



# Table of Contents



Crosswalk - Cross-cutting Themes, Core Components

Strategic Plan 2008

TMR Strategic Framework for Planning, July 2010

LSSU Facilities Master Plan

Laudick/Brown Development Audit, Executive Summary

Budget Development Guidelines

Shared Governance Policy, Process and Bylaws

Academic Improvement Plan, 2011

School of Education Consultant Report

Diversity Report, GNakagawa

LSSU Self Study 2011  
Cross Cutting Theme - Core Component Crosswalk

CHAPTER/SUBTHEME	CORE COMPONENTS																				
	1A	1B	1C	1D	1E	2A	2B	2C	2D	3A	3B	3C	3D	4A	4B	4C	4D	5A	5B	5C	5D
FUTURE ORIENTED																					
Is Driven by Mission																					
Understands Social and Economic Change																					
Engages in Planning																					
Focuses on the Future of its Constituents																					
Integrates New Technology																					
LEARNING FOCUSED																					
Assesses Student Learning																					
General Education																					
Supports Learning																					
Supports Scholarship																					
Creates the Capacity for Lifelong Learning																					
Strengthens Organizational Learning																					
CONNECTED																					
Serves the Common Good																					
Serves Constituents																					
Creates a Culture of Service																					
Collaborates																					
Engages in Healthy Internal Communication																					
DISTINCTIVE																					
Has an Unambiguous Mission																					
Appreciates Diversity																					
Is Accountable																					
Is Self Reflective																					
Is Committed to Improvement																					





## **Strategic Plan**

**Lake Superior State University**

**Approved by the Board of Trustees July 25, 2008**

**Rodney L. Lowman  
President**



## **LSSU Strategic Plan Executive Summary**

Lake Superior State University has identified four major needs for the next several years. These objectives all center on the need to expand the University to serve more students and to diversify the sources of income and support. The following major points form the core of the University's strategic plan for the next three to five years. These goals are summarized and elaborated in detail in the full Strategic Plan.

### **Strategic Objective #1: Increase the Number of Students Served by the University**

The University is currently underenrolled for the size of its facilities and faculty and for its declining sources of financial support. It has suffered decreased enrollment over the last several years, a trend that appears to have stabilized with the 2007-8 academic year. Additionally, the large turnover in the number of enrolled students has required more and more students just to break even. The need is to grow the institution from its current size to about 5,000 – 6,000 in the next 4 – 5 years.

### **Strategic Objective #2: Retain Already-Enrolled Students**

The University is losing too many of the students it successfully recruits to attend the University. Each percent increase in student retention translates into dollars earned in additional tuition and fees and dollars saved in new students we don't have to recruit, orient, etc. A substantial increase in students initially enrolled to those completing their degree objectives is needed.

### **Strategic Objective #3: Increase Revenues from Non-Tuition Income**

State support for LSSU has steadily declined. The health of the Michigan economy is fragile and the likelihood of significantly enhanced funding is minimal for the next 4-5 years. Although tuition has risen sharply to compensate for these decreases, tuition increases cannot continue forever at current rates. The need is to substantially increase the amount of non-tuition funds raised by the Foundation. and to similarly increase the amount of grants and contracts raised by the University.

### **Strategic Objective #4: Increase Net Revenues Through Better Cost and Investment Management**

The University needs to focus on managing net income, which needs to grow. Part of that equation is addressed by #3. The rest concerns ways to decrease costs. We must utilize scarce resources efficiently. Wherever possible without sacrificing quality, we must lower expenditures. The University must also reduce its outstanding debt.

## **Strategic Plan, Lake Superior State University**

This document outlines an initial strategy for helping the University get from where it now is (high carry over deficit, high debt ratios for the size of the institution (declining to “break even” enrollments), modest to low endowment, market invisibility, and relatively low fund raising) to a different financial state with greater assurance of longer-term survivability and ultimately progress.

*This document identifies four major issues needing to be addressed:*

### **Strategic Objective #1: Increase the Number of Students Served by the University**

#### **PROBLEM:**

The University is currently underenrolled for the size of its facilities and faculty and for its declining sources of financial support. It has suffered decreased enrollment over the last several years. This decline appears to have stabilized with the 2007-8 academic year. Additionally, the large turnover in the number of enrolled students has required more and more students just to break even.

#### **NEED:**

To grow the institution from its current size to about 5,000 in the next 3 years; to increase it to around 6,000 in the 2 years after that.

#### **PLAN:**

##### **A. Market Institution More Effectively**

A1. Revise mission/vision/values statement so that there is clarity on purpose and goals of institution.

A2. Selectively increase marketing expenditures relying on improved web as primary marketing recruiting tool until more marketing monies can be built into the budget.

A3. Revise web site according to Staamats recommendations.

A4. Obtain visibility for university with key decision makers.

A5. Identify marketing strategy targets; align expenditures with strategy.

A6. Improve internal marketing (morale, customer service, etc.).

A7. Evaluate effectiveness of current funding and staffing of marketing; revise as needed to be able to market both academic and non-academic programs.

## **LSSU Strategic Plan July 25, 2008**

### **B. Improve Quality of Academic Programs**

#### **B1. Assess quality of current programs using traditional indicators of**

B1a. Average GPA of students entering major

B1b. Average ACT/SAT of students entering major

B1c. Number of students starting major

B1d. Student Faculty Ratios using standard FTE definitions of students and faculty

#### **B2. Data on each major's graduates for last five years**

B2a. Number of students completing major

B2b. The number of graduates seeking jobs v. graduate/professional school

B2c. Average starting salaries of graduates

B2d. Time to first job or graduate school enrollment

#### **B3. Establish outcome criteria for each program**

B3a Meet HLC expectations on measuring outcomes and student learning effectiveness.

B3b. Establish criteria for becoming a "learning organization" by acting on data collected to improve the quality of the academic programs.

### **C. Expand Offerings in Regional Centers and other Off-Site Locations**

C1. Expand offerings in two existing regional centers.

C2. Add new Regional Center locations with strong, competitive majors.

C3. Add new offerings in partnership with selected charter school locations.

### **D. Expand On-Line Offerings**

D1. Add on line programs, seeking HLC approval for programs as necessary.

D2. Expand on-line course offerings.

### **E. Expand Number of Undergraduate & Graduate Offerings**



## **LSSU Strategic Plan July 25, 2008**

E1. Selectively expand programs in areas of strength.

F. Increase Number of International Students both from Canada and abroad

G. Have at Least Two Successful (A Majority of Wins Over Losses or Ties) D-2 or D-1 Athletic Teams

G1. Improve the performance of our D1 and D2 athletic teams.

G2. Attract and retain more qualified student athletes.

### **Strategic Objective #2: Retain Already-Enrolled Students**

#### **PROBLEM:**

The University is losing too many of the students it successfully recruits to attend the University.

Data – Our current student turnover rates for the last several years have been as follows (charting so called “pure” freshmen, i.e., full time, degree-seeking students).

#### **Full/Time Degree Seeking Students, Fall to Fall**

	<b>F01- F02</b>	<b>F02- F03</b>	<b>F03 - F04</b>	<b>F04 - F05</b>	<b>F05-F06</b>	<b>F06 -F07</b>
<b>Fr – Soph</b>	65%	66%	60%	62%	58%	59%
<b>Soph – Jr</b>	77%	77%	74%	76%	75%	75%
<b>Jr – Sr</b>	85%	82%	78%	84%	85%	83%

#### **NEED:**

To retain more of the students we have. Each percent increase in student retention translates into dollars earned in additional tuition and fees and dollars saved in new students we don't have to recruit, orient, etc.

#### **PLAN:**

A. Establish Goals for Student Retention in Each Category of Student.

A1. Base goals on institution's needs in the context of industry standards for student retention.

**B. Analyze the Reasons for Student Retention and Non-Retention**

B1. Using data available and newly obtained data identify and classify students according to major reasons for staying and for leaving.

B2. Identify the profiles of successfully retained students versus those who left the university. Include what is known from student characteristics (age, high school, entering GPA, ACT scores, participation in clubs, etc.).

B3. Determine the subtypes of each (e.g., underqualified "at risk" students, academic high end students, those raised in locations of a particular size, etc.).

B4. Compare with what is known in the professional literature on student retention.

**D. Conduct Exit Interviews and Surveys**

D1. Establish in-person exit interview protocols and by-mail exit interview surveys for students who have already left the campus.

D2. Summarize and report data at least quarterly.

**E. Devise Student Retention Strategies Based on A – C.**

E1. Design retention strategies for students with

- E1a. academic issues
- E1b. social issues
- E1c. adjustment problems
- E1d. other (or some combination)

E2. As appropriate, revise student admissions criteria to assure that students accepted are not those at high risk of academic or other failure.

E3. Measure successes in each area and the overall impact on student retention rates.

E4. Modify strategy based on E3.

**F. Having Exemplary Customer Service**

F1. Measure at least annually perceptions of Customer Service.

F2. Work with HR to design appropriate Customer Service training programs.

## **LSSU Strategic Plan July 25, 2008**

### **G. Maintain Safe and Secure Facilities and Institutions**

- G1. Conduct safety audits to minimize risks to our students and staff.
- G2. Invest in technology to assure that risk prevention is a primary focus.
- G3. Review safety statistics and take appropriate action.
- G4. Review and update all safety and disaster preparedness plans.

### **Strategic Objective #3: Increase Revenues from Non-Tuition Income**

#### **PROBLEM:**

State support for LSSU has steadily declined. The health of the Michigan economy is fragile and the likelihood of significantly enhanced funding is minimal for the next 4-5 years. Although tuition has risen sharply to compensate for these decreases, tuition increases cannot continue forever at current rates. The need is to substantially increase the amount of non-tuition funds raised by the Foundation. and to similarly increase the amount of grants and contracts raised by the University.

#### **NEED:**

Increase the amount of non-tuition funds raised by the Foundation.

Increase the amount of grants and contracts raised by the University.

#### **PLAN:**

- A. Design and successfully implement a 3-5 Year “LSSU - Building Excellence” fund raising campaign directed to the following initial goals (approximate goals):
  - Capital Campaign for SBEL Building (approximately \$5.5million)
  - Capital Campaign to retire Arts Center debt and endow performance fund and academic programs in the arts (approximately \$5 million)
  - Capital Campaign to build out the Aquatic Research Laboratory (ARL) (Approximately \$5 million)
  - Building Excellence in Athletics Campaign to include both capital expenditures and funds for student recruitment and scholarships in athletics and in specific sports (Approximately \$7 million)
  - Academic Excellence Fund to endow chairs and scholarships in our areas of academic excellence (approximately \$5 million)



- A1. Establish campaign chairs for each of the major fund raising initiatives.
- A2. Obtain high levels of voluntary giving from current faculty and staff
- A3. Enlist currently enrolled students in fund raising efforts
- A4. Instill in current students the expectation of giving back after graduation
- A5. Re-organize Alums to include
  - A5a. Local alum chapters headed by a geographic alum chair
  - A5b. Chapters organized by year of graduation and by program
- A6. Increase the revenues coming from alumni dues to offset costs of alumni office
- A7. Establish a “Face Book” type electronic alumni data base to which alums have access as a benefit of alumni dues membership
- A8. Develop comprehensive Annual Fund campaigns.
- B. Increase Revenues from Auxiliary Enterprises.
  - B1. Re-position Barnes & Noble Bookstore to increase retail sales and connection with the community.
  - B2. Increase Arts Center offerings and assure that the events are profitable to the University.
- C. Substantially increase summer offerings for camps, tuition-generating revenue that brings in new income stream
- D. Increase revenue streams from the Robotics, prototype development, chemical analyses, ARL and planetarium operations.
- E. Develop an Office of Sponsored Research to sharply increase grants and contracts coming in to the University
- F. Manage cash flow and bill payment so as to maximize the revenues coming to the University and minimize those going out

**Strategic Objective #4: Increase Net Revenues Through Better Cost and Investment Management**

**PROBLEM:**

The University needs to focus on net income, which needs to grow. Part of that equation is addressed by Strategic Objective #3. The rest concerns ways to decrease costs and to maximize investments.

**NEED:**

Utilize scarce resources efficiently. Wherever possible without sacrificing quality, lower expenditures.

**PLAN:**

- A. Working with Vice President for Finance increase cost/management analysis of current operations.
- B. Determine ways to do the same or better job for less money.
- C. Determine areas in which the University should invest short-term for long-term savings.
- D. Identify areas at high risk for cost escalation (e.g., utilities and health benefits) and develop a plan to minimize the cost increases in these areas.
- E. Consider structure of the University (both academic and non-academic) as to its efficiency and evaluate alternative ways of managing.
- F. Restructure financial reporting to allow better cost management.
- G. Improve financial and management analysis of the organization.
- H. Enlist all faculty and staff in cost savings measures to do what we are doing more efficiently.
- I. Partner with the community to leverage resources.
- J. Identify ways to save money on energy, insurance, legal expenditures.
- K. Refinance existing bonds to decrease debt servicing expenses when a long-term savings can be realized.

**Appendix A.**

**Implementation Recommendations from All Hands Meeting, February, 2008**

**Strategic Objective #1: Increase the Number of Students Served by the University**

Take current students to the high schools (junior high schools) and have them present to the students (very interactive).

Ensure the admissions staff have good knowledge of the academic programs across campus.

Encourage faculty/staff to channel information (which promotes programs/students) to Tom Pink.

Sponsor local sports teams (hockey, softball, chess clubs, etc.)

Develop and maintain articulation agreements with high school career centers and community colleges.

Look at enhancing transportation options for off-campus students (buses, EUPTA, etc.)

Look at joining consortiums in foreign countries that prepare and then recruit transfer students to LSSU (2+2, 3+1). Ensure good English skills.

Look for ways to develop our international programs and make use of our international setting.

Look for ways to develop new service orientated programs (hospitality).

Look for innovative ways to utilize our natural/rural setting and modify the academic calendar to accommodate hunting. Advertise in outdoor/hunting magazines.

Tap into high school teachers and counselors to enhance the image of LSSU. Need to change the way LSSU is viewed.

Offer on-line course focused at the Canadian market (avoid the bridge). Develop pseudo on-line courses where students have study guides and reading materials. Develop a centralized on-line office and support system for current resources. 24/7 call center for student support. Contact successful on-line providers and learn from their mistakes/successes. Could we offer on-line courses at other universities/community colleges? Bring high-profile speakers to campus (1 per year).

Recognize Canadian holidays.

**Strategic Objective #2: Retain Already-Enrolled Students**



### How to Retain Enrolled Students

- Provide some financial assistance or scholarships to sophomores. All the funds go to freshmen and little is available to sophomores.
- Students really need a financial advisor more than an academic advisor.
- Develop more information of local resources for:
  - Financial help
  - Housing
  - Support groups (faith based, pregnant, lonely, etc.)
  - Michigan Works, FIA, etc.
- Revisit the calendar (
- Offer more activities for dorm students, after hours, commuters, etc.
- Faculty keep better tab on students and if missing classes inform Retention Office.

### Why Students Leave

- Academic program not available.
- Home sick
- Personal and social issues
- Under prepared
- Student takes too many credits (try to advise to take lighter load)
- False expectations of taking a full load and working full time.

### How can academic areas increase retention?

- We need good advising, what we often have is help in scheduling, not advising
- Advisors need to do more than help with course scheduling, they must advise the student in all aspects of university survival
- Revisit how students are assigned to advisors – recognize and reward this
- Try to spread out advising load
- Advisors need to see students much earlier, certainly within the first month and potentially within the first week or too
- Teaching excellence is primary

## **LSSU Strategic Plan July 25, 2008**

How can LSSU be more attractive?

- 40% of English courses taught by adjuncts (worst case). We need to put more regular professors in front of the class.
- Need to have some of our best professors teach some introductory classes, not just upper level major classes
- Need a real first year program
- Competitive analysis – what are others doing
- Seminar classes for freshmen through senior, not just for juniors and seniors
- Make border crossing easier

Can we identify who is leaving?

- Low GPA
- Financial need
- Homesickness
- Social Issues
- Uncommitted to the program of study
- Uninvolved
- First generation students

How can faculty keep students from leaving?

- Provide the “personal” touch
- Have a positive attitude
- Show you care

### **Strategic Objective #3: Increase Revenues from Non-Tuition Income**

- **ASK** – They won’t give if you don’t ask
- **Flow Chart** – Create a checklist for employees regarding how to handle gifts, particularly scholarship or memorial gifts. Who to contact, etc.
- **Send top guns out** – President and VPs need to be fundraising
- **Networks**: Share, Collaborate, Coordinate
- Ask non-giving alumni to commit \$10 / month – can give by CC, EFT
- **Model and Challenge**: Learn % employee support by campus area. Hold up supportive areas as example to others
- Wear LSSU attire and be prepared to tell story!
- Market the Michigan Tax Credit and federal tax deduction, showing actual cost of gift to be much lower than face value
- Tell Alumni or Foundation office when you travel – consider hosting a reception or lunch with area alumni. Advancement office will help fund
- Create a Corporate Membership Program that area business will want to belong to

## **LSSU Strategic Plan July 25, 2008**

- Emphasize what they get for their membership: projects, interns, graduates
- Market Matching Gift Programs – double your money
- Seek equipment donations and endorsements, not just cash
- Don't rely only on the web: Get word out in print!

### **Create Opportunities To Connect with Alumni**

- Host alumni socials
- Foundation should inform Departments of gifts so they can thank donors
- Recognize Donors
- Summer alumni reunions – get faculty involved.
- Alumni/Found should have regular meeting with departments to inform what we are doing (similar to what Admissions did recently)
- Coordinate fund raising efforts campus wide
- Departments should identify key alumni and parents in their area
- Have a donation drop off at the Bookstore
- Look into possibility of having an affinity Credit Card where rewards, instead of accruing to the cardholder, would go to a fund to help students with tuition

### **1. Infrastructure needed?**

### **Some infrastructure exists—Removal of impediments and increased support needed!**

#### **Impediments:**

- **Culture of grant writing needs to be the norm across campus**
  - Promote grant writing across campus – faculty and staff (ex: some departments to not support faculty pursuing grants)
  - Build university awareness of the opportunity to supplement our limited resources (often indirect costs are minimal, but faculty are obtaining funds to support equipment maintenance and acquisition as well as student research opportunities)
  - Give PIs authority to accomplish their research in a timely manner (and reduce oversight by purchasing)
    - Purchases currently are not allowed during a defined period (May-June) which negatively affects summer activity (research and summer camps)
    - Purchases off grants are questioned --projects were delayed 2 months to save \$100 on an equipment purchase through Purchasing—PIs acquired the funds and should be responsible for how they are spent
  - Change process to encourage individuals to pursue grant opportunities (the current form should be restructured)
  - Need understanding of difference between contracts and grants
- **Revisit indirect cost –**
  - clarify policy and note flexibility in the rate
  - communicate that the 52% is not a hard-line value; some areas did not know this
  - communicate where these funds go—what is the incentive for faculty to pursue external funds?



- **Grants officer needed to streamline process**
  - Assist faculty in obtaining information on available grants
  - help with writing – editing, general information, institutional research figures
  - assist with budget preparation
  - assist staff in obtaining grants for program support (e.g., food service, learning center)
  - could help promote research activities
- **Budget assistance needed –**
  - Banner reporting is difficult for PIs to obtain
  - Need to obtain a macro for Banner so PIs can obtain reporting on their own

2.How can faculty and staff best assist with getting G&C and what incentives are needed?

- Start-up funds for incoming faculty that are expected to complete research
- **Summer grants** for preliminary research and/or grant writing
- **Release time** for grant writing
- **Indirect cost policy clarified** – return \$\$ to department and faculty
- Support dissemination of research findings – conference presentations, publications
- **Targeted professional development fund** that rewards faculty actually doing professional development

3.What areas do we have the most opportunities to increase G&C?

4.How can we partner with local and regional communities to increase G&C? Other universities?

- Difficult to partner with others if internal support isn't available

5.How can info best be relayed to the University about potential opportunities?

- Through grants office and website

Are there large G&C that we are well positioned for?

**Appendix B. LSSU Mission/Values & Vision Statements**

*LSSU Mission/Vision 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.

*LSSU Values Statement*

Our values at LSSU are to

- be honest, open, forthright, and courteous
- respect and value each person as an individual
- accept responsibility for our own conduct
- be diligent in carrying out our responsibilities
- welcome diverse perspectives and remain open to change and innovation
- manage resources and facilities responsibly and with environmental sensitivity
- be vigilant about potential threats to health or safety
- work cooperatively in the interest of achieving our common mission.



**LAKE SUPERIOR**  
**STATE UNIVERSITY**

## **Table of Contents**

**Introduction ..... 1**

**Participants..... 2**

**Strategy for Shared Success ..... 5**

Vision .....6

Contradictions .....8

Strategy for Action and Goals .....10

Next Steps .....11

**Context..... 13**

## Introduction

In the spring of 2010 the Board of Trustees for Lake Superior State University (LSSU) contracted with Traverse Management Resources, Inc. (TMR) to facilitate a process to renew the institution's strategic plan. The process was designed to result in a strategy that will address identified needs, accounts for economic drivers and realities, builds on successful initiatives, and supports the existing planning efforts of the Shared Governance Group and the LSSU Foundation.

The planning process resulted in agreement on a vision and strategy to ensure the LSSU continues to fulfill its mission and the expectations of its constituents. The vision and strategic priorities will provide a framework for budgeting, operational planning and for day-to-day decision-making.

The process goals were to create:

1. An experience that builds on existing strengths; unifies staff, Trustees and key stakeholders; builds relationships; and provides a positive, engaging collaborative opportunity.
2. A common understanding of data and perceptions related to LSSU and the people it serves.
3. A shared, practical vision of accomplishment for the next three years, and a strategy for action.
4. A framework to guide ongoing action planning, resource allocation, programming, planning, and decision-making.



## Participants

Individuals representing a cross-section of stakeholders in the future of Lake Superior State University participated in the process to develop this strategy in a number of ways. The Office of the President coordinated the interviews, roundtables and planning retreat, working with the consultants to ensure broad representation and that diverse views were heard. The individuals listed below contributed their time and talent to the planning process. Without their commitment, resulting framework would not have been possible.

### Board of Trustees

Douglas R. Bovin  
James P. Curran  
Cindy N. Dingell  
Patrick K. Egan, Vice Chair  
Jenny Kronk, Second Vice Chair  
W.W. "Frenchie" LaJoie, Chair  
Scot A. Lindemann  
E. Gary Toffolo



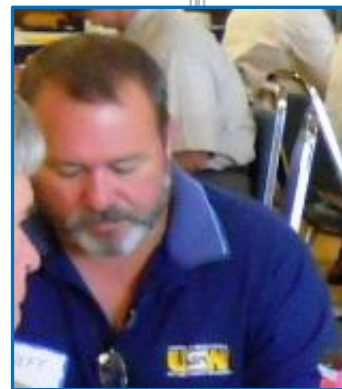
### Pre-Retreat Interviews

Tony Blose  
Doug Bovin  
Sherry Brooks  
Mr. Tom Coates  
James Curran  
Kris Dunbar  
Pat Egan  
Bill Eilola  
Kay Floyd  
Jeff Harris  
Jenny Kronk  
W.W. "Frenchie" LaJoie  
Scot Lindemann  
Tony McLain  
Cindy Merkel  
Linda Schmitigal  
Russ Searight  
Gary Toffolo  
Beverly White



## Roundtable Attendees

Gary Balfantz  
Allan Case  
Peter Everson  
Susan Fitzpatrick  
Paige Gordier  
Steven Gregory  
Ken Hemming  
Terry Heyns  
Steve and Debbie Jones  
Barbara Keller  
James Moody  
Bill Munsell  
Leisa Mansfield  
Valerie Phillips  
Carolyn Rajewski  
Linda Schmitigal  
Russ Searight  
Brian Snyder  
Karizma Vance  
Trisha Wells  
Megan Rachelle Wickerham  
Gregory Zimmerman  
Kathy Clarady  
Joe Barrs  
Barbara Evans  
Jon Coullard  
Paul Trembley  
Michelle Thalacker  
Deb McPherson



## Retreat Participants

Ramsey A'Ve  
Colleen Barr  
Kaye Batho  
Doug Bovin  
Sherry Brooks  
Kathy Clarody  
Tom Coates  
Jim Curran  
Ron DeLap  
Cindy Dingell  
Pat Egan  
Deb Faust  
Jeff Harris  
Terry Heyns  
Jenny Kronk  
Frenchie LaJoie  
Scot Lindemann  
Tony McLain  
Suzette Olson  
Ken Peress  
Linda Schmitigal  
Russ Searight  
Brian Snyder  
Gary Toffolo  
Magen Umlor  
Karizma Vance  
Morrie Walworth  
Trisha Wells  
Megan Rachelle Wickerham  
Greg Zimmerman





## A Strategic for Shared Success Lake Superior State University



The shared, practical vision for LSSU was developed with participation of thirty individuals who are representative of various stakeholder groups in a retreat setting.

The purpose of the Vision Statement is to describe the collective 'hopes and dreams' of those who have a stake in the future of the organization. The practical time period for this shared vision is the next three years. The vision serves as a motivating, compelling description of the desired future.



## The Shared, Practical Vision

**By 2014, Lake Superior State University will be recognized as a dynamic institution creating value for its students, community and region and demonstrating stewardship of its people, places and resources for long-term sustainability.**

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

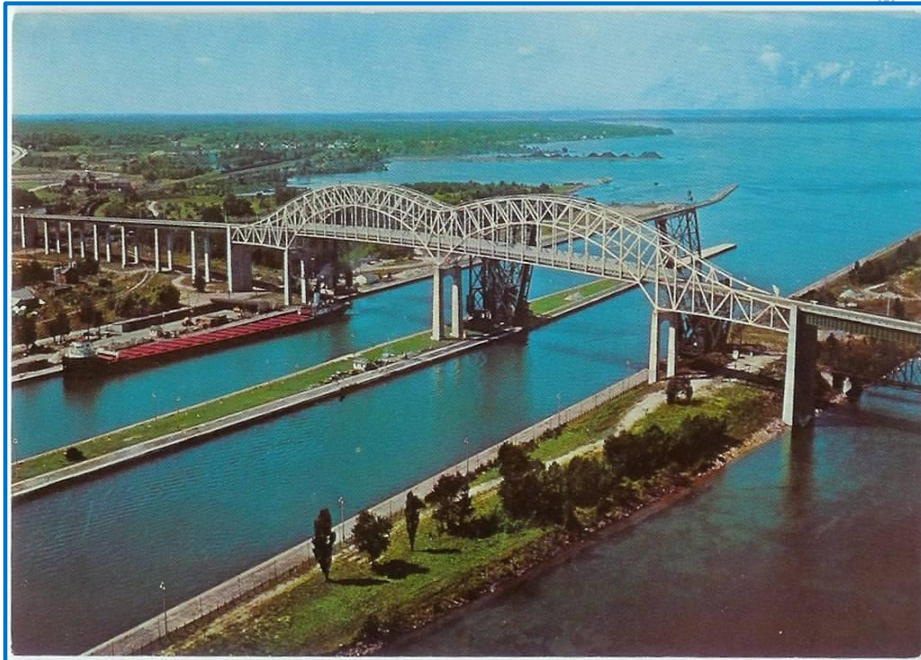
***“The initial step toward autonomy for those of us in organizations is to put into work the future we wish to create for our own unit.***

***This is called a vision of greatness. We describe a preferred future that we are committing ourselves to and committing our unit to.***

***The belief is that this vision will be good for the individual, good for the unit, and good for the organization. Creating this vision is our essential act of leadership.”***

***Peter Block***

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, 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



## The Underlying Contradictions to the Vision

The underlying contradictions are the obstacles, barriers or roadblocks that may prevent realization of the vision. They are like boulders in the path, but, because they are so integrated into experience, they are not readily recognized for what they are. Contradictions are to be found in historic and societal trends, in images and attitudes, and in structures and patterns.

Participants identified the following contradictions that should be considered in developing the strategy.

### Unfocused Identity

- Trying to be too many things to too many people
- Undiagnosed University identity

### Imposed Systems Restrictions

- Aging infrastructure
- Lack of process to communicate vision
- Inadequate financial strategy
- No systems to drive decisions (i.e. data)
- Inability to shift resources to meet challenges
- Lack of historical record-keeping
- Failure to collect, analyze and use significant data

### Inertia

- Culture of been-there, done-that
- A kink in the idea sharing process
- Mistrust of leadership
- Tunnel vision
- Waiting for others to solve problems
- Not listening or receptive
- Inertia/inflexibility
- Complaints not supported by solutions/action
- Lack of incentives to effect change/growth



**Winners/Losers Mentality**

- Attitude
- Inability to see shared interests and benefits
- Academic arrogance/empire building
- Balkanization
- Lack of a collaborative culture
- Stakeholder buy-in (when a specific goal is necessary)

**Limited External Support**

- Short-term uncertainty
- Young and small alumni base
- State and Federal regulations
- Reliance on State appropriations and tuition

**Location/Environment**

- Changing demographics
- Perceived Yooper ability and cultures
- Local economy
- Location
- Strong competition – location, population
- Geography
- Resistance to change

## The Strategy for Action

The following strategies provide broad directions for action over the next three years that will impact or overcome a contradiction and that will catalyze movement in the direction of the vision. The strategic directions act like a rudder. They orient organizations and people to a particular direction and help to focus change. Specific ideas for projects, programs, initiatives and action were generated during discussion and will be available to planning groups for further consideration.

### Strategy: Developing Our Competitive Edge

#### Priorities for Action:

1. Infuse an environmentally-friendly, green approach
2. Develop and sell a distinctive experience
3. Create and offer programs and resources that appeal



### Strategy: Taking Systemic, Deliberate Actions

#### Priorities for Action:

1. Make data-driven planning decisions
2. Align operations to support change
3. Build capacity for sustained quality and growth

### Strategy: Building Visible, Productive Relationships

#### Priorities for Action:

1. Promote LSSU externally
2. Serve the community



## Next Steps

Retreat participants developed the following outline of actions to ensure that momentum from the planning retreat would not be lost and that concrete action would follow. The Chair of the Shared Governance Strategic Planning Committee will assume leadership for working with the University Administration and Trustees to implement next steps and coordinate activities.

### 1. Organize for Action

- Create a guiding coalition made up of members of the July retreat planning group.
- Develop a plan for the Guiding Coalition to meet. Consider the feasibility of bi-monthly meetings with Trustees on Thursdays.
- Identify kinks in internal communication processes.
- Develop structure and process for accountability.
- Develop a timeline and detailed plans to follow-through with planning and implementation.



### 2. Commit to Leadership

- Figure out a way to make Trustees more visible and accessible to stakeholders.
- Individuals in leadership roles, including Trustees, will communicate and demonstrate support for the vision and plan



- Develop a way to demonstrate how everything fits together through Shared Governance.
- Create a sense of urgency to change.

### 3. Communicate the Strategy

- Write a final product in understandable, clear, direct language.
- Create a concise, compelling theme.
- Present the report as a unified coalition with a representative panel
  - Aim for August Convocation
  - Explain **where** we are going (Vision), **what** we are going to do (Strategic Directions and actions), **who** will have responsibility for what (Roles of groups, individuals), **when** they can expect something to happen, and **how** they will kept informed
- Celebrate small steps, accomplishments.



## Context for Planning

In preparation for the planning retreat, TMR prepared a third-party overview of the current context for planning. To prepare this overview, TMR gathered historical and perceptual data through processes that included:

1. Review of background documents including surveys, studies, reports, and previous plans.
2. Face-to-face individual interviews with members of the Board of Trustees, the President and Cabinet, additional constituents including the Chair and members of the Shared Governance Group, and the Foundation Board.
3. Roundtable discussion groups (3) with staff, students, previous students, and other individuals who responded to the invitation to participate.
4. Review of research on challenges facing small universities and models of successful initiatives to increase enrollment and financial sustainability.

Organizational strengths, challenges and strategic issues listed below arose from the data-gathering process and were presented to the group for discussion.

### Organizational Strengths

- Academics
- Special Programs, i.e. Nursing, Fire Sciences, Environmental Sciences
- Services to the community
- Learning Center
- Quality people
- Shared Governance process
- Personal commitment to students
- Successful Alumni



### Organizational Challenges

- Economic conditions in the State of Michigan and region
- University finances
- Enrollment trends, unique student groups
- Other institutions in the region and understanding their roles
- Partnerships and collaboration
- Student-as-customer focus is not universally accepted
- Lack of public awareness
- Organizational culture is reflection of the past
- Vision and leadership have not been clear or unified

### Strategic Issues

#### **Market Position:**

- The role of LSSU in the region, community, state and national education system
- How to leverage the Community College function
- What the relationship to other institutions should be, and how to differentiate LSSU
- How to leverage LSSU's unique learning opportunities and create niche excellence
- Need to build connectivity to k-12 education, employment opportunities, and community and regional needs
- The identity and branding of LSSU is inconsistent and does not adequately convey existing areas of excellence, support recruiting efforts, build public awareness, or create community pride

#### **Campus:**

- Facility upgrades and planning including student housing, learning spaces and classroom facilities, use of existing buildings
- Need to move toward student-centered scheduling, and to create an appealing campus life
- What the role of regional centers should be, and if they should exist

- How to incorporate appropriate data in decision-making on facility issues

#### **Program Offerings:**

- How to maintain academic excellence in all areas when demand is declining
- Incorporating associates degrees, credentialing programs to match employment opportunities, meet regional needs, and create revenue.
- How to phase out outdated, low enrollment, expensive offerings
- How to create future-focused, high demand opportunities i.e. Wind Energy, Chinese
- How to incorporate distance education
- Defining the appropriate role of athletics
- The need to provide quality academic advising, support and placement services

#### **Organizational Culture and Strategy:**

- Organizational relationships are stressed from multiple reorganizations, and leadership changes
- Trustee involvement is highly valued by constituent groups who want to see more
- Professional expectations have been inconsistent creating perceived inequities and low morale among some faculty and staff
- Communication channels and decision-making processes are unclear
- Uncertainty of commitment to follow-through on current planning commitments
- Leadership development is desired at all levels
- Lack of clarity between mission and vision statements
- Need bold, motivating, unifying vision to drive future identity, planning and to motivate all stakeholders to support and participate in improvement efforts



# **Five-Year Capital Outlay Master Plan**

**2011**

**Including**

**Facility Assessment Report**

## **Index**

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

#### **Executive Summary**

- I. University Mission, Vision and Goals Statements**
- II. Instructional Programming**
- III. Staffing and Enrollment**
- IV. Facility Assessment**
- V. Implementation Plan**
- VI. General Issues Concerning Capital Improvement Plan**
- VII. Campus Improvement Requirements**
- VIII. Master Plan Summary**

#### **Appendix - Facility Assessment Report**

## **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



Lake Superior State University  
Five-Year Master Plan

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

Lake Superior State University  
Five-Year Master Plan

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.

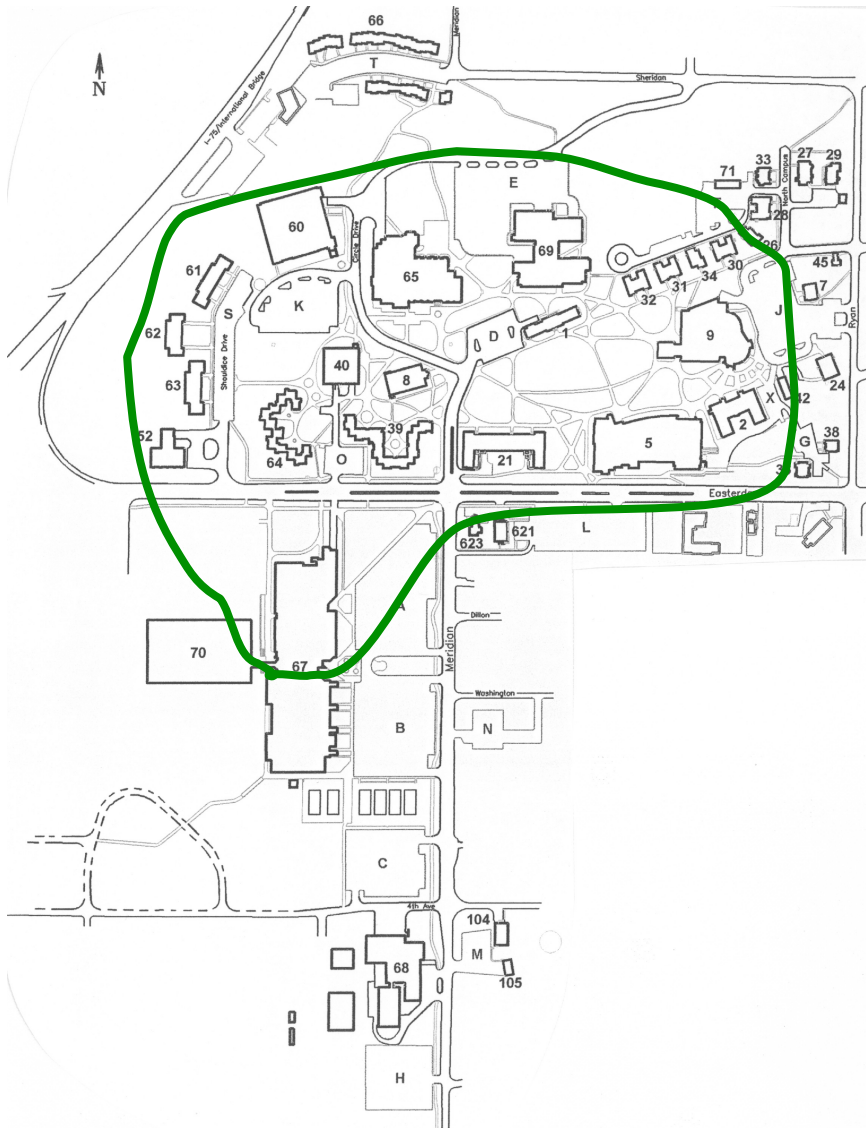


3. Creation of a campus entry that invites visitors into the campus and provides direct access to the services most often sought by visitors (visitor information, Admissions, Business Office, Financial Aid and Registration).
4. Design campus-wide signage to guide vehicular and pedestrian campus users 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

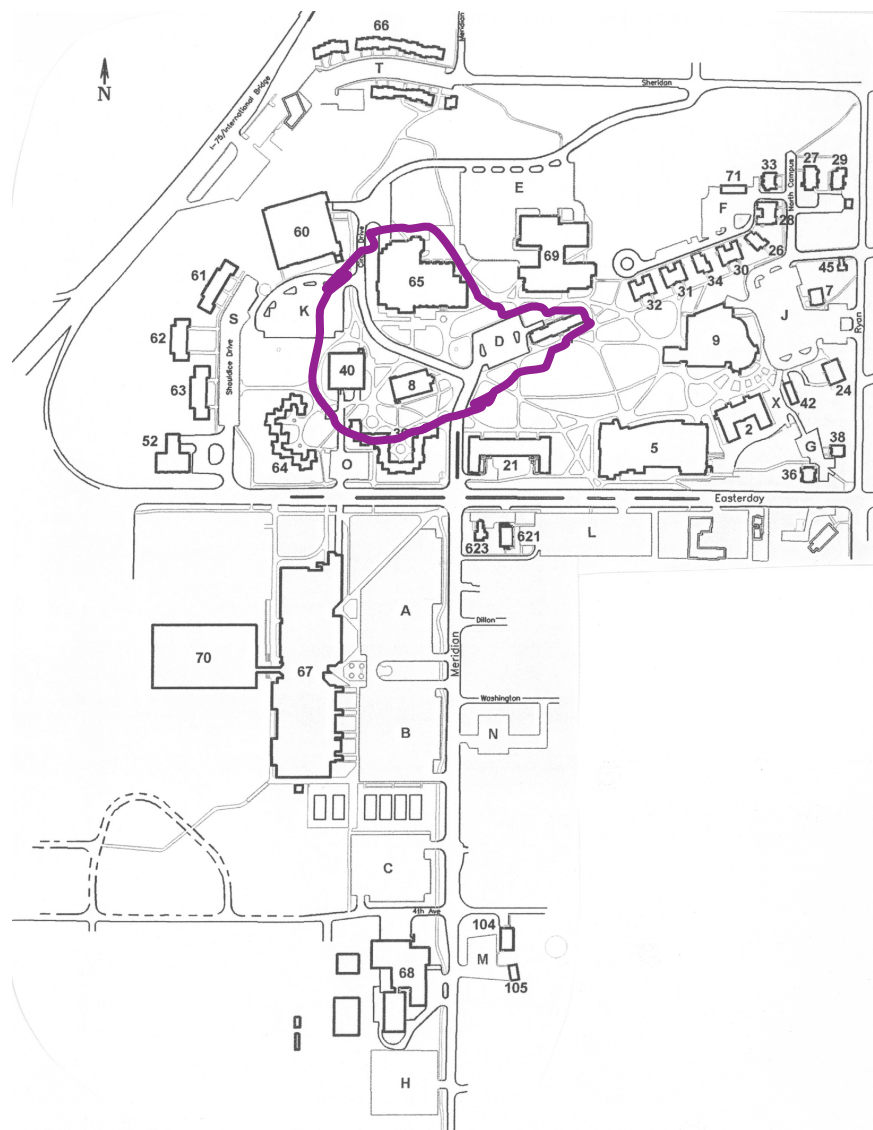
## **Developmental Zone 1 – Academic Facilities**

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



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
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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	B&N at LSSU (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

## 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.

# Lake Superior State University Five-Year Master Plan



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	Eskeonwid 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

## Development Zone 3 – Campus Residences

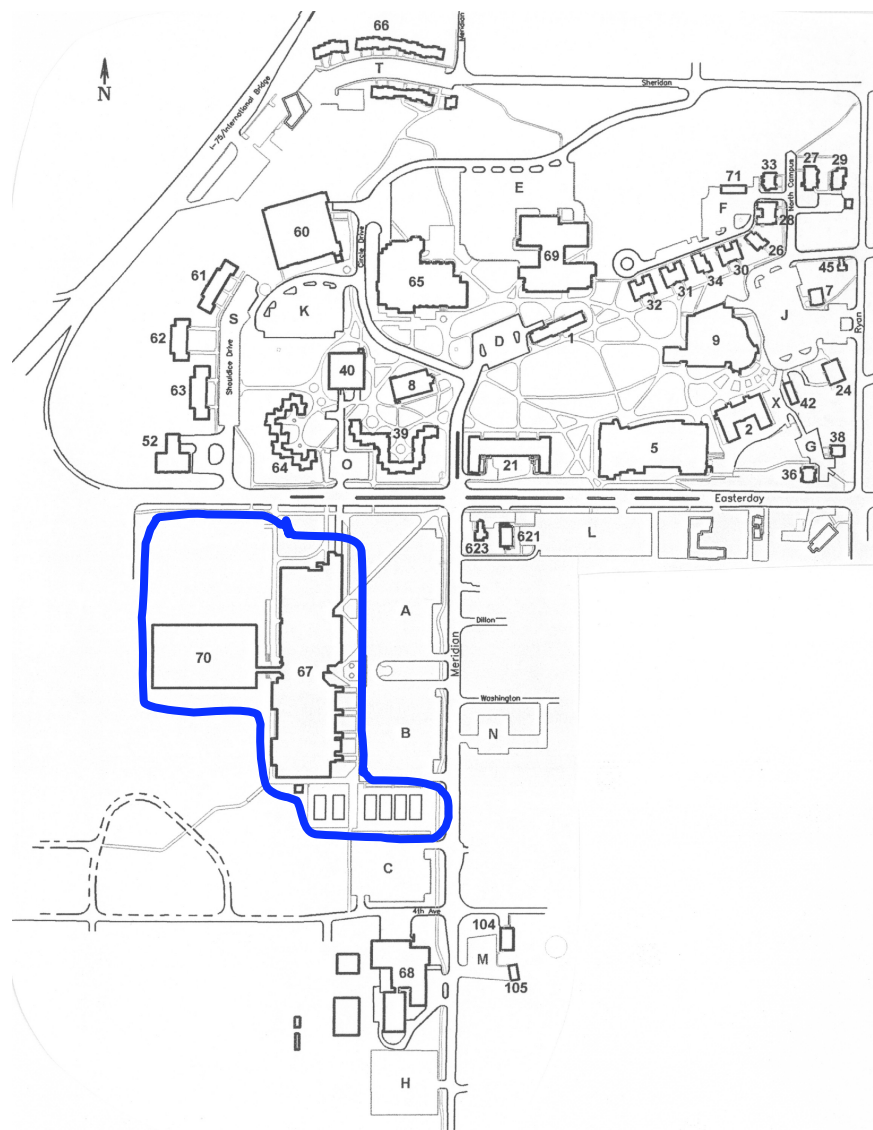
### **Development Zone 3 – Campus Residences**

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.

# Lake Superior State University Five-Year Master Plan



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623	Continuing Education Building

## Development Zone 4 – Athletic Facilities



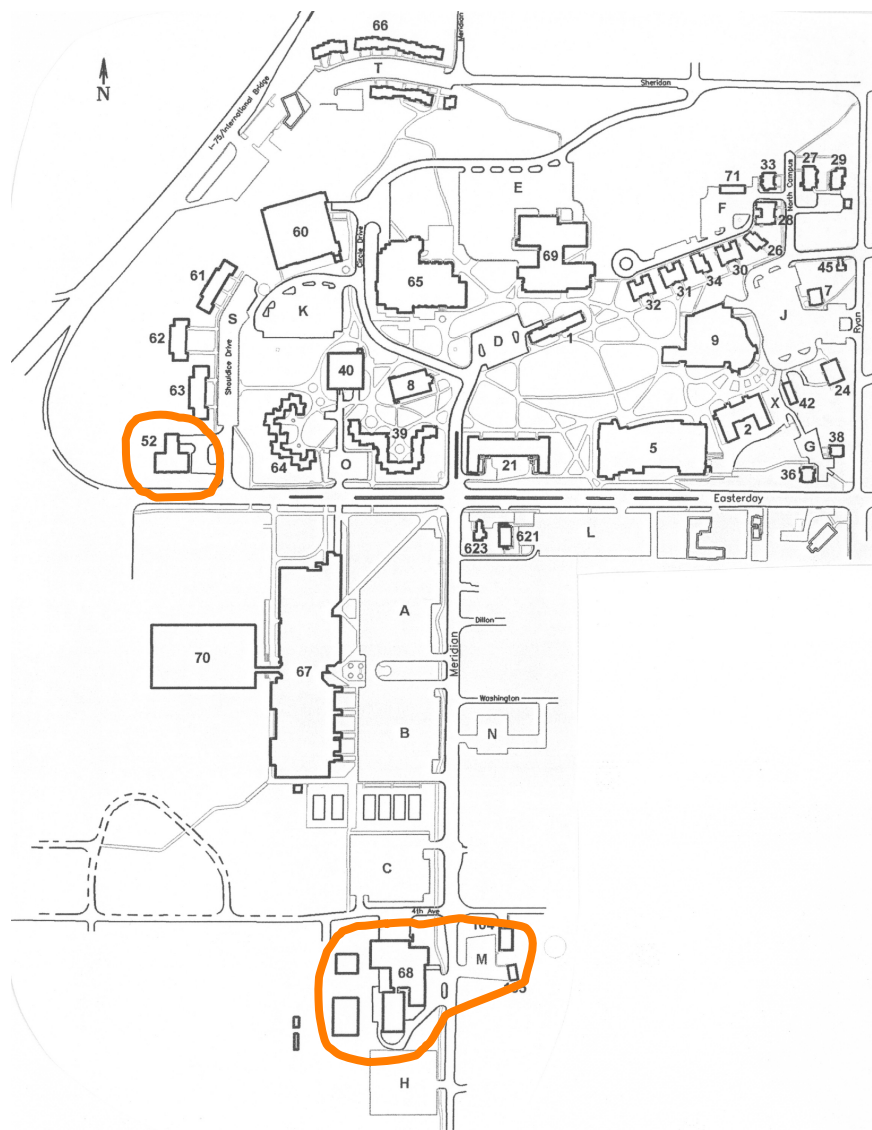
#### **Development Zone 4 – Athletic Facilities**

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.

# Lake Superior State University Five-Year Master Plan



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## 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.





**LAKE SUPERIOR**  
**STATE UNIVERSITY**

## **Five-Year Capital Outlay Master Plan**

**2011**

**Including**

**Facility Assessment Report**

## **Index**

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

#### **Executive Summary**

- I. University Mission, Vision and Goals Statements**
- II. Instructional Programming**
- III. Staffing and Enrollment**
- IV. Facility Assessment**
- V. Implementation Plan**
- VI. General Issues Concerning Capital Improvement Plan**
- VII. Campus Improvement Requirements**
- VIII. Master Plan Summary**

#### **Appendix - Facility Assessment Report**

## **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

Lake Superior State University  
Five-Year Master Plan

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

Lake Superior State University  
Five-Year Master Plan

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:

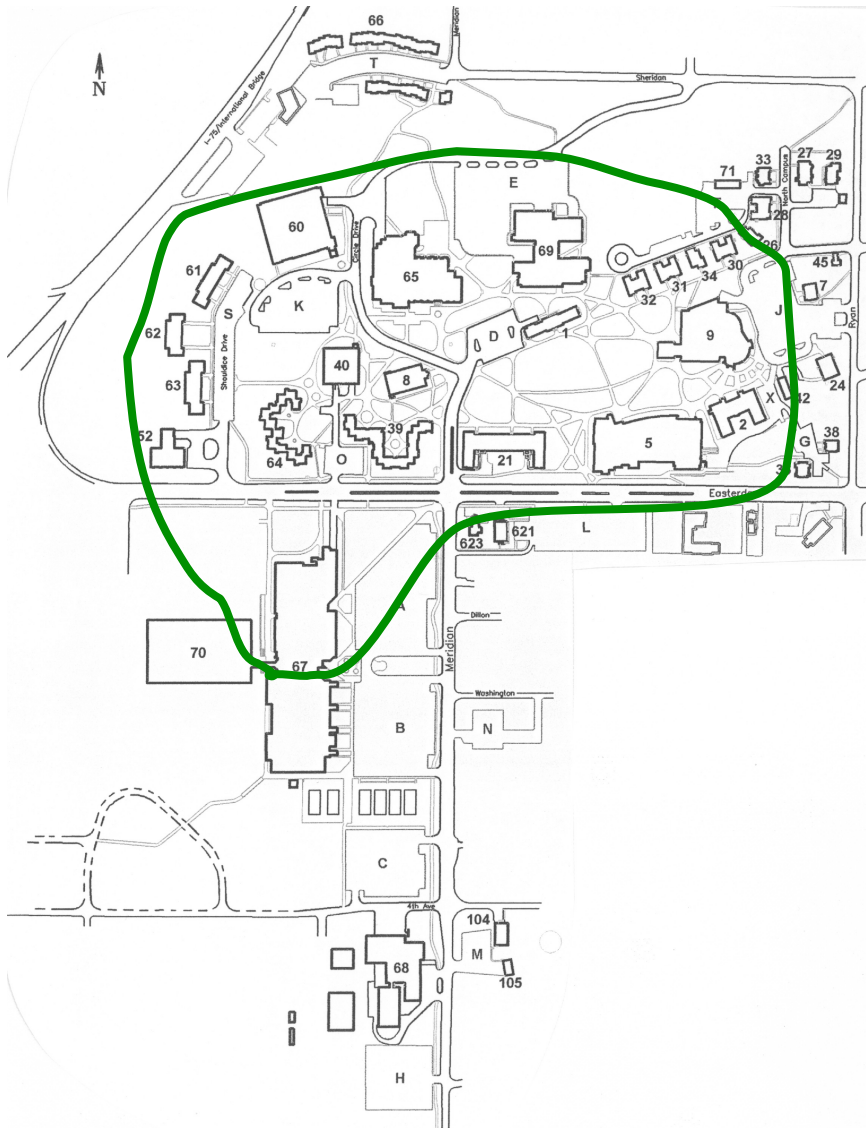
1. Establish building sites and travel routes so that the campus maintains a pleasant, pedestrian-friendly environment while enhancing connectivity between and among facilities.
2. Development of a landscape plan that ties the campus to the natural Eastern Upper Peninsula environment while providing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



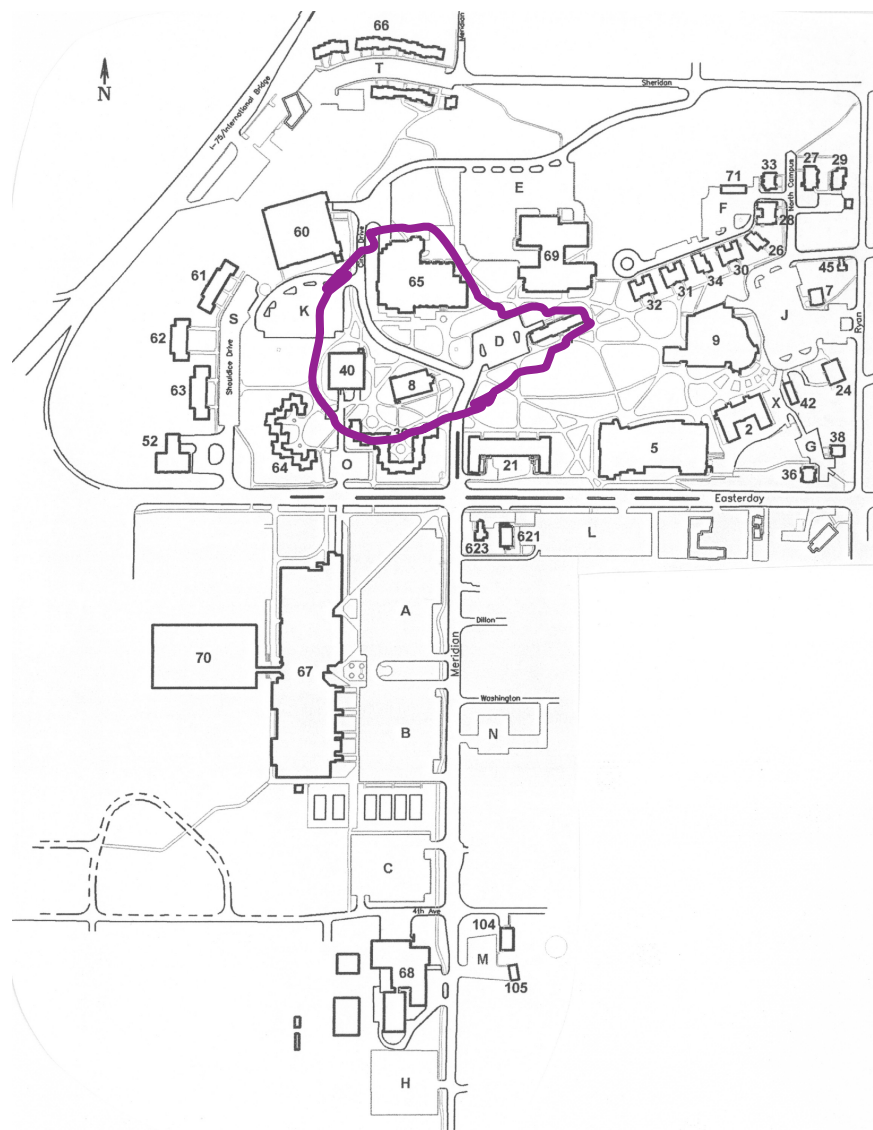
## **Developmental Zone 1 – Academic Facilities**

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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## 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.

# Lake Superior State University Five-Year Master Plan



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## Development Zone 3 – Campus Residences

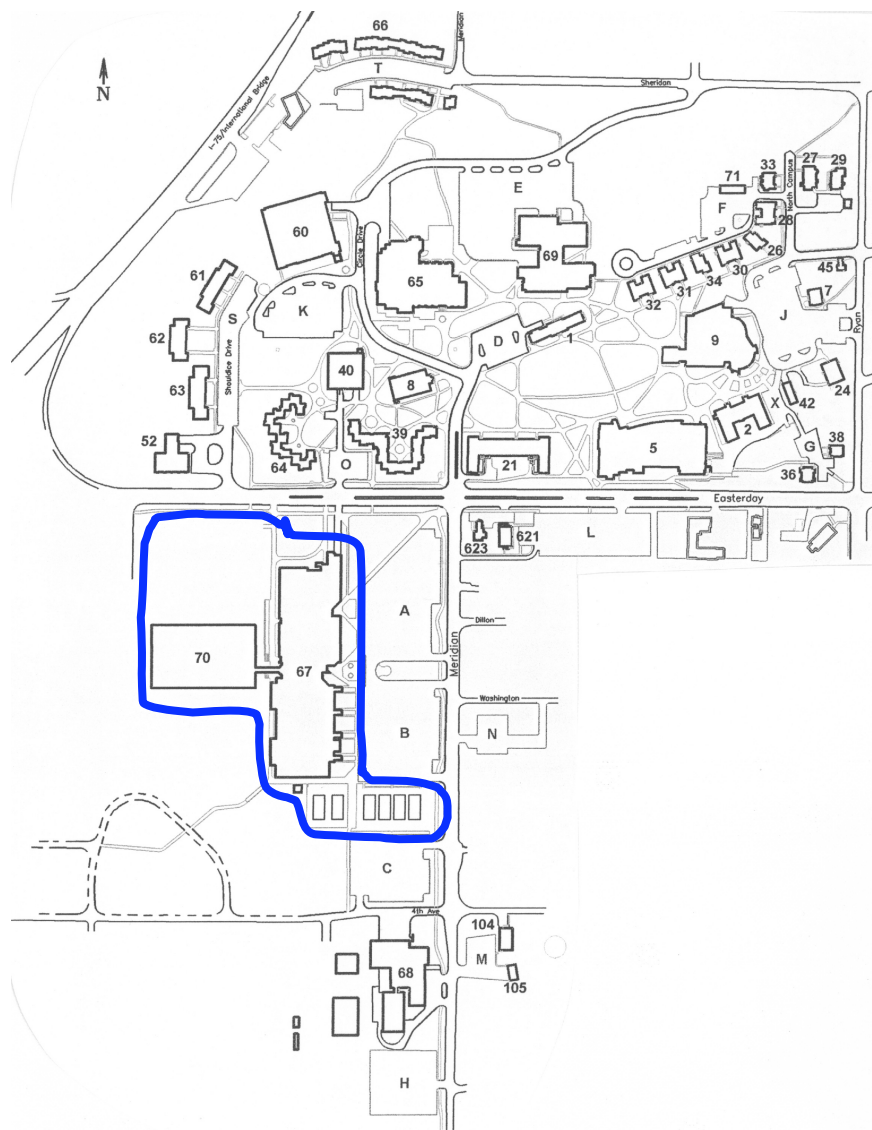
### **Development Zone 3 – Campus Residences**

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.

# Lake Superior State University Five-Year Master Plan



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## Development Zone 4 – Athletic Facilities

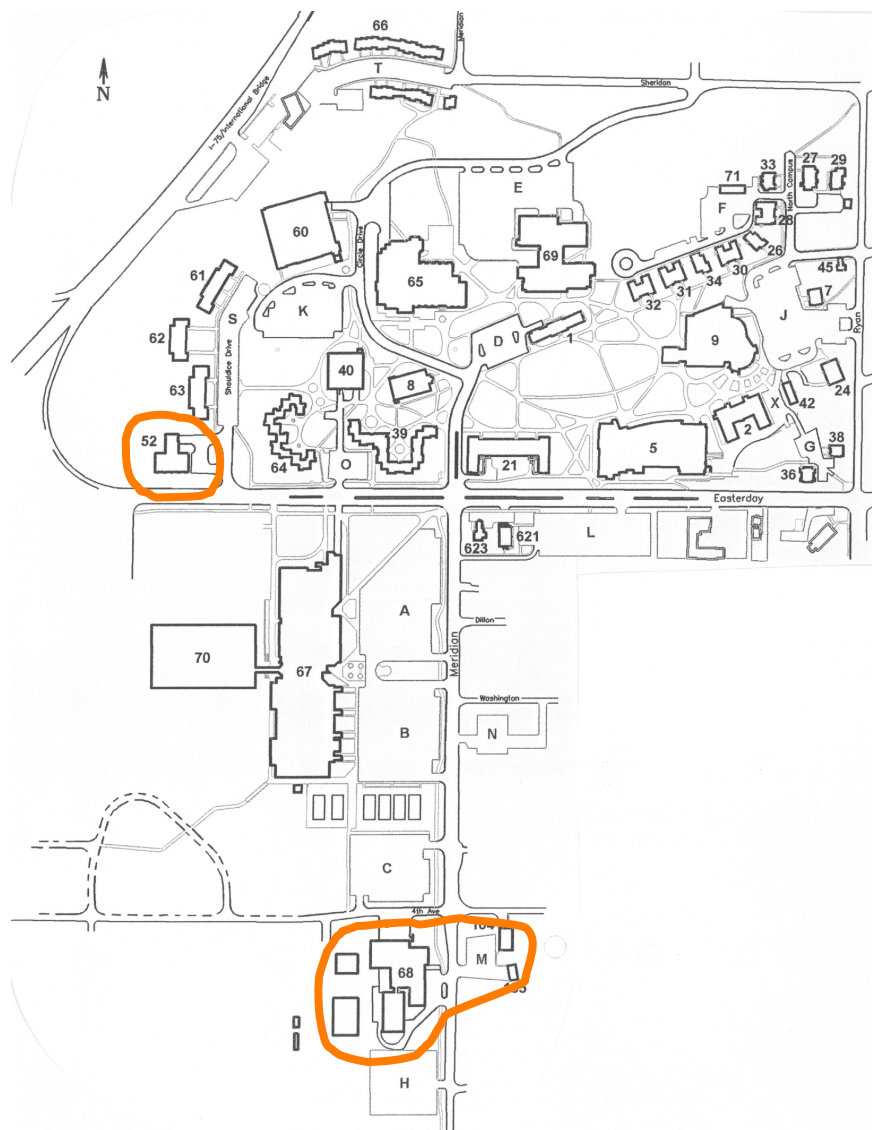
#### **Development Zone 4 – Athletic Facilities**

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.

# Lake Superior State University Five-Year Master Plan



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## 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.





*Laudick / Brown & Associates*

**Confidential**

**EXECUTIVE SUMMARY  
OF THE  
DEVELOPMENT AUDIT  
FOR  
LAKE SUPERIOR STATE UNIVERSITY FOUNDATION**

**Conducted by:**

**Michael Laudick and Chip Brown  
Laudick/Brown & Associates**

**November 6, 2010**

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**Management & Fund Raising Consultants to Nonprofit Organizations**

## Table of Contents

Item:	Page:
Executive Summary .....	2
Major Successes and Accomplishments at LSSU .....	2
Eleven Observations .....	3
Conclusions .....	4
Recommendations .....	5
Recommendation 1.0 – Establish a Comprehensive Annual Giving Program .....	6
Recommendation 2.0 – Establish a Comprehensive Major Gifts Program.....	6
Recommendation 3.0 – Create a Comprehensive Alumni Program .....	7
Recommendation 4.0 – Improve Data Management and Revise Contribution Processing .....	8
Recommendation 5.0 – Reprioritize Foundation Board Activity .....	8
Recommendation 6.0 – Conduct Individual Prospect Research .....	9
Recommendation 7.0 – Create a Comprehensive Planned Giving Program .....	9
Recommendation 8.0 – Increase Donor Stewardship .....	10
Recommendation 9.0 – Increase Use of Social Media and Electronic Communications .....	11
Recommendation 10.0 – Miscellaneous Recommendations .....	11



## **Executive Summary**

The Executive Summary highlights overall findings and presents recommendations from a Development Audit conducted on behalf of LSSU Foundation. In August and September 2010, Michael Laudick of Laudick/Brown & Associates conducted interviews with 13 key individuals. Numerous follow-up conversations were conducted with Foundation staff to collect supplementary data and to clarify information.

This Development Audit should be viewed as an affirmation of the cumulative dedication, energy, and professionalism of many members of the LSSU community, especially the Foundation Board and staff. Laudick/Brown & Associates applauds the Foundation's desire to explore next possible organizational steps. We are delighted and honored to have taken part in this project.

### **Major Successes and Accomplishments at Lake Superior State University**

Lake Superior State University was founded in 1946. LSSU Foundation was formed in 1983. In contrast to many established educational institutions, the University and the Foundation are each relatively young.

LSSU's successes and accomplishments are numerous and include the following:

- In spite of a tough economy, Foundation giving rose to \$1.65 million in fiscal 2010, an increase of 31% over the previous year.
- The University transitioned to a new President in 2010.
- University enrollment is currently at its highest level since 2005.
- Classes have just begun at a newly established regional site in Dearborn, Michigan.
- LSSU is one of only three universities in Michigan that functions as both a community college and as a university.
- LSSU has a Product Development Center that offers mechanical, electrical, and manufacturing services to entrepreneurs and businesses throughout the State of Michigan. This Center has served almost 200 clients since it was started three years ago.
- The University offers a robotics program; graduates are held in high regard and are highly sought out by employers.
- The Foundation recently secured the largest gift in its history – a gift of \$4 million.

- The Foundation has raised a total of \$6.84 million during the past five years.

LSSU Foundation staff collectively has had long tenure with the University and Foundation. The shortest tenure is just under 3 years and the longest is 18 years. It is clear that the staff is a dedicated and talented group.

While LSSU is the smallest public university in the State of Michigan, it makes up for its size by impacting and making a difference in the lives of many students. The challenge today is to build upon LSSU's strong reputation and to create a firm foundation for future success. This Development Audit is intended to aid in this process of organizational growth.

### **Eleven Observations**

Laudick/Brown & Associates makes eleven observations with regard to LSSU Foundation's fundraising, alumni relations and marketing efforts:

1. Institutional fundraising knowledge, experience and "know how" has not been methodically documented nor retained over time.
2. There has been relatively little staff professional development, resulting in significant "on the job" training."
3. The Banner software package – which supports the Foundation – is extremely difficult to use. Staffers have had little training in the use of this complicated but powerful package. An inordinate amount of limited Foundation staff time is spent supporting the software rather than spent raising funds. It is difficult to monitor fundraising goals, trends and performance. Laudick/Brown & Associates encountered significant difficulty in attempting to secure data required for this Audit.
4. The Foundation is heavily focused on special events fundraising and athletic fundraising, to the potential detriment of other pressing fundraising objectives.
5. The Foundation operating budget (operating expenses plus salaries) has declined by 28% from fiscal 2006 to 2010 while the University budget increased 13% during this time. The Alumni relations operating budget increased by 50% during this same time period.
6. The Foundation has an "upside-down" giving pyramid. That is, Foundation staff and volunteers focus the majority of their time on soliciting and processing a large number of smaller gifts rather than identifying, engaging, and soliciting major and planned gifts.
7. The University President, Foundation Executive Director and Foundation Director of Development do not have an assigned portfolio of key major gift prospects replete with defined engagement and solicitation strategies. No Foundation Board members have assigned major gift prospects.

8. The Provost and Deans have not been involved in fundraising to any significant degree in recent years.
9. The University currently does not have an up-to-date strategic plan. The lack of a strategic plan makes it difficult for the Foundation to market significant institutional priorities and opportunities to potential donors.
10. The Foundation and Alumni Relations offices do not monitor Return on Investment in various programs nor do they develop annual operational plans that measure goal attainment.
11. The Foundation Board is said to allocate considerable time to operational issues rather than to establishing the Foundation's strategic direction, identifying prospects, engaging prospects, raising funds, and monitoring fundraising goal attainment.

### **Conclusions**

Laudick/Brown & Associates concludes that the Foundation operates primarily in an annual fundraising mode. In order to fund future university strategic growth initiatives, to prepare for an eventual capital campaign, and to raise more money, it will be necessary for the Foundation to shift priorities and increase the amount of time spent on identifying, engaging, soliciting and stewarding major gift prospects and donors.

Foundation staff and volunteers must become significantly more engaged in the major gifts process. We recommend that LSSU Foundation put internal systems and procedures in place to enhance its overall fundraising program, to support a major gifts process, and to prepare for the eventual launch of a major capital campaign.

There is every reason to assume that the staff will succeed in building fundraising momentum and in making preparations to launch a major capital campaign. However, they will need a long-term plan to guide them with this effort, along with sufficient lead-time to learn and to enhance their skills. Laudick/Brown & Associates can assist in the development of a detailed plan.

LSSU Foundation's experience is similar to that of a large number of educational organizations. The Foundation Board, Foundation staff, and key University staff must seize the initiative and work together to achieve joint goals. We conclude that senior management at the Foundation and at the University must be more involved in major donor engagement and solicitation.

Laudick/Brown advises LSSU to use a collaborative team-building model that makes use of Foundation Board members, key University staff, faculty, alumni, and Foundation staff to identify

major gifts prospects, engage these prospects, facilitate appointments, solicit gifts, and implement a thoughtful stewardship program.

This process involves investing in the fundraising infrastructure (especially in staff training, staff development, and increasing staff expertise in the use of the Banner software), developing a solid fundraising plan, executing this plan and holding each other accountable for results. It will likely require two-to-three years of investment before yielding significant dividends

Evolving programs require strategic leadership. Laudick/Brown concludes that LSSU Foundation must change the paradigm that it uses for fundraising and change its behavior with the objective of dramatically increasing the amount of funds raised while building a stronger financial base.

In the next section, specific recommendations and suggestions are made that will significantly increase LSSU Foundation's fundraising capability. Implementation of the recommendations will require Foundation Board and staff flexibility; both will need to hold each other accountable for specific, quantifiable results. Currently, there is little collective major gift experience among the staff or on the Board. Progress in this area will be essential to building a solid fundraising program.

### **Recommendations**

Laudick/Brown makes 59 strategic and tactical recommendations for consideration by Foundation leadership and staff for gradual implementation over the next 24-to-36 months. The recommendations are intended to strengthen existing programs, restore momentum to areas which have recently declined, and to guide the Foundation Board and staff in the strategic transition to a comprehensive development program with a heavy emphasis on major gift engagement, major gift solicitation and stewardship.

The recommendations that follow are designed to assist the Foundation Board and Foundation staff in setting new priorities and to gain a better understanding of the issues that may confront them in the years ahead. These ideas are intended to stimulate both Board and staff thinking and not to substitute for it.

Laudick/Brown & Associates recommends that the Foundation Board appoint two-to-three Board members and two-to-three senior Foundation staff to serve on an Audit Implementation Task Force. The Task Force will review these findings and then develop a specific implementation

plan. Laudick/Brown & Associates stands ready to assist with this process, and to provide coaching and mentoring as needed.

Further, we urge the Foundation to exercise caution at the start of the implementation process. To attempt to implement all of these recommendations at once would be counterproductive since it would overload the Foundation's capacity for change and evolution. A better approach would be to develop an implementation timetable that concentrates on doing a few things at a time, getting these action items into the right sequence, and in doing them correctly. Indeed, in Laudick/Brown's experience, the very process of working through these issues will be of great value to the leadership and to the staff.

Our recommendations fall into ten general categories.

<b>Recommendation 1.0 – Establish a Comprehensive Annual Giving Program</b>
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Currently, LSSU Foundation does not have a comprehensive annual giving program. This is one of the first steps required to build a solid foundation for a successful capital campaign.

**Recommendations include:** hiring a new Director of Annual Giving & Parent Relations, encouraging unrestricted gifts to the new Sustaining Fund for LSSU, creating annual fundraising goals for every University constituency, monitoring the return on investment in the Annual Fund, creating additional gifting clubs to support the Sustaining Fund, recruiting volunteers to fund raise for the Sustaining Fund, creating a Parents Council to help raise funds from parents, and conducting a Senior Class appeal.

This recommendation has a high potential to significantly increase unrestricted revenues within 24 months after the Director of Annual Giving & Parent Relations is hired.

<b>Recommendation 2.0 – Establish a Comprehensive Major Gifts Program to Fund University Strategic Growth Initiatives</b>
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We recommend that the Foundation establish a comprehensive major gifts program that is designed to: significantly increase funds raised, fund university strategic growth initiatives and support an eventual capital campaign.

As mentioned previously, LSSU Foundation currently has an "upside-down" giving pyramid. That is, Foundation staff and volunteers use a dominant proportion of their time

on soliciting and processing a large number of smaller gifts rather than focusing on major gifts and planned gifts that are higher up the pyramid and have a disproportionately favorable impact on overall giving.

A comprehensive major gifts program, designed to impact the top of the donor pyramid, is essential for funding strategic growth initiatives and is imperative to the success of any contemplated capital campaign. According to national capital campaign standards, 90% of capital campaign funds raised are derived from 10% of the donors.

**Recommendations include:** devising a Major Gifts Plan; soliciting a Challenge Grant of \$50,000 to \$100,000; revising Foundation staff job descriptions to add a significant focus on Major Gifts; developing higher level gift clubs for annual gifts of \$1,000 or more; creating a more systematic approach to identify, evaluate and solicit potential members of the President's Circle; enlisting the entire Foundation staff and some key University staff to increase focus on Major Gifts; budgeting for a Major Gifts Program; and decreasing the amount of time spent on non-traditional fundraising activities.

<b>Recommendation 3.0 – Create a Comprehensive Alumni Program</b>
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Good fundraising begins with "friend-raising". Thus, a quality alumni relations program is vital to developing a committed core base of alumni.

**Recommendations include:** creating an annual alumni relations plan for the year with concrete, measurable goals; establishing three-to-five alumni groups; recruiting 20-to-25 class agents; increasing coordination between the Alumni Office and Foundation Office; changing funding and reporting functions to the Foundation so that this position is funded by and responsible to the Foundation; making Great State Weekend the "official" Homecoming weekend for LSSU; focusing the Alumni Council on dramatically expanding alumni involvement and helping to recruit new students; beginning to host regular regional alumni gatherings; replacing the Director of Alumni Relations as the main staff support person within the Foundation office for the Banner software; developing Alumni Council job descriptions; highlighting an increasing number of successful alumni in the LakerLog; updating the Alumni Directory and ensuring that the alumni directory is up-to-date; increasing the visibility of the Student Alumni Involved for Lake State (SALS); and beginning to use social media to increase alumni communications and alumni involvement.

#### **Recommendation 4.0 – Improve Data Management and Revise Contribution Processing**

Few Foundation staff have been trained to use the Banner software package. The process to select donor lists, alumni lists, and other mailing lists is relatively difficult. For these reasons, an inordinate amount of time is spent on data management.

**Recommendations include:** determining if the Foundation wishes to continue using Banner software or explore other software options; designating one Foundation staff to serve as the main data support person rather than multiple staff; streamlining contribution processing and eliminating manual recordkeeping; correcting the structure of the data elements so that divorced, separated, or deceased individuals no longer appear on Foundation lists and mail merges; assigning one Foundation staffer to regularly update contact information; developing standardized data request forms; standardizing solicitation method codes, account codes and constituency codes; documenting data structure in Foundation manuals; automatically sending pledge reminders to invoice donors; producing regular gift transmittals to be circulated within the Foundation; and producing monthly income summaries which compare actual fundraising results versus goal.

#### **Recommendation 5.0 – Reprioritize Foundation Board Activity**

Interview respondents asserted that LSSU Foundation Board has traditionally focused more on operational oversight, rather than establishing a strategic direction and then assisting in funding strategic growth initiatives and achieving fundraising goals.

A majority of the monthly Executive Committee meetings are said to be spent reviewing and discussing financial statements and other administrative matters. There is little discussion of fundraising strategy, major donor identification, major donor engagement, major donor solicitation or other tasks that would significantly increase philanthropy at LSSU Foundation.

**Recommendations include:** decreasing the frequency of Executive Board committee meetings; securing Foundation Board approval for all special fundraising projects; consolidating and changing the number of Board standing committees; standardizing all Group Two Board terms to four years; evaluating the performance of the Executive Director on an annual basis by the Board Executive Committee; and documenting Board member expectations for potential new members.

#### **Recommendation 6.0 – Conduct Individual Prospect Research**

Prospect research plays a critical role in each phase of fundraising, from beginning to expand the donor base to preparing for a major capital campaign.

Successful fundraising is a simple, three-step process that involves: identifying, engaging, and soliciting potential donors.

The Foundation should always be in the mode of identifying alumni, parents or other friends who are interested in the University and the Foundation. Additionally, it is important to involve current volunteers in the research process since it allows them to assist the University in a meaningful way.

**Recommendations include:** hiring an outside vendor to update the Foundation's mailing list; sending a questionnaire to all alumni and friends to collect attitudinal, biographical and employer data; hiring a firm to conduct detailed research on current major donors and other key prospects; conducting an electronic screening of all alumni and friends before commencing a capital campaign; and enlisting alumni and friends to conduct prospect rating and evaluation sessions.

#### **Recommendation 7.0 – Create a Comprehensive Planned Giving Program**

Major gifts are generally defined as outright gifts usually made from a donor's income or liquid assets while planned giving primarily refers to deferred gifts of assets such as real estate, works of art, life insurance policies, tangible property, and securities, as well.

There are several benefits to establishing a comprehensive planned giving program rather than the more episodic program that LSSU Foundation currently conducts.

There are several benefits to establishing a comprehensive planned giving program.

First, planned gifts generally tend to be large gifts, usually not less than \$10,000, and frequently much larger.

Second, because many planned gifts are irrevocable, they enable nonprofit institutions to plan for the future with more certainty.



Third, publicizing gifts of this nature often generates interest among other prospective donors.

Fourth, when planned gift donors are properly engaged in the University, they often become prospects for annual gifts and even larger gifts in the future.

Consistency of marketing a planned giving program and timely follow-up with prospect inquiries are critical to developing a successful, comprehensive planned giving program. Many colleges and universities make the mistake of starting a planned giving program and making some initial investments, but then cutting back when short-term results are not achieved or budgets become constrained. This appears to be the case at LSSU Foundation.

**Recommendations include:** expanding the marketing and awareness of the Legacy Society; securing a commitment from the Foundation Board to develop a comprehensive planned giving program; hiring a Director of Planned Giving and Major Gifts; and expanding the number of planned giving marketing mailings.

<b>Recommendation 8.0 – Increase Donor Stewardship</b>
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Stewardship is the process whereby LSSU Foundation continues to prove that it is worthy of a donor's continuing support. Keeping major donors informed on a regular basis is often identified as the most lacking aspect of Foundation relations.

Some interviewees asserted that the Foundation does not "deliver" on all of the donor benefits promised to athletic donors who are members of the Laker Club. Donor stewardship is critical and the Foundation must be careful not to create unrealistic expectations by promising benefits that donors do not perceive to be fulfilled.

**Recommendations include:** sending "stewardship" letters to all \$500 and above donors; distributing an annual report to all donors who have endowed funds; developing a master list of University naming opportunities which have been reserved and those that are available; and eliminating solicitation of funds from donors to fund their own stewardship events.

<b>Recommendation 9.0 – Increase Use of Social Media and Electronic Communications</b>
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**Commentary and Observations:** Many colleges and universities make extensive use of social media networks including Facebook, LinkedIn, Flickr, Twitter, and others. Some institutions make use of LinkedIn to share work histories and provide networking opportunities. Others use Flickr to share photos of campus events, reunions, sporting events, and others.

Currently LSSU Foundation and alumni offices make limited use of social media to involve and communicate with alumni. To save money, the alumni office communicates with alumni regularly via e-mail, which has replaced many postal mailings. The alumni office however does not track bounce back rates, the number of e-mails opened, and other statistics, thus making it difficult to evaluate the success of e-mail marketing efforts.

**Recommendations include:** retaining an e-mail marketing firm to develop a plan to communicate with and to monitor communications with alumni and friends. In addition, the Alumni Office should start networking and surveying other college and universities to discover how other institutions are communicating with alumni and friends.

<b>Recommendation 10.0 – Miscellaneous</b>
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Interviewees offered numerous miscellaneous suggestions.

**Recommendations include:** installing banners with LSSU logo around Sault Ste. Marie during special events to increase the University's community visibility and awareness; eliminating thank you letters to matching gift companies; and providing budgetary funds for professional development for key staff. In the past, LSSU Foundation staff members have rarely attended professional "trade association" conferences (in particular, those of the Council for Advancement and Support of Education) that are designed for college and university advancement staff.

# **Budget Development Guidelines**

**FY 2011-2012**

## **Table of Contents**

<b>Overview of Budget Process .....</b>	<b>2</b>
<b>Budget Development Process .....</b>	<b>3</b>
<b>Budget Enhancements and Budget Reductions .....</b>	<b>4</b>
<b>Transfers .....</b>	<b>5</b>
<b>Requirements of Budget Managers .....</b>	<b>5</b>
<b>Assumptions and Projections .....</b>	<b>6</b>
<b>Budget Development Calendar .....</b>	<b>8</b>
<b>Budget Presentation Format(s) .....</b>	<b>9</b>

## **Overview of Budget Process**

The purpose of this document is to describe the budget process and the fiscal strategy for FY 2011-2012. Specific guidelines, definitions and timelines are provided to assist in the development of each department's budget.

The Shared Governance Strategic Planning and Budget Advisory Committee (the Committee) will be involved in the budget review and recommendation process. The Committee has been working for much of the current fiscal year to develop a revised or new strategic plan. The process is not expected to be complete at the time budgetary recommendations will need to be made for FY12. The Committee may need to look beyond the existing strategic plan to the general direction the revised or new plan is taking in order to incorporate the broad participative approach of Shared Governance.

Budget units will include all departments within the general fund or auxiliary funds. Each budget manager will be required to provide input necessary to develop the annual budget for the area(s) under his or her control using these guidelines. The Banner self service budget query process is a useful tool that can be used to pull historical budget data necessary for this process. Managers who are not familiar with the use of Banner or who need assistance in the development of their budget(s) should seek assistance from the Business Office or a colleague who has experience in working with Banner and/or developing budgets.

A sizable portion of the University budget is fixed or otherwise controlled by contractual obligations that cannot be easily altered in the short term. This fact and other budget constraints need to be recognized and considered in the budget development process.

At the time of this writing, there is no close indicator as to the level of State appropriations coming to LSSU for FY 2011-2012. It is known that the State of Michigan needs to address severe deficits and, while we think we can rule out an increase in funding, the likely reductions range anywhere from zero to twenty percent. Last year our budget was based on a 3.1% reduction and the actual base appropriation reduction was 2.8%. As appropriations are the largest unknown and uncontrollable quantity in this early stage of the budgeting process, multiple scenarios may need to be developed tied to this variable.

In this process, under all scenarios, it is the intent of the University to balance the challenges of mitigating tuition increases with resource prioritization in a manner which will best support the mission of the University.

In addition to the uncertainties of state funding and the challenges of mitigating tuition rate increases, the budget development process must also recognize the results of past operations.

Following is a recap of operational reserves as of June 30, 2010, the most recent completed fiscal year. Bracketed amounts are deficit fund balances.

Fund Balance:	
General fund	\$ (1,100,946)
Capital Reserve Fund	(246,530)
Auxiliary R&R Fund	127,924
Housing Reserves	79,762
General Athletics Fund	<u>(654,246)</u>
Total Operational Deficits	<u>\$ (1,794,036)</u>

It is in the best interest of the University to eliminate these operational deficits as soon as practical and then establish adequate reserves. Recognizing that the country, and particularly the State of Michigan, has been going through one of the worst economic periods in recent history, it is not realistic to expect a significant reduction of the deficit in FY 2011-2012. One goal of the University is to stop the negative trend by planning balanced operations for FY 2011-2012. Total operational deficits were reduced by almost \$550,000 in FY 2010-2011, primarily due to favorable market adjustments, savings due to a mild winter, and careful monitoring of budgets.

The parameters for planning next year's budget have been developed based upon past fiscal performance and projections of assumed and known fiscal information. In general, unless contractual agreements indicate otherwise, projections should be based on no specific increases for salaries, wages and benefits. Known cost obligations, utilities, debt service and other fixed costs will be projected based on prior year's expenditures unless a more accurate projection is available. While prior year expenditures can be used as a guide of normal spending, it is not to be assumed that needs remain consistent. This assumption may result in decreased spending for some departments and properly justified requests for increases for others. In addition, academic departments will outline plans for projected CSSM carryover monies.

### **Budget Development Process**

A Shared Governance document was issued on February 19, 2010 that created various committees including a Strategic Planning and Budget Committee (The Committee). The Committee is charged with assessing, developing, and monitoring the University's strategic plan as well as prioritizing resource needs throughout the University. This committee allows for broad institutional participation and transparency. The activities of this committee can be reviewed on its web site [www.lssu.edu/sharedgovernance/budgetplanning](http://www.lssu.edu/sharedgovernance/budgetplanning).

The Budget Managers will initially provide requested information based on approved staffing needs and basic operating funds needed to maintain the department at the current level (also referred to as the baseline budget). Budget managers are expected to follow these guidelines and instructions in submitting budget information.

The Vice President for Finance, or designee, will gather budget information, ensure the budget information received follows the guidelines, and prepare the draft consolidated and combined budgets for presentation to the Committee

The Committee will review the first draft of the consolidated and combined budgets and make recommendations which may include increasing or decreasing funding for certain areas. The Committee will allocate funds for top priority strategic initiatives identified in the strategic plan and quantify the amount of funds available for other strategic initiatives, if any. If funds are available, the Committee will develop a priority ranking tied to the strategic plan for funding strategic initiatives at the department level.

If funds are available, Budget Managers will be invited to prepare a budget enhancement request to be reviewed by their Vice President or the President, as applicable. The Vice President/President will forward the requests to the Committee where they will be evaluated based on the priority ranking determined by the Committee. The Committee will make a preliminary decision as to what requests will be funded and distribute the results to those submitting the requests. After receiving the preliminary results from the Committee, Budget Managers, with the approval of their Vice President/President, may make a request for a hearing in support of their request.

Budget presentation requests will be coordinated by the Committee. The hearings will be attended by the Vice President for Finance and as many members of the Committee who are able to attend each hearing. In addition, other constituents having an interest in a particular budget request may be invited to hearings either by the Committee or the Budget Manager. The schedule will be designed to accommodate every budget manager's request.

At the conclusion of the budget hearings, the Vice President for Finance will compile the information gathered in budget submissions, budget hearings, and recommendations from the Committee. A draft of the General Fund and Auxiliary budgets will be submitted to the Committee for final review and the Committee will complete their recommendations. The final draft, incorporating all recommendations of the Committee, will be delivered to the President by the Provost for approval and made available to the Board of Trustees to allow time for review prior to the April 29, 2011 Board meeting.

### **Budget Enhancements and Budget Reductions**

Budget reductions are expected to be made in some areas to enable highly prioritized initiatives to be funded. It is expected that budget managers will take advantage of every opportunity to lower expenditures by identifying efficiencies in their initial baseline budget request. Budget enhancements will not be considered with the initial baseline budget.

## **Transfers**

Transfers of CSSM budgets within academic budget units may occur with the approval of the appropriate dean or vice president (as relevant). Transfer of CSSM budgets within general fund non-academic budget units may occur with the approval of the appropriate vice president.

## **Requirements of Budget Managers**

**Auxiliary budget managers** will prepare a budget for the department(s) under his or her control using the example Budget Presentation at the end of these guidelines or something comparable. Following are explanations of relevant line items:

Revenue-Total revenues expected. You do not need to budget this by line item revenue detail, total revenues will be adequate. However, you need to identify opportunities for increased revenues and the basis of those projections.

Salary/Wages-The position list must be presented by person for all permanent and non-permanent approved positions. For the FY11 Projected Actual column, list all current employees and their current salary. For the FY12 column, list the employees and their projected salary for next year. Also, list any approved new hires and the expected salary as well as indicate positions being eliminated. Since salaries constitute the largest portion of our budget, consider opportunities to save money by more efficient use of personnel and technology

Fringe Benefits-The business office will use a fringe benefit rate estimated at 48.5% if a department cannot demonstrate a different rate based on past history and reasonable expectations.

Student salaries-Total dollar amount requested for student salaries and assumptions of work study versus regular salary lines.

Overtime/Temps-Total dollar amount requested for employee overtime and/or the use of temps.

Special Comp-Total expected charges for special salary charges.  
These are most commonly physical plant charges to auxiliary units.

CSSM- Operating expenses requested for the budget unit. Provide a list of the major categories of expenditures. Budget managers should not automatically assume the same level of funding as prior years.

Transfers-Identify total transfers, both in to and out of the budget unit. Specify whether the transfer is to (from) the general fund or some other budget unit.



**General Fund budget managers** will prepare a budget for the department(s) under his or her control using the above guidelines **or** submit the simpler questionnaire also shown at the end of these guidelines. The Excel format is preferred but budget managers with little budget experience or any needing assistance may complete the questionnaire instead and the Business Office will complete the budget in the Excel format for review with the Budget Manager.

### **Assumptions and Projections**

The University budget is an operating plan based upon assumptions made about the University's overall environment, about the State and the level of fiscal support it will provide, the students and their interest to continue attending the University and operating considerations for each instructional and support program at the University.

In developing the 2011-2012 budgets, the following projections are to be considered:

#### Revenue Assumptions

Our revenue assumptions are extremely difficult to project particularly with the condition of the State economy.

We are assuming that:

- 1) State Appropriations are expected to remain flat in the best case scenario or decrease as much as 20% at the worst case.
- 2) Tuition rates will be allowed to increase a minimum of the rate of the 2010 annual inflation which will be slightly over 1%. Ideally, we would hold tuition to this level if appropriations are not reduced. Realistically, tuition would need to increase from 3% to 11% to operate at the same level as in 2010 with decreased appropriations between 5% and 20%. The main factors to be considered in setting tuition rates, in addition to anticipated appropriations reductions, will include an evaluation of what expense eliminations can be made while still allowing the university to carry out its mission and to remain competitive with other public universities in Michigan.
- 3) Student enrollment appears to be stable or slightly increasing from last year for new students, according to early indicators. We are cautiously assuming flat enrollment at the 2010 level for budgeting purposes.
- 4) Student retention appears stable.
- 5) Room and Board rates have not been finalized but rate increases greater than the rate of inflation will need substantial justification.

### Expense Assumptions

- 1) The current Faculty Association agreement calls for no increases for the FY 2011-2012 year. In addition, there are no negotiated increases for the support group or planned increases for administrative professionals.
- 2) Adjunct instructor rate will be \$625 per credit hour.
- 3) Overload instruction rate will be \$839 per credit hour.
- 4) Student salaries will not increase. The minimum wage remains at \$7.40 per hour.
- 5) CSSM budgets will be based on the need of each department and will be prioritized in alignment with the University's strategic plan. Spending at prior year's level cannot be automatically assumed. Academic departments will need to submit a plan for carryover monies.
- 6) Utilities are estimated to be at approximately the same level budgeted for FY 2010-11. Negotiated rates continue to be favorable and energy efficiency initiatives continue.
- 7) Financial Aid is expected to increase in proportion to the anticipated increase in tuition rates.
- 8) Inter-fund transfers will be expected to remain the comparable to FY 2010-11 unless a strategic initiative identified and recommended by the Strategic Planning and Budget Advisory Committee during the review process calls for an adjustment.
- 9) Housing and food service transfers to fund internet services and furnishings reserves are Board approved and should continue to be budgeted at 6% of revenues; 3% to support Internet costs and 3% to be transferred to Housing Furnishings Reserve.
- 10) Housing and food service transfers to a reserve and replacement account were Board Approved in FY11 at 5% of revenues to address deferred maintenance issue. The Housing Auxiliary transfer for deferred maintenance is yet to be determined.

## **2011- 2012 Budget Development Calendar**

January 17, 2011	The Vice President for Finance will provide a draft of 2011-2012 budget development guidelines and budget development instructions to the Committee for review and comment.
January 24 - 25, 2011	The Committee will comment on the budget development guidelines and instruction and the Vice President will revise these documents as recommended and issue to all budget managers.
By February 18, 2011	Budget information requested from the budget managers is due to the Vice President for Finance as soon as possible but no later than February 18, 2011.
February 28, 2011	The first draft of the General Fund and Auxiliary budgets will be submitted to the Committee.
By March 14, 2011	The Committee will make recommendations for changes to the first draft, and determine funding available for strategic initiatives. If funds are available, the committee will fund top strategic priorities identified in the strategic plan as well as determine funding available for strategic initiatives at the department level.
March 15, 2011	If funds are available at the department level, the Committee will invite budget managers to submit enhancement requests. The budget managers will be provided the amount of funds available and the priority ranking which will be used in evaluating the requests.
March 25, 2011	Requests for budget enhancements are due to the Committee
March 28, 2011	The Committee will prioritize requests received based on the strategic plan and available funds. Results will be distributed to those submitting a request. Budget managers may request a budget hearing to support their request at this time.
March 29 - 31, 2011	Budget hearings will be scheduled.
April 1 - 8, 2011	Budget hearings will be held.
April 11 & 18, 2011	Compilation of General Fund and Auxiliary budgets will be reviewed by the Committee and recommendations will be finalized and forwarded by the Provost to the President for his approval.
April 22, 2011	Draft budgets will be made available to the Board of Trustees for review.
April 28 - 29, 2011	Budgets will be presented to the Board of Trustees for approval.

## 2011-2012 Budget Development

Budget Unit: \_\_\_\_\_ Fund: \_\_\_\_\_ Org: \_\_\_\_\_

Budget Unit Name: \_\_\_\_\_

### Part I - Budget (See Instruction Tab)

Description	Actual FY10	Projected FY11	Proposed Budget FY12
<b>Revenue:</b>			
<b>Total Revenue</b>	0	0	0
Salaries/Wages - from Position List			
Student Wages			
Overtime/Temps			
Special Comp			
Adjunct/Overload			
Summer Faculty			
<b>Total Salaries</b>	0	0	0
<b>Total Fringes</b>	0	0	0
Fringe Rate	46.00%	48.50%	48.50%
<b>CSSM:</b>			
Supplies			
Postage			
Copies			
Telephone			
Travel			
Equipment			
<b>Total CSSM</b>	0	0	0
<b>Transfer in from [specific fund]</b>	0	0	0
<b>Transfer out to [specific fund]</b>	0	0	0
<b>Total Budget (a)</b>	0	0	0

### Part II - Position List (List by name/position all permanent current and proposed positions)

Name/Position	FTE	\$ - FY11	\$ - Proposed FY12

### Part III - Budget Justification (See Instruction Tab)

BUDGET JUSTIFICATION
----------------------

Include narrative per Part III Instructions included on the Instruction Tab of the Excel workbook.\*

\* This form is available in Excel format and will be distributed with the Budget Guidelines.

## **2011-2012 Budget Development Form Instructions**

### **Part I - Budget**

#### **Revenues**

Departments should report all estimated revenue from all sources.

#### **Salaries**

The first line in this section should correspond with the position list section below. It is most important that you list all of department personnel in the position list and the FTE for the position. However, you do not need to fill in the dollar amounts of these positions unless you want to. The business department will communicate with human resources to accurately fill in the dollar amounts of permanent positions.

Be sure to only include approved new hires and to indicate personnel changes such as non-renewals, sabbaticals, retirements, etc.

The budget manager should complete all other salary sections completely, taking care to consider student wages, overtime/temps, or special work including all stipends.

#### **Fringes**

Auxiliary Departments should override this field with an estimated actual for FY12 based on FY11 projected actual plus 0.05%.

If a good estimate is not available use the default rate are estimated at 48.5% for FY12. although that is still subject to change.

#### **CSSM**

CSSM is older governmental terminology that LSSU has continued to use over the years but it really just means "operating expenses" and, for our purposes, includes everything except labor costs.

The current level of CSSM spending is assumed to be normal ongoing operations, not necessarily the same dollar spending as in the previous year. You should adjust for anticipated price or rate changes (up or down) and significant changes in growth (or decline) of a department. One-time or occasional equipment purchases should be excluded.

New equipment that is absolutely necessary to the operation of a department should be included and fully explained.

#### **Transfers**

Transfers are used between funds and, at the budget manager level, will only be used by the auxiliary fund budget managers. For example, General Athletics will show a transfer in from the General Fund and generally show transfers out of General Athletics to specific athletic auxiliary funds.

### **Part II - Position List**

List each permanent employee in the department by name and their position. Give the full time equivalent (FTE) for each employee. For example a full-time employee would be a FTE of 1, a half-time employee would have a FTE of .5.

### **Part III - Budget Justification**

New positions or increase in any salary line need approval at the VP level to be considered.

Fully explain any significant changes from the prior year.

### **General Instructions**

Modify the line items as needed and use as many lines as you need to complete your budget and budget justification.

The budget managers should send the completed file electronically to the Vice President for Finance, Sherry Brooks, at [sbrooks1@lssu.edu](mailto:sbrooks1@lssu.edu).

Per the Budget Calendar - Please submit your budgets by February 18, 2011.

If you have any questions or need assistance, call Sherry Brooks at ext. 2216

**Lake Superior State University  
General Fund Budget Information Request Questionnaire  
For Fiscal Year 2011-2012**

**Fund:** \_\_\_\_\_ **Org:** \_\_\_\_\_

**Submitted by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Following are questions needed to prepare the FY11-12 General Fund Budget. Feel free to answer questions on this form, using as many pages as needed, or submit additional worksheets as you deem necessary. Please answer each question completely.**

- (1) What are your anticipated staffing changes from FY11 to FY12 including additions or deletions. Give reasons for changes, if any, including names (if known) of affected employee(s).
- (2) For Academic Units, do you anticipate increases/decreases in adjunct faculty or overload from FY11 to FY12? If so, please explain change.
- (3) Do you anticipated increases or decreases in CSSM spending from FY11? Please explain any changes.
- (4) For Academic Units, What is your estimated CSSM Carryover? What is the planned purpose for these funds?
- (5) If your department generates income (other than tuition or course/program fees), what changes in revenue do you anticipate from FY11 to FY12? Please explain any increase/decrease expected.

Please submit budget information electronically to [sbrooks1@lssu.edu](mailto:sbrooks1@lssu.edu). If you have questions, please call Sherry Brooks at 635-2216 (ext. 2216) or use the above e-mail address.

**The DUE DATE for submitting this budget information is February 18, 2011**

# Shared Governance Preamble, Process, and Bylaws

Updated 14 July 2011

## **PREAMBLE**

Lake Superior State University entered a new era in 2009 with the introduction of a Shared Governance Process designed to elicit input from all members of the campus community and allow for broad participation in the decision making process.

Shared governance embraces the university's mission. It recognizes and supports the leadership role of the President and Chief Academic Officers, the guidance of the Board of Trustees and the critical interface of the Faculty, Administration, Staff and Students. Broad institutional representation within this body of shared decision making allows the University to be nimble and responsive. Shared governance:

- A. Creates a dynamic, vibrant and engaged institutional culture
- B. Provides a forum for faculty, administration, and support staff to address shared concerns
- C. Provides a mechanism for coordinating policies and where appropriate, provides input into decision-making processes
- D. Improves the university's ability to carry out its mission through shared objectives

Shared governance is both a process and a structure whereby the collective good of the University is balanced with the individual good of its divisions. All members collaborate to embrace the institution's needs, ensuring that policies and procedures work in combined synergy, grounded by the university's mission.

Shared governance is a deliberative process. It recognizes change as a constant force affecting the function of the university. The institution's size allows pertinent issues to rise efficiently to the purview of shared governance. This concise pathway facilitates deliberation and both rapid and full response to emerging issues, needs, and concerns. Within its deliberative function, shared governance addresses strategic planning, review of academic programs, formulation of policies, appraisal of initiatives, evaluation of student activities, review of budget considerations, and other pertinent issues.

Institutional culture at LSSU is reflected within the university's model of shared governance. Critical mutual trust along with a shared sense of purpose, combine in the decision-making framework. Shared governance provides a voice to entities throughout the institution. The structure encompasses the colleges, programs, schools, students, faculty, staff and other constituencies through direct representation. Within this framework, the deliberative process is open and transparent.

## PROCESS

Members of the shared governance structure serve either through election by peers or by administrative appointment. Representatives will be appointed or elected by the members of a given academic division, administrative unit, or other designated entity.

Elected members serve for a set term of three years. Should any member be unable to complete their term, a special election will be held to solicit their replacement. As new committees are put into place, elected committee members will serve for two, three, or four years to allow for continuity on each committee, to be determined by random drawing at the first committee meeting.

The member's primary decision-making responsibility, while representing their constituency throughout deliberations, is to work for the good of the university as a whole. At times, this may require looking past decisions potentially benefiting their direct constituency, in favor of decisions that benefit the institution as a whole.

Shared Governance acts as a conduit of information and consultation between the President and Board of Trustees as well as the greater institution, *i.e.* the faculty, students, staff, committees, and other constituencies. The Shared Governance Oversight Committee disseminates information forward to the greater institution and its constituencies from the Committee itself, the President and the Board of Trustees. Within this transparent information flow, the mission of the institution is continuously embraced and strengthened.

There are three major committee categories within the Shared Governance structure: Oversight, Strategic, and Task.

The Shared Governance Oversight Committee will facilitate systematic input on policy issues and oversee the various efforts undertaken by the University as an overall part of shared governance activity. Thus, shared governance will provide advisory input on issues related to LSSU policy and issues important to the development and well-being of the University and will also provide consultative guidance to all shared governance sub-committees (Strategic, Task, etc.) in the University. The Chair of the Shared Governance Oversight Committee should be a faculty member elected by the committee membership at the first meeting.

The Strategic Committees (Appendix I) convey information and decision-making between the Shared Governance Oversight Committee and the Task Committees. The Chair of the Strategic Planning & Budget Committee and the Infrastructure Development Committee should be a faculty member elected by the committee membership at the first committee meeting. The chair of the Student Affairs Committee shall be the Vice President for Student Affairs and the chair of the Assessment Committee shall be the Assistant to the Provost for Assessment and Accreditation. All strategic committees are expected to meet at least four times per year and report on their activities through the posting of minutes to the Shared Governance website.

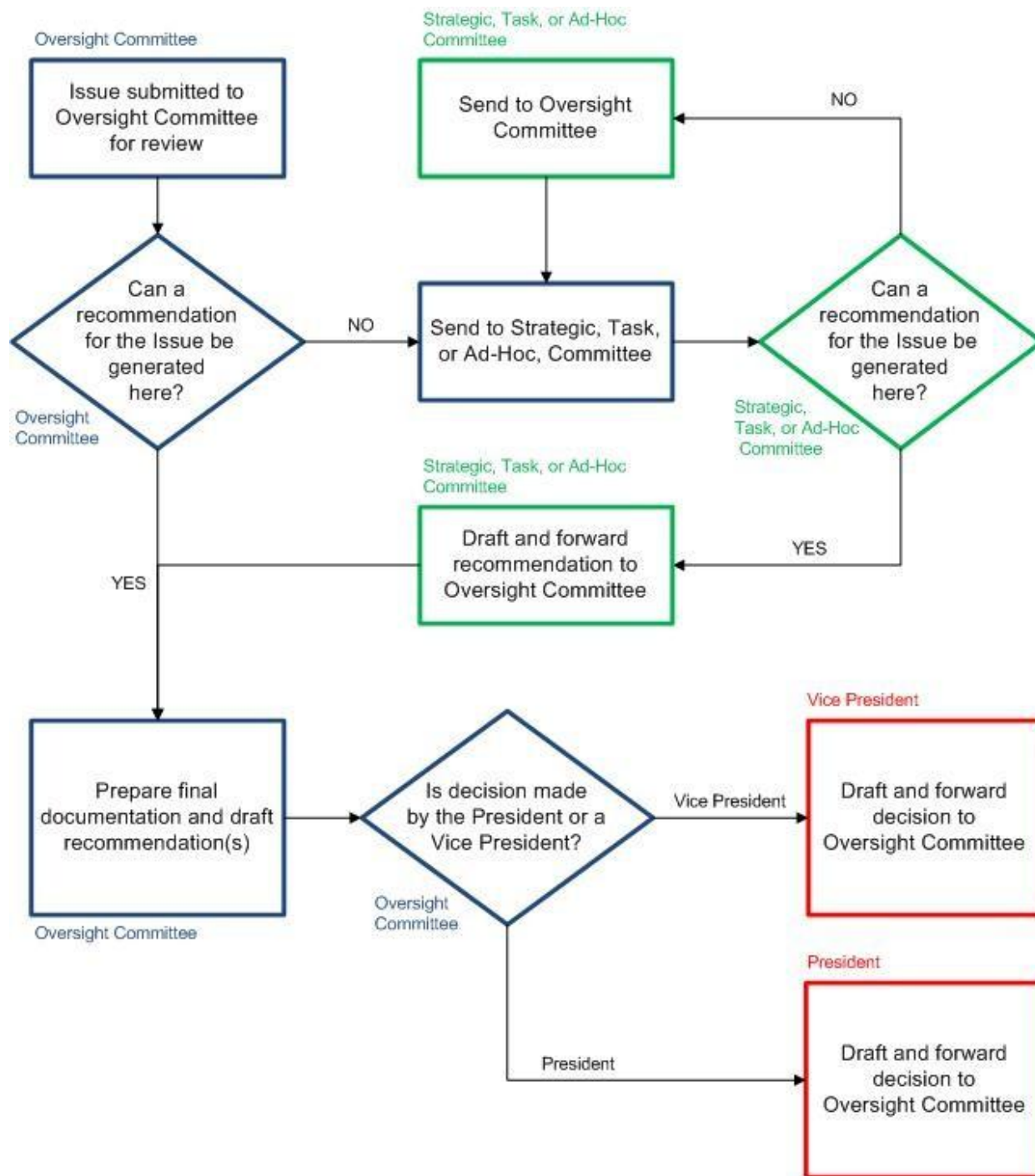
Task Committees (Appendix II) convey information and decision-making between the relevant Strategic Committees and the individual entities within the institution at large. Task committees may change according to the needs of the institution. All task committees are expected to meet at least twice per year and report on their activities through the posting of minutes to the Shared Governance website.

## SUBMISSION OF ITEMS FOR REVIEW

Any member of the LSSU community may submit items for review to the Oversight Committee using the "Issue Submission Form" available on the Shared Governance website. The Oversight Committee will either make a recommendation on the issue or forward the issue to a Strategic, Task, or Ad Hoc committee. The committee receiving the Issue may or may not choose to provide a recommendation on the issue. If no



recommendation is made, a reason for not doing so will be provided to the person/group submitting the Issue. Otherwise, the process noted below will be followed.



# **BYLAWS**

## **I. SHARED GOVERNANCE OVERSIGHT COMMITTEE**

### *A. Membership*

1. The University Provost
2. Three faculty members, one of whom is the Faculty Association President or designee, all elected by the Faculty Association
3. The President of the Education Support Professionals or his/her designee
4. Two elected members of the Administrative Professional employees

### *B. Charge*

1. To provide advice and counsel to the strategic committees as well as within the shared governance committee in order to help the committees perform optimally.
2. To conduct ongoing review of the structure and composition of all University committees, and to make recommendations regarding changes in structure or committee composition.
3. To review all recommendations for the creation of new University committees, both standing and ad hoc, and to make recommendations regarding their role and effect within the shared governance system.
4. To conduct an ongoing review and evaluation of the effectiveness of the shared governance system at all levels of the University and to propose adjustments or modifications suggested by this review.
5. To conduct an ongoing review of the effectiveness of communication of information within the shared governance system at all levels of the University and to make recommendations regarding methods to improve communication where necessary.
6. To communicate its deliberations and findings to the President and to the University community.

This committee reports to the President through the appropriate Vice-President..

## **II. STRATEGIC COMMITTEES**

The Strategic Committees below convey information and decision-making between the Shared Governance Oversight Committee and the Task Committees. The Chair of each strategic committee with the exception of Student Affairs and Assessment should be a faculty member elected by the committee membership at the first committee meeting.

1. Strategic Planning and Budget Advisory Committee
2. Student Affairs Committee
3. Infrastructure Development Committee
4. Assessment Committee

### *1. Strategic Planning and Budget Advisory Committee*

#### *A. Membership*

1. Two (2) members of the President's Cabinet, one of whom shall be the VP of Finance and the other selected by the President
2. One (1) Dean selected by the Provost's Council
3. One (1) faculty member elected from each of the university's colleges
4. One (1) staff member selected by the ESP Executive board
5. One (1) elected Administrative Professional employee
6. One (1) student elected by Student Government

***B. Charge***

1. To participate in all aspects of strategic planning including:
  - a) Development of the university strategic plan
  - b) Assessment of the strategic plan
  - c) Periodic review and modification of the strategic plan
2. To conduct systematic reviews of expenditure and revenue needs.
3. To prioritize resource needs from all areas of the university.
4. To communicate its deliberations and findings to the President and to the University community by the timely posting of minutes to the Shared Governance website.

This committee reports to the President through the Provost.

***2. Student Affairs Committee***

***A. Membership***

1. Two (2) faculty members elected by the Faculty Association
2. Two (2) AP members selected by the Vice President for Student Affairs
3. Two (2) student members selected by Student Government
4. One (1) staff member selected by the ESP Executive Board
4. One (1) dean selected by Provost Council
5. Vice President of Student Affairs (Chair)
6. Vice President for Enrollment Services

***B. Charge***

1. To review, recommend, and report on policies in the following areas:
  - a. Student Affairs issues as received from the Vice President of Student Affairs, Student Government, Provost, individual faculty or staff members, and other sources
  - b. Student recruitment, retention, and admissions
2. To communicate its deliberations and findings to the President, and, to the University community by the timely posting of minutes to the Shared Governance website.

This committee reports to the President through the Vice President of Student Affairs.

***3. Infrastructure Development Committee***

***A. Membership***

1. Provost
2. Vice President of Student Affairs

3. Vice President for Finance
4. Representative of Physical Plant
5. Director of the Foundation
6. Director of Campus Life
7. One (1) Dean selected by the Provost's Council
8. Two (2) faculty members elected by the Faculty Association
9. One (1) staff member selected by the ESP Executive Board
10. One (1) elected Administrative Professional
11. One (1) student elected by Student Government

***B. Charge***

1. To review and recommend updates to the campus master plan on a periodic basis
2. To evaluate 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. To provide recommendations about renovation and repairs to campus facilities and infrastructure, including major technology components
4. To review all of these needs in light of the long range goals of the University
5. To communicate its deliberations and findings to the President and the University community by the timely posting of minutes to the Shared Governance website.

This committee reports to the President through the appropriate Vice-President.

**4. *Assessment Committee***

***A. Membership***

1. Associate Provost for Assessment, Education and Graduate Studies
2. One vice president selected by the President
3. One dean selected by the provost
4. One elected Administrative Professional employee
5. One ESP employee selected by the ESP Executive Board
6. One faculty member elected from each University College

***B. Charge***

1. Provide a definition of "assessment" for the entire LSSU community.
2. Ensure LSSU has incorporated accepted HLC standards for assessment.
3. Review and assist, campus-wide, in the development of assessment plans.
4. Review and recommend to the Provost, for approval, all course syllabi learning outcomes and assessment processes.
5. Review and recommend to the Provost, for approval, all academic program outcome statements and assessment processes.
6. Assist the Provost with the development of a process of regular program review.
7. Develop a common format for yearly academic reporting of assessment activity as defined by the HLC.

8. Review and evaluate the use of assessment by institutional units and recommend improvements in their assessment processes where necessary.
9. Review and evaluate the effectiveness of the institution's responses to assessment and evaluation in the form of budgetary or programmatic modifications.
10. Review and evaluate the use of specific performance standards by individual units for purposes of continual improvement of programs and/or services.
11. Assist the Provost in institutionalizing assessment.
  - (a) Common report formats.
  - (b) Common storage for reports.
  - (c) Identification of documents to be archived.
  - (d) Development of dashboards for administrative review towards meeting goals.
  - (e) Development of dashboards for faculty/staff use in evaluative measures.

This committee reports to the President through the Provost.

### **III. TASK COMMITTEES**

Task Committees convey information and decision-making between the relevant Strategic Committees and the individual entities within the institution at large. Task committees may change according to the needs of the institution. Task committees and their responsibilities are noted below.

#### **TASK COMMITTEES AND THEIR RESPONSIBILITIES**

##### **ACADEMIC POLICY AND PROCEDURES (APPC)**

- *Works with Provost to address all issues related to improving quality of academic mission of University*
- *Responsible for compiling all policies and procedures related to:*
  - *Student admission*
  - *Student scheduling*
  - *Student record*
  - *Other policies related to educational mission for current relevance and usage*
- *Responsible for publishing all procedures and policies in a common and accessible place*
- *Make recommendations concerning existing or new policies and procedures affecting academic area, including*
  - *Teaching*
  - *Learning*
  - *Academic integrity*
  - *Grading*
  - *Student*
  - *Scholarship*
  - *Academic advising*
  - *Training of academic advisors*
  - *Tutoring*
  - *Academic support*
  - *Academic standing*
  - *Admission*
  - *Resources for instructional and research support*
  - *Class scheduling*

##### **ARTS CENTER**

- *Reviews proposals for Arts Center sponsored events*
- *Coordinates Auditorium use availability/schedules*
- *Reviews marketing and fund raising activities related to Arts Center*
- *Participates in revision of the Arts Center policy and rates*

Meets 4-6 times/year

### **BANNER IMPROVEMENT GROUP (BIG)**

This committee is comprised of the Banner Module Leads, the Director of IT, our DBA, and various VP's. We discuss and make decisions regarding Banner.

Meets as needed

### **BANNER USER'S GROUP (BUG)**

- *Discuss upgrade issues/updates*
- *Departmental updates/calendar information*
- *Reporting issues*

Meets bimonthly

### **COMMENCEMENT**

- *Prepare, carry out and follow-up on activities for the commencement ceremony*

Meets 3-4 times/year

### **CULTURAL AFFAIRS and ISSUES & INTELLECT**

#### *Membership*

Chaired by the Provost

Other members invited and then appointed by the Provost

#### *Charge*

- *Requests proposals (RFP's) for funding for speakers and other artistic and cultural events*
- *Review the proposals and recommend funding for those deemed worthy of funding*

Meets as needed to review proposals

### **CURRICULUM (contractually defined)**

#### *Membership*

The Committee shall each be composed of thirteen (13) faculty members, one from each academic department and one from Academic Services, elected by the faculty members of the respective departments in each College; two students, chosen by the Student Government; the Provost; and two Deans. The Registrar and the Assistant to the Provost for Academic Records shall serve as ex-officio members of the committees. The 13 faculty members shall represent the following units, with no more than one representative from any one school or department: four representatives from the College of Arts, Letters and Social Sciences; five representatives from the College of Natural, Mathematical, and Health Sciences; two representatives from the College of Business and Professional Studies, one representative from the College of Engineering and Technology; and one representative from Academic Services.

#### *Charge*

- *Review of proposals submitted for changes to existing courses, new courses*
- *Review of proposals to create or modify academic programs*
- *Make recommendations to School or Department regarding renewal or deletion of a program*

Meets every other week during academic year

## **DATA STANDARDS**

### *Charge*

- To establish standards for the creation, maintenance, access, protection and use of data stored within the Banner system on LSSU's campus.

Meets as needed

## **DEVELOPMENTAL EDUCATION**

- *Provide communication between departments and staff concerning developmental education courses and services at the university*
- *To serve in an advisory capacity as necessary, to the university on policies relevant to developmental education*
- *To share recommendations and advice on improving developmental courses and services at the university*

Meets 8 times/year

## **DISTANCE LEARNING**

- *Provides a forum of ideas and potential resources for online learning*
- *Fall faculty orientation: focus - online learning*
- *Development of on-line web pages/resources*

Meets irregularly

## **DISTINGUISHED TEACHER SELECTION**

- *To select the faculty member that most closely meets stated criteria from the nominations submitted by faculty, staff students and alumni*

Meets approximately 3 times/year

## **DIVERSITY**

- *To examine all diversity issues on campus*
- *The Vice President for Student Affairs is ex officio member of this committee*

## **FINANCIAL AID**

- *Hears appeals and determines results from students who have had financial aid discrepancies/difficulties*

Meets once a month as needed

## **GENERAL EDUCATION (contractually defined)**

### *Membership*

The Committee shall each be composed of thirteen (13) faculty members, one from each academic department and one from Academic Services, elected by the faculty members of the respective departments in each College; two students, chosen by the Student Government; the Provost; and two Deans. The Registrar and the Assistant to the Provost for Academic Records shall serve as ex-officio members of the committees. The 13 faculty members shall represent the following units, with no more than one representative from any one school or department: four representatives from the College of Arts, Letters and Social Sciences; five representatives from the College of Natural, Mathematical, and Health Sciences; two representatives from the College of Business and Professional Studies, one representative from the College of Engineering and Technology; and one representative from Academic Services.

### *Charge*

Each year the general education committee determines its tasks for the academic year. The tasks as determined for the 2008-2009 academic year were as follows:

- *Review, approve and develop a process for communicating the general education outcomes*
- *Implement MAPP as a pilot program for general education assessment and correlate with ACT pre and post tests*
- *Develop a report on general education assessment that correlates with HLC requirements for the LSSU assessment report*
- *Explore and develop the concept and implementation timelines for university-wide Foundation Course Completion*

Meets every other week during academic year

## **HONORS COUNCIL**

- *Set and alter, if necessary, the policies and procedures for the University Honors Program*
- *Prioritize budget expenditures*
- *Evaluate student honors contracts*
- *Evaluate student senior thesis proposals*
- *Evaluate student senior thesis final projects*
- *Oversee the Student Honors Association*

Meets once a month during academic year

## **HUMAN SUBJECTS (IRB)**

### *Membership*

Membership is determined and then invited by the Provost with input provided by the Provost Council. The committee Chair is appointed by the Provost.

### *Charge*

- *Review student and/or faculty research proposals if the research involves human subjects in any manner*
- *Assess amount of risk involved in particular research*

Meets as needed to review research proposals involving human subjects

## **INDIVIDUALIZED STUDIES**

- *Grant approval of the Individualized Studies Degree for students desiring a specialized degree*

Meets as needed

## **INSTITUTIONALIZED ANIMAL CARE & USE**

- *Conducts reviews of research and instructional projects for the proper care and use of vertebrate animals*
- *Overseer of proposed housing and husbandry procedures, the health status of the animals, and provisions for veterinary care*
- *Monitors measures to minimize the number of animals required to produce valid results and procedures to alleviate potential animal pain or discomfort*

Meets as needed based on proposals for vertebrate use

## **INTERCOLLEGIATE ATHLETICS**

- *Serves as an advisory group to the university administration in matters, relating to the operation of the intercollegiate athletic program.*

Meets as needed



## **INTERNATIONAL PROGRAMS AND OFFERINGS (STUDY ABROAD)**

- *Promote international awareness and diversity on campus*
- *Help enhance understanding and interactions between people with different cultural backgrounds*
- *Share cultural perspectives*
- *Advocate international studies so that students will become more competent in the global economy*
- *Organize activities that will promote the above goals*

Meets as needed

## **ORIENTATION**

- *Review and update university orientation programming as a whole*

Meets monthly during academic year; as needed in summer

## **PARKING & TRAFFIC**

- *Review appeals of parking violations.*
- *Review parking regulations and make recommendations for change.*

Meets once/week during academic year

## **RETENTION**

- *Provide leadership in the study and promotion of learning and successful degree completion by LSSU students*

Meets every other week during academic year

## **SABBATICAL (contractually defined)**

### *Membership*

The Committee shall be comprised of two Deans appointed by the Provost and five faculty members elected by the faculty. The five faculty members shall be elected as follows: one from the College of Arts, Letters and Social Sciences; two from the College of Natural, Mathematical and Health Sciences; and two (but no more than one faculty member from any given area) from the following areas combined: College of Business and Professional Studies, College of Engineering and Technology, and Academic Services.

### *Charge*

- *Review sabbatical applications and make recommendations on allocation of semesters available*

Meets once or twice a year after sabbatical applications are submitted

## **SAFETY**

### *Mission Statement:*

Identify safety hazards/problems with input from the campus community and provide realistic solutions. Provide continuous awareness of safety behavior through education and training to create a safe work/learning environment for employees, students and guests of the campus community.

### *Charge:*

Promote health and safety for the campus community at Lake Superior State University; reduce risk and occurrence of workplace accidents and injuries and minimize insurance costs.

Meets irregularly. Has yet to meet this year.

## **SCHOLASTIC STANDARDS**

- *Recommend policies on academic, credit, grading, probation and dismissal of students*
- *Approve substitutions or waivers of general education requirements*

- *Review student scholarship, discipline, grading situations for at risk students*
- *Review re-admittance requests from students*

Meets at least once/semester

## **SUSTAINABILITY**

The mission of the sustainability task committee will be to integrate sustainability into current operations and long-term projects and goals of the university.

Meets every other week

## **TENURE EXTENSION APPLICATION COMMITTEE**

### *Membership*

Four tenured faculty and one dean selected by the Provost and President of the Faculty Association

*This committee will follow the process to extend faculty application for tenure as approved by a Faculty Association Membership vote in April 2011. The process provides provisions and requirements for faculty who find either by the hiring process or for unforeseen personal events, they are not ready to apply for tenure.*

Meet as needed to review submitted applications for tenure extension.

## **UNDERGRADUATE RESEARCH**

### *Membership*

Membership is determined and then invited by the Provost with input provided by the Provost Council.

The committee Chair is appointed by the Provost.

Meets as needed to review submitted proposals.

## **UNIVERSITY SERVICE**

- *Welcome new employees*
- *Recognize special events in lives of employees i.e. marriage, birth of a child, death in family, illness, retirement, etc.*
- *Plan LSSU Christmas Party*

Meets quarterly.

# **Appendix I: Memberships of Shared Governance Oversight & Strategic Committees for the 2010-2011 Fiscal Year**

## **SHARED GOVERNANCE OVERSIGHT COMMITTEE**

Chair: Nancy Kirkpatrick, Faculty, term expires June 30, 2012  
Linda Schmitgal, Faculty association president  
H. Russell Searight, Faculty, term expires June 30, 2013  
Morrie Walworth, Provost  
Nancy Neve, AP representative, term expires June 30, 2014  
Tom Pink, AP representative, term expires June 30, 2013  
David Drzweicki, ESP representative, term expires June 30, 2014

## **STRATEGIC PLANNING & BUDGET COMMITTEE**

Chair: Linda Schmitgal, Faculty, College of Professional Studies, term expires June 30, 2012  
George Denger, Faculty, College of Arts, Letters & Social Sciences, term expires June 30, 2013  
John Roesse, Faculty, College of Natural, Mathematical & Health Sciences, term expires June 30, 2013  
Paul Weber, Faculty, College of Engineering, Technology & Economic Development, term expires June 30, 2014  
Mary Jo Meehan, Faculty, College of Academic Services, term expires June 30, 2012  
Morrie Walworth, Provost  
Sherry Brooks, Vice President for Finance  
William Eilola, Vice President for Enrollment Services  
Colleen Barr ESP representative  
Debra Faust, Director of Financial Aid, AP representative  
Ramsey A've, Student  
Magen Umlor, Student  
Karizma Vance, Student

## **INFRASTRUCTURE COMMITTEE**

Chair: Terry Heyns, Faculty, term expires June 30, 2014  
Carol Andary, Faculty, term expires June 30, 2012  
Morrie Walworth, Provost  
Sherry Brooks, Vice President for Finance  
Ken Peress, Vice President for Student Affairs  
Gary Balfantz, Dean, College of Arts, Letters & Social Sciences  
Tom Coates, Executive Director of the Foundation  
Scott Korb, Director of Campus Life & Housing  
Dan Pavlat ESP representative  
David Leach, AP representative June 30, 2013  
Paul Trumbley, Physical Plant representative

## **STUDENT AFFAIRS**

Chair: Ken Peress, Vice President for Student Affairs  
Bill Eilola, Vice President for Enrollment Services  
Kirk Mauldin, Faculty, Term expires June 30, 2012  
Nicole Kerr Faculty, Term expires June 30, 2013  
Suzette Olson AP representative  
Paige Gordier, Dean, College of Professional Studies

Tom Davis, AP representative

## **ASSESSMENT**

Chair - Dave Myton, Associate Provost for Assessment, Education and Graduate Studies Members to be selected by the appropriate unit Fall 2011.

## **Appendix II: Membership of University Task Committees for the 2010-2011 Fiscal Year**

### **ACADEMIC POLICIES AND PROCEDURES**

Chair: Gary Balfantz, Dean – Arts, Letters & Social Sciences

Deans, Faculty, A/P (Invited & Appointed)

Chad Barbour, Faculty – Department of English & Communication

Susan Camp, Director - Admissions

Deb Faust, Director – Financial Aid

Karen Johnston, Director – Advising, Retention, Orientation

Barbara Keller, Dean – Natural, Mathematical & Health Sciences

Joe Moening, Faculty - School of Engineering

Nancy Neve, Registrar

Valerie Phillips, Faculty – School of Business

Carolyn Rajewski, Director – Learning Center

Britton Ranson Olson, Faculty – School of Biological Sciences

Lisa Cameron, Director – Human Resources

### **ARTS CENTER**

Chair: Tom Davis, Arts Center Director

Faculty, A/P, Staff, Student (Invited & Appointed)

Gary Balfantz, Dean – Arts, Letters, and Social Sciences

Deborah Choszczyk, dance faculty

Sharon Dorrity, LSSU Foundation

Nancy LeGreve, ticket office

Jen Noaks, student

Tom Pink, Public Relations

Sharmay Wood, student activities

### **BANNER IMPROVEMENT GROUP (BIG)**

Chair: Scott Olson, Interim Director of Information Technology

A/P, Staff (Invited & Appointed)

Sherry Brooks, VP Business and Financial Operations

Susan Camp, Admissions

Georgiana Cox, Business Office

Bill Eilola, VP Enrollment Services

Deborah Faust, Financial Aid

Susan Fitzpatrick, Alumni Relations

Nancy Neve, Registrar's Office

Jerry Stephens, IT

Morrie Walworth, Provost

Luanne Webb, Student Service Counter

### **BANNER USERS GROUP (BUG)**

Chair: Luanne Webb

A/P, Staff (Invited & Appointed)

David Aho, IT

Joe Barrs, Admissions

Jason Browning, Business Operations

Georgiana Cox, Business Operations

Sara Devaprasad, IT  
 Susan Fitzpatrick, Alumni Relations  
 Jackie Kellerman, Financial Aid  
 Craig Krouth, Business Office  
 Cindy Merkel, Institutional Services  
 Nancy Nethery, IT  
 Suzette Olson, Provost's Office  
 Bob Parry, IT  
 Carolyn Rajewski, Learning Center  
 Kathy Spencer, IT  
 Nikki Storey, Human Resources  
 Jennifer Young, Registrar's Office

## COMMENCEMENT

Co-Chairs: Suzette Olson, Jeanne Shibley  
 AP (Invited & Appointed)  
 Kaye Batho  
 Susan Fitzpatrick  
 Theresa Weaver  
 Luanne Webb

## CULTURAL AFFAIRS and ISSUES & INTELLECT

Chair: Provost  
 Faculty, AP, Staff (Invited & Appointed)  
 Tom Davis  
 Daniel Dorrity  
 Barb Keller  
 James Zukowski

## CURRICULUM (contractually defined)

*Provost & Vice President for Academic Affairs: Morrie Walworth*

*Two Deans (Appointed): Page Gordier*

*Nancy Neve (Registrar)*

*Two Student Representatives (Appointed)*

*Faculty (Elected & Contractually Defined)*

### *College of Arts, Letters and Social Sciences*

Louann Disney	Language Studies	2010F-2012S
Deb Choszczyk	Fine and Performing Arts	2009F-2011S
H. Russell Searight	Psychology	2009F-2011S
Guidi Yang	Education	2010F-2012S

### *College of Natural, Mathematical and Health Sciences*

Maureen O'Shea	Nursing	2009F-2011S
John Roes	Biological Sciences	2009F-2011S
Evan Schemm	Mathematics and Computer Science	2010F-2012S
Matthew Spencer	Geology and Physics	2009F-2011S
Jody Susi	Recreation Studies and Exercise Science	2010F-2012S

### *Academic Services*

Ruth Neveu	Librarians	2009F-2011S
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### *College of Professional Studies*

Mindy Poliski	Accounting and Mgmt Information Systems	2009F-2011S
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## **DATA STANDARDS**

Chair: Susan Fitzpatrick

Ann Kellerman

Arlene MacPherson

Caryn Routhier

Cheri Castner

Cindy Merkel

Colleen Rye

Jason Browning

Jerry Stephens

Nancy Neve

Bob Parry

Suzette Olson

## **DEVELOPMENTAL EDUCATION**

Chair: Chad Barbour

Sherilyn Duesing

Carolyn Rajewski

Jillena Rose

Vicki Fox

Karen Johnston

Heidi Witucki

Lorraine Gregory

## **DISTANCE LEARNING**

Chair: Open

Faculty, AP (Selected & Appointed)

Paulette Attie

Kathy Berchem

Sara Devaprasad

Leslie Dobbartin

Jason Garvon

Beth Hronek

Katie Kalata

Nicole Kerr

R. Kirk Mauldin

Dave Myton

Nancy Neve

James Schaefer

Barbara Searight

Shirley Smart

Paul Weber

Sharmay Wood

Ralf Wilhelms

## **DISTINGUISHED TEACHER**

Chair: Faculty Member Serving the Longest on Committee

Five (5) most recent Distinguished Teaching Award recipients that are current faculty members; the top graduating senior from each school (12) that has been full-time at LSSU for at least 4 semesters, is enrolled on campus during the spring semester of the award; excludes December grads, Regional Center grads, interns or practicum students.

## DIVERSITY

Chair: Ken Peress  
 Sara Devaprasad  
 Kirk Mauldin  
 Simon Purdy  
 Stephanie Sabatine  
 Patrick Santoro  
 Karizma Vance  
 Pariwate Varnikovida

## FINANCIAL AID

Chair: Karen Johnston  
 Faculty, AP (Selected & Appointed)  
 Susan Camp  
 Bill Eilola  
 Deborah Faust  
 Deb McPherson  
 Theresa Weaver

## GENERAL EDUCATION (contractually defined)

*Provost & Vice President for Academic Affairs: Morrie Walworth*

*Two Deans (Appointed): Barb Keller*

*Nancy Neve (Registrar)*

*Two Student Representatives (Appointed)*

*Faculty (Elected & Contractually Defined)*

### *College of Arts, Letters and Social Sciences*

Mary Been	English	2010F-2012S
Lorraine Gregory	Education	2010F-2012S
Gary Johnson	Political Science	2009F-2011S
Tom Schirer	Humanities and Philosophy	2009F-2011S

### *College of Natural, Mathematical and Health Sciences*

Kristin Arend	Biological Sciences	2010F-2012S
Kathy Berchem	Nursing	2009F-2011S
Sherry Duesing	Mathematics and Computer Science	2010F-2012S
Deb McPherson	Recreation Studies and Exercise Science	2010F-2012S
Derek Wright	Chemistry and Environmental Sciences	2009F-2011S

### *Academic Services*

Beth Hronek	Librarian	2009F-2011S
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### *College of Professional Studies*

Herb Henderson	Criminal Justice, Fire Science and EMS	2009F-2011S
Ralf Wilhelms	International Business	2010F-2012S

### *College of Engineering, Technology, & Economic Development*

David Baumann	Engineering and Technology	2009F-2011S
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## **HONORS COUNCIL**

Chair (Appointed): Jason Swedene

Faculty, students (Invited & Appointed)

Sally Childs

Rosario Diaz, student

Jason Garvon

Alissa Haney, student

Zachary Maltbia, student

Mike McLaughlin, student

Jon Spencer, student

Mark Terwilliger

James Zukowski

## **HUMAN SUBJECTS (IRB)**

Chair (Appointed): Barb Keller

Faculty (Invited & Appointed)

Chris Brunt

Lynn Kabke

Kathleen Kalata

Kirk Mauldin

Britton Ranson Olson

Russell Searight

Jodi Susi

Jason Swedene

Derek Wright

## **INDIVIDUALIZED STUDIES**

Chair: To be named

Faculty, AP (Invited & Appointed)

Gary Balfantz

Jim Devaprasad

Daniel Dorrity

Barbara Evans

Valerie Filek

Paige Gordier

## **INSTITUTIONALIZED ANIMAL CARE & USE**

Chair: John Roesse

Faculty, AP, Veterinarian (Invited & Appointed)

Barbara Evans

Jason Garvon

Susan Ratwik

Mary St. Antoine

Geoff Steinhart

Veterinarian (TBD)

## **INTERCOLLEGIATE ATHLETICS**

Chair: Tom Boger

Faculty, AP, student (Invited & Appointed)

Gary Balfantz

Kris Dunbar (ex officio)

Deb Faust

Val Filek

Nancy Kirkpatrick

Deb McPherson  
Ken Peress  
Jim Schaefer  
Student (TBD – President of Student Athletic Advisory Committee)  
Jason Swedene  
Luanne Webb

## **INTERNATIONAL PROGRAMS AND OFFERINGS (STUDY ABROAD)**

Co-Chairs: Deb Faust, Morrie Walworth

Faculty, AP (Invited & Appointed)

Susan Camp  
Allan Case  
Craig Krouth  
Nancy Neve  
Ken Peress  
Michelle Thalacker  
Ralf Wilhelms  
Guidi Yang

## **ORIENTATION**

Chair: Karen Johnston

Faculty, AP (Invited & Appointed)

Allan Case  
Bill Eilola  
Debbie Jones  
Scott Korb  
Nancy Neve  
Ken Peress  
Mindy Poliski  
Jody Schopp  
Jason Swedene  
Morrie Walworth

## **PARKING & TRAFFIC**

Chair: Priscilla Stevens

Faculty, ESP, AP, student (Invited & Appointed)

Kathy Bazinau  
Jon Coullard  
Robert Steinhoff (student)  
Carol Schmitigal  
Luanne Webb  
On-Duty Shift Officer

## **RETENTION**

Co-Chairs: Jason Garvon, Karen Johnston

Faculty, AP (Invited & Appointed)

Susan Camp  
Sheri Duesing  
Kris Dunbar  
Andrew Jones  
Scott Korb  
Michelle Markstrom  
Carolyn Rajewski  
James Schaefer

Luanne Webb

**SABBATICAL (contractually defined)**

*Academic Administration (Appointed)*

MaryAnne Shannon

*Faculty (Elected & Contractually Defined)*

*College of Arts, Letters and Social Sciences*

H. Russell Searight

spring 2011

*College of Natural, Mathematical and Health Sciences*

Sally Childs

Mark Terwilliger

spring 2011

spring 2011 *Engineering, CJ,*

*Academic Services*

Paul Duesing

Mary Jo Meehan

spring 2011

spring 2012

**SAFETY**

Tri-Chairs: Priscilla Stevens, Michelle Thalacker, Paul Trumbley

Faculty, AP, ESP, Student (Invited & Appointed)

Jon Coullard

Terry Heyns

Scott Korb

Danny Pavlat

Mary St. Antoine

Ray Schebel

Jim Smith

Stacey Swanson

Student

**SCHOLASTIC STANDARDS**

Chair: Paige Gordier

Faculty, AP (Invited & Appointed)

Sheri Duesing

Val Filek

Vicki Fox

Ron Hutchins

Karen Johnston

Kristen Larsen (alt. Mary Jo Meehan)

Nancy Neve

Ken Peress

Carolyn Rajewski

Susan Ratwik

**SUSTAINABILITY COMMITTEE**

Chair: Greg Zimmerman

Stephanie Aho

Mary Been

Monica Brandt

George Denger

Steve Gregory  
Scott Korb  
Scott Olson  
Elizabeth Rink  
Jennifer Schmeisser

#### **TENURE EXTENSION APPLICATION COMMITTEE**

Paige Gordier, Dean  
Lynn Kabke, faculty  
Roger Land, faculty  
Sue Ratwik, faculty  
Brian Snyder, faculty

#### **UNDERGRADUATE RESEARCH**

Chair (Appointed): Barb Keller  
Faculty (Invited & Appointed)  
Chris Brunt  
Barb Evans  
Russ Searight  
Jason Swedene  
Mark Terwilliger  
Paul Weber

#### **UNIVERSITY SERVICE**

Chair (Appointed): Nikki Storey (Administration Bldg)  
Faculty, Staff, A/P (Invited & Appointed by campus location and employee group)  
Patty Allison (Fletcher Center)  
Laura Bofinger (Crawford Hall)  
Christopher Brunt (Library)  
Al Case (Admissions, Alumni, Native American Center)  
David Drzweicki (Physical Plant)  
Janine Murray (Norris Center)  
Shirley Schoenemann (Brown Hall, Child Development Center, Library)  
Cathy Smith (Cisler, Health Care Center)  
Vacant (CAS)

## **Academic Improvement Plan 2011-2012**

This document will outline major initiatives to be taken in academic year 2011 – 2012 in order to more efficiently allocate resources, align activities with the University's mission, comply with our accrediting agency's expectations, and institutionalize assessment practices. This plan is comprised of three major initiatives.

- 1) Program Prioritization
- 2) Program Assessment and Review
- 3) Opening Pathways

### **Program Prioritization:**

Program prioritization is an open process where an institution evaluates all its programs in order to group them or rank them in such a fashion that resources can then be allocated according to the value the institution places on that program. A program is defined as any activity which utilizes University resources (personnel, space, finances, etc.). The process is data driven and therefore, data intensive. The analysis focuses on preselected criteria. The end result is that the institution has a systematic basis to identify opportunities to increase revenue, reduce costs, improve program quality, align programs with institutional goals, and strengthen institutional reputation.

During the 2010-2011 academic year, the Provost, the deans, several chairs, as well as many faculty and administrators read the book "Prioritizing Academic Programs and Services" written by Robert Dickeson. The University also hosted two webinars on this topic in early May 2011.

As the Provost and deans studied the book and the prioritization process it was clear that LSSU was not positioned to begin this endeavor in the 2010 – 2011 academic year due to the lack of sufficient institutional data to support the review process. A search for a Data and Report Analyst began in the fall of 2010 and resulted in a failed search. A new search began in the summer of 2011 and is currently underway.

Data for program prioritization must be publically available so that all areas use common data sets. LSSU has none of these data sets at this point. The Provost/deans have started to collect data, but the process has been slow. The summer is needed to gather the following data and prepare for program review and prioritization next year. The goal is to have all data available via the internet in a drill-down format. It is suggested that LSSU use a software tool such as cognos to provide the analysis and presentation of the data. The Provost/deans would gather a minimum of five years of data, but where possible, 10 years of data will be provided. Obviously, a dedicated data analyst would be the best route, but in the absence of such a person the deans and the Provost will complete this task to the extent they are able.

Here is the data proposed to be gathered via the BANNER system. Data from BANNER will form the common data set from which all programs/departments/school/colleges will draw from. Getting this data is of the highest priority. In each case where data is gathered, every effort will be made to provide information down to the program/degree level, however, data may only be available down to the department level. The common data set will be completed by summer's end.

General Data (trended by department, school and college):

- 1) Number of freshmen (break out FTIC)
- 2) Number of graduates
- 3) Number of students
- 4) Demographic information
  - a. Percent of freshmen by ethnicity
  - b. Percent of freshmen by country
  - c. Percent of freshmen by state
  - d. Socio-Economic

Quality of Students (trended by department, school and college):

- 1) Incoming student ACT & HS-GPA data
- 2) Graduating student ACT & HS-GPA data
- 3) LSSU GPA at graduation
- 4) Ratio of cumulative LSSU GPA to HS GPA
- 5) External transfer student graduation rate

Demand for the Program (trended by department, school and college):

- 1) Number of external (non-LSSU student) transfers in
- 2) Number of internal (LSSU student) transfers in

Program Completion/Success (trended by department, school and college):

- 1) 6 year graduation rate
- 2) Ratio of declared majors to graduates
- 3) Percent graduation rate in original degree
- 4) Persistence at LSSU (% graduating at LSSU)

Beginning with the fall semester, School Chairs and College Deans will be charged with gathering additional data for review. The general topics for which reporting is required are given below. In each case, suggested sources of data or suggested data are provided. For each program the report would indicate...

External Data: Insight into future programmatic demand and competition (duplication) & student demand and success after graduation.

- 1) Projected need (future demand)
  - a. <http://www.milmi.org/?PAGID=67&SUBID=170>
  - b. <http://www.bls.gov/oco/oco2003.htm>
  - c. Other documented need
- 2) List of competing programs in the state (other programs)
- 3) 6-month placement rates (into job & graduate school)
- 4) Results on major field/placement tests
- 5) Licensure results
- 6) Results of any nationally normed tests

Faculty Information:

- 1) Number of faculty at each degree level (Baccalaureate, Masters, Doctorate)
- 2) Teaching awards and recognition (LSSU and other)
- 3) Other narrative on faculty credentials (licensure, field experience, etc.)
- 4) Number of publications; refereed journals, books, book reviews, etc.
- 5) Level of publications; refereed, peer reviewed, etc.
- 6) External grants and contracts
- 7) % of faculty involved in research (last five years)
- 8) % of faculty involved in grants (last five years)
- 9) % of faculty involved in publication (last five years)
- 10) % of faculty in practice (last five years)
- 11) % of teaching done by adjuncts
- 12) Comment on the availability of qualified adjuncts

Community Service (Faculty, Staff, Students)

- 1) Service on Boards

- 2) Recruiting
- 3) Mentoring
- 4) Volunteer work
- 5) Improving the image of LSSU

In addition to the common data sets and the data gathered by departments, LSSU would attempt to gather the following information. The Provost's Council will pursue these to the best of their ability during the summer of 2011.

Use of Infrastructure:

- 1) Square footage allocated to program (by building, not including LSSU controlled classrooms)
- 2) Cost per square foot by building

Cost of Instruction (trended by department, school and college):

- 1) Faculty, Adjunct, and Overload costs
- 2) SCH generated
- 3) Cost per SCH (using various formats)
- 4) Program Revenues (tuition, grants, fees, other)
- 5) List of all courses offered. Denoting which are required/elective in degree programs.

All data will be gathered and then summarized in narratives. The end result of program prioritization will be a thorough review of all academic programs (BA/BS) to at least the department level; ideally to the program level. It is expected that all programs/departments self-identify themselves using the following options...

Categorize the program:

- 1) Critical that it exists
- 2) Important that it exists
- 3) Not essential, but desirable
- 4) Not essential

Eventually the overall goal is to develop a plan, based on data gathered, that will define future program direction, clarify mission and lead to resource re-allocation. Because LSSU does not expect new resources, re-allocation of existing resources appears to be the only option.

Overall Goal:

- 1) 10-15% of programs will be identified for enrichment
- 2) 25-30% of programs will be identified for continuation at a higher level of support
- 3) 25-30% of programs will be identified for continuation at the current level of support
- 4) 25-30% of programs will be identified for continuation at a lower level of support
- 5) 10-15% of programs will be identified as a candidate for elimination

The following timeline for program prioritization is presented below.

- 1) Generate publically available common data sets (summer 2011)
- 2) Present plan to academics (fall 2011)
- 3) Open period for comment and modification of plans (fall 2011 - 2 weeks)
- 4) Create Program Review Committee: PRC (fall 2011)
- 5) PRC determines data weights consistent with LSSU mission (fall 2011)
- 6) Gather program, department, school, and college data (fall 2011)
- 7) PRC to finalize report format (fall 2011)
- 8) Generate program reports (spring 2012)
- 9) Present reports to PRC by spring break

- 10) PRC renders findings to Provost and LSSU (May 2012)
- 11) Open period for comment (June 2012)
- 12) Provost provide written plan and timeline
- 13) Open period for comment (August 2012)
- 14) Plan implemented (fall 2012)

Each School will submit one report, detailing the information for all its degree programs. The report will contain the following sections.

School introduction and program history (beginning of School report):

Provide a 300-600 word introduction (depending on the number of programs) describing the history of the school and its degrees programs.

**From this point forward, until noted, each item is to be discussed at the program level.**

Data provided by LSSU administration:

Tables, by degree of data collected from the common data sets.

Degree Program: Place Degree Name Here					
	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011
<b>General Information</b>					
Number of Freshmen					
Number of External Transfers In					
Number of Internal Transfers In					
Number of Students					
Composite Freshmen ACT					
Composite Graduate ACT					
Composite Graduate GPA					
Six Year Graduation Rate (degree)					
Six Year Graduation Rate (LSSU)					
Number of Faculty (% tenured)					
<b>Demographics</b>					
Michigan					
Out of State (U.S.A.)					
Out of Country					
White					
Black					
Asian					
Native American					
Other					
Pell/BIA					

Provide a 300 word narrative of student interest/recruitment and placement:

The focus of the narrative is to define the internal and external demand for the program. Provide a review of enrollment trends (past and future) and success in placing graduates. Discuss the program's importance to student recruitment; both internal and external to LSSU.



Provide a 300 word narrative of program quality:

Discuss student and faculty quality and service. Discuss the program's role in attracting quality faculty. External measures of quality/need might include national accreditation, regional/national recognition, specialized labs and/or equipment, comparative rankings, etc.

Provide a 600 word narrative on program assessment (reviewing the quality of outcomes):

Discuss the status of program assessment which includes:

- a) Program outcome statements
- b) Course and degree program assessment plans
- c) Yearly assessment report
- d) Feedback from students, faculty, alumni, advisory boards, etc.
- e) Clearly defined feedback process with documented results
- f) Short- and long-term goals with actions plans in place

Provide a 300 word narrative of future needs:

Provide long-term program goals (5-10 years). Define and report on opportunities for advancing the program. Define, quantitatively and qualitatively the obstacles to moving the program towards its long-term goals. Report on the current status of equipment/lab and other resources. Has the program kept facilities current? How will future equipment needs be met (external funding or LSSU funding).

Provide a 300 word narrative on revenue:

Define and quantify revenue generated over the last five years. Are these revenue streams expected to continue?

Provide a 300 word narrative on productivity:

This section will be defined after the LSSU administration can better define program costs. The section will review cost, outputs, and expenses in a standardized fashion; yet to be determined.

Provide a 300 word narrative on opportunities:

Describe any options for continuation of the program in a different format (emphasis, minor, AS degree, etc.). Are there any duplicated efforts on campus? Can efficiency be increased through collaboration?

Provide a 300 word narrative of alignment with LSSU mission:

The focus in this section is on the program's overall essentiality to the institution. Discuss the importance of the program with respect to achieving the LSSU Mission or strategic plans/goals.

Final Program Statement:

It is expected that all programs self-identify using the following options...

Categorize the program:

- 1) Critical that it exists
- 2) Important that it exists
- 3) Not essential, but desirable
- 4) Not essential

The report will end with an optional School level review of low-enrolled programs that do not cost the institution anything to support, due to their integration with critical, mission aligned programs.

Provide a 300 word narrative on "no cost to LSSU" (if applicable):

Explain how integrated programs are within the school in which they reside or within the University (other academic areas), to the point that the program(s) is/are offered at no cost to LSSU.

New programs can be proposed while the program prioritization process is ongoing. Some areas are beginning to review the possible addition of MA/MS degrees to the offering at LSSU. Academic administration believes that LSSU should seriously review options to develop 1 or 2 unique master's level degree programs for implementation by 2013-2014. Programs should be built on existing BS/BA programs that have a strong enrollment, high measures of demonstrated quality, documented future demand, ties to unique resources (LSSU or regional), and sufficient numbers of Ph.D. qualified faculty to support a master's program. The master's program itself should be conventional but with a unique component to differentiate it from the typical MS/MA degrees regionally and/or nationally. It will need to be self-sufficient financially, within three years, and have a creative method to recruit students, such as offering teaching- or research- assistant positions (contractual issues may arise).

## **Program Assessment and Review:**

The term “assessment” has been defined in a variety of ways and therefore it’s important to understand the term’s definition in education today. The Higher Learning Commission (HLC) has identified five fundamental questions for institutions to use in discussing and defining assessment:

1. *How are your stated student learning outcomes appropriate to your mission, programs, and degrees?*
2. *What evidence do you have that students achieve your stated learning outcomes?*
3. *In what ways do you analyze and use evidence of student learning?*
4. *How do you ensure shared responsibility for assessment of student learning?*
5. *How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?*

Using these questions, the following is offered as an operational definition for LSSU.

*Assessment is an on-going, evaluative process focused on improving student learning. It requires the institution to make its learning expectations clear to students and to establish appropriate learning outcomes at the course and program levels. It helps determine how well student performance matches the expected outcomes. The resulting information is used to improve student learning by making changes in the courses, programs, and resource allocations to improve student learning. The process is institutionalized and conducted openly.*

The program assessment and review initiative addresses several areas where LSSU falls short in meeting the minimal standards for accreditation as noted by the University’s accrediting agency, the HLC.

- |                   |  |
|-------------------|--|
| Minimal Standard: | Syllabi are provided for all courses offered.  |
| Status:           | LSSU cannot demonstrate that syllabi are provided for all courses. Syllabi have not been collected or reviewed over the last 10 years. After repeated requests in the spring semester to collect syllabi, 72% were submitted by the eighth week and 97% were submitted by the end of the semester. The syllabi do not necessarily conform to LSSU standards and are not consistent from one section of a course to another section of the same course. |
| Plan:             | Work with Shared Governance over the summer to staff the assessment committee and develop a method for periodic review of syllabi submissions. The expectation is that all syllabi will be posted to the “O” drive by the end of the first week of the semester.   |
| Minimal Standard: | The institution has formal, written agreements for managing internships and clinical placements.   |
| Status:           | Some agreements exist within program areas where a clearly identified need for such agreements has been demonstrated (nursing, athletic training, etc.).   |
| Plan:             | The development of an institutional policy will be the responsibility of LSSU's risk management office. The director of risk management will work with the academic deans and chairs in the development of the policy.   |
| Minimal Standard: | The institution maintains a practice of regular academic program reviews that include attention to currency and relevance of courses and programs.   |
| Status:           | There is no schedule of regular academic program review.   |

- Plan: At the conclusion of the program prioritization process, the Provost will issue an academic program review schedule. One of the required narratives covers the currency and relevancy issue.
- Minimal Standard: Programs, majors, degrees and general education have stated learning outcomes.
- Status: Not all degree programs have explicitly stated learning outcomes. During the spring semester of 2011 all departments were asked if program outcome statements existed for their programs. Results indicated that approximately 67% of the degree programs had learning outcomes. Only 50% of the degree programs provided those outcomes in a written form. The outcome statements have not been reviewed in any formal process.
- Plan: The assessment committee will review all program outcome statements in an effort to ensure the statements are measurable and at a level sufficient to warrant designation as a program outcome. All programs will be required to submit program outcome statements to the assessment committee by the end the seventh week of the fall semester 2011.
- Minimal Standard: Processes for assessment of student learning are in effect.
- Status: Processes for the assessment of student learning are in effect for several departments across campus, however processes do not exist everywhere and the process is not institutionalized.
- Plan: Each program will be required to submit an assessment report to the University assessment committee. At a minimum the report (due in May of 2012 and yearly thereafter) will include:
- Statement of Program Outcomes by each program/degree.
  - A discussion of the assessment processes used to generate data appropriate for analysis of student success in achievement of outcomes. What measures are used? Direct? Indirect? Etc.
  - An overview of the feedback loop, describing how the assessment data is reviewed and by whom. What measures are in place to insure that faculty read and react or respond to the results of assessment data.
  - A one year summary of changes in course content, syllabi, or course requirements, etc. driven by an analysis of the assessment data.
- The Provost will work throughout the 2011-2012 year to develop an institutional archival system for the tracking, storage, and evaluation of assessment related activities and reports. A review of the resources needed to implement this plan and maintain the assessment review process will be conducted in the summer of 2011. Finally, the Provost will re-open the previously failed search for someone to lead assessment activities on the campus.
- Minimal Standard: The institution clearly differentiates its learning goals for undergraduate, graduate, and post-baccalaureate programs by identifying the expected learning outcomes for each.
- Status: As previously stated, not all programs have learning outcome statements.
- Plan: As program outcome statements are developed and subsequently reviewed by the university's assessment committee, the differentiation between similarly titled programs at the associate, bachelors and Masters level will be evaluated.
- Minimal Standard: All faculty members are evaluated regularly in accordance with established procedures.

- Status: As of the fall semester of 2010 all faculty members will be evaluated on a regular basis in accordance with the Faculty Agreement. All tenured faculty will be evaluated at least once every five years and all untenured faculty will be evaluated yearly. Deans are required to submit their faculty evaluations by August of each year.
- Minimal Standard: The institution has a process for assuring that faculty members are current in their disciplines. (All faculty and adjuncts are “qualified”)
- Status: LSSU does not have a formal process to assure currency of its faculty (qualifications are reviewed at the time of hire). Although the tenure track faculty “qualifications” are determined at the time of hire, adjunct faculty qualifications are not necessarily verified and/or retained by Human Resources or by the deans.
- Plan: As a component of the periodic faculty review process, deans will assess the activities undertaken by a faculty member to maintain currency and to develop professionally. All tenure track faculty will have a professional development plan created and updated. A plan for determining and retaining documentation for adjunct qualifications will be developed by the Director of Human Resources.

Beyond meeting these minimal standards, several other related activities will be undertaken. These include:

- 1) The Provost will provide resources to ensure the activities can be maintained and are part of a wider institutional effort in continuous improvement.
- 2) The Vice Presidents will work with Institutional Research to develop peer institution lists for comparative studies.
- 3) A review of library and IT funding levels will be conducted. These two areas appear to be underfunded and both are at the heart of LSSU academic quality. Perhaps we can try to ask faculty/departments about the unmet library and IT needs and try to quantify the amount needed and phase in dollars for the future.
- 4) The Provost will review online education; developing levels for engagement, training for faculty, and reviewing hosting options.
- 5) The Provost will review options to automate the data collection for Board of Trustee reporting (optional) and professional activity reporting (contractually required).
- 6) Issue from Self-Study:  
Although a few individual areas within the university have developed strong links between students’ academic learning and lifelong learning, more areas need to emphasize these connections. Many student groups participate in fundraisers for local charities, but this location of “civic engagement” within the realm of the “extra-curricular” serves to reinforce the notion that the engaged citizen is external and peripheral to a student’s future role as engaged professional. The connections between the life of the worker and the life of the citizen need to be developed more explicitly within additional disciplines.

An ideal audience for providing information about LSSU’s effectiveness in teaching lifelong learning would be alumni. This connection would seem obvious, but it only came about as a result of the discussions connected to the self study. The self study “evidence team” has noted this need and plans to follow through by providing the means through which the university will be able to solicit input from alumni on this question.

**Opening Pathways:**

The initiative to address opening pathways will examine a variety of bodies, activities, policies, procedures, and contractual agreements that could potentially act as roadblocks in the implementation of the various components of the academic improvement plan. Some of these include the role of the Board of Trustees, upper level administration, General Education and Curriculum Committee procedures, as well as the procedures for the granting of tenure, promotion, and sabbatical. The process will be ongoing and other issues may surface as the Plan moves forward. The goal of this initiative is to provide clear support for the Plan, deliver consistent messages concerning the importance of the Plan, and ensure open and clear communication exists in all LSSU policies and procedures.

The LSSU Board of Trustees is statutorily responsible for oversight of all campus activities. In 2000, the University's accrediting agency, the HLC, recommended that the Board become an active member of the Association of Governing Boards (AGB). The AGB recommends that Board members develop a better understanding of their responsibility for educational quality and become more engaged in institutional conversations about learning outcomes.

The HLC further states an expectation that:

- Board policies and practices document the board's focus on the organization's mission.
- The board enables the organization's chief administrative personnel to exercise effective leadership.
- Board members routinely champion institutional and other improvement efforts that are based on assessment findings.
- Board members advocate the continual improvement of student learning as an institutional priority.
- A governing board possesses and exercises the necessary legal power to establish and review the basic policies that govern the institution.
  - The board provides oversight of the institution's finances as well as its academic and business operations.
  - The board is sufficiently autonomous from the administration, ownership, and other related entities to assure the integrity of the institution and to allow the board to make decisions in the best interest of the institution.
  - The board authorizes the institution's affiliation with the Commission.

The LSSU Board of Trustees is currently reviewing the possibility of becoming a member of the Association of Governing Boards. The Board is also requiring more accountability from the administration of LSSU. It's important that the LSSU BOT support LSSU assessment activities and the activities required by the HLC if continued accreditation of LSSU is desired.

Upper level administrators are also important components in the Academic Improvement Plan. The Provost and Deans will need to ensure they openly communicate the need for successful implementation of the Plan and that every effort is made to provide adequate resources where and when they are needed. Open, honest, and clear communications will be required at both faculty and Provost Council level. Shared Governance will be utilized in the program prioritization process to provide the open across-campus dialog necessary as well as provide significant input into the decision making process.

General Education and Curriculum Committee new program and course proposal forms do not explicitly require learning outcome statements or the associated assessments. Because these committees and the forms are contractually agreed-upon discussions between the Provost and the Faculty Association will need to take place during the fall semester of 2011. By ensuring new programs and courses have

appropriate learning outcomes and assessment activities in place in the early stages of their development, the institution can expect better compliance with the current HLC assessment policies.

Tenure, promotion, and periodic faculty evaluations are also contractually defined. In some cases, the requirements and procedures are unclear. Once again, the Provost and the Faculty Association will work to better define the requirements and procedures for each of these activities. The current evaluation criteria are listed as:

Released Time Assignments:

1. Effectiveness in administration of program.
2. Effectiveness in carrying out non-teaching academic responsibilities.
3. Rapport with students, faculty, administration, and public.

Librarians:

1. Effectiveness in carrying out responsibilities.
2. Effectiveness as supervisor of students and/or staff.
3. Efficiency in carrying out responsibilities.
4. Initiative in carrying out responsibilities.
5. Knowledge of library resources, equipment, and trends.
6. Knowledge in specific areas of library responsibility.
7. Rapport with library staff, students, faculty, and public.

Licensed Professional Counselors:

1. Ability to accept students unconditionally, regardless of differences in values and attitudes.
2. Maintenance of confidentiality.
3. Effectiveness in carrying out assigned responsibilities outside of counseling, such as supervising the tutoring program, training Resident Advisors, coordinating workshops, conducting Northern Ontario admissions counseling, and teaching classes.
4. Effectiveness in oral and written communication.
5. Effectiveness in creating a friendly and stimulating counseling environment.
6. Effectiveness in using crisis intervention techniques.
7. Knowledge of the University catalog and curricular requirements.
8. Knowledge of current standardized tests and psychometric techniques, and effectiveness in selecting tests and interpreting test scores.
9. Knowledge of major counseling theories and effectiveness in applying these appropriately in counseling situations.
10. Knowledge of study skills and effectiveness in helping students develop such skills.
11. Knowledge of career fields, job requirements, job opportunities, and other pertinent career information.
12. Willingness to deal with emergency situations, both during and outside of regular office hours.
13. Willingness to take certain risks in contacting and counseling students when it is in the best interests of the client.

Faculty:

1. Availability and helpfulness to students.
2. Effectiveness in achieving course objectives.
3. Effectiveness as an advisor.
4. Effectiveness in communicating course objectives, requirements, and methods of evaluation.
5. Effectiveness in explaining course material.

6. Effectiveness as an instructor or supervisor of practicums, internships, or clinical experiences.
7. Effectiveness in planning and directing laboratories.
8. Effectiveness in stimulating student interest.
9. Fairness and impartiality toward students.
10. Incorporation of current research and ideas.
11. Knowledge of subject taught.
12. Planning and organization of class presentations.
13. Propriety and fairness of methods of student evaluation.
14. Rapport with students.

The instructions given to prepare documentation do not appear to adequately refer to these criteria. Furthermore, it is stated that the criteria are not equal and that the committee members may exercise their personal professional judgment in weighing the importance and relevance of the criteria listed. This does not provide clear directions for those wishing to be tenured and/or promoted. In the spring of 2011 Mark Terwilliger presented a case for a unified evaluation system for LSSU. Academic administrators have reviewed the presentation and will be considering pursuit of this next year. This would probably be a two year process; with the study and development conducted in 2011-2012 and the actual new system implemented in 2012-2013.

Sabbaticals represent the final activity which is contractually defined. It is hoped that the sabbatical process can be altered to encourage the sabbatical committee to consider how well sabbatical applications align with the university's mission and/or strategic goals.

The plan is to work with the Faculty Association over the summer to develop the timeline, list the topics, and develop goals for the discussions. The hope is that if both parties have similar expectations documented up front then discussion will be focused and more productive. The topics would be discussed next year (2011-2012) with implementation at the next contractually logical entry point.



MAY 27, 2011

# LAKE SUPERIOR STATE UNIVERSITY

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TEACHER PREPARATION INSTITUTION  
PERFORMANCE RECOMMENDATIONS

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# LAKE SUPERIOR STATE UNIVERSITY

## TEACHER PREPARATION INSTITUTION PERFORMANCE RECOMMENDATIONS

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### BACKGROUND

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The Michigan Department of Education (MDE) has, since 2000, initiated several changes in the procedures for reviewing and approving teacher preparation programs in order to assure that the state's programs continue to advance in quality.

During the same period, Title II, Section 208(a) of the Higher Education Act (HEA) has required that each state establish criteria and identify and assist teacher preparation institutions that are not performing at a satisfactory level. In order to receive funds under the HEA, states are required to have a procedure to identify and assist low-performing programs of teacher preparation within institutions of higher education. States must also provide the United States Department of Education (USED) a statement of its procedure along with annual lists of low-performing and at-risk teacher preparation institutions.

The Office of Professional Preparation Services (OPPS) developed, and the State Board of Education (SBE) approved with amendments, a set of procedures that reflect the overall effectiveness of the preparation program, using multiple factors. Criteria within the procedures include weighted components from earlier reviews of institutional programs, the Michigan Test for Teacher Certification (MTTC) test scores, new teacher efficacy surveys, supervisor validation of new teachers' efficacy, program completion rates, and additional consideration for the program's mission that is responsive to the state's teacher preparation needs.

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### TEACHER PREPARATION INSTITUTION PERFORMANCE SCORING

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The Office of Professional Preparation Services (OPPS) developed, and the State Board of Education (SBE) approved with amendments, a set of procedures that reflect the overall effectiveness of the preparation program, using multiple factors. Criteria within the procedures include weighted components from earlier reviews of institutional programs, the Michigan Test for Teacher Certification (MTTC) test scores, new teacher efficacy surveys, supervisor validation of new teachers' efficacy, program completion rates, and additional consideration for the program's mission that is responsive to the state's teacher preparation needs.

The Michigan Department of Education (MDE) complies with the Higher Education Act (HEA) Title II state requirements and the State Board of Education (SBE) expectations by identifying four categories of teacher preparation institutions:

- Exemplary Performance Teacher Preparation
- Satisfactory Performance Teacher Preparation
- At-Risk Teacher Preparation
- Low-Performing Teacher Preparation

A range of 0 to 70 points is currently awarded. The total points will increase as other factors are implemented (decimals will be rounded to the nearest whole number). Currently, the points and categories are as follows:

- 63 (90%) or higher = exemplary
- 56 to 62 (80% to 89%) = satisfactory
- 52 to 55 (75% to 79%) = at-risk status
- Below 52 = low-performing

The following six criteria are used for placement of a teacher preparation institution into a performance category as identified above.

#### PERFORMANCE SCORE RUBRIC (Total points possible: 70)

##### 1. **Test pass rate (30 points):**

Test pass rate shall be the three-year aggregate of all specialty content areas for individuals validated by the institution as ready for the content test (note: not necessarily program completers). The MDE creates a summary score for the institution based upon its aggregate pass rate information on validated (subject to state audit) candidates.

The MDE identifies four test pass rate categories to be used to allocate points (decimals will be rounded to the nearest whole number):

- a. 90% or higher = 30 points
- b. 85 - 89% = 25 points
- c. 80 - 84% = 20 points
- d. Below 80% = 0 points

##### 2. **Program Review (10 points):**

As part of periodic review or an equivalent accreditation process, a determination is made as to the status of each endorsement program. Full approval = 1, approval suspended by the state (or equivalent accrediting body) = 0\*\*. These scores are totaled and divided by the total number of programs so classified, to determine the percent of programs approved (this is done to avoid penalizing institutions of any particular size or number of programs). The possible range of scores is thus 0 through 100%. The points are awarded as follows (decimals will be rounded to the nearest whole number):

- a. 95% or more programs approved = 10 points
- b. 90 - 94% programs approved = 8
- c. 85 - 89% programs approved = 6
- d. 80 - 84% programs approved = 4
- e. 75 - 79% programs approved = 3

##### 3. **Program Completion (10 points):**

The number of candidates who are recommended (or who are eligible for recommendation) by the institution for a teaching certificate within six years of entering a cohort, divided by the total number of candidates admitted into the teacher preparation cohort at or beyond the junior year of a baccalaureate program or at entrance into a post baccalaureate program

during a specified academic year. In each case, a cohort will be defined by the number who entered the program (e.g., using 2003-2004 academic year data as the denominator, the six-year completion rate would be calculated based on recommendations during 2008-2009 academic year).

This information is calculated by the institution and subject to state audit. The points are awarded as follows (decimals will be rounded to the nearest whole number):

- a. 90% = 10 points\*
- b. 80 - 89% = 8 points
- c. 70 - 79% = 6 points
- d. 60 - 69% = 4 points
- e. 50 - 59% = 2 points

\*Note: The maximum point category is set only at 90% to acknowledge that institutions have a responsibility to identify candidates whose commitment or classroom performance is not suitable for the profession, even if academic qualifications that led to program admission are strong. However, over time, it is expected that institutional admission criteria would increasingly reflect institutional experiences of the qualifications, both academic and interpersonal, needed for success in the specific program.

#### 4. Survey of candidates and supervisors (10 points):

##### A. Survey of candidates: (5 points)

The score will depend on the aggregate results of the survey of candidates completing student teaching regarding their perceived readiness (efficacy) in each of the seven Entry-Level Standards for Michigan Teachers (ELSMT) areas. Since response rate is important to validity of results, the MDE expects institutions to assure that a large proportion of their student teachers complete the survey. The response rate is built into the points awarded in this area as indicated in the following table (decimals will be rounded to the nearest whole number):

Student Teacher Response Rate	80-100% Efficacy	70-79% Efficacy	60-69% Efficacy	Below 60% Efficacy
80-100%	5	4	3	0
60-79%	3	2	1	0
Below 60%	0	0	0	0

##### B. Survey of supervisors: (5 points)

Beginning in 2006-07, institutions are also required to have supervisors of student teachers complete a short survey on the same readiness areas for each student teacher supervised. Validation of the student teachers' perceived efficacy with the perceptions of supervisors makes a stronger case for the institution's impact on teacher readiness. The following table indicates the points awarded for different response rates and efficacy levels (decimals will be rounded to the nearest whole number).

Student Teacher Response Rate	80-100% Efficacy	70-79% Efficacy	60-69% Efficacy	Below 60% Efficacy
80-100%	5	4	3	0
60-79%	3	2	1	0
Below 60%	0	0	0	0

**5. Institutional responsiveness to state need (10 points):**

Some institutions have a mission responsive to state need as shown in their emphasis on providing access to diverse students and/or their emphasis on preparation of teachers in high need areas such as mathematics, science, special education, or other areas that the MDE may identify in its Title II HEA formula.

**A. Diversity score (5 points):**

The 2004-2005 Registry of Educational Personnel (REP) indicates that less than 10% of Michigan's teaching force is represented by ethnic minorities. Ethnic minority categories are Black, Hispanic, Asian, Native American and Pacific Islander, and multi-racial, as used in other higher education national data.

1. Any teacher preparation institution recommending 10% or more minority candidates in the most recent academic year (irrespective of cohort of individuals) will receive 5 points.
2. Any teacher preparation institution recommending 5 to 9% minority candidates in the most recent academic year (irrespective of cohort of individuals) will receive 3 points.

**B. Preparation of teachers in high need subject areas (5 points):**

Any institution recommending 35% or more candidates with content specialty (major or minor-based endorsement) in special education, mathematics, science (i.e., endorsement codes DX, DI, at either elementary or secondary levels), or specific science endorsements (chemistry, physics, biology, earth/space science) at the secondary level, or world languages in the most recent academic year (irrespective of cohort) will receive 5 points. Other academic subject areas may be added to this list in the future by the MDE based on statewide teacher shortages.

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**LAKE SUPERIOR STATE UNIVERSITY  
TEACHER PREPARATION INSTITUTION SCORING**

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The following chart represents LSSU's cumulative TPI score over the past five years:

<i>Teacher Preparation Performance Scores for Lake Superior State University</i>		
<b>Year:</b>	<b>Status:</b>	<b>Score (/70)</b>
2005/2006	Satisfactory	56
2006/2007	Satisfactory	57
2007/2008	At-Risk	53
2008/2009	At-Risk	53
2009/2010	Low-Performing	33

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**REQUIRED CORRECTIVE ACTION STEPS FOR  
LOW-PERFORMING TEACHER PREPARATION INSTITUTIONS**

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Section 208(a) of the Higher Education Act requires that states "shall have in place a procedure to identify, and assist, through the provision of technical assistance, low-performing programs of teacher preparation within institutions of higher education."

Accordingly, the Office of Professional Preparation Services proposed a policy for corrective action for institutions, along with reporting formats for institutions to use in examining possible systemic reasons for their continued performance issues. Institutions in these categories are expected to file a Plan of Improvement with the Michigan Department of Education each year

The policy also identifies consequences for institutions whose performance continues to show "At-Risk" or "Low-Performing" status. These consequences are designed to encourage institutions to focus on candidate achievement, to limit eligibility for some opportunities normally available to teacher preparation institutions, and to offer enrolled candidates some protections from consequences to the institution.

**The Michigan Department of Education has assigned Low-Performing status to LSSU, and is requiring LSSU to do all of the following activities:**

- Notify students admitted to the teacher preparation program in writing of the status of the institution and possible impact on their educational endeavor. The institution must submit a copy of the written notification to the Michigan Department of Education (MDE).

- Completes a needs assessment and teacher preparation plan of improvement using the MDE's templates, within six months of announcement of at-risk status designation.
- Implement improvement plan after review by the MDE.
- Report actions and progress in writing to the MDE at the conclusion of every six months of at-risk status.
- Use available technical assistance by MDE staff and Michigan Association of Colleges of Teacher Education (MACTE), Association of Independent Colleges and Universities in Michigan (AICUM), and/or other external consultants.
- Withdraw, after one academic year of less than satisfactory status, from serving as a mentor to any higher education institution seeking State Board of Education (SBE) approval to offer teacher preparation; this includes informing the MDE and mentee institution in writing.
- Acknowledge ineligibility to apply for Higher Education Act Title II subpart A (3) grants; however, existing grants may be continued.
- Move to satisfactory within two years or move to low-performing status and Level 2 Corrective Action.
- Notify the institution's national accrediting agency in writing of its status as part of a regular annual update to the agency and provide a copy of the notification to the MDE.
- Work with a qualified external consultant to execute the improvement plan and provide the MDE with information about the consultant's qualifications.
- Develop an agreement to work with a Michigan mentor institution, in satisfactory or better standing, to function as model for structural and process improvement and to recommend teacher candidates and others for certification if the need to do so occurs.
- Withdraw new programs being reviewed for initial teacher preparation approval. Approved programs being reviewed for alignment to new SBE standards may continue in the review process.
- Attain satisfactory status within two years (if low-performing and Level 2 Corrective Action was the initial performance designation), otherwise move to Level 3 Corrective Action; or
- Attain satisfactory status within one year at Level 2 Corrective Action (if at-risk and Level 1 Corrective Action was the initial performance designation), otherwise move to Level 3 Corrective Action.

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## CONSULTANT'S REPORT: BACKGROUND

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In compliance with MDE's required corrective action steps for low-performing teacher preparation institutions, I was hired by LSSU to conduct fact-finding and to make recommendations for an improvement plan.

I spent four days on LSSU's campus during May 2011 reviewing student performance data and school of education reports, as well as interviewing faculty and staff. Specifically, I conducted interviews with the following:

Dr. Barabara Searight, Associate Dean, School of Education  
Dr. Gary Balfantz, Dean, College of Arts and Letters  
Prof. Shirley Schoenemann, Director of Early Childhood Program, Education Faculty  
Vicki Miller, former Secretary in School of Education  
Sandi Rink, Placement and Certification Officer; Education Faculty  
Dr. Guide Yang, Education Faculty  
Dr. Lorraine Gregory, Education and Mathematics Faculty  
Nancy Neve, Registrar  
Stella Deplonty, former Certification Officer  
Dr. Chad Barbour, Department Head, English  
Dr. Dan Dorrity, History Faculty  
Dr. Leslie Dobberty, Department Head, Social Sciences  
Prof. James Moody, History Faculty  
Dr. David Myton, Former Director of SoE; Chemistry Faculty  
Dr. Louann Disney, Faculty - Spanish  
Dr. Barb Keller – Dean of College of Natural, Mathematical, and Health Sciences  
Dr. Morrie Walworth - Provost  
Dr. Tony McClain - President

A primary data source for my investigation consisted of MTTC testing data on 1,987 test takers over the past nine years. This data set includes the following variables: test date, test type, overall performance, subscale score, student residence, and student are of study (major/minor).



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**CONSULTANT’S REPORT: KEY FINDINGS**

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**A. MTTC Test Data**

Overall, LSSU’s pass rates have been low in most areas. Recall that in order to receive full points (30) for the MTTC category on the TPI, schools must achieve 90% pass rates. Historically, LSSU has only three areas with 90%+ pass rates: Mathematics, Early Childhood, and Group Science. (NOTE: The Group Science major/minor was replaced several years ago with the Integrate Science major/minor, which has had pass rate below 50% over the past three years.) It is difficult to determine why the pass rates in Math and Early Childhood are so high; however, those two areas share one characteristic: The majority of the courses in each of those majors are taught by one fulltime faculty member. In other words, students in those programs have fewer instructors.

Table 1.

**LSSU’s Subject-Area Scores  
on Michigan Test for Teacher Certification (2003-2011)**

<b>Cumulative Test Data</b>	<b>Number of Test Takers</b>	<b>% of Test Takers Who Fail</b>
Biology	31	39%
Business	30	23%
Chemistry	25	24%
Computer Science	12	17%
Early Childhood	27	7%
Earth/Space Science	13	54%
Economics	16	63%
Elementary Education	356	19%
English	107	25%
French	14	79%
Geography	20	25%
Group Science	44	7%
History	132	52%
Integrated Science	25	60%
Math	97	9%
Political Science	19	42%
Social Studies	124	39%
Sociology	28	61%
Spanish	13	69%

Substandard pass rates have been prevalent at LSSU over the past nine years, and the problem is not subsiding. In fact, LSSU's pass rates are declining. Since 2008, LSSU's rate has fallen below 50%. Programs with cumulative pass rates below 80% earn zero (0) points for the MTTC category on the TPI. On the most recent TPI Performance Score Report (2009/2010), LSSU earned 0/30 point for MTTC pass rates, thus contributing to an overall score of 34/70. Clearly, LSSU's performance on the MTTC is the primary concern.

## **B. Canadian Students**

Since more than 40% of LSSU's Education students are Canadian, it is important to compare their test performance with Americans'. As the table below reveals, Canadian students score as expected in the majority of test areas.

Table 2.

### **LSSU Canadian Students' Subject-Area Performance on Michigan Test for Teacher Certification (2003-2011)**

<b>Subject-Area Test</b>	<b>% of Test Takers who are Canadian</b>	<b>% of Failers who are Canadian</b>
Biology	32%	33%
Business	7%	14%
Chemistry	40%	50%
Computer Science	25%	0%
Early Childhood	0%	0%
Earth/Space Science	15%	14%
Economics	19%	15%
Elementary Education	46%	86%
English	17%	19%
French	71%	64%
Geography	30%	20%
Group Science	5%	0%
History	23%	38%
Integrated Science	4%	7%
Math	20%	33%
Political Science	5%	0%
Social Studies	2%	6%
Sociology	14%	12%
Spanish	0%	0%

A closer look at the data reveals that more recently, Canadian students have not been performing as expected. Specifically, Canadian students have been underperforming on the Elementary Education test, which is LSSU's largest education program. The disproportionate number of Canadian students who fail the MTTC might be attributable to the insufficient rigor of transfer course from Sault College. (See recommendation # 3)

Table 3.

**Comparison of LSSU Canadian/American Students' Performance  
on Michigan Test for Teacher Certification**

<b>Test</b>	<b>Number of Test Takers</b>	<b>% of Test Takers Who Fail</b>	<b>% of Test Takers Who are Canadian</b>	<b>% of Failers who are Canadian</b>
All Subjects 2003 to 2006	637	25%	17%	19%
All Subjects 2006 to present	497	39%	37%	45%
Elementary Ed Test: 2008-Present	129	34%	70%	100%

**C. Major/Minor Comparison**

A comparison of pass rates between students' major and minor areas reveals a discrepancy for Elementary Education students but not Secondary Education students. One would expect students to perform better in their major area of study than in their minor area of study, as is the case with LSSU's Elementary Education students. The fact that LSSU's Secondary Education students score nearly identically in their major areas of study and minor areas raises several questions. (See recommendation #11 )

Table 4.

**Comparison of LSSU Students' Performance between Majors and Minors  
on Michigan Test for Teacher Certification (2003-2011)**

All Subjects - Elem Fail rate (Majors)	21%
All Subjects - Elem Fail rate (Minors)	35%
All Subjects - Sec Fail rate (Majors)	38%
All Subjects - Sec Fail rate (Minors)	37%

## **Degree Audit Sheets**

As the LSSU School of Education is undergoing a transition, there is significant inconsistency regarding Degree Audit sheets and student advising. In some programs, more than one Audit sheet exists, and faculty advisors have disparate perspectives regarding which one to use in advising students.

Furthermore, in most programs students have a wide range of course offerings to fulfill their degree requirements. This is particularly problematic as the SoE needs to attach specific teacher preparation standards to specific courses in order make certain students have been taught what is necessary to be successful on the MTTC. (See recommendation #12)

### **D. Faculty**

Because LSSU is a small university with only three full-time education faculty members, many courses are taught by professors in other departments and by adjuncts. Though having a variety of instructors can be beneficial, the lack of awareness and collegiality appears to be problematic. It is important to note that this deficiency is not a result of manifest acrimony or antagonism, but rather a lack of unity around a common purpose and efforts at working toward a shared goal. This is a problem with fulltime and adjunct faculty alike. (See recommendation #10)

### **E. Current Initiatives**

As a result of LSSU's At-Risk status from the past two years, the Associate Dean in the School of Education has begun to implement a number of initiatives. Specifically, Dr. Searight has reported to have addressed each of the Level 1 Action Steps mandated by the MDE. Although progress is being made, the process is slow, and it will likely take several semesters before the impact of initiatives is evident. Furthermore, LSSU must now fulfill the requirements for Level 2 Corrective Action in addition to the initiatives underway. (See recommendation #17)

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### CONSULTANT'S REPORT: RECOMMENDATIONS

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1. Examine the relationship between School of Education admissions criteria and MTTC pass rates. Particularly, determine if the GPA requirement of 2.7 is appropriate.
2. More closely monitor entrance requirements and do not allow exceptions. Do not allow students to enroll in EDUC 301 until they have met all requirements. This will help to decrease the number of non-completers.
3. Evaluate the curriculum and rigor of courses that students transfer into LSSU. Specifically, do not allow Sault College students to transfer in MATH 102, NSCI 101, or NSCI 110.
4. After students are admitted to the School of Education, identify at-risk students and provide additional advising and guidance. Use entrance criteria to identify these students. In addition to GPA (for example all students with a GPA between 2.7 and 3.0), use other entrance measures (essay, interview, etc.) to identify student at-risk of insufficient performance. For these students, require formal test-prep including study sessions and practice testing.
5. Offer test-prep and practice testing sessions to all students.
6. Provide advising to Education students regarding when in their program to take the MTTC and which test to take. For Secondary Education students, who are advised by content-area faculty, the SoE should send notice to the students and their advisors.
7. Pay for and encourage all instructors of Education students to take the MTTC in their respective subject areas. Those who teach elementary education students should also take the elementary test.
8. Provide additional direction to adjunct instructors, with particular attention on the standards they must address.
9. Distribute MTTC test results to all departments with Education majors and all instructors who teach Education students. Transparency and shared purpose is critical.

10. Each semester the SoE should facilitate a meeting with all faculty who teach education students.
11. Each department should conduct a thorough comparison of courses Secondary Education students must take for a major and a minor. Particularly, departments should investigate why students with a major do not have a higher pass rate than students with a minor.
12. Reduce course options in all programs. Degree Audit Sheets need to contain a prescribed set of courses that directly address the content-area teaching standards. Eliminate multiple versions of Audit Sheets. Make certain all stakeholders have the same Audit Sheets.
13. Make connections between MI teacher standards and each course clear for students and instructors. Instructors should list standards on their syllabi or accompanying document.
14. Eliminate course waivers/substitutions. Since prescribed courses will be linked directly to the standards, course substitutions are likely to leave students unprepared for MTTC.
15. Create non-negotiable “gates” to the Student Teaching Practicum.
  - a. Do not allow students with a grade lower than a B- in a methods course to student teach. Content-area methods courses are capstone courses in which students synthesize their content knowledge. Standards must remain high in these courses.
  - b. Require students to pass the MTTC in each of their areas before they are allowed to student teach.
16. LSSU should establish a Center for Teaching and Learning. For starters, provide an accomplished faculty member with a reduced teaching load in order to work with faculty on standards-based teaching and matching assessments to standards.
17. Per the mandated Action Steps from the MDE, LSSU must inform prospective students of its At-Risk status. This notification should occur prior to students’ enrollment at LSSU. Currently the website contains a statement that is both false and misleading. LSSU’s At-Risk status is due primarily to its MTTC pass rates (worth 30 out of 70 points), not its Diversity or High Needs Area deficiency (worth 5 points each). The website should be corrected as soon as possible.

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## CONSULTANT'S REPORT: GRAND RECOMMENDATION

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The recommendations noted above hold the potential to provide short-term solutions to LSSU's teacher preparation woes. Nonetheless, LSSU faces a number of looming challenges, including, but not limited to: Michigan's declining population, competition from online and alternative certification programs, and failure to attract Education students from beyond the proximal region.

Thus, LSSU should give serious consideration to a comprehensive overhaul of its teacher preparation program. LSSU should consider starting with a clean slate and designing the type of program that would attract top students from across the Midwest and Canada. (NOTE: Nearly all of LSSU's students come from the eastern UP, northern lower Michigan, or Ontario. Of the 1,987 LSSU test takers since 2003, only 6 reside in a state other than MI or ON.)

LSSU has a number of assets that could be leveraged to create a premier field-based teacher preparation program consistent with best-practices research. Arne Duncan, Secretary of Education, said recently:

The education of teachers in the United States needs to be turned upside down. What does it mean to turn teacher preparation programs upside down? It means flipping the content of current teacher preparation programs, which typically emphasize theoretical coursework, loosely supplemented by clinical experience of uneven quality. Future teacher preparation programs should instead emulate the model of medical education. They would be fully-grounded in clinical practice, with evidence-based knowledge interwoven with academic content and professional courses (<http://www.ed.gov/news/speeches/secretary-arne-duncans-remarks-national-council-accreditation-teacher-education>).

LSSU has an excellent relationship with local schools and the EUPISD. Furthermore, its small size is advantageous for placing students in local classrooms where other universities face limitations. LSSU should develop a bold vision for the type of teacher preparation program that Arne Duncan will cite in a future speech.

# **Toward Inclusive Excellence at Lake Superior State University: A Provisional Profile on the Status of Campus Diversity and Equity**

**Gordon Nakagawa, Ph.D.**

**Fall 2010 KCP Visiting Professor of Diversity and Communication  
Organizational and Higher Education Consultant**

This report offers a provisional profile of the status of diversity at Lake Superior State University, based principally upon the King-Chavez-Park Visiting Professor appointment that I was fortunate to hold during the Fall 2010 semester. I qualify my analysis and assessment as “provisional” because I’m well aware that my observations are limited by my relatively brief experience and short tenure at LSSU. My four-month KCP position marked the second time that I have visited the LSSU campus. My first visit took place in October 2007 for only three days, when I presented at a performance studies conference and also did a presentation at a faculty forum, where I spoke about diversity issues at LSSU.

During this past Fall 2010 semester, I benefitted from direct experience on campus with students, faculty and staff, gaining insights particularly from teaching two sections of SOCY 103 Cultural Diversity and from numerous informal conversations with students, faculty, staff, and administrators. Over the course of the four months I was in residence on campus, I recorded extensive field notes on my experience and observations on the status of diversity at LSSU. I engaged in a kind of participatory research, drawing upon critical interpretive grounded theory and methodology.

In preparing this report, I also reviewed a number of documents including the LSSU Mission statement, the Values statement, Code of Ethics, EEO statement of compliance, the academic catalog, faculty handbook, prior LSSU accreditation self-studies, past iterations of strategic plans, the 2005 progress report sent to the HLC reporting on assessment and diversity, the HLC response to the 2005 report, a wide range of statistical and data reports on LSSU, Michigan, public universities in Michigan, and regional and national demographic profiles. <sup>1</sup>

This report is organized into three sections: I. Overview of the Status of Diversity at LSSU: Productive, Problematic, and Promising; II. Higher Learning Commission (HLC) Core Components – Assessing Diversity at LSSU; and III. A Sense and Semblance of an Ending – Emergent Questions and Recommendations.

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[I want to extend my appreciation and thanks to the LSSU campus community for their kind and generous hospitality during my visit during the Fall 2010 semester. In particular, I am grateful to Dean Gary Balfantz, Vice President Kenneth Peress, Professor Leslie Dobbartin, and Ms. Stephanie Sabatine for making this opportunity possible and for their gracious support. Special thanks to Cathy Smith, Jeff Oja, and Colleen Kinghorn for their warmth, good humor, and kindness.]



## **Section I**

### **Overview of the Status of Diversity at LSSU: Productive, Problematic, and Promising**

In October 2007, I had the opportunity to visit Lake Superior State University for the first time, having been invited to participate in a conference and to do a presentation at a noontime faculty forum. For the forum, I offered an admittedly “outsider” perspective on diversity at LSSU. I titled my presentation, “Yoopers in Da ‘Hood: Decentering Diversity, ‘Home,’ and Homogeneity.” Based principally on online data and documents made available to me by faculty and administrators at the university at that time, I proposed very tentatively a series of observations about how the state of diversity at LSSU might be assessed with an eye toward general strategies for enhancing existing communities and opportunities, as well as extending future outreach and development efforts in forging a more inclusive and equitable campus. I acknowledged then, as I do now, that my perspective and recommendations were and are necessarily partial and constrained by my limited tenure at Lake State and by an understanding of LSSU’s history and current status that may come up short in appreciating both the big picture and the subtle nuances that constitute the life and culture of LSSU. In this context, my observations and conclusions are offered in good faith, however qualified and provisional they might be.

Below are general observations about the current state of diversity at LSSU, characterized in terms of Productive, Problematic, and Promising patterns, trends, and achievements. This overview is intended to help thematize the more specific discussion of the HLC Core Components in the next section of this report.

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#### **PRODUCTIVE**

- Diversity is a “core value” at LSSU, which bodes well for strategic planning and governance. As the initial phases of planning have progressed, diversity considerations have been well represented to date.
- Diversity manifests in multiple forms, identities, and communities on campus. Although this range of diverse constituencies is not immediately evident, there is a quietly rich and robust mosaic of differences that belies initial impressions based on the outward appearance of the campus community.

- The geographical location of LSSU, including the presence of substantial Native American communities as well as the borderland region joining the U.S. and Canada, offers immense possibilities for multicultural engagement on and off campus.
- LSSU has the highest percentage of Native American students of any four-year public university in Michigan and states included in the Great Lakes region (Wisconsin, Illinois, Indiana, Ohio, Minnesota).
- Although Native American students collectively graduated at a rate lower than the overall LSSU student average, Native American women in 2008 exceeded the graduation rate of the general student population (see Appendices A and B).
- The Native American Center has become a gathering point, a site where campus and community can and do come together in ways that extend the learning environment beyond the classroom.
- Women comprise 65% of current administrative, managerial, and director positions.
- Demonstrable and substantial evidence of dedicated, experienced, and talented faculty and staff, working under severe budgetary constraints, evince a strong base from which to build a more inclusive and welcoming campus.

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## PROBLEMATIC

- Diversity at LSSU is an “absent presence”: that is, a range of diverse constituencies and communities do exist and are present on campus, but institutionally, they are hidden, invisible, marginalized. There appears to be no integrated, systemic approach to addressing diversity, inclusion, and equity concerns at Lake State. The overarching perspective, which seems to begin and end with a tacit ethic of “First, do no harm,” treats diversity as supplemental and compartmentalized. Diversity as a matter of administrative policy and practice occupies a secondary or even tertiary ranking in institutional priorities at best. Except for incidental and occasional mentions in the strategic planning process, diversity is otherwise largely if not altogether absent from public discourse. Among most if not all constituencies on campus, diversity and equity are afterthoughts rather than definitive and integral concerns that could and should be a routine part of policy and planning deliberations.

- There are no readily available institutional definitions of 1) what socio-cultural dimensions and whose identities and communities constitute “diversity” and 2) what the relationship of diversity is to equity, inclusiveness, and academic excellence.
- Public conversations about diversity, equity, inclusion, and academic excellence need to take place routinely and consistently across all university constituencies but particularly need to emanate from the Board of Trustees and senior administrators. Without vocal advocacy and intentional actions from all segments of the university community, diversity will remain peripheral and compartmentalized as a matter of institutional philosophy, policy, and practice.
- Questions of taken-for-granted forms of privilege and entitlement need to be raised and discussed openly and honestly in academic, co-curricular, and professional work settings. (See Appendix C, Frances A. Maher and Mary Kay Tetreault, “Diversity and Privilege,” American Association of University Professors (AAUP):  
<http://www.aaup.org/AAUP/pubsres/academe/2009/JF/Feat/mahl.htm>.)
- Students of color from historically underrepresented and underserved groups (other than Native Americans) are largely “missing in action” at LSSU, literally and figuratively. The numbers are disproportionately low, even given the variables of location, the demographics of the region and of student populations in “feeder” schools, and other contingencies.  
[N.B. There is a curious pattern that caught my attention and might be worth a look. Having examined the IPEDS annual enrollment data from Fall 2001 through 2009, I noted a sharp spike from 2001 until 2006 in the number of Black/African American students – only 12 in Fall 2001 to a high of 241 in Fall 2006 – followed by a precipitous decline to only 20 African American students in Fall 2008 and 23 in Fall 2009 (see Appendix E).<sup>2</sup> There may be a simple – or a complicated – explanation for this dramatic rise and even more startling drop in African American students over a 2-3 year period, but since I discovered this only after I had ended my visit, I have been unable to determine the reasons for this significant and troubling spike and then plummet in numbers. Regardless, it certainly seems worth examining and considering in future campus conversations about student representation and recruitment. I believe that there are several pertinent questions: Was a particular program eliminated due to funding cuts? Were financial aid packages reduced dramatically? Were there external factors that contributed to the apparently drastic plummet in numbers? What happened? What are the current and future implications? ]

- Diversity of representation is even more dire when one looks at the faculty demographic profile. During the Fall 2010 semester, there were *no* Native American, African American, or Hispanic/Latino faculty. There were several Asian/Asian Americans among the full-time or part-time faculty. More promising is the representation of women among the LSSU faculty, which is within 3% of the national mean and is equivalent to the state average in four-year public universities. Women at Lake State cumulatively are more numerous than men in tenured and tenure track positions although women comprise only 1/3 of all tenured faculty.
- There are no persons of color currently among senior administrators. There is one woman of color in a Director's position.
- Diversity-related and multicultural programming and campus organizations are valuable and necessary but not sufficient in developing an ethic of equity and inclusiveness throughout the culture of the university.
- Campus climate is difficult to assess in part because data documenting the experiences of students, faculty, and staff from diverse communities are scarce. The university participates in the annual National Survey of Student Engagement (NSSE), but this body of evidence represents only a starting point for evaluating the tenor and temper of the campus climate at LSSU. A comprehensive climate study, as well as routine entry and exit interviews, focus groups, and other methods of data collection canvassing students, faculty, and staff, would help to establish benchmarks for assessing the extent to which Lake State's climate and culture are inclusive and welcoming.
- The GE Diversity requirement in the academic catalog identifies a single "Diversity Outcome" but does not include specific learning outcomes. There are no discernible follow-up curricular or co-curricular opportunities suggested or recommended in the catalog or in other university materials. The overall approach to diversity learning appears to be fragmented to the extent that courses are not directly and clearly aligned with the university's mission or to specific learning goals and outcomes. Diversity Learning Outcomes need to be specified, disseminated, and aligned with existing curricula, and as appropriate, new courses need to be developed in order to comprehensively and developmentally fulfill diversity learning from initial entry to graduation and exit from LSSU.<sup>3</sup>
- There are isolated curricular offerings focusing on diverse identities and communities: there are a handful of African American-themed courses; except for a course on literature of the southwestern U.S. there are no other courses on Hispanics/Latinos in the U.S.; there is no coursework on Asian Americans; there is an impressive series of Native American Studies courses

- but absent qualified instructors, the Native American Studies courses are not presently being offered, and the Native Studies of the Americas minor is defunct. There are a few gender-related courses (but no minor in gender or women’s studies). There is no course specifically emphasizing comparative religions or cross-cultural spiritual traditions, although some humanities and philosophy courses include religion as a subtopic. There is a single course on Middle East politics with an emphasis on Islam. There are no courses highlighting GLBT issues. There are a handful of courses that address disability issues, primarily from legal, educational or therapeutic standpoints.
- The Native Studies in the Americas minor needs to be revisited and revitalized. Given the substantial indigenous population in the locality and region, above and beyond Native students’ comprising the largest minority student cohort on campus, Native American course work and the minor are invaluable in potentially marking LSSU as a distinctive, learning-centered, regionally responsive organization.
  - The Native American Center carries the onus of diversity-centered work at LSSU, but because of its peripheral placement, literally and figuratively, it exists only on and in the margins of campus. Assigning diversity responsibilities to the Director of the NAC without adequate staffing to support these duties constitutes an overload and undermines the university’s declared commitment to diversity as a core value and as a central feature of its mission.
  - Despite this litany of concerns, I believe that the potential for creating an environment of “inclusive excellence,” as noted in the section above, is not only viable but incipient as a real and practicable possibility – but this will require intentional and sustained attention and direct action to remediate historical inattention and current inequities in the status of diversity and equity at Lake State.

## PROMISING

- Diversity manifests in multiple forms, identities, and communities on campus, as noted above. Defining and prioritizing a distinctive, regional set of emphases that localizes diversity commitments, while recognizing the larger state and national and global contexts, is a viable possibility – but only if there is a demonstrable and decisive institutional commitment advanced by campus-wide leadership in advocating and acting upon diversity and equity initiatives.

- The potential to develop a culture and climate of “inclusive excellence” is incipient but unrealized at LSSU. As characterized by the Association for American Colleges and Universities (AAC&U), “Making excellence inclusive is . . . an active process through which colleges and universities achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities . . . The action of making excellence inclusive requires that we uncover inequities in student success, identify effective educational practices, and build such practices organically for sustained institutional change” (AAC&U, “Making Excellent Exclusive,” [http://www.aacu.org/compass/inclusive\\_excellence.cfm](http://www.aacu.org/compass/inclusive_excellence.cfm) -- see Appendix E; for a recent commentary on this approach, see Appendix F).
- The Diversity Committee is a potentially influential change agent on campus, but a higher, more visible institutional profile is required, and it is worth considering extending the committee leadership to include co-chairs representing both faculty and staff constituencies.

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The next section in this report provides summary observations for each of the five HLC Core Components relevant to diversity concerns. Each section discusses diversity at LSSU in terms of Productive, Problematic, and Promising achievements, patterns, and possibilities.

## SECTION II

### Higher Learning Commission (HLC) Core Components: Assessing Diversity at LSSU

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#### The Distinctive Organization

##### **Appreciates diversity . . .**

The distinctive organization understands the complexity of the diverse society in which it is located, and it can identify how it responsibly responds to that society while honoring its unique mission. Whether diversity marks the classroom or the curriculum, whether learning about diversity is shaped by the students and faculty who fill the classrooms or by students' off-campus experiences, the distinctive organization serves the common good by honoring the worth of all individuals. (*HLC Handbook of Accreditation*, 3.3-4)

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#### **Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.**

Diversity is a complex concept. For some organizations, ethnic and racial representation on campus, in educational programs, or in faculty and administration might be very important, particularly if their mission is to serve communities marked by ethnic and cultural diversity. ***For many organizations serving educational needs of rural or homogeneous communities, recognition and understanding of the impact of diversity may be more important than representation.*** (*HLC Handbook*, 3.2-2, 3, emphasis added)

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The Higher Learning Commission (HLC) acknowledges that geographical and demographic conditions may influence directly and substantially the ability of institutions to achieve high proportions of representation from specific ethnic and racial groups. <sup>4</sup> It comes as no surprise that universities located in urban areas with significant populations of communities of color are far more likely to have more racially and ethnically diverse representation among students than in schools in outstate and historically more homogeneous regions. It is apparent that LSSU is in

this latter category; but while it may be entirely legitimate to assert that “recognition and understanding of the impact of diversity may be more important than representation,” the real and perceived diversity at Lake State requires a more nuanced understanding.

Diversity at Lake Superior State University is a moving target, vacillating between the relative presence and absence of shifting identities and communities based upon both conventional and unconventional socio-cultural categories. This sense of diversity as elusive and opaque, rather than immediately conspicuous and transparent, was both supported and subverted by my semester-long visit. Perhaps not surprisingly, as I lived and worked on campus, albeit for a relatively brief time, I discovered that the profile and experience of diversity at LSSU are far more complex and much richer than my initial perceptions had led me to expect. (I examine in detail the statistical profile of race, ethnicity, and gender-based diversity among students, faculty, and administrators under Core Component 2a.) Below, I offer observations based on Productive, Problematic, and Promising developments that I believe are pertinent to Core Component 1b.

#### PRODUCTIVE:

1. Articulating diversity as a core value whereby “Students experience a campus community which is inclusive and welcoming” publicly acknowledges diversity as integral (not supplemental or peripheral) to the university’s mission: this is an admirable and estimable institutional commitment.
2. The university explicitly declares that its target priorities are the peoples and resources of this region of the state in all of its particularity and specificity. This regional focus in the university’s planning documents necessitates an understanding of diversity in that same light. As such, the presence of vibrant and rich indigenous communities compellingly (though certainly not exclusively) defines the character of diversity for the Eastern Upper Peninsula, Sault Ste. Marie, and LSSU. Taken seriously, this should attenuate the unrealistic “boilerplate” expectation that LSSU should mirror the racial and ethnic representation of similarly situated schools in a comparator cohort. This claim is addressed further – and qualified – under Core Component 2a below.
3. University-wide programming, particularly under the auspices of Student Affairs, has demonstrated good-faith efforts to address the needs, interests and issues of diverse communities. One salient example during the Fall 2010 semester was the revitalization of a GLBT student organization on campus,



which dovetailed with a series of campus events and guest speakers emphasizing GLBT issues.

4. Consistent with its mission, LSSU makes the university's facilities and resources available to a wide range of community organizations on a consistent and frequent basis. Often, these events reflect the diversity of the region.

#### PROBLEMATIC:

1. Although a commitment to diversity is evident in the university's planning documents, including its mission statement, core values, code of ethics, and pending strategic plan, during my two visits to LSSU, I have been unable to locate or discern a working definition or even a provisional listing of diversity components or dimensions in these and other formal and informal records. My understanding is that to date, various and repeated efforts have been made to arrive at a university-sanctioned definition (or minimally, guidelines) for what constitutes diversity at LSSU. These past attempts, as I understand it, have been stymied for multiple reasons that remain unknown to me. I am aware that exactly this kind of stalemate has been the bane of most if not all schools at some point, as they work to determine the appropriate role and function of diversity in the life and culture of their respective organizations. At the risk of eliciting deep sighs of frustration and "here we go again" eye-rolling, I'm suggesting that the challenge of forging a working, consensual, and public statement on diversity should be re-visited. The statement should include a definition of diversity; its role and function in the mission and vision and in the structure and culture of the university; its relationship to equity, inclusion, and social justice as they manifest on and off campus; and its centrality in realizing academic excellence. This challenge might be taken on by the university's Diversity Committee, but leadership on this initiative to clarify and publicize the organization's understanding of diversity must be advanced by senior administrators and the Board of Trustees, as well.

I realize that many may regard this kind of effort as an exercise in futility or as an unnecessary rehashing of old ground and of even older arguments that have seemed unproductive and redundant. Regardless, without a minimal understanding (if not universal agreement) about what constituencies and communities fall under the umbrella of diversity, the task of planning – and especially prioritizing – how and where diversity initiatives should be advanced are likely to be caught up not only in competing agendas, but in

fundamental misunderstandings about what does and does not qualify as properly diversity-based concerns. Given the latitude that the HLC recognizes is necessary in universities' definitions of diversity based on situational factors and local contingencies, a statement that strategically delineates principal target communities and constituencies would facilitate careful and prudent planning in a time of severe budgetary constraints. Equally, without an explicit description of what constitutes diversity at LSSU, aligning diversity commitments with the university's mission and vision risks becoming an unfocused, overly generalized abstraction.

This question of definitional clarity and adequacy is also closely aligned with Core Component 2a ("the organization's planning documents show careful attention to the organization's function in a multicultural society"). Further, the capacity to effectively address constituencies' needs and expectations, as called for in Core Component 5a, is entirely contingent upon a consensual understanding of what and who diversity engenders.

Establishing workable and realistic parameters for subject populations that fall within the institutional definition of diversity is of paramount importance. Casting the net too widely diminishes and neutralizes the purpose of advancing diversity in the service of equity and academic excellence. Casting the net too narrowly subverts the very conception and value of diversity to engender multiple communities not as an end in itself but to provide optimal learning possibilities in a rich and varied academic environment.

The closest that LSSU has come to providing a direct definition or description of what constitutes "diversity" is the statement provided in the progress report on the university's diversity commitment and efforts submitted to the HLC in 2005. The document provides what I regard as an overly broad and unfocused description of the various elements that ostensibly constitute diversity in the campus community. This "kitchen sink" approach to characterizing diversity says too much and too little. Diversity becomes an encompassing term that engenders any and all variations, individual and collective, resulting in a lack of conceptual clarity and coherence. Perhaps more importantly, it fails to address the central role and importance of equity, power, privilege, and entitlement that are the motive forces driving the commitment to integrate and advance diversity and inclusion in higher education.

The actual and potential value of diversity has been neutralized by institutions that have advanced it as normative, as a “value” that manifests in the “celebration” of all differences, individual and collective. Routinely accompanying this uncritical and superficial recognition of difference is an indiscriminate conflating of any and all differences under the rubric of “diversity” or “multiculturalism.” Diversity becomes little more than cosmetic and “feel-good” gestures resulting in token programming and incidental events that lend a veneer of inclusiveness and acceptance, while neglecting substantive questions of access, representation, and participation in the life and culture of the organization. This is not merely a “straw person” claim; many universities and colleges across the nation have adopted this kind of framework guiding their diversity efforts. I am not asserting or implying that this simplistic view of diversity necessarily applies to Lake State. What I am saying is that LSSU’s perspective on diversity is unclear and ill-defined and that absent a consensual, institutional statement on what diversity means and how its priority as a core value translates into policy and practice, the university risks becoming a site where diversity has no real substance.

#### PROMISING:

1. Moving the university toward realizing diversity as an integral dimension of campus life and culture is a daunting challenge. The July 2010 retreat (discussed further under Core Component 2a) launched the current strategic planning process and also opened a prospective pathway toward inclusive excellence by foregrounding diversity as an institutionally sanctioned core value. In this regard defining diversity, equity and inclusion becomes not merely an abstract exercise but an exigency in delineating criteria and benchmarks for advancing and assessing diversity as a core value in practice, institutionally and individually. A “standard” definition (if such a thing exists) would include the full range of human differences, individual and collective, that constitute identities and communities, including social constructions such as race, gender, ethnicity, class, religion, sexual identity, sexual orientation, age, and disability. Understood as historically situated, diversity, equity, and social justice are best understood as complementary values requiring careful consideration of the effects of power, oppression, and marginalization on how social identities and communities have been constituted. Equity and inclusion should be assessed based on how historically oppressed and marginalized groups fare along four indices: access, representation, participation, and decision making.

2. Given the new leadership in the highest administrative ranks, there seems to me to be a guarded but palpable sense of optimism on campus that this stabilizing of leadership may enable LSSU to regain its bearings and move productively forward. This sense of renewal will also encompass, one hopes, a re-dedication to the pursuit of diversity and equity commitments as intrinsic to achieving academic excellence – but this is going to require that the Board of Trustees, President, Provost, Vice Presidents, Deans, and faculty, staff and students all undertake direct advocacy in moving diversity from words to actions.
3. The phases of the strategic planning process that I had the opportunity to observe and participate in during the fall semester were well conceived and well implemented. Multiple venues, methods, and occasions to contribute ideas and information were available to all constituencies on campus. If you were unaware of these opportunities for input and engagement, you would have to be either unconscious or oblivious. Participation was widely invited, encouraged, and publicized. When I reviewed the interim progress report just before leaving campus at the end of the semester, it appeared that there was appropriate attention accorded to diversity and equity concerns. My hope is that this emphasis will be sustained through the plan's final stages. This observation about the planning process takes us into the next Core Component.

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**Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.**

Fundamental to preparing for the future is an inventory of the trends that will create multiple new contexts for the organization . . . . The effect of shared governance can change if the total organization values innovation, experimentation, and risk-taking. However, even the most entrepreneurial college knows that there are boundaries to what it can and should attempt. The organization defines clearly how its goals are set by recognizing and honoring those boundaries. (*HLC Handbook*, 3.2-6)

- ***The organization's planning documents show careful attention to the organization's function in a multicultural society.(2a3)***

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PRODUCTIVE:

1. The current Strategic Planning and Governance process highlights the collaborative efforts from faculty and administration to forge a set of practicable and sustainable pathways for the university's ongoing growth and development. As reported in *A Strategic Framework for Planning* (July 2010), the campus-wide retreat produced a useful and an apparently candid and admirably self-reflexive framework for the planning process. The retreat engaged participation from faculty, staff, administration, trustees, and students. Given that a commitment to diversity was one of four core values that resulted from the retreat activities, it is reasonable to conclude that it was seriously deliberated as a major theme.
2. I had the opportunity to meet a number of new and veteran faculty and staff, who are well positioned with the expertise and experience to research and address both the "big" questions and the LSSU-specific implications of social and economic trends that will circumscribe diversity, equity, and social justice commitments in the future. With the university's Diversity Committee, these dedicated faculty and staff may well constitute a critical mass that can advance progress in aligning diversity initiatives with the university's mission and vision via the strategic planning process.

PROBLEMATIC:

1. As noted under Core Component 1b, the lack of clarity and specificity in LSSU's understanding of what and who constitutes "diversity" undermines its appropriate role and value in realizing the university's mission and vision;

the same claim applies to inhibiting the capacity of the organization to “show careful attention to the organization’s function in a multicultural society.” Perhaps one place to begin in guiding LSSU’s diversity planning efforts is to turn attention to a demographic profile of faculty and student diversity, which I now take up.

A statistical profile provides a point of departure, suggesting both the constraints on and possibilities for strategic planning in advancing racial, ethnic, and gender diversity and equity at LSSU. The chart below provides an overview of student enrollment demographics at national, state, and local levels.<sup>5</sup>

### LAKE SUPERIOR STATE UNIVERSITY Fall 2008 Enrollment

	Men	Women	White	Black	Hispanic (any race)	Asian Pac Isl	American Indian	2 or more races	Non res	Unknown
Nation	42.6	57.4	57.7	12.6	11.2	6.0	1.0	.008	3.4	8.0
Michigan	42.7	57.3	74.9	14.0	2.9	3.4	.8	n/a	3.8	n/a
LSSU	47.6	52.4	78.1	0.82	0.82	0.35	7.8	n/a	10.8	1.2

Integrated Postsecondary Education Data Center (IPEDS)

There is a relatively modest difference (approximately 5% lower) in the representation of women at LSSU than at both national and state levels. The more conspicuous discrepancies between the nation/Michigan and LSSU are in the comparative proportions of all of the major racial and ethnic categories, except for Native American representation. Individuals from Black, Hispanic, and Asian Pacific Islander groups comprise under 1% respectively in the overall LSSU student body. However, the 7.8% of Native Americans on campus is the highest proportion of any university in Michigan and in the Great Lakes region; and it surpasses by almost eight times the

national average. Also noteworthy, is the figure for non-resident students (10.8%), exceeding by three times the national and state averages.

A closer look at four-year public institutions in Michigan finds LSSU in the bottom third of the 15 state-supported universities in the overall cumulative percentage of historically underrepresented and underserved minorities (Black-African Americans, Hispanic/Latinos, Asian Pacific Islanders, and Native Americans). LSSU's total minority student population comes in at 10%, with the statewide mean at 15.16% and median at 14%, including a high of 36% at Wayne State University and a low of 5% at both Northern Michigan University and Michigan Tech University. (For a complete listing and breakdown by race and ethnicity of Michigan's 15 four-year public universities for Fall 2008, see Appendix G.)

In disaggregating the data, it is evident that the distribution of racial and ethnic minority representation at LSSU is skewed by virtue of the high percentage of Native American students. Absent this segment of the student population, students of color from Black, Hispanic, and Asian groups cumulatively comprise under 2% of the total student enrollment. At first blush, these figures seem strikingly low, and while numbers are one important measure of diversity, they can also conceal as much as they might reveal about how diversity manifests in ways peculiar to this organization, in this region and locality of this state. (The historical and social variables that likely influence the demographic distribution at Lake State are discussed below.)

Finally, having examined the IPEDS annual enrollment data from Fall 2001 through 2009, I noted a sharp spike from 2001 until 2006 in the number of Black/African American students – only 12 in Fall 2001 to a high of 241 in Fall 2006 – followed by a precipitous decline to only 20 African American students in Fall 2008 and 23 in Fall 2009 (see Appendix D). There may be a simple – or a complicated – explanation for this dramatic rise and even more startling drop in African American students over a 2-3 year period, but since I discovered this only after I had ended my visit, I have been unable to determine the reasons for this significant and troubling spike and then plummet in numbers. Regardless, it certainly seems worth examining and considering in future campus conversations about recruitment and matriculation strategies for optimizing student representation.

The representation of faculty diversity is just as salient in significance and perhaps even more fraught with immediate and long-term implications as the student profile may be. Below is a summary of racial/ethnic and gender diversity at national, state, and LSSU levels for Fall 2007. <sup>6</sup>

## LAKE SUPERIOR STATE UNIVERSITY

### Fall 2007 Faculty Profile

	Men	Women	White	Black	Hispanic (any race)	Asian Pac Isl	American Indian	2 or more races	Non res	Unknown
Nation	58.2	41.8	76.8	5.4	3.6	7.6	.5		4.4	
Michigan*	60.9	39.1	78.3	3.9	1.9	9.3	.5		4.5	
LSSU	61	39	86.5	.96	0	3.8	1.9		6.7	

\*Data for 4-Year Public Universities only

IPEDS; Chronicle of Higher Education

Representation of women among the LSSU faculty is within 3% of the national mean and is equal to the state average in four-year public universities. Women at Lake State cumulatively are more numerous than men in tenured and tenure track positions although women comprise only 1/3 of all tenured faculty. A cursory look at the racial/ethnic diversity of faculty at LSSU reveals that a disconcertingly low 7% are comprised of members of historically underrepresented racial and ethnic groups. This places LSSU tied with Ferris State University for the 14<sup>th</sup> lowest ranking of minority faculty representation among the 15 public universities in Michigan. Only Northern Michigan comes in lower at 6%. The IPEDS figures for Fall 2007 show only one African American, 2 Native American, 4 Asian American faculty, and no Hispanic/Latino faculty. In fact, only three years later, the virtually monolithic racial and ethnic profile becomes even more charged: during the Fall 2010 semester, there were *no* African American, *no* Hispanic, and *no* Native American faculty, including both full-time and adjunct instructors. Administration fares no better where racial and ethnic diversity is concerned, with no senior executives who are persons of color. There is



only one Native American woman who occupies a Director position on campus. When gender is accounted for, women exceed numerically men in administrative positions.

It would be remiss not to mention the presence of 6.7% foreign-born full-time faculty, almost all in the STEM disciplines. Certainly, they offer both academic and non-academic benefits that contribute significantly to a more multicultural campus environment, and their value in and outside the classroom should not be overlooked or underestimated. Their presence, however, does not mitigate the egregious underrepresentation – the absence – of faculty from historically marginalized and underserved racial/ethnic communities in the U.S.

One of many questions posed by this statistical profile is how much weight and significance the (in)equitable representation of diverse communities could and should bear upon institutional priorities at LSSU. Although the university community has no doubt discussed this issue, likely many times in the past, there is presently no clear direction or criteria that frame campus-wide goals. This question first requires a clear, explicit, public declaration of how diversity is functionally defined and how it aligns with the university's strategic planning priorities.

As noted under Core Component 1b, the racial/ethnic and gender representation is the result of a range of historical and social conditions. There are several variables that should be studied and considered in interpreting and evaluating the demographic profile of diversity at LSSU:

- a. The principal geographical areas from which LSSU student applicants are drawn are the Eastern Upper Peninsula and the Northern Lower Peninsula. Feeder schools in this region are located in rural areas and small towns, and the population in the U.P. is overwhelmingly White, with the exception of a significant Native American presence. Consequently, the yield of students who actually matriculate – first-time freshmen and transfer students – is not surprisingly comprised primarily of White students.
- b. LSSU is located at a distant remove from large metropolitan areas, where well established communities of color, as well as concentrations of recent immigrants, can be found. While there have been long-standing outreach efforts to urban areas throughout Michigan (and into neighboring states),

recruitment of students from these diverse communities face daunting if not insuperable challenges.

- c. There are historical and contemporary forces in Michigan generally and in the U.P. specifically that have inhibited a more proportionate representation of racial and ethnic diversity at LSSU. Because of the historically homogeneous residential population in the U.P. – with the notable exception of the indigenous Native communities – there is a corresponding absence of residential enclaves, resources and services, and consumer options, targeting race-/ethnic-specific peoples. The consequent perception, reasonable or not, that the E.U.P. and the Soo suffer by comparison with metropolitan areas in offering quality-of-life opportunities, becomes a disincentive for prospective students and faculty hires to consider 1) applying in the first instance and/or 2) accepting and deciding to enter LSSU as a student or as an employee. The extent to which this general pattern, well established in research on the factors influencing selection of academic institutions, is applicable to LSSU should be assessed, and appropriate recruitment and retention strategies should be implemented.

Together, these elements virtually ensure a self-perpetuating cycle that militates against both short-term and especially pervasive and lasting diversification of the residential population as well as the campus community. Not surprisingly, the low concentrations of people of color in the region and in the university, historically and currently, discourage ethnically diverse people from moving to the area. Creative incentives and inducements to recruit and retain students and faculty from diverse backgrounds need to be explored and implemented if the profile is to change even marginally.

2. Other than data mandated by federal and state law and by accreditation agencies, studies and evidence focused on the experience of LSSU students, faculty, and staff representing diverse communities are difficult to come by. It's entirely possible that there is a wealth of documentation of the specific needs and experiences of students and faculty of color at LSSU, for instance, but unfortunately, I was unable to locate or access this information, if it exists. I suspect that there is a scarcity of evidence on non-dominant communities perhaps due in part to small numbers but perhaps reflecting an historical pattern of institutional inattention or neglect. It seems to me incumbent upon the university to engage in routine and continuous data gathering and dissemination of diversity-

centered analyses that demonstrate “careful attention to the organization’s function in a multicultural society.” I discuss this further under Core Component 3c in calling for a systematic climate study at LSSU and also in greater detail under Core Component 5a.

PROMISING:

1. The most single most distinctive feature in LSSU’s demographic profile is its extraordinarily high proportion of Native American students. The nearly 8% (and according to campus sources, this figure is low, based on more recent data) that Native students represent on campus exceeds all other universities’ enrollments (by percentage) in Michigan and in the Great Lakes region (Wisconsin, Ohio, Illinois, Indiana, Minnesota). Outside of tribal colleges, Lake State’s Native American student representation surpasses the national average in all institutions of higher education by 8 to 10 times. While the Native American Center at LSSU is providing exceptional services to students, the university as a whole does not seem to be appropriately or systematically acknowledging the presence of this community. An IPEDS breakdown of six-year graduation rates at LSSU reveals that Native Americans cumulatively at 23.8% fall 14.5% below the overall university average (38.3%); however, when disaggregating women from men, the figures show that Native American women are equivalent (and at 38.5% slightly exceed) the overall LSSU graduation rate. While increasing graduation rates is obviously a general student concern, examining the respective progress of Native Americans and other students of color on campus (the underrepresented student graduation rate is only 24%) would provide pragmatic insights facilitating planning deliberations and decisions about retention and graduation strategies for underserved communities on campus. This kind of analysis would go a long way toward demonstrating LSSU’s “careful attention to the organization’s function in a multicultural society.” While recognizing the excellent services and programs presently provided by the Native American Center, there are unrealized opportunities for better serving the Native American cohort (and students from other underserved communities). This invites the general question, what more can and should be done? More specifically, there are significant questions that the university might explore: How do diverse student groups compare in retention and graduation rates? What factors account for the gap between white students and students of color? What current services and programs address racial/ethnic- and gender-specific needs? Which students (and how many) pursue graduate school? What professional and career pipeline

- opportunities are available for students from diverse backgrounds? What current and post-graduate artistic and scholarly opportunities (in the academy and/or in the general community) are accessible to LSSU graduates? What kind of post-baccalaureate engagement in the life and culture of the university, as alumni, do students of color, women, and members of other underserved university groups pursue, and how can alumni from these diverse backgrounds be better served and recruited for continuing exchange and engagement with LSSU?
2. In addition to Native American students at LSSU, there are multiple, intersecting groups that could become key constituencies in marking LSSU as distinctive. LSSU is optimally situated to address the academic needs and interests of first-generation college students; recent immigrants to Michigan and the U.P.; individuals from low-income backgrounds; the unique experiences of those living in the border communities that join the U.S. and Canada; a vital and vocal GLBT community; non-traditional, re-entry adult learners; and women in majors historically dominated by men (including the STEM disciplines but also, Fire Science, Fisheries and Wildlife Management, and Criminal Justice, among others). Serving a region of the state that is distant from large metropolitan areas, LSSU has the capacity and potential to contribute distinctively and substantially to the state's diversity agenda; but university leadership – trustees, administrators, faculty, staff, and students – must be willing to demonstrate real intentionality and accountability in meeting the needs of its diverse constituencies. Lake State occupies a unique niche in the state and in the region, and with a substantive commitment to diversity, equity, and social justice, specific to its mission and location, can become a genuinely “distinctive organization.” As Mohanty has noted: “[Researchers] point to the crucial role played in any democratic society by regional and urban institutions in providing access and social mobility to immigrants and those from lower income groups. If the goal is to reduce social inequality through education, then regional and urban universities need to be both recognized and supported by policy makers at not just the state level but also nationally” (Satya P. Mohanty, *Diversity's Next Challenges*, *Inside Higher Ed*, June 1, 2010, <http://www.insidehighered.com/views/2010/06/01/mohanty>)
  3. The assumption (or conclusion) that each campus in a reference cohort (comparator institutions with comparable characteristics) should match, demographically or otherwise, other similarly situated schools virtually ensures frustration, often desperation in a university's good faith efforts to realize diversity commitments. Whatever we might mean by diversity should not entail a one-size-fits-all boilerplate perspective, a kind of generic recipe

or formula or normative profile designating optimal levels of representation of faculty, students, and staff based on race, ethnicity, gender, et al. Contingent upon intentional, bold and decisive leadership, LSSU is poised to define and implement an institutional understanding of diversity as interdependent with academic excellence (termed by the AAC&U as “inclusive excellence”). LSSU is well positioned to capitalize on and leverage its local resources, including focused attention on indigenous communities in the border region of the U.S. and Canada, the GLBT community, students with disabilities, religious pluralism, and non-traditional students. This should not be construed as asserting that diversity initiatives should be restricted only to “home-grown” and local, garden-variety forms of diversity. I am saying that there needs to be a realistic assessment of locally available and underutilized diversity resources on the one hand, and on the other hand, a candid and realistic determination about people from underrepresented and underserved communities that will require proactive outreach and robust recruitment. Make no mistake: the historical disparities and received legacy of injustice and inequality and oppression still must be addressed by all institutions, including LSSU. Focusing on the local as I’m suggesting cannot and must not be a pretext for ignoring or diminishing efforts to comprehensively increase women and people of color among students, faculty, and administrative ranks. The task is to reflect carefully about how to reframe LSSU’s vision of diversity and equity in order to capitalize on the differences that the campus can and should realistically and ethically embrace, authorize, and distinguish as definitive of LSSU’s mission and identity.

### **Core Component 3c: The organization creates effective learning environments.**

Colleges have created multiple learning environments, perhaps without being conscious of the pedagogical rationales behind them. . . . How students interact with other students is often as important as how they interact with faculty, but effective interaction is essential. Mentoring and advising, once thought to be primarily a faculty task, may now be found throughout an organization, particularly in the student services area. All these variables contribute to learning environments, electronic as well as face-to-face. Faculty members are coming to appreciate how they contribute to these environments, fully understanding that the classroom experience is only one part of any learning environment. (3.2-11)

- Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services.
- ***The organization provides an environment that supports all learners and respects the diversity they bring.***
- Advising systems focus on student learning, including the mastery of skills required for academic success.
- Student development programs support learning throughout the student's experience regardless of the location of the student.

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#### **PRODUCTIVE:**

1. There are rich and varied examples (and exemplars) of “naturally occurring mentoring,” evident across campus. Faculty invite student collaboration on research and projects; Student Affairs staff assist students based on a “no runaround” commitment (i.e., they will refer students to appropriate services and offices, and even accompany them, as necessary); Quarterdeck and Galley staff greet and converse with students whom they “mentor on the run” (i.e., provide incidental, short-term guidance, care, and simple affirmation). All of these instances and more constitute non-traditional, alternative mentoring that translates into an environment “that supports all learners and respects the diversity they bring.”
2. Co-curricular activities and programming engender a range of both general and community-specific interests. For instance, there was a series of events, speakers, and programs in conjunction with National Coming Out Day, including a “chalking” that addressed GLBT issues, information tables, and a

- nationally recognized speaker who discussed personal and social implications of sexual orientation, sexual identity, and negotiating conflicts around the process of coming out. These instances (among many others) provide learning-centered venues that extend beyond the classroom and address in part diversity-related themes.
3. The Native American Center is doing remarkable, even inspiring work not only with students from indigenous backgrounds but as an inclusive gathering place for cross-community engagement. The Center's facilities and events are open to the campus community and frequently feature "town-gown" opportunities for interaction and exchange, including regularly scheduled potluck lunches that bring together campus and community participants. These monthly gatherings provide sustenance not only through "breaking bread" together but through drumming, music, and other cultural performances. The NAC events build more than a simple sense of community; again, they establish an "effective learning environment . . . that supports all learners and the diversity that they bring."
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#### PROBLEMATIC:

1. During my semester in residence at LSSU, I experienced, witnessed, and collected considerable anecdotal evidence of students from diverse backgrounds interacting openly and comfortably in the Quarterdeck and in many other campus sites. Arguably, this may be a sign that differences in race and ethnicity have been negotiated in such a way that students of color have been integrated into the mainstream predominately White student population. But this may equally be a manifestation of the egregious absence of representative numbers that leave students (not to mention faculty and staff) of color with highly circumscribed options. This may account for the seemingly contrary perception that there may be a significant number of students of color on campus who experience a sense of isolation both individually and collectively, in a variety of sites on campus. That there are few if any services and facilities geared specifically to the needs of students from underrepresented groups may well be both cause and outcome of the inattention to diverse students on campus. I confess readily that my claims here are primarily inferential, given my inability to locate data documenting the experiences of students from diverse backgrounds at LSSU. This may further highlight the need and potential value of conducting a campus

climate study, as well as a comprehensive diversity audit, beginning with a close look at the experience of students, faculty, and staff of color at Lake State.

2. As a counterpoint to my own experiences and observations, I also gathered extensive student reports of what sociologists Leslie Picca and Joe Feagin refer to as “backstage” expressions (informal occurrences taking place out of the public eye in dorm rooms, recreational areas, offices, and other sites on campus) of prejudice and stereotyping, contrasted with “frontstage” bigotry, which manifests in public locations. Students in my two sections of SOCY 103 Cultural Diversity course submitted approximately 1,200 “sightings” (brief narratives) involving issues related to race, ethnicity, gender, culture, national origin, religion, sexual orientation, socioeconomic class, disability, age. These sightings included direct experiences and observations, as well as media-related viewings. A frequency count reveals that approximately 45-50% of these anecdotal reports based on students’ “real life” experiences and observations involved direct or indirect expressions of prejudice, intolerance and bigotry both on-campus and/or in the immediate vicinity of Lake State. These almost exclusively “backstage” incidences included the use of: racial, ethnic, gendered, religion-based, and homophobic slurs and epithets to refer to students on campus and to acquaintances or fellow employees off campus; casual and unchallenged conversational references to a wide range of stereotypic and demeaning images of persons from diverse communities; commonplace joking and “humorous” asides targeting women, people of color, persons with disabilities, and others, ostensibly intended to be “harmless fun” – one instance reportedly involved routine and constant ridiculing of African Americans (taking place among a group of white roommates) and the use of an actual noose as a prop to enhance the “joke.” My findings, while not entirely surprising and in fact, consistent with similar studies on backstage/frontstage bigotry, conducted at universities across the nation, are nevertheless troubling and symptomatic of strongly embedded attitudes, values, and perspectives that reflect both subtle and overt racism, sexism, homophobia, religious intolerance, and other forms of prejudice. It is important to note that counter to these instances of overt bigotry and “quiet bias,” there were also positive and constructive encounters with difference and moments of resistance to others’ prejudicial and stereotypic expressions and actions. These reports were significantly fewer in number (20-25%), with the remaining narratives primarily descriptive or indeterminate in judgments toward diverse group members.
3. I have noted previously the admirable efforts that the Native American Center has committed to community building with both on- and off-campus



- constituencies. The Center publicizes its events and services widely, but unfortunately, students from the general population on campus have not been as receptive as one might hope. One anecdotal example comes from the two classes that I taught. I asked the 75 students in both sections of my Cultural Diversity course how many knew where the Native American Center was located. Fewer than 10 (all of who were junior or senior level students) were able to identify the physical location. Of the 75 students, none had ever visited the Center or participated in any of the Center's activities, which, as noted, are widely publicized and open to everyone in the campus community.
4. While the campus environment is generally regarded as welcoming and congenial, the quality and degree of inclusiveness are subject to question. Pervasive throughout academic and non-academic sites are organizing and perceptual frames that presuppose and highlight whiteness, patriarchy, heteronormativity, religious (Christian-centric) exclusivity, ableism, and other forms of taken-for-granted sociocultural privilege and entitlement. These frames borrow upon and reproduce social structures that inscribe general relations of power in higher education and in U.S. society generally. The manifest experiences based on these hegemonic forms of privilege pervading the life and culture of LSSU would require another, separate report. One example, though seemingly innocuous to many, is anything but a simple or innocent display of religious tradition. Like universities across the nation, LSSU recognizes and celebrates the holiday season spanning late fall and early winter. A striking difference from most other campuses where I have worked or visited, however, is LSSU's unmediated (and unapologetic) celebration of Christmas without even a token acknowledgment of any other holiday traditions during this time of year. The President's holiday party is publicized as a "Christmas" party; the Native American Center's holiday celebration is labeled as a "Christmas" event; all of the ornamental decorations in the Quarterdeck and elsewhere in many campus offices and public spaces are all about Christmas and Christmas only. Without question, this is the single most Christmas-centric public university I've ever witnessed. Even private colleges whose affiliations represent specific Christian denominations, and virtually all public universities, make concerted efforts to be ecumenical in general and during this time of year in particular. What's missing is not merely the ornamental or gratuitous recognition of Hanukkah or Kwanzaa or Hijra (Islamic New Year) or any other non-Christian seasonal event; what's missing is the institutional understanding that recognition and inclusion of spiritual and religious diversity (not to mention the utterly unacknowledged perspectives of non-believers) is even more important when there are few or no members of non-

Christian communities present who would celebrate these holidays. It's far more critical to highlight other traditions when there are *no* members of other communities present precisely in order to ensure that privilege does not become normalized and diversity does not become reduced to the province of the exoticized, alien Other. This glaring set of absences manifests exactly the predicating, dominant frames of privilege and entitlement that comprise the culture of the university as it currently stands.

PROMISING:

1. There is an incipient but unrealized culture of mentoring that could be developed at LSSU, given the size and character of the organization. Integrated into academic and non-academic practices – teaching, advising, tutoring, providing services and assistance, supervising student workers, etc. – mentoring can and should become a defining feature of how members of the campus community interact with one another. Rather than treating mentoring as exclusively or even primarily a one-to-one, time-intensive relationship, mentoring can be understood as occurring in passing, brief conversations and in simple but meaningful moments. This kind of “mentoring on the run” happens routinely in our encounters with students, co-workers, and colleagues on campus, but we generally don’t reflect upon just how powerful this kind of mentoring can be. This approach has been implemented with great effectiveness and success in demonstrably closing the so-called “achievement gap” among students of color, in increasing retention and graduation rates, and in enhancing overall learning and academic excellence.<sup>7</sup>
2. Lake State has the potential to develop a campus culture that could conceivably become a model for “inclusive excellence,” given the excellent faculty and scholars, dedicated staff, accomplished athletic teams, strong co-curricular and on-campus activities, and the prospect of forging a more intentional approach to diversity, inclusion, and social justice. Toward this end, it might be worth considering the following:
  - a. Extending and enhancing informal (“naturally occurring”) mentoring by forging a *culture* of mentoring across the campus community. There are best practices that would help to initiate, develop, and sustain this approach to low cost/no cost mentoring program development.

- b. Attention should be focused on services and facilities for students representing diverse communities and populations. A systematic determination not only of “felt needs” but a projection of ideal services and facilities would be extremely useful in planning goals and future action plans.
- c. Conducting a systematic campus climate study and diversity audit that would provide the following (among other outcomes):
  - 1) Direct and indirect evidence of the presence (or lack) of inclusive, welcoming, collaborative, and engaged campus interactions, relationships, and practices;
  - 2) Assessment of perceived and actual needs relative to inclusive, collaborative, and engaged relationships;
  - 3) Inventory of exemplars and best practices already in place;
  - 4) Preliminary profile of how students, faculty, and staff representing diverse communities are faring on campus.
  - 5) If entrance and exit interviews (of students, faculty, and staff alike) are not already being conducted, these interactions would provide important data for establishing benchmarks in assessing the breadth, depth, and quality of a campus community that is “inclusive and welcoming.” Current quantitative or qualitative data on campus climate are difficult to locate, making any assessment of campus climate inductive and inferential at best.
- d. Short of a full organizational climate study and a diversity audit, I suggest that a focused inquiry into c.4) above should be considered a priority. I believe that a careful and substantive analysis of the experience of LSSU’s students and faculty of color, for example, might very well provide a lens that would help to define the parameters if not the comprehensive status of inclusion, collaboration, and engagement on campus. Minimally, it would advance and help realize diversity as one of the university’s core values.

**Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.**

- Regular academic program reviews include attention to currency and relevance of courses and programs.
  - ***In keeping with its mission, learning goals and outcomes include skills and professional competence essential to a diverse workforce.(4c2)***
  - Learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies.
  - Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the courses of study, the currency of the curriculum, and the utility of the knowledge and skills gained.
  - The organization supports creation and use of scholarship by students in keeping with its mission.
  - Faculty expect students to master the knowledge and skills necessary for independent learning in programs of applied practice.
  - The organization provides curricular and co-curricular opportunities that promote social responsibility.
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**PRODUCTIVE:**

1. There are both General Education and major-specific requirements for diversity-centered content in the university's curriculum. The significance of diversity appears in both the overarching GE mission statement, as well as in the specific Diversity Outcome statement:

*General Education Mission Statement* ((LSSU 2010-11 Catalog, p. 76):  
In a diverse and changing world, college graduates must be prepared for a lifetime of learning in a variety of fields. In order to meet this challenge, general education requirements foster the development of general skills and knowledge that are further developed throughout the curriculum. LSSU graduates will be able to:

*Diversity Outcome:* View the world from cultural perspectives other than their own.

The GE Diversity requirement offers a range of course options for students (although my understanding is that some of these are only infrequently offered if at all). Specific majors may require additional diversity-related course work, above and beyond minimal exposure in lower-division courses. There are a number of discipline-specific courses focusing on various dimensions of diversity, including race- and ethnic-specific, gender, disability, and religion emphases, which contribute to overall diversity learning.

2. There are several additional indicators that diversity learning is supported by and delivered through multiple modes:
  - a. The academic catalog lists a Native Studies of the Americas minor, which highlights a major regional asset that “localizes” diversity efforts.
  - b. In speaking with individual faculty from different disciplines, it was clear that many teach conventional courses integrating diverse perspectives and content, as well as pedagogical and instructional strategies appropriate to diverse constituencies.
  - c. There is a monthly pedagogy/faculty development series that occasionally addresses diversity-related concerns.
  - d. There are faculty members across campus who are demonstrably committed to a range of diversity and equity issues not only in the classroom but in relation to hiring of faculty and administrative leadership, as well as building a more inclusive and welcoming campus climate.

#### PROBLEMATIC:

1. According to various university sources, the SOCY 103 Cultural Diversity course tends to do the “heavy lifting” in meeting the demand of the GE culture requirement. This is not necessarily an undesirable state of affairs, to the extent that fewer course alternatives may provide greater continuity and coherence in meeting learning objectives and outcomes. (This is certainly open to question, and I expect that this is examined as part of the university’s formal assessment plan.)

There are major-specific diversity requirements that substitute for or complement the general GE requirement, and this “decentralizing” of diversity learning not only has its place but could and perhaps should be extended to other majors/disciplines. That is, often the most effective and relevant diversity courses are those that directly apply to the particular

context and content represented by specific fields of study. For instance, the diversity-focused courses in education, nursing, and business complement the more generalized approach necessarily engendered by the GE version. The issue that may need to be addressed and resolved is whether diversity learning outcomes are being met through this mix of courses that are variously pitched at lower- and upper-division students. Again, this is partially a matter of assessment, but it is also more fundamentally a matter of defining and clarifying how these courses and the curriculum in general are designed to realize diversity learning. Diversity learning cannot be and should not be the sole province of specifically designated courses. The research literature demonstrates that diversity content and competencies are acquired most effectively when these concerns are represented in “diversity across and through the curriculum”: that is, in General Education and/or major-specific courses that target diversity content; in ethnic studies courses (e.g., Native American, African American, Asian American, Latino/Chicano) and other identity- or community-centered courses (e.g., gender studies, queer studies, disability studies); in other major/disciplinary courses, where diversity and equity themes can be appropriately integrated; and in the full repertoire of co-curricular settings (clubs, organizations, athletics, campus events) where diversity can and should be included as a routine dimension of student life and university programs. (Faculty and staff development, likewise, should be centrally engaged in diversity learning as a fundamental element in the learning-centered university.)

Ultimately, questions of continuity and coherence of diversity learning must be raised in the face of little or no curricular follow-up or follow-through after a student has completed a required diversity course (the GE requirement or a major-specific corollary). Students report (and I acknowledge that this is anecdotal) that a single course on diversity is the only exposure many if not most students have in dealing with multicultural issues with any degree of depth. The extent to which diversity-related content is integrated in courses throughout the curriculum is, of course, variable, depending upon specific disciplines, courses, and/or the discretion of individual faculty.

Compartmentalizing diversity learning outcomes primarily in a single required course (and in the uncertain and arbitrary exposure of students to diversity content in other course work) all but ensures that students will gain the “skills and professional competence essential to a diverse workplace” at a rudimentary level at best. Unless and until there are systematically and

- systemically designed opportunities for diversity learning outcomes (DLOs) to be realized consistently across the curriculum, as well as in service learning and in co-curricular experiences, the goals and outcomes of diversity learning are going to be aspirational rather than practicable realities.
2. What complicates the picture is that the university's specific diversity learning outcomes were not immediately apparent in the materials available to me. If there are specific learning outcomes, apart from the Diversity Outcome identified as part of the General Education requirements (quoted above), I was unable to locate them or the university's overall assessment plan, through online and document searches. (Regardless, if DLOs exist, they should be widely disseminated and circulated. If they do not exist, it is incumbent upon the university to formulate a coherent set of DLOs that align with the mission, vision, values, and strategic planning objectives. Absent these learning goals and outcomes, the specific "skills and professional competence essential to a diverse workforce" will remain unclear and undefined for both on- and off-campus constituencies.
  3. An additional complication rests in the scattershot courses that ostensibly represent diversity-based curriculum, which appear to have little coherence within disciplines and across the curriculum. The conspicuous absence of courses focusing on Asian Americans, Latinos, Arab and Muslim Americans, queer studies and other relevant diversity-centered content is troubling. The handful of courses on African Americans reflects disparate and disconnected content. The failure to sustain the Native American minor is a tragically missed opportunity not only for students who are part of indigenous communities, but for the student population as a whole.

## PROMISING

1. Given the rich environment on and off campus for leveraging regional assets and opportunities in and among Native American communities, the Native Studies of the Americas minor should be revitalized at the earliest opportunity. As with any ethnic studies or community-based academic program, the audience for this minor must be defined and recruited proactively and inclusively. The value of ethnic studies programs demonstrably extends beyond the subject community (indigenous peoples in the Americas in this case) and carries relevance and pragmatic benefits for all students on campus. To stand by and allow this minor to remain suspended and in effect, defunct is unwise and without overstatement, a tragedy and a travesty. The presumption that Native American Studies

- cannot be (or is not worth) supporting because few Native American students will pursue it rests upon the historic misunderstanding that ethnic studies are exclusively for a/the subject population. Native American Studies are needed by all students and by the institution itself, especially one that is located in the midst of significant indigenous populations in the immediate locality, in the E.U.P., and in Canada.
2. In addition to re-instituting the Native American Studies courses and minor, the university should explore the possibility of establishing minors in gender studies, disability studies, and a certificate program in diversity studies, all of which could be created in part from existing courses, supplemented by a nominal number of new courses. Even during times of severe budgetary constraints, program and course development must be sustained if the curriculum is to be responsive to the “skills and professional competence essential to a diverse workforce” in the face of changing conditions. While an unchecked proliferation of courses is neither necessary nor desirable, systematic review, revision, and new course development are essential to the educational process. Strategic course revision and development of new courses that integrate diverse perspectives and communities are ways to innovate and augment the profile and marketability of the curriculum and of LSSU as a distinctive institution.
  3. The fusion of a global vision of diversity with the availability and reality of local resources and opportunities provides the context for building a more competitive and desirable school for students and employees from diverse backgrounds and communities. Successful recruitment that yields substantial numbers of students, faculty, and staff of color depends in part on the perceived and actual availability of visible representation of one’s own community, appropriate curricula, relevant programming, and community resources that serve multiple communities. One place to begin on campus is with curricular development and innovation. While a range of diversity-specific courses (e.g., Asian American or Hispanic/Latino survey courses) may not be feasible, however desirable they might be, a more realistic and doable strategy is to promote “diversity across the curriculum” development efforts. This approach could and should also include inclusive pedagogies and training and development opportunities to develop multicultural competencies for faculty, staff, and administrators.



**Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.**

There is an expectation in this Core Component that an organization affiliated with the Commission will be proactive in relations with its constituencies. ***Assuming that the organization has a clear sense of who constitutes its constituencies, this proposes that an engaged institution tries to listen to them to discern their educational needs.*** (3.2-16, emphasis added)

- The organization's commitments are shaped by its mission and its capacity to support those commitments.
- The organization practices periodic environmental scanning to understand the changing needs of its constituencies and their communities.
- ***The organization demonstrates attention to the diversity of the constituencies it serves.***(5a3)
- The organization's outreach programs respond to identified community needs.
- In responding to external constituencies, the organization is well-served by programs such as continuing education, outreach, customized training, and extension services.

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**PRODUCTIVE:**

1. The presence of the Native American Center demonstrates attention to the significant proportion of students who trace their heritage in whole or part to an indigenous background. The Center provides services and resources aimed at meeting the needs and expectations of Native students, while opening its doors to the campus community as a whole and to the surrounding community in the Soo and the E.U.P. Given the numbers of Native American students at LSSU (not all of who necessarily make use of the Center's services), and given the very modest staffing of the Center, the Director and her colleagues provide invaluable support for Native students and others at Lake State.

**PROBLEMATIC**

1. This is one of the more difficult components to speak to for several reasons. First, as noted under Core Components 1b and 2a, it is difficult to

identify a “clear sense of who constitutes [LSSU’s] constituencies” under the rubric of diverse constituencies; consequently, assessing the extent to which the university “demonstrates attention to the diversity of the constituencies it serves” is problematic at best.

Second, as already noted above, there appear to be limited data, direct or indirect, that would support a reasonable assessment of the lived experience of university members representing diverse backgrounds (using conventional categories based on race, ethnicity, gender, sexual orientation, disability, etc.). This is not about standard institutional data, which are readily available and accessible. What I had difficulty locating were prior needs assessments, surveys and studies canvassing faculty, student, and staff experiences on campus, interview data, narrative accounts, or any other documentation identifying the “needs and expectations” of specific, historically underserved communities. It thus becomes a matter of inference and educated guesses in offering even a preliminary and tentative reading of Lake State’s campus climate. Accordingly, it remains an open question about the extent to which the university “demonstrates attention to the diversity of the constituencies it serves.”

While some anecdotal accounts representing the general student population are available (e.g., online website testimonies by current students and alumni), there are few if any readily accessible counter-narratives from students of color, GLBT students, students with disabilities, and others from underserved and underrepresented groups on campus. A number of questions necessarily arise: Have students of color ever been engaged in focus groups or intensive interviews? Have the experiences of women in majors or disciplines that have been traditionally dominated by men been documented? Have the unique academic needs and expectations of first-generation university students been assessed? Are faculty and staff (of all racial and ethnic and gender backgrounds, but especially, people of color and women) routinely the subjects of HR intake and/or exit interviews? Have faculty and/or staff of color (and women, and those representing non-dominant groups) ever been interviewed or solicited for information in focus groups?

Third, there seems to be a tacit set of predicated assumptions or guiding principles with respect to diversity and equity matters at LSSU. My very tentative view is that the unspoken predicated assumption for

addressing diversity, equity, and social justice at Lake State is, “First, do no harm.” In relation to diversity commitments at LSSU, perhaps in the whole of the U.P., “Do no harm” figuratively captures the relative inaction, inertia, and laissez faire non-intervention in discussing diversity, equity, and inclusion, much less advancing or advocating for them. “Do no harm” can often be a double-edged sword. It can be a cautionary guideline about not exacerbating an existing injury or illness; or it can be a rationalization for doing nothing in the face of failing to recognize that residual and ongoing harm exists and that systemic problems endure over time. What this amounts to is an institutional rule of (non)engagement. This admittedly inferential perception of LSSU’s organizational inattention and not-so-benign neglect of its declared diversity commitments may warrant careful scrutiny to determine whether it is a pervasively shared concern or a skewed misreading based on my own limited, short-term experience and very partial understanding of the university.

2. Supporting and enabling this laissez faire approach are the invisibility and silence that surround questions of institutional privilege involving whiteness, patriarchy, heteronormativity, religious exclusivity, ableism, and other forms of taken-for-granted entitlement that minimize and repress the advancement of diversity and equity commitments at the university. I don’t mean to suggest that the tacit denial or misrecognition of this “privilege” is in any way deliberately or intentionally malicious. Rather, the force of this privilege resides in its taken-for-granted character and in its unintended impact and effects on persons in underserved and marginalized groups. As Maher and Tetreault observe, “Privilege, in its root meaning, pertains to a law – in this case often silent and unseen – that works for or against individuals and groups. We have learned that to bring a genuine range of experience and perspective to American campuses, not only must the goals of diversity and excellence be conjoined, but the operations of privilege must also be deliberately excavated and challenged” (see Appendix C).
3. That the Director of the Native American Center has also been designated the responsibility for campus-wide diversity is a mixed blessing. The responsibilities for the Center’s operations and for general university diversity issues certainly overlap, and the dual assignment is likely regarded as an expedient use of personnel and resources. However, the cumulative duties and workload associated with being accountable for both positions should be closely examined in terms of capacity. Having twice served as a director of diversity at different institutions, I am familiar with the demands that this position can engender. To expect one

person to be held accountable for what amounts to two full-time positions is unrealistic and counterproductive, even with someone who is as knowledgeable, experienced, and talented as the current Director. Absent adequate staffing, general diversity efforts may be compromised through no fault of the Director. Quite apart from the overload entailed by collapsing these two positions, it would be more productive and potentially more cost-effective if university-wide responsibility for diversity commitments were assigned as a separate position, or if this is not feasible, then as a co-directorship with representatives from both Student Affairs and Academic Affairs. This collaborative partnership would distribute the workload and would serve to integrate diversity commitments more comprehensively into the life and culture of the university.

#### PROMISING:

During open sessions sponsored by the Strategic Planning and Governance Committee, dozens of instances of outreach and direct involvement with schools, arts organizations, community groups, and non-profit agencies were mentioned by a cross-section of faculty and staff. It was clear that a significant number of these projects were directly or indirectly diversity-related. It was equally clear that these academic and non-academic contributions to and realizations of diversity commitments were not widely publicized or known among most members of the campus community. Further, there was little or no apparent alignment of these activities with the university's mission or previous strategic plan. That there are diversity-based programs and projects meeting the needs and expectations of students from diverse backgrounds is undeniable. But without a campus clearinghouse to gather and disseminate news about these activities, and without a diversity plan to provide coherence and to link these efforts to learning outcomes and documented needs, these valuable contributions remain isolated, fragmented, and disconnected. Raising the profile of these existing bridges between town and gown would bring positive attention both on and off campus. Clarifying DLOs and aligning them with the overall strategic plan, assessment strategies, and their implementation through this on- and off-campus engagement would go a long way in demonstrating the university's attention to the diversity of constituencies, as called for by the HLC in this Core Component.

## **SECTION III**

### **A Sense and Semblance of an Ending: Emergent Questions and Recommendations**

I'm titling this closing section, "A Sense and Semblance of an Ending," in order to emphasize the incompleteness and resistance to closure that characterize this very provisional profile of diversity at LSSU. While I have tried to offer a candid and constructive analysis of the general state of diversity on campus, I understand fully that my perspective is constrained by my limited experience and knowledge of Lake State. Moreover, a more comprehensive diversity audit would address the following areas (among others) that were not examined in this report: the university's assessment plan and its alignment with mission and core values; service learning and campus-community engagement; faculty, staff, and administrative development of diversity-based knowledge and competencies; human resources policies, procedures, and practices relative to hiring (recruitment, search-and-screen, appointment and advancement processes) and retention of all employees (including student workers); admissions outreach and recruitment plans; disciplinary and complaint protocols for all members of the campus community; fiscal policies and procedures in purchasing, acquisitions, contracting, auxiliary services; EEO and harassment/discrimination procedures; delivery of academic support services, student services, alumni services; and the structure, function, and operation of the Board of Trustees in advocating for and advancing diversity and equity. It's evident that much more could and should be said, but I've gone about as far (very likely, too far) with my presumptuousness as I dare!

#### **Emergent Questions**

There is a series of overarching questions emerging from this analysis that I believe might help to frame current and future conversations and planning around diversity issues at LSSU.

- What does it mean to say that diversity is a core value? How does this value manifest in planning, policies, procedures, and practices? In what ways does valuing diversity at LSSU contribute to its standing as a "distinctive organization"?

- How is diversity understood in and by the university community? What roles if any do equity and social justice play in how diversity commitments are deployed and realized across the university?
- What are the university's plans for diversity development in the short term and long term? How do the history and traditions of Lake State factor into strategic planning for diversity?
- What systematic and systemic goals and functions do faculty, staff, and students envision for diversity learning?
- Where do diversity and equity commitments rank in current and future prioritizing of university allocations and resources?
- What are the recruitment, hiring, and development and retention plans for hiring more racially and ethnically diverse faculty, staff, and administrators?
- What strategies will most effectively increase applicants and yield of matriculated students representing diverse, underserved communities?
- In what ways are current diversity efforts assessed in teaching and learning; in co-curricular activities and student, faculty, and staff organizations; in administrative and staff operations; and in the general life and culture and the everyday practices of the campus community?
- What kind and degree of priority will diversity as a core value be afforded in principle and in practice, given the financial realities the university faces now and for the foreseeable future? How committed to demonstrable change and advancement of diversity and equity initiatives is Lake State's leadership, including faculty, students, and staff, senior administrators, and the Board of Trustees?

### **Recommendations**

1. Formulate a diversity mission statement and an institutionally sanctioned (including Board-approved) statement of diversity commitment and philosophy (an organizational credo, beyond the standard EEO compliance statement that already exists). General and specific diversity goals need to be identified and aligned with the university's mission and strategic plan.

2. Explore the possibility of adopting and integrating the paradigm of “inclusive excellence,” as recommended by the AAC&U.
3. Designate joint coordination of diversity initiatives to representatives from both academic and student affairs, who would also co-chair the Diversity Committee.
4. The Diversity Committee (in collaboration with faculty governance and HR) could (perhaps should) become the principal conduit for faculty and staff diversity development opportunities. The committee would also take the lead in initiating proposals on comprehensively integrating diversity as essential to a distinctive, learning-centered university.
5. Campus leadership should re-visit and review the 2005 progress report from LSSU to the HLC. It seems clear that this document was far more aspirational than factual in its characterization of diversity goals, strategies, and programming at Lake State. However, many of the observations and strategies in this report have much to recommend them. While they may not have been an entirely accurate depiction of the actual status of diversity issues (and the report was largely absent of any documentation of the lived experience of students, faculty and staff from diverse communities), the document nevertheless may offer a useful point of departure in mapping the present standing and future vision of diversity at LSSU.
6. Implement simple, low-/no-resource diversity-based strategies. Inasmuch as “wide and deep” racial/ethnic representation is unlikely to occur any time soon, the exigency for focusing efforts on campus-wide diversity learning in any and all venues is arguably even greater than in environments where diverse communities are numerous and conspicuous.
7. Augment the profile and value of the substantial community of Native students on campus, and declare publicly an institutional commitment to better serve this population. Accordingly, the Native American Center merits greater institutional visibility, resources, and clout to enhance its exceptional work with students and with community outreach and programming. Begin by focusing energy and resources on developing Native American curricular and co-curricular resources, and re-establishing the Native Studies of the Americas minor.
8. The Diversity Committee (or other appropriate parties) should work closely with Human Resources to develop diversity- and equity-based training and development opportunities, if they do not already exist. Presently, it appears that the listing of HR training videos and materials includes no titles referencing race, ethnicity, sexual orientation, disability, age, religion, or any discernible diversity-based topic.

9. Diversity learning outcomes need to presuppose an integral and systemic approach to developing multicultural knowledge and competencies. The fragmented and discontinuous course work, including the single course GE requirement, is insufficient.
10. Conduct a campus climate study and a comprehensive diversity audit.

Although I believe that there are substantive concerns involving matters of institutional philosophy and operating principles, as well as problematic academic and organizational practices that must be addressed in order to advance diversity and equity at LSSU, I also have witnessed and directly experienced how diversity is actualized in the lives and actions of students, faculty, and staff across campus. Further, I have observed a wide range of unspoken and unrealized opportunities for integrating diversity and equity in support of academic excellence at Lake State. This latent potential, as deep as it is wide, will require vocal and forceful leadership from all constituencies in the campus community. Public discourse that consistently and relentlessly advocates diversity and equity in principle and most importantly in practice, needs to emanate especially from the highest ranks of administration. Faculty, staff, and students must equally raise questions, identify problems, and explore opportunities for advancing diversity issues. Continuing what presently appears to be muted if not altogether silent support for diversity will virtually ensure that it continues to be a rumor far more than a reality. Carried forward by the best efforts of a critical mass of individuals on campus, a workable and visionary action plan for diversity is possible and practicable.

Much needs to be done. Although diversity as a core value is presently far more incipient than realized in the everyday life and culture of LSSU, the opportunities are resonant and vibrant, awaiting only the institutional will and commitment to make them real and give them life.



## ENDNOTES

<sup>1</sup> A complete list of references used in preparing this report is available upon request.

<sup>2</sup> In addition to four-year public universities in Michigan, I also examined regional data, reflecting racial, ethnic, and gender representation comparing Michigan, Wisconsin, Illinois, Indiana, Ohio, and Minnesota. These data are available upon request.

<sup>3</sup> In this report, I have not analyzed the university's assessment plan due to limited time and an inability to locate and access assessment documents.

<sup>4</sup> As the HLC recognizes elsewhere, race and ethnicity are only two dimensions of diversity, and of course, other elements and communities must be factored into any organizational profile.

<sup>5</sup> Fall 2008 is the most recent period that comparative data at national, state, and local levels are available.

<sup>7</sup> Fall 2007 is the most recent period that comparative data at national, state, and local levels are available.

<sup>7</sup> The Educational Opportunity Program at California State University, Northridge, has implemented this mentoring approach with considerable success. See EOP's "Faculty Mentoring Program" at: [http://www.csun.edu/eop/fmp\\_index.html](http://www.csun.edu/eop/fmp_index.html)

## **Appendices**

- Appendix A: Graduation Rates 2008 6-Year Grad Rate by Race OR Gender
- Appendix B: Graduation Rates 2008 6-Year Grad Rate by Race AND Gender
- Appendix C: Frances A. Maher and Mary Kay Tetreault, "Diversity and Privilege," AAUP Academe Online, American Association of University Professors (AAUP).  
<http://www.aaup.org/AAUP/pubsres/academe/2009/JF/Feat/mahl.htm>.)
- Appendix D: LSSU Enrollment by Race/Ethnicity & Gender 2001-2009
- Appendix E: "Making Excellence Exclusive," Association of American Colleges and Universities (AAC&U).  
[http://www.aacu.org/compass/inclusive\\_excellence.cfm](http://www.aacu.org/compass/inclusive_excellence.cfm)
- Appendix F: Robert J. Sternberg, "No Contradiction," Inside Higher Ed. , March 7, 2011  
[http://www.insidehighered.com/views/2011/03/07/essay\\_on\\_idea\\_that\\_inclusivity\\_and\\_academic\\_excellence\\_are\\_not\\_contradictory](http://www.insidehighered.com/views/2011/03/07/essay_on_idea_that_inclusivity_and_academic_excellence_are_not_contradictory)
- Appendix G: Michigan 4-Year Public Universities Student Demographics by Rank

## **Appendix A**

### **Graduation Rates 2008 6-Year Grad Rate by Race OR Gender**

## **Appendix B**

### **Graduation Rates 2008 6-Year Grad Rate by Race AND Gender**

## **Appendix C**

**Frances A. Maher and Mary Kay Tetreault, “Diversity and Privilege”**  
**AAUP Academe Online, American Association of University Professors (AAUP)**  
<http://www.aaup.org/AAUP/pubsres/academe/2009/JF/Feat/mahl.htm>.)

## **Appendix D**

### **LSSU Enrollment by Race/Ethnicity & Gender 2001-2009**

## **Appendix E**

### **“Making Excellence Exclusive”**

**American Association of University Professors (AAUP)**

[http://www.aacu.org/compass/inclusive\\_excellence.cfm](http://www.aacu.org/compass/inclusive_excellence.cfm)

## **Appendix F**

**Robert J. Sternberg, “No Contradiction”**

**Inside Higher Ed., March 7, 2011**

[http://www.insidehighered.com/views/2011/03/07/essay\\_on\\_idea\\_that\\_inclusivity\\_and\\_academic\\_excellence\\_are\\_not\\_contradictory](http://www.insidehighered.com/views/2011/03/07/essay_on_idea_that_inclusivity_and_academic_excellence_are_not_contradictory)



## **Appendix G**

### **Michigan 4-Year Public Universities Student Demographics by Rank**



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