



Five-Year Capital Outlay Master Plan

2011

Including

Facility Assessment Report

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Lake Superior State University Five-Year Capital Outlay Master Plan and Facility Assessment Report

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Executive Summary

Lake Superior State University Five-Year Capital Outlay Master Plan and Facility Assessment Report

This document provides an overview of the University's Mission, Instructional Programming, Staffing and Enrollment, and a detailed Facility Assessment Report.

The University boasts a wonderful location on a scenic bluff overlooking the St. Marys River and close to Lake Superior in one of the most scenic parts of the State of Michigan. A unique mixture of historic buildings from Fort Brady and more modern, if sometimes aging, ones, Lake Superior State University has carefully tended its physical plant and infrastructure despite limited funds available for that purpose.

This document summarizes the University's mission, enrollments and physical plant needs. Of greatest urgency in new capital outlays are funds to renovate a building for the School of Business. Also included in this document are the University's principles for campus development, a summary of its major infrastructure and deferred maintenance needs. Finally, this document includes a detailed listing of the capital expenditure and deferred maintenance needs for each of LSSU's campus buildings.

I. Lake Superior State University Mission

Following is the current Mission Statement for LSSU. The Institution's Vision and overarching Goals and Objectives are in the process of being redeveloped by the Strategic Planning and Budget Committee of Shared Governance. The Vision Statement and Goals below reflect the starting point of this development as is found in a report prepared by Traverse Management Resources, Inc. as the result of planning sessions with participants who are representative of various stakeholder groups including the Board of Trustees.

Mission Statement

Our principal mission at Lake Superior State University is to help students develop their full potential. We do this by providing high-quality, academically rigorous programs in an engaged, personal and supportive environment. This combination nurtures potential and sets students on paths to rewarding careers and productive, satisfying lives. We also serve the regional, national and global communities by contributing to the growth, dissemination and application of knowledge.

Vision Statement

Lake Superior State University will be recognized as a dynamic institution that creates value for its students, community and region and demonstrates stewardship of its people, places and resources for long-term sustainability.

Goals

1. We envision a **collaborative, committed campus community** as evidenced by:
 - A culture of giving
 - Positive attitudes
 - Campus-wide Laker pride
2. We will achieve status as a **competitive, desirable school of choice for students and families** that attracts:
 - Increasing enrollment
 - An internationally diverse student body
3. We will build **bridges to and from the community** that create pride and prosperity for both and are seen in:
 - Collaboration with city and community organizations
 - Student programs that link academics with social responsibility
 - Strong ties with our community

4. We will develop **superior services and facilities for students** that are designed to respond to changing student needs such as:
 - Housing
 - Central gathering spaces
 - Support services and mentoring
 - Employment opportunities
5. We will offer **excellent programs that maximize regional assets and opportunities** as demonstrated by:
 - Integration of applied learning
 - Marketable degree and certificate programs
 - Showcase of best practices
6. Our students and faculty will have **high value, up-to-date educational resources** that support learning such as:
 - Technologies
 - Responsive, timely communications
 - Innovative living and learning opportunities
7. We will be positioned for long-term growth and sustainability with a **sound strategy for long-term financial stability** in place that:
 - Ties spending to priorities of a strategic plan
 - Forecasts and supports capital improvements
 - Leverages environmentally-friendly tactics

II. Instructional Programming

Courses of study at the University range from traditional, liberal arts programs to engineering and nursing. LSSU offers associate and baccalaureate degrees and a Masters of Arts in Curriculum and Instruction. The current programmatic array will be further enhanced by the addition of new programs that take advantage of the University's international setting and the region's natural resources and climate. Existing programs that are showing growth will receive additional resources as appropriate; programs showing extended no growth will be revamped or eliminated.

All existing programs will undergo a rigorous assessment regarding academic outcomes and cost efficiencies; new programs will be evaluated with an eye towards the needs of the State, additional revenue potential and resource availability.

A. Identify the unique characteristics of each institution's academic mission:

The student body comprises 47% male, 53% female, 87% Michigan residents, 7% non resident foreign and 13% minority students, 7% of which are Native Americans, reflecting the diversity makeup of Michigan's Upper Peninsula. Student surveys have indicated that students are drawn to LSSU for its small campus atmosphere.

The University's unique location plays an important role in its academic mission. The region's abundant natural resources, international setting, rich heritage and large Native American population provide ample opportunity for the institution to design and offer academic programs appropriate for its mission while not suitable for the other Michigan public universities.

Lake Superior State University currently serves students in its region and beyond by offering twenty-three associate's degree programs, sixty-one undergraduate programs, five certificate programs, two post-baccalaureate program and one master's degree program.

Courses of study at the University range from traditional, liberal arts programs to engineering and nursing. LSSU offers associate and baccalaureate degrees and a Masters of Arts in Curriculum and Instruction. Current areas of study include:

Accounting
Applied Geographic Information Science
Athletic Training
Biology
Biology-Secondary Teaching
Business Administration
Business Administration-Business Education, Secondary Teaching
Business Administration-Entrepreneurship
Business Administration-International Business
Business Administration-Management

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Business Administration-Marketing
Chemical Technology
Chemistry
Chemistry-Secondary Teaching
Chemistry-Pre-professional
Clinical Laboratory Science
Communication
Computer and Mathematical Science
Computer Engineering
Computer Information Systems
Computer Networking
Computer Science
Computer Science-Secondary Teaching
Conservation Biology
Conservation Leadership
Criminal Justice-Corrections
Criminal Justice-Criminalistics
Criminal Justice-Generalist
Criminal Justice-Homeland Security
Criminal Justice-Law Enforcement
Criminal Justice-Loss Control
Criminal Justice-Public Safety
Curriculum and Instruction
Early Childhood Education
Education
Electrical Engineering
Electrical Engineering Technology
Elementary Teaching
Elementary Education: Special Education-Learning Disabilities
Engineering Management
English Language and Literature-Secondary Teaching
Environmental Chemistry
Environmental Health
Environmental Management
Environmental Science
Exercise Science
Finance and Economics
Fine Arts Studies
Fire Science
Fire Science-Engineering Technology
Fire Science-Generalist
Fire Science-Hazardous Materials
Fish Health
Fisheries and Wildlife Management

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Forensic Chemistry
French Studies
General Engineering
General Engineering Technology
Geology
Health Care Provider
Health/Fitness Specialist
History
Individualized Studies
Industrial Technology
Information Processing
Integrated Science
International Studies
Internet/Network Specialist
Liberal Arts
Liberal Studies
Literature
Literature-Creative Writing
Manufacturing Engineering Technology
Marine Technology
Mathematics
Mechanical Engineering
Natural Resources Technology
Nursing
Paramedic Technology
Paramedic Training
Parks and Recreation
Personal Computer Specialist
Physical Science – Secondary Teaching
Political Science
Practical Nursing
Psychology
Secondary Teaching
Social Science
Social Studies
Social Work
Sociology -General
Sociology-Social Services
Spanish
Sport and Recreation Management
Substance Abuse Prevention/Treatment
Technical Accounting

Successful partnerships with charter schools, community colleges, and other area agencies and institutions have created positive educational and economic impacts. The University continues to reach out to area residents, businesses, governments, social agencies and public and private institutions to develop new and more effective activities and programs.

III. Staffing and Enrollment

A. Current full and part-time student enrollment levels and Access

This fall's enrollment has seen a 4% increase in total headcount with a 12.5% increase in new freshmen. All classes except the sophomore class increased which is reflective of a small freshman class in the fall of 2009. The University's five year, academic year unduplicated head count average is just under 2,700 students, graduate and undergraduate.

This fall 17% of our enrollment is part time, 82% of course enrollments are on the home campus, 2% at regional sites, and 16% online or at other campuses. Most courses are delivered in a classroom or lab setting with an increasing number provided through the internet or by tape delay.

B. Projected Enrollment Patterns for Next Five Years

The University's Strategic Planning and Budget Committee, a committee of Shared Governance, is presently reviewing its five year enrollment growth strategy in conjunction with the development of its strategic plan. Included in the strategy will be an increase in articulation agreements with other colleges in Michigan and Ontario, collaboration with both public and private sector entities, and an active involvement in the eastern upper peninsula's economic development strategic planning.

Historically, as a small regional public university, LSSU's focus has been on serving the needs of its region. Hence, to date, distance learning initiatives have not been a priority. However, as part of its growth strategy, the University plans to add more quality online programs, investigating various distance learning technologies for their academic appropriateness and cost efficiency.

Recently, Lake Superior State University has been recognized by GI Jobs Magazine as a Military Friendly School which honors the 15% of the country's colleges and universities that do the most to welcome military veterans and enhance their experience as students. We expect increased interest in our programs from veterans and their families.

The latest U.S. Bureau of Labor Statistics states that all of the increases in employment over the past two decades have been among workers who have taken at least some college classes or who have associates or bachelor's degrees – and mostly among workers with bachelor's degrees. Over the 1992 – 2009 period, the number of college-educated workers increased from 27 million

to 44 million. Job prospects for those with education in accounting, business and finance continues to be very good attracting more students to these fields.

The University is committed to growing both on the home campus, in the regional centers and through new online programs. Action plans continue to be formulated to support increased enrollment and retention.

C. Evaluation of Enrollment Patterns Over the Last Five Years

As the state of Michigan's economy has continued to be bleak over the last few years, cuts to higher education funding from the State have been necessitated. Due to its size, economy of scale and student demographics, Lake Superior State University has been adversely impacted by the cuts to its State appropriations and by the removal of the separate reimbursements for the Native American tuition reimbursements.

Programs that have shown the greatest growth are in the College of Professional Studies with some growth also noted in programs housed in the College of Arts, Letters and Social Sciences. As an indication of the University's commitment to meeting the needs of the State, in the past five years, offerings in Teacher Education have been increased, the nursing program at the baccalaureate and certificate levels has been expanded and a Masters in Curriculum and Instruction has been added.

D. Student:Faculty and Student:Administrator Ratios

The University's current student/full-time faculty ratio is 17 to 1. Maintaining a low student to faculty ratio is considered a major strength of the University, emphasizing as it currently does undergraduate education. Additionally, our students are in classes with qualified faculty, not graduate or teaching assistants. The student/administrative ratio is 19 to 1.

E. Future Staffing Needs

Decisions about future staffing will be driven by academic programs demonstrating sustained enrollment growth and by providing, or enhancing, services that directly benefit students. The University is currently reviewing its staffing levels across campus as well as revenue enhancing areas, such as the Foundation.

F. Average Class Sizes

Consistent with its mission emphasizing undergraduate education, more than 80% of the main campus course lecture sections enrolling fewer than 30 students. More than 150 laboratory classes have fewer than 20 students per class and the campus provided computer to student ratio is a low 10 to 1.

IV. Facility Assessment

A comprehensive building-by-building Facility Assessment Report addressing the information requested is included as an appendix to this document. This assessment report is regularly updated. This plan identifies the considerable needed repairs and improvements for the next five-years, reflecting the substantial deferred maintenance associated with a campus that includes many aging, historical buildings.

Over the last few years the University has been successful in some infrastructure repairs/replacements. A water cooled HVAC system that supports our centralized computer area was upgraded to an energy miser air cooled unit at a cost of \$58,000 that has resulted in a water savings of \$30,000 annually. The University completed a \$117,000 project replacing the fascia and soffit on our Student Village. A malfunctioning kitchen hood was replaced in our Galley food court. The new hood is larger allowing for greater variety of services. The University is currently seeking bids on a renovation of our Huron Hall which the Chemistry and Environmental Science Club will utilize for an academic themed learning community on campus. This community will include a library, a computer lab, a classroom, an office, a study lounge, and a kitchen/dining area on the ground floor, as well as living quarters for students on the second floor. The renovation includes painting, flooring, remodeling kitchens and bathrooms. The renovation also includes installing a new high efficiency hot water heating system and updated electrical infrastructure. Other improvements include:

Information Technology Infrastructure:

Installed cabling, conduit and required equipment to replace or repair defective and outdated connections and to provide upgrades to meet current and future needs.

Upgraded administrative software system with Banner 8 system software.

Installed TouchNet bill and payment software to automate and streamline student billing and payment transactions.

Upgraded campus voicemail software and hardware.

Campus dormitory wireless network was upgraded to increase speed and provided complete coverage to all dormitories.

University Physical Infrastructure

Made safety and ADA repairs, upgrades and improvements including restroom retrofits; door, stairway and tread repairs; required signage; and ventilation improvements.

Repaired several sections of the University's one remaining aged electrical loop.

Began replacement of deteriorated sidewalks and roadways.

Repaired roofs on many buildings.

Renovated and reopened Brown Hall to house the Department of Education.

Student Residential Facilities

Completed a project to replace the fascia and soffit on the Student Village. The project also included increasing the height of the exhaust fan roof curbs and lowering the roof drains.

Refurbished some aspects of Osborn Hall and the Student Village including roof repairs, heating control improvements, plumbing fixtures, new flooring and general refurbishment

Upgraded Campus Dining Facilities

Completed a kitchen hood replacement project in the Galley food court area. The new hood is larger allowing for a expanded services.

Secured Professional Facility Planning Assistance

Secured professional assistance for architectural, engineering, landscaping and other facility planning and analysis.

Substantially Upgraded Landscaping and Campus Appearance

A major campus landscaping project has been successfully undertaken to restore the natural beauty of the campus after years of neglect. This includes removing dead trees, installing local stone fixtures and locally-relevant plants and trees. Much of this effort has been funded by donations of specimens and materials and use of already-on-board campus facilities personnel.

Planning Process

Beginning in 2010, the Infrastructure Development Committee of the Shared Governance system will replace the previously named Capital Improvement Plan Committee. The committee consists of the Provost, Vice President of Student Affairs, Vice President for Finance, Director of Physical Plant, Director of the Foundation, One Dean selected by the Provost's Council, two faculty members selected by the faculty association, one staff member selected by the support group association, one elected administrative professional and one student elected by Student Government.

This Committee is charged with (1) reviewing and recommending updates to the campus master plan on a periodic basis, (2) evaluating and making recommendations concerning campus facilities that may need renovation or repairs as well as the need for new facilities or modified

use of existing facilities, (3) providing recommendations about renovation and repairs to campus facilities and infrastructure, including major technology components, (4) reviewing all of these needs in light of the long range goals of the University, and (5) communicating its deliberations and findings to the President and the University community. This committee reports to the President through the Provost.

The Shared Governance system allows broader participation in the decision making process and helps to facilitate the collaboration of new ideas and innovations positioning the University to move forward.

V. Implementation Plan

A. Prioritization of Major Capital Projects for which State Funding Has Been Requested - LSSU's major capital project request includes a building for the School of Business.

B. Estimate of LSSU's Current Deferred Maintenance Backlog

Current deferred maintenance backlog for general fund facilities is currently estimated at \$10,150,000 and \$11,289,500 for auxiliary facilities. Our Infrastructure Committee will pick up where the Capital Improvement Plan Committee left off by prioritizing and continually re-evaluating our most important needs, taking into account the serious shortage of funds for our purposes and declining support from the State of Michigan.

C. Status of On-Going Projects

There are no on-going state-funded projects at this time.

D. Rate of Return Anticipated on Planned Expenditures

See specific 2011 Capital Outlay Requests.

Most savings are expected by renovating buildings that meets all of Michigan's "Green Initiative" including meeting or exceeding LEED certification. Revenue increases will also be generated by attracting students to a state of the art facility which currently does not exist.

E. Alternatives to New Infrastructure

See specific 2011 Capital Outlay Requests.

F. Maintenance Schedule for Major Maintenance Items in Excess of \$1 Million

No individual project exceeds \$1 million, nor are funds available for such projects.

G. Non-Routine Budgeted Maintenance

The University has budgeted \$79,000 in our minor construction line item for non-routine maintenance.

VI. General Issues in Capital Improvements

This planning document is organized to first present background information on the University's current focus and status. It then reviews the intended use of various areas of the campus and presents specific capital needs of the University. The final section summarizes the recommendations for action.

Campus Environment and Design Issues

The lack of continuous, comprehensive facility and space planning has left the campus with several major issues which now must be addressed. Some will be addressed in the discussion of individual development zones below. However, the overall campus design calls for several actions to ensure long term viability and maturation.

First is a commitment to a landscape plan that ensures the perpetuation of site lines and interior pathways to provide pleasing views, pedestrian usability, and efficient, environmentally friendly year-round maintenance. Landscape planning, for the purposes of this plan is inclusive of trees, shrubs, ground cover, signage, structure siting and lighting.

Second, the University's pedestrian pathway, vehicle pathway and parking lot plans need extensive consideration. All of the conditions for landscape apply to the parking plan. In addition, the safety and transit interests of pedestrians and the parking needs of specific populations need to be reviewed. Consideration must extend to the interests and needs of students, staff, faculty, visitors and event attendees.

A third issue of overall design concern is the improvement of the campus entry points. They need to be improved to present a better image, easier access and exit and more direct access to services being sought by visitors to the campus. Examples of current issues needing attention include: the campus entrance is not well defined; visitors approaching the campus in vehicles are not always effectively directed to locations they may be seeking and the pedestrian/vehicle interfaces at the campus entries are dangerous to both motorists and pedestrians.

Among the guiding principles for overall campus design are:

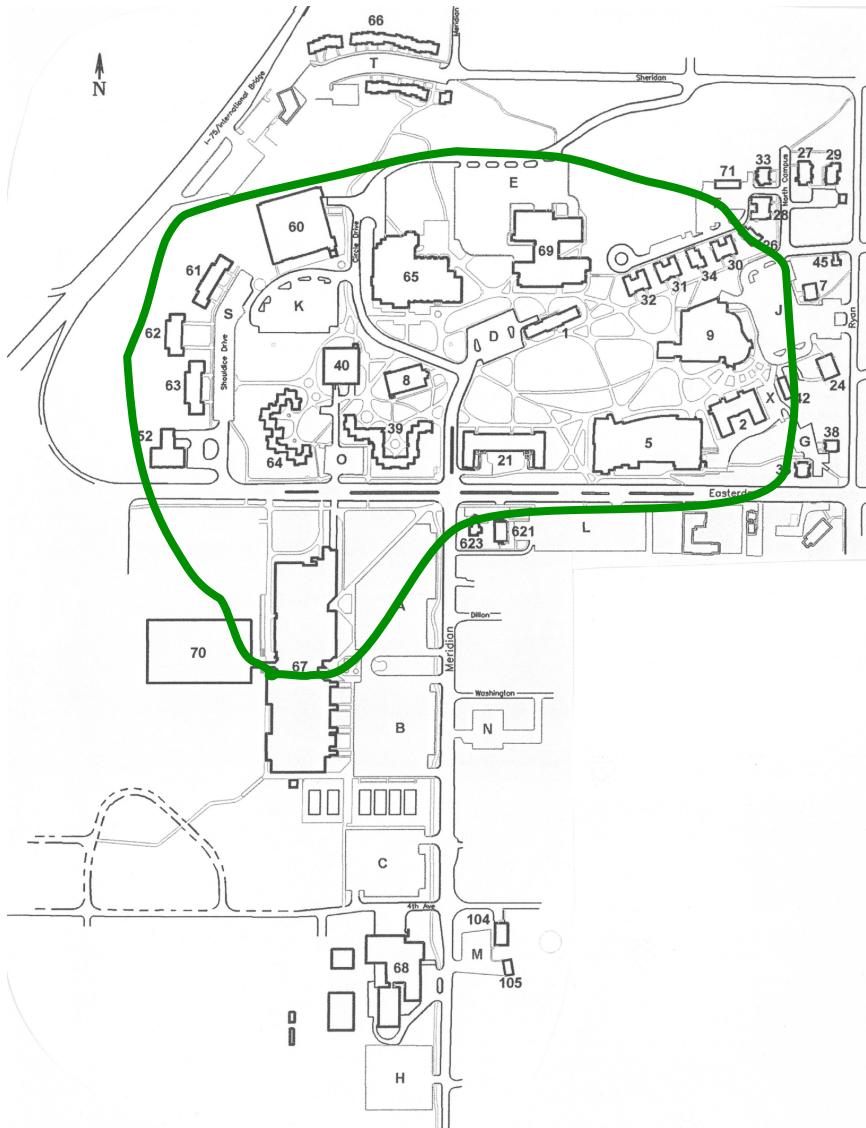
1. Establish building sites and travel routes so that the campus maintains a pleasant, pedestrian-friendly environment while enhancing connectivity between and among facilities.
2. Development of a landscape plan that ties the campus to the natural Eastern Upper Peninsula environment while providing secure, cost-efficient year round maintenance.

3. Creation of a campus entry that invites visitors into the campus and provides direct access to the services most often sought by visitors (visitor information, Admissions, Business Office, Financial Aid and Registration).
4. Design campus-wide signage to guide vehicular and pedestrian campus users more effectively.
5. Base all campus planning on an environmental landscape orientation that preserves views within and from the campus. The physical plan of the campus must be aesthetically, operationally and environmentally sound. A central “greenway” must be consistent throughout the campus.

Development Zones

“Development zones” define areas within which facilities or other campus features will be primarily located. They include current use as well as sites for future buildings or space use. The value of maintaining currently defined zone use will be continually reviewed by the Infrastructure Committee in consultation with faculty, staff and students to review to determine whether zone uses should be altered or reconsidered.

Lake Superior State University Five-Year Master Plan



Development Zone 1 – Academic Facilities

No.	Building
1	Administration Building
2	South Hall
5	Crawford Hall of Science
7	Brown Hall
8	Fletcher Center for Student Services
9	Kenneth Shouldice Library
21	Brady Hall
24	East Hall
26	Eskoonwid Endaad (Native American Center)
27	President's House
28	Erie Hall
29	Alumni House
30	Chippewa Hall
31	Huron Hall
32	Ontario Hall
33	Hillside House
34	Laker Hall
36	Easterday House
38	Ryan House
39	Osborn Hall
40	Canusa Hall (Campus Shop)
42	Michigan Hall (Child Care Center)
45	Gate House
52	Central Heating Plant
60	Fine and Performing Arts Center
61	Marquette Hall
62	Neveu Hall
63	Moloney Hall
64	The Student Village
65	Walker Cisler Center
66	Townhouses
67	James Norris Physical Education Center & Taffy Abel Arena
68	Leno A. Pianosi Maintenance Center
69	Center for Applied Science and Engineering Technology
70	Student Activity Center
71	University Row Storage Building
104	Storage Building
105	Storage Building
621	Edna M. Youngs LSSU Health Care Center
623	Continuing Education Building

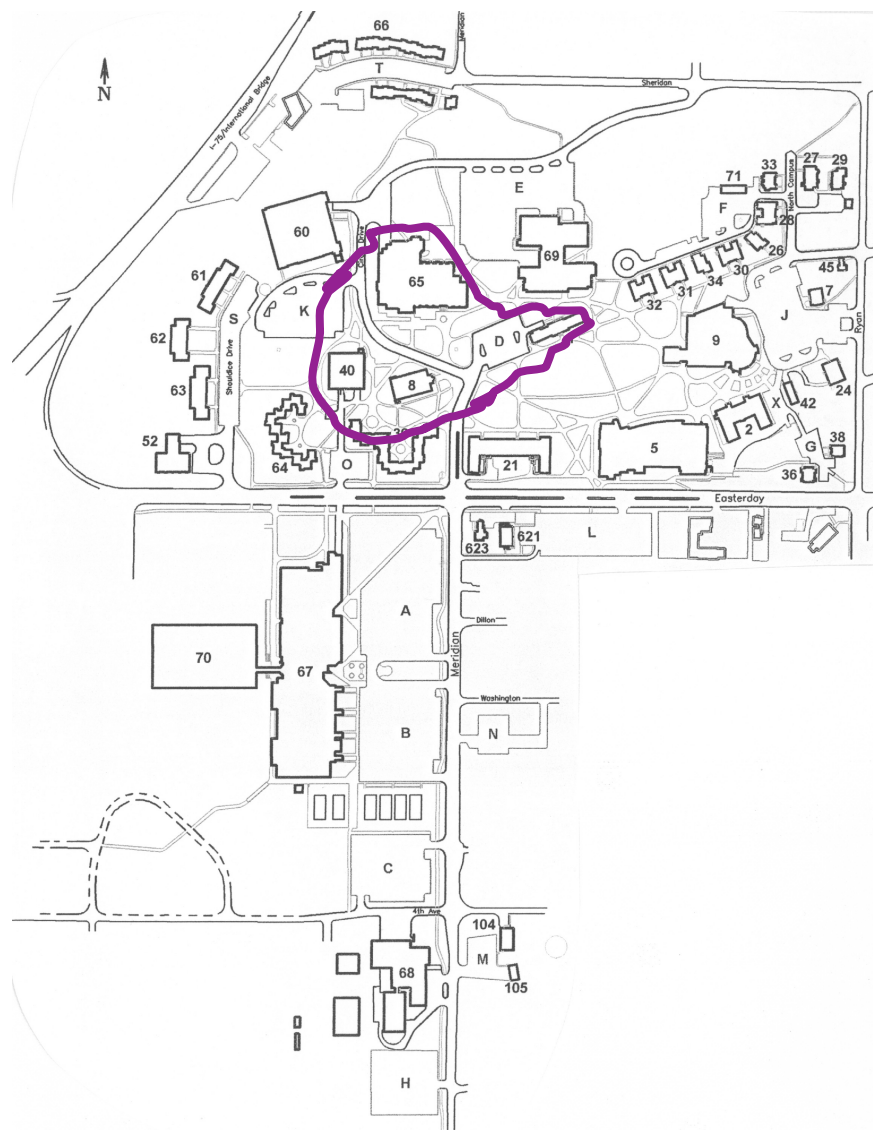
Developmental Zone 1 – Academic Facilities

This zone is primarily located on the northern side of the main campus, with one academic building on the south side of Easterday Avenue. It comprises the Kenneth Shouldice Library, the Crawford Hall of Science, South Hall, the Center for Applied Sciences and Engineering and Technology, and the Arts Center on the north, and the Norris Center on the south side of Easterday Avenue. The designation of this zone is intended to define the academic core of the University.

The following key design and physical planning points shall be used to further develop Zone 1:

- Locate future academic facilities within this zone.
- Maintain a compact connection between all University academic facilities.
- Design improvements and secure traffic control changes to improve pedestrian safety at the Easterday/Meridian intersection and at campus interior roadway crossings.
- Design all academic facilities with information technology infrastructure that is applicable to current pedagogical requirements and adaptable to foreseeable technology developments.
- Develop a schedule for upgrading and/or replacing classroom furniture in academic facilities.
- Include student use areas within all academic facilities (lounge/study areas).
- Strive for maximum energy efficiency in new facility designs or rehabilitation of existing facilities.

Lake Superior State University Five-Year Master Plan



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31	Huron Hall
32	Ontario Hall
33	Hillside House
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38	Ryan House
39	Osborn Hall
40	B&N at LSSU (Campus Shop)
42	Michigan Hall (Child Care Center)
45	Gate House
52	Central Heating Plant
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Development Zone 2 – Administrative and Student Support Facilities

Developmental Zone 2 – Administrative and Student Support Facilities

This zone defines the locations for Administrative and student support facilities. These functions include University central Administrative and operational support functions as well as central student support functions. The zone designation derives from consideration of the needs of:

- (1) potential students and visitors;
- (2) current students; and
- (3) instructional support and operational functions of the University.

Defining this zone centered on how critical services to students could be more efficiently and effectively located. One conclusion was that the campus does not have a well-defined entrance. Another was that the services needed by both new and continuing students (Admissions, Registration, Business Office, Financial Aid, Housing Office, Student Life Office and Student Health CARE Center) need to be at a central location, or in close proximity to each other and near a visitor parking area. A third conclusion was that the University and its students would benefit from a revitalized more student oriented Cisler Center.

Further discussion resulted in recognition that the development of a new entrance and re-location of all the student support offices to a central location near the entrance is a long-term goal. However, the potential of developing the Cisler Center into a Student Union which would add the Campus Shoppe (book store), Student Government offices, and, possibly, other services to those already housed there is a near term possibility. In addition to the services noted, other desirable amenities for this building have been adapted which include lounges, study space, coffee and refreshment centers and other comfortable yet functional spaces for student use. These improvements to the Cisler Center provide a central location on campus for commuter students as well as a convenient “stop-off” location for on-campus students.

The following key planning and design points will guide development within this zone:

- Provide for barrier free access to all Administration and student support facilities.
- Provide for easy access to University Administration and student services offices with short term parking spaces for visitors.

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Development Zone 3 – Campus Residences

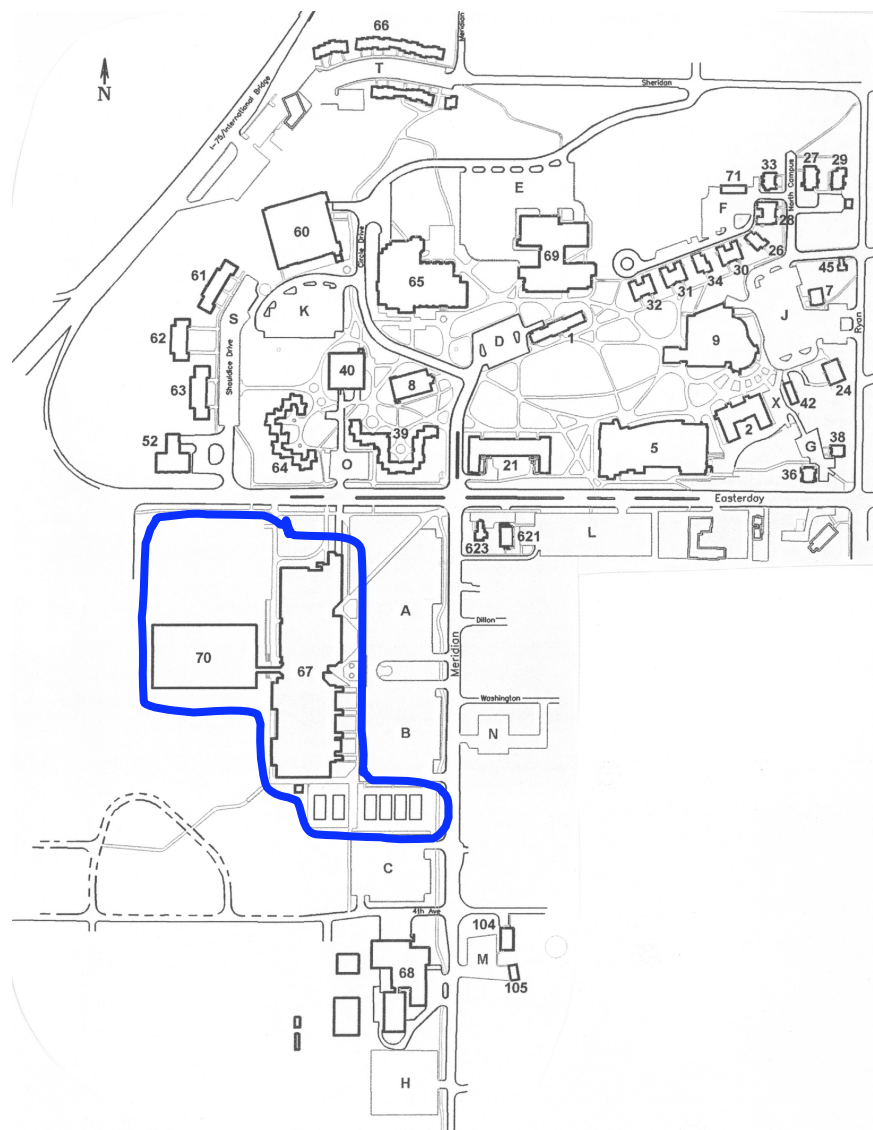
Development Zone 3 – Campus Residences

Student residential facilities will be located within the areas as shown. The residence zones closest to the center of campus are intended for freshmen and sophomore residence facilities. These locations are in close proximity to the main University dining facility and other student life services. The residential areas further from the campus core are intended to accommodate facilities for upper division students or, potentially, staff, faculty or visiting student populations. The Officers' Row residence facilities are intended for specially designated resident use. The Blair-Hastings site, on the south side of the Norris Center, is a site for future residence hall development.

The following key planning and design points will guide development of the Campus Residence Zone:

- Develop a schedule to refurbish and renovate all residence facilities on a regular basis to meet contemporary student interests and needs. Among the standards to be set for all residence hall improvements are:
 - Common areas: security; communications; conducive furnishings and color schemes; recreational spaces; and storage areas.
 - Personal accommodations: furnishings; electronic and information technology, color, drapery and floor coverings; appropriate lighting; physical environment; toilet/bath facilities; storage; and accessibility.
- Develop plans for a new freshman residential facility.
- Provide a direct connection and wireless computer technology environment in all residence halls.
- Create a landscape plan surrounding student residences that provides for secure and accommodating year-round pedestrian pathways, recreation space and green space.

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Development Zone 4 – Athletic Facilities

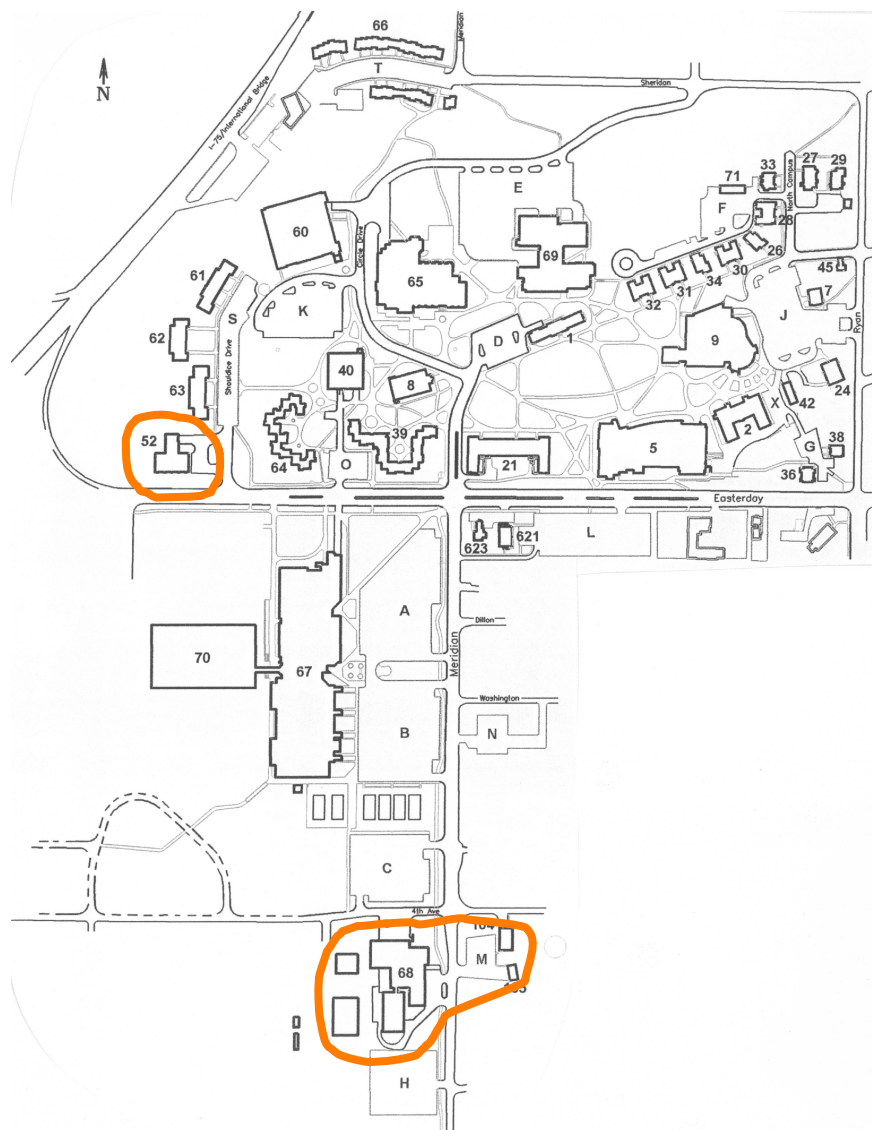
Development Zone 4 – Athletic Facilities

This zone includes the Norris Center, Student Activity Center, outdoor tennis courts and an open recreation field north of the Student Activity Center.

The open field north of the Student Activity Center presents an opportunity to develop playing fields. Intramural soccer, softball and football could be accommodated in this space. The following key planning and design points will guide development of the campus athletic facilities zone:

- Secure external funding to improve Norris Center facilities;
- Develop a better and clearer entrance to the Norris Center, integrating the building complex;
- Secure student interest in changes to existing facilities or for additional recreation facility development.
- Develop a schedule for upgrading and refurbishing existing facilities; and
- Describe the safety, cost effectiveness and “green” requirements to be included and maintained at all recreational locations and facilities.

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70	Student Activity Center
71	University Row Storage Building
104	Storage Building
105	Storage Building
621	Edna M. Youngs LSSU Health Care Center
623	Continuing Education Building

Development Zone 5 – Maintenance and Heating Facilities

Development Zone 5 – Maintenance and Heating Facilities

This Zone is split between the Heating plant located at the south west corner of the main campus and the central physical plant offices, shops, warehouses and receiving located on the south campus. The following key planning and design points will guide development of the campus maintenance projects and heating facilities.

- Maintain current rosters of deferred maintenance projects and costs;
- Develop interior storage for large University equipment and vehicles in order to extend life cycle; and
- Maintain high standard of grounds and building exterior maintenance around all central maintenance facilities, etc.

Circulation Issues

The movement of pedestrians and vehicles to and within campus presents several different problems for resolution. The matter is complicated by regulations and traffic issues leading to or immediately adjacent to the University.

Vehicular Movement

A major goal of this and future facility planning efforts is to limit vehicular traffic in the core campus area. The intent is to move vehicular traffic from the interior of the main campus to the perimeter of the campus. Moving forward with this concept will create a safer pedestrian environment. However, it will require revamping or relocating some of the existing parking and related access roads.

The current main entrance off Easterday Avenue will be maintained for the foreseeable future. However, substantial improvements to this entrance must be made to create a clearly defined and inviting gateway to the campus. Alternatives exist, but each presents major problems due to traffic and site line problems which would have major negative impacts on pedestrians.

The existing Easterday/Meridian intersection should be improved, however, and the City of Sault Ste. Marie is willing to work with the University in the planning of these improvements. The establishment of turn lanes and changes or additions to traffic signaling will help eliminate the vehicular accidents and close calls involving pedestrians at this location.

Presently, circulation of vehicles from the current main entrance through campus must be maintained in order to access the visitor's parking lot (D Lot) at the Administration Building, Lot K at the Arts Center, and Lot E behind the Cisler Student and Conference Center and the Center for Applied Sciences Building. This road is the only vehicular route through the main campus. At this point the City of Sault Ste. Marie has requested that the University limit traffic from the

perimeter city streets on the north side of campus. Honoring this request requires that the current entrance be maintained as the main access route for vehicles to the central campus.

Consequently, this roadway carries a heavy passenger vehicle, delivery vehicle and large truck traffic load. The current entrances on the east side of the campus (Ryan Street and Sheridan Drive) should be maintained. However, the traffic there should be limited and monitored in order to honor the privacy of the homes surrounding the campus.

Pedestrian Movement

Pedestrian movement around the main campus faces three specific problems. The first is the need for substantial replacement and repair of sidewalks through the campus. Second, due to the large number of students going to the Norris Center and the Norris parking lots from the central campus, a continuous interface between student foot traffic and vehicles traveling Easterday Avenue is created. The third pedestrian issue is the lack of adequate signage and traffic control on the campus. Each of these issues is more specifically addressed below. In general, however, keeping future development of academic buildings grouped within the academic development zone will help maintain the needed close proximity for students and faculty moving between classes.

The existing sidewalk inventory is in immediate need of upgrading. Many sidewalks are broken, have different levels where they join creating trip hazards or are underwater at rainy or snowy times. Another problem is the narrowness of the many existing walks. Because they are narrow they create problems for efficient snow removal.

The crossing at Easterday Avenue is a major, continuous safety concern. Students currently cross Easterday at three main locations. The largest number cross at the intersection of Easterday and Meridian where a traffic signal helps control the traffic flow. However, many pedestrians cross between the Norris Center and parking Lot O and between parking Lot L and Crawford Hall where no signals exist. The City of Sault Ste. Marie is willing to work with the University in developing a better traffic/pedestrian signal at the Easterday and Meridian intersection and will consider adjusting the speed limit through that area. The control of the pedestrians at locations with no crossing signals is a matter that has to be addressed cooperatively by the City and the University Public Safety Department.

The last pedestrian issue needing attention is signage. Implicit in this consideration are the review and updating of University traffic and parking regulations. Most importantly, though, signage clearly marking pedestrian crossings, indicating pedestrian right of way, identifying campus building and facilities, and giving clear directions to campus locations is required.

VII. Campus Improvement Requirements

The Physical Plant Department of the University annually updates its assessment of deferred maintenance for all University buildings. The current estimated cost of addressing all of the

existing deficiencies is \$10,150,000 for general fund facilities and \$11,289,500 for auxiliary fund facilities. Facility specific cost estimates are included in the appendix.

Academic Facilities

The currently defined Academic Development Zone provides enough space to accommodate academic facility needs for the immediate future. The inventory of classrooms and laboratories on campus, while currently reasonable in number, requires many upgrades and improvements. The University has a request before the State of Michigan for funding to construct a new building to be used primarily by the School of Business, Economics and Legal Studies. Completion of this project will provide much more effective classrooms and enable more efficient scheduling of the entire instructional facility inventory to accommodate the demand for classrooms. However, improvements to other structures are needed to meet barrier free accessibility standards and bring the facilities up to date in terms of technology, general function and appearance. Classrooms must be upgraded to support current and emerging pedagogy. These changes need to provide for group work assignments, emerging classroom instructional technology and a wireless computer environment for both student and faculty interests. A companion need for classroom upgrades is a schedule or process for the replacement of classroom furniture.

Space for future expansion is available within the defined academic zone. Maintaining the academic core on the north side of Easterday Avenue provides ample infill growth opportunities. For new facilities as well as the refurbishment and upgrading of existing facilities, the general exterior design standard for the University will continue to be design, materials and finishes that match or closely align with the historical appearance of the campus.

The Norris Center on the south campus provides the classroom space for the Recreation, Exercise Science and Criminal Justice and Fire Science programs. This facility is dated and in need of both cosmetic and structural updates.

The new addition of the donated building for housing the Aquatics Research Laboratory and Educational Center needs substantial re-fitting before the facility can be re-located from its current temporary building to the donated building.

Infrastructure

The electrical, mechanical, water and other infrastructure systems at the University are, except for those within new facilities, quite old and outdated. They have been well maintained over the years and, for the most part, remain usable. They do, however, require frequent repair.

Priority infrastructure issues include:

- The University has made substantial progress in upgrading its Information Technology capability and in moving to a mostly wireless campus. However, more work is needed in

the classrooms to assure that all have the appropriate infrastructure for our pedagogical needs.

- There are many safety, access and deferred maintenance issues needing attention at the University. Walkways, roadways, railings, entry ways, drainage and stairways are in need of attention. Similarly, there is a backlog of repair requirements for the roofs and exteriors of campus buildings that need attention before major winter or water damage occurs. The Facility Assessment Report in the appendix describes the majority of these projects.

Student Services

As plans for new or reconfigured space use in the Cisler Center are made, consideration needs to be given to locating all of the University services required by students in a central location. These services include admissions, registration, financial aid, business office, residential housing and food services; and possibly student health services. Reconfiguration of the Cisler Center as a student union/center is a possible location. However, having all of these services in a location that can be easily accessed by both off-campus visitors and campus students is important. As a new campus entry and new facilities are considered, a central, easily accessible location for these operations should be considered.

Housing Facilities

The current location of residential facilities meets the goal of easy student accessibility of academic and support facilities. However, each of the current residential facilities requires updating and many major renovations or replacements to meet current student interests. These improvements are needed not only to better accommodate current students. They are required if LSSU is to be in a more competitive position with other universities for student enrollment. Renovation of the existing facilities must be scheduled during the summer months or at other times that will avoid displacing students.

The Appendix describes the majority of the required repairs. However, that section does not address the refurbishment needs of these facilities. Refurbishment is a major need to maintain student satisfaction of University residence facilities. Staff members from Student Life, Housing and Residential Life and Plant Services are continually working on plans that will address the upgrading of these facilities.

Food Service Facilities

Food facilities are currently offered in four locations at LSSU: the Quarterdeck, the major food service facility for resident students; the Galley, a lunch hour grill in the lower level of the Cisler Center; Cappuccino Corner, a sandwich and coffee room in the Library; and Café ala Cart, a coffee and snack facility in Crawford Hall. Through a partnership arrangement with the University's food service management firm, SODEXHO, Café ala Carte was added in January,

2004 and the Quarterdeck and Cappuccino Corner were updated in the summer of 2004. The updates, funded by SODEXHO, are based, in part, on student interests expressed in focus groups and research on student food interests.

VIII. Master Plan Summary

The University is blessed with a beautiful campus with a wonderful location overlooking the St. Marys River and close to Lake Superior. The campus is a delightful mixture of historic and newer buildings. However, in order to maintain the integrity of the campus and to advance its mission, considerable attention is needed to infrastructure issues.

Although there are many needs, the following reflect the University's current priorities and interests for campus development:

- Maintain the request to the State of Michigan for funding to develop a new building for the School of Business;
- Identify funding for the rehabilitation of the donated building to house the Aquatics Research Laboratory and Educational Center;
- Continue upgrading the University's technology infrastructure to deliver Internet and network connections required by the students, faculty and staff, including the provision of wireless technology in specific areas of the campus.
- Improve and upgrade the most critical campus infrastructure needs including safety and access improvements, the main electrical service, the central heating plant, the most damaged walkways and roadways, and the highest priority roof replacements and building exteriors.
- Plan needed improvements to campus residential facilities. The existing residential facilities need substantial upgrading, refurbishment or replacement. The University's freshman housing facilities are in particular need of attention.
- Develop campus signage that provides effective directional orientation for all campus constituents and promotes a "pedestrian first" environment.
- Plan for the development of a Student Union at the Cisler Center. The planning should include the incorporation of an improved restaurant facility, lounges, study areas and student activity offices.
- Maintain the historical architectural look of the old Fort Brady complex of historically important buildings. The scale and design of new buildings should be integrated with the historical presence of the existing structures. It is suggested that Hillside House, which is

currently being used by the Admissions Office, be converted into a student residential facility.

- Facilitate building linkages and develop a more pedestrian-oriented campus.
- Base all campus planning on an environmental landscape orientation that preserves views within and from the campus and builds on the natural look and feel of the campus. The physical plan of the campus must be aesthetically, operationally and environmentally sound. A central “greenway” must be consistent throughout the campus.
- Include environmental compatibility and economy of operation in all capital planning and improvement decisions.
- Maintain regular meetings of the Infrastructure Committee and annual updates of the University’s Five-Year Master Plan.