

# University of Minnesota Twin Cities Campus

discover connect sustain



Prepared for:  
University of Minnesota  
Board of Regents  
March 2009





## **RESOLUTION RELATED TO THE CAMPUS MASTER PLAN FOR THE UNIVERSITY OF MINNESOTA TWIN CITIES**

**WHEREAS**, in 1993, the Board of Regents adopted the following four campus master planning principles to direct the development of campus master plans on each of the University of Minnesota campuses:

- The principle of creating and maintaining a distinctive and aspiring vision for the physical development of each campus
- The principle of enriching the experience of all who come to the campus
- The principle of maximizing the value of existing physical assets while responding to emerging/ changing physical needs
- The principle of an inclusive, accountable, and timely process for creating and implementing the master plan vision; and

**WHEREAS**, in February 2006, President Bruininks charged a faculty, staff and student steering committee to update the 1996 Master Plan; and

**WHEREAS**, using internal resources and expertise to update the Twin Cities Campus Master Plan has resulted in the development of a plan that reflects the University community and supports the academic plan of the University; and

**WHEREAS**, the steering committee engage in broad consultation with the University community, adjacent jurisdictions, community partners and adjoining neighborhoods, throughout the master planning process; and

**WHEREAS**, there is agreement on the vision for the campus as a sustainable community of discovery; and

**WHEREAS**, the administration from the University of Minnesota has recommended the adoption of this Master Plan;

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Regents directs that the University of Minnesota Twin Cities Campus Master Plan be used to support the University's academic mission and guide future land use and capital project decisions in accordance with the four planning principles.

**ADOPTED MARCH 2009**

### Charge to the Steering Committee

In 2006, University of Minnesota President Robert H. Bruininks appointed a Master Plan Steering Committee and charged it with the task of updating the 1996 Master Plan. The charge included the following directives:

- Align and integrate the Master Plan with University core processes such as strategic positioning, academic planning, and funding expectations;
- Take full advantage of the major initiatives scheduled for the next decade;
- Focus on “growing a campus” rather than building individual buildings;
- Instill the principles of sustainability, so that the new plan leaves the campus better for future students, staff, and faculty;
- Optimize the distinction of being the largest research University that bridges the Mississippi River;
- Increase ownership of the Master Plan by the University community and ensure broad and meaningful consultation with key constituencies.

### Steering Committee

Judith Martin, Professor, Geography & Urban Studies, College of Liberal Arts, Co-Chair  
 Kathleen O’Brien, Vice President, University Services, Co-Chair  
 Sheila Ards, Associate Vice President, Community Partnerships & Development  
 Terry Bock, Associate Vice President, Academic Health Center  
 Beverly Durgan, Dean, & Director, Extension Service  
 Art Erdman, Professor, Mechanical Engineering, Institute of Technology  
 Missy Gettel, Minnesota Student Association Representative  
 Denise Guerin, Professor, Design, Housing and Apparel, College of Design  
 Bob Johns, Director, Center for Transportation Studies  
 Kristi Kremers, GAPSA representative  
 Bob Kvavik, Associate Vice President, Academic Planning  
 David Levinson, Associate Professor, Civil Engineering, Institute of Technology  
 Orlyn Miller, Director, Planning & Architecture  
 Lance Neckar, Professor & Associate Dean, College of Design  
 Jerry Rinehart, Vice Provost, Student Affairs  
 Becky Yust, Professor & Department Head, Design, Housing & Apparel  
 Leslie Krueger, Chief of Staff, University Services, Staff to Steering Committee  
 Sara Greening, Assistant Dean, Extension Service

### Staff Team

Craig Amundsen, Weisman Art Museum  
 Tony Brown, Recreational Sports  
 Tim Busse, University Services  
 Chris Frazier, Institutional Research  
 Loretta Hanson, Parking and Transportation Services  
 Leslie Krueger, Co-Chair, University Services  
 Jim Litsheim, Architecture and Planning- CPPM  
 Monique MacKenzie, Architecture and Planning- CPPM  
 Orlyn Miller, Co-Chair, Architecture and Planning-CPPM  
 Jan Morlock, University Relations  
 Andy Phalen, Environmental Health & Safety  
 Michael Ramolae, Parking & Transportation Services  
 Lorelee Wederstrom, Academic Health Center  
 Sally Westby, University Services  
 Mapping and Graphics Consultant: CLOSE Landscape Architecture +

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# Introduction

## ACADEMIC VISION

The University's ten year vision, approved by the Board of Regents in 2007, is as follows:

- An expanding University, with state-of-the art research facilities and infrastructure that enable us to proactively recruit from peer institutions and even the private sector.
- A distinctive University that emphasizes its own strengths and those of the state of Minnesota to attract the best-prepared and brightest students, faculty, and staff from around the world.
- An agile University, with flexible structures, systems, and processes that enable rapid response to new opportunities and changing problems.
- An engaged University, fostering strong collaborative relationships with the state, federal funding organizations, industry, and donors, all of whom view the University first and foremost as a resource worth protecting.

From *Strategic Positioning Report*, 2007  
Provost's Office, University of Minnesota

## Introduction

The Twin Cities Campus Master Plan 2009 establishes a framework for guiding the evolution of the campus environment to support the academic mission. It sets the vision for the future, building upon the existing physical attributes, including natural features, open spaces, existing buildings and infrastructure, land use relationships, and the network for movement to, from, and around the campus.

## Role of the Master Plan

The master plan will serve multiple functions for its various audiences.

- It will inform the University community and public of the University's aspirations and development goals.
- It will guide decisions of the University Administration and the Board of Regents regarding capital investments, physical improvements, and operational activities on the campus, affecting buildings, land scapes and infrastructure.
- It will be a tool for planners and designers to evaluate all future development proposals to ensure that each capital project contributes to the achievement of the broader campus vision.

## Organizing Structure of the Plan

This Master Plan is organized in sections, starting with statements of values and aspirations and moving through progressively more detailed planning and design directives. It is comprised of the following components:

- **Overview:** Existing conditions that establish the current campus structure and the anticipated forces and trends that will influence its change.
- **Guiding Principles:** Eleven key ideas that express the aspirations of the University and provide the foundation for all plan recommendations.
- **Plan Elements:** Application of the guiding principles to key physical systems of the campus – campus districts, natural resources, transportation and circulation, and public spaces and buildings – with strategies and guidelines for achieving those principles.
- **Implementation:** Specific practices and tools have been identified as examples illustrating how the plan will be operationalized on a daily basis.

## Drafting the Master Plan

To increase ownership of the Master Plan by the University community, this master plan was developed using the expertise of the faculty, staff and students on campus. The Master Plan Steering Committee, which represented academic, student life, environmental, and operational perspectives, developed a framework for campus evolution that:

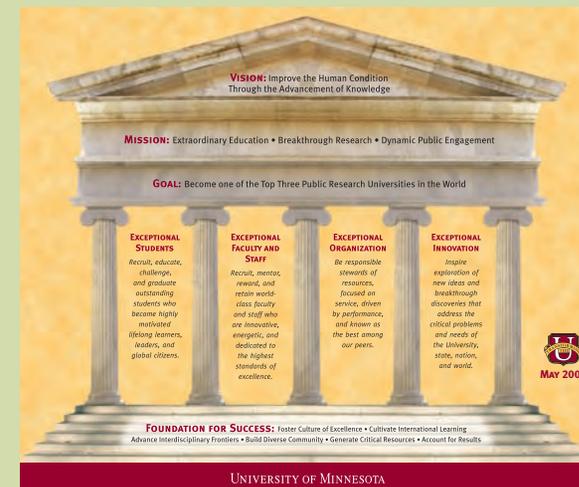
- Established the vision for the future campus.
- Defined the programmatic drivers that will create the essence of the campus.
- Defined the quality of space and facilities needed to support the research, instructional, and outreach activities.
- Identified the infrastructure required to efficiently support academic facilities.
- Established design standards for creating a distinctive place where people want to be.

- The Steering Committee developed an inclusive process for updating the plan that engaged over 75 additional faculty, staff, students, professional practitioners on five work groups. These five work groups focused on enhancing the campus; natural features and open spaces; design and preservation; community connections, collaborative ventures and safety; and movement and access.

The groups worked for a year to produce recommendations for confirming, revising and enhancing the directives of the 1996 plan to reflect the University's aspirations for the future. In addition to these work groups, the broader University community was engaged at key points in the process through: periodic public forums held on the East Bank, West Bank, and in St. Paul; conversations with key stakeholder groups; consultation with the University Senate Committee on Finance and Planning; and updates to the Board of Regents. During these sessions, input was received and incorporated into the plan.

## STRATEGIC PLAN

The 2007 strategic plan for the University of Minnesota is based on four action strategies. They are: fostering exceptional students; exceptional faculty and staff; exceptional organization and exceptional innovation.



Decisions about the buildings, lands, infrastructure, operations and resource consumption associated with the campus will be driven by the primary academic goals articulated in the University's strategic planning documents. The Master Plan provides guidance on the character and role the various physical components of the campus should have relative to the University's academic goals and its physical context.

# Executive Summary

The Twin Cities Campus Master Plan will support the University's academic mission and guide future land use and development decisions over the next decade, ensuring that:

- Unique qualities of the campus will be preserved and enhanced.
- Targeted areas will evolve to enhance the long term vision of the campus.
- Individual buildings and landscape improvements will contribute to the order, unity, and image of the campus as a whole.



## Guiding Principles

The Master Plan is driven by the belief that an integrated, beautiful, well-maintained university campus will advance the institution's academic mission. A sustainable attractive environment that fosters discovery and connections is integral to the University's reputation and competitiveness in the nation and the world.

The foundational principles that describe the Master Plan's core values are listed below:

1. Cultivate a genuine sense of community.
2. Strengthen connections to adjacent communities.
3. Create a cohesive, memorable system of public spaces.
4. Provide a compatible and distinctive built environment.
5. Steward historic buildings and landscapes
6. Foster a safe, secure and accessible campus environment.
7. Preserve and enhance natural systems and features
8. Integrate transportation systems to emphasize pedestrians, bicycles and transit.
9. Optimize the use of campus land and facilities and apply best practices.
10. Utilize the campus as a living laboratory to advance the university's mission.
11. Make the campus environmentally and operationally sustainable.

## Plan Elements and Guidelines

A selection of key guidelines is included below. For a complete list of guidelines, see Chapter 4.

### Community Connections

Physical, academic and social relationships are the foundation of improved connections within the University and between the University and the adjacent community.

1. Apply the published Regent's Boundary to guide future expansion of campus and to convey to the broader community the University's long term plans.
2. Strategically site new development in locations where it will contribute to defining, consolidating and adding to the vibrancy of campus and the surrounding community.
3. Participate in initiatives that improve the visual image of the campus along pedestrian access routes.
4. Support shared interests between the University of Minnesota Twin Cities Campus and adjacent neighborhoods .
5. Collaborate with other partners to reinvest in near-campus housing initiatives that meet the needs of members of the university community.
6. Support the continued enlivening of the St. Paul campus.
7. Coordinate academic and physical resources to establish learning communities that extend beyond traditional teaching/learning spaces and classrooms.
8. Design flexible learning, living, working and gathering spaces to support community.

## Natural Features and Systems

An increasingly sustainable use of resources is an underlying priority of the Master Plan. Strategic decisions about changes to the campus' natural features will be informed by environmental, economic and social considerations.

9. Optimize physical and visual connections to the river corridor.
10. Support the intent of the Critical Area Act and MNRRA Guidelines.
11. Avoid disturbing topography and natural features, and restore to natural conditions in the Mississippi River Corridor wherever possible.
12. Protect the Mississippi River water quality from negative impacts of campus development and activities.
13. Use best hydrological practices to protect and restore critical natural areas and other watershed resources.
14. Manage compliance with state and federal standards, and apply surface water performance standards to guide management, future planning and design.
15. Use an integrative, multipurpose and conservation approach to resource consumption decisions related to development, infrastructure and operations practices on campus.
16. Respect and respond to existing natural systems and green infrastructure elements.

17. Manage campus landscapes to achieve energy conservation, emissions mitigation and reduction of other negative environmental impacts.
18. Promote the use of campus lands and open spaces as research, teaching and demonstration lab for outreach and scientific endeavors.
19. Identify critical areas to be held open in perpetuity based on their environmental significance.



## Vision Statement: Discover, Connect, Sustain

The Master Plan describes a future of the University of Minnesota Twin Cities Campus that is driven by the University's strategic vision and academic plan. The Twin Cities Campus is a historic physical place that supports a 'sustainable community of discovery' – a community directed toward excellence in the teaching, research and outreach activities that define the University of Minnesota – and that inspires pride in the people who study, work, reside in and visit the campus.

The University of MN Twin Cities campus will foster connections as a supportive place for people to do their best academic work and collaborate on issues of mutual interest. The Twin Cities Campus is an environment where faculty and students are inspired to excel academically, and feel confident in their process of discovery. Design, management, operations and maintenance practices will sustain the long term environmental, economic and social viability of the institution. Staff are supported in their use of best available practices and research to make wise decisions about significant aspects of the campus' physical features, such as its lands and buildings, energy resources, waste management and environmental remediation.

The campus is well served by a variety of transportation choices. Priority will be allocated to pedestrians, bicycles and transit in design, operations and construction.

20. Prioritize pedestrian movement over other modes whenever feasible.
21. Provide a barrier-free, safe and accessible experience of moving around on campus.
22. Design and build signature streets that reinforce campus identity and identify welcoming routes to and from campus for all modes of travel.
23. Enhance wayfinding and orientation for all modes of travel.
24. Accommodate bicycles in on-street lanes at critical locations.
25. Design other streets and paths so that bicycles share space and circulate safely alongside pedestrians or vehicles.
26. Maintain high frequency, easily accessible transit service to link all campus districts and connect the St. Paul and Minneapolis campus.
27. Limit vehicular access in the core of campus to service, loading or short-term access to buildings.
28. Build or retrofit centralized building service and loading facilities whenever possible.

31. Encourage use of campus public spaces with high quality design and maintenance.
32. Ensure that paths between public spaces and buildings support pedestrian circulation as the primary transportation mode on campus.
33. Preserve historic resources through adaptation of new facility needs to existing buildings.
34. Remove obsolete buildings when necessary to meet academic goals or to improve relationships between buildings, public spaces and natural features.
35. Design buildings to be flexible and adaptable in accommodating the university's academic mission.



### Public Spaces and Buildings

The distinct character of the Twin Cities campus will be enriched as new open spaces and buildings are developed. Public spaces between buildings will be well-connected, designed with an understanding of the role of visible, easily recognizable paths, axes and human scale open spaces.

29. Make the campus a safe, coherent, comfortable, convenient place.
30. Enhance the unique character of the campus through preservation of key unifying visual patterns.

36. Plan and build new buildings located on the edges of campus to be sensitive to their impacts on adjacent neighborhoods.
37. Increase recognition of the river's presence on campus through public space and building design.
38. Utilize renewable materials and sustainable methods in campus buildings and landscapes.

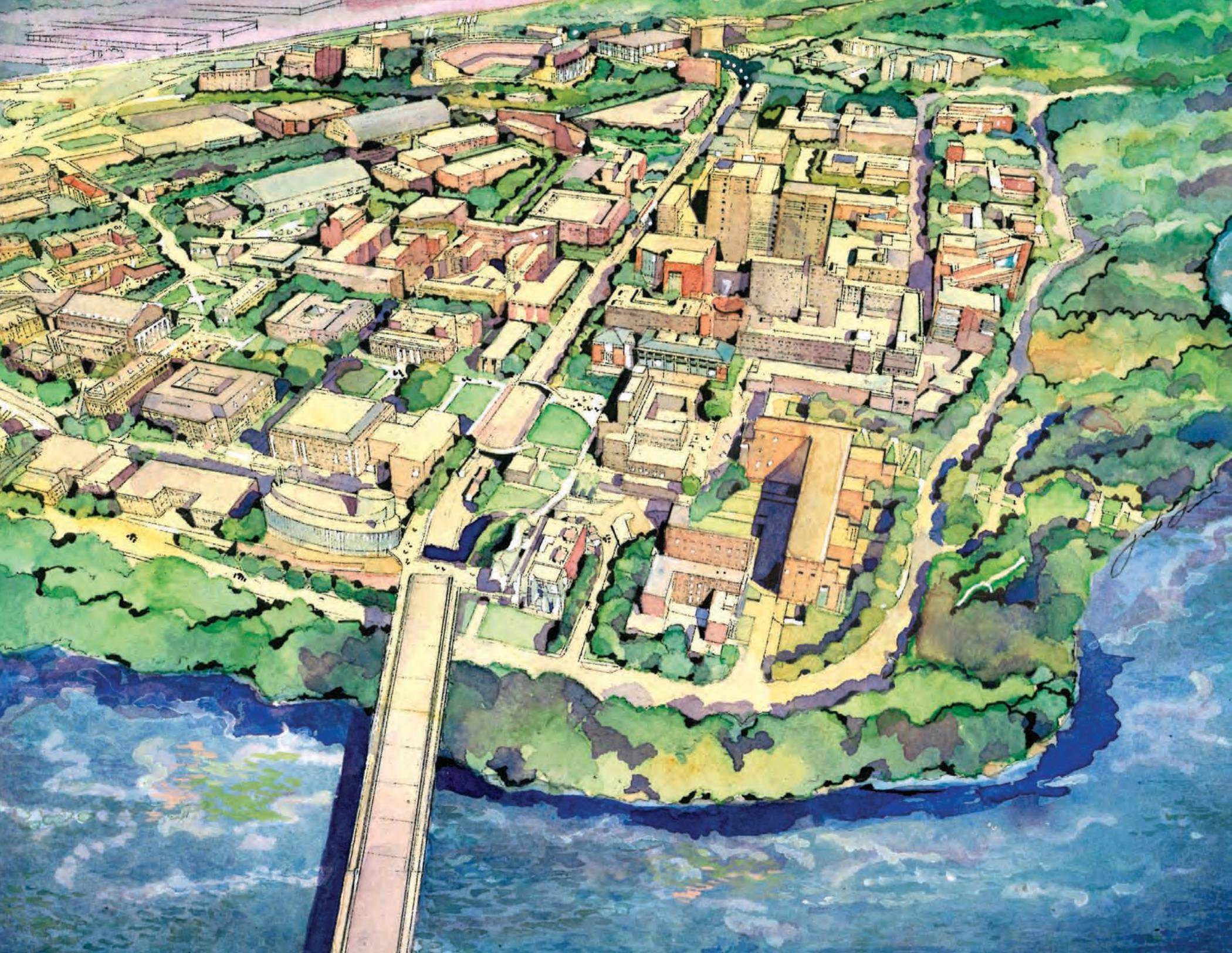
## Implementation

To effectively guide future campus development decisions and operationalize its directives, the Master Plan will be consulted throughout every planning and design effort to ensure its influence on project formulation, site selection, and design development. It will also inform the University's capital planning process and guide daily operational decisions.

### Key Guidelines:

39. The University will apply extensive research and best practices in the implementation capital projects and the management of operations
40. All initiatives that affect the land use, buildings, open spaces, landscape and infrastructure of the campus shall be subject to a formal review and approval process to ensure conformance with the Master Plan.
41. Guiding principles of the Master Plan shall be applied to specific and unique conditions of the campus through the development of more detailed district plans.





# Overview

## Evolution of the Campus

The Twin Cities Campus consists of three distinct locations: East Bank, West Bank and St. Paul. In Minneapolis, the East and West Bank span one of the few true gorges the Mississippi River forms in its entire 2,200-mile length. About 4 miles east of the Minneapolis campus, the former agricultural experiment station was established on the edge of the city in the late 1880s and became the St. Paul Campus. The 22 million square feet and 392 acres of land that comprise the Twin Cities campus have evolved significantly since the first buildings were erected in the 1880's. Taken as a whole, the campus in its three parts can be understood as a learning environment in which all resources, specifically the physical ones, are considered part of a web of sustaining cultural practices and systems comprising a public research University.

## Minneapolis

The Knoll and the Mall are the traditional heart of the Twin Cities campus, defining an iconic academic landscape for generations of students and offering the university community remarkable architectural symbols that link present-day campus life to the University's origins. The Knoll contains some of the campus' oldest buildings, constructed on the foundation of H. W. S. Cleveland's 1890s era landscape plan. In the first decade of the 20th century, the plan for the Northrop Mall, a formal north-south open space flanked by symmetrically arranged neo-classical buildings, was prepared and executed by Cass Gilbert and Clarence Johnson respectively. These

places constitute the historic core of the Minneapolis campus. Their role in creating an enduring image, a sense of place and a sense of history defined the Twin Cities campus for decades.

The East Bank has traditionally housed the liberal and design arts, humanities, technology and engineering as well as the medical school. The Academic Health Center is one of the most intensely developed areas on campus, supporting teaching, research, clinical practice and in-patient/out-patient hospital activity. Since the Medical School was established, growth in the teaching and research functions has fueled expansion and infill development, moving to the east as resources and demand evolves.

A cluster of residence hall neighborhoods surround the East Bank locations, along University Avenue, the River Road and on the residential 'superblock' east of the Academic Health Center.

Athletics facilities have defined the northwestern edge of the Minneapolis campus for many decades. The original Memorial Stadium, demolished in 1992, has been replaced as of 2009 by the new TCF football stadium immediately east of the original location. Other facilities for University athletics and recreational and intramural sports cluster together on what had been the edge of the campus until the late 1990s.



*Scholar's walk, a tree-lined pathway bisecting the East Bank, celebrates the research and classroom accomplishments of the U's award winning faculty and students.*

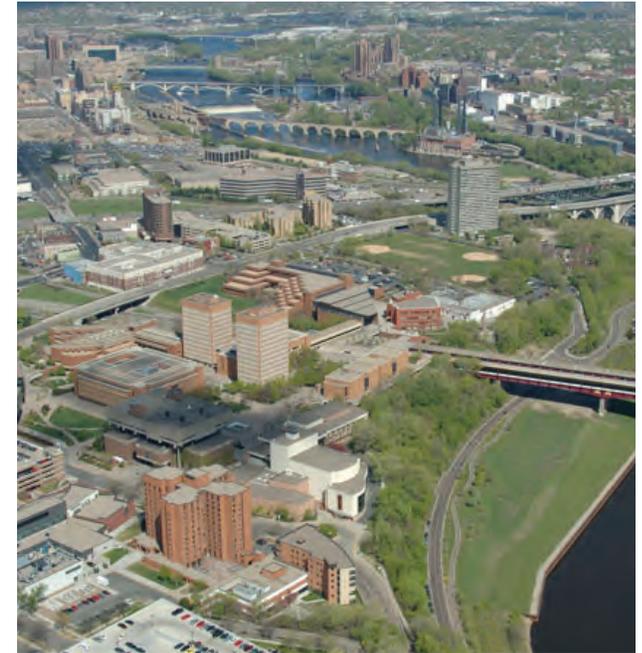


*Cass Gilbert's Master Plan Vision for the University of Minnesota, 1907.*



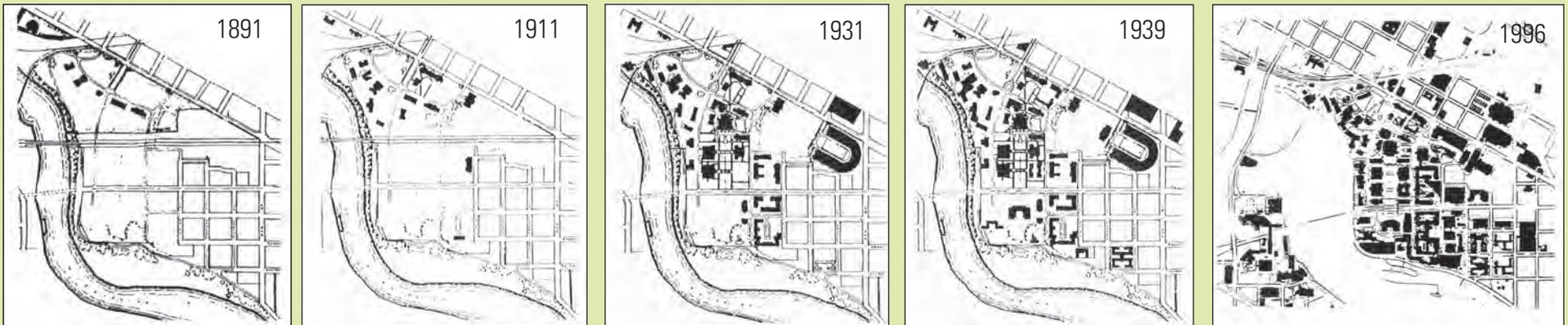
*Looking west across the Mississippi River.*

Plans for a campus expansion across the Mississippi River to its western banks were first drafted in the late 1930's. In the 1960's, a number of West Bank buildings (Blegen Hall, Anderson Hall, Social Science tower) as well as the Washington Avenue bridge were constructed. Today the West Bank campus houses Liberal Arts programs (arts and humanities, social sciences), and professional schools. A smaller campus residential neighborhood clustered around Middlebrook Hall sits on top of the river bluff. The 1960s and 70s West Bank's physical characteristics reflect the architectural concepts of the time. It consists of a handful of buildings built on landscaped and hard-surfaced podiums with little vehicular access. Grade separation of the Washington Avenue roadway from the campus protects pedestrians and bicyclists from vehicles as they cross the bridge, but also make it difficult to access transit from the 'upper deck' of West Bank paths and skyways.



*Westbank, with Middlebrook Hall in the foreground.*

### Campus Evolution: Minneapolis



The Twin Cities campus consists of approximately 1,100 acres located in the heart of the metropolitan Twin Cities region. The Minneapolis districts flank the Mississippi River just down river of downtown and historic St. Anthony. Four miles away, the St Paul districts are clustered around the original site of the University Farm and the first agricultural station, adjacent to the State Fair Grounds.

## St. Paul

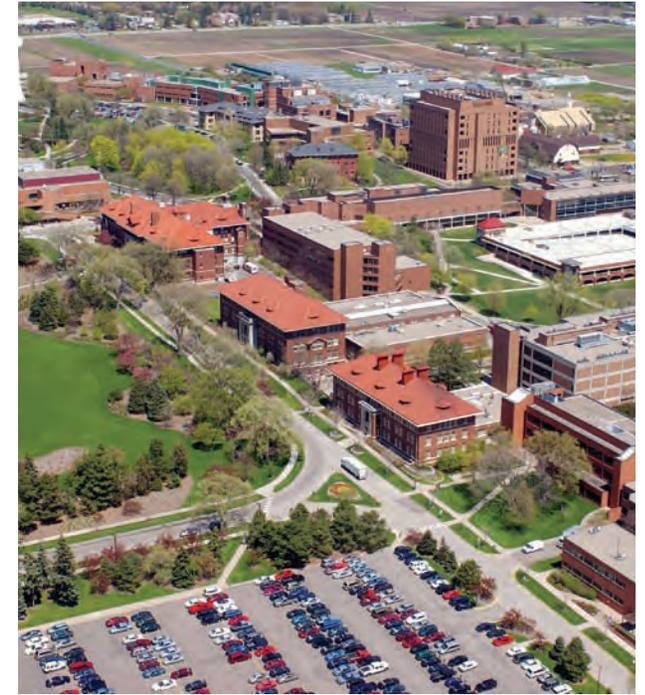
The St. Paul campus was established several decades after the Minneapolis East Bank location as a farm campus and agricultural experiment station. The oldest buildings on the St Paul campus date from the late 1880's. The rolling moraine topography heavily influenced the first arrangement of buildings, which were located on a ridge oriented towards the 'south bowl', eventually known as the Lawn. Later 19th century buildings were sited on remaining ridge tops circling the north bowl. Today that bowl is occupied by recreational fields, to the south of the St. Paul gym.

The St. Paul campus is noted for its vast areas of open spaces and naturally occurring features, such as the edge of existing bluffs, like trails along the east river road, wooded ravines or the restored Sarita wetland. Other spaces that support recreation and gathering, such as the Lawn and Bowl, smaller quadrangles and plazas bring a distinctive identity to St. Paul.

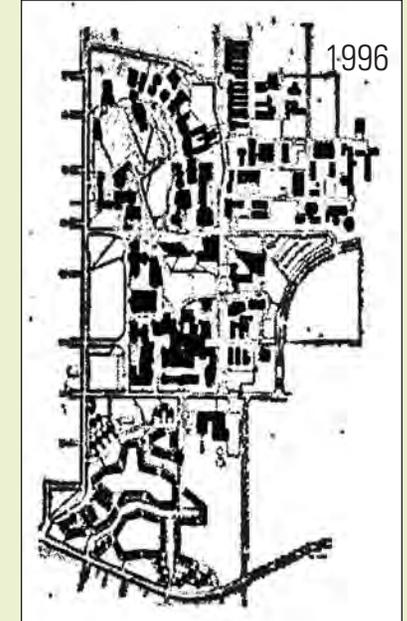
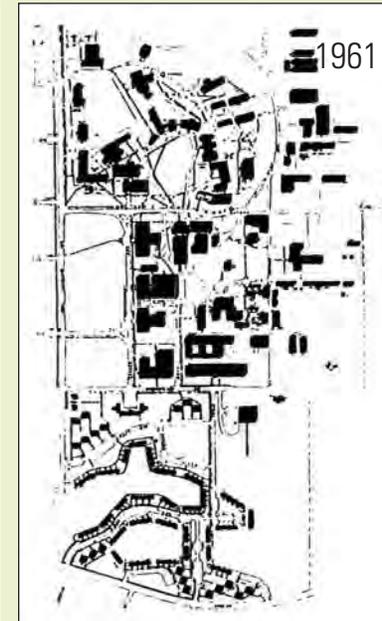
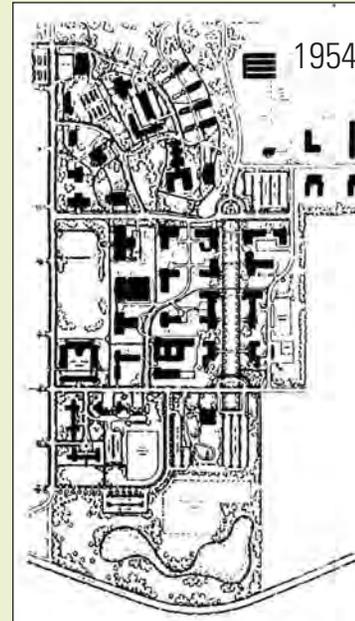
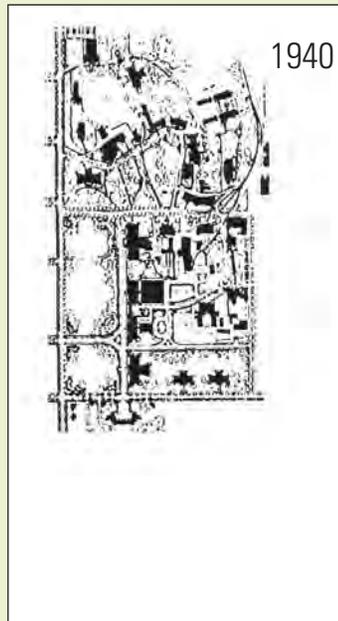
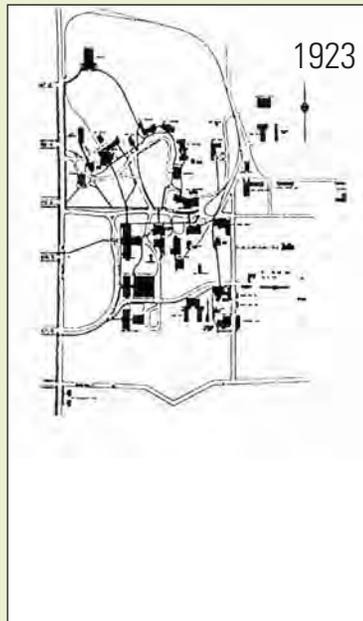
Between the 1930's and 1950's, the St. Paul Campus was planned as a landscape with formal, linear and rectangular open spaces and perimeter buildings located to reinforce the effect of primary public open spaces. At the same time, a new generation of buildings were built in St. Paul, including academic and residential buildings such as Bailey Hall, the Agriculture Library and the Poultry Building.

A large acreage was built as Commonwealth Terrace Student and Family Housing in 1958, following the platting of University Grove as an architect-designed neighborhood in the 1920's. Land purchases made between the 1930's and 1950's expanded the campus to the north and the lands acquired were primarily used for agricultural research and to support livestock.

Today the St. Paul campus houses the agriculture and natural resources, biological sciences, extension services,



## Campus Evolution: St. Paul



veterinary medicine, and design in a leafy academic setting that was once an arboretum. It continues in its role as an agricultural experiment station, with research conducted in the fields, greenhouses and laboratories of the area.

## Physical Changes on Campus since the 1996 Master Plan

Beginning in the early 1990's, the University acquired underutilized land from the railroads, built roads and installed utilities, and demolished unused grain elevators and storage silos.

The University has re-urbanized former railroad areas by building a regular street grid and additional utility infrastructure concluded in 2007. Construction began on new football stadium in 2007, that will open in late 2009 to host major athletic and social events on campus.

This area of the campus, known as the East Gateway, began to develop as a flagship biomedical research corridor in the mid 1990s. By 2000 two buildings devoted to this work were located here. A new wave of development between 2005 and 2013 will add three more biomedical buildings in the district.

On the West Bank, an emerging Arts District reaching to Riverside Avenue created a home for performance and studio arts in the early 2000s. The Carlson School of Management has located along Riverside Avenue over the last 10 years.

Renovation of key historic buildings on the East Bank has resulted in upgrades to Jones Hall, Nicholson Hall, Education Sciences Building, Walter Library, Murphy Hall, Ford Hall and Coffman Union.

On the St Paul campus, the new Cargill Plant Genomics Building and the Equine Center have been developed. Historic renovations of Haecker Hall, Peters Hall, and Snyder Hall have renewed these buildings' academic purpose while preserving the established physical character of the campus.

## Master Plan Assumptions

### Stable Student Population

The current undergraduate population of approximately 28,000 has remained constant over the last five years, after an earlier period of growth. Looking forward to the next 10 years, within the Master Plan's horizon, state demographers project that the number of high school graduates will decrease due to declining numbers within the school-age population. Consequently, Minnesota's universities will have a smaller pool of Minnesota high school graduates from which to recruit members of new freshman classes.

The University intends to maintain a stable student population. In order to maintain the equivalent population of undergraduate students on campus, the University of Minnesota will compete for college-bound high school graduates who currently reside in other states and countries while keeping Minnesota students a priority. In this way, the University will be able to recruit and import talent for Minnesota workforce needs. While this could lead to greater diversity within the student population, it will not significantly affect the physical use of campus facilities.



### Growth in Faculty and Staff based on Academic Plan

The graduate and professional student population comprises approximately 35% of the full and part time student population on the Twin Cities campus. Growth in the graduate student population is anticipated as a tool to support advanced research and create succession plans for retiring faculty, and improve the talent pool for workforce needs in the state. About 40% of the approximately 3,500 faculty members will reach retirement age between 2005 and 2015.

In response to this potential for change in the faculty ranks, the University's strategic planning effort identified a goal of hiring 1,000 new faculty by 2012. By 2008, two years into the effort, close to 460 new faculty had been hired across multiple disciplines and colleges.

### Wise Use of Resources in Facilities and Operational Practices

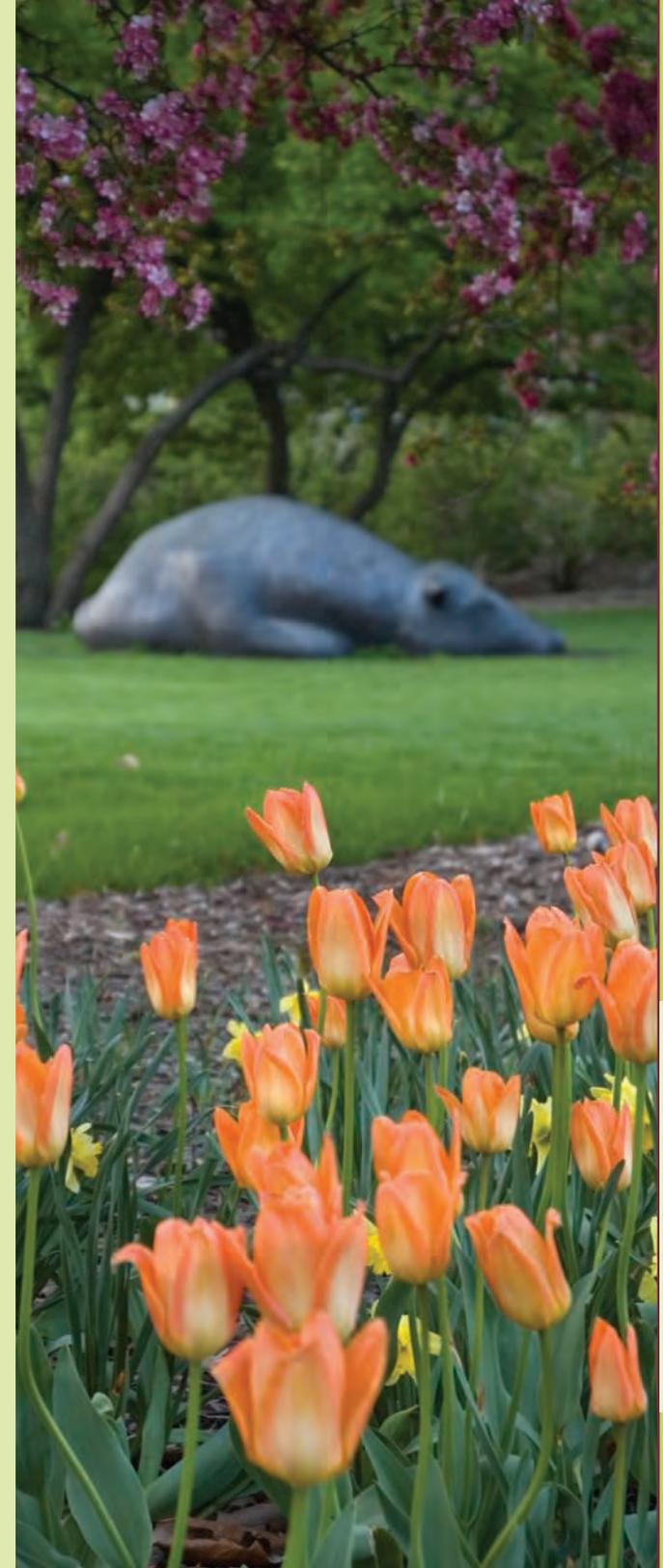
Resources and design, operations and management practices used daily to support and service University buildings and operations are being studied to achieve sustainability goals.

These initiatives to conserve, reduce and change practices are critical due to the significant annual investment in the buildings, lands and infrastructure of the academic enterprise that is the University of Minnesota.

In future years, aging buildings and infrastructure will require strategically timed investment. A careful weighing of positives and disadvantages associated with each potential change in the campus' supportive utilities will be needed so that these changes achieve the highest level of reliability, sustainability and cost-effectiveness. The Utility Master Plan, approved by the Board in 2009, suggests that a new power generation plant will be required to replace existing equipment by approximately 2020. In planning for this need, a range of alternatives will be considered including continued use of the existing southeast plant as well as creation of a new northeast campus plant. Evaluation will balance economic, environmental and social criteria prior to any University decision about that investment.

## Summary of Master Plan Update Assumptions:

- Stable undergraduate student population
- Increase in graduate and research population
- Minor increase in faculty population
- Stable on-campus housing neighborhoods
- On campus housing occupied by undergraduate or transfer students
- Physical expansion of biomedical research facilities: new construction and occupancy
- Continued demand for physical upgrades and investment in University facilities based on code requirements, sustainability objectives and programmatic needs
- Engage adjacent communities in new University development projects
- Physical expansion of clinical services: new construction and occupancy





UNIVERSITY OF MINNESOTA

Designed 1889 by  
Kraus-Anderson  
Construction Company  
for the  
University of Minnesota

# Guiding Principles

## A VISION FOR THE FUTURE

The Master Plan sets out a vision that will sustain the Twin Cities campus through the next stage of its evolution. This vision is directly tied to the University's academic goals.

*The Twin Cities Campus is an historic physical place that supports a 'sustainable community of discovery' – a community directed toward excellence in the teaching, research and outreach activities that comprise the University of Minnesota – and that inspires pride in the people who study, work, reside in and visit the campus.*

The University of Minnesota Twin Cities campus will foster connections as a supportive place for people to do their best academic work and collaborate on issues of mutual interest. The Twin Cities Campus is an environment where faculty and students are inspired to excel academically, and feel confident in their process of discovery. Design, management, operations and maintenance practices will sustain the long term environmental, economic and social viability of the institution. Staff are supported in their use of best available practices and research to make wise decisions about important aspects of the campus' physical features, such as its lands and buildings, energy resources, waste management and environmental remediation.

### Guiding Principles

The Campus Master Plan Guiding Principles interpret and amplify the Board of Regents Master Planning Principles established in 1993. They direct future planning and design decisions to reinforce the vision of a sustainable community of discovery set forth in this Campus Master Plan.

Eleven guiding principles are presented as four themes: Building Community; Creating a Model Campus; Integrating Local and Regional systems; and Using Resources Wisely. These themes summarize the core values underpinning the Master Plan principles.





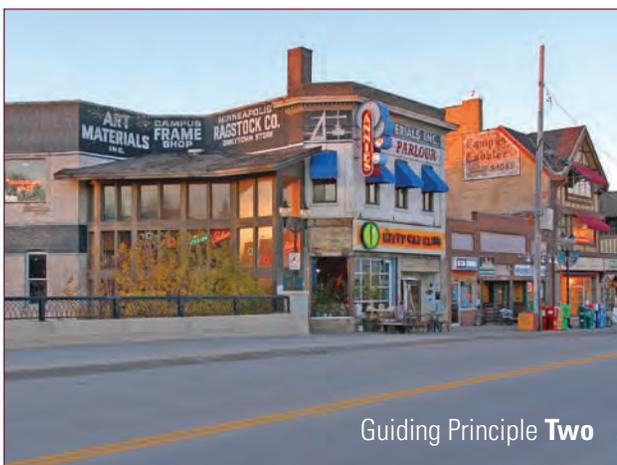
Guiding Principle One

## Building Community

### Guiding Principle One

## Cultivate a genuine sense of community

The University aims to provide a welcoming experience, accessible to all. On our campus, human connections which are the essence of a sense of community are nurtured by the physical environment. The physical campus is comfortable, yet stimulating, and evokes a sense of openness and belonging. Campus spaces provide venues for academic and artistic expression.

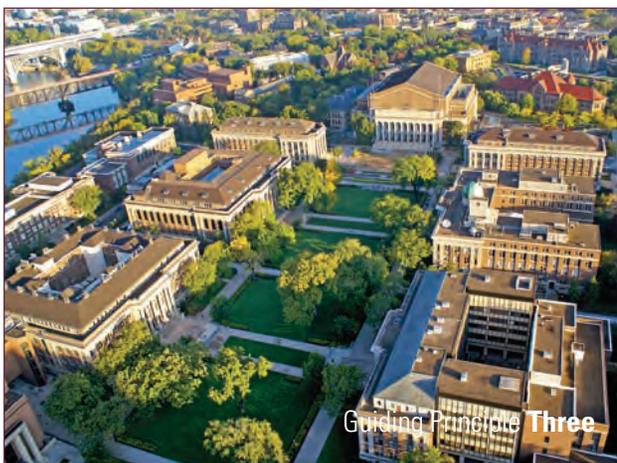


Guiding Principle Two

### Guiding Principle Two

## Strengthen connections to adjacent communities

The University of Minnesota Twin Cities campus is situated within the vibrant urban core of the metropolitan region. The entwining of the surrounding cities with the campus creates opportunities and connections for the campus community and adjacent communities. The goal of strengthening these ties will guide future efforts and development. As the campus and surrounding communities change, these connections will ensure that both flourish.



Guiding Principle Three

## Creating a Model Campus

### Guiding Principle Three

## Create a cohesive, memorable system of public spaces

Public spaces permeate the Twin Cities Campus, providing diverse, attractive areas for all aspects of academic and community life. These public spaces contribute to the campus character and create a comfortable welcoming experience. From grand civic gathering spaces, to green and vibrant streets, to intimate courtyards, and indoor atria, these public spaces support and enrich this community of interactive human activity. These and other public spaces should be flexible, sustainable, and supportive of the academic mission of the University.