONS

SITE ANALYSIS FRAMEWORK

It has been said that university campuses are “cities within cities” due to the complex, interconnected ecosystem of buildings, infrastructure, and landscape. Each of these is required to provide a modern academic experience with the associated educational, social, and recreational needs of the student body, faculty, and staff. Understanding the existing conditions on the Southern Utah University (SUU) campus is critical during the campus master planning process to grasp the assets, weaknesses, and opportunities facing the campus in the future as it responds to the changing needs of its students.

To facilitate a better understanding of existing conditions and how they inform the future opportunities of the University, the following frameworks of analysis have been developed to guide the campus master planning process:



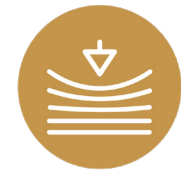
**BUILDINGS &
LAND USE**



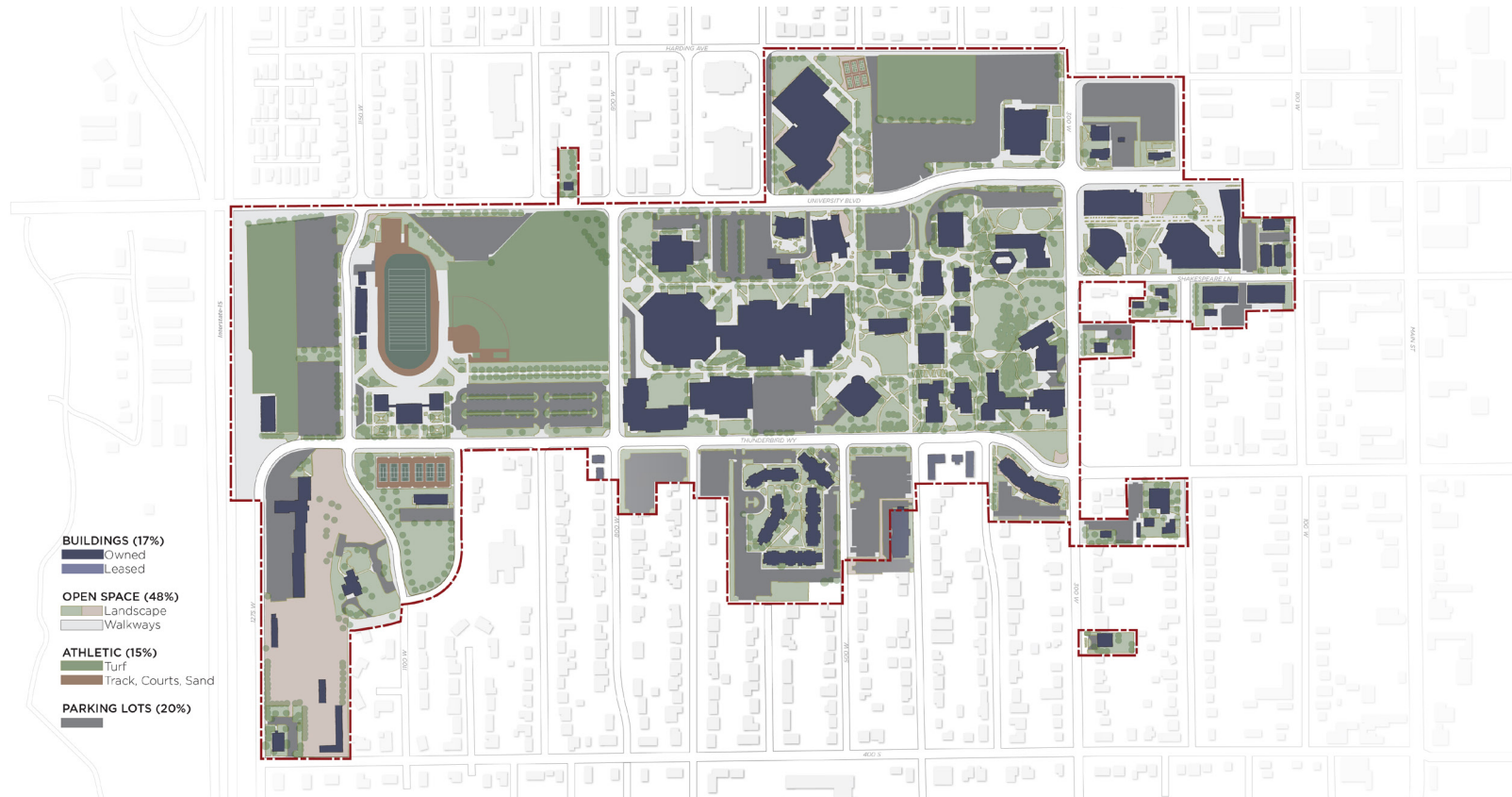
**LANDSCAPE &
OPEN SPACE**



**MOBILITY &
CONNECTIVITY**



**SAFETY &
ENVIRONMENTAL
RESILIENCE**



BUILDINGS & LAND USE

CAMPUS COMPOSITION

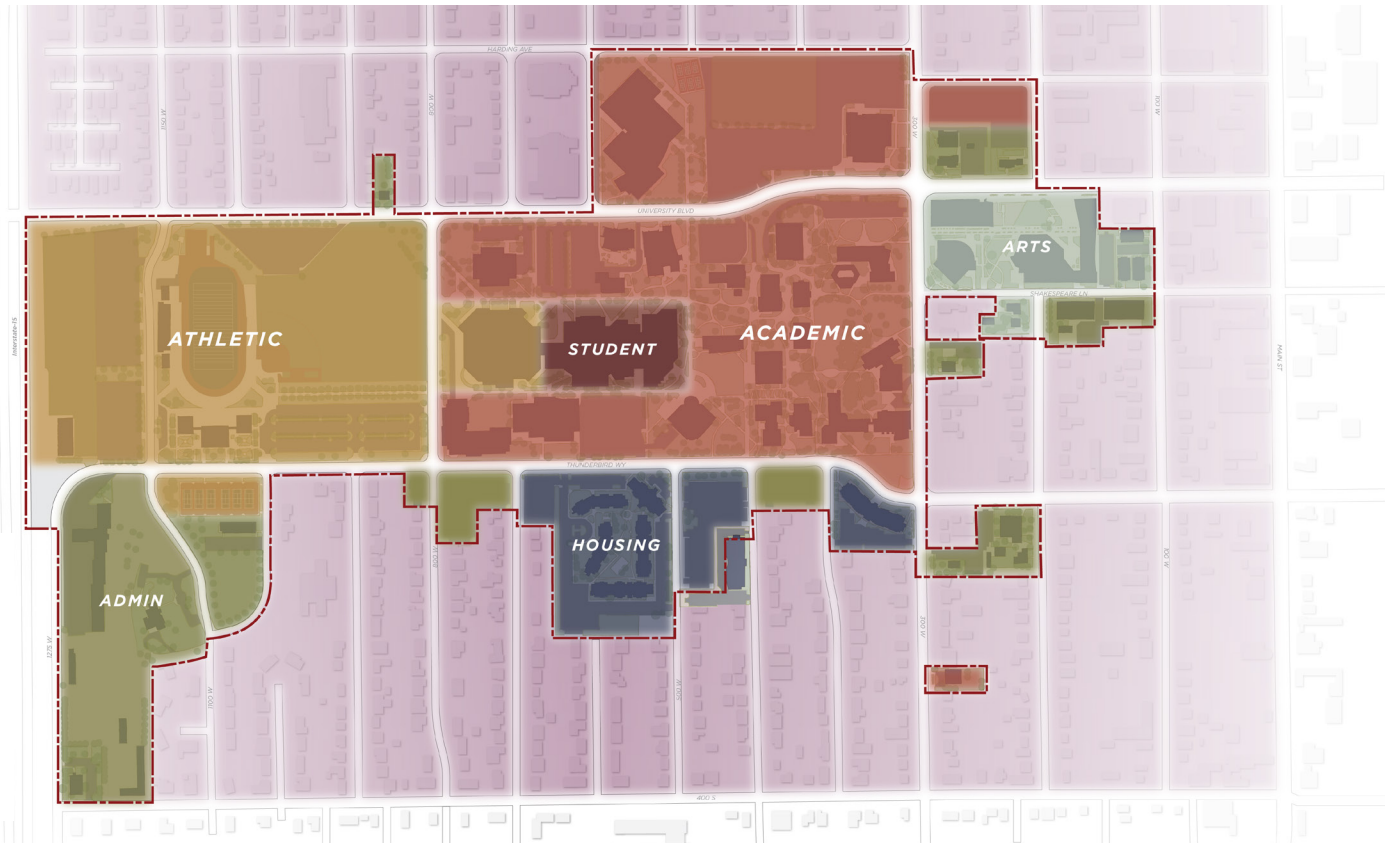
The Main Campus is known for its beautiful and welcoming landscape, which comprises over half of the total composition.

The open space on campus, including landscaped areas, walkways, and outdoor athletic facilities, makes up 62% of the site. The remaining site is comprised of parking lots (21%) and building footprints (17%).

Zone of Potential Real Property Acquisition

Indicates zone of potential real property acquisition, as described in the Campus Master Plan document. SUU places a priority on acquiring real property that is contiguous to existing land holdings of the University.

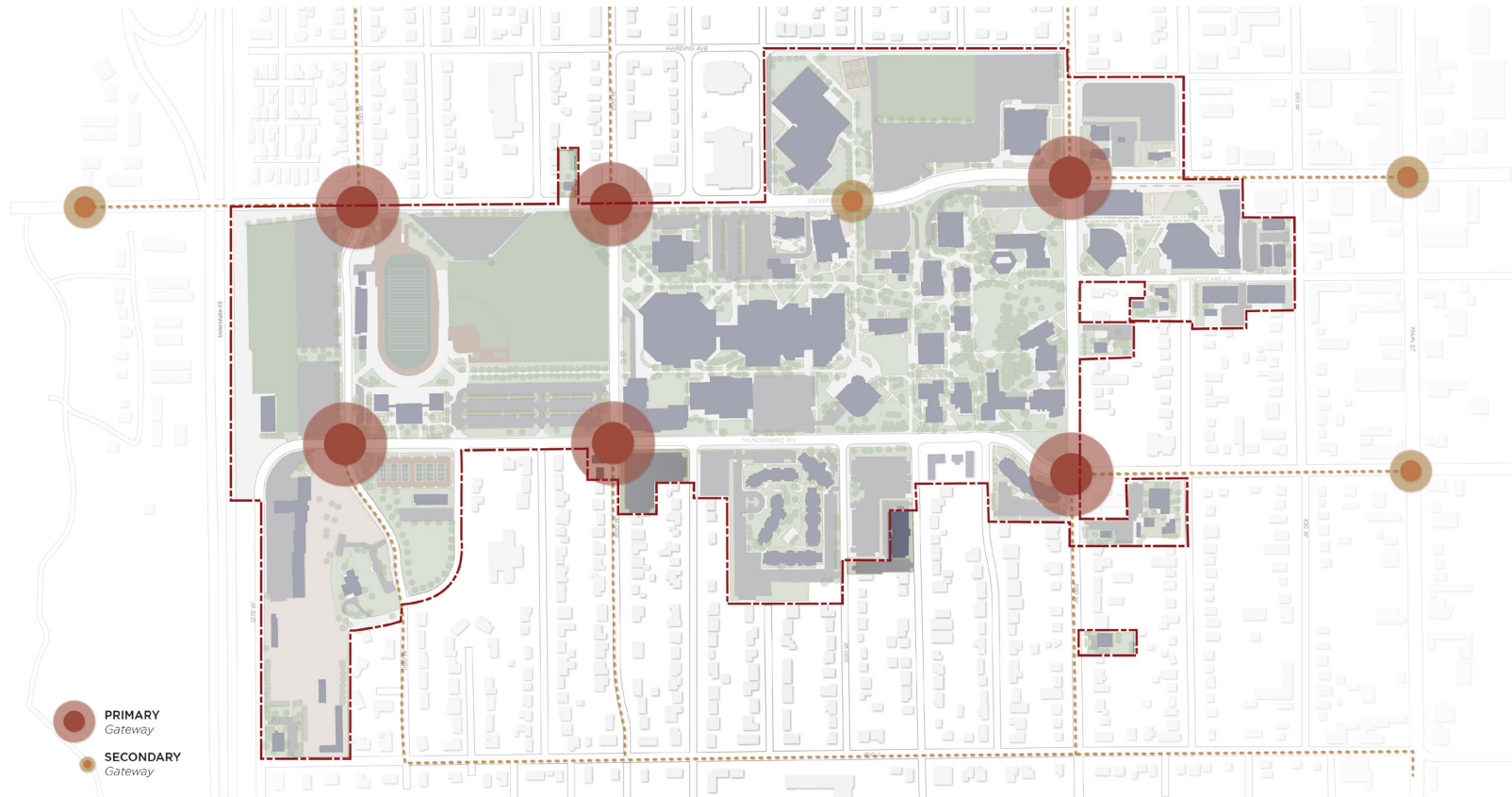
- ACADEMIC
- ARTS
Beverly Center
for Arts
- ATHLETICS
- ADMINISTRATION
Campus Services
& Operations
- HOUSING
- STUDENT



CAMPUS ZONES

The Main Campus is composed of multiple districts or zones. These zones are defined by harmonious adjacencies, shared land uses, and strategic assets. The Academic zone is located at the central campus and primarily caters to students, faculty, and staff. It includes academic buildings, quads, prominent walks, and multi-use spaces. The Arts zone, known as the

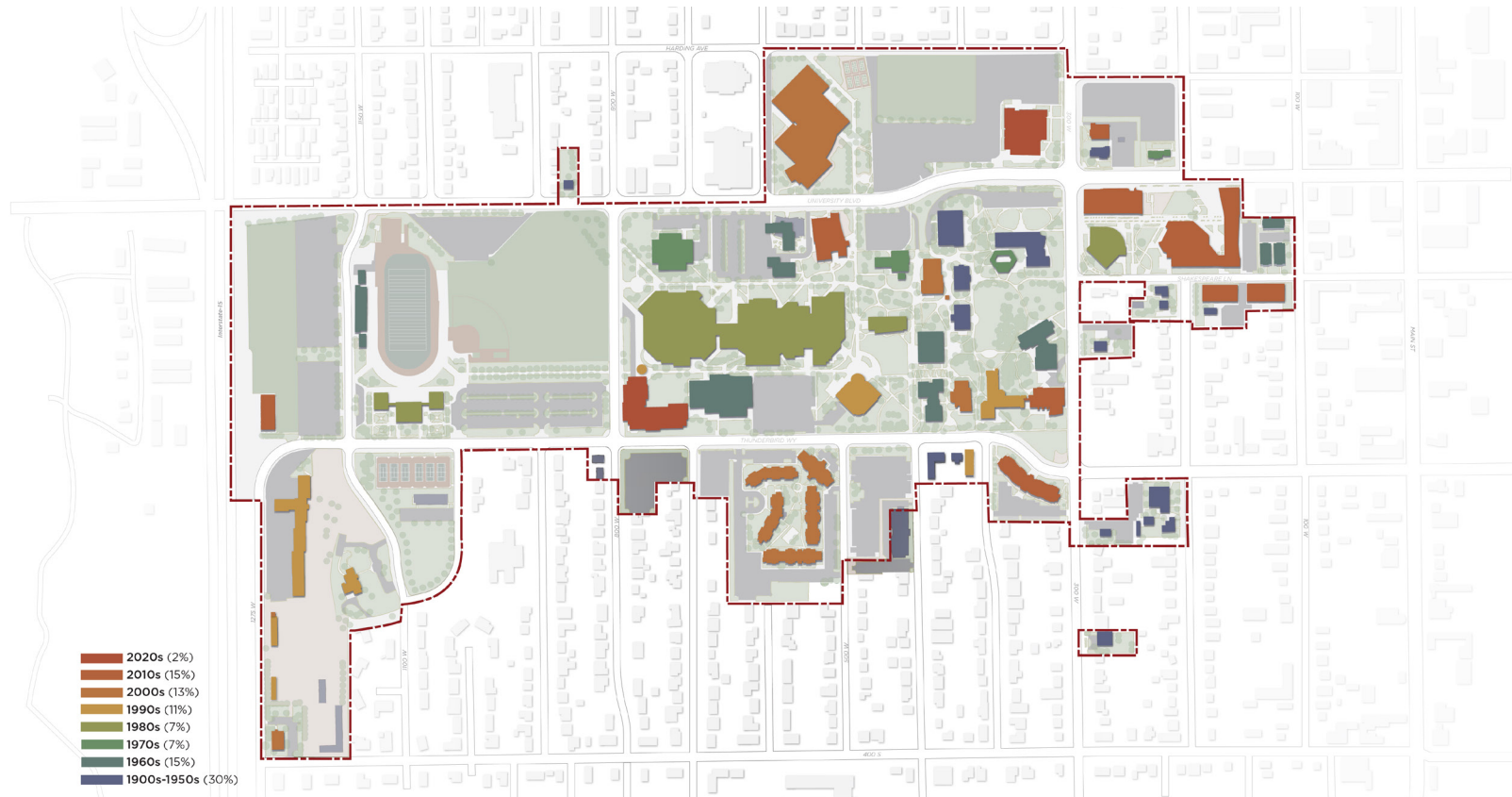
Beverly Taylor Sorenson Center for the Arts, is situated on the northeast corner of campus and encompasses SUMA and the Utah Shakespeare Festival. Athletics are situated to the west, including sports fields and related facilities. The Administration zones are located on the outskirts while maintaining proximity to the academic core. Lastly, the Student zone highlights the Sharwan Smith Student Center.



GATEWAYS

Gateways serve as the front doors to a campus. Ensuring that a campus has a strong sense of arrival creates a welcoming and defined identity. Understanding the primary entry points where most people will enter the campus is a good starting point for analyzing the quality of wayfinding and other signage currently in place, as well as identifying any potential areas for improvement.

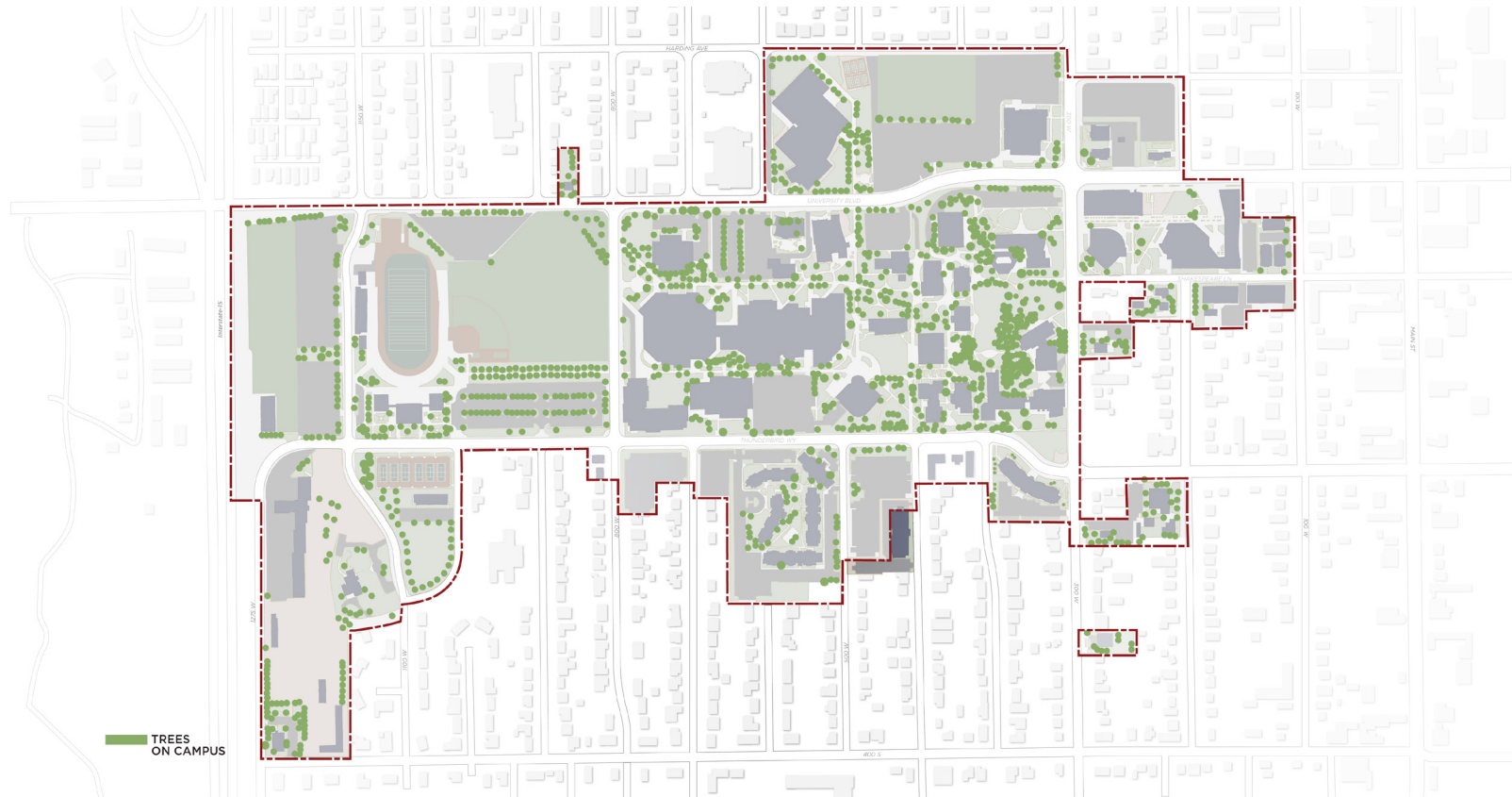
At SUU's Main Campus, the primary gateways have been defined as located along University Boulevard, Thunderbird Way, 300 West, 800 West, and 1150 West. These gateways are connected to other major roads that lead visitors to the campus.



BUILDING ERAS

The Old Main building on campus, constructed in 1898, holds a cherished place in the campus community. Examining the different eras in which each building on campus was constructed often reveals a pattern of development over time. On the Main Campus, it can be observed that

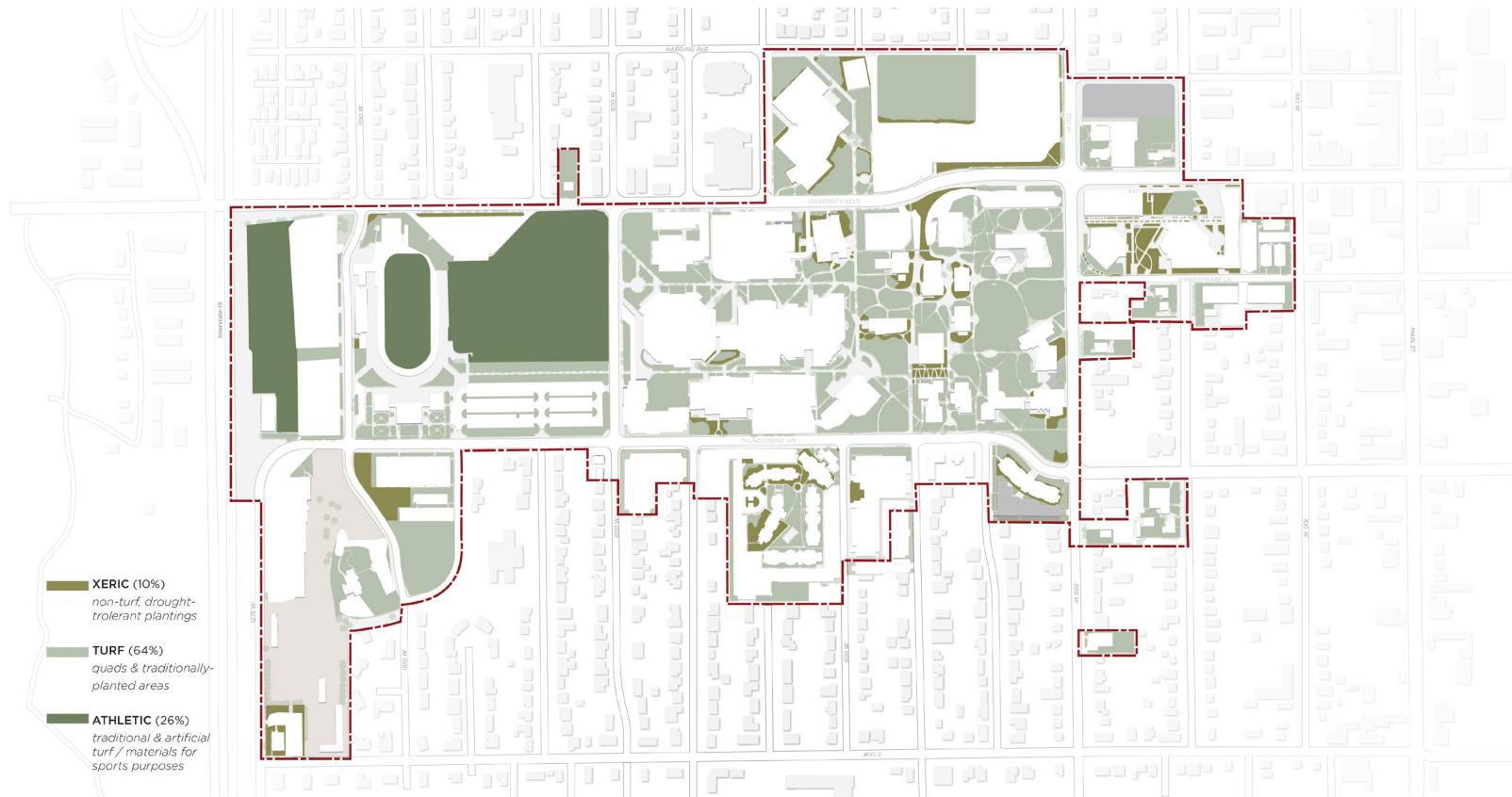
most of the buildings constructed between the 1890s and 1970s are primarily located to the east and west. Buildings constructed during the 1980s are generally situated in the central campus area. Buildings from the 1990s to the 2020s can be found on the outskirts of the campus.



TREES

One of the most notable features of the campus landscape is the presence of mature trees, primarily in the Upper Quad. These trees are dense, mature, and thriving. The campus boasts more than 2,500 trees, with 1,000

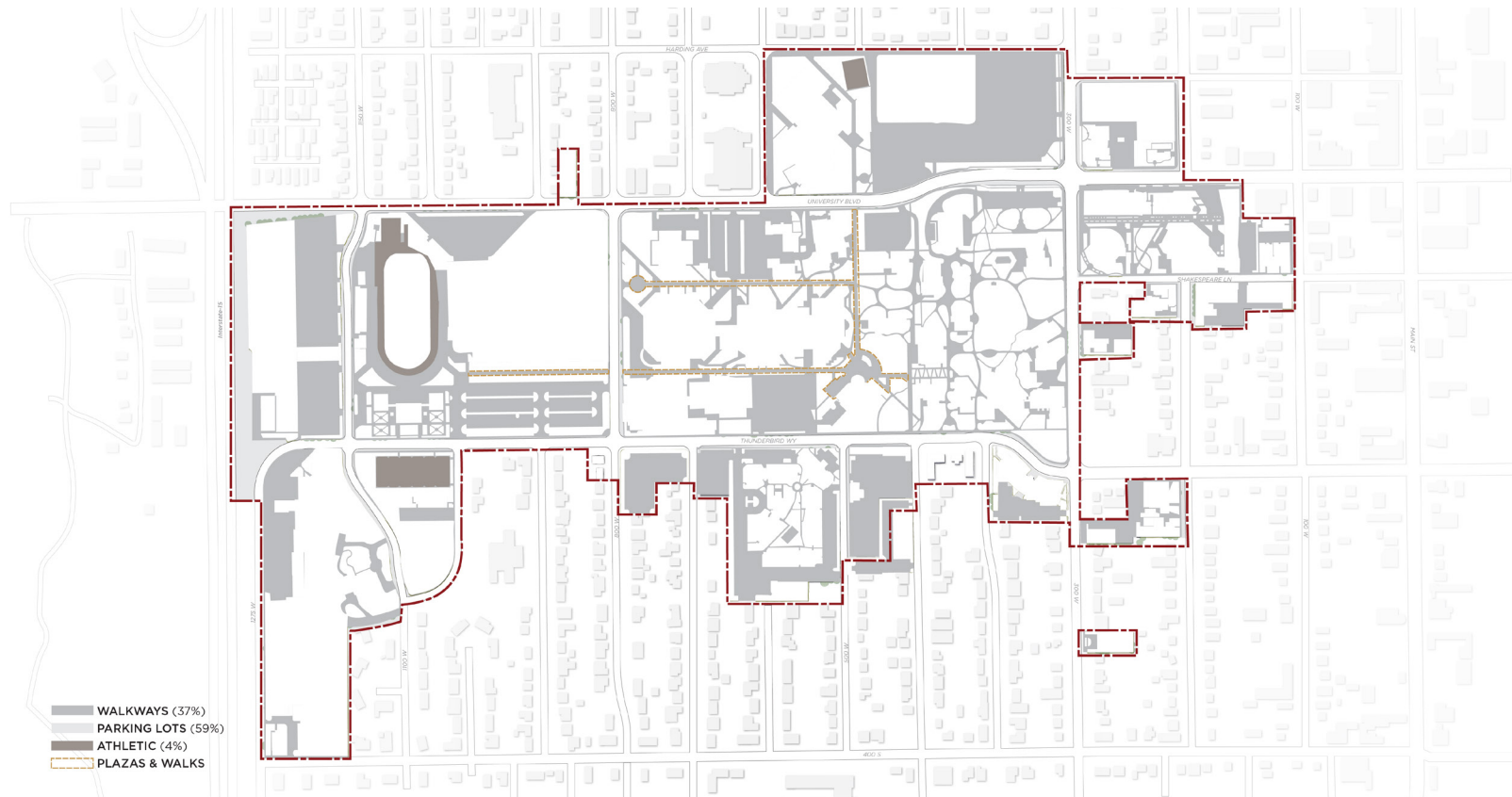
of them planted in the last decade. Trees play a crucial role in climate control, enhancing pedestrian comfort, and sequestering pollution. The accompanying map identifies areas on campus where potential gaps in tree coverage may exist, providing valuable information for future planting plans to address these gaps.



GREEN SPACE TYPOLOGIES

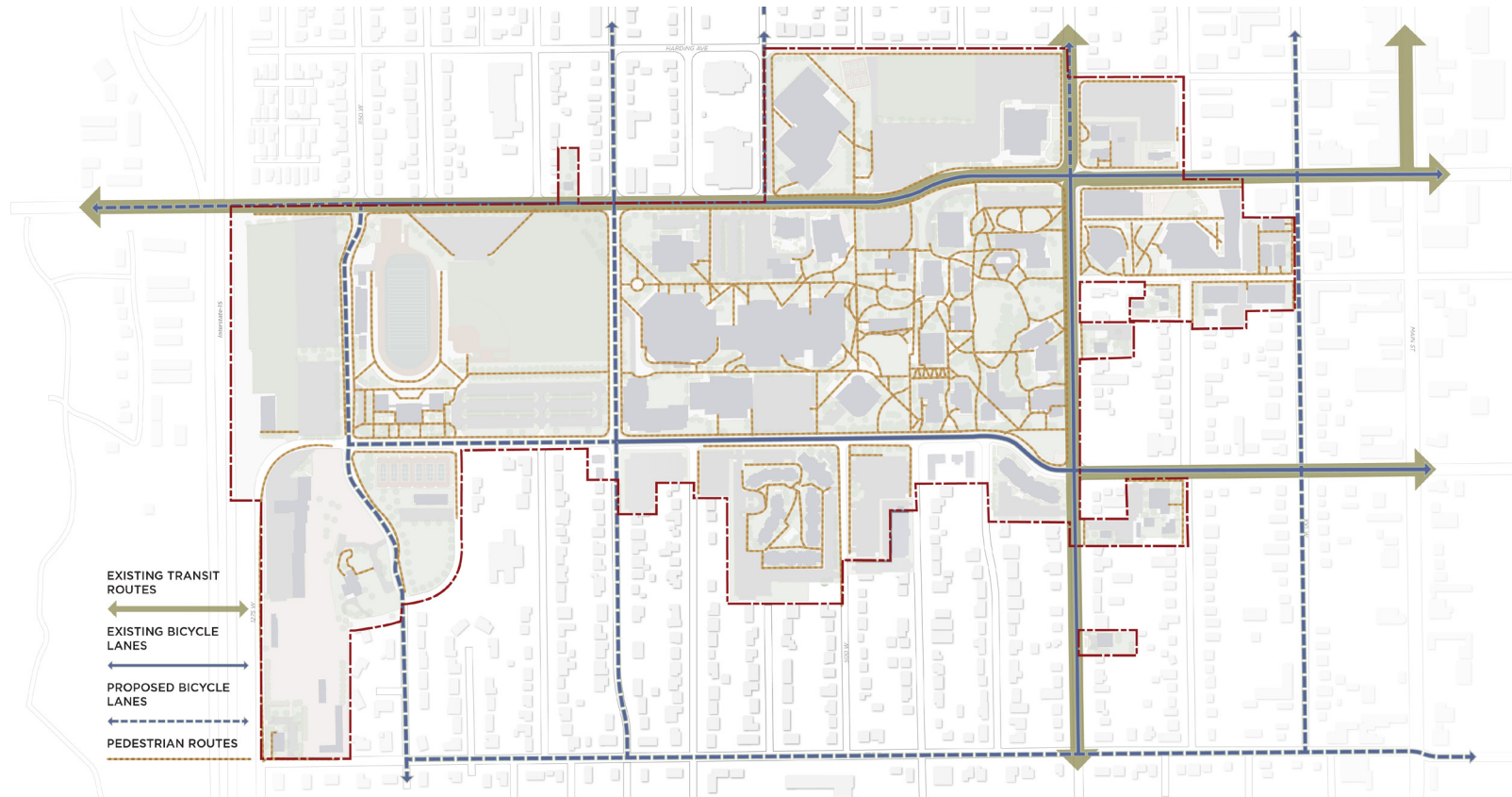
Another notable feature of the campus is the abundance of green open spaces. The accompanying diagram provides an overview of the various types of green spaces found on campus. The majority of the green space is classified as turf, which includes larger areas of grass such as quads

and traditionally landscaped sections. Xeric spaces are characterized by drought-tolerant plantings and non-turf ground covers. Athletic areas are primarily dedicated to sports activities and consist of both natural and artificial turf and materials.



HARDSCAPE TYPOLOGIES

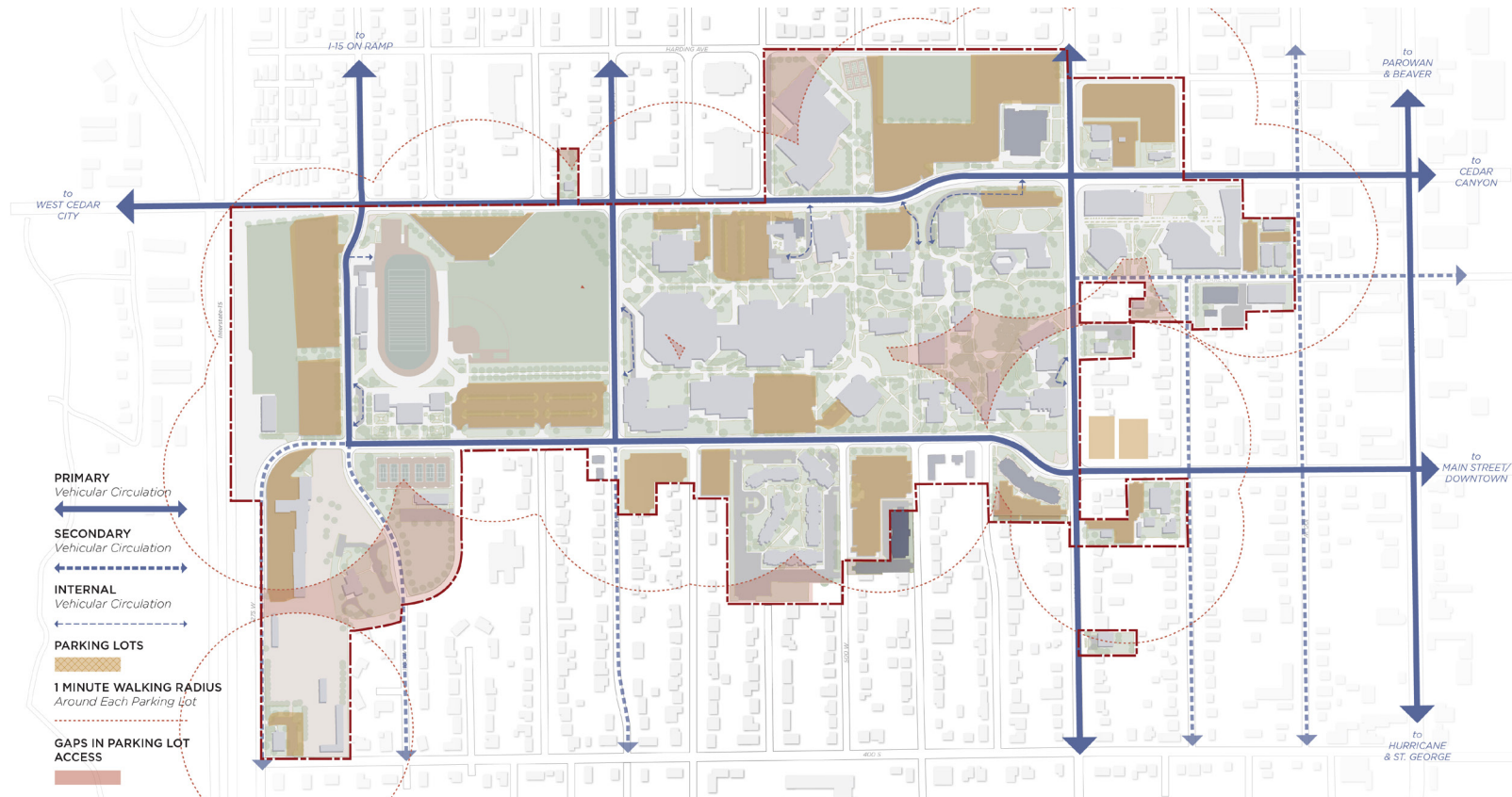
Similar to the previous diagram, a portion of the open space on campus is designated for accessible walkways that traverse the campus and convenient parking lots. The diagram also highlights the different athletic typologies present on campus, while emphasizing prominent features such as Library Walk and Plaza, Thunderbird Walk, and Stadium Walk.



ACTIVE TRANSPORTATION ROUTES

The Main Campus is well-connected and maintained for pedestrian travel by bicycle or walking. Proposed and existing bicycle facilities are located around the perimeter of the campus, and there are accessible pedestrian routes within the site.

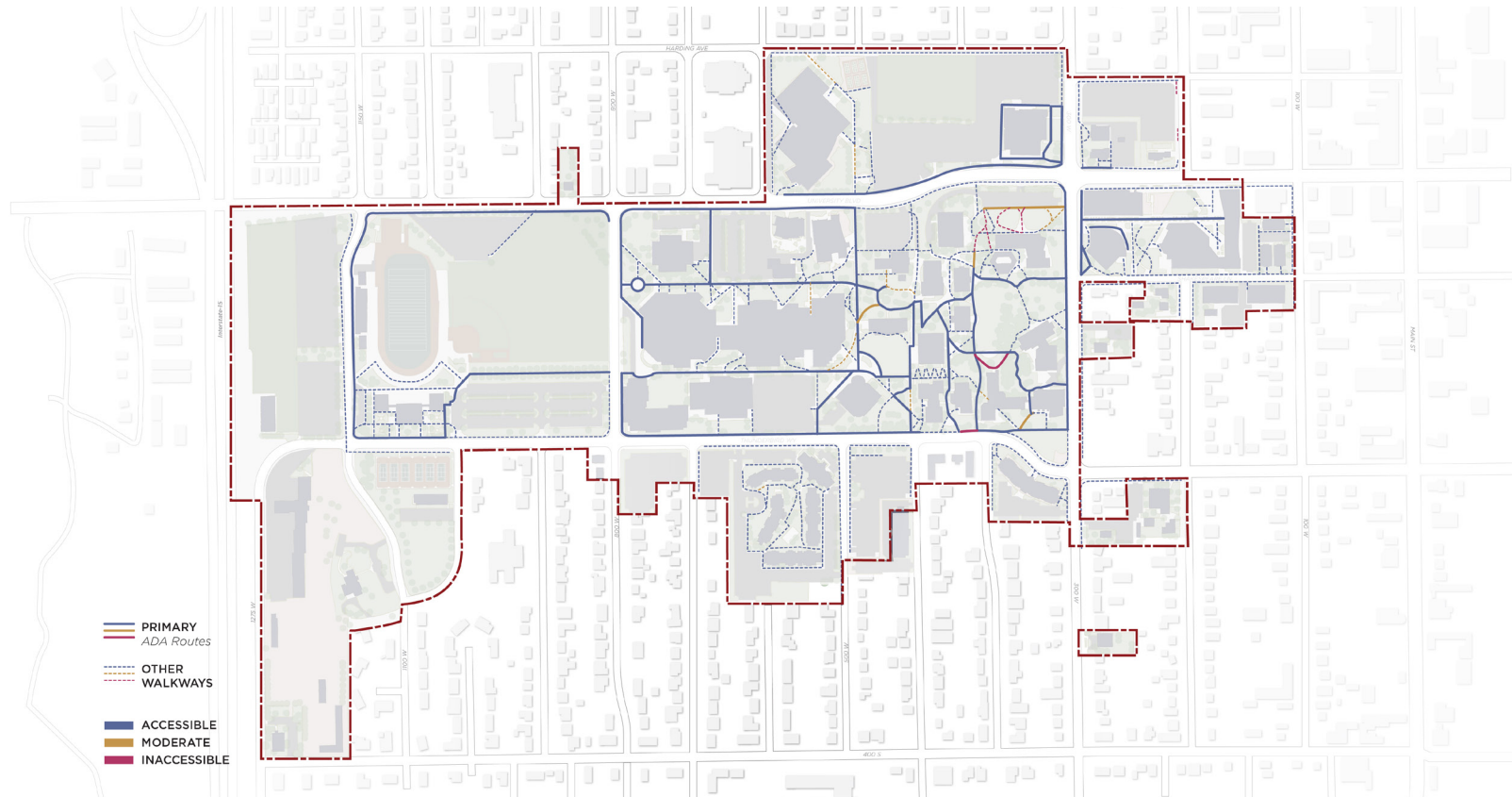
The Cedar Area Transportation (CATS) Department offers a bus route that runs along the northern edge (University Boulevard) and eastern edge (300 West) of the campus. The bus frequencies range from 30 to 75 minutes.



VEHICULAR ACCESS & PARKING

Travel by vehicle is convenient with quick access to and from Interstate-15 and Main Street. Parking is available along the edges of the campus, and internal circulation is minimized to provide access to parking lots and loading docks.

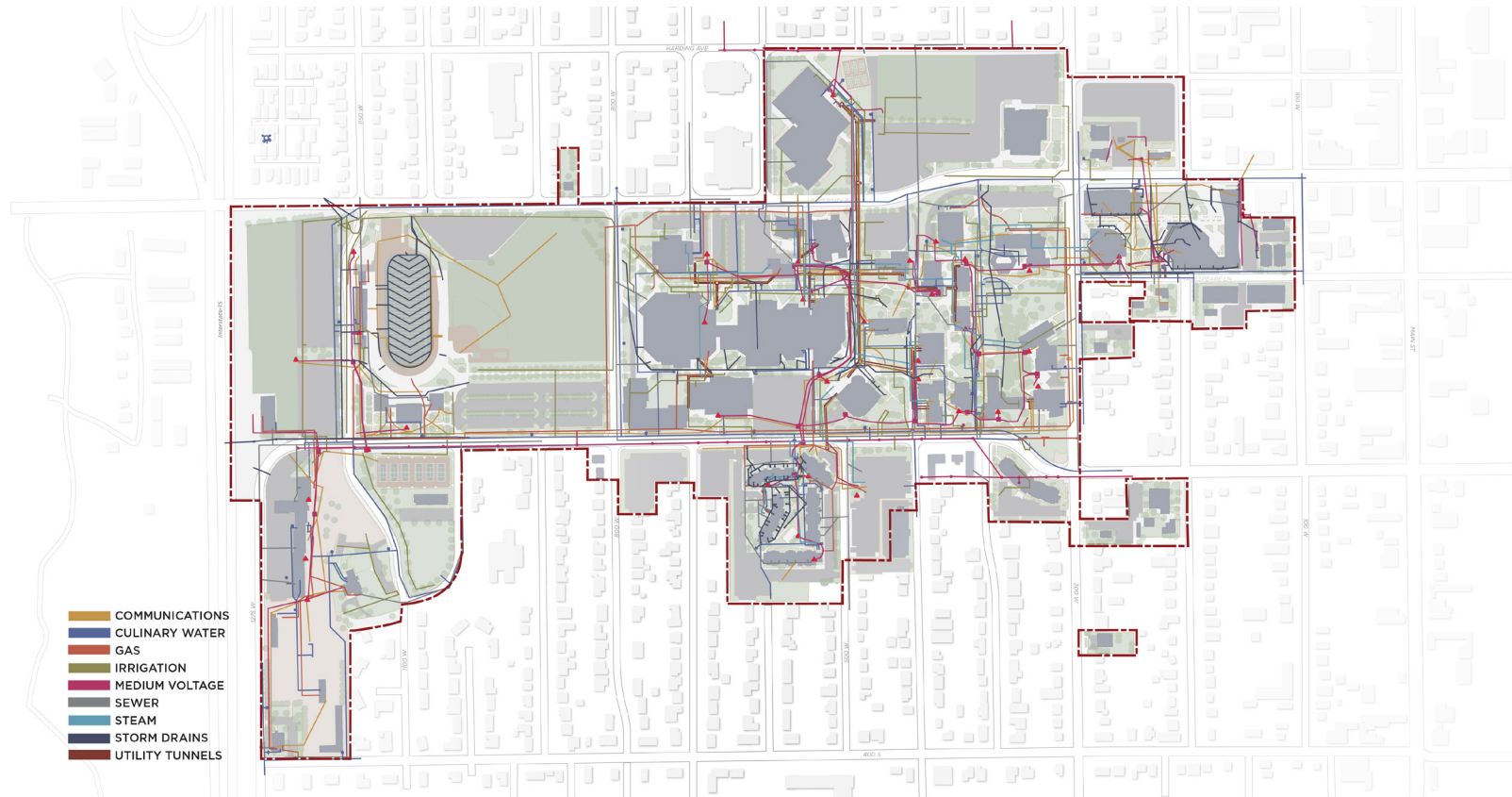
The dashed circular lines on the map indicate a 1/10th of a mile walking radius around each existing parking lot. The majority of the campus is highly accessible to and from parking lots. However, there are some highlighted gaps (shown in light salmon pink) that indicate areas where pedestrians would need to walk a greater distance to reach their destination.



QUALITY OF SIDEWALKS & PRIMARY ADA ROUTES

Facilities Management has meticulously maintained a detailed record of the sidewalk quality within the campus boundaries. This record examines the slope of the sidewalks and identifies any areas in need of repair. The majority of pathways on campus are in good condition, featuring a low slope. However, in the eastern part of the campus known as the Historic Zone, some sidewalks exhibit a high slope and/or are currently under consideration for repair.

In addition to the sidewalk quality information, the solid lines on the map depict the primary ADA (Americans with Disabilities Act) pathway throughout the campus. In 2012, an ADA Path of Travel Study was conducted, identifying the main routes that ensure accessibility. This study has been periodically updated, and a new version is currently in progress.

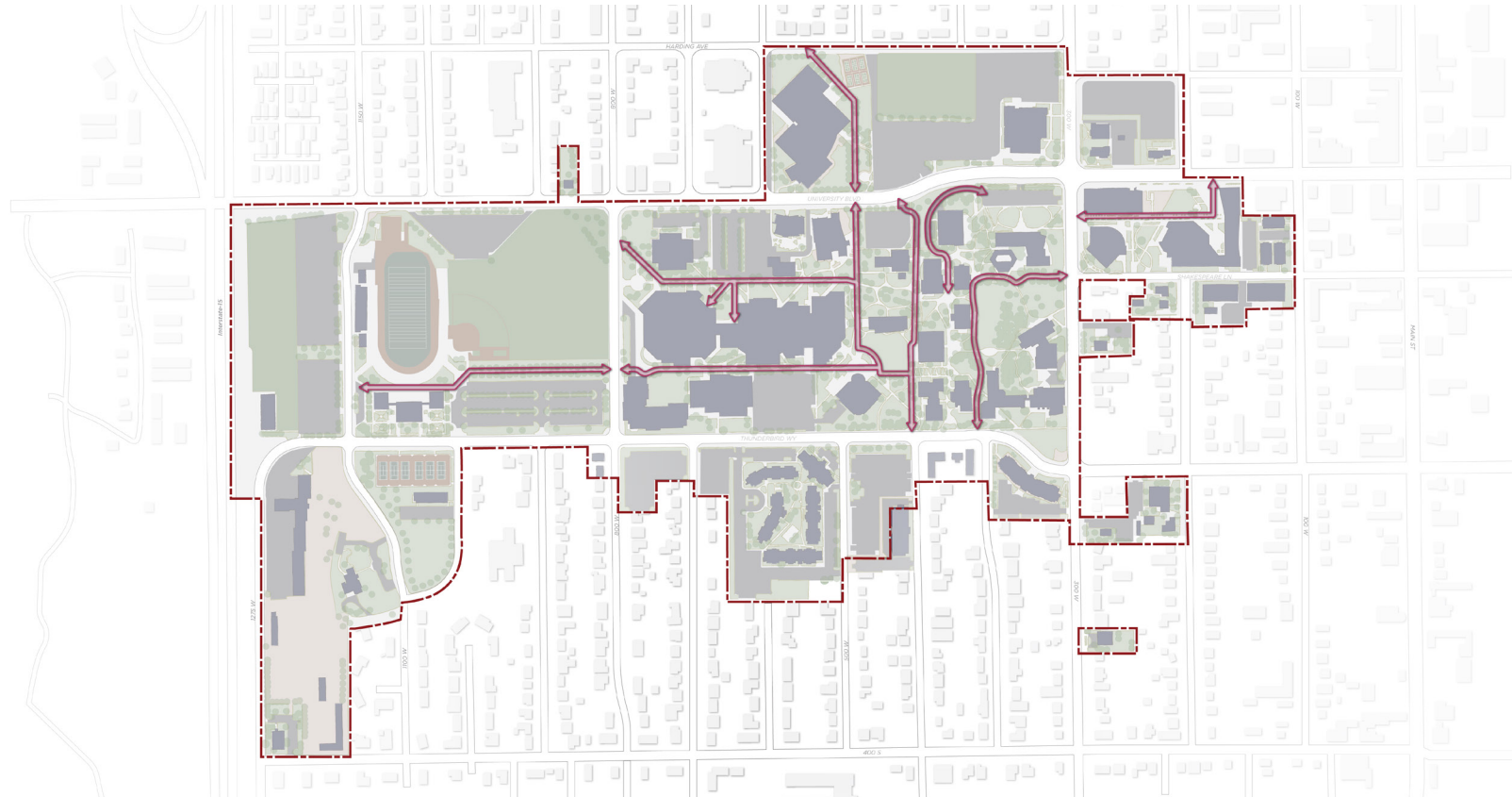


SAFETY & ENVIRONMENTAL RESILIENCE

CAMPUS UTILITIES

Understanding the location of utilities is crucial for determining feasible areas for future development. By strategically planning new buildings near existing utility infrastructure, the campus can efficiently support energy

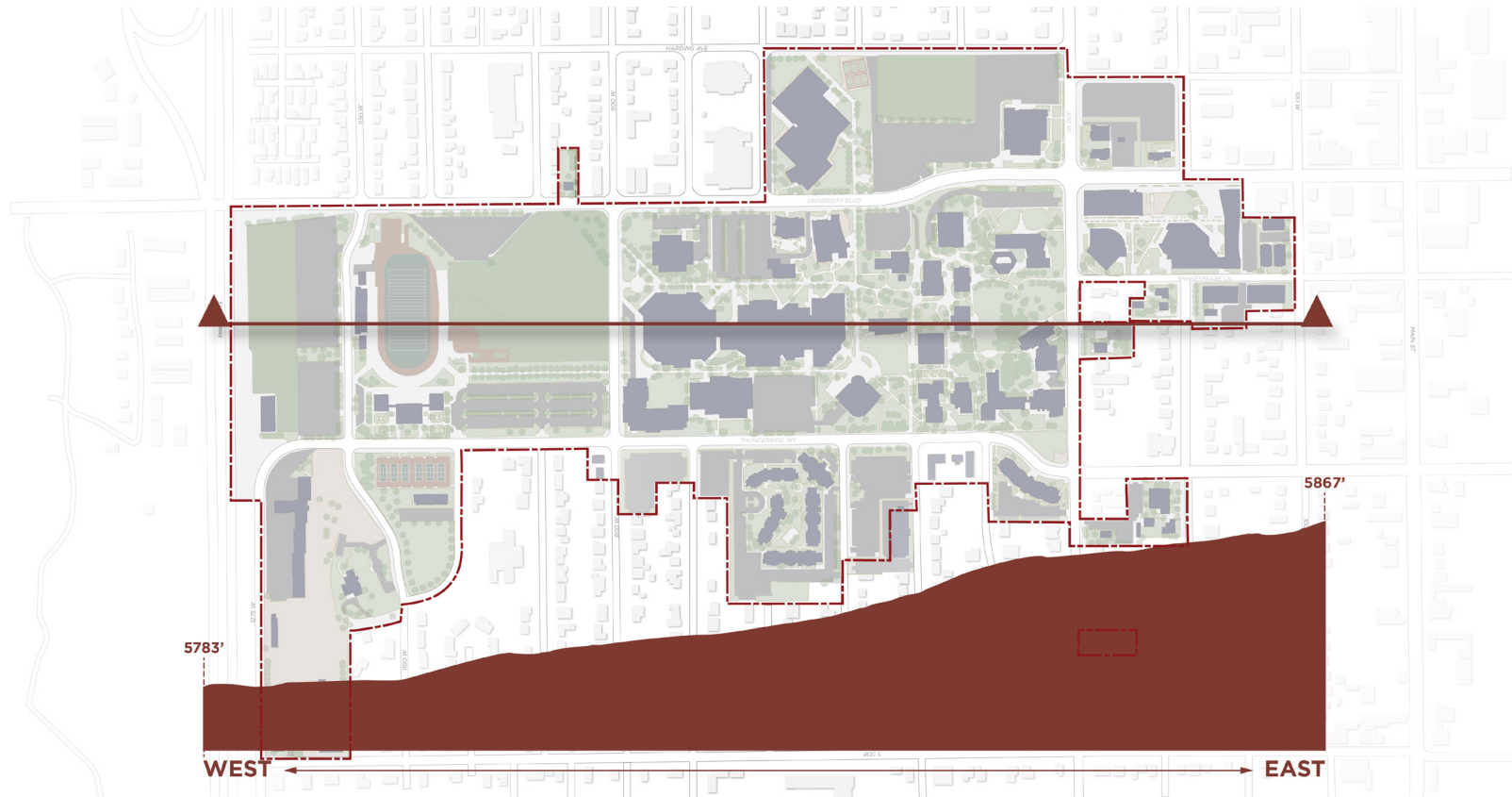
and heating requirements. This approach minimizes disruptions and disturbances during the construction process. However, it's important to note that constructing a new building directly above known utility channels can be significantly expensive, as it would necessitate the relocation of utilities.



FIRE LANES

Fire lanes are vital for campus safety and resilience. They provide clear paths for emergency vehicles to swiftly reach buildings during incidents, such as fires or emergencies, minimizing damage and saving lives. Fire lanes also enable smooth evacuations, allowing pedestrians to safely exit buildings and avoid hazards. Moreover, fire lanes facilitate the efficient

deployment of fire suppression equipment and other emergency resources, ensuring a timely and effective response. Regular maintenance and enforcement of fire lanes are crucial to uphold safety standards, readiness of emergency services, and enhance the overall resilience of the university community.

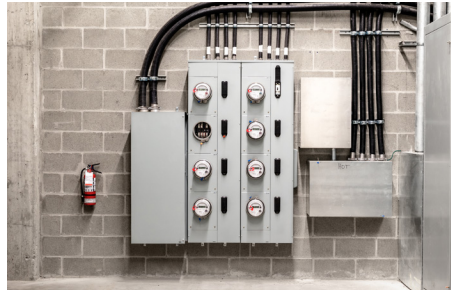


CAMPUS ELEVATION

As you transition from the west to the east, there is a noticeable increase in grade change. Recognizing and analyzing grade change on campus is crucial for considerations such as building height and design, viewsheds, accessibility, and stormwater management. By strategically staggering building heights, opportunities for patios can be created, while still preserving views from other buildings.

INFRASTRUCTURE ANALYSIS FOR FUTURE DEVELOPMENT

Engineering consultants, well-versed in SUU's current facility infrastructure and utility systems, conduct comprehensive reviews of potential development projects in all phases of master planning. Examples of areas and systems requiring unique examination include electrical, mechanical, stormwater drainage, culinary water, data delivery, landscape design, traffic/pedestrian/active transportation systems, soil conditions, urban planning, and others. These analyses examine systems in the immediate vicinity of a proposed project, as well as the extended utility and infrastructure systems that may be affected by it. Often, engineering utility infrastructure involves working with off-campus utility providers to ensure careful system-wide coordination and capacity evaluations. It is important to emphasize that the conceptual impact of a project on infrastructure systems shown in this plan serves as a starting point, and as the SUU Campus Master Plan is regularly updated, new areas of infrastructure impact will be taken into account and studied. For more detailed engineering information on the existing conditions and considerations for the proposed development areas, please contact the SUU Facilities Management office.



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