



BOARD OF REGENTS

UNIVERSITY OF MINNESOTA

Facilities & Operations Committee

June 2014

June 12, 2014

9:45 - 11:45 AM

West Committee Room, McNamara Alumni Center

FAC - JUN 2014

1. Real Estate Transaction - Review/Action

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A. Sale of 18.13 Acres, Carver County (Landscape Arboretum)

Transaction Narrative - Page 4

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2. Project Components of the President's Recommended FY2015 Capital Improvement Budget - Action

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3. Maximizing the University's Physical Assets (Part III): Facilities Planning and Assumptions

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Living Learning Communities Overview - Page 37

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Facilities & Operations

June 12, 2014

Agenda Item: Real Estate Transaction

Review **Review + Action** **Action** **Discussion**

This is a report required by Board policy.

Presenters: Vice President Pamela Wheelock
Susan Carlson Weinberg, Director of Real Estate

Purpose & Key Points

In accordance with Board of Regents Policy: *Reservation and Delegation of Authority*, review and approve the following Real Estate Transaction:

A. Sale of 18.13 Acres, Carver County (Landscape Arboretum)

Meridian Land Company, LLC, a wholly-owned subsidiary of United Properties Investment, LLC, which is owned by a number of Pohlada family trusts and individuals, will be purchasing the subject property for the sum of \$750,000.

Additional details of this transaction and its financial impact are described in the transaction narrative that follows in the docket.

Background Information

Board of Regents Policy: *Reservation and Delegation of Authority* states that “The Board reserves to itself authority to approve the purchase or sale of real property with a value greater than \$1,250,000, or larger than ten (10) acres,” and “leases of real property, easements, and other interests in real property if the initial term amount to be paid by or to the University exceeds \$1,250,000, consistent with Board policies.”

In December 2012, the Board of Regents was advised of the plan to offer for sale two parcels at the Landscape Arboretum, one of which is the subject 18.13 acres, to help fund the purchase of 78.13 acres for expansion of the Landscape Arboretum that was being negotiated at that time. In March 2013, the Board of Regents approved the purchase of the 78.13 acres and that purchase was completed on November 1, 2013.

President’s Recommendation

The President recommends approval of the following Real Estate Transaction:

A. Sale of 18.13 Acres, Carver County (Landscape Arboretum)

SALE OF 18.13 ACRES IN CARVER COUNTY (LANDSCAPE ARBORETUM)

1. Recommended Action

The President recommends that the appropriate administrative officers receive authorization to execute the appropriate documents providing for the sale of 18.13 acres of land in Carver County to the Meridian Land Company, LLC.

2. Location and Description of the Property

The subject property is located west of Bavaria Road at the Landscape Arboretum (see attached map). The property consists of 18.13 acres of vacant land.

The legal description of the property to be conveyed is as follows:

Part of the South Half of the Northwest Quarter of Section 18, Township 116, Range 23, Carver County, Minnesota;

Except minerals and mineral rights.

3. Basis for Request.

The subject property and an additional parcel totaling 51.72 acres at the Landscape Arboretum were identified for sale in late 2012 in conjunction with identifying funding sources for the planned purchase of 78.13 acres for expansion of the Landscape Arboretum. Both parcels were then offered for sale in the spring of 2013 to the State of Minnesota, Carver County, and the municipality in which each parcel is located before offering the properties to the public by Invitation to Bid. No buyer was identified as a result of these sale efforts, and then both parcels were listed for sale with local real estate brokers.

As a result of the sale listing for the 18.13 acres, Meridian Land Company, LLC submitted an offer to purchase the property. The negotiations with Meridian resulted in a final sale price of \$750,000.

Meridian Land Company, LLC is a wholly-owned subsidiary of United Properties Investment, LLC, owned by a number of Pohlads family trusts and individuals.

4. Details of Transaction

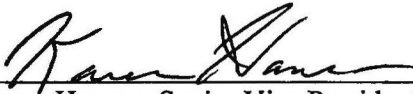
The sale price will be \$750,000, with \$100,000 earnest money/down payment and the balance on two-year contract for deed at 2% interest per annum. The closing will occur when the buyer has obtained all applicable governmental approvals required for subdividing the land into 14 or more single-family residential lots, but no later than December 12, 2014. After August 2, 2014, the \$100,000 earnest money deposit will become non-refundable.

5. Use of Proceeds

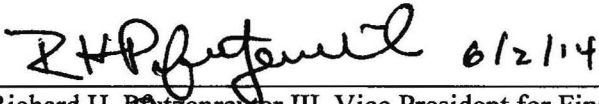
The net proceeds from the sale of the subject 18.13 acres will be applied to a \$1,312,500 internal loan issued to the Landscape Arboretum for part of the purchase price for the 78.13 acres acquired in November 2013 for expansion of the Landscape Arboretum.

6. Recommendations

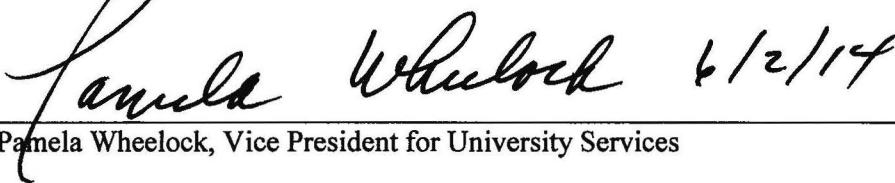
The above-described real estate transaction is appropriate:



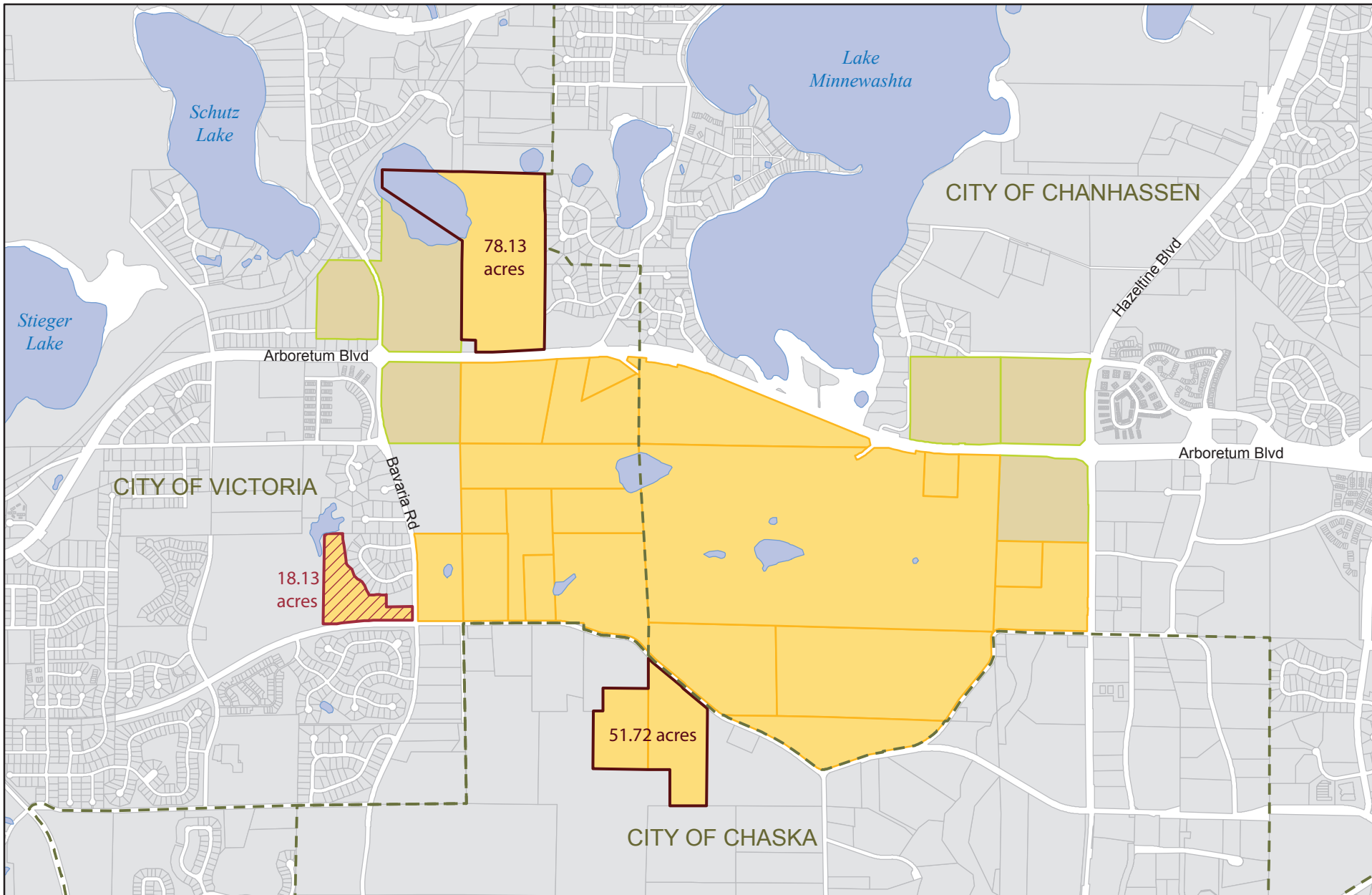
Karen Hanson, Senior Vice President for Academic Affairs and Provost



Richard H. Pritzenreiter III, Vice President for Finance and CFO



Pamela Wheelock, Vice President for University Services






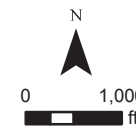
Real Estate Office



University of Minnesota

Sale of 18.13 Acres Carver County

-  Proposed Disposition
-  Landscape Arboretum
-  Horticultural Research Center



This map is intended to be used for planning purposes only and should not be relied upon where a survey is required.

Base Data: Real Estate Office
MNDNR, MNDOT, Carver County

May 23, 2014



BOARD OF REGENTS DOCKET ITEM SUMMARY

Facilities & Operations

June 12, 2014

Agenda Item: Project Components of the President's Recommended FY2015 Capital Improvement Budget

Review **Review + Action** **Action** **Discussion**

This is a report required by Board policy.

Presenters: Vice President Pamela Wheelock

Purpose & Key Points

The University adopts an annual capital improvement budget which authorizes projects costing more than \$500,000 to begin design and construction during the upcoming fiscal year. The purpose of the committee discussion is to provide additional detail regarding projects included in the annual capital improvement budget.

The Annual Capital Budget is reflective of the following planning principles.

1. Advance the academic excellence of the University of Minnesota by aligning capital projects with the Platform for Excellence.
2. Address service unit priorities that support the academic priorities.
3. Ensure that investments in existing facilities and infrastructure contribute to the safety, renewal, preservation, and restoration objectives and are aligned with the priorities of the University's academic plan.
4. Give preference to projects that create flexible space, improve space utilization, and reduce operational costs.
5. Protect the University's financial position by keeping capital expenditures within projected debt capacity limits.
6. Advance the guiding principles of campus master plans and Board of Regents Policy: *Sustainability and Energy Efficiency.*

Background Information

Board of Regents policy directs the administration to conduct capital planning with a “six-year time horizon, updated annually.” This annual capital planning process is completed in two parts.

- Part 1, approved by the Board in June, is the annual capital improvement budget for the coming fiscal year in which projects with completed predesigns and financing plans are approved to proceed with design and construction.
- Part 2 is a capital improvement plan that establishes the institutions’ capital priorities for an additional five years into the future. This plan will become the basis for continued capital and financial planning. The six-year plan is presented to the board annually in the fall.

President’s Recommendation

The President recommends approval of the FY2015 annual capital improvement budget and reaffirmation of its prior year capital expenditure authorization.



REGENTS OF THE UNIVERSITY OF MINNESOTA

RESOLUTION RELATED TO

FY2015 CAPITAL IMPROVEMENT BUDGET

WHEREAS, the Board of Regents directed the administration to annually submit a capital improvement budget and a six-year capital improvement plan; and

WHEREAS, the Board has adopted principles to guide the formulation of the capital improvement budget and six-year capital improvement plan; and

WHEREAS, the Board recognizes the importance of sustaining and improving the University's facilities in support of teaching, research, and outreach; and

WHEREAS, the administration has developed a capital planning framework designed to focus its capital planning efforts toward projects that support the University's institutional priorities within a financial strategy that is realistic;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Regents approves the FY2015 Capital Improvement Budget and reaffirms its prior year capital expenditure authorizations.

FY2015 ANNUAL CAPITAL BUDGET

University of Minnesota

Annual Capital Budget Definitions by Funding Source

Local Funds

These funds have been allocated to or generated by colleges and departments, including state appropriations, tuition, external sales and other unrestricted funds.

Grants / Gifts

Grant and gift funds are provided to the University to support specific construction projects.

University Funds

This category of resources represents a broad array of funds from within the University including, but not limited to, funds allocated from the internal loan pool, central reserves, prior year balances, and funds budgeted annually for specific repair and replacement projects.

Self-Supporting

Auxiliary (business units) and Internal Service Organizations of the University generate revenue to support both their operating and capital needs. These self-supporting units are responsible for routine building renewal and remodeling needs.

State Debt

These funds are provided from State sold bond proceeds for use on legislatively authorized projects.

U of M Debt

These funds come from the sale of bonds issued by the University. The source of the debt service payment varies by project

UNIVERSITY OF MINNESOTA

Annual Capital Improvement Budget

Project Funding Report

UNIVERSITY OF MINNESOTA

Funding Report

Academic Affairs

File	Facility	Project Title	Total	Local Funds	Grants / Gifts	University Funds	Self Support	State Debt	Univ. Debt	Comments
<i>Carlson School of Management</i>										
3189	Carlson School of Manage	3M Auditorium Remodel	\$620	\$0	\$620	\$0	\$0	\$0	\$0	
<i>College of Food, Ag, and Natural Sciences</i>										
3219	New Facility	Bell Museum	\$53,700	\$0	\$2,200	\$0	\$0	\$0	\$51,500	
3180	Arboretum	Eastern Drive	\$1,845	\$0	\$1,845	\$0	\$0	\$0	\$0	
3220	Andrew Boss Lab	Smoker Installation	\$650	\$650	\$0	\$0	\$0	\$0	\$0	
3211	TC Campus	Laboratory Improvement Fund	\$13,000	\$0	\$0	\$0	\$0	\$8,667	\$4,333	FY14 State Request
3201	Engineering and Fisheries	Aquatic Invasive Species Lab - Phase I	\$1,290	\$595	\$695	\$0	\$0	\$0	\$0	
3186	Snyder Building	Restroom Update and Fire Sprinklers	\$850	\$0	\$850	\$0	\$0	\$0	\$0	
<i>College of Science & Engineering</i>										
3188	Mechanical Engineering	Collegiate ISO Shop Remodel	\$815	\$815	\$0	\$0	\$0	\$0	\$0	
3165	Tate Laboratory	Tate Science and Teaching Renovation	\$92,500	\$2,250	\$0	\$0	\$0	\$56,700	\$33,550	FY14 State Request
<i>Student Affairs</i>										
3178	Boynton Health Service	West Elevator Replacement	\$800	\$0	\$0	\$0	\$800	\$0	\$0	
			\$166,070	\$4,310	\$6,210	\$0	\$800	\$65,367	\$89,383	

UNIVERSITY OF MINNESOTA

Funding Report

Health Sciences

File	Facility	Project Title	Total	Local Funds	Grants / Gifts	University Funds	Self Support	State Debt	Univ. Debt	Comments
<i>School of Nursing</i>										
3170	Weaver Densford	Second Floor Lab Renovation	\$750	\$750	\$0	\$0	\$0	\$0	\$0	
			\$750	\$750	\$0	\$0	\$0	\$0	\$0	

UNIVERSITY OF MINNESOTA

Funding Report

Athletics

File	Facility	Project Title	Total	Local Funds	Grants / Gifts	University Funds	Self Support	State Debt	Univ. Debt	Comments
<i>Intercollegiate Athletics</i>										
3215	TC Campus	R&R - Twin Cities	\$1,500	\$0	\$0	\$0	\$1,500	\$0	\$0	
			\$1,500	\$0	\$0	\$0	\$1,500	\$0	\$0	

UNIVERSITY OF MINNESOTA

Funding Report

President

File	Facility	Project Title	Total	Local Funds	Grants / Gifts	University Funds	Self Support	State Debt	Univ. Debt	Comments
<i>Government Relations</i>										
3190	Morrill Hall	Ground Floor Improvements	\$750	\$500	\$0	\$250	\$0	\$0	\$0	
			\$750	\$500	\$0	\$250	\$0	\$0	\$0	

UNIVERSITY OF MINNESOTA

Funding Report

Crookston Campus

File	Facility	Project Title	Total	Local Funds	Grants / Gifts	University Funds	Self Support	State Debt	Univ. Debt	Comments
<i>Facilities Management</i>										
3213	Crookston Campus	R&R - UMC Campus	\$490	\$490	\$0	\$0	\$0	\$0	\$0	
<i>Student Affairs</i>										
3167	New Facility	Campus Wellness Center	\$15,000	\$0	\$0	\$0	\$0	\$10,000	\$5,000	FY14 State Request
			\$15,490	\$490	\$0	\$0	\$0	\$10,000	\$5,000	

UNIVERSITY OF MINNESOTA

Funding Report

Duluth Campus

File	Facility	Project Title	Total	Local Funds	Grants / Gifts	University Funds	Self Support	State Debt	Univ. Debt	Comments
<i>Academic Affairs</i>										
3197	New Facility	Greenhouse Construction	\$800	\$800	\$0	\$0	\$0	\$0	\$0	
<i>Auxiliary Services</i>										
3191	UMD Campus	R&R - UMD Campus	\$2,000	\$0	\$0	\$0	\$2,000	\$0	\$0	
3195	RHDC	Dining Center Renovation	\$2,750	\$0	\$0	\$0	\$2,750	\$0	\$0	
3193	UMD Campus	Parking Lot M2 Expansion	\$900	\$0	\$0	\$0	\$900	\$0	\$0	
3194	Kirby Student Ctr	First Floor Remodel - Phase II	\$2,500	\$0	\$0	\$0	\$2,500	\$0	\$0	
<i>Facilities Management</i>										
3192	UMD Campus	R&R - UMD Campus	\$3,900	\$3,900	\$0	\$0	\$0	\$0	\$0	
3196	UMD Campus	Steam Line Replacement	\$1,300	\$1,300	\$0	\$0	\$0	\$0	\$0	
<i>Swenson College of Science & Engineering</i>										
3169	New Facility	Chemical Sciences & Materials Bldg	\$2,250	\$0	\$0	\$0	\$0	\$1,500	\$750	FY14 State Request
			\$16,400	\$6,000	\$0	\$0	\$8,150	\$1,500	\$750	

UNIVERSITY OF MINNESOTA

Funding Report

Morris Campus

File	Facility	Project Title	Total	Local Funds	Grants / Gifts	University Funds	Self Support	State Debt	Univ. Debt	Comments
<i>Facilities Management</i>										
3212	Morris Campus	R&R - UMM Campus	\$790	\$790	\$0	\$0	\$0	\$0	\$0	
			\$790	\$790	\$0	\$0	\$0	\$0	\$0	

UNIVERSITY OF MINNESOTA

Funding Report

University Services

File	Facility	Project Title	Total	Local Funds	Grants / Gifts	University Funds	Self Support	State Debt	Univ. Debt	Comments
<i>Facilities Management</i>										
3164	Systemwide	HEAPR	\$42,500	\$0	\$0	\$0	\$0	\$42,500	\$0	FY14 State Request
3198	TC Campus	R&R - Twin Cities	\$7,950	\$7,950	\$0	\$0	\$0	\$0	\$0	
3199	TC Campus	R&R - Utility Infrastructure	\$7,965	\$0	\$0	\$0	\$7,965	\$0	\$0	
3200	TC Campus	R&R - Energy Conservation	\$2,900	\$0	\$0	\$2,000	\$900	\$0	\$0	
<i>Housing & Residential Life</i>										
3205	Centennial Hall	HVAC Replacement	\$11,500	\$0	\$0	\$0	\$11,500	\$0	\$0	
3204	TC Campus	R&R - Housing and Residential Life	\$5,165	\$0	\$0	\$0	\$5,165	\$0	\$0	
<i>Parking and Transportation Services</i>										
3207	TC Campus	Replace parking facility lighting	\$2,150	\$0	\$0	\$0	\$2,150	\$0	\$0	
3208	TC Campus	PTS Safety Upgrades	\$750	\$0	\$0	\$0	\$750	\$0	\$0	
3209	TC Campus	Transportation Infrastructure	\$2,250	\$0	\$0	\$0	\$2,250	\$0	\$0	
3210	TC Campus	R&R - Parking Services	\$2,430	\$0	\$0	\$0	\$2,430	\$0	\$0	
<i>University Dining Services</i>										
3206	TC Campus	R&R - Dining Services	\$1,445	\$0	\$0	\$0	\$1,445	\$0	\$0	
<i>University Services Admin</i>										
3216	Donhowe	Work + Phase II	\$2,900	\$2,900	\$0	\$0	\$0	\$0	\$0	
			\$89,905	\$10,850	\$0	\$2,000	\$34,555	\$42,500	\$0	

UNIVERSITY OF MINNESOTA

Funding Report

Report Summary

Total	Local Funds	Grants / Gifts	University Funds	Self Support	State Debt	Univ. Debt
\$291,655	\$23,690	\$6,210	\$2,250	\$45,005	\$119,367	\$95,133

UNIVERSITY OF MINNESOTA

Annual Capital Improvement Budget

Project Description Report

The following project information sheets, ordered by file number, provide brief descriptions of each project.

Information sheets for Repair and Replacement (RR) projects are not included because each budget line item for these categories represent multiple projects.

UNIVERSITY OF MINNESOTA

Project Description Report

3165 Tate Science and Teaching Renovation

Vice President: Academic Affairs

Campus: Twin Cities

Facility: Tate Laboratory

Total Cost: \$92,500

Description: This project will renovate the building's obsolete labs and antiquated classrooms into vibrant, flexible spaces to bolster instruction, research, and support services of the School of Physics and Astronomy and the School of Earth Sciences. In addition, the project will ensure that Tate retains its architectural character as part of the Northrop Mall Historic District

RRC: College of Science and Engineering

RRC Contact: Crouch, S.

Project Manager: Ross, K.

3167 Campus Wellness Center

Vice President: Crookston Campus

Campus: Crookston

Facility: New Facility

Total Cost: \$15,000

Description: This project will design, renovate, and expand the existing Crookston campus wellness and recreation center. The project will support the teaching and learning mission of the University by fostering student success and development.

RRC: Crookston Campus

RRC Contact: Wood, F.

Project Manager: Everson, S.

3169 Chemical Sciences & Materials Bldg

Vice President: Duluth Campus

Campus: Duluth

Facility: New Facility

Total Cost: \$2,250

Description: This project will build a new facility to meet the research and undergraduate instruction needs of the Swenson College of Science and Engineering on the Duluth campus. The new building will include classrooms, research laboratories and undergraduate instructional laboratories.

RRC: Duluth Campus

RRC Contact: Black, L.

Project Manager: Ross, K.

UNIVERSITY OF MINNESOTA

Project Description Report

3170 Second Floor Lab Renovation

Vice President: Health Sciences

RRC: School of Nursing

Campus: Twin Cities

RRC Contact: Adderley, D.

Facility: Weaver Densford

Project Manager: Nickel, P.

Total Cost: \$750

Description: This project will convert obsolete and unused lab space to office space for the School of Nursing's Department of Student Services.

3178 West Elevator Replacement

Vice President: Academic Affairs

RRC: Student Affairs

Campus: Twin Cities

RRC Contact: Standorf, B.

Facility: Boynton Health Service

Project Manager: Mahowald, G.

Total Cost: \$800

Description: This project will complete required code improvements to the west passenger elevator. The project includes the passenger car, machine room, and elevator pit.

3180 Eastern Drive

Vice President: Academic Affairs

RRC: College of Food, Agriculture and Natural Sciences

Campus: Landscape Arboretum - Excelsior

RRC Contact: Moe, P.

Facility: Arboretum

Project Manager: Waganda, W.

Total Cost: \$1,845

Description: This project will construct a 1 mile long, 2-way road from the Hedge Collection Parking Lot on the 3-Mile Drive through the SE corner of the Arboretum property to the Red Barn and Bee Center Site. This road was identified in the 2012 Circulation and Development Master Plan.

UNIVERSITY OF MINNESOTA

Project Description Report

3186 Restroom Update and Fire Sprinklers

Vice President: Academic Affairs

RRC: College of Food, Agriculture and Natural Sciences

Campus: Landscape Arboretum - Excelsior

RRC Contact: Moe, P.

Facility: Snyder Building

Project Manager: Waganda, W.

Total Cost: \$850

Description: This project will remodel the Snyder Building first floor restrooms for ADA compliance and install fire sprinklers.

3188 Collegiate ISO Shop Remodel

Vice President: Academic Affairs

RRC: College of Science and Engineering

Campus: Twin Cities

RRC Contact: Kaveh, M.

Facility: Mechanical Engineering

Project Manager: Dickie, T.

Total Cost: \$815

Description: This project will remodel portions of Mechanical Engineering to allow for the consolidation of collegiate shops. The facility will provide greater efficiency and expanded capacity.

3189 3M Auditorium Remodel

Vice President: Academic Affairs

RRC: Carlson School of Management

Campus: Twin Cities

RRC Contact: Savage, D.

Facility: Carlson School of Management

Project Manager: Ross, K.

Total Cost: \$620

Description: This project will upgrade the Carlson School 3M Auditorium including new light fixtures and controls, new projection and technology upgrades, and furniture replacement.

UNIVERSITY OF MINNESOTA

Project Description Report

3190 Ground Floor Improvements

Vice President: President
Campus: Twin Cities
Facility: Morrill Hall
Total Cost: \$750
Description: This project will upgrade the ground floor of Morrill Hall to make the space more flexible, efficient, and functional.

RRC: Office of the President
RRC Contact: Wangaard, B.
Project Manager: Bartelma, B.

3193 Parking Lot M2 Expansion

Vice President: Duluth Campus
Campus: Duluth
Facility: UMD Campus
Total Cost: \$900
Description: This project will expand parking lot M2 onto the site previously occupied by the Stadium Apartments.

RRC: Student Affairs
RRC Contact: Keenan, P.
Project Manager: Rashid, J.

3194 First Floor Remodel - Phase II

Vice President: Duluth Campus
Campus: Duluth
Facility: Kirby Student Ctr
Total Cost: \$2,500
Description: This project will continue the renovation of the Kirby Student Center. Space being renovated is adjacent to the portion of space that was remodeled in FY13. Included in this remodel is student activity space and suite 101.

RRC: Student Affairs
RRC Contact: Eltink, J.
Project Manager: Rashid, J.

UNIVERSITY OF MINNESOTA

Project Description Report

3195 Dining Center Renovation

Vice President: Duluth Campus

RRC: Student Affairs

Campus: Duluth

RRC Contact: Cardoso, L.

Facility: RHDC

Project Manager: Rashid, J.

Total Cost: \$2,750

Description: This project will renovate the existing Residence Hall Dining Center. Included in the renovation are food service improvements and general space upgrades.

3196 Steam Line Replacement

Vice President: Duluth Campus

RRC: Facilities Management

Campus: Duluth

RRC Contact: King, J.

Facility: UMD Campus

Project Manager: Rashid, J.

Total Cost: \$1,300

Description: This project will replace a failing steam line that is direct buried between the campus heating plant and the Sports and Health Center.

3197 Greenhouse Construction

Vice President: Duluth Campus

RRC: Academic Affair and Provost

Campus: Duluth

RRC Contact: Riehl, J.

Facility: New Facility

Project Manager: Rashid, J.

Total Cost: \$800

Description: This project will construct a new greenhouse located near the Swenson Science Building. The greenhouse will be constructed to allow for future expansion.

UNIVERSITY OF MINNESOTA

Project Description Report

3201 Aquatic Invasive Species Lab - Phase I

Vice President: Academic Affairs

RRC: College of Food, Agriculture and Natural Sciences

Campus: Twin Cities

RRC Contact: Cuomo, G.

Facility: Engineering and Fisheries Lab

Project Manager: Nickel, P.

Total Cost: \$1,290

Description: This project will upgrade the existing facility in the areas of water supply and effluent treatment, utilities, electrical service, internal plumbing, and building security.

3205 HVAC Replacement

Vice President: University Services

RRC: Auxiliary Services

Campus: Twin Cities

RRC Contact: Thompson, C.

Facility: Centennial Hall

Project Manager: Rudstrom, N.

Total Cost: \$11,500

Description: This project will replace the Centennial Hall HVAC system. The current HVAC system in Centennial Hall has exceeded its useful life.

3207 Replace parking facility lighting

Vice President: University Services

RRC: Auxiliary Services

Campus: Twin Cities

RRC Contact: Ramole, M.

Facility: TC Campus

Project Manager:

Total Cost: \$2,150

Description: This project will replace lighting in multiple parking facilities with more energy efficient options.

UNIVERSITY OF MINNESOTA

Project Description Report

3208 PTS Safety Upgrades

Vice President: University Services

RRC: Auxiliary Services

Campus: Twin Cities

RRC Contact: Ramole, M.

Facility: TC Campus

Project Manager:

Total Cost: \$750

Description: This project will upgrade campus transportation safety including bus shelter cameras and lighting, parking facility cameras, and code blue phone and camera.

3209 Transportation Infrastructure

Vice President: University Services

RRC: Auxiliary Services

Campus: Twin Cities

RRC Contact: Ramole, M.

Facility: TC Campus

Project Manager: Dickie, T.

Total Cost: \$2,250

Description: This project will fund the Pillsbury-Pleasant Corridor project and other minor transportation infrastructure projects.

3211 Laboratory Improvement Fund

Vice President: Academic Affairs

RRC: College of Food, Agriculture and Natural Sciences

Campus: Twin Cities

RRC Contact: Thompson, C.

Facility: TC Campus

Project Manager: Rudstrom, N.

Total Cost: \$13,000

Description: This project will renovate strategic research facilities to remain nationally competitive and recruit and retain top faculty. The lab improvements will support research in areas such as bees, greenhouses, and aquatic invasive species.

UNIVERSITY OF MINNESOTA

Project Description Report

3216 Work + Phase II

Vice President: University Services

RRC: University Services

Campus: Twin Cities

RRC Contact: Wheelock, P.

Facility: Donhowe

Project Manager: Carlsted, A.

Total Cost: \$2,900

Description: This project will extend the Alternative Workspace pilot program recently completed on the ground floor of the Donhowe Building through the remainder of the building.

3219 Bell Museum

Vice President: Academic Affairs

RRC: College of Food, Agriculture and Natural Sciences

Campus: Twin Cities

RRC Contact: Buhr, B.

Facility: New Facility

Project Manager: Oelze, P.

Total Cost: \$53,700

Description: This project will construct a new Bell Museum of Natural History and Planetarium to the St Paul Campus. The cost of the full building program has been identified at \$57.5M. At the present time only \$2.2M of the required \$6M in fundraising has been identified. If additional funding is obtained the project will be brought back to the Board as a capital budget amendment.

3220 Smoker Installation

Vice President: Academic Affairs

RRC: College of Food, Agriculture and Natural Sciences

Campus: Twin Cities

RRC Contact: Cuomo, G.

Facility: Andrew Boss Lab

Project Manager: Dehaan, C.

Total Cost: \$650

Description: This project will replace one outdated meat smoker in the Andrew Boss Laboratory with two new smokers. Upgrade ventilation and exhaust in the room to meet current standards.

UNIVERSITY OF MINNESOTA

Annual Capital Budget

Changes Since May

University of Minnesota
Changes Since May
Annual Capital Budget

File No.	Campus	Facility	Project Title	Change
3166	UMTC	New Facility	Microbial Sciences Research Bldg	Removed from capital budget
3211	UMTC	Multiple Bldgs	Laboratory Improvement Fund	Decreased amendment amount
3201	UMTC	Aquatic Invasive Lab	Aquatic Invasive Species Lab - Phase I	Increased amendment amount
3165	UMTC	Tate Laboratory	Tate Science and Teaching Renovation	Increased amendment amount
3170	UMTC	Weaver Densford	Second Floor Lab Renovation	Increased amendment amount
3169	UMD	New Facility	Chemical Sciences & Materials Bldg	Decreased amendment amount
3164	Systemwide	Multiple Bldgs	HEAPR	Decreased amendment amount
3219	UMTC	New Facility	Bell Museum	Added to capital budget
3220	UMTC	Animal Sciences	Andrew Boss Meat Smoker Installation	Added to capital budget
3216	UMTC	Donhowe Bldg	Work + Phase II	Added to capital budget

May Capital Budget Total: \$ 367,845

Capital Budget Changes:

\$	(45,000)	remove Microbial Sciences Research Bldg
\$	(5,000)	decrease Laboratory Improvement Fund
\$	160	increase Aquatic Invasive Species Lab - Phase I
\$	7,500	increase Tate Science and Teaching Renovation
\$	150	increase Weaver Densford 2nd Floor Lab Renovation
\$	(33,750)	decrease Chemical Sciences & Materials Bldg
\$	(57,500)	decrease HEAPR funding
\$	53,700	add Bell Museum relocation
\$	650	add Andrew Boss Meat Lab Smoker Installation
\$	2,900	add Donhowe Bldg Work + Phase II

June Capital Budget Total: \$ 291,655



BOARD OF REGENTS DOCKET ITEM SUMMARY

Facilities & Operations

June 12, 2014

Agenda Item: Maximizing the University's Physical Assets (Part III): Facilities Planning and Assumptions

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

Presenters: Vice President Pamela Wheelock
Suzanne Smith, Assistant Vice President - Capital Planning and Project Management
Monique MacKenzie, Director - Planning

Purpose & Key Points

This conversation on maximizing our physical assets completes the picture of what space we have, its condition, and how it's utilized, and begins to outline University Services' strategy for the future. The University of Minnesota has a large and aging footprint with approximately 29 million square feet of buildings in all corners of the state. Facilities range in age from 128 years (Eddy Hall) to just a few months (Physics/Nanotechnology).

The most recent facilities condition assessment (FCA) identified \$2.7 billion in deferred maintenance needs across the system. This maintenance deficit will not simply "go away," and so the question before the institution becomes – How do we keep up with what we already have?

Decisions need to be made about which buildings to reinvest in and which buildings to decommission or demolish. Several questions must be answered to support those decisions:

- How will we prioritize these decisions?
- How can we match our knowledge of facility condition and need to align with academic initiatives?
- What are the criteria for renovated space use and best practices to guide program changes to facilities?
- When faced with the decision to build new, what standards should we put in place to ensure that our facilities remain flexible long after their first use is done?

Our campuses have evolved over time to be what they are today. On the Twin Cities campus, a fully built campus in an urban setting provides one set of challenges. Efforts to redefine the campus in the core are different than those along the east gateway district, the edges, and along the new METRO Green Line running through the campus on Washington Avenue. Rochester is in the planning stage for building a new campus from the ground up that allows for rethinking what it means to be a university campus.

There is a core question about how to project future needs. This question is large and multifaceted, and requires multiple stakeholders' involvement. Key components include: how space will change over time, changes in demographics and enrollment, utilization and efficiencies, predictability of future academic programs, best practices to guide facility changes in support of those programs, suitability of existing buildings to uses, and the most immediate facility needs and alignment of capital investments in support of the plan.

Regents review and approve campus master plans, as specified in Board of Regents Policy: *Reservation and Delegation of Authority*. Master plans are land use plans; they do not specify the types of buildings to build, outline how to prioritize space use, proscribe design standards, or differentiate between teaching, research, or administrative functions. We identify our borders with the community, but do not lay out a strategy for integration and engagement with the broader neighborhood. The University must be more strategic with its physical assets. Maximizing their use and providing flexible facilities to adapt to future needs is a key component of maintaining the University's competitive advantage of providing an exceptional place-based educational experience.

The institution's facilities paradigm must shift to focus on the right space, for the right use, in the right place. Buildings and landscapes are part of a system that needs to be developed building-by-building as part of an overall strategy for facility investment. The University will construct buildings with an eye toward their use beyond the first 20 years, not how it's been done for the past 20 years. The focus on maximizing flexibility, minimizing administrative space, and ensuring that all facilities reinforce the University of Minnesota experience will change how space is built, renovated, and assigned.

Background Information

This presentation is another in a series of year-long conversations to inform the board about University Services' strategic planning efforts, which are now moving into the action phase. Previous discussions have included:

Maximizing Our Physical Assets (Part I): Facilities Condition Assessment (September 2013)
Maximizing Our Physical Assets (Part II): Facilities Utilization Assessment (October 2013)
Ensuring a Safe University (December 2013)
Providing a Memorable Student Experience (May 2014)



BOARD OF REGENTS DOCKET ITEM SUMMARY

Facilities & Operations

June 12, 2014

Agenda Item: Student Housing Strategies

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

Presenters: Vice President Pamela Wheelock
Laurie McLaughlin, Director of Housing and Residential Life
Robert McMaster, Vice Provost and Dean of Undergraduate Education

Purpose & Key Points

Students enrolled on the Twin Cities campus today have more housing options than ever before. Recent development has increased density and broadened options in the immediate neighborhood, blurring the lines between on and off campus. This discussion will outline the University's approach to on-campus housing, including its relation to student retention and timely graduation, affordability, and accessibility for returning and transfer students. As one component of a strategic conversation about the University's past and future interest in, and commitment to, neighborhood engagement, the relationship between all types of housing – on and off campus – must be considered.

On-campus housing plays an integral role in supporting the University's academic mission. Research and University of Minnesota data indicate that the on-campus living experience contributes significantly to students' academic success, retention, graduation, and overall satisfaction with the University experience. Attractive, well-maintained, student-centered residential communities also play an important role in the recruitment of highly qualified prospective students. The on-campus housing environment supports and nurtures the personal growth and development of students through the intentional design of programs and services that focus on the University's student development outcomes.

Research reveals a strong correlation between the design of campus environments and learning. On-campus housing environments that create a sense of security and belonging, promote student involvement, and allow for full community membership positively impact student learning and success. Environments that are human-scale in design tend to encourage greater participation and involvement of its members, and students who are engaged in their community show greater gains from the learning experience they encounter. On-campus housing that is located in close proximity to classrooms and key activity centers, supports a critical mass of students, and is of human-scale in design represents the most effective and desirable type of student housing.

The University's Capital Budget Goals related to on-campus housing that were used when new housing was recently constructed on a number of our campuses include the following three principles:

1. Ensure student success by:
 - Creating facilities that are directly related to recruiting, educating, supporting, and graduating students.
 - Creating facilities that improve learning outcomes.
 - Creating facilities that uniquely enhance student satisfaction.
2. Protect public assets and investment by:
 - Implementing campus master plan and advancing the University's sustainability goals.
 - Leveraging facility investment to advance the academic mission and priorities.
3. Recognize current extraordinary financial realities by:
 - Honoring projects that have an identified source of payment for debt costs.

Over the past 10 years, a number of universities, including the University of Minnesota, have invested in their on-campus facilities using a variety of investment models including self-funded new facilities, public-private partnerships, and/or major renovations and upgrades of their current on-campus housing inventory. The University has built new on-campus facilities on the Twin Cities, Duluth, Morris, and Crookston campuses, while Rochester recently entered into a public-private housing partnership to support their students' housing needs. Regents will hear a brief update on the current status of on-campus housing throughout the system, including campus-specific housing goals and programs, as well as national trends that are impacting today's on-campus living environments.

Background Information

The Board has heard the following presentations related to student housing and the student experience:

Providing a Memorable Student Experience (May 2014)

Auxiliary Services Capital Plan (May 2012)

4th Street Student Residence Hall and Dining Facility (December 2011)

On-Campus Housing Demand and New Student Housing/Dining Project Ex. Summary (June 2011)

Housing & Residential Life

Living Learning Communities at the University of Minnesota-Twin Cities

Living Learning Communities have been selected by the American Association of College and Universities as a High Impact Practice that can directly impact a student's level of success during their collegiate career.

Many academic departments and colleges partner with Housing & Residential Life to offer students the opportunity to experience a Living Learning Community (LLC). Some LLCs are primarily academically focused and provide students the ability to connect with faculty and staff in their chosen field of study. Other LLCs focus on a common experience and are designed to enhance a student's ability to connect with other students who share similar interests from varied backgrounds and experiences.

Living Learning Communities Currently Offered

First Year Students Only	Second Year & Transfer Students Only	Open to All Students
@Home in MN	CSE Second Year Experience*	American Indian Cultural House
Biology House	Honors Second Year Experience	American Sign Language House
Carlson Leadership House	Second Year Experience House-Open to all second year students	Honors House (Any Honors Student is eligible)
CASA SOL-Chicano Studies		Huntley House for African American Males
Design House		Lavender House (GLBTA)
Environment House	Transfer Student LLC's	Pre-Vet House
Healthy Food Healthy Lives	CFANS Transfer House	Students Crossing Borders
Language House	CSE Transfer House	Students in Recovery*
Pillar House	Leaders in Transition Transfer House	Substance Free
ROTC House		Tsev Hmoob House
STEM Diversity House		
Taylor House for Science and Engineering		
West Bank Arts		
Women in Science & Engineering		

*New Communities for Fall 2014

In 2008, when Suzy Nelson, then Harvard College's associate dean for residential life, approached Richard Wrangham and Elizabeth Ross about becoming master and co-master of Currier House, she suggested that it was good to eat with students a few times a week. "Elizabeth wrinkled her nose," recalls Wrangham, Moore professor of biological anthropology—not at the students' company, but at memories of institutional food. Nonetheless, they took the job and, on returning in September from Uganda, moved hurriedly into Currier without unpacking their cooking gear, and so immediately ate in the house dining hall with their new charges. After that, "it was sometime in late November," Ross recalls, "when we ate our first meal *not* with students." The Dining Services food was fine, and "it's just fun being with students, getting to know them," she says. The couple had raised three sons to adulthood in suburban Weston, in a house they've now sold. "We had an empty nest," says Wrangham. "We filled it with 370 Currier students."

This kind of informal contact between masters and house residents, senior faculty and undergraduates, may seem unexceptional to College alumni, but it's rare in American higher education. The only true counterpart to Harvard's house system as a way to lodge, feed, and educate upperclassmen is an analogous arrangement at Yale (where the units are called "colleges"). At many universities, undergraduates do not even live in dormitories. After freshman year, "at elite state universities, off-campus living is the norm," says Stephen Lassonde, who arrived at Harvard as dean of student life this year after six years at Brown University and 14 at Yale. Well over 90 percent of University of Michigan upperclassmen, for example, live off campus.

Even within the Ivy League, Harvard and Yale are atypical. "For an urban university to have 97 to 98 percent of its undergraduates living on campus [as at Harvard] is unheard of," says dean of freshmen Thomas Dingman. (At the University of Pennsylvania, about 51 percent of undergraduates live off campus.) "Of course, the high rents in Cambridge help keep those numbers up," Dingman adds, "but students perceive that the game in town is in the houses." Lassonde observes that at the great majority of universities, Brown included, even when dorms are available, "It's a migratory community—students live in a different building each year. There's clear age segregation: outside the classroom, the students don't encounter faculty or other adults. So their sense of what the world is like is very constrained by their peer culture. In my opinion, [the house system] is a much healthier way to live, grow, and develop."

"The issue of sustaining an intergenerational learning community is really vital," says Wertham professor Diana Eck, master since

1998 of Lowell House, sharing duties with co-master Dorothy Austin, lecturer on psychology. "Of course, at every college there are residences—fraternities, sororities, dorms. When they move into a house at Harvard, one of the first things sophomores discover is that it's *not* a dorm. Yes, it is a place to live, but it's much more than that. It's a place where they are in face-to-face contact with each other when they straggle in to breakfast and read the newspaper together, where they come back for lunch and find the place buzzing, where they bring their teaching fellow or a friend over for dinner. It becomes the most important site for their education."

THE UNIVERSITY clearly agrees, and has launched a \$1-billion-plus, multiyear plan to renovate the 12 undergraduate houses—an enormous, complex project that will figure prominently in the newly launched capital campaign.

Last year, renovations began in the older part of Quincy House; this September, students moved back into the building, now renamed Stone Hall after the Harvard Corporation's late senior fellow, Robert G. Stone Jr. '45, LL.D. '03. Work on Leverett House's McKinlock Hall started in June, along with exterior work on the smallest of the so-called River Houses, Dunster, which will be the first house fully renovated.

The project is a clear declaration in favor of a residential college, of on-campus living, of a "brick-and-mortar" campus, and of an intergenerational, face-to-face learning environment—all obvious continuities with the past.

But Harvard's affirmation of these things now is significant, in an evolving higher-education era of distance learning, online universities,

MOOCs (massive open online courses, including those offered by Harvard through its edX partnership), digitized libraries, and open-source knowledge.

Of course, education via digital media has many limitations. "Those soul-searching, face-to-face conversations are harder to do online," says Dingman. "One of our best assets here is learning from each other," says Stephanie Ralston Khurana, co-master of Cabot House. "That's peer-led learning, co-learning. It's not just downloading knowledge from faculty brains." Eck adds, "No one imagines that the social networks of Facebook and LinkedIn are the sustaining connections. Being in touch means *touch*, actually. *Community* is where the sparks of energy fly—where creativity, life, and growth happen. It is the main point of life, actually."

Dean of the Faculty of Arts and Sciences Michael D. Smith says he often hears students say, "Harvard is a large, complex place, with all these graduate schools, all these activities. Where can I go to feel grounded again?" The houses are structured to give students a feeling of community, home, caring—a place where there is 'somebody who really cares about how I am doing.'

"You see the strength of the house system when the commu-

Learning, and Life, in the Houses

The singular character of the College's residences, now in renewal

by CRAIG LAMBERT

Rakesh and Stephanie Khurana of Cabot House, in front of their domain



nity is under stress,” he continues. “After the terrorist bombing of the Boston Marathon, several communities, including Cambridge, were in lockdown for a day with a suspect at large. Students cared deeply about those working in the houses, like dining-hall staff, who might not have been able to get to their jobs on time, and said, ‘We’ll cover it for you—we’re all in this together, like a family.’ ”

THERE WAS, perhaps, a time when Harvard’s preeminence sprang from having the largest university library and a highly distinguished faculty. “Well, Google is digitizing all the books, and now the faculty is on YouTube,” says Cabot House master Rakesh Khurana, Bower professor of leadership development at Harvard Business School. “So, the question you have to ask is: what is the value proposition of face-to-face learning? If you use technology to *complement* that and think it through strategically, you can automate the rote elements and spend more time on the meaningful interactions that *can’t* be duplicated online. We have got to curate that aspect.

“Each spring,” he continues, “Stephanie and I talk to seniors before they graduate, and we ask them, ‘What were the things that really affected you here?’ They talk about conversations with friends about important subjects or face-to-face experiences with their faculty. They talk about extracurricular experiences: putting on a show, working in a lab. They don’t often talk about just wrestling with a book. What we used to call *extracur-*

ricular is increasingly *curricular* for our students.”

Jesse Nee-Vogelman ’13, a Slavic languages and literatures concentrator in Cabot House, remarks that “academics make up a tremendously small portion of what going to college is about. Most of what I learned came out of interacting with my fellow students and friends. You are becoming an adult, and you need to be with people who are going through the same things that you are, in order to process that change.” Shaun Chaudhuri ’15, an economics concentrator in Eliot House, agrees: “When you’re going through a process of trial and error, it helps to have someone who’s making just as many errors as you are.” He adds, “If you don’t engage in the social aspects of college, you’ll lose 80 percent of the potential to grow and mature as an individual.”

An Adams House history and literature concentrator, Ethan Hardy ’14, says, “I think there’s great power, something very special, about having a group of people together for four years. It’s one reason people are so attached to Harvard, and why you have a thousand people coming back for their fifth reunion. At most other schools, people have moved off-campus by their sophomore year, and you might have to drive 20 minutes to get to class.” Hardy, who also is a member of the Harvard Lampoon, Hasty Pudding Theatricals, and the Signet Society, adds, “House life, extracurricular life, and academic life are all so intertwined. It creates a great sense of attachment.”



Juniors Shaun Chaudhuri, a varsity tennis player, and roommate Cory Pletan at home in Eliot

“The boundary between classroom learning and the rest of life should be more porous,” says Michael Smith. “I believe in education happening *everywhere*, through all your activities—your contacts with fellow students, visitors, tutors, and masters, the diversity of the people you associate with.”

Each of the 12 houses is home to roughly 350 to 500 undergraduates. “That’s a good number,” says Dingman. “I’ve been to places where there are dormitories of a thousand or so students, and it’s got a very different feel.” Each house also has a couple dozen resident tutors, maybe half that many nonresident tutors, and affiliated faculty and staff who belong to the Senior Common Room (SCR) and interact with students as well as with each other. In such a residential community, says Lassonde, “Everybody is learning how to live with others.”

Various house-based activities—from intramural athletics to Arabic, Chinese, and even French Creole tables to late-night grillrooms to theater productions and musical concerts—cement bonds. “The houses serve as a wonderful ground for amateurism,” says Dingman. He notes that at the annual Cabot House musical this year, “all sorts of people who didn’t have the talent for a Loeb Mainstage show were able to perform, alongside writing a thesis or working a term-time job.” He recalls Sean Kelly ’03, who had worked throughout high school to help his family financially, and continued working term-time jobs at Harvard. As a junior, he tried out for the Cabot musical, got the lead role, “and absolutely flourished,” Dingman says. “Sean found out what a ham he was and how much he could enjoy being in front of a room. He put that together with his passion for history and decided to be a teacher. Today he is as happy as can be in front of a high-school classroom.”

The entire panoply of activities is, of course, freely chosen. “Forced communities can make me feel very claustrophobic,” observes Nee-Vogelman. “What I like about the house system is that you can be as involved as you want to be. When I need a community I can participate, and when I need my own space, it doesn’t clutter me.”

SOCIAL RELATIONSHIPS, and mentoring by older, admired teachers, can be crucial to motivating students and crystallizing careers. Sociologist Sherry Turkle ’69, Ph.D. ’76, Mauzé professor of the social studies of science and technology at MIT, whose most recent book is *Alone Together: Why We Expect More from Technology and Less from Each Other*, asks, “If you wanted me to fall in love with qualitative social science, will that happen in my room looking at a screen and taking five-minute tests, or by putting me in a lecture hall with 150 other students, hearing a lecture by David Riesman or Erik Erikson? And wondering if maybe I could be like David Riesman or Erik Erikson? You are experiencing a great mind in the process of thinking. People’s minds do wander during lectures, but often they are wandering to, ‘What would it be like to think like that?’ We’re forgetting the emotional side of active learning.”

Regarding other emotional dimensions, Turkle adds, “There are studies that show depression in adolescents to be associated with high amounts of media use, media multitasking, and social-media use. Multitasking is clearly a problem; social-media use remains controversial. But most important is the *dramatic* research on what makes people feel good: what gets them *out* of depression, energized, motivated to learn, is face-to-face communication.”

Sports teams, music ensembles, and theater projects, of course,

Harkness and History

SOCIAL LIFE and education have long overlapped, collided, and shaped each other at Harvard. Harry Lewis owns a large collection of Harvard course catalogs, and he can show how, in the 1840s, the “catalog” could occupy a single grid with hours of the day down the side and days of the week across the top. Within each cell were

just four lines, designating subjects that freshmen, sophomores, juniors, and seniors would be taking at that time. There was no choice. “The social unit was your class year,” Lewis explains. “By the end of senior year, you had sat next to the same guy for eight hours a day, six days a week, for four years.” President Charles William Eliot removed this rigidity from the curriculum, phasing in an elective system during his presidency (1869-1909) that eventually allowed students to take any combination of courses they chose, which broke down those class-year barriers.

The College nearly quintupled in size under Eliot (graduating about 125 students in 1869 and more than 500 in 1909), and students “did not eat together (unless they were in a final or waiting club) or live together, and no longer had their social bonds formed by classroom experiences,” says Lewis. In 1900, a gift from Major Henry Lee Higginson, A.B. 1855, established the Harvard Union as a place to give ordinary students the kind of social experience that only clubmen had hitherto enjoyed—it was a kind of everyman’s club, and could counteract this anonymity. The rise of college athletics in the latter part of the nineteenth century offered teammates another form of social bonding, which the establishment of the Harvard Varsity Club in 1886 and the 1912 opening of its clubhouse, beside the Union, extended. These new institutions tended to break down barriers among students of different College classes, and of different social classes as well. “Let us all be under one roof,” Higginson famously declared.

Most students lived at home or in rooming houses, though the wealthy could rent apartments in the luxurious “Gold Coast” brick buildings along Mount Auburn Street (some now incorporated into Adams House). By the 1920s there were freshman dormitories, and seniors roomed in the Yard. That left a gap of two years when students lived wherever they could, and, as Samuel Eliot Morison wrote in *Three Centuries of Harvard*, “only the clubmen had decent dining choices after freshman year.” By 1926, a report from the Student Council recommended bringing together the three upper classes in residential units with common rooms and dining halls, but it was turned down, to the disappointment of President Abbott Lawrence Lowell. “He felt the College needed to exert a socializing influence,” Lewis says. “Lowell felt that ‘great masses of unorganized young men’ could get themselves into trouble. The houses could help students grow up by being in association with adults—teachers and scholars who would exert some kind of maturing influence on their minds and souls.”

In 1928, Edward Harkness, an 1897 graduate of Yale, walked into Lowell’s office and offered him \$3 million to build an “Honor College,” for selected upperclassmen, with resident tutors and a master. Harkness had already offered a similar plan to Yale, but became discouraged by arguments and delays there. “It took Mr. Lowell about ten seconds to accept,” Morison reported, and Har-



A 1940s undergraduate listens to records in his suite.

vard’s governing boards moved ahead with such speed and enthusiasm that Harkness soon increased his offer to \$10 million to create seven houses for the majority of upperclassmen—three to be built from “the ground up,” and the other four outfitted by modifying existing structures. (Harkness eventually also underwrote the college system at Yale.)

The radical plan aroused both ardor and opposition. The faculty felt Harvard should move more slowly, trying out the house idea with three houses first, to apply lessons learned to their successors. The clubmen resented being herded together with the majority, who in turn lamented the loss of Harvard’s traditional flexibility. The *Crimson* condemned the plan, and students were generally hostile. They dreaded boarding-school discipline such as the practice of “gating” students (essentially academic house arrest) that had been used at Oxford.

Nonetheless, the first two houses—Dunster, named after Harvard’s first president, and Lowell—opened for occupancy in the fall of 1930 and immediately filled their suites. The other five—Eliot, Winthrop, Kirkland, Leverett, and Adams—were all ready the next year.

Lowell didn’t follow the Oxford/Cambridge model completely. Their residential colleges are academic units with tutors acting as the linchpins of student work. The Harvard houses host tutorials and other academic events, but they are primarily social institutions. Lowell was also trying to break down the gulf between rich and poor, and feared that if undergraduates chose their own housing, a class-bred segregation might establish itself. In fact, it took quite a while before the majority of students lived in the houses, and for a time there were different room rates charged for suites on various floors of Dunster. In the 1950s and 1960s, house masters would interview freshmen to select their incoming sophomores; under its longtime master John Finley, Eliot House, for example, gained a reputation as a haven for prep-school alumni.

In general, though, “this was designed to be a device to promote diversity and contact between diverse groups of students,” says Lewis. Yet the diversity of the 1930s didn’t extend to racial co-mingling: Lowell chose to exclude black students from the houses in what he claimed were their own best interests.



Recent renovations in Old Quincy, now renamed Stone Hall: a three-bedroom residential suite with Harvard-supplied furnishings; a new community room with couches, flat-screen TV, a new kitchen, and a below-grade terrace outside the glass doors; a smart classroom fitted with Mondopads and document cameras

form communities of their own within and across Houses. “I view my athletic education as being just as important as my academic education,” says Chaudhuri, a varsity tennis player. “The athletic endeavor teaches you values and principles. That’s why you go to school: to learn from someone who’s older and wiser than you. I don’t think there’s any student at Harvard who would say they’d rather be home-schooled or do everything online.”

“TO FORGET one’s purpose is the commonest form of stupidity,” said Nietzsche, and as a house master, Rakesh Khurana likes to keep this quote in mind. A master “is always on a greasy learning curve,” he says. “You never master being a master.” But he does have a clear vision of the educational purpose of the College: “We want to create a transformative experience for our students that enables them

to become effective leaders and responsible citizens in society. If you keep that purpose in mind, it helps you make choices; you start thinking, ‘Wow, do we really need an underground parking structure, or would those resources have greater impact elsewhere?’ ”

Keeping the core purpose constantly in view is crucial because “small things can take the whole system out of alignment,” says Khurana. Take, for example, the 21-meal-per-week board plan to which all on-campus Harvard undergraduates must subscribe. It means that everyone in the College eats nearly every meal with fellow students, tutors, masters, and house affiliates—a fact that may be the single most important element sustaining the sense of community in the houses. In contrast, undergraduates at MIT, for example, can choose meal plans of 10, 12, 14, or 19 meals per week, opting to eat the rest off-campus. This results in a very different sort of college experience.

The fact that each house has its own residential dining hall is “very inefficient,” acknowledges Harry Lewis, Gordon McKay professor of computer science and former dean of Harvard College. “To have 12 different dining halls, each serving 350 to 500 students, is definitely not optimal—an efficiency expert would tell you to close half of them at least.” Khurana agrees that many of his business-school colleagues would be quick to advocate cost savings from a more centralized food service. “But it’s not about efficiency, it’s about *effectiveness*,” he says. “If you understand that, you won’t use minimizing cost as the measure of the value we are creating.”

It’s difficult to overstate the importance of the conversations and connections that take place in the dining halls. “You would come down to breakfast and there would be a few people drinking coffee, eating, and reading *The New York Times*,” recalls Alfie Alcorn ’64, of his Winthrop House experience. “They’d be thrashing out the morning’s news—with Stanley Hoffmann [now Buttenwieser University Professor emeritus] leavening the conversation.” Former Eliot House master Lino Pertile (now director of Harvard’s Villa I Tatti in Florence) felt so strongly about the power of lunchtime interaction, says Lewis, that he asserted that if he could make only one change at Harvard, it would be to hold no classes between noon and two o’clock. “The students would all go back to their houses for lunch,” says Lewis, “and the faculty could go to the houses and have lunch with them.”

Leverett House master Howard Georgi, Mallinckrodt professor of physics, believes that the College ought to do less to encourage extracurricular activities, which can act as a kind of centrifugal force pulling students away from their houses. “There’s a concern with the number of activities people are pursuing outside the classroom,” says Lassonde. “They [students] are all sleep-deprived, at all universities now. And they talk about sleep deprivation with pride—how little sleep they get, and how much they still have to do” (see “Nonstop,” March-April 2010, page 34). Harvard now has about 400 undergraduate organizations, and, as Georgi recommends, the College is considering reducing that number, perhaps by adding stipulations to the requirements for forming an undergraduate organization.

The renovations at Quincy House’s Stone Hall provide a glimpse of the kinds of twenty-first-century *learning* communities that the houses may become. The elimination of walk-through bedrooms offers increased privacy to students. Corridors now connect entryways (formerly vertical “silos”) horizontally, allowing students to visit friends more easily. They also establish accessibility and

Rituals at Lowell

EACH THURSDAY AFTERNOON, in the master's residence at Lowell House, there is a tea, and "It is packed!" according to master Diana Eck, who has headed the house with co-master Dorothy Austin since 1998. "Tea is one ritual most beloved by students." Typically 150 to

200 show up to drink tea and eat egg-salad sandwiches, cookies, and even baked Brie set out by work-study students. Masters and tutors are there, and Lowellians can invite friends from other houses as well. In warmer weather the crowd spills into the courtyard. "It's also a kind of glue for the community," says Eck. "The weekly teas are something we invest in."

"There is no community without ritual," Eck explains. "Ritual creates a sense of *we*. Here, we do have the advantage of these beautiful courtyards. We do have a significant history that we recount to students: we wrote a booklet about all the portraits that hang in the house. Students have a sense that their place *matters*."

Throughout the year there are ritual events. Trivia Nights occur once per semester, with members of the Senior Common Room (SCR) squaring off against students. Before the Christmas break, Lowell has a Yule Dinner ("We play to the pagan substructure of everything," Eck says) at which House Committee members carry in the decorated Yule log and toss it onto the hearth. Singer-song-



The weekly Lowell House tea, held in the master's residence

writer Livingston Taylor, a Lowell SCR member who formerly lived in the house for years as a resident artist, wrote an anthem, "Forever Lowell," that sometimes plays a part in house events.

The best-known of Lowell's traditions is its High Table, a black-tie dinner held eight times a year for seniors, who are invited, one entryway at a time, to dine with members of the SCR on an elevated platform at one end of the house dining hall. "It feels as if you're in a special world," says Eck; the meal is served family-style, with wine and candlesticks, as the rest of the dining hall goes through the servery line and looks admiringly on.

allow strategic placement of resident tutors' suites near their advisees and student neighbors. Common areas, including flat-screen TVs, couches, and kitchens, encourage group socializing.

Perhaps most significant, the Stone Hall lower level contains an advanced smart classroom equipped with document cameras and Mondopads (touch-sensitive tablets with Internet connectivity) and a state-of-the-art seminar room. Teachers of six courses, ranging from French to DNA transport, have reserved the smart classroom, an early indicator that such facilities may bolster academic endeavors within houses. The renovations also include spaces—like a large community room on the lower level with an adjoining below-grade terrace—that can encourage students to be adventurous in designing their own group activities. Hence the renovations may, to some degree, offset the pull of campus-wide extracurriculars.

Because they occur on a smaller scale, house activities offer some advantages unavailable in College-wide organizations. Rakesh Khurana points to the new Cabot Café, something that students in the house not only manage, but designed and helped get built, working closely with Harvard's physical-plant personnel. "They worked on plumbing, infrastructure, building codes," he says. The students also got the government-issued licenses that ensure sanitary handling of food.

Residential diversity has continued to increase, spurred in part by the College's policy of randomizing house assignments, a recommendation made in the 1994 "Report on the Structure of Harvard College" by a committee co-chaired by Lewis. "Yes, you can find people like yourself, and the human tendency is to do that," says Stephanie Khurana. "But you have to get a wider web of people connecting in the houses. You don't want students with identical interests or backgrounds just hanging out with

each other." Rakesh Khurana continues the thought: "In the early twentieth century, the differences may have accented class or ethnicity; today, the differences are in values, cultural assumptions, background, identity. That's the kind of world our students will need not only to navigate, but to find strength in."

THESE RESIDENTIAL LEARNING COMMUNITIES are places where tutors and masters learn as well. Richard Wrangham, for example, came to Harvard from the University of Michigan in 1989, and taught anthropology for nearly two decades before becoming a master. "I thought I knew the students well," he says. "I teach small classes, and have lots of one-on-one conversations. Our department has a strong tradition of interacting with students. But it was a shock to see how little I knew, having only seen people through their academic lives. In Currier House, we see them as whole people. It's hard to appreciate, for example, just how much they are doing—sports, producing shows, working on the *Crimson*—and how little time they often have for academics. You are seeing students like family, and getting to know them in all their multitudinous dimensions."

The Wranghams and their fellow masters—who meet once a month to compare notes—apparently are succeeding in that endeavor, which is one reason Harvard is investing in the future of its houses. "People spend a lot of time at the *Crimson* or a club or the theater, but the house becomes their home base," says Diana Eck. "We've been doing this for more than 10 years and have seen reunion classes come back, so we've heard it first-hand: this was the place that mattered the most to them. This is the place where the tree of learning and the tree of life grow together." ▢

Craig A. Lambert '69, Ph.D. '78, is deputy editor of this magazine.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Facilities & Operations

June 12, 2014

Agenda Item: The Role of Information Technology in Research

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

Presenters: Vice President and Chief Information Officer Scott Studham
Vice President Brian Herman

Purpose & Key Points

Information technology plays a key role in setting the University of Minnesota apart as a top-tier national research university. This discussion will give an overview of the factors that make for a successful partnership between IT and Research, as well as highlight some of the areas where the University is at the forefront of best practices for IT support to the research function.

Faculty and students undertaking research draw upon a host of services and IT resources to support their work, and their needs span the gamut from straightforward to highly complex and specialized. In each case, to remain competitive the University must:

- Meet researcher needs for raw **computational power** (measured in terms of the number of highly accurate mathematical calculations a computer can do in one second);
- Securely and reliably **store data**, potentially a great deal of it; and
- Deploy a **network** capable of transmitting information internally and outside of the institution with sufficient speed.

To deliver these tools to researchers, the University has adopted a flexible model that allows for **disruptive innovation** to happen at the local level, close to the individual faculty or student researcher where flexibility, innovation, and speed count most. The Minnesota Supercomputing Institute is just one example among many of how IT at a local level enables cutting-edge research. Additional examples will be highlighted during the presentation.

At the **enterprise** level, the University provides a host of storage and network solutions to meet the needs of the vast majority of researchers. The enterprise network offering is highly advanced, capable of moving data at 100x the speed of a typical corporate network. The fiber-optic network is not only a resource for the University, but a regional center of excellence relied upon by other institutions for their own access to the Internet and other advanced networks. Similarly, central storage offerings are capable of providing as much storage as necessary to roughly 95 percent of the research community, helping the University realize millions of dollars in cost savings over what it would cost to have every researcher manage his or her own storage locally.

Finally, some of these research support tools are reaching the level of mass **commodity**. In the storage arena, University researchers are increasingly turning to Google Drive for basic daily tasks and collaboration, which provides up to 30 GB of storage per user at no cost.

Assembling the right mix of local, enterprise, and commodity-level tools around computing power, storage, and network is a necessary but not wholly sufficient prerequisite for an exceptional research IT environment. Those tools provide the ability to work with vast amounts of data, but the science behind understanding what the data means – informatics – is the reason we invest in a research IT infrastructure. The University is well positioned in this space with the University of Minnesota Informatics Institute (UMII), which is working to provide scientific consulting support to researchers across the institution. The presentation will highlight discussions around a five-year strategic vision for informatics at the University, and lay out how collaboration between Research, central IT, and other University components can continue to foster an environment for research faculty that is both highly supportive and highly competitive with peer institutions.

Challenges that will be addressed in the discussion include rapidly changing federal requirements and emerging trends in data management. Researchers also must grapple with a highly distributed university environment with a plethora of service offerings and the attendant effort required to discover and leverage the right services for their work.

Background Information

The Facilities and Operations Committee's charge has included information technology since January 2013. Since that time, one presentation has been made (on IT planning, in February 2014), during which the committee expressed interest in being further informed on the institution's IT activities. A third presentation, on information technology security, is planned for the next academic year.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Facilities & Operations

June 12, 2014

Agenda Item: Information Item

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

Presenters: Vice President Pamela Wheelock

Purpose & Key Points

To provide an update on the following information item:

Capital Planning and Project Management Semi-Annual Report, June 2014

This report includes projects in process that have been approved in the Capital Improvement Budget and for which the Regents are required to approve the Schematic Design. The report highlights progress performed and challenges encountered in delivering the project scope of work within the approved budget and schedule.

The Capital Planning and Project Management Semi-Annual Project Report is presented in the summer and winter to provide performance information prior to the consideration of the Annual Capital Improvement Budget and the Six-Year Capital Plan.

Background Information

Information items are intended to provide the Board of Regents with information needed to provide oversight.

Capital Planning & Project Management

Semi-Annual Project Report
June 2014

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EXECUTIVE SUMMARY

This Semi-Annual Project Report submitted by Capital Planning & Project Management (CPPM) includes projects in process that have been approved in the Capital Budget and for which the Regents are required to approve the Schematic Plans. Once a project is reported as complete it is removed from subsequent reports.

The projects in this report are organized by phase: Projects in Design, Projects in Construction, and Completed Projects. A total of 11 projects are listed, 3 in design, 6 in construction, and 2 have completed.

The full scope of work within Capital Planning & Project Management includes the following project activity:

Project Initiation Phase	57
Pre-design Phase.....	33
Design Phase.....	59
Construction Phase.....	44
Substantial Completion	34
Project Closeout.....	66
Closed Since Last Report.....	58
 TOTAL	 351

CPPM MEASURES & STRUCTURE

CPPM uses the following performance measures and accepts full accountability for the following:

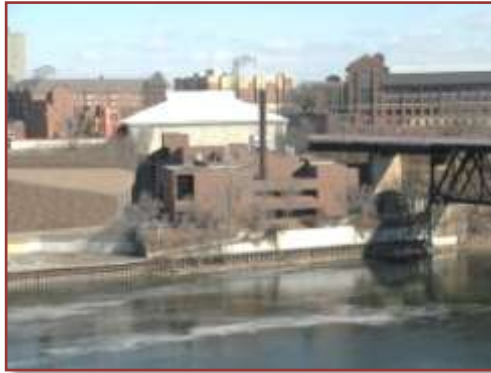
- Meeting project scope expectations
- Delivering expected quality
- Delivering projects on schedule
- Delivering projects on budget
- Improving process productivity
- Limiting / eliminating legal liabilities
- Promoting targeted business participation
- Support University of Minnesota sustainability initiatives

CPPM is organized as follows:

- Planning
- Design
- Project Delivery

Projects in Design

Combined Heat and Power, UMTC



Description: This project (CHP) installs new combined heat and power equipment in the existing Old Main Utility Building located adjacent to the Mississippi river in the Knoll area. Due to the growth of new University buildings requiring steam service and aging boiler equipment on the Minneapolis campus, the University is at risk for a shortage in firm boiler capacity relative to winter-time peak steam demand beginning in 2014. The CHP equipment represents a two stage configuration: a new natural gas fired turbine will generate electricity for use on the Minneapolis campus and a new heat recovery steam boiler will

recover heat from the combustion gases that are discharged from the turbine to generate the required steam capacity. The CHP equipment solution reduces the carbon footprint for the University and represents the best long-term sustainable solution from an energy use standpoint. The plant will be designed with space allocation for future installation of a packaged boiler as well as two future steam turbine-driven chillers.

Project Executive..... AVP Suzanne Smith
Project Director..... Bruce Gritters
Project Manager Roger Wegner
Design Professional..... Jacobs Engineering
Prime Contractor Adolfson & Peterson Construction
Budget..... \$95,981,000
Schedule for Substantial Completion..... June 2016

- Currently in design
- Schematic Design approved: February 2013
- Major Equipment Procurement: February 2013
- Hazardous Materials Abatement, minor demolition, and site work initiated November 2013
- Tentative Construction start: Fall 2014 (pending Air Emissions Permit approval)
- Project has been delayed six months due to Air Emissions Permit approval and is within budget

Projects in Design

University of Minnesota Health Clinics and Surgery Center, UMTC



Description: *University of Minnesota Health Clinics and Surgery Center*, previously known as The Ambulatory Care Center, is located at 909 Fulton Street Southeast, on the Twin Cities Minneapolis Campus, four blocks east of the University of Minnesota Medical Center - Fairview hospital. The project will construct a five story 332,000 square foot facility. Clinical spaces will actively support the incorporation of education

and research for transformative team based care, which will enhance the patient experience and the training experience. The program will also include flexible education/conference spaces to train healthcare professionals of tomorrow including medical residents and fellows, pharmacy students, nursing students, and other disciplines.

Project Executives	VP Brooks Jackson VP Richard Pfitzenreuter VP Pamela Wheelock AVP Suzanne Smith
Project Director	Rick Johnson
Project Manager	Dennis Sachs
Design Professional.....	Cannon Design with Studio 5 Architects
Prime Contractor	McGough Construction
Off-Site Utilities Design Professional	Affiliated Engineers
Off-Site Utilities Contractor	Adolfson & Peterson Construction
Budget	\$165,500,000
Schedule for Substantial Completion	October 2015

- Schematic Design approved: December 2013
- Construction for foundations initiated December 2013, is now complete, and the majority of the bid packages have been awarded
- Interiors are currently in design
- Project is on schedule and within budget

Projects in Design

Williams Arena Roof Repair and Replacement, UMTC



Description: Williams Arena was constructed in 1927. In 1948 the building was remodeled and the current aluminum roof system was installed on the barrel vault. The roofing system has been in place for 66 years and is now failing. The project will provide a new aluminum roof system, approximately 119,000 square feet in area, with an anticipated 60 year life span.

Project Executive.....	AVP Suzanne Smith
Project Director	Rick Johnson
Project Manager	Trevor Dickie
Design-Build Design Professional	Miller Dunwiddie Architecture
Design-Build Contractor	Mortenson Construction
Budget.....	\$7,553,000
Schedule for Substantial Completion	September 2014

- Schematic Design approved: May 2014
- Construction estimated start, June 2014
- Estimated completion date September 2014
- Project is on schedule and within budget

Projects in Construction

Amundson Hall Gore Annex, UMTC



Description: This project renovates a portion of the existing structure and constructs an addition to Amundson Hall. The additional laboratory and office space will allow the Department of Chemical Engineering and Materials Science to add faculty, grow undergraduate enrollment, and increase the number of doctoral students. The infrastructure upgrades include replacing the original exterior curtain wall and all windows; rebuilding the electrical vault; replacing the emergency generator; life-safety improvements; replace exterior lighting; connecting the entire building to the District chilled water system; and providing a second

domestic water service.

Project Executive.....	AVP Suzanne Smith
Project Director.....	Bruce Gritters
Project Manager.....	Paul Oelze
Design Professional.....	Perkins+Will Architects
Prime Contractor.....	Kraus-Anderson Construction
Budget.....	\$29,700,000
Schedule for Substantial Completion.....	August 31, 2014

- Schematic Design approved: December 2012
- Currently in construction. Utility installation, south curtain wall and window replacement, and the North addition concrete structure is complete
- North addition office and laboratory finish work including drywall, flooring, cabinetry, fume hood, mechanical and electrical systems, is in progress
- Project is on schedule and within budget

Projects in Construction

Biomedical Facilities - Microbiology Research Facility, UMTC



Description: This project will construct the fourth and final building in the Biomedical Facilities Program which is funded 75% by the Minnesota Legislature and 25% the University of Minnesota. The four-story, 89,000 square foot Microbiology Research Facility will be located to the north and connected to the Cancer and Cardiovascular Research Building on ground and first floors. The facility will house laboratories, offices, and collaborative work spaces for the

faculty, staff, and graduate students of the Department of Microbiology, and will also serve as a pilot for several elements of the University’s Smart Labs initiative. Funding reflects the amount remaining in the original \$292 million program.

Project Executives	VP Brooks Jackson VP Richard Pfitzenreuter VP Pamela Wheelock AVP Suzanne Smith
Project Director	Rick Johnson
Project Manager	Pete Nickel
Design Professional.....	BWBR Architects
Prime Contractor	M. A. Mortenson Construction
Budget.....	\$63,600,000
Schedule for Substantial Completion	December 2015

- Schematic Design approved: June 2013
- Construction is in progress
- Project is on schedule and within budget

Projects in Construction

Glensheen Water Damage and Cleanup, UMD



Description: The Glensheen Historic Estate experienced extensive damage due to severe four-county wide storms on June 19-20, 2012. This project will restore the landscape and built site features to their pre-storm condition. The project is funded with FEMA Public Assistance and insurance reimbursement. Repairs will maximize salvaged material to comply with State Historic Preservation Office requirements.

Project Executive..... AVP Suzanne Smith
Project Director Bruce Gritters
Project Manager Kevin Ross with Jim Litsheim
Design Professional..... Miller Dunwiddie Architecture
Prime Contractor Kraus-Anderson Construction
Budget..... \$3,412,557
Schedule for Substantial Completion September 2014

- Schematic Design approved: June 2013
- Cleanup of debris in Bent Brook and the lining and wall repairs are substantially complete
- Repointing of the Bent Brook Bridges (Upper and Lower) is complete
- London Road wall rebuilding is underway
- Service Courtyard Masonry Wall Dismantling has begun and the rebuilding will continue into Summer 2014
- Tischer Creek restoration work is scheduled for Summer 2014
- Project is on schedule and within budget

Projects in Construction

Laboratory/Classroom Facility, Itasca Biological Station



Description: This project constructs an 11,800 square foot laboratory/classroom building and demolishes 3 obsolete energy inefficient buildings. The new building is designed to meet Minnesota B3 requirements and anticipates achieving LEED Gold status through a substantial reduction in energy use.

Project Executive..... AVP Suzanne Smith
Project Director..... Bruce Gritters
Project Manager Kevin Ross
Design Professional..... Meyer Scherer & Rockcastle Architects
Prime Contractor Kraus-Anderson Construction
Budget..... \$6,090,000
Schedule for Substantial Completion..... June 2014

- Schematic Design approved: December 2011
- Construction of the exterior enclosure continues, with installation of windows and roofing complete, and the wood siding and trim underway
- Installation of the photovoltaic system (solar panel) on the roof is also in process
- Rough-in of mechanical and electrical systems in the walls continues
- Project is within budget; the schedule has shifted by approximately six weeks due to delays in material delivery and inclement weather

Projects in Construction

Mechanical Engineering Building Infrastructure Remodel, UMTC



Description: The existing 144,733 square foot Mechanical Engineering building provides office, research, and classroom space for the Department of Mechanical Engineering. Originally constructed in 1948, the building has served the needs of the University without any major infrastructure changes since that time. The infrastructure project will provide a comprehensive system upgrade for the west and north wings of the "Old Mechanical Engineering" building.

This project will be funded with HEAPR dollars and constructed in phases, based on available funds. Phase 1 consists of the main electrical distribution system, relocation of the existing information technology main distribution frame room, Akerman Hall and south wing basement ramp / egress connections, 4th floor Akerman Hall egress connection, bathroom renovation, and a new freight elevator. The scope of Phase 2 is pending final budget availability based on the 2014 State HEAPR allocation.

Project Executive.....	AVP Suzanne Smith
Project Director.....	Bruce Gritters
Project Manager.....	Trevor Dickie
Design Professional.....	Architectural Alliance
Prime Contractor.....	M. A. Mortenson Construction
Total Budget for all Phases	\$44,355,000
Phase 1 Budget.....	\$10,500,000
Schedule for Phase 1 Substantial Completion	November 2014

- Schematic Design approved: May 2013
- Construction for Phase 1 is in progress
- Construction Documents for the entire project are complete
- Phase 1 is on schedule and within budget

Projects in Construction

TCF Bank Stadium Renovations, UMTC



Description: The scope of the project is driven by the needs of the Vikings to satisfy certain requirements of the National Football League (NFL) as well as the need to operate the stadium into December and possibly January of each season. The stadium was designed originally to be operated through the end of November. Areas of the stadium will require winterization to protect systems from freezing and potentially damaging the building. In

addition, certain Viking Game Day operations will function differently from University Game Day operations, thus requiring additional changes.

The project scope includes:

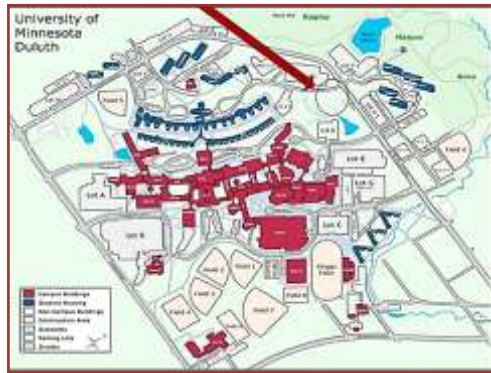
- Replacement of existing artificial turf to allow changes to markings, logos, etc. to accommodate both the Vikings and University needs and the removal and installation of a new artificial turf field after the Vikings use ends
- Installation of a field heating system
- Winterization of numerous spaces throughout the building
- Build out of existing 8,000 square foot shelled space for storage needs
- Additional camera platforms and data wiring for NFL requirements
- Addition of temporary bleachers on the west plaza that will accommodate approximately 1,750 seats

Project Executive.....VP Pamela Wheelock
AVP Suzanne Smith
Project Director Rick Johnson
Project Manager Roger Wegner
Design-Build Designer..... Populous
Design-Build Contractor M. A. Mortenson Construction
Regents Approved Budget \$6,641,000
Schedule for Substantial Completion..... August 13, 2014

- Schematic Design approved: February 2014
- Construction is in process. Installation of the field heating system is complete and the artificial turf is in process
- Project is on schedule and within budget

Completed Projects

Campus Utility Building, UMD



Description: The scope of the project includes a new 5,000 gross square foot facility, located on the northwest side of the Duluth Campus off of St. Marie Street. The facility will house an additional 2,000 tons of cooling capacity and enclose an existing pad mounted electrical substation located on site. This first phase of the project will include one new 1,000 ton chiller to meet the campus cooling needs. A second 1,000 ton chiller is set in place for future connection.

Project Executive..... AVP Suzanne Smith
Project Director Bruce Gritters
Project Manager John Rashid
Design Professional..... Perkins+Will Architects / Dunham Associates
Prime Contractor Kraus Anderson Construction
Budget..... \$4,500,000
Schedule for Substantial Completion January 2014

- Project was completed on schedule and within budget.

Completed Projects

Northrop Phase II Interior Renovation, UMTC



Description: Northrop will become a pre-eminent cultural center that inspires and nourishes the human spirit by creating a 2,750-seat hall with excellent acoustics and sightlines, and state-of-the-art technologies to provide the highest quality experience attainable. Northrop will house the University Honors Program, the Institute for Advanced Study, and the Innovation Laboratory.

Project Executives	Vice Provost Robert McMaster VP Pamela Wheelock
Project Director	Michael Denny
Project Manager	Roger Wegner
Design Professional.....	HGA Architects
Prime Contractor	JE Dunn Construction
Budget	\$88,199,126
Schedule for Substantial Completion (Academic Space)	December 2013
Schedule for Substantial Completion (Performance Space)	April 2014

- Program spaces were completed in November 2013, with occupants moving into the building in December 2013
- Auditorium and back of house spaces were completed on schedule to allow commissioning in February 2014
- Major exterior work, including sidewalks, driveways and plantings was completed in November 2013. Final exterior work will be completed by the end of June 2014 after the construction trailers are removed from the site.
- Grand opening occurred on April 4, 2014
- Project was completed on schedule and within the approved amended budget