

SUMMARY OF GUIDING THEMES

Prior to initiating the planning process, the Master Plan Advisory Committee, a broadly representative group appointed to shape the Plan's development, prepared five over-arching principles or guiding themes to be addressed. The themes include accessibility, flexibility and durability, aesthetics, community and commitment.

ACCESSIBILITY

- Create a user-friendly campus.
- Strengthen ease of navigation for those with disabilities.
- Improve safety.
- Provide adequate and convenient parking and shuttle service.
- Improve the "readability" of the campus for the visitor as well as the resident.

FLEXIBILITY AND DURABILITY

- Promote multipurpose design.
- Incorporate and understand the importance of technology infrastructure.
- Build for the future.
- Accept only quality construction that will last over time.
- Design with long-term maintenance in mind.
- Create buildings that further our mission of teaching, research and outreach.

AESTHETICS

- Facilitate an open and welcoming environment.
- Create a physical entity that reflects the quality of our academic programs.
- Maintain consistent architectural themes that blend and complement existing buildings.
- Visually capitalize on our New England heritage and beautiful surroundings.
- Maintain our historical integrity while promoting an institutional image addressing the future.

COMMUNITY

- Integrate social, residential and academic life.
- Create an environment that nurtures interaction and communication.
- Provide spaces and amenities (both inside and outside of buildings) that invite the exchange of ideas such as benches, walkways and common areas.
- Allow sufficient room for student activities.
- Emphasize a sense of community that will engender respect for our physical environment.

COMMITMENT

- Commit to and follow through on the Master Plan once adopted.
- Accept the need to set priorities and make tough decisions.
- Coordinate with other Strategic Plan activities (especially linking to academic priorities).
- Provide ongoing care of the physical plant.
- Establish a process for ongoing planning, review and communication/coordination with the community in which the campus is located.

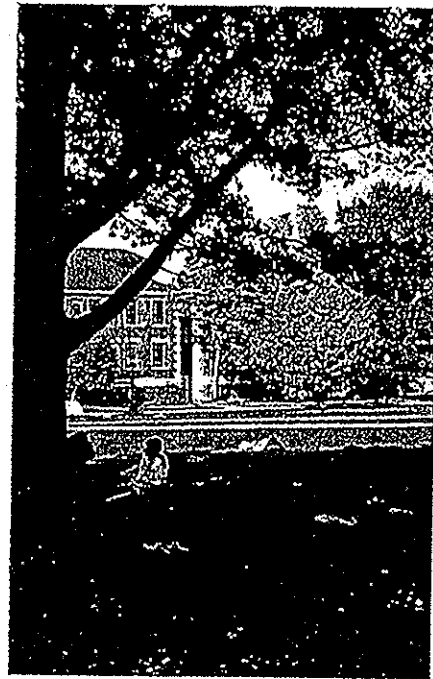
INTRODUCTION: "DESIGN TO THE OPPORTUNITIES" - JIM CHRISTMAN

One of the most important objectives of the Master Plan is to encourage a coordinated visual image across campus. This necessitates a careful and conscientious application of both the Master Plan's broader planning concepts and more specific Campus Design Guidelines including architectural and site furnishing standards. The planning principles guide the process of creating the Master Plan and should accompany the process of revisiting the Plan as the campus develops.

PLANNING PRINCIPLES

A Campus For Human Beings

This seems the most obvious of the planning principles but, in the end, is the most elusive. In the effort to solve specific problems, from parking to technology infrastructure, from sidewalk improvements to the placement of underground utilities, the question of who is to be served is often compromised. Parking garages are for people, not cars; sidewalks for pedestrians, not snowplows; computers are for learning, not ease of installation; utilities support the buildings, not the maintenance staff. This is not an either/or conundrum, but a search for the appropriate balance among many, sometimes competing, needs. However, the simple question of how effectively all campus decisions serve both human activity and the human spirit is an essential element of the planning process.



Respect What Is



Any planning process begins with an understanding of the existing forces at work in order to create a new plan for the future which builds upon the past. "Respect" in this case does not mean imitation or blind repetition; it is a respect that embraces both the heritage and the future of the University. It is the balance between these often divergent influences that harnesses the power of existing forces in order to serve the future needs of

the University. This power is expressed most simply in the momentum of things as they are. The economy of directing it strategically towards the future is an invaluable tool when trying to accomplish a great deal with limited resources.



Everything Is Related: The "Ecology" of Campus Development

Every aspect of the campus is related. There are no decisions that won't affect other decisions and create a "ripple effect" on the campus. Fully understood and applied, this idea is the most powerful tool in realizing campus objectives. The smallest improvement is amplified when it is directly serving the campus mission. This resonance is yet another device to maximize limited resources to maximum effect. The whole becomes much larger than the sum of the parts. At the same time, a failure to attend to this principle has an equally disorienting and disintegrating effect on all development, even the most salutary.

The Life of the Process is Reflected in the Quality of the Plan

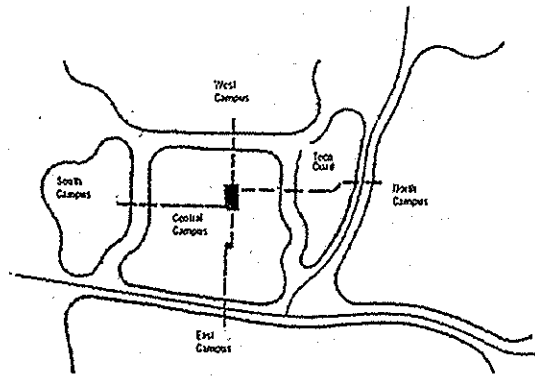
There is a relationship between the nature of the process and the quality of the outcome. An open, inclusive process provides a responsive and creative plan. The effort to focus on opportunities, rather than obstacles, will uncover solutions that serve the larger vision of what the campus can become. The enjoyment of the process will propel a course of discovery in the continuing effort to nourish campus life. This is particularly important as the plan is administered over subsequent years. There must be a clear and ordered process which provides a strong institutional memory of how the plan developed and its fundamental goal. Concurrently, new voices in the evolving population of the University should be included to keep the plan alive.



PLANNING GOALS: *RELATED TO THE PLANNING PRINCIPLES, THE GOALS REPRESENT THE COLLECTIVE SENSE OF WHAT THE PLANNING PROCESS WILL ACHIEVE: A "HOME" FOR THE ACADEMIC COMMUNITY, A PLACE FOR PEOPLE TO TEACH, LEARN AND GATHER. THESE ARE THE FUNDAMENTAL CHARACTERISTICS OF THE PLAN:*

Develop a Clear, Understandable Concept for Organizing the Campus

The organizational concept must incorporate the heritage of the University while providing for the future - a new image for the University of Connecticut. Without an existing organizing influence, the need to develop a clear concept for the campus is paramount, one that grows from the "respect" for the existing physical and institutional environment and an



understanding of future needs. The concept must, in the end, be very simple. It is this simplicity that can endure future constituencies whose efforts, even endeavoring to enact the concept, are nevertheless born of their own particular and more immediate concerns. Its clarity will serve to emphasize the mutually beneficial results.

Establish an Articulated Hierarchy of Spaces and Paths



The spaces and paths establish a sense of place and community for the University. We understand who we are in relationship to understanding where we are. Our sense of well being is dependent upon an active knowing of our connection to the whole. We are part of something larger than ourselves. A clear expression of this hierarchy reinforces the community of the University, fosters interaction and nourishes campus life.

THE CAMPUS IN PERSPECTIVE – *RESPECT WHAT IS*

Founded in 1881, the University of Connecticut is the flagship institution of higher education and the sole doctoral degree granting public entity in the state. It serves as a center for research, dedicated to excellence in higher education and fulfillment of its land grant status. The University is committed to meeting the educational needs of undergraduate, graduate, professional and continuing education students and providing faculty with the means to develop their intellectual capacity through teaching and research.

The University has undergone and will continue to undergo many changes as it strives to offer the citizens of Connecticut, the nation and the world the highest quality of educational services. Technological innovation, shifting economic forces and increased competition for talented students and faculty will require the University to adapt to new conditions quickly and effectively. New facilities will be needed, not necessarily to accommodate growth in student numbers or employees, but to provide a state-of-the-art research and educational environment and to replace outmoded/unusable space.

The University of Connecticut will continue to play a vital role in the state's future. The UCONN 2000 initiative is a solid investment that supports this role, providing a means for the University to remain competitive in the educational and research arena. This Master Plan provides a flexible blueprint for physical change on the campus in response to the University's renaissance.