



MINNESOTA STATE UNIVERSITY

M A N K A T O

2020 Predesign

AGENDA

March 12, 2018

- 1. Introductions**
- 2. Project History**
- 3. Goals**
- 4. Priorities**
- 5. Approach**
- 6. Site Options**
- 7. PD Schedule/Next Steps**

GOALS

BE FUNCTIONAL, FLEXIBLE, AND SUSTAINABLE

SHOWCASE OUR IDENTITY

CHALLENGE THE NORM

SPACE PRIORITIES

1. DEDICATED LEARNING SPACES
2. COLLABORATION SPACES
3. OFFICES & WORK PLACE

APPROACH

2018

Finalize approach, complete PD

2020

Design funding.

2022

Request - \$40m (* 70-75% = \$28-30m)

Build out Health Sciences basement – 18,000sf (* \$120/sf * 140% = \$3m)

New building(s) – 42,000-45,400sf (* \$425/sf * 140% = \$25-27m)

Total – 60,000-63,400sf

2024

Request - \$40m

Renovate to relocate remaining Armstrong programs within existing campus buildings.

100,000sf + 25,000sf (Classroom right-sizing + Social learning space)

2026

Request - \$7.5m

Demo Armstrong (~144,000sf) and Armstrong-Nelson link (~19,500sf) = 163,500sf

Infrastructure reconnections (tunnels, utilities, etc.)

Landscape/Quad renovation.

APPROACH

Program

What goes in the new building? What moves to renovated space?

Potential Options

Option #1A – Centralize Classrooms:

New building: Classrooms/Social Learning Space

Renovations: Department Offices/Labs/Social Learning Space

Option #1B – Centralize Offices:

New building: Department Offices/Labs/Social Learning Space

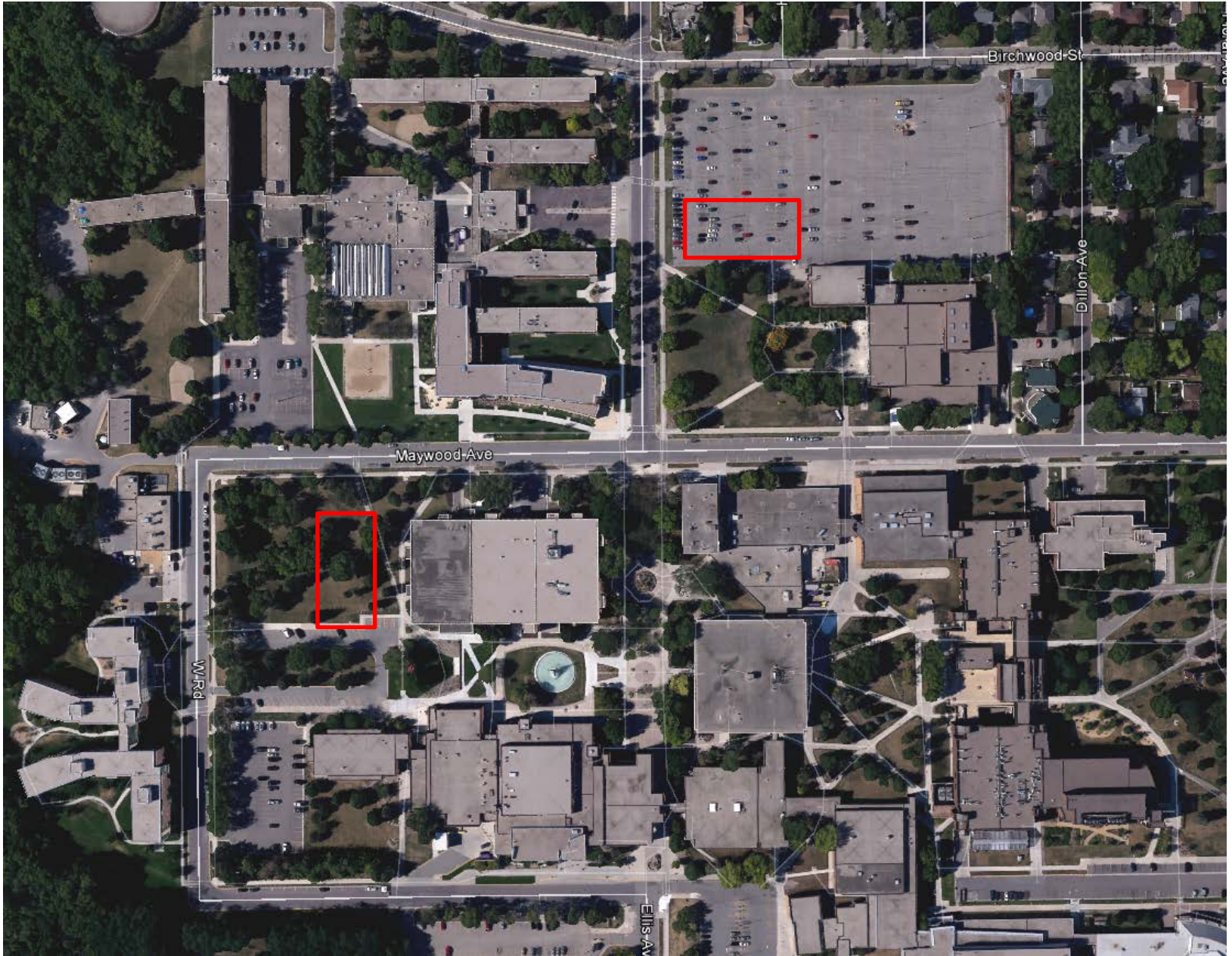
Renovations: Classrooms/Social Learning Space

Option #2 – Centralize College:

New building: 1-2 Colleges (S&BS, Education, A&H) + Classrooms

Renovations: Remaining College(s) + Classrooms

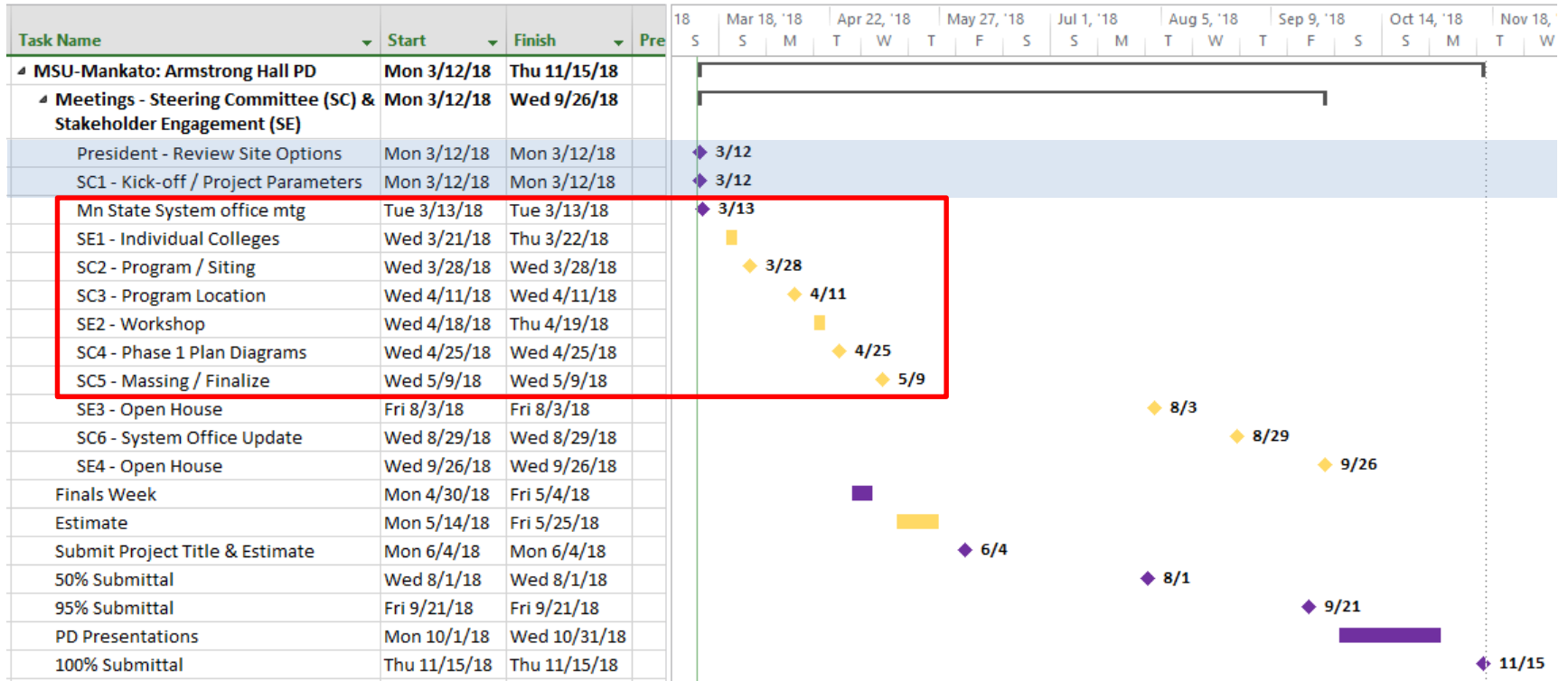
SITE



SITE



SCHEDULE





MINNESOTA STATE UNIVERSITY

M A N K A T O

2020 Predesign



MINNESOTA STATE UNIVERSITY MANKATO

Armstrong Hall Predesign 2020

Engagement Sessions – March 26 & 27, 2018



DLR Group

Architecture Engineering Planning Interiors



Agenda

1 **INTRODUCTIONS &
PROJECT HISTORY**

2 **PREDESIGN CHARGE &
SCHEDULE**

3 **GOALS & APPROACH**

4 **COLLEGE PROGRAM:
ESSENTIALS, CONSTRAINTS, SYNERGIES**

5 **NEXT STEPS**



1 Introductions & Project History



Kate Yurko

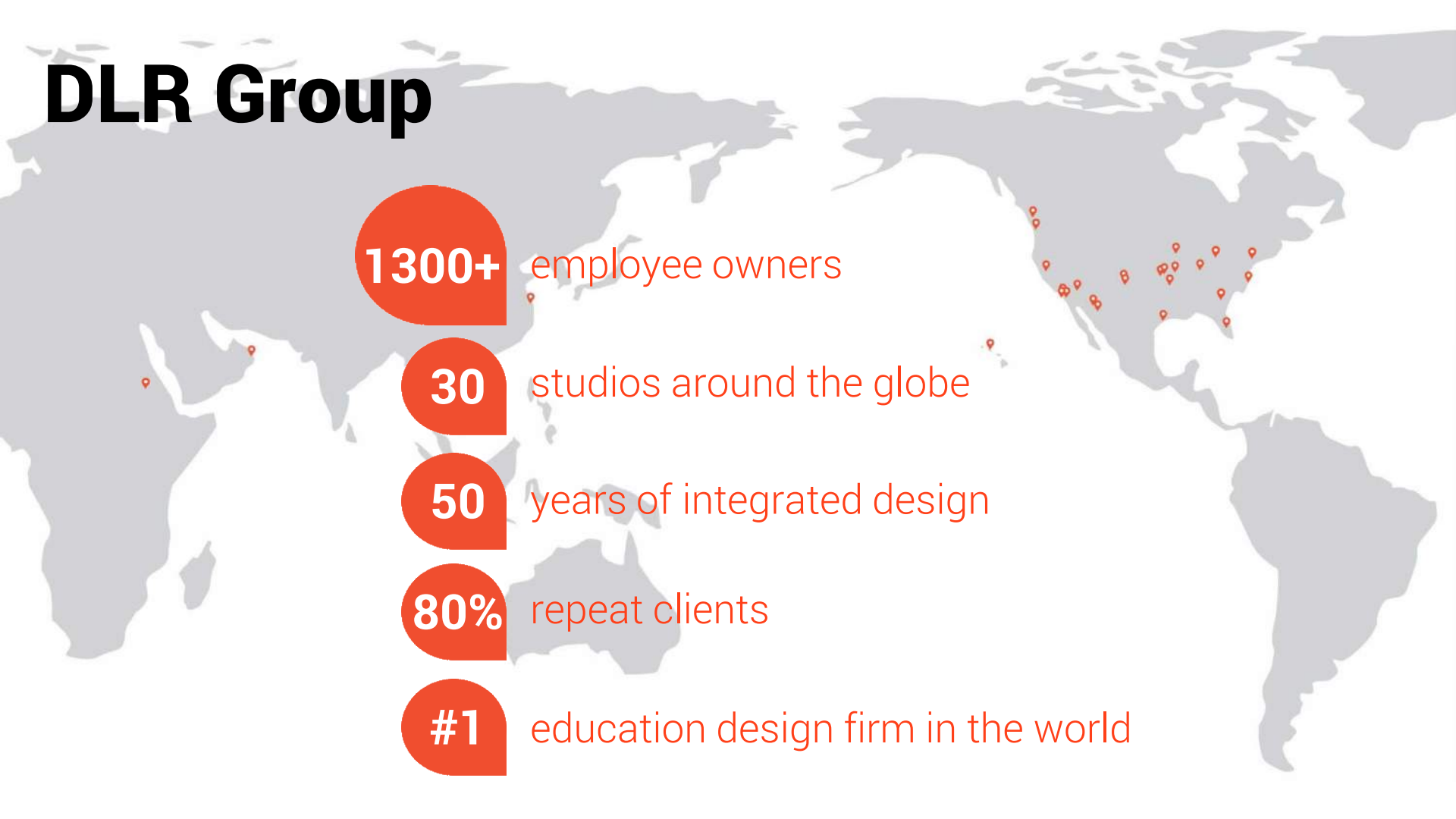


Krisan Osterby



Nate Miller

DLR Group

A light gray world map serves as the background. Numerous red location pins are scattered across the map, with a high concentration in North America (USA and Canada) and a few others in Europe, Africa, and Asia.

1300+

employee owners

30

studios around the globe

50

years of integrated design

80%

repeat clients

#1

education design firm in the world



2016 Predesign

COST

2016: \$ 4.9M
2018: \$23.1M
2020: \$39.2M

SCALE

Reno: 150k SF
New: 73k SF
Demo: 13k SF



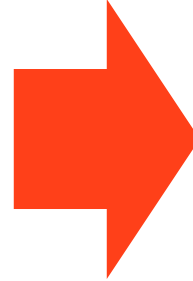
2018 Predesign

COST

2018: \$ 2.3M
2020: \$39.9M

SCALE

Renew: 144k SF



2020 Predesign

COST

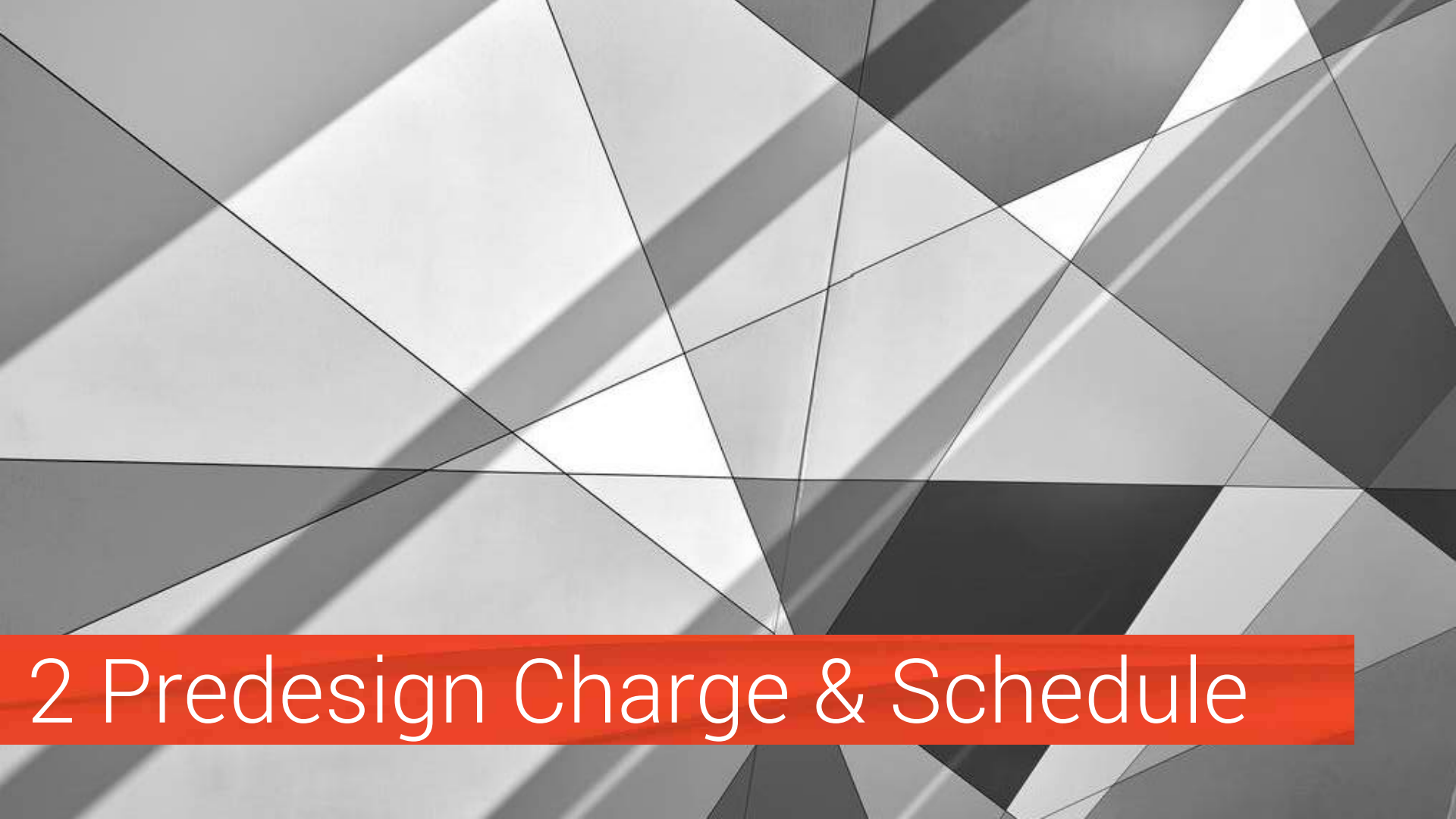
2020: design
2022: \$60M
2024: \$10M
2026: \$ 6M

SCALE

Reno: 35k SF
New: 100k SF
Demo: 144k SF

“TRANSFORMATION isn't about improving.
It's about RE-THINKING.”

- Malcolm Gladwell



2 Predesign Charge & Schedule

Predesign – what is it?

Project Business Plan

Required for Capital Project Fund Request
Planning Tool

- Need
- Scope
- Cost
- Schedule

The Questions We Must Answer

...just some of them

- How does the facility meet the objectives of MSU?
- How does it meet the objectives of the Minnesota State Board of Trustees' strategic framework?
- How does the proposed facility meet MSU's operational plan?
- What are the capital costs of the project?
- What are the funding sources for the project and their respective amounts?

The Questions We Must Answer

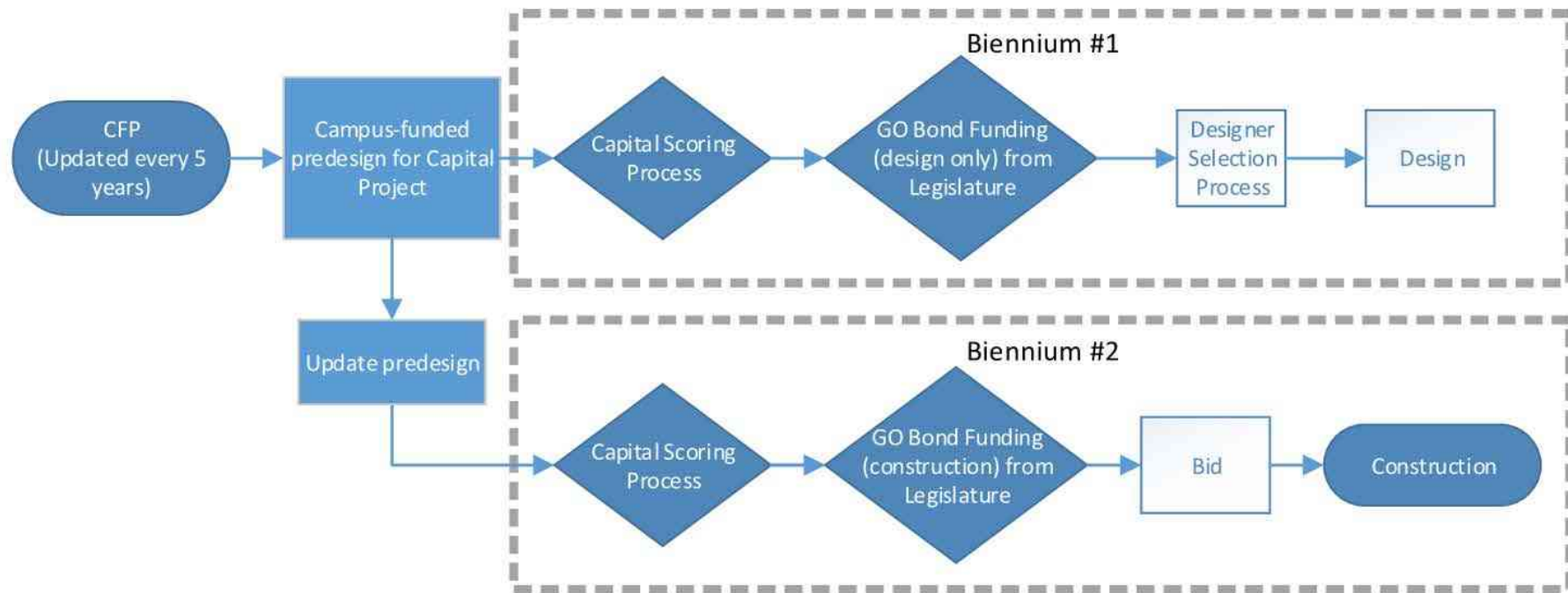
...just some of them

- What is the proposed project schedule when the funding sequence schedule for legislative action on capital budgets is considered?
- What is the total cost of ownership of the project? (Long term projection of operating expenses and expected useful life of the facility, including the campus share of debt service.)
- What are the risks associated with the project?
- What alternatives to the proposed project were considered during the predesign process

2017 Board of Trustees Strategic Framework

- Ensure access to an extraordinary education for all Minnesotans
- Be the partner of choice to meet Minnesota's workforce and community needs
- Deliver to students, employers, communities and taxpayers the highest value/most affordable option.

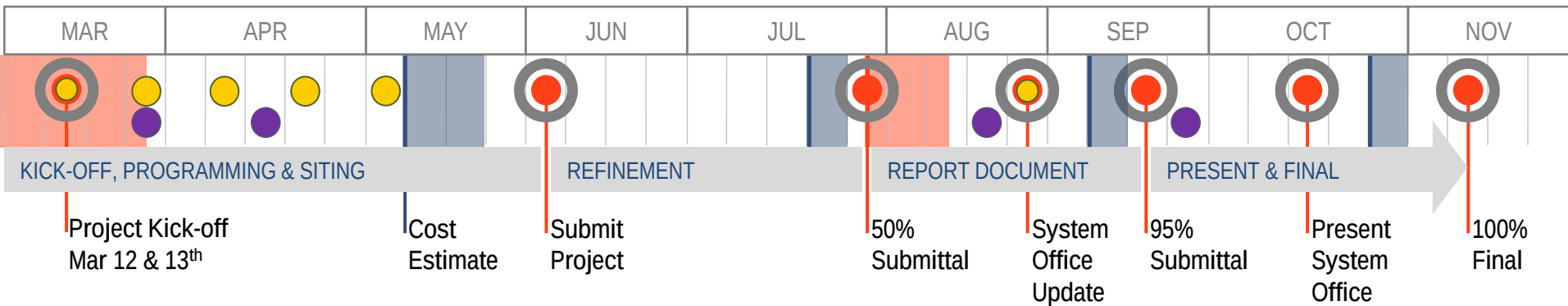
Capital Project Funding Pathway



Proposed Schedule

Our Road Map...

DRAFT
1.1



LEGEND:



Document Review



Steering Committee Meetings



Milestones and Deliverables



College Engagement



3 Goals & Approach

“be stubborn on vision...
and flexible on journey.”

~ Noramay Cadena

Project Goals

Our measurement of success

- Student Centered Spaces
 - High Quality Learning Environments
 - Support Informal Learning for Study, Gathering & Conversations
- Be Functional, Flexible, and Sustainable
 - Adaptable Shared Spaces; Multipurpose & Multifunction
 - Use space efficiently
- Showcase Our Identity
- Challenge the Norm

Space Priorities

Aligning greatest need and value

1. Dedicated Learning Spaces – Classrooms & Labs
2. Collaboration Spaces
3. Office & Work Spaces
4. Spatial Consolidations & Adjacencies
5. Connected to Central Campus

Allocation Ground Rules

1. Strategic Plan Programs of Distinction
2. Academic Master Plan
3. Campus Master Plan

Approach

Programming with many options

Identifying what spaces/SF goes into renovated space and what goes into a new building

Option #1 – Centralize Classrooms:

New building: Classrooms/Social Learning Space

Renovations: Department Offices/Labs/Social Learning Space

Option #2 – Centralize Offices:

New building: Department Offices/Labs/Social Learning Space

Renovations: Classrooms/Social Learning Space



4 College Programs

Listening & Discussion

There is always more to learn

1. As you consider the future of MSU, what are the greatest opportunities for your college & department?
2. What spatial adjacencies or location proximities (functions, department, people, etc.) are critical?
3. What spatial efficiencies or synergies do you foresee?

College of Education

SPACE TYPE BY COLLEGE AND BUILDING 	ASSIGNABLE AREA (ASF)
 College of Education	31,258 ASF
 Aviation	1,953 ASF
 Children's House	5,814 ASF
 Clinical & Field Experience	2,340 ASF
 Counseling and Student Personnel	3,544 ASF
 Ctr for Ed Partnerships	147 ASF
 Ctr for Educator Support	74 ASF
 Education, College Of	294 ASF
 Educational Leadership	2,733 ASF
 Elem & Early Childhood Education	5,208 ASF
 K-12 & Secondary Education	2,810 ASF
 Military Science and Leadership	4,856 ASF
 Special Education	1,485 ASF

College of Education

EXISTING

NEW

College of Education					21,170	SF					21,350	SF
Classroom - Lecture (15 SF / Student)												
Classroom (32)	2	@	480	SF	960	SF	1	@	480	SF	480	SF
Classroom (40)	2	@	600	SF	1,200	SF	1	@	600	SF	600	SF
Classroom (48)	0	@	720	SF	0	SF	0	@	720	SF	0	SF
Classroom (56)	1	@	740	SF	740	SF	1	@	740	SF	740	SF
Classroom - Standard (25 SF / Student)												
Classroom (24)	1	@	600	SF	600	SF	0	@	600	SF	0	SF
Classroom (32)	1	@	800	SF	800	SF	2	@	800	SF	1,600	SF
Classroom (40)	1	@	1,000	SF	1,000	SF	1	@	1,000	SF	1,000	SF
Classroom - Scale-Up (30 SF / Student)												
Classroom (24)	0	@	720	SF	0	SF	1	@	720	SF	720	SF
Classroom (32)	0	@	960	SF	0	SF	1	@	960	SF	960	SF
Classroom (40)	0	@	1,200	SF	0	SF	1	@	1,200	SF	1,200	SF
Lab (55 SF / Student) Includes storage												
Lab (12)	3	@	660	SF	1,980	SF	3	@	660	SF	1,980	SF
Lab (24)	1	@	1,320	SF	1,320	SF	1	@	1,320	SF	1,320	SF
Faculty/Administration												
Reception	3	@	300	SF	900	SF	1	@	300	SF	300	SF
Office - Director	11	@	150	SF	1,650	SF	1	@	150	SF	150	SF
Office - Standard	22	@	110	SF	2,420	SF	40	@	110	SF	4,400	SF
Office - Open	95	@	80	SF	7,600	SF	45	@	80	SF	3,600	SF
Conference (6)	0	@	150	SF	0	SF	4	@	150	SF	600	SF
Conference (12)	0	@	300	SF	0	SF	1	@	300	SF	300	SF
Conference (24)	0	@	600	SF	0	SF	1	@	600	SF	600	SF
Storage	0	@	100	SF	0	SF	8	@	100	SF	800	SF

College of Arts & Humanities

SPACE TYPE BY COLLEGE AND BUILDING 	ASSIGNABLE AREA (ASF)
 College of Arts & Humanities	100,627 ASF
 Art	24,607 ASF
 Arts and Humanities, College of	2,465 ASF
 Communication Studies	2,015 ASF
 English	8,175 ASF
 Mass Media	6,094 ASF
 Music	16,776 ASF
 Philosophy	668 ASF
 Theatre and Dance	35,796 ASF
 World Languages and Cultures	4,031 ASF

College of Arts & Humanities

					EXISTING							NEW	
College of Arts & Humanities					20,110	SF						28,280	SF
Classroom - Lecture (15 SF / Student)													
Classroom (32)	9	@	480	SF	4,320	SF	4	@	480	SF	1,920	SF	
Classroom (40)	1	@	600	SF	600	SF	1	@	600	SF	600	SF	
Classroom - Standard (25 SF / Student)													
Classroom (32)	1	@	800	SF	800	SF	3	@	800	SF	2,400	SF	
Classroom - Scale-Up (30 SF / Student)													
Classroom (32)	0	@	960	SF	0	SF	3	@	960	SF	2,880	SF	
Classroom (48)	0	@	1,440	SF	0	SF	1	@	1,440	SF	1,440	SF	
Lab (55 SF / Student) Includes storage													
Lab (12)	7	@	660	SF	4,620	SF	4	@	660	SF	2,640	SF	
Lab (24)	1	@	1,320	SF	1,320	SF	4	@	1,320	SF	5,280	SF	
Lab (32)	1	@	1,760	SF	1,760	SF	1	@	1,760	SF	1,760	SF	
Lab (40)	1	@	2,200	SF	2,200	SF	1	@	2,200	SF	2,200	SF	
Faculty/Administration													
Reception	3	@	300	SF	900	SF	1	@	300	SF	300	SF	
Office - Director	2	@	150	SF	300	SF	1	@	150	SF	150	SF	
Office - Standard	21	@	110	SF	2,310	SF	11	@	110	SF	1,210	SF	
Office - Open	2	@	80	SF	160	SF	15	@	80	SF	1,200	SF	
Conference (6)	0	@	150	SF	0	SF	10	@	150	SF	1,500	SF	
Conference (12)	0	@	300	SF	0	SF	4	@	300	SF	1,200	SF	
Conference (24)	0	@	600	SF	0	SF	1	@	600	SF	600	SF	
Storage	1	@	100	SF	100	SF	10	@	100	SF	1,000	SF	

College of Social & Behavioral Sciences

SPACE TYPE BY COLLEGE AND BUILDING 	ASSIGNABLE AREA (ASF)
 College of Social & Behavioral Sciences	36,063 ASF
 Anthropology	3,367 ASF
 Economics	1,283 ASF
 Ethnic Studies	1,530 ASF
 Gender and Womens Studies	843 ASF
 Geography	5,052 ASF
 Gerontology	78 ASF
 Government	2,038 ASF
 History	2,007 ASF
 Psychology	10,717 ASF
 Social & Behavioral Science, College of	1,129 ASF
 Social Work	2,252 ASF
 Sociology & Corrections	3,530 ASF
 Urban and Regional Studies	2,237 ASF

College of Social & Behavioral Sciences

Social & Behavioral Sciences	EXISTING										NEW	
					40,080	SF					38,460	SF
Classroom - Lecture (15 SF / Student)												
Classroom (32)	1	@	480	SF	480	SF	1	@	480	SF	480	SF
Classroom (40)	2	@	600	SF	1,200	SF	1	@	600	SF	600	SF
Classroom (48)	3	@	720	SF	2,160	SF	1	@	720	SF	720	SF
Classroom (56)	3	@	740	SF	2,220	SF	1	@	740	SF	740	SF
Classroom (64)	1	@	1,600	SF	1,600	SF	1	@	1,200	SF	1,200	SF
Classroom (72)	1	@	1,800	SF	1,800	SF	1	@	1,400	SF	1,400	SF
Classroom (120)	1	@	3,000	SF	3,000	SF	1	@	1,200	SF	1,200	SF
Classroom (160)	1	@	4,000	SF	4,000	SF	1	@	1,400	SF	1,400	SF
Classroom - Standard (25 SF / Student)												
Classroom (24)	1	@	600	SF	600	SF	0	@	600	SF	0	SF
Classroom (32)	1	@	800	SF	800	SF	0	@	800	SF	0	SF
Classroom (40)	2	@	1,000	SF	2,000	SF	1	@	1,000	SF	1,000	SF
Classroom (48)	2	@	1,200	SF	2,400	SF	2	@	1,200	SF	2,400	SF
Classroom (56)	0	@	1,400	SF	0	SF	1	@	1,400	SF	1,400	SF
Classroom - Scale-Up (30 SF / Student)												
Classroom (24)	0	@	720	SF	0	SF	1	@	720	SF	720	SF
Classroom (32)	0	@	960	SF	0	SF	1	@	960	SF	960	SF
Classroom (40)	0	@	1,200	SF	0	SF	2	@	1,200	SF	2,400	SF
Classroom (48)	0	@	1,440	SF	0	SF	2	@	1,440	SF	2,880	SF
Classroom (56)	0	@	1,680	SF	0	SF	1	@	1,680	SF	1,680	SF
Lab (55 SF / Student) Includes storage												
Lab (12)	2	@	660	SF	1,320	SF	2	@	660	SF	1,320	SF
Lab (24)	1	@	1,320	SF	1,320	SF	1	@	1,320	SF	1,320	SF
Faculty/Administration												
Reception	4	@	300	SF	1,200	SF	1	@	300	SF	300	SF
Office - Director	18	@	150	SF	2,700	SF	1	@	150	SF	150	SF

College of Business

SPACE TYPE BY COLLEGE AND BUILDING 		ASSIGNABLE AREA (ASF)
[-] College of Business		10,373 ASF
[+] Accounting and Business Law		2,279 ASF
[+] Business, College of		3,688 ASF
[+] Finance		1,653 ASF
[+] Management		1,736 ASF
[+] Marketing & International Business		1,017 ASF

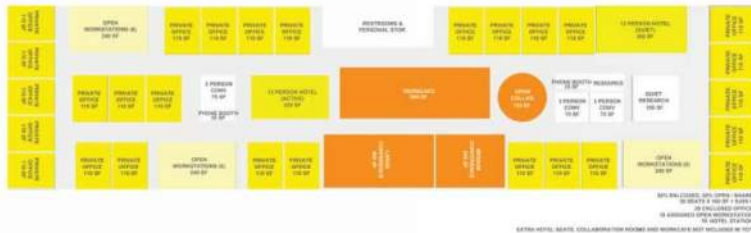
College of Business

					EXISTING							NEW	
College of Business					4,600	SF						5,160	SF
Classroom - Standard (25 SF / Student)													
Classroom (32)	2	@	800	SF	1,600	SF	1	@	800	SF		800	SF
Classroom (40)	3	@	1,000	SF	3,000	SF	1	@	1,000	SF		1,000	SF
Classroom - Scale-Up (30 SF / Student)													
Classroom (32)	0	@	960	SF	0	SF	1	@	960	SF		960	SF
Classroom (40)	0	@	1,200	SF	0	SF	2	@	1,200	SF		2,400	SF

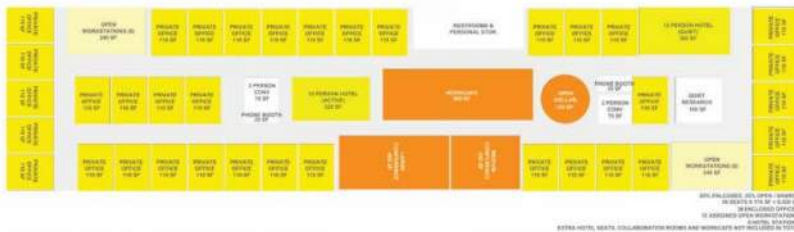
Office Space



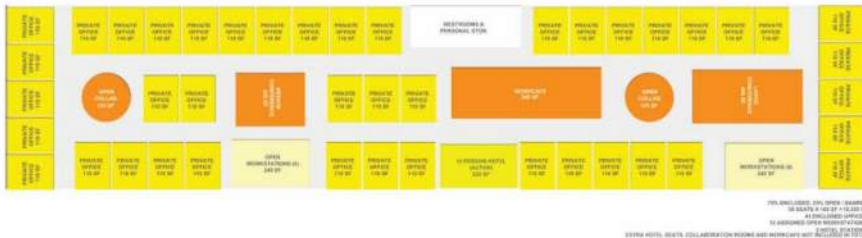
20% ENCLOSED OFFICE
125 SQ FT PER STAFF
CURRENTLY SHOWN IN CONCEPT DESIGN



50% ENCLOSED OFFICE
160 SQ FT PER STAFF
MATCHES APPROX. SQUARE FOOTAGE
PER STAFF IN EXISTING BUILDING

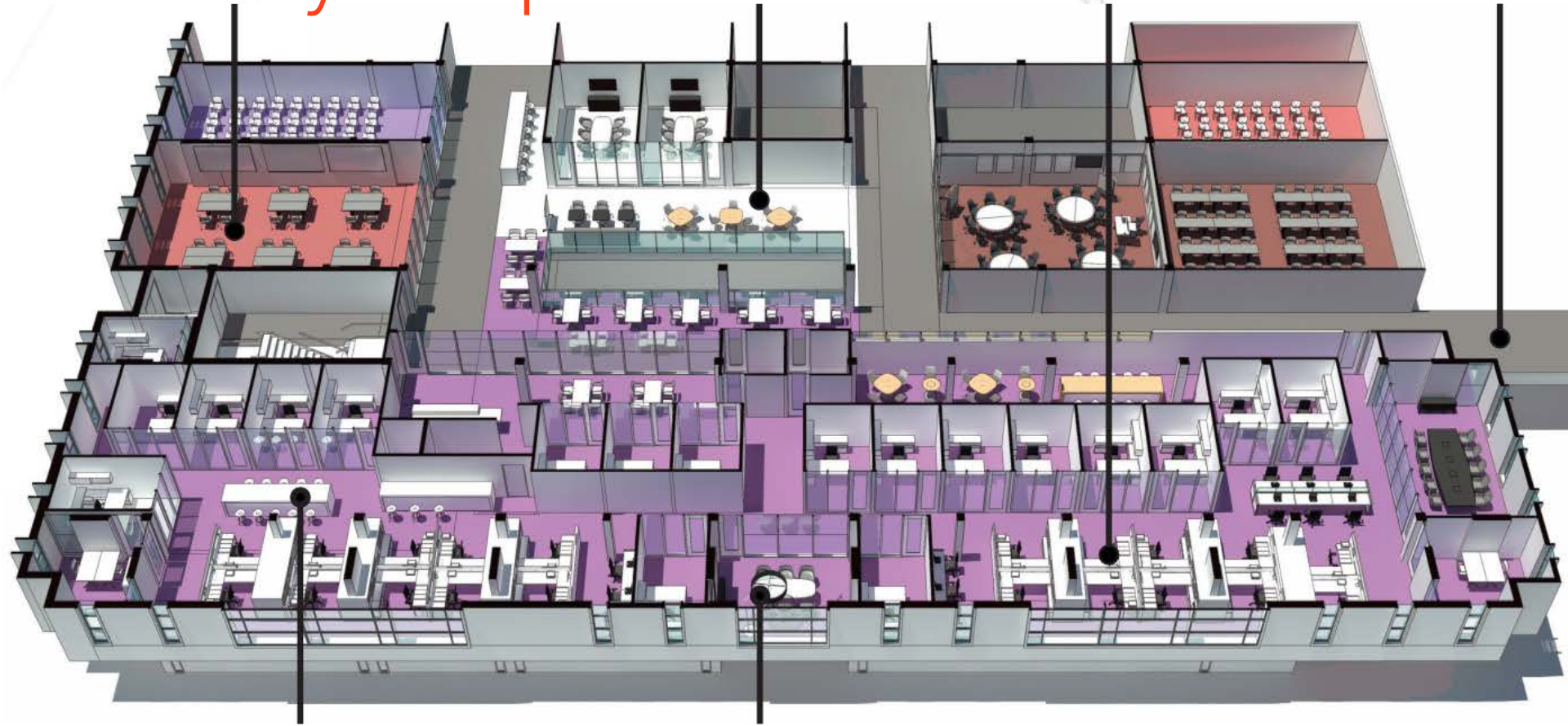


65% ENCLOSED OFFICE
170 SQ FT PER STAFF
MATCHES APPROX. PERCENTAGE
OF ENCLOSED OFFICES IN EXISTING BUILDING



75% ENCLOSED OFFICE
185 SQ FT PER STAFF
EXCEEDS NUMBER OF ENCLOSED OFFICES
IN EXISTING BUILDING

Diversity of Spaces



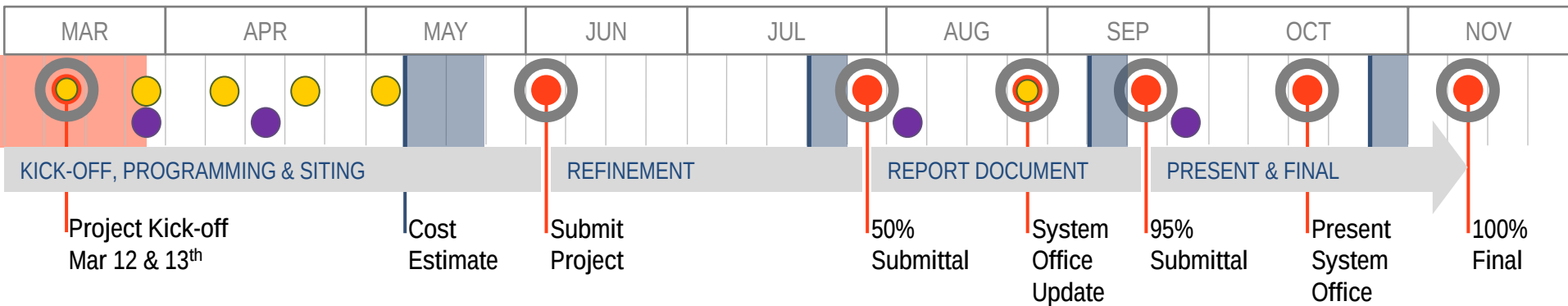


5 Next Steps

Proposed Schedule

Our Road Map...

DRAFT
1.1



LEGEND:



Document Review



Steering Committee Meetings



Milestones and Deliverables



College Engagement



MINNESOTA STATE UNIVERSITY MANKATO

Armstrong Hall Predesign 2020

Steering Committee Meeting – March 27, 2018



DLR Group

Architecture Engineering Planning Interiors

Steering Committee

Attendees

1. Kate Yurko – DLR Group
2. Nate Miller– DLR Group (by phone)
3. Michelle Gerner – Minn State (by phone)
4. Paul Corcoran
5. Nate Huettl
6. Andi Lassiter
7. Pat Nelson
8. Matt Cecil
9. Lynn Akey
10. Wendy Schuh
11. Jean Haar
12. John Paul
13. Maria Bevacqua
14. Denise Thompson
15. Brenda Flannery
16. Matthew Clay
17. Alex Panahon

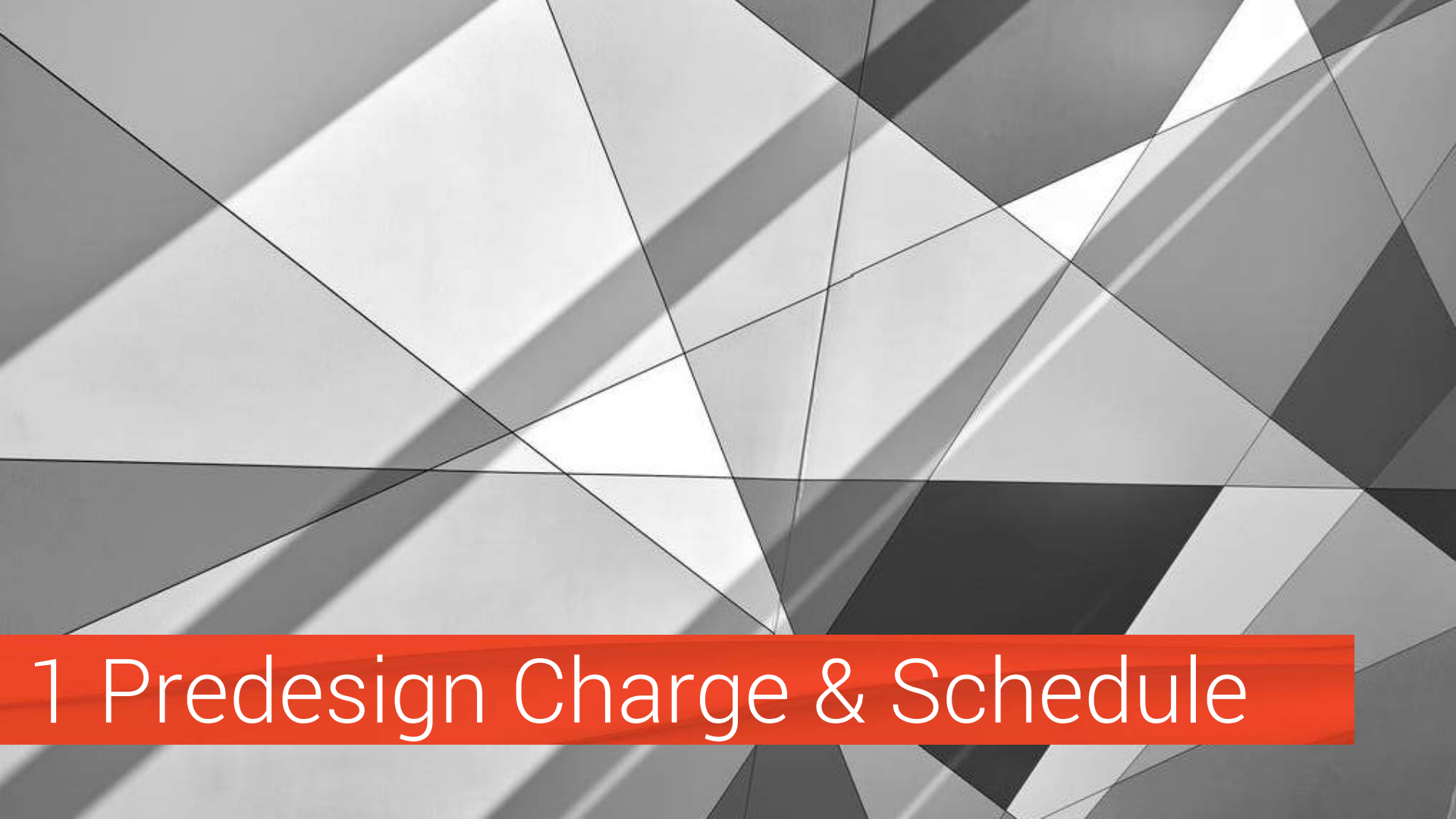


Agenda

1 PREDESIGN CHARGE & SCHEDULE

2 GOALS

3 THE PROGRAM



1 Predesign Charge & Schedule

Predesign – what is it?

Project Business Plan

Required for Capital Project Fund Request
Planning Tool

- Need
- Scope
- Cost
- Schedule

The Questions We Must Answer

...just some of them

- How does the facility meet the objectives of MSU?
- How does it meet the objectives of the Minnesota State Board of Trustees' strategic framework?
- How does the proposed facility meet MSU's operational plan?
- What are the capital costs of the project?
- What are the funding sources for the project and their respective amounts?

The Questions We Must Answer

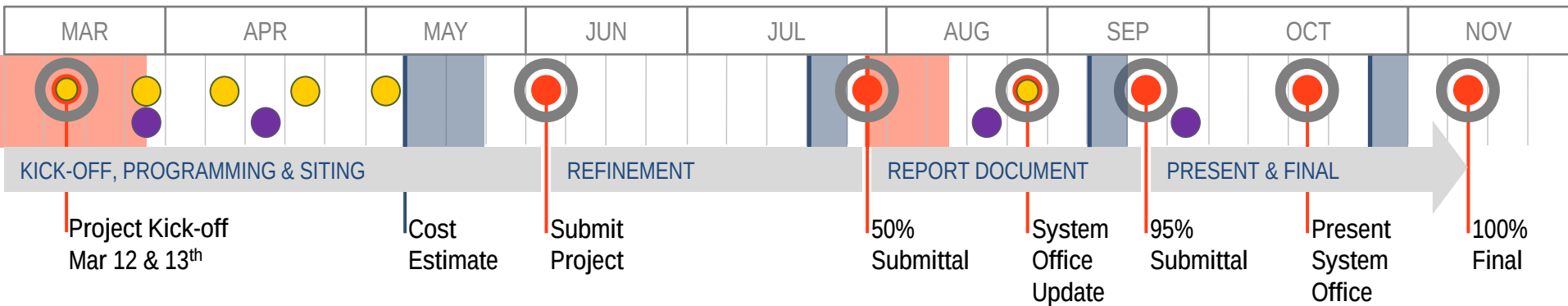
...just some of them

- What is the proposed project schedule when the funding sequence schedule for legislative action on capital budgets is considered?
- What is the total cost of ownership of the project? (Long term projection of operating expenses and expected useful life of the facility, including the campus share of debt service.)
- What are the risks associated with the project?
- What alternatives to the proposed project were considered during the predesign process

Proposed Schedule

Our Road Map...

DRAFT
1.1



LEGEND:



Document Review



Steering Committee Meetings



Milestones and Deliverables



College Engagement



2 Goals

Project Goals

Our measurement of success

- Student Centered Spaces
 - High Quality Learning Environments
 - Support Informal Learning for Study, Gathering & Conversations
- Be Functional, Flexible, and Sustainable
 - Adaptable Shared Spaces; Multipurpose & Multifunction
 - Use space efficiently
- Showcase Our Identity
- Challenge the Norm

Space Priorities

Aligning greatest need and value

1. Dedicated Learning Spaces – Classrooms & Labs
2. Collaboration Spaces
3. Office & Work Spaces
4. Spatial Consolidations & Adjacencies
5. Connected to Central Campus

Allocation Ground Rules

1. Strategic Plan Areas of Distinction
2. Academic Master Plan
3. Campus Master Plan



3 The Program

College of Education

	Opportunities	Efficiencies	Essentials	Adjacencies
operations	• 'Just Ask' zone for faculty	• Office space diversity by time mapping • Some off-site faculty can share office space • University shared meeting spaces (8 & 16)	• Privacy for student conversations • Ability to focus • 10 – 15 seat telepresence	• Proximity to classrooms • Grouped together • Elem Ed+KSP+Special Ed • Centers: Office of Field+Student Relations • Counseling Dept + Student Affairs • Aviation Lab in Wiecking; dept offices could move there if room
collaborative	• Multi-disciplinary learning • Gathering space w/ kitchen, tech, daylight, prep space	• Co-locate advising and counseling for all colleges – better for the student	• Must have social collaboration space to engage with students – no more sitting on the corridor floor • Access to Power, daylight, tech, AV, telepresence	
classroom & lab	• Break away group space • Model/simulate elementary education spaces • Seminar style rooms for 30 adult students • Move to all active learning classrooms – no more fixed seat lecture rooms	• Multi-purpose flexible classrooms with movable walls to join classes together • Nearby large lecture for 300 – 400 students	• Activities require movement • Long class duration-3 hrs with 20 to 30 students • Storage - Materials Heavy • Flexible w/ easy reset	• Storage adjacent for storage of materials • Proximity to offices – where some store materials

College of Education

Attendees

1. Kate Yurko – DLR Group
2. Krisan Osterby – DLR Group
3. Paul Corcoran
4. Nate Huettl
5. Vincent Winstead
6. Laura Maki
7. Jill Ryan
8. Mymique Baxter
9. Scott Page
10. Jean Haar
11. Karen Colum

College of Arts & Humanities

Opportunities

- Provide kid friendly oversight study space for adult learners & their children

Efficiencies

- Consolidate Advising center for all colleges
- Consolidate Dean's offices for all colleges
- Centralized scheduling; not done by the Registrar

Essentials

Adjacencies

- Keep faculty departments together
- Mass Media + Communications
- Liberal Arts
- Performing Arts

- Impromptu meeting Space for before and after class

- Shared University spaces – not college branded classrooms
- Any shared programs/ spaces with SCC?
- Specialized graduate student space

- Fill rooms to seat potential or schedule the right-size room regardless of location
- Centralized large lecture for 100-level courses (400 seats)
- Require laptops – no computer labs
- Divider walls within a large classroom

- Need basic classrooms (composition labs, public speaking)

- Classrooms can be anywhere across campus – not that far of a walk

operations

collaborative

classroom & lab

College of Arts & Humanities

Attendees

1. Kate Yurko – DLR Group
2. Krisan Osterby – DLR Group
3. Paul Corcoran
4. Nate Huettl
5. Matt Cecil

College of Social & Behavioral Sciences

Opportunities

- Better acoustics and acoustic zoning for office spaces

Efficiencies

- Co-locate advising for multiple colleges
- Co-locate the Deans

Essentials

- “Dirty” storage with exterior access needed for Geography & Anthropology
- Secure Storage

Adjacencies

- Offices near smaller classrooms
- Psychology offices near lab space for observation

operations

collaborative

classroom & lab

- Better location for community access

- Consolidate departments for College or University shared collaboration spaces

- Addition of student collaboration space

- Large lecture hall style CR (300+ seats)

- Eliminate lecture style in favor of flexible classrooms
- Co-locate lab environments
- Co-locate hi-tech classrooms for better service & access

- Add specialized labs and observation rooms for programs.

College of Social & Behavioral Sciences

Attendees

1. Kate Yurko – DLR Group
2. Nate Miller– DLR Group
3. Paul Corcoran
4. Nate Huettl
5. Andi Lassiter
6. Melissa Iverson
7. Maria Bevacqua
8. Don Friend
9. Denise Thompson
10. Scott Granberg-Rademacker

College of Business

Opportunities

- Additional group advising space needed.
- Provide kid friendly oversight study space for adult learners & their children

Efficiencies

- Co-located Dept Chairs for collaboration

Essentials

Adjacencies

- Classrooms with access to community /partners – adjacent parking
- Deans close to faculty & students within their college

operations

collaborative

classroom & lab

- Space for student clubs.

- Digital connectivity with national & international partners

- Improve community offerings. Requires location with convenient community access.

- Upgrade classrooms to be more flexible and collaborative.
- Specialized graduate student space

- Classroom space doubles as partner training space

- Create spaces that support “Real World Learning Experiences”

College of Business

Attendees

1. Kate Yurko – DLR Group
2. Nate Miller– DLR Group
3. Paul Corcoran
4. Nate Huettl
5. Luke Howk
6. Juan Meng
7. Bryan Hoffman
8. Ferdinand Siagian
9. Brenda Flannery

Homework

- Enrollment projections by College, Dept, Program
- Colleges: Department proximity prioritization
- COA&H list of potential future Schools
- 'A week in the life' time mapping – DLR to provide
- Review list of spaces for the future (currently do not have)
 - DLR to provide

Steering Committee Homework

To be discussed at next meeting

1. Any additional spatial adjacencies or location proximities (colleges, functions, departments, etc.) that are critical?
2. What is your perspective on shared University classrooms and current scheduling processes?

3. Are there any spaces across campus that you see as good renovation candidates?



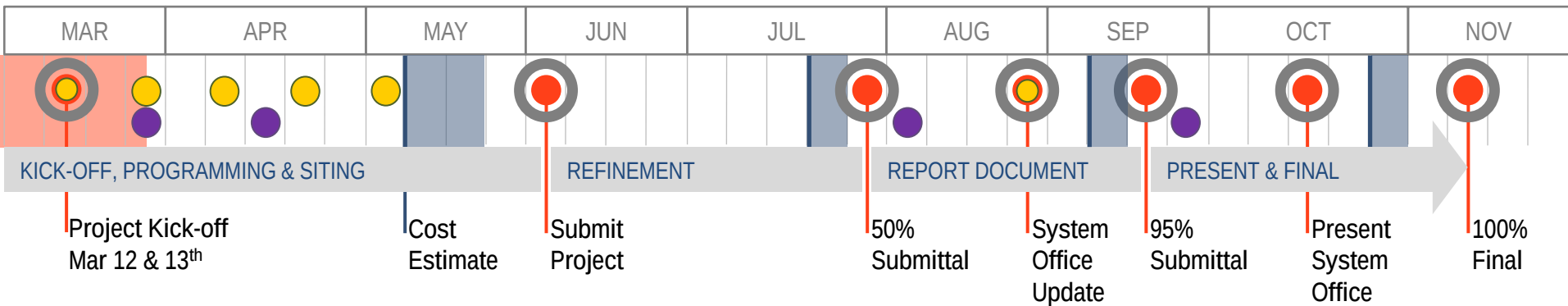


5 Next Steps

Proposed Schedule

Our Road Map...

DRAFT
1.1



LEGEND:



Document Review



Steering Committee Meetings



Milestones and Deliverables



College Engagement



MINNESOTA STATE UNIVERSITY MANKATO

Armstrong Hall Predesign 2020

Steering Committee Meeting – April 10, 2018



DLR Group

Architecture Engineering Planning Interiors



Agenda

1 **SCHEDULE** 2 min

2 **GOALS** 8 min

3 **THE PROGRAM** 25 min

4 **SITE** 15 min

5 **NEXT STEPS** 10 min

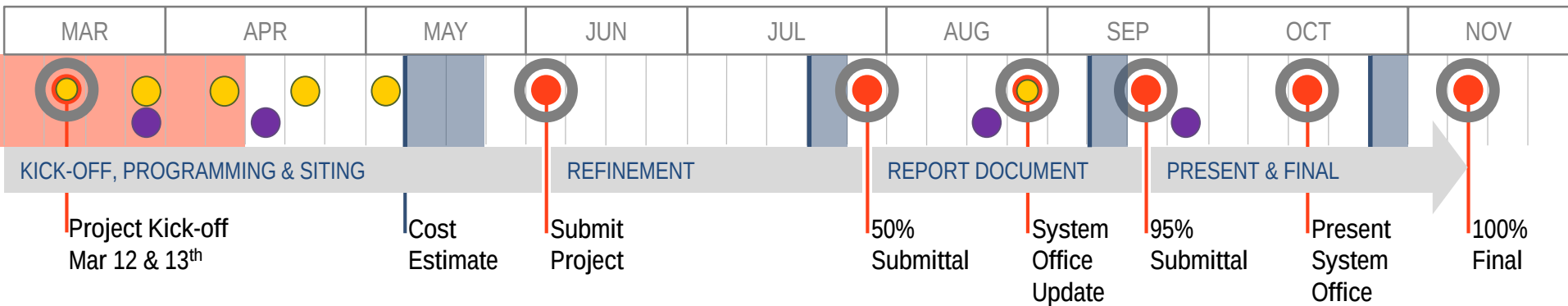


1 Schedule

Proposed Schedule

Our Road Map...

DRAFT
1.1



LEGEND:

-  Document Review
-  Steering Committee Meetings
-  Milestones and Deliverables
-  College Engagement



2 Goals

Project Goals

Our measurement of success

- Student Centered Spaces
 - High Quality Learning Environments
 - Support Informal Learning for Study, Gathering & Conversations
- Be Functional, Flexible, and Sustainable
 - Adaptable Shared Spaces; Multipurpose & Multifunction
 - Use space efficiently
- Showcase Our Identity
- Challenge the Norm

The Overall Goal

Big Picture

Armstrong Hall solution - Predesign Planning (documents presented to Expanded Cabinet and Meet and Confer)

Overall goal of the project is to create new high performing and high-quality space to relocate programs currently located in Armstrong Hall to new spaces with the end goal being the demolition of Armstrong Hall. This goal to be accomplished through a combination of new construction and renovation of existing space. Our charge from the campus administration and the System Office is the application of space use metrics, guidelines and principles to minimize amount of new construction needed through maximizing efficient use of space and examining opportunities to repurpose existing space in preference to new construction.

Project Drivers & Results

Accomplishments to achieve

1. Student centered spaces are priority.
2. Project will provide high quality learning environments.
3. Project will support informal learning and provide spaces for study, gathering and conversations.
4. Designs will be functional, flexible and sustainable.
5. Space planning will encourage sharing with strategic adjacencies and adaptable designs.
6. Shared spaces designed for multipurpose and multifunction use.
7. Space efficiency is a priority and project will meet or exceed system recognized minimums for measured metrics.
8. University branding and marketing standards will be integrated into design to showcase our identity.
9. Planning process shall challenge the norm and seek out more effective and efficient means to meet our needs.
10. The application of space use metrics, guidelines and principles will guide space allocations.
11. We will examine opportunities to repurpose existing space in preference to new construction.
12. Project will minimize the amount of new construction and calculated debt service shall be within our means.
13. Completion of the project includes the demolition of Armstrong Hall.

Space Priorities

Aligning greatest need and value

1. Dedicated Learning Spaces – Classrooms & Labs
2. Collaboration Spaces
3. Office & Work Spaces
4. Spatial Consolidations & Adjacencies
5. Connected to Central Campus

Allocation Ground Rules

1. Strategic Plan Areas of Distinction
2. Academic Master Plan
3. Campus Master Plan



3 The Program

College of Education

Opportunities

- 'Just Ask' zone for faculty

Efficiencies

- Office space diversity by time mapping
- Some off-site faculty can share office space
- University shared meeting spaces (8 & 16)

Essentials

- Privacy for student conversations
- Ability to focus
- 10 – 15 seat telepresence

Adjacencies

- Proximity to classrooms
- Grouped together
- Elem Ed+KSP+Special Ed
- Centers: Office of Field+Student Relations
- Counseling Dept + Student Affairs
- Aviation Lab in Wiecking; dept offices could move there if room

- Multi-disciplinary learning
- Gathering space w/ kitchen, tech, daylight, prep space

- Co-locate advising and counseling for all colleges – better for the student

- Must have social collaboration space to engage with students – no more sitting on the corridor floor
- Access to Power, daylight, tech, AV, telepresence

- Break away group space
- Model/simulate elementary education spaces
- Seminar style rooms for 30 adult students
- Move to all active learning classrooms – no more fixed seat lecture rooms

- Multi-purpose flexible classrooms with movable walls to join classes together
- Nearby large lecture for 300 – 400 students

- Activities require movement
- Long class duration-3 hrs with 20 to 30 students
- Storage - Materials Heavy
- Flexible w/ easy reset

- Storage adjacent for storage of materials
- Proximity to offices – where some store materials

operations

collaborative

classroom & lab

College of Education

College of Education				17,587 SF		20,180 SF			
Lab (Includes storage)				4,390		5,070			
Counsel & Student Personnel (AH003-AH003H)	1	@	1,057 SF	1,057 SF		1	@	1,200 SF	1,200 SF
Counsel & Student Personnel (AH108)	1	@	386 SF	386 SF		1	@	400 SF	400 SF
Elementary (AH330)	1	@	884 SF	884 SF		1	@	1,120 SF	1,120 SF
Elementary (AH332)	1	@	672 SF	672 SF		1	@	800 SF	800 SF
Elementary (AH333)	1	@	658 SF	658 SF		1	@	800 SF	800 SF
K-12 (AH309)	1	@	733 SF	733 SF		1	@	750 SF	750 SF
Faculty/Administration				13,197		13,890			
Existing Seats (enclosed or open office space)	99				SF				
Reception						2	@	300 SF	600 SF
Office - 150						1	@	150 SF	150 SF
Office - 110						38	@	110 SF	4,180 SF
Open Office - 80						38	@	80 SF	3,040 SF
Open Office - 40						13	@	40 SF	520 SF
Collaboration/Circulation						1	@	3,500 SF	3,500 SF
Conference (6)	7	@	160 SF	1,120 SF		4	@	150 SF	600 SF
Conference (12)						1	@	300 SF	300 SF
Conference (24)						1	@	600 SF	600 SF
Storage	5	@	135 SF	675 SF		4	@	100 SF	400 SF
New Spaces						1,220			
Materials Storage						1	@	200 SF	200 SF
Elementary Ed Simulation Classrooms						1	@	1,020 SF	1,020 SF

College of Arts & Humanities

Opportunities

- Provide kid friendly oversight study space for adult learners & their children

Efficiencies

- Consolidate Advising center for all colleges
- Consolidate Dean's offices for all colleges
- Centralized scheduling; not done by the Registrar

Essentials

Adjacencies

- Keep faculty departments together
- Mass Media + Communications
- Liberal Arts
- Performing Arts

- Impromptu meeting Space for before and after class

- Shared University spaces – not college branded classrooms
- Any shared programs/ spaces with SCC?
- Specialized graduate student space

- Fill rooms to seat potential or schedule the right-size room regardless of location
- Centralized large lecture for 100-level courses (400 seats)
- Require laptops – no computer labs
- Divider walls within a large classroom

- Need basic classrooms (composition labs, public speaking)

- Classrooms can be anywhere across campus – not that far of a walk

operations

collaborative

classroom & lab

College of Arts & Humanities

College of Arts & Humanities				14,135 SF		23,220 SF			
Lab (Includes storage)				3,180		3,180			
English	1	@	676 SF	676	SF	1	@	676 SF	676 SF
English	1	@	736 SF	736	SF	1	@	736 SF	736 SF
English	1	@	662 SF	662	SF	1	@	662 SF	662 SF
English	1	@	527 SF	527	SF	1	@	527 SF	527 SF
World Languages	1	@	579 SF	579	SF	1	@	579 SF	579 SF
Faculty/Administration				10,955		20,040			
Existing Seats (enclosed or open office space)	104			8,194 SF					
Reception						2	@	300 SF	600 SF
Office - 150						1	@	150 SF	150 SF
Office - 110						39	@	110 SF	4,290 SF
Open Office - 80						39	@	80 SF	3,120 SF
Open Office - 40						52	@	40 SF	2,080 SF
Collaboration/Circulation						1	@	7,000 SF	7,000 SF
Conference (6)	4	@	97 SF	388	SF	8	@	150 SF	1,200 SF
Conference (12)	1	@	259 SF	259	SF	2	@	300 SF	600 SF
Conference (24)						1	@	600 SF	600 SF
Storage				2,114 SF		4	@	100 SF	400 SF

College of Social & Behavioral Sciences

Opportunities

- Better acoustics and acoustic zoning for office spaces

Efficiencies

- Co-locate advising for multiple colleges
- Co-locate the Deans

Essentials

- “Dirty” storage with exterior access needed for Geography & Anthropology
- Secure Storage

Adjacencies

- Offices near smaller classrooms
- Psychology offices near lab space for observation

operations

collaborative

classroom & lab

- Better location for community access

- Consolidate departments for College or University shared collaboration spaces

- Addition of student collaboration space

- Large lecture hall style CR (300+ seats)

- Eliminate lecture style in favor of flexible classrooms
- Co-locate lab environments
- Co-locate hi-tech classrooms for better service & access

- Add specialized labs and observation rooms for programs.

College of Social & Behavioral Sciences

College of Social & Behavioral Sciences					17,618	SF	23,380					SF
Lab (Includes storage)					5,253		6,090					
Psychology (AH010)	1	@	160	SF	160	SF	1	@	200	SF	200	SF
Geography (AH014 - AH014B)	1	@	1,034	SF	1,034	SF	1	@	1,000	SF	1,000	SF
Geography (AH223A)	1	@	421	SF	421	SF	1	@	450	SF	450	SF
Law Enforcement (AH014B, AH039C)	1	@	362	SF	362	SF	1	@	400	SF	400	SF
Psychology (AH029-AH029B)	1	@	1,161	SF	1,161	SF	1	@	1,200	SF	1,200	SF
Experimental Psychology (AH041)	1	@	192	SF	192	SF	1	@	660	SF	660	SF
Experimental Psychology (AH042)	1	@	150	SF	150	SF	1	@	450	SF	450	SF
Experimental Psychology (AH043-AH043B)	1	@	305	SF	305	SF	1	@	480	SF	480	SF
Industrial/Organizational Psychology (AH045B and C)	1	@	401	SF	401	SF	1	@	350	SF	350	SF
Clinical Psychology (AH047-048)	1	@	211	SF	211	SF	1	@	250	SF	250	SF
School Psychology (AH050)	1	@	364	SF	364	SF	1	@	250	SF	250	SF
College Qualitative Lab (AH122)	1	@	492	SF	492	SF	1	@	400	SF	400	SF
Faculty/Administration					12,365		13,890					
Existing Seats (enclosed or open office space)	75				8,787							
Reception							2	@	300	SF	600	SF
Office - 150							1	@	150	SF	150	SF
Office - 110							29	@	110	SF	3,190	SF
Open Office - 80							29	@	80	SF	2,320	SF
Open Office - 40							32	@	40	SF	1,280	SF
Collaboration/Circulation							1	@	4,000	SF	4,000	SF
Conference (6)	4	@	166	SF	667	SF	5	@	150	SF	750	SF
Conference (12)	3	@	218	SF	654	SF	2	@	300	SF	600	SF
Conference (24)							1	@	600	SF	600	SF
Storage	14	@	161	SF	2,257	SF	4	@	100	SF	400	SF
New Spaces					0		3,400					
Geography & Anthropology Storage							1	@	500	SF	500	SF
Bench-style Labs - shared?							1	@	950	SF	950	SF
Wet Labs - shared?							1	@	950	SF	950	SF
Observation Rooms							1	@	400	SF	400	SF
Therapy Rooms							4	@	150	SF	600	SF

College of Business

Opportunities

- Additional group advising space needed.
- Provide kid friendly oversight study space for adult learners & their children

Efficiencies

- Co-located Dept Chairs for collaboration

Essentials

Adjacencies

- Classrooms with access to community /partners – adjacent parking
- Deans close to faculty & students within their college

operations

collaborative

classroom & lab

- Space for student clubs.

- Digital connectivity with national & international partners

- Improve community offerings. Requires location with convenient community access.

- Upgrade classrooms to be more flexible and collaborative.
- Specialized graduate student space

- Classroom space doubles as partner training space

- Create spaces that support “Real World Learning Experiences”

General

General				1,354 SF		21,100 SF			
Misc				0 SF		6 1,600 SF			
Storage	0	@	0 SF	0	SF	4	@	200 SF	800 SF
Recycling	0	@	0 SF	0	SF	2	@	400 SF	800 SF
Student				1 1,354 SF		24 12,100 SF			
Entry/Great Hall	0	@	0 SF	0	SF	1	@	4,000 SF	4,000 SF
Coffee Shop	0	@	0 SF	0	SF	1	@	500 SF	500 SF
Gallery	1	@	1,354 SF	1,354	SF	0	@	1,000 SF	0 SF
Collaboration Hub	0	@	0 SF	0	SF	4	@	900 SF	3,600 SF
Social Learning	0	@	0 SF	0	SF	10	@	250 SF	2,500 SF
Small Group (6)	0	@	0 SF	0	SF	6	@	150 SF	900 SF
Small Group (12)	0	@	0 SF	0	SF	2	@	300 SF	600 SF
New Spaces				18 0 SF		18 7,400 SF			
Just Ask' Faculty/Staff Desk						2	@	500 SF	1,000 SF
Open Commons Gathering Space						4	@	1,000 SF	4,000 SF
Small Group Meeting Rooms						12	@	200 SF	2,400 SF
Conference Room						1	@	192 SF	192 SF
Conference Room						1	@	416 SF	416 SF
Other Offices: Shared, Open, Hotel							@	SF	0 SF
Adult Student Children Suites							@	SF	0 SF
Study Rooms						4	@	150 SF	600 SF
Children Study/Play						2	@	384 SF	768 SF
Advising & Counseling Center						1	@	5,000 SF	5,000 SF
Dean's Offices						1	@	5,000 SF	5,000 SF

General Classrooms

Scheduling options/impacts

1. No change to scheduling
 - Right size classrooms to average 22 sf per seat.
 - Maintain 32 hr/wk utilization and 65% seat fill.
2. Centralize scheduling but maintain M-Th schedule
 - Increase utilization to 34 hr/wk and increase seat fill to 75%.
3. Centralize scheduling under a common bell schedule M-F
 - Increase utilization to 38 hr/wk and increase seat fill to 80%.

General Classrooms

Armstrong Hall Classrooms (49) – Currently 36,000 ASF			
Scheduling	Utilization	Seat Fill	Required SF
No Change	32 hrs/wk	65%	46,000 sf
Centralize	34 hrs/wk	75%	41,500 sf
Common Bell	38 hrs/wk	80%	35,000 sf

Campus (101) – Currently 87,500 ASF			
Scheduling	Utilization	Seat Fill	Required ASF
No Change	32 hrs/wk	65%	108,000 sf
Centralize	34 hrs/wk	75%	92,000 sf
Common Bell	38 hrs/wk	80%	77,000 sf

Officing

Enclosed Offices vs. Co-Lab Concept

- Academic office concepts are following the corporate model.
- Varying percentages of open to enclosed office result in differing sf/seat.
- The 2016 PD assuming 20% enclosed offices.

Officing

Enclosed Offices vs. Co-Lab Concept



Work +
Program



Office Space
Guidelines



Faculty Co-Lab

Stanford
University

Redwood City
Campus



Faculty + Collab
Spaces

Continued Research by:
The Brookings Institute
Cambridge Innovation Center
Ohio State

Officing

Enclosed Offices vs. Co-Lab Concept



Officing

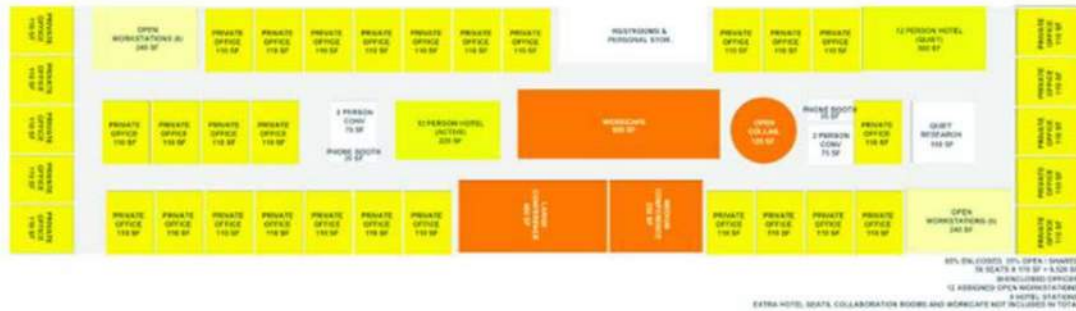
Enclosed Offices vs. Co-Lab Concept



Role	Space if available	Size if available NASF
Faculty (UTL, MCL, NTLR, CE)	One space, or shared as appropriate	80-120 SF
Emeriti	Shared space	48-80 SF
Visiting Faculty	Shared space or desk	48-80 SF
Senior Research Staff	Shared space or desk	48-80 SF
Research Staff, Clinical coordinators, Nurses	Shared space or desk	48-80 SF
Clinical Fellows	Drop-in/Day use (preferred near clinic)	16-36 SF
Research Fellows	Workstation	48-80 SF
Residents	Drop-in/Day use	16-36 SF
Students/Post Docs	Desks, Benches	16-36 SF
Administrative Staff	Desks or shared space	48-80 SF
Undergrad/HS students/Visiting scholars	Drop-in/Day use	16-36 SF
Workspace Type		Size as available
Bench		5'6"-6'
Lab Desk		16-36 SF
Workstations		48-80 SF
Drop-In		16-36 SF

* Stanford

Officing



65% ENCLOSED OFFICE
170 SQ FT PER STAFF
MATCHES APPROX. PERCENTAGE
OF ENCLOSED OFFICES IN EXISTING BUILDING

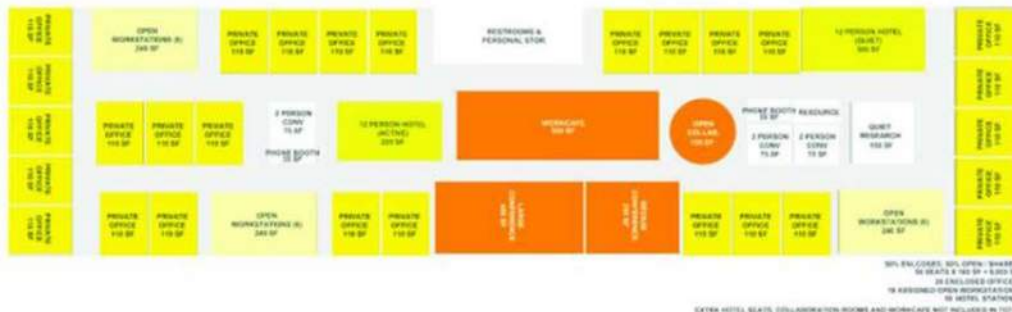


75% ENCLOSED OFFICE
185 SQ FT PER STAFF
EXCEEDS NUMBER OF ENCLOSED OFFICES
IN EXISTING BUILDING

Officing



20% ENCLOSED OFFICE
125 SQ FT PER STAFF
CURRENTLY SHOWN IN CONCEPT DESIGN



50% ENCLOSED OFFICE
160 SQ FT PER STAFF
MATCHES APPROX. SQUARE FOOTAGE
PER STAFF IN EXISTING BUILDING

Office

Armstrong Hall Office Needs – 312 offices requested

Percentage Enclosed Offices	SF/seat	Required SF
75%	185	57,720 sf
65%	170	53,040 sf
50%	160	49,920 sf
20%	125	39,000 sf

- 18,720 sf difference between 75% and 20% enclosed offices.

Program Summary

Scheduling options/impacts

ASF Total						89,774	SF					157,592	SF
Net-to-Gross (circulation, walls, mech/service, etc)						53,864	SF					94,555	SF
GSF Total						143,638	SF					252,147	SF

1. New building SF to be ~ 100,000sf.
2. Remaining SF to be remodeled space on campus.
Available space will be limited.
3. What is the target SF for the project?

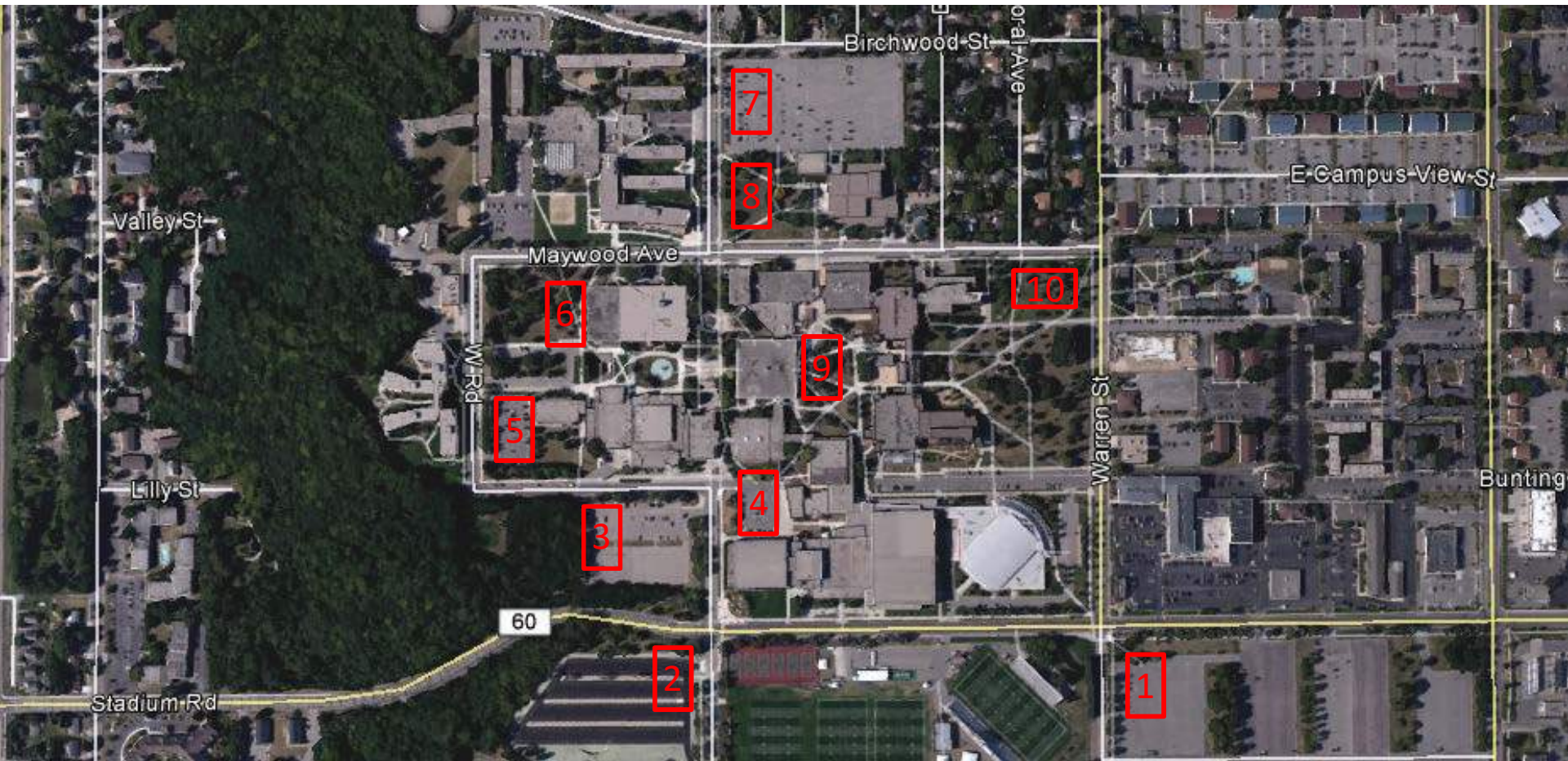


4 Site Options

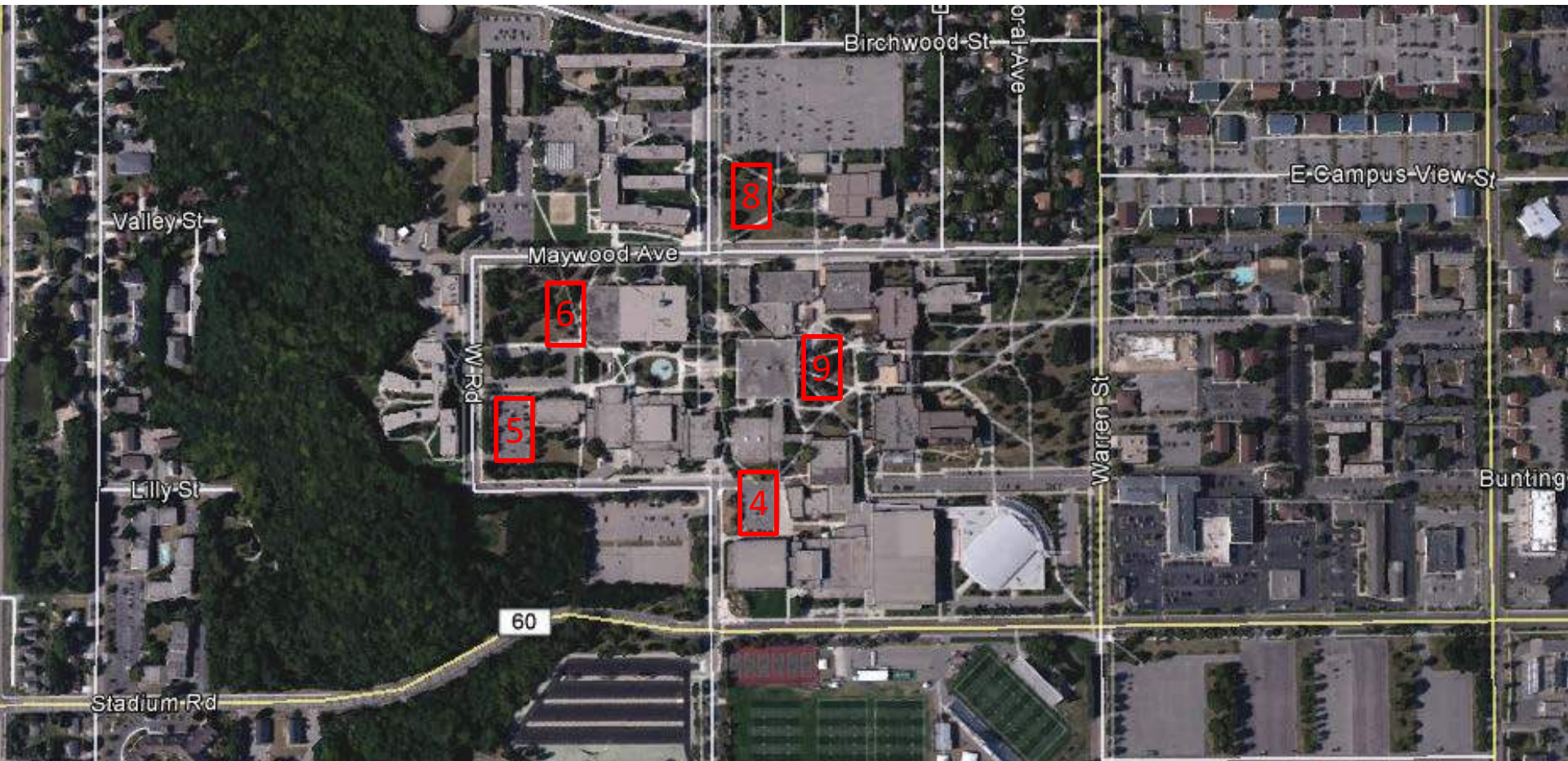
Site Options - Renovation



Site Options - New



Site Options - New





5 Next Steps

Survey

“A Week in the Life”

We have picked up most of the recommendations. Please review and distribute with a request to complete by end of week.

<https://www.surveymonkey.com/r/6NWL92S>

April 16th Engagement Sessions – we'll share What We Heard engagement session summaries...

What other things would be valuable for you to hear their feedback on?



MINNESOTA STATE UNIVERSITY MANKATO

Armstrong Hall Predesign 2020

Steering Committee Meeting – April 16, 2018



DLR Group

Architecture Engineering Planning Interiors



Agenda

1 **SCHEDULE**

2 **WHAT WE LEARNED**

3 **PROGRAM**

4 **TRENDS IN EDUCATION**

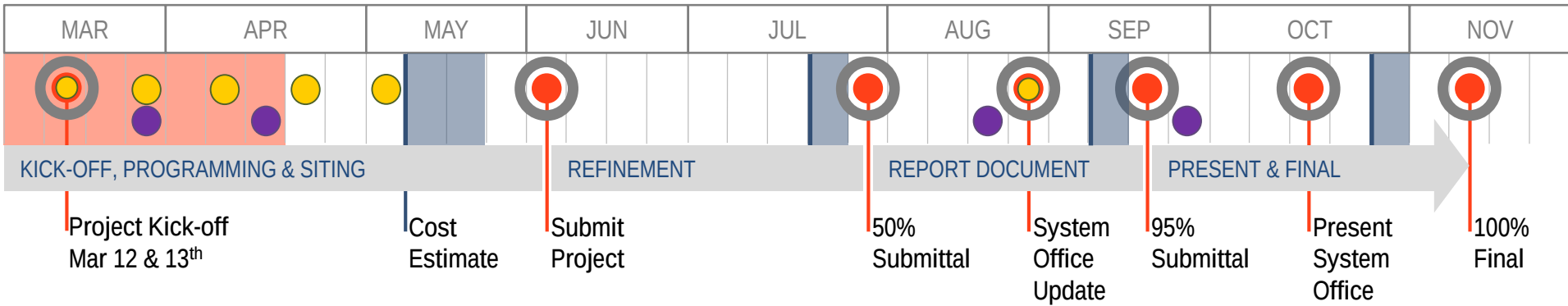
5 **NEXT STEPS**



1 Schedule

Proposed Schedule

Our Road Map...



LEGEND:



Document Review



Steering Committee Meetings



Milestones and Deliverables



College Engagement



2 What we learned!

College of Education

	Opportunities	Efficiencies	Essentials	Adjacencies
operations	• 'Just Ask' zone for faculty	• Office space diversity by time mapping • Some off-site faculty can share office space • University shared meeting spaces (8 & 16)	• Privacy for student conversations • Ability to focus • 10 – 15 seat telepresence	• Proximity to classrooms • Grouped together • Elem Ed+KSP+Special Ed • Centers: Office of Field+Student Relations • Counseling Dept + Student Affairs • Aviation Lab in Wiecking; dept offices could move there if room
collaborative	• Multi-disciplinary learning • Gathering space w/ kitchen, tech, daylight, prep space	• Co-locate advising and counseling for all colleges – better for the student	• Must have social collaboration space to engage with students – no more sitting on the corridor floor • Access to Power, daylight, tech, AV, telepresence	
classroom & lab	• Break away group space • Model/simulate elementary education spaces • Seminar style rooms for 30 adult students • Move to all active learning classrooms – no more fixed seat lecture rooms	• Multi-purpose flexible classrooms with movable walls to join classes together • Nearby large lecture for 300 – 400 students	• Activities require movement • Long class duration-3 hrs with 20 to 30 students • Storage - Materials Heavy • Flexible w/ easy reset	• Storage adjacent for storage of materials • Proximity to offices – where some store materials

College of Arts & Humanities

Opportunities

- Provide kid friendly oversight study space for adult learners & their children

Efficiencies

- Consolidate Advising center for all colleges
- **Consolidate Dean's offices for all colleges**
- Centralized scheduling; not done by the Registrar

Essentials

Adjacencies

- Keep faculty departments together
- Mass Media + Communications
- Liberal Arts
- Performing Arts

- Impromptu meeting Space for before and after class

- Shared University spaces – not college branded classrooms
- Any shared programs/ spaces with SCC?
- **Specialized graduate student space**
- Fill rooms to seat potential or schedule the right-size room regardless of location
- **Centralized large lecture for 100-level courses (400 seats)**
- Require laptops – no computer labs
- Divider walls within a large classroom

- Need basic classrooms (composition labs, public speaking)

- Classrooms can be anywhere across campus – not that far of a walk

operations

collaborative

classroom & lab

College of Social & Behavioral Sciences

Opportunities

- Better acoustics and acoustic zoning for office spaces

Efficiencies

- Co-locate advising for multiple colleges
- Co-locate the Deans

Essentials

- “Dirty” storage with exterior access needed for Geography & Anthropology
- Secure Storage

Adjacencies

- Offices near smaller classrooms
- Psychology offices near lab space for observation

operations

collaborative

classroom & lab

- Better location for community access

- Consolidate departments for College or University shared collaboration spaces

- Addition of student collaboration space

- Large lecture hall style CR (300+ seats)

- Eliminate lecture style in favor of flexible classrooms
- Co-locate lab environments
- Co-locate hi-tech classrooms for better service & access

- Add specialized labs and observation rooms for programs.

College of Business

Opportunities

- Additional group advising space needed.
- Provide kid friendly oversight study space for adult learners & their children

Efficiencies

- Co-located Dept Chairs for collaboration

Essentials

Adjacencies

- Classrooms with access to community /partners – **adjacent parking**
- Deans close to faculty & students within their college

operations

collaborative

classroom & lab

- Space for student clubs.

- Digital connectivity with national & international partners

- Improve community offerings. Requires location with convenient community access.

- Upgrade classrooms to be more flexible and collaborative.
- Specialized graduate student space

- Classroom space doubles as partner training space

- Create spaces that support “Real World Learning Experiences”



3 Program

Program Summary

Units	EXISTING		REQUESTED	
		Total SF		Total SF
College of Arts & Humanities		14,135 SF		23,220 SF
Lab (Includes storage)		3,180		3,180
Faculty/Administration		10,955		20,040
College of Education		17,587 SF		18,960 SF
Lab (Includes storage)		4,390		5,070
Faculty/Administration		13,197		13,890
College of Social & Behavioral Sciences		17,618 SF		22,380 SF
Lab (Includes storage)		5,253		8,490
Faculty/Administration		12,365		13,890
Classrooms		36,042 SF		48,952 SF
Classrooms	4	36,042 SF		48,952 SF
General		1,354 SF		26,200 SF
Misc	1	1,354 SF	15	16,900 SF
Student	0	0 SF	30	9,300 SF

Program Summary

Units	Existing		Proposed	
		Total SF		Total SF
ASF Total		89,774 SF		140,472 SF
Net-to-Gross (circulation, walls, mech/service, etc)		53,864 SF		84,283 SF
GSF Total		143,638 SF		224,755 SF

1. New building SF to be ~ 100,000sf.
2. Remaining SF to be remodeled space on campus.
Available space will be limited.
3. What is the target SF for the project?

General Classrooms

Scheduling options/impacts

1. No change to scheduling
 - Right size classrooms to average 22 sf per seat.
 - Maintain 32 hr/wk utilization and 65% seat fill.
2. Centralize scheduling but maintain M-Th schedule
 - Increase utilization to 34 hr/wk and increase seat fill to 75%.
3. Centralize scheduling under a common bell schedule M-F
 - Increase utilization to 38 hr/wk and increase seat fill to 80%.
4. Prioritized scheduling principles, policies, and benchmarks

General Classrooms

Armstrong Hall Classrooms (49) – Currently 36,000 ASF			
Scheduling	Utilization	Seat Fill	Required SF
No Change	32 hrs/wk	65%	46,000 sf
Centralize	34 hrs/wk	75%	41,500 sf
Common Bell	38 hrs/wk	80%	35,000 sf

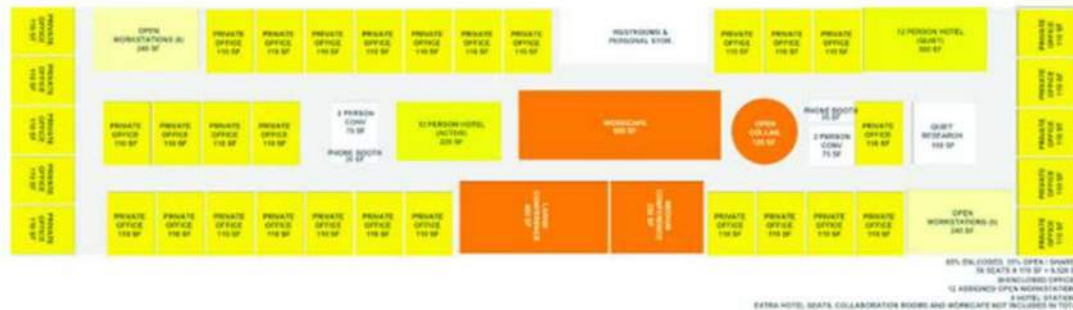
Campus (101) – Currently 87,500 ASF			
Scheduling	Utilization	Seat Fill	Required ASF
No Change	32 hrs/wk	65%	108,000 sf
Centralize	34 hrs/wk	75%	92,000 sf
Common Bell	38 hrs/wk	80%	77,000 sf

Offices

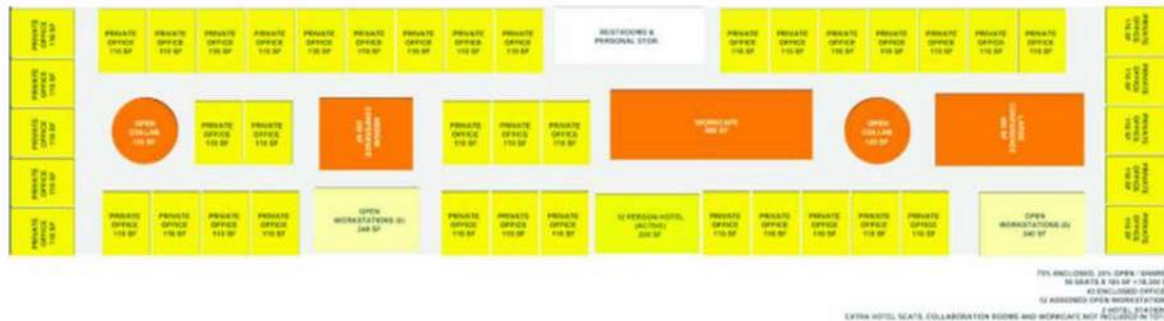
Enclosed Offices vs. Co-Lab Concept

- Academic office concepts are following the corporate model.
- Varying percentages of open to enclosed office result in differing sf/seat.
- The 2016 PD assuming 20% enclosed offices.

Officing



65% ENCLOSED OFFICE
 170 SQ FT PER STAFF
 MATCHES APPROX. PERCENTAGE
 OF ENCLOSED OFFICES IN EXISTING BUILDING

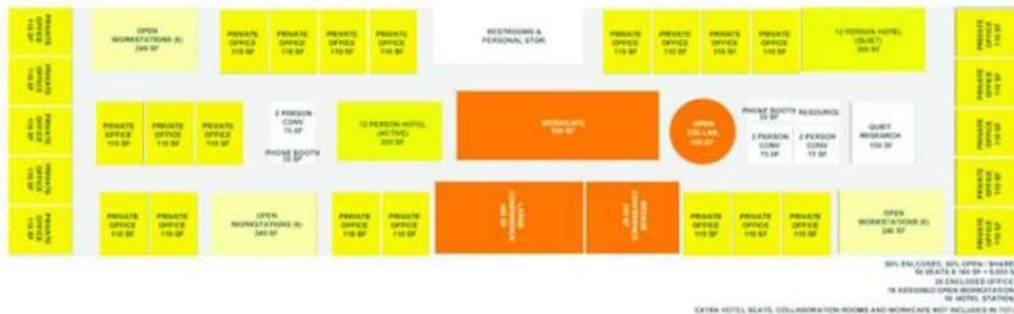


75% ENCLOSED OFFICE
 185 SQ FT PER STAFF
 EXCEEDS NUMBER OF ENCLOSED OFFICES
 IN EXISTING BUILDING

Officing



20% ENCLOSED OFFICE
125 SQ FT PER STAFF
CURRENTLY SHOWN IN CONCEPT DESIGN



50% ENCLOSED OFFICE
160 SQ FT PER STAFF
MATCHES APPROX. SQUARE FOOTAGE
PER STAFF IN EXISTING BUILDING

Office

Armstrong Hall Office Needs – 312 offices requested

Percentage Enclosed Offices	SF/seat	Required SF
75%	185	57,720 sf
65%	170	53,040 sf
50%	160	49,920 sf
20%	125	39,000 sf

- 18,720 sf difference between 75% and 20% enclosed offices.



4 Trends in Education

Connections • Convergence



Connections • Convergence



Social & Independent Study



Thought • Reflection • Inquiry



Collaboration • Research • Exploration • Discovery



Flexible Laboratories • Technology



Discussion Focus



Group Problem Solving



Tech Flexible • Diverse Configurations



Large Gathering



Scale Flexibility



Student Collaboration • Interaction



Peer Collaboration • Interaction



Diverse Workstyles



Diverse Workstyles



Culture & Sense of Place



Co-lab Offices & Suites



Officing

Enclosed Offices vs. Co-Lab Concept



Work +
Program



Office Space
Guidelines



Faculty Co-Lab



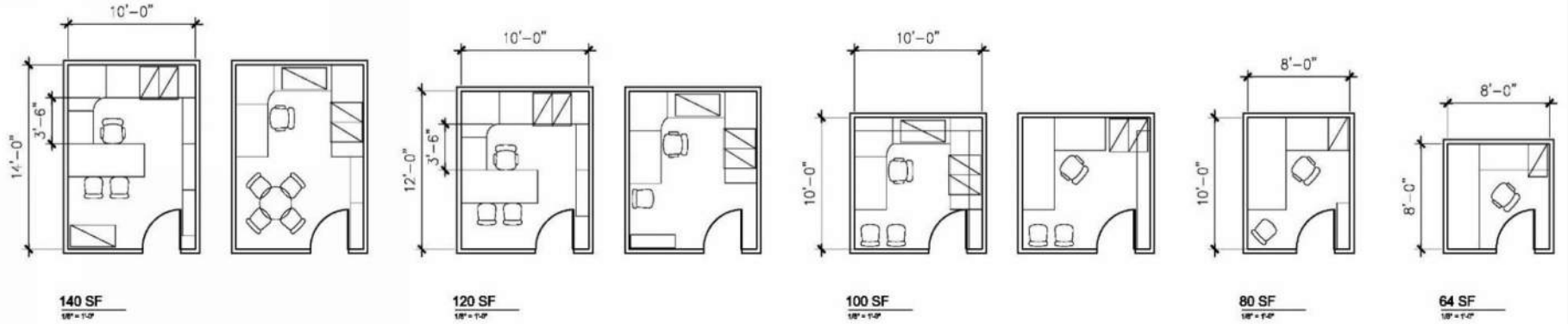
Redwood City
Campus



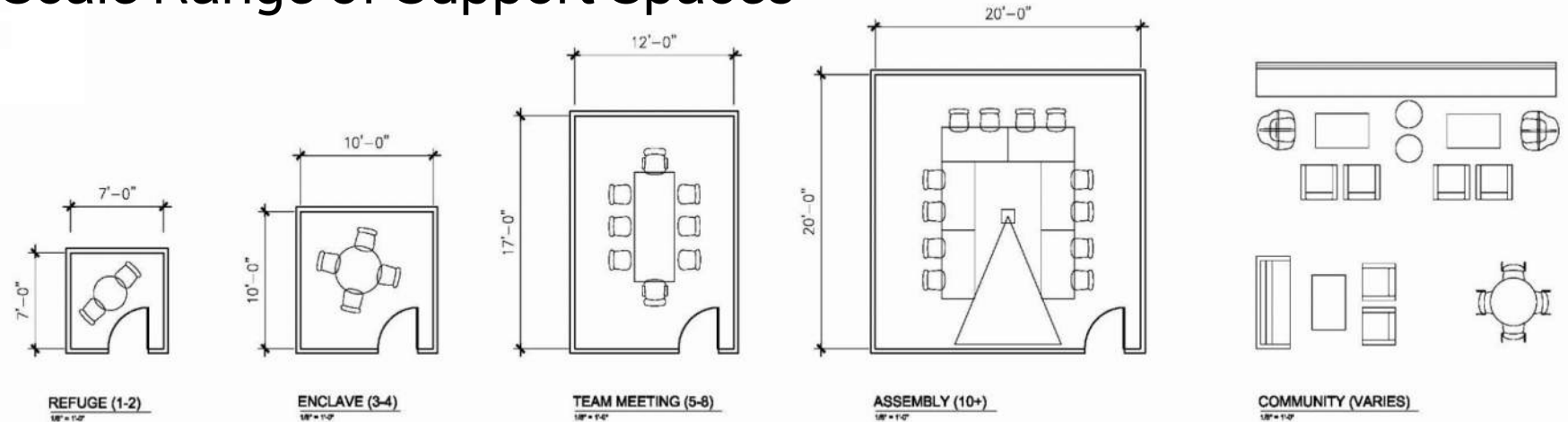
Faculty + Collab
Spaces

Continued Research by:
The Brookings Institute
Cambridge Innovation Center
Ohio State

Scale Range of Enclosed Offices



Scale Range of Support Spaces





Area: 71 sf
Footprint: 11' x 6'



Area: 75 sf
Footprint: 10' x 8'



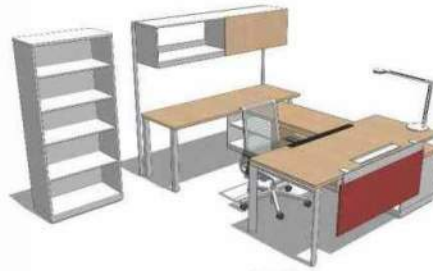
Area: 72 sf
Footprint: 9' x 8'



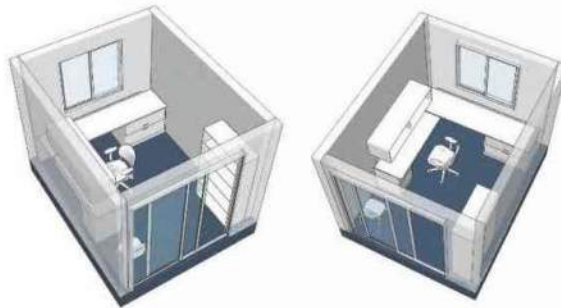
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Area: 84 sf
Footprint: 10' x 8'



Stanford University



Stanford University



University of Minnesota, Rochester





5 Next Steps

Survey

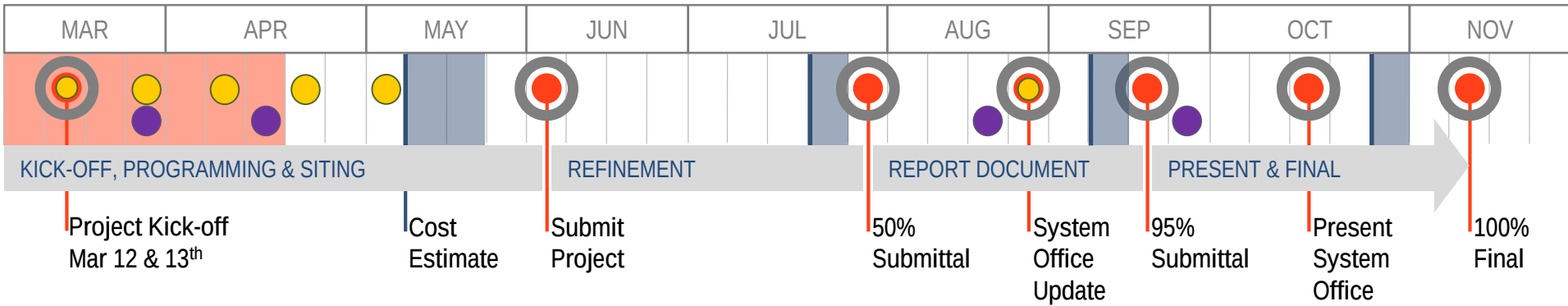
“A Week in the Life”

Please take a few minutes to fill out the survey.

<https://www.surveymonkey.com/r/6NWL92S>

Proposed Schedule

Our Road Map...



LEGEND:

- Document Review
- Steering Committee Meetings
- Milestones and Deliverables
- College Engagement



MINNESOTA STATE UNIVERSITY MANKATO

Armstrong Hall Predesign 2020

Steering Committee Meeting – April 26, 2018



DLR Group

Architecture • Engineering • Planning • Interiors



Agenda

1 **SCHEDULE**

2 **DECISIONS**

3 **OFFICES**

4 **EXISTING SPACE
OPPORTUNITIES**

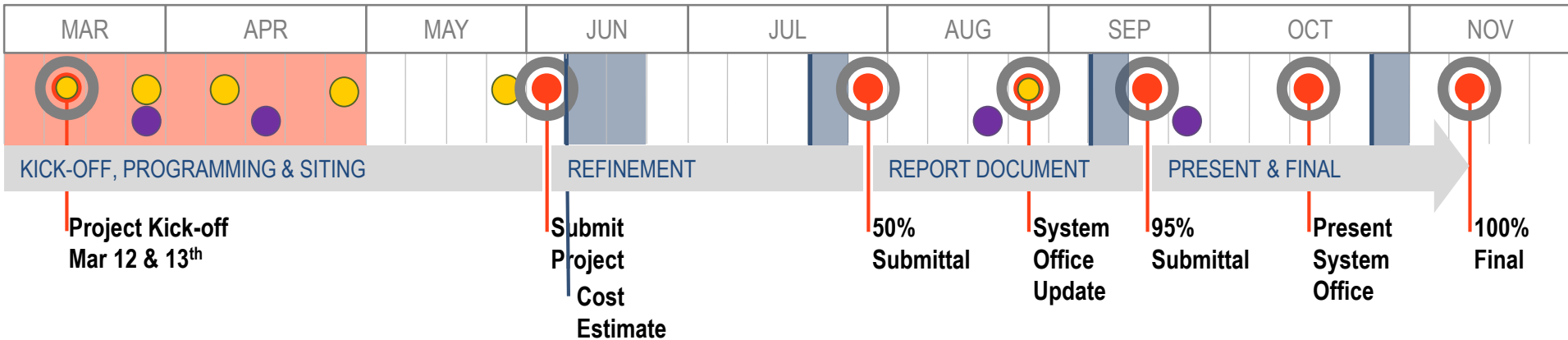
5 **NEXT STEPS**



1 Schedule

Proposed Schedule

Our Road Map...



LEGEND:



Document Review

Steering Committee Meetings



Milestones and Deliverables

College Engagement



2 Decisions

Decisions

The following direction is required to effectively move forward.

1. Scheduling

1. How will it be executed?
2. The scheduling process impacts general classroom utilization, thus the number and size of classrooms needed.

2. Existing Space

1. What existing space can be captured to make space for the program that will not fit into the new building?
2. We have 50,000-100,000 sf to relocate. This requires 1-2 large chunks of real estate.
3. What site will be chosen for the new building? May be impacted by adjacent available existing space.

3. Offices

1. What office concept will be utilized?
2. This drives the sf dedicated to office space and ultimately we may need to reduce academic sf to accommodate.
3. How many offices/desk spaces are needed?

Decisions

Offices

We would like to establish the following direction today:

1. How will enclosed offices be assigned? Position (dean, faculty, adjunct, etc.); Seniority; Office use; etc.
2. Are all colleges required to approach officing in the same manner?
3. What size offices/stations are required?
4. What stations can be shared? How many people per station?

Follow-up: How many of each office/station do we need?

Decisions

Existing Available Space on Campus

What large scale space might be available on campus?

1. We have 50,000-100,000 sf to relocate. This requires 1-2 large (\$15k sf+) chunks of real estate.
2. Clinical Sciences Basement? Library? Others?
3. We need the large pieces to fall into place before we discuss smaller spaces.



3 Offices

Offices

Enclosed Offices vs. Co-Lab Concept

- Academic office concepts are following the corporate model.
- Varying percentages of open to enclosed office result in differing sf/seat.
- The 2016 PD assuming 20% enclosed offices.

Office

Armstrong Hall Office Needs – 312 offices requested

Percentage Enclosed Offices	SF/seat	Required SF
75%	185	57,720 sf
65%	170	53,040 sf
50%	160	49,920 sf
20%	125	39,000 sf

- 18,720 sf difference between 75% and 20% enclosed offices.

Program Summary

Units	Existing		Proposed	
		Total SF		Total SF
ASF Total		89,774 SF		140,472 SF
Net-to-Gross (circulation, walls, mech/service, etc)		53,864 SF		84,283 SF
GSF Total		143,638 SF		224,755 SF

1. New building SF to be ~ 100,000sf.
2. Remaining SF to be remodeled space on campus.
Available space will be limited.
3. What is the target SF for the project?

Offices

Assignment

How will enclosed offices be assigned? Position (dean, faculty, adjunct, etc.); Seniority; Office use; etc.

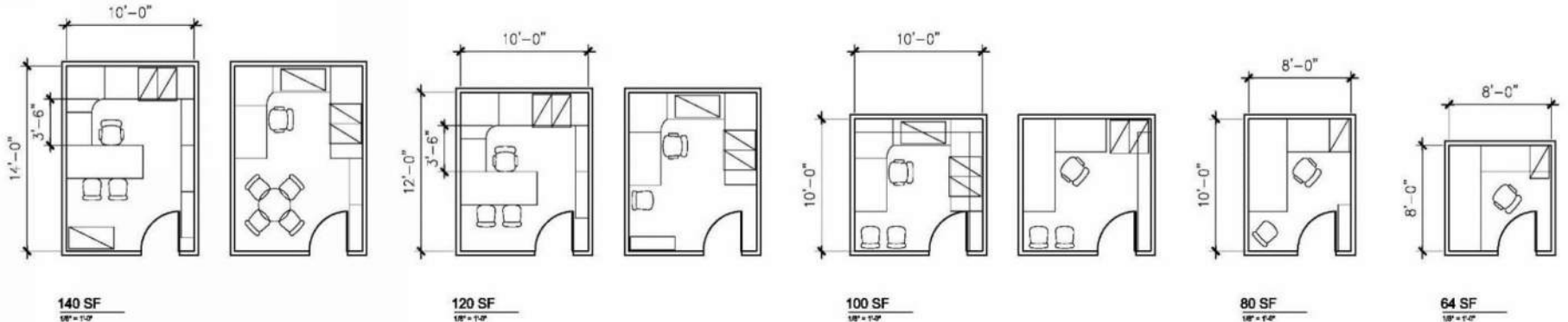
Are all colleges required to approach officing in the same manner?

Offices

Size

What size offices/stations are required? Are they shared?

Are there differing requirements based on position?





Area: 71 sf
Footprint: 11' x 6'



Area: 75 sf
Footprint: 10' x 8'



Area: 72 sf
Footprint: 9' x 8'



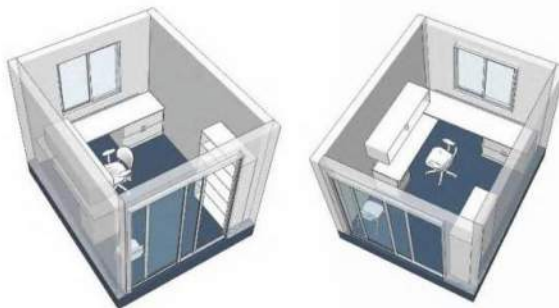
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Area: 84 sf
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4 EXISTING SPACE

Existing Space Opportunities





5 Next Steps

Survey

“A Week in the Life”

Please take a few minutes to fill out the survey.

<https://www.surveymonkey.com/r/6NWL92S>

Follow-up

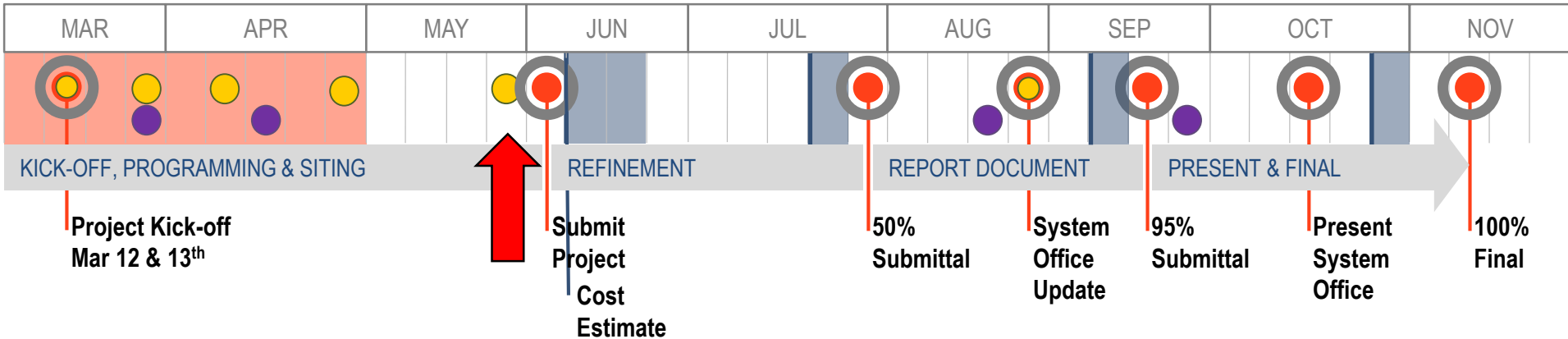
Office Needs

Nate is going to distribute a spreadsheet with all of the faculty and adjunct faculty for your college identified.

1. Deans, please identify the current office location for each by adding the office number to the spreadsheet.
2. Please also identify the number of GAs/TAs who will require a work space. How many will be displaced by the demolition of Armstrong Hall? How many of these do not currently have a home?
3. How many administrative assistants and/or other people need a work space that will be displaced by Armstrong Hall?

Next Meeting

May 23, 1:30pm in SU 203



LEGEND:

-  Document Review
-  Steering Committee Meetings
-  Milestones and Deliverables
-  College Engagement

The background is a solid red color with several large, smooth, wavy lines in a slightly darker shade of red, creating a sense of movement and depth. The lines flow from the top left towards the bottom right.

THANK YOU



MINNESOTA STATE UNIVERSITY MANKATO

Armstrong Hall Predesign 2020

Steering Committee Meeting – May 23, 2018



DLR Group

Architecture Engineering Planning Interiors



Agenda

1 **SCHEDULE**

2 **DECISIONS**

3 **PROGRAM**

4 **EXISTING SPACE
OPPORTUNITIES**

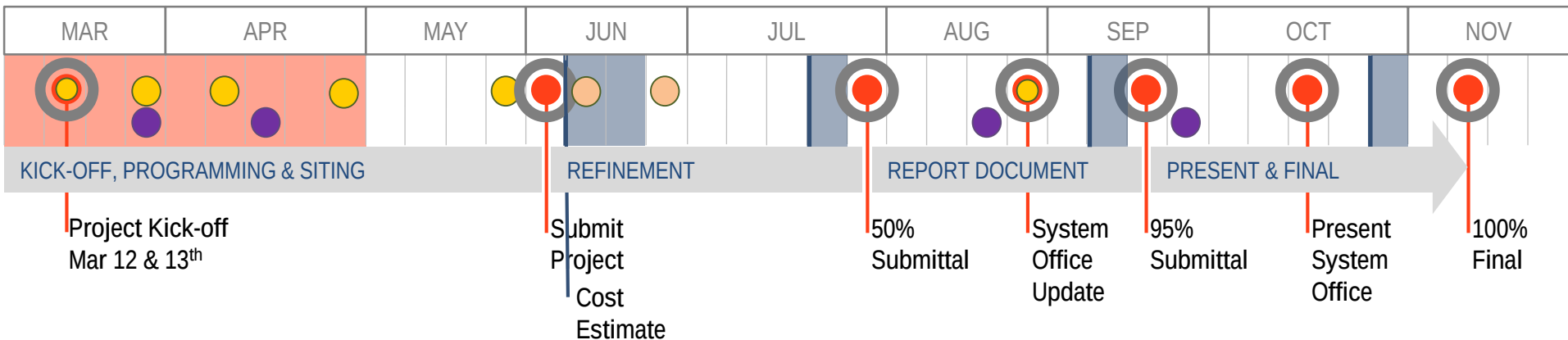
5 **NEXT STEPS**



1 Schedule

Proposed Schedule

Our Road Map...



LEGEND:



Document Review



Steering Committee Meetings



Milestones and Deliverables



College Engagement



2 Decisions

Decisions

The following direction is required to effectively move forward.

1. Scheduling

1. How will it be executed?
2. The scheduling process impacts general classroom utilization, thus the number and size of classrooms needed.

2. Existing Space

1. What existing space can be captured to make space for the program that will not fit into the new building?
2. We have 50,000-100,000 sf to relocate. This requires 1-2 large chunks of real estate.
3. What site will be chosen for the new building? May be impacted by adjacent available existing space.

3. Offices

1. What office concept will be utilized?
2. This drives the sf dedicated to office space and ultimately we may need to reduce academic sf to accommodate.
3. How many offices/desk spaces are needed?

Decisions

The following direction has been offered.

1. Scheduling

1. How will it be executed?

- Maintain current scheduling procedures (by college).
- Establish/implement scheduling guidelines to be utilized by colleges.
- Establish/implement a common bell schedule including:
 - o Common class schedules for all classrooms.
 - o Full class schedule on Fridays.

2. The scheduling process impacts general classroom utilization, thus the number and size of classrooms needed. **Assumptions:**

- MSU currently averages 32 hours per classroom per week.
- Implementation of the scheduling protocols above could increase utilization to 38 hours per classroom per week with little impact to scheduling difficulty.

Decisions

The following direction has been offered.

3. Offices

1. What office concept will be utilized?
 - Faculty will receive enclosed offices between 80-90 sf each.
 - Adjunct faculty will receive a hoteling station approximately 5' wide. One hoteling station will be provided for every three adjunct faculty.
 - TAs and GAs will receive a hoteling station approximately 5' wide. One hoteling station will be provided for every five TAs/GAs.
 - Administration will receive approximately 50-65 sf (6'x8' or 8'x8') in an open office environment.
 - Advisors will be consolidated to a single location and received a 140 sf enclosed office.
2. This drives the sf dedicated to office space and ultimately we may need to reduce academic sf to accommodate.
3. How many offices/desk spaces are needed?
 - College of Education: 1 Dean, 6 Dept Chairs, 41 Faculty, 9 Adjunct, 21 Admin, 20 TA/Gas, 1 Advisor
 - College of Social & Behavioral Sciences: 1 Dean, 3 Dept Chairs, 43 Faculty, 2 Adjunct, 5 Admin, 62 TA/Gas, 3 Advisor
 - College of Arts & Humanities: 1 Dean, 3 Dept Chairs, 56 Faculty, 15 Adjunct, 9 Admin, 75 TA/Gas, 2 Advisor

Decisions

The following direction has been offered.

College of Education: 1 Dean, 6 Dept Chairs, 41 Faculty, 9 Adjunct, 21 Admin, 20 TA/Gas, 1 Advisor

College of Social & Behavioral Sciences: 1 Dean, 3 Dept Chairs, 43 Faculty, 2 Adjunct, 5 Admin, 62 TA/Gas, 3 Advisor

College of Arts & Humanities: 1 Dean, 3 Dept Chairs, 56 Faculty, 15 Adjunct, 9 Admin, 75 TA/Gas, 2 Advisor

Decisions

The following direction is remains outstanding.

2. Existing Space

1. What existing space can be captured to make space for the program that will not fit into the new building?
2. We have 50,000-100,000 sf to relocate. This requires 1-2 large chunkc of real estate.
3. What site will be chosen for the new building? May be impacted by adjacent available existing space.



3 Program

Summary

- Current program is at 174,000+/- sf.
- Original Armstrong is at 144,000 sf.
- Offices and classrooms are generally equal to the existing Armstrong sf.
- Student Space is adding 17,000 sf.
- Existing labs are increasing in size to add 5,000 sf.
- New labs add 7,500 sf.

Classrooms – Scenario 1

Capacities	Existing Rooms	Proposed Rooms	Seats	ASF
16 or Less	0	10	160	4,000
17 - 24	1	12	288	7,200
25 - 32	15	11	352	8,800
33 - 40	14	7	280	7,000
41 - 48	7	2	96	2,400
49 - 56	8	2	112	2,800
57 - 64	0	0	0	0
65 or More	4	1	300	4,200
Total	49	45	1,588	36,400

*25 ASF per Seat

- Built based upon Weekly Student Contact Hours for each capacity group
- Assumes that all spaces aside from the 300 seat lecture hall are designed for active learning
- Increased seat efficiency, maintaining room use efficiency, and increasing square feet per student seat essentially balances out to a 1 to 1 ratio of Existing ASF to Proposed ASF

Classrooms – Scenario 2

Capacities	Existing Rooms	Proposed Rooms	Seats	ASF
16 or Less	0	10	160	3,360
17 - 24	1	12	288	6,048
25 - 32	15	11	352	7,392
33 - 40	14	7	280	5,880
41 - 48	7	2	96	2,016
49 - 56	8	2	112	2,352
57 - 64	0	0	0	0
65 or More	4	1	300	4,200
Total	49	45	1588	31,248

*21 ASF per Seat

- Assumes that classroom spaces are split evenly into three furniture groups – tablet arm chairs, tables and chairs, and active learning
- Decreased average ASF per Seat enables a roughly 5,000 ASF Savings

Classrooms – Scenario 3

Total ASF @
32 Hours:
87,163

Total ASF @
35 Hours:
79,330

Total ASF @
38 Hours:
73,296

**Existing ASF outside
Armstrong: 57,086**

- Increasing overall room utilization across campus creates an opportunity to reduce classroom space
- How much additional classroom space is needed in an Armstrong replacement if the University transitions to a more efficient scheduling system?

Office

Armstrong Hall Office Needs – 312 offices requested

Percentage Enclosed Offices	SF/seat	Required SF
75%	185	57,720 sf
65%	170	53,040 sf
50%	160	49,920 sf
20%	125	39,000 sf

- 18,720 sf difference between 75% and 20% enclosed offices.

Program Summary

Units	Existing		Proposed	
		Total SF		Total SF
ASF Total		89,774 SF		140,472 SF
Net-to-Gross (circulation, walls, mech/service, etc)		53,864 SF		84,283 SF
GSF Total		143,638 SF		224,755 SF

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Offices

Assignment

How will enclosed offices be assigned? Position (dean, faculty, adjunct, etc.); Seniority; Office use; etc.

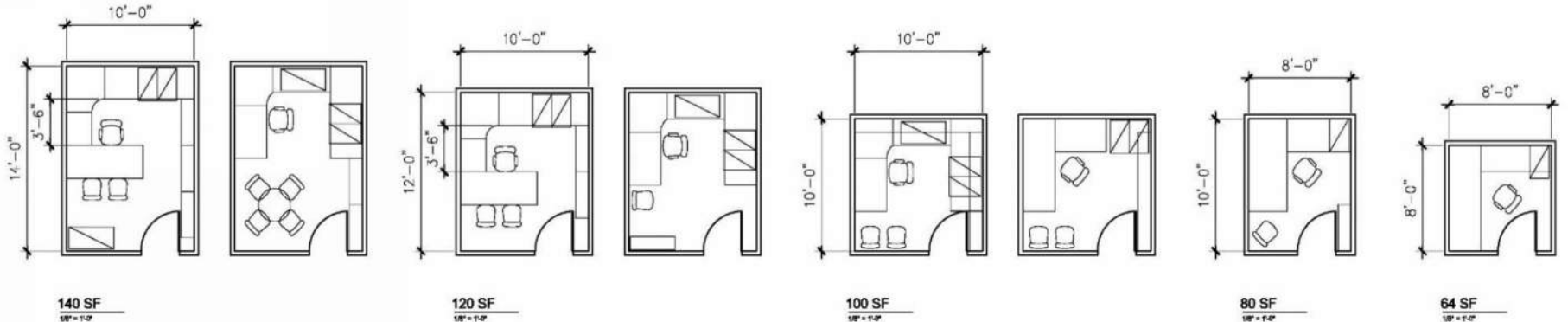
Are all colleges required to approach officing in the same manner?

Offices

Size

What size offices/stations are required? Are they shared?

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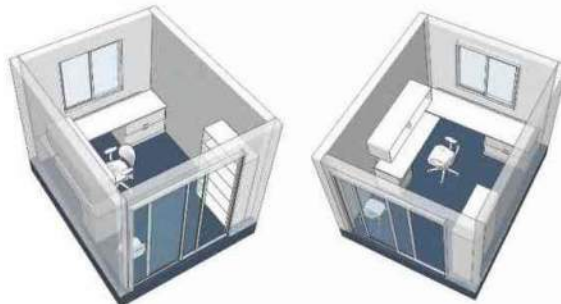
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4 EXISTING SPACE

Decisions

Existing Available Space on Campus

What large scale space might be available on campus?

1. We have 50,000-100,000 sf to relocate. This requires 1-2 large (\$15k sf+) chunks of real estate.
2. Clinical Sciences Basement? Library? Others?
3. We need the large pieces to fall into place before we discuss smaller spaces.

Existing Space Opportunities





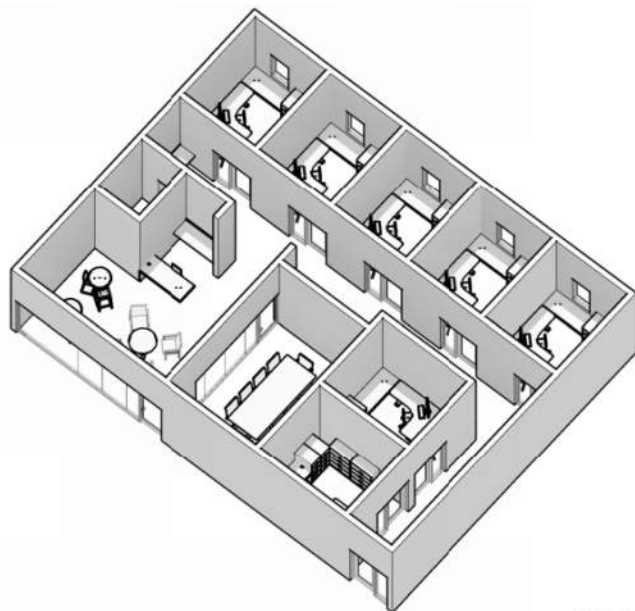
5 Next Steps

Follow-up

Space Diagrams

Space Diagrams

1. DLR Group will share space diagrams with Nate by the end of the week and he will distribute.
2. Please review the diagrams to ensure they function in the way you need them to function.
3. Primary needs at this time are:
 1. Are the number of spaces required accurately represented?
 2. Is the size of each space adequate?
 3. Is the furniture/equipment in each space adequate?
4. DLR Group will set up a video conference by college to review.



printing station

storage

7 private offices - 120 sf
1 conference room
1 printing station

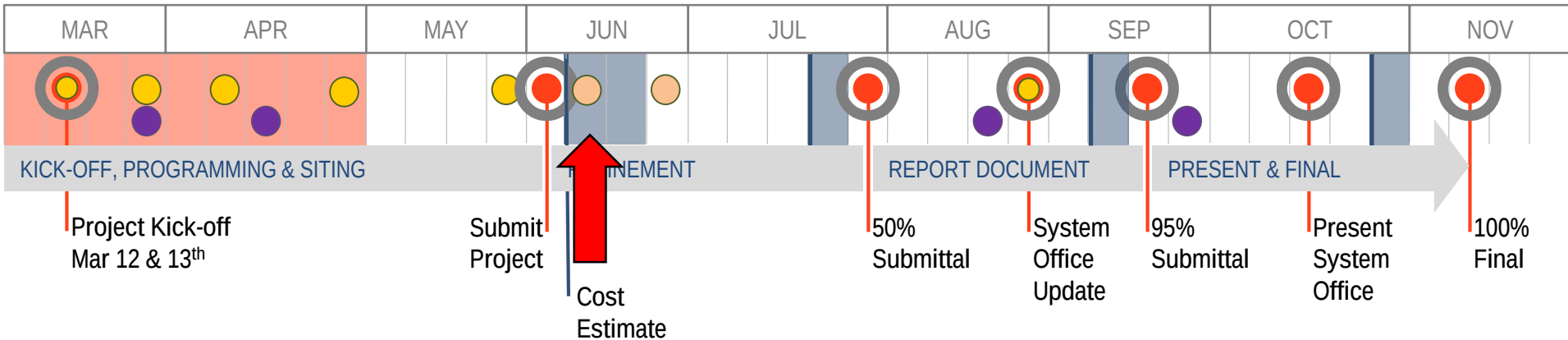
↑ Entry Point

2030 SF

Advising & Counseling Center

Next Meeting

May 23, 1:30pm in SU 203



LEGEND:

- Document Review
- Steering Committee Meetings
- Milestones and Deliverables
- College Engagement

The background is a solid red color with several large, smooth, wavy lines that create a sense of movement and depth. These lines are darker red than the background, giving the impression of layers or folds.

THANK YOU



MINNESOTA STATE UNIVERSITY MANKATO

Armstrong Hall Predesign 2020

Steering Committee Meeting – June 12, 2018



DLR Group

Architecture Engineering Planning Interiors



Agenda

1 **SCHEDULE**

2 **DECISIONS**

3 **PROGRAM UPDATE**

4 **EXISTING SPACE
OPPORTUNITIES & SITE**

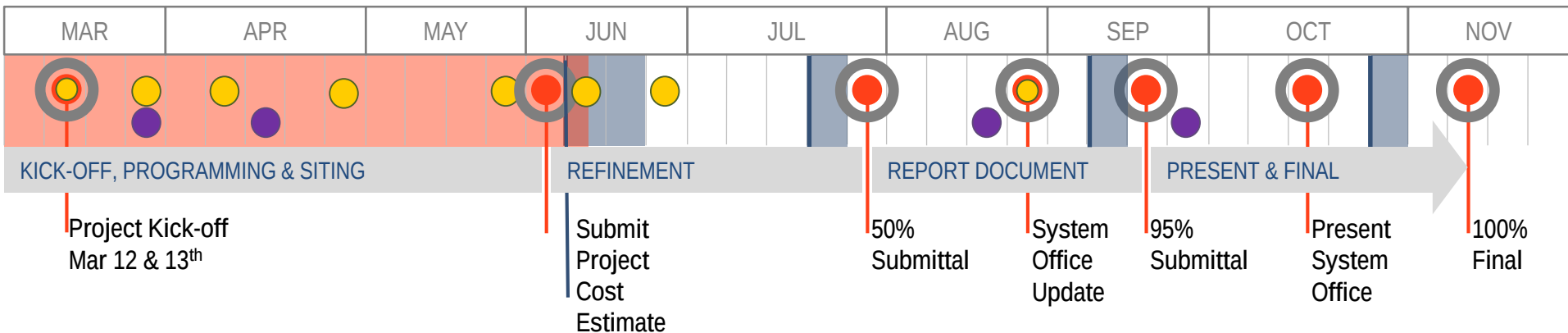
5 **NEXT STEPS**



1 Schedule

Proposed Schedule

Our Road Map...



LEGEND:



Document Review



Steering Committee Meetings



Milestones and Deliverables



College Engagement



2 Decisions

Decisions

The following direction is required to effectively move forward.

1. Program Confirmation

- a) Any SF that can be reduced?

2. Program Location Feedback

- a) 58,000 SF to be relocated in renovation/repurpose projects

- Library
- Clinical Science
- Wiecking
- Morris Hall?

- b) 100,000 SF to be in New Building

- Site Potentials
- Free standing building or addition?



3 Program Update

Current Program

Program Currently **158,000 sf**

Existing Armstrong 144,000 sf

	ASF
Administrative	36,500 sf
Classrooms	26,500 sf
Labs	20,500 sf
Student Space	16,000 sf
Net-to-Gross	58,500 sf

Classrooms

Capacities	Existing Rooms	Proposed Rooms	Seats	ASF
16 or Less	0	5	80	1,680
17 - 24	1	6	144	3,024
25 - 32	15	10	320	6,720
33 - 40	14	6	240	5,040
41 - 48	7	2	96	2,016
49 - 56	8	2	112	2,352
57 - 64	0	0	0	0
65 or More	4	2	280	5,600
Total	49	33	1,272	26,432

- Assumes classrooms will be used 38 hours per week across campus
- Assumes a split of active learning classrooms and tables and chairs (21 sf/seat average)
- The two “65 or more” classrooms are 140 seats each



4 EXISTING SPACE & SITES

Program Location

Program Currently 158,000 sf

	ASF
New Building	100,000 sf
Clinical Sciences	18,000 sf
Wiecking	1,000 sf
Library	20,000 sf
Remaining	19,000 sf

shared student space

Clinical Sciences Basement

				Solution #3: CS Basement @ 18,000 SF					
Units				Total SF					
College of Education				4,170 SF					
Counseling and Student Personnel				4,170					
Teaching Lab - 12 seats				1	@	1,100	SF	1,100	SF
Teaching Lab - ? Seats				1	@	400	SF	400	SF
Media Production				1	@	400	SF	400	SF
Demonstration				1	@	400	SF	400	SF
Media Production				1	@	400	SF	400	SF
Office - 120: Department Chair				1	@	120	SF	120	SF
Office - 90: Faculty				15	@	90	SF	1,350	SF
College of Social & Behavioral Sciences				2,560 SF					
Lab (Includes storage)				400					
Law Enforcement (AH014B, AH039C)				1	@	400	SF	400	SF
Geography				2,160					
Research Lab & Service - 18 seats				1	@	1,050	SF	1,050	SF
Lab - 14 seats				1	@	450	SF	450	SF
Office - 120: Department Chairs				1	@	120	SF	120	SF
Office - 90: Faculty				6	@	90	SF	540	SF
ASF Total				6,730 SF					
Net-to-Gross (circulation, walls, mech/service, etc)				4,038 SF					
GSF Total				CLIN SCI BASEMENT 10,768 SF					

Wiecking

		Solution #4: Wiecking @ X SF					
Units						Total SF	
College of Education						480	SF
Aviation						480	
	Office - 120: Department Chair	1	@	120	SF	120	SF
	Office - 90: Faculty	4	@	90	SF	360	SF
ASF Total						480	SF
Net-to-Gross (circulation, walls, mech/service, etc)						288	SF
GSF Total		WIECKING				768	SF

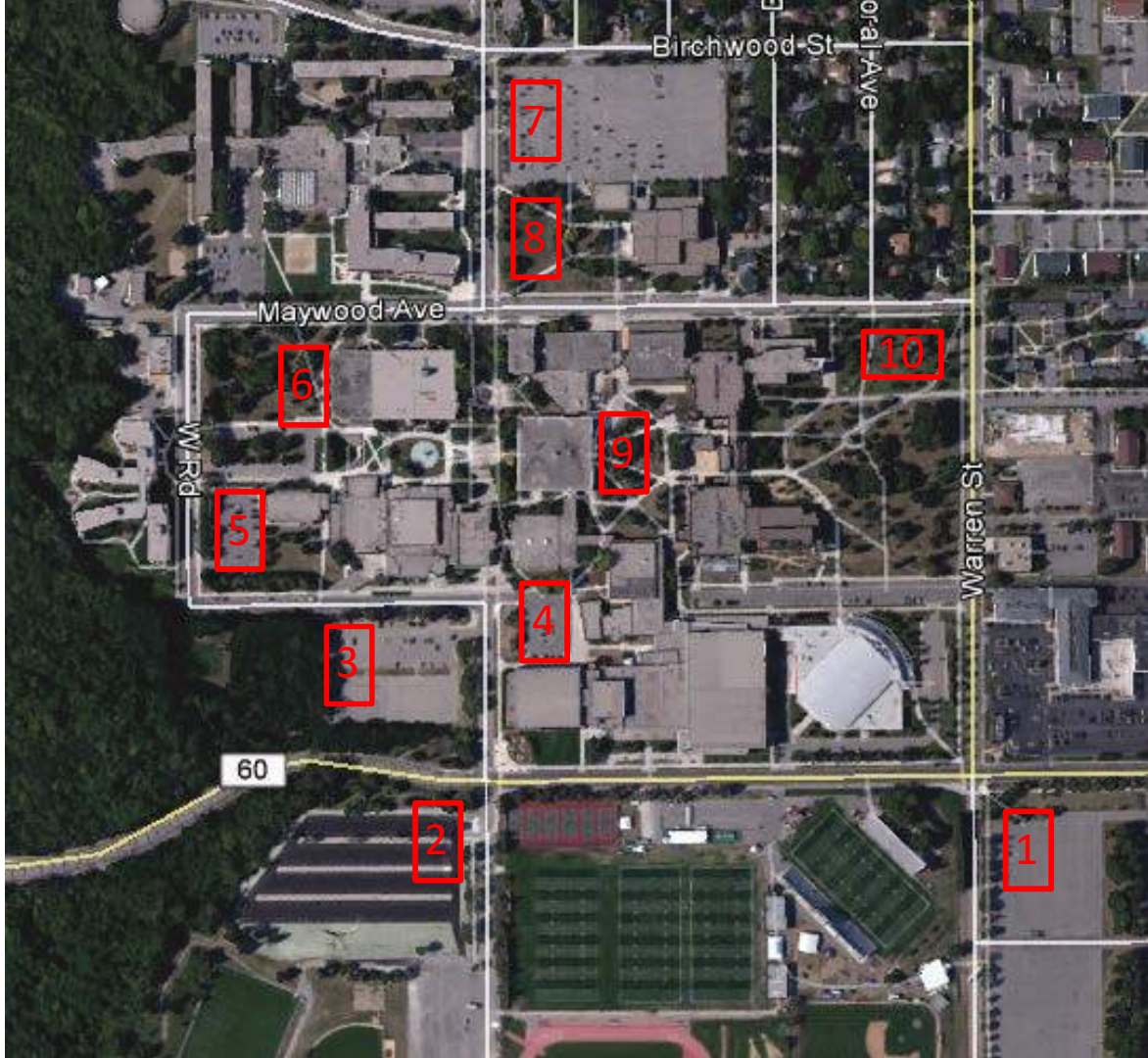
Library

				Solution #2: Library @ X SF			
Units						Total SF	
College of Arts & Humanities						3,180	SF
Lab (Includes storage)						3,180	
English	1	@	676 SF			676	SF
English	1	@	736 SF			736	SF
English	1	@	662 SF			662	SF
English	1	@	527 SF			527	SF
World Languages	1	@	579 SF			579	SF
General						6,330	SF
Student				12		4,400	SF
Collaboration Hub	2	@	900 SF			1,800	SF
Social Learning	5	@	250 SF			1,250	SF
Adult Student w/ Children Study Suites	1	@	600 SF			600	SF
Small Group (6)	3	@	150 SF			450	SF
Small Group (12)	1	@	300 SF			300	SF
Joint Advising & Counseling Center				10		1,930	SF
Office (4 SBS, 2 A&H, 1 COE)	7	@	120 SF			840	SF
Other Offices: Academic Affairs	1	@	90 SF			90	SF
Study Room	1	@	800 SF			800	SF
Conference Room	1	@	200 SF			200	SF
ASF Total						9,510	SF
Net-to-Gross (circulation, walls, mech/service, etc)						5,706	SF
GSF Total				LIBRARY		15,216	SF

Site Options – Renovation / Repurpose



Site Options



Site Options

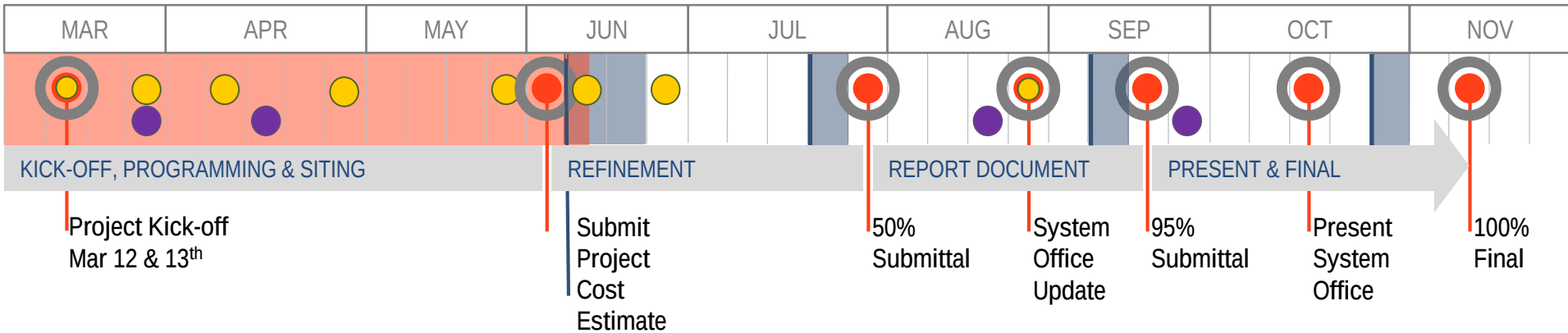




5 Next Steps

Proposed Schedule

Our Road Map...



LEGEND:



Document Review



Steering Committee Meetings



Milestones and Deliverables



College Engagement

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THANK YOU



MINNESOTA STATE UNIVERSITY MANKATO

Armstrong Hall Predesign 2020

Library Programming Meeting – July 13, 2018



DLR Group

Architecture Engineering Planning Interiors



Agenda

1

PROJECT HISTORY

2

EXISTING PROGRAM

3

OPPORTUNITIES

4

SITE IMPACTS

5

SCHEDULE & NEXT STEPS



1 Project History

Project History

General Notes

1. This is the third attempt at legislative funding. (2016, 2018, 2020)
2. This is the first attempt as MSU-Mankato's top priority project. (CS-P2)
3. The major driver is the need for modern academic space, including active learning classrooms and student study space.
4. Armstrong Hall has significant deferred maintenance that requires action sooner than later.
5. Campus classroom utilization is in range, but at the low end of Minn State suggested targets.

Project History

2016 Request

Scope:

1. Demo Nelson-Armstrong link.
2. 80,000sf addition in it's place.
3. Fully renovate existing Armstrong.

What We Learned:

1. No new square footage.
2. Total project value needs to be decreased.

Project History

2018 Request

Scope:

1. Envelop repair replace (roof, windows)
2. New mechanical system.
3. Interior finishes.

What We Learned:

1. Deferred maintenance a high percentage of building value.
2. No programmatic improvements does not score well.
3. Building footprint of Armstrong is not great for current academic needs (even if renovated).

Project History

2020 Request

Scope:

1. New 100,000sf building.
2. Relocate ~60,000sf of program through renovation.
3. Demo Armstrong Hall.

Reasons:

1. Reduce campus SF.
2. Don't invest in building with high deferred maintenance and poor footprint to support current academic needs.
3. Focus on academic space improvement and student space.

Project History

Legislative Funding

Year	2017	2018
Total Funding	\$67,325,000	\$84,015,000
Largest Project	\$25,306,000	\$22,853,000

New construction costs for a project starting construction in 2022 is estimated at approximately \$600/SF. There is not a firm max on a biennium request but we feel \$60m is pushing the limits due to the high percentage of allocated funding this is likely to represent. This means we need to cap our new building at approximately 100,000sf.

Project History

Likely Funding Schedule

	2020	2022	2024	2026
Scope	Design	100,000sf New Construction	60,000sf Renovation	Armstrong Demolition
Value	~\$10,000,000	~\$60,000,000	~20,000,000	~\$10,000,000



2 Existing Program

Armstrong Program

Summary

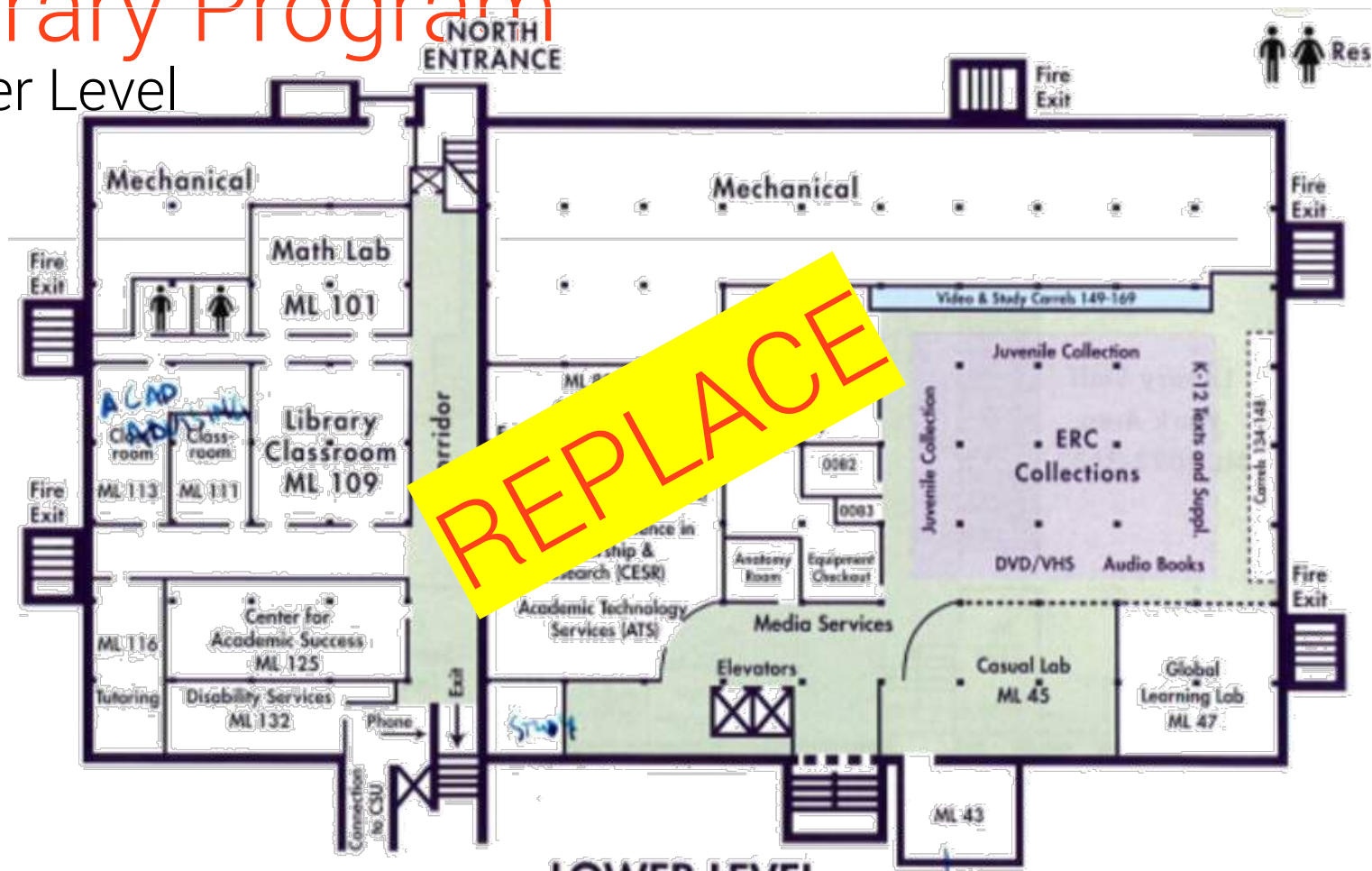
Program Currently 158,000 sf

	ASF
New Building	100,000 sf
Clinical Sciences	18,000 sf
Wiecking	1,000 sf
Library	20,000 sf
Remaining	19,000 sf

shared student space

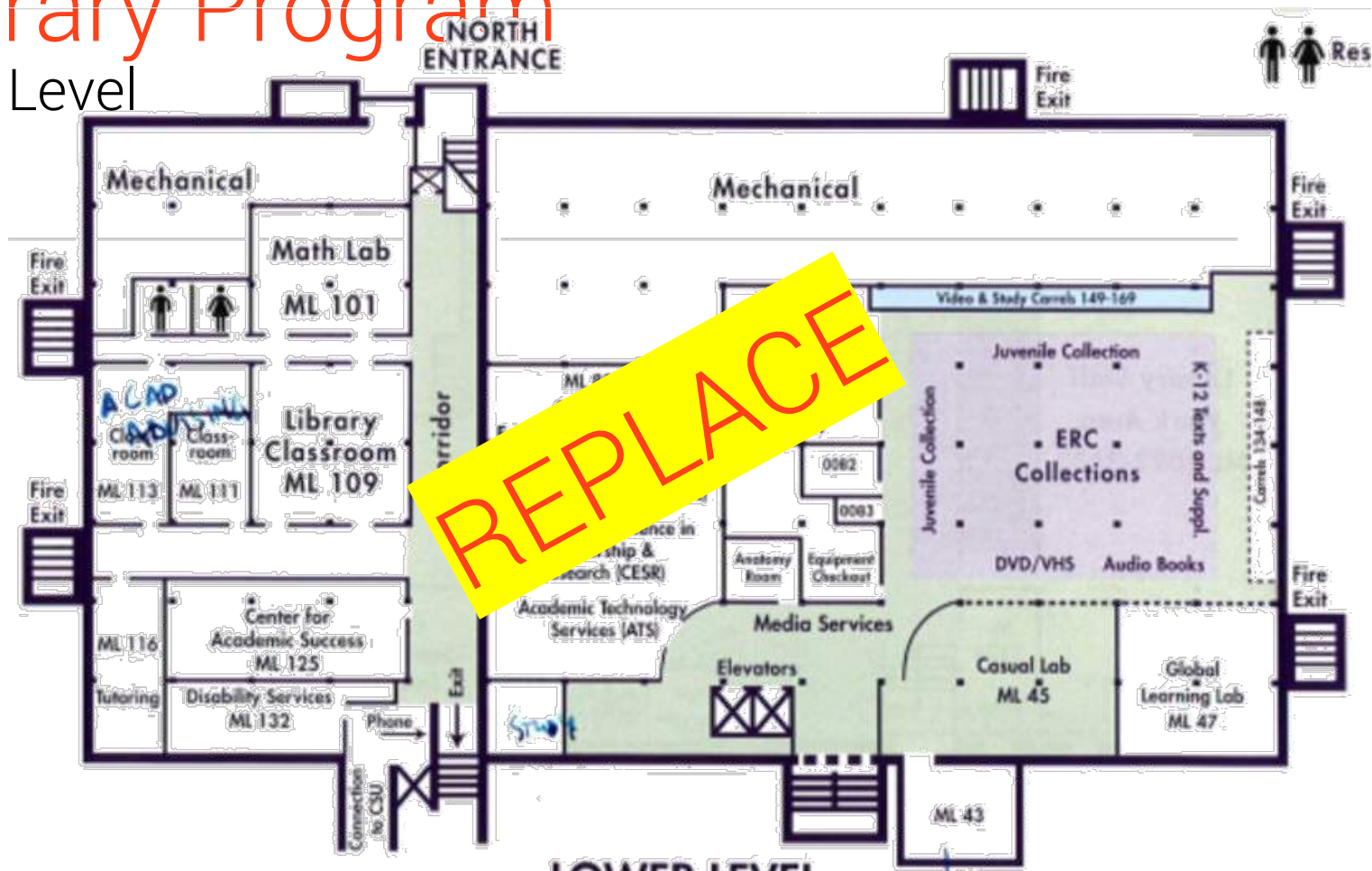
Library Program

Lower Level



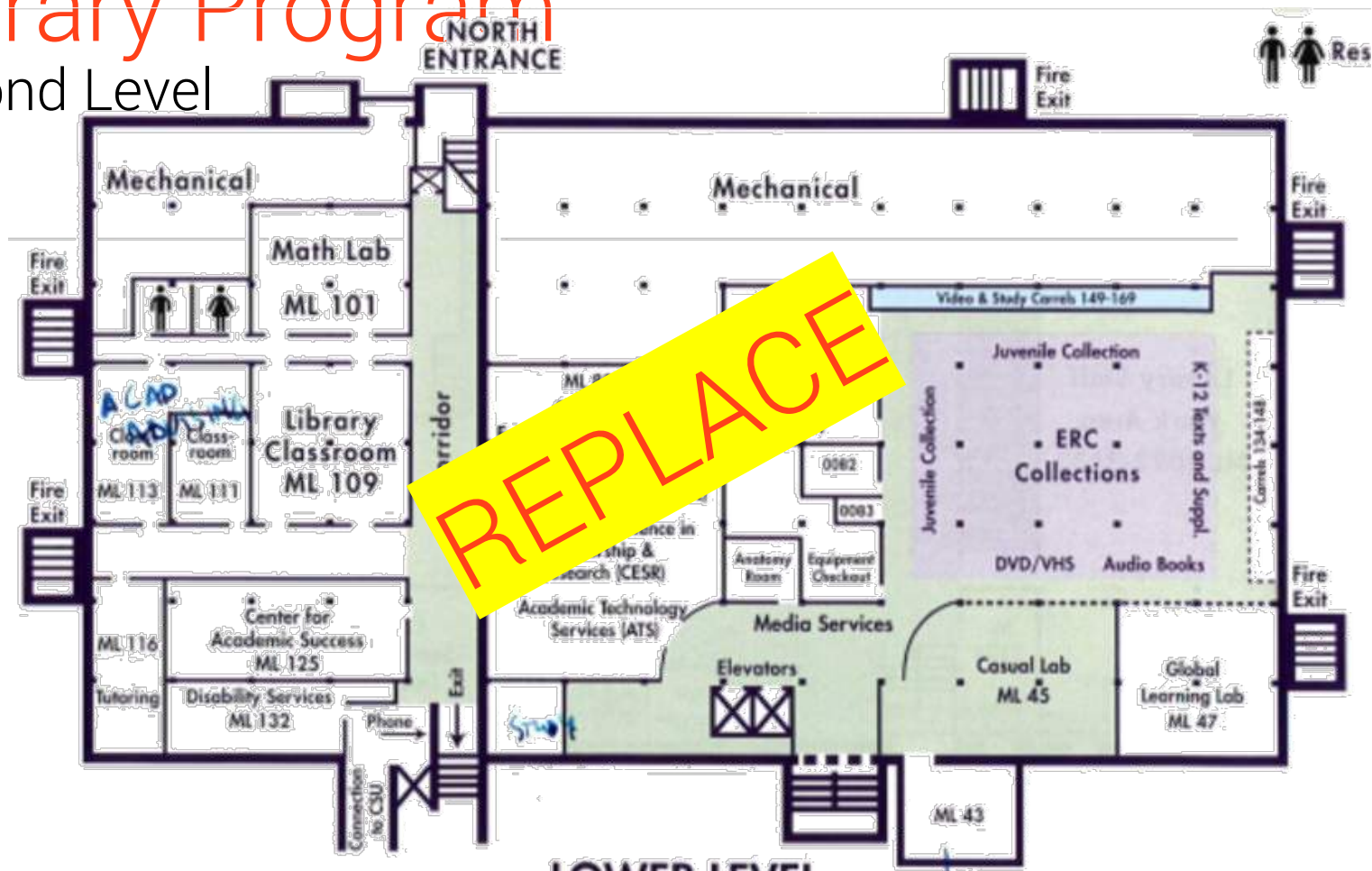
Library Program

First Level



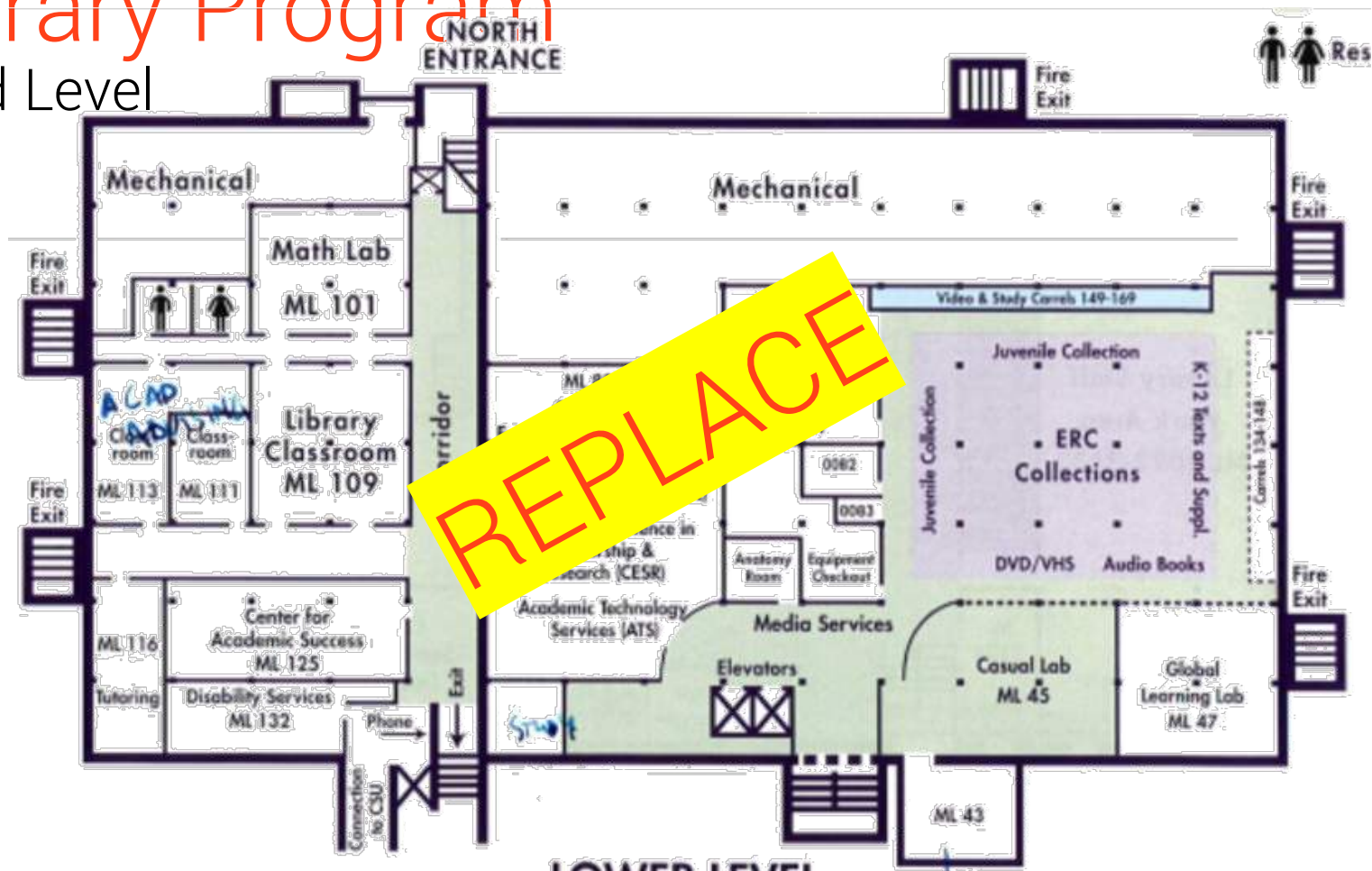
Library Program

Second Level



Library Program

Third Level





3 Opportunities



4 Site Impact

Site Options



Clinical Sciences Basement

					Solution #3: CS Basement @ 18,000 SF		
Units					Total SF		
College of Education					4,170	SF	
Counseling and Student Personnel					4,170		
Teaching Lab - 12 seats		1	@	1,100	SF	1,100	SF
Teaching Lab - ? Seats		1	@	400	SF	400	SF
Media Production		1	@	400	SF	400	SF
Demonstration		1	@	400	SF	400	SF
Media Production		1	@	400	SF	400	SF
Office - 120: Department Chair		1	@	120	SF	120	SF
Office - 90: Faculty		15	@	90	SF	1,350	SF
College of Social & Behavioral Sciences					2,560	SF	
Lab (Includes storage)					400		
Law Enforcement (AH014B, AH039C)		1	@	400	SF	400	SF
Geography					2,160		
Research Lab & Service - 18 seats		1	@	1,050	SF	1,050	SF
Lab - 14 seats		1	@	450	SF	450	SF
Office - 120: Department Chairs		1	@	120	SF	120	SF
Office - 90: Faculty		6	@	90	SF	540	SF
ASF Total					6,730	SF	
Net-to-Gross (circulation, walls, mech/service, etc)					4,038	SF	
GSF Total					CLIN SCI BASEMENT 10,768 SF		

Wiecking

		Solution #4: Wiecking @ X SF					
Units						Total SF	
College of Education						480	SF
Aviation						480	
	Office - 120: Department Chair	1	@	120	SF	120	SF
	Office - 90: Faculty	4	@	90	SF	360	SF
ASF Total						480	SF
Net-to-Gross (circulation, walls, mech/service, etc)						288	SF
GSF Total		WIECKING				768	SF

Library

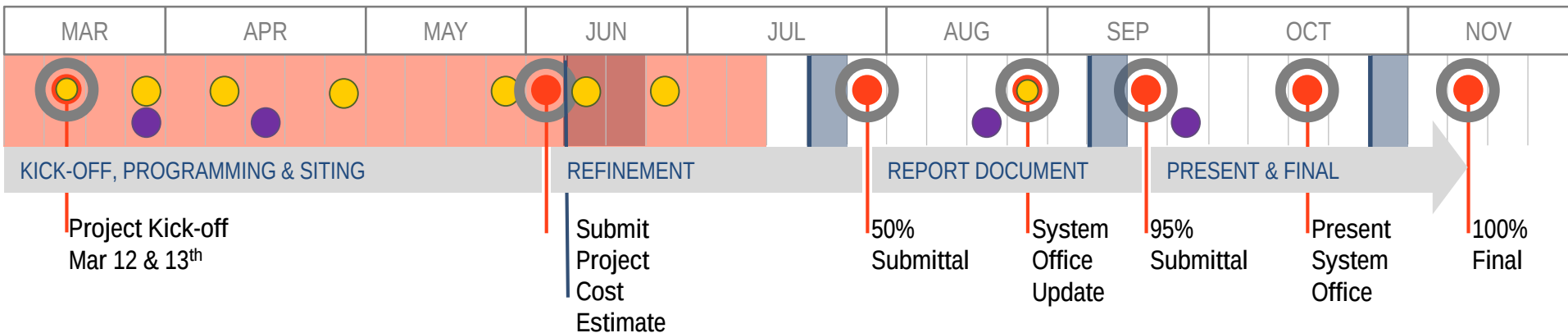
					Solution #2: Library @ X SF				
Units					Total SF				
College of Arts & Humanities					3,180 SF				
Lab (Includes storage)					3,180				
English	1	@	676	SF		676		SF	
English	1	@	736	SF		736		SF	
English	1	@	662	SF		662		SF	
English	1	@	527	SF		527		SF	
World Languages	1	@	579	SF		579		SF	
General					6,330 SF				
Student					12				4,400 SF
Collaboration Hub	2	@	900	SF		1,800		SF	
Social Learning	5	@	250	SF		1,250		SF	
Adult Student w/ Children Study Suites	1	@	600	SF		600		SF	
Small Group (6)	3	@	150	SF		450		SF	
Small Group (12)	1	@	300	SF		300		SF	
Joint Advising & Counseling Center					10				1,930 SF
Office (4 SBS, 2 A&H, 1 COE)	7	@	120	SF		840		SF	
Other Offices: Academic Affairs	1	@	90	SF		90		SF	
Study Room	1	@	800	SF		800		SF	
Conference Room	1	@	200	SF		200		SF	
ASF Total					9,510 SF				
Net-to-Gross (circulation, walls, mech/service, etc)					5,706 SF				
GSF Total					LIBRARY 15,216 SF				



5 Schedule & Next Steps

Proposed Schedule

Our Road Map...



LEGEND:



Document Review



Steering Committee Meetings



Milestones and Deliverables



College Engagement

THANK YOU



MINNESOTA STATE UNIVERSITY MANKATO

Armstrong Hall Predesign 2020

Steering Committee Meeting – July 25, 2018



DLR Group

Architecture • Engineering • Planning • Interiors



Agenda

1 **SCHEDULE**

2 **CURRENT PROGRAM**

3 **DISCUSSION &
DIRECTION**

4 **NEW BUILDING SITES**

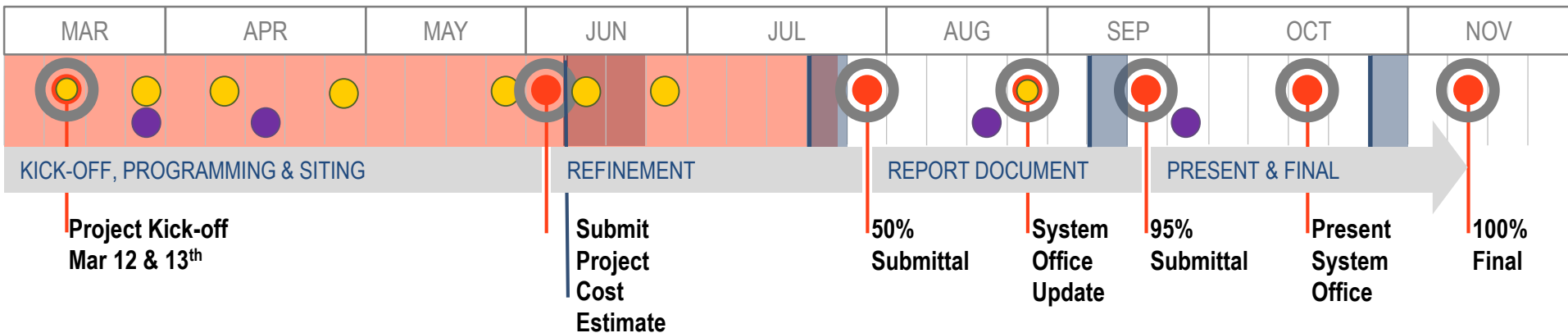
5 **NEXT STEPS**



1 Schedule

Proposed Schedule

Our Road Map...



LEGEND:



Document Review



Steering Committee Meetings



Milestones and Deliverables



College Engagement



2 Current Program

Current Program

Program Currently **158,000 sf**
Existing Armstrong 144,000 sf

	ASF	GSF
Administrative	36,500 sf	58,500 sf
Classrooms	26,500 sf	42,000 sf
Labs	20,500 sf	32,500 sf
Student Space	16,000 sf	25,000 sf
Net-to-Gross	58,500 sf	0 sf

Classrooms

Capacities	Existing Rooms	Proposed Rooms	Seats	ASF
16 or Less	0	5	80	1,680
17 - 24	1	6	144	3,024
25 - 32	15	10	320	6,720
33 - 40	14	6	240	5,040
41 - 48	7	2	96	2,016
49 - 56	8	2	112	2,352
57 - 64	0	0	0	0
65 or More	4	2	280	5,600
Total	49	33	1,272	26,432

- Assumes classrooms will be used 38 hours per week across campus
- Assumes a split of active learning classrooms and tables and chairs (21 sf/seat average)
- The two “65 or more” classrooms are 140 seats each

Armstrong Program

Summary

Program Currently 158,000 sf

	GSF
New Building	100,000 sf
Clinical Sciences	18,000 sf
Wiecking	1,000 sf
Shared Student	25,000 sf
Remaining	14,000 sf

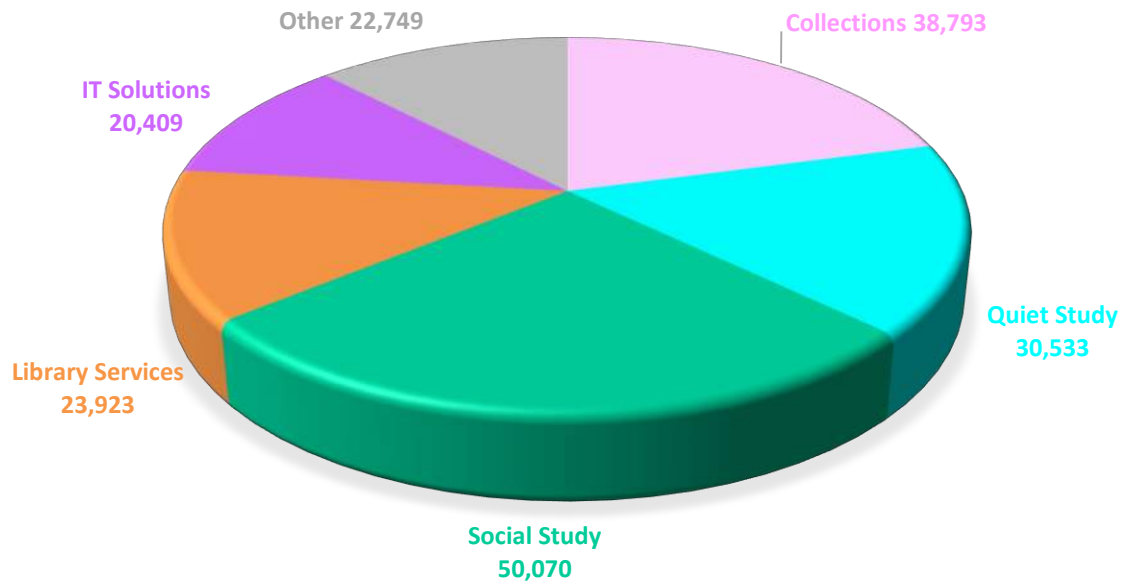
**Library or Other Campus Locations*



3 Discussion & Direction

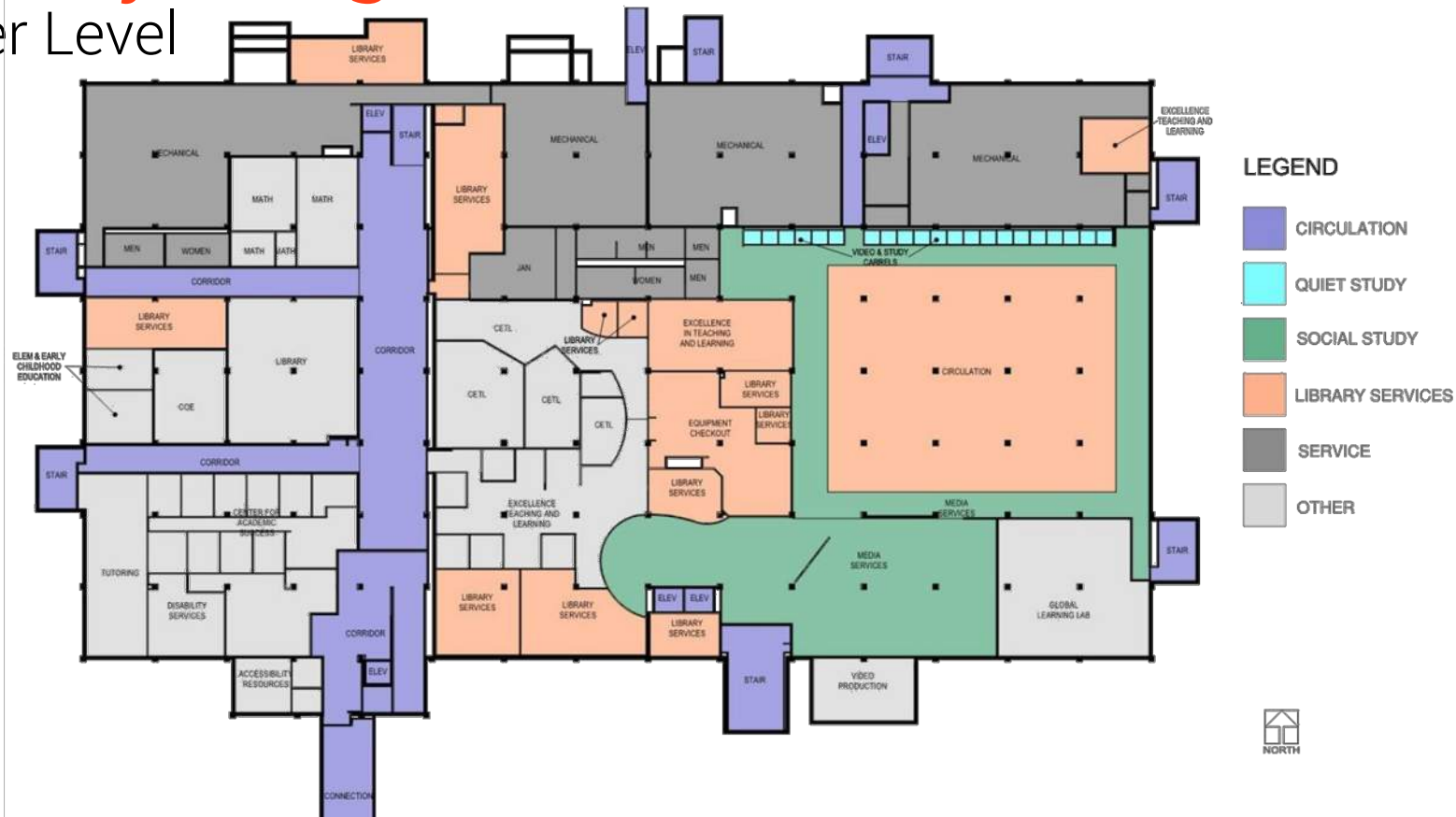
Library Program

Program Distribution



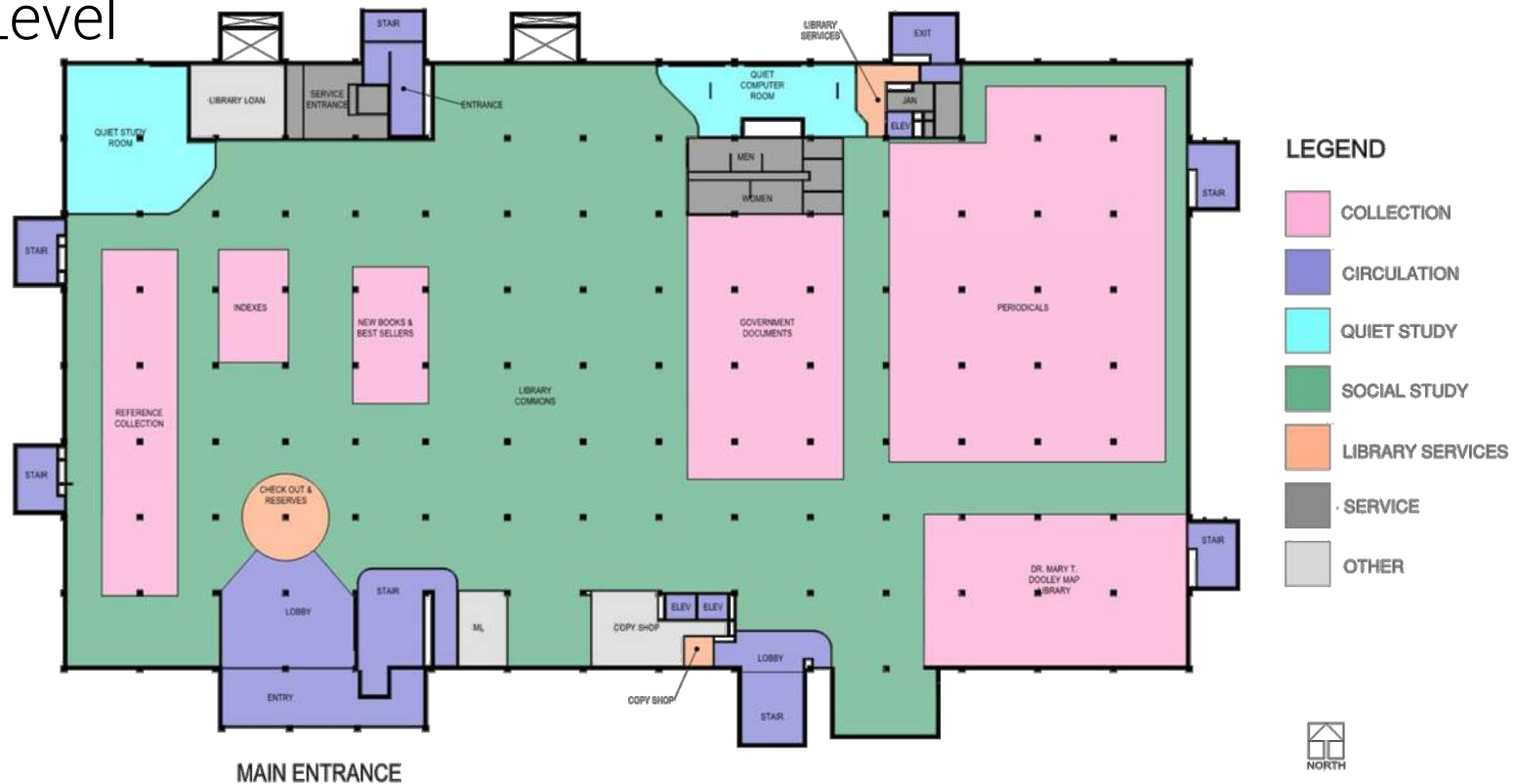
Library Program

Lower Level



Library Program

First Level



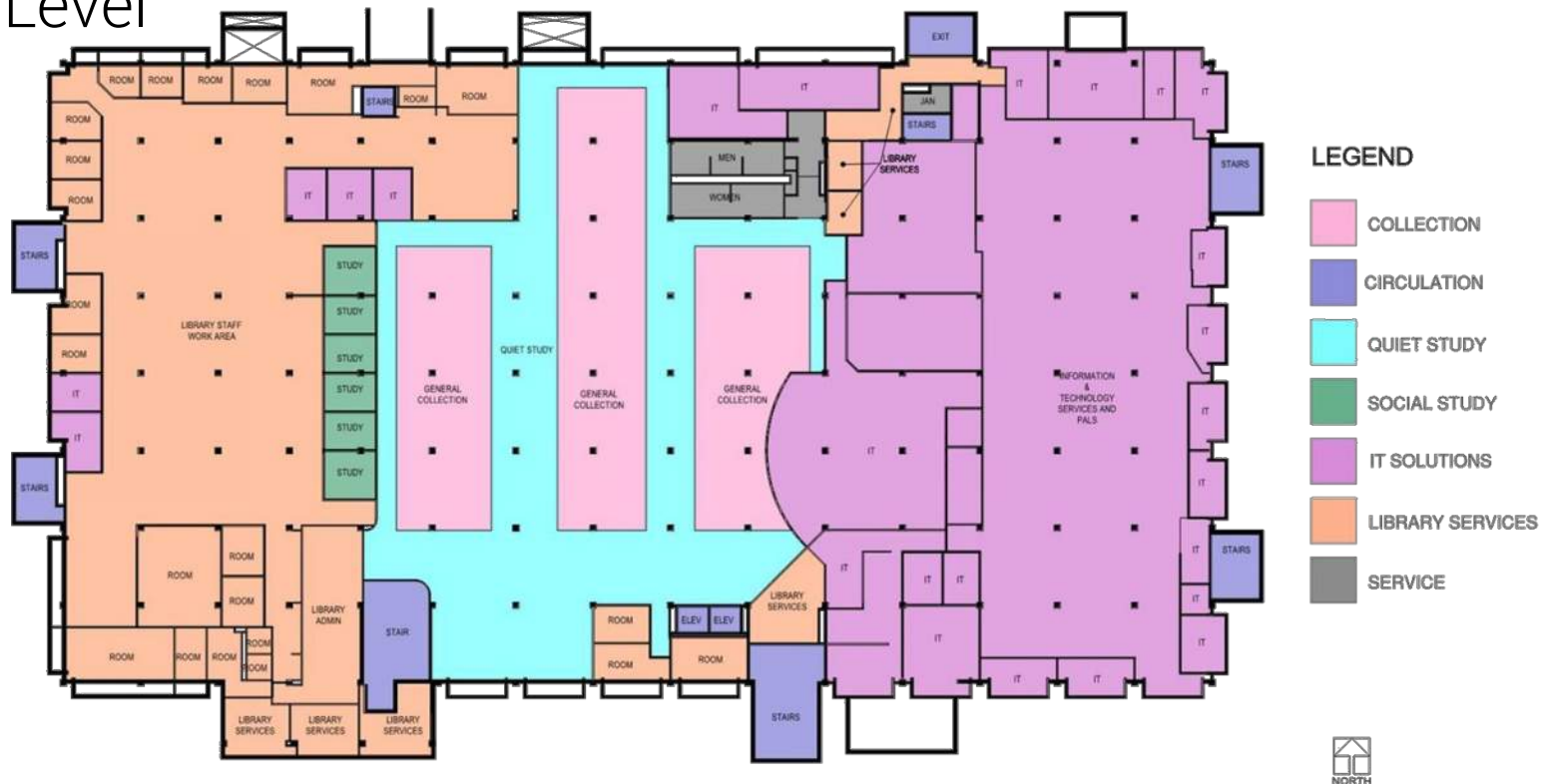
Library Program

Second Level

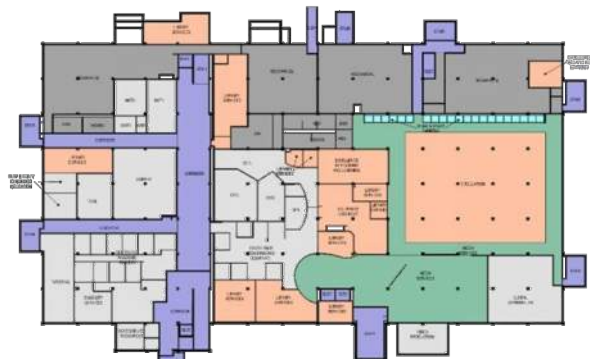


Library Program

Third Level



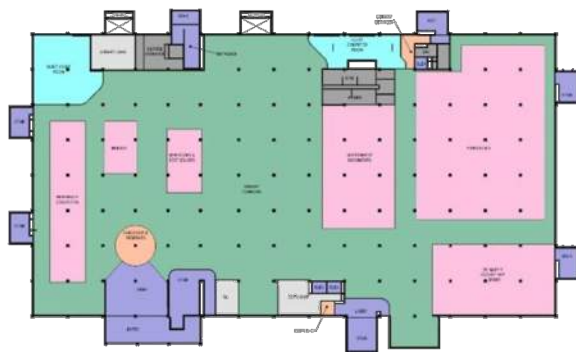
Library Program



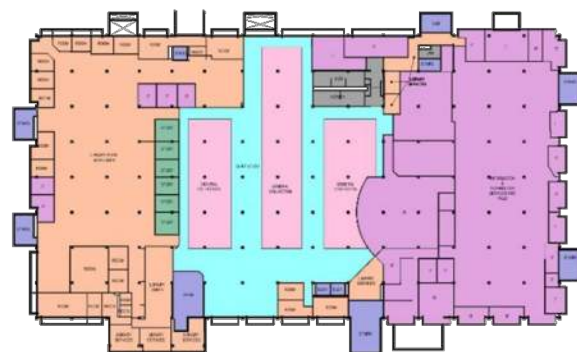
Lower Level



Second Level



First Level

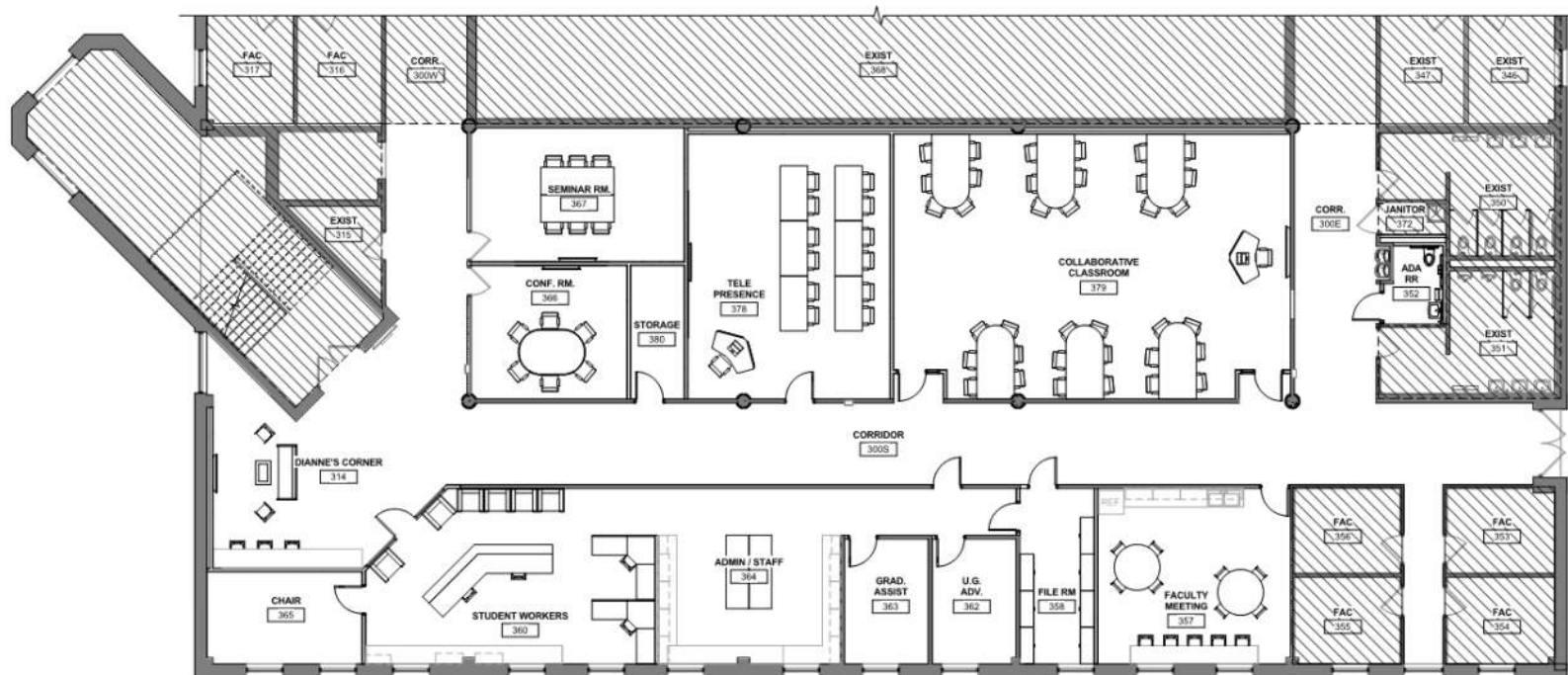


Third Level

Wissink

CS Ph 2

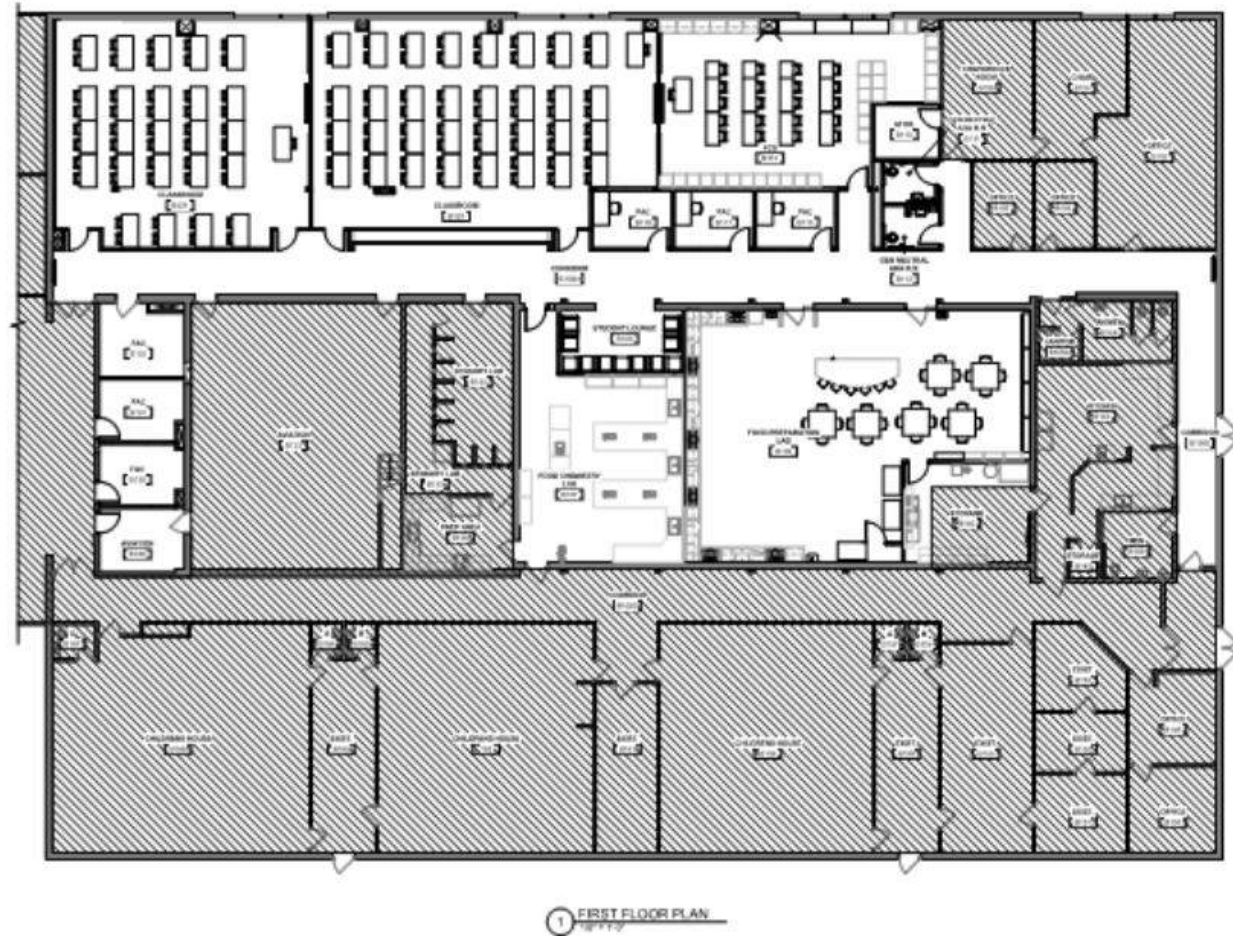
7,000 GSF



Wiecking

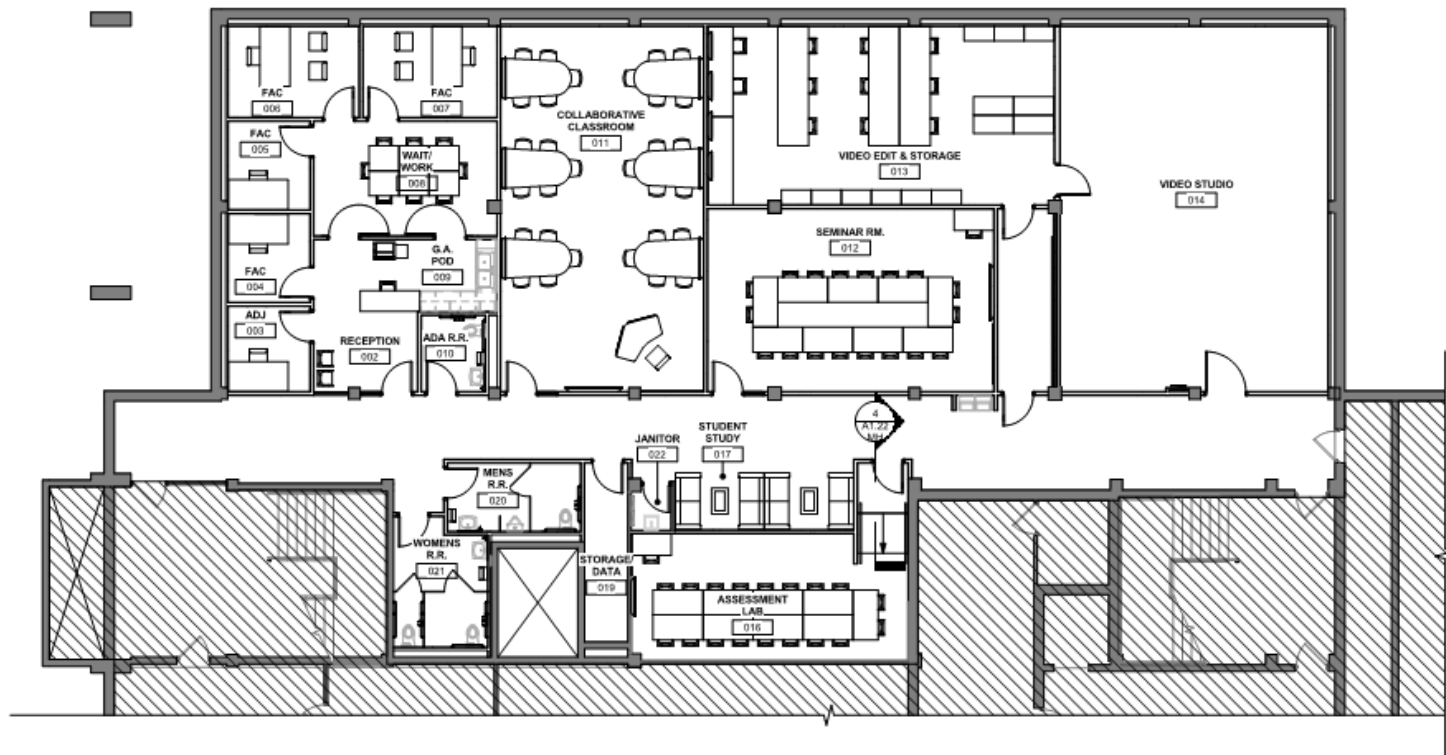
CS Ph 2

9,000 GSF



Morris

CS Ph 2



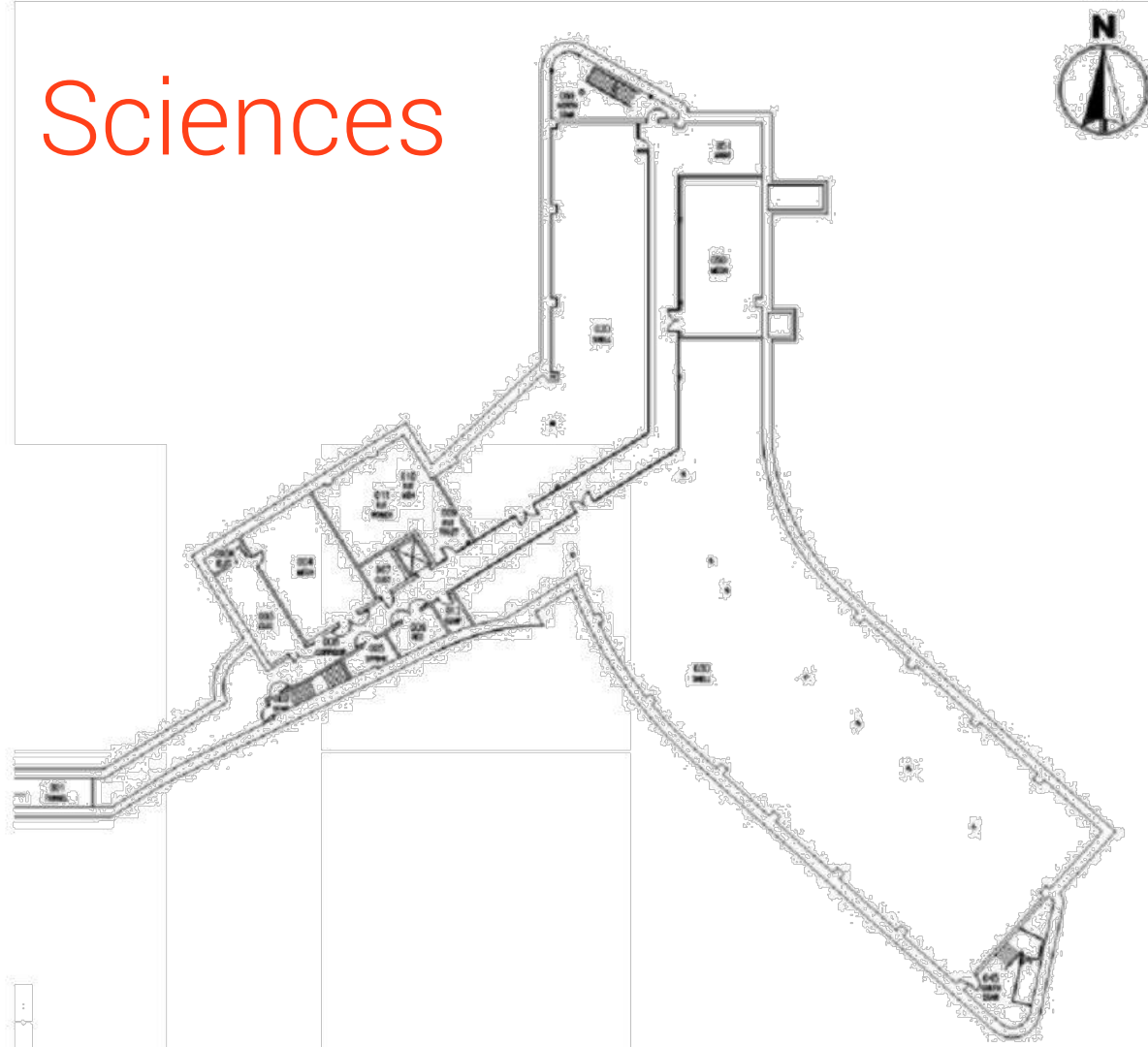
1 BASEMENT FURNITURE PLAN
1/8" = 1'-0"

Clinic

Basemer

18,000 G

Sciences



Decisions

The following direction is required to effectively move forward.

1. Program Confirmation

- a) Any SF that can be reduced?

2. Program Location Feedback

- a) 58,000 SF to be relocated in renovation/repurpose projects

- Library
- Clinical Science
- Wiecking
- Morris Hall?

- b) 100,000 SF to be in New Building

- Site Potentials
- Free standing building or addition?



4 New Building Sites

Site Options

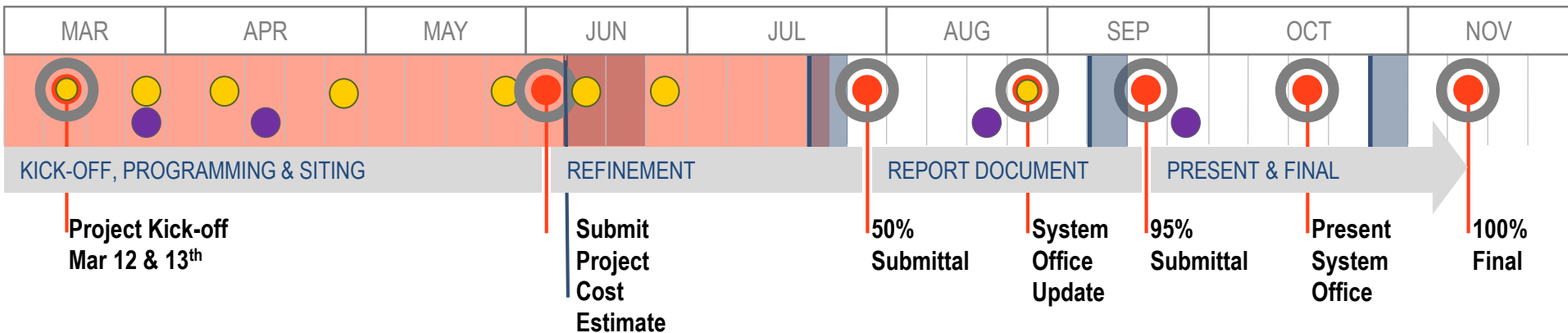




5 Next Steps

Proposed Schedule

Our Road Map...



LEGEND:

-  Document Review
-  Steering Committee Meetings
-  Milestones and Deliverables
-  College Engagement

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THANK YOU



MINNESOTA STATE UNIVERSITY MANKATO

Armstrong Hall Predesign 2020

Steering Committee Meeting – August 27, 2018



DLR Group

Architecture • Engineering • Planning • Interiors



Agenda

1 **SCHEDULE**

2 **REVIEW COMMENTS**

3 **PHASING**

4 **PROGRAM LOCATION**

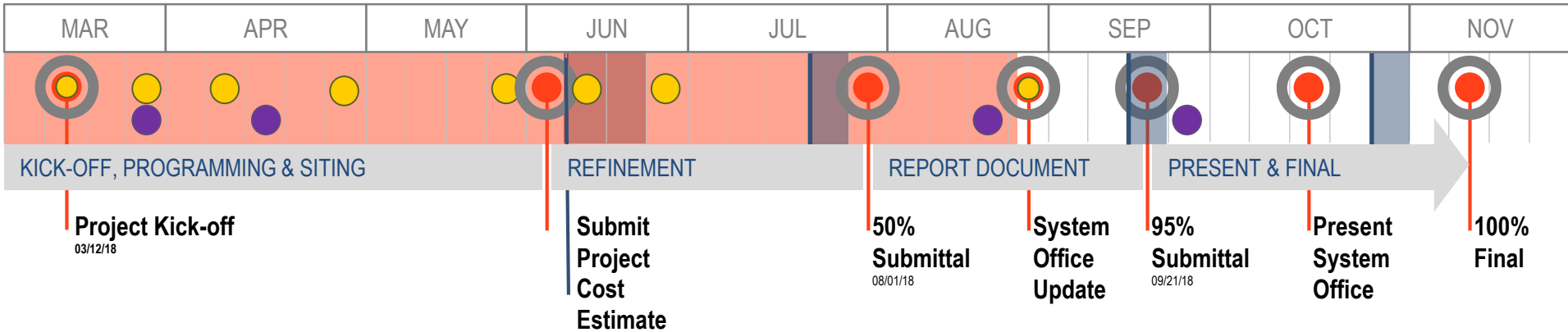
5 **NEXT STEPS**



1 Schedule

Proposed Schedule

Our Road Map...



LEGEND:

 Document Review

 Steering Committee Meetings

 Milestones and Deliverables

 College Engagement



2 Review Comments

System Office Comments

Cover:

- Reduce number of phases.
- Choose a single site option.
- Utilize sketches to expand story/phasing.
- Illustrate why Armstrong cannot be demoed until renovation is complete.

Page 1.3

- Note number of MSU students impacted by this project.

Page 2.3

- Include more information on enrollment/demographics.

Page 2.6

- Expand on individual college's enrollments.

Page 3.30

- Site option B does not leverage the space adjacencies to the library.



3 Phasing

Phasing

Summary

2020 Design + Clinical Science Reno

2022 Design + New Building Construction

2024 Design + Library Reno + Armstrong Demolition

**Wiecking & Performing Arts Small Renos to occur at any time*



4 Program

Current Program

Program Currently **158,000 sf**
Existing Armstrong 144,000 sf

	ASF	GSF
Dept/Faculty/Staff	39,400 sf	63,000 sf
Classrooms	26,400 sf	44,000 sf
Labs	17,800 sf	29,000 sf
Student Space	13,700 sf	23,000 sf
Net-to-Gross	60,700 sf	0 sf

Armstrong Program

Summary

Program Currently 158,000 GSF

	GSF
New Building	100,000 sf
Library	36,600 sf *
Clinical Science	18,000 sf
Wiecking	1,600 sf
Performing Arts	1,800 sf

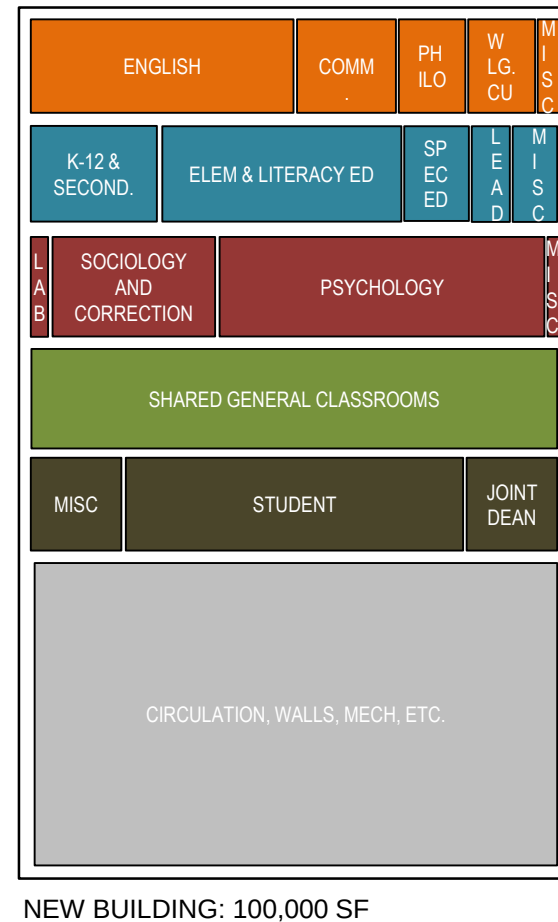
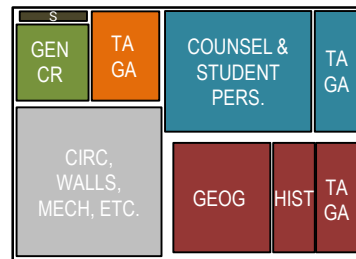
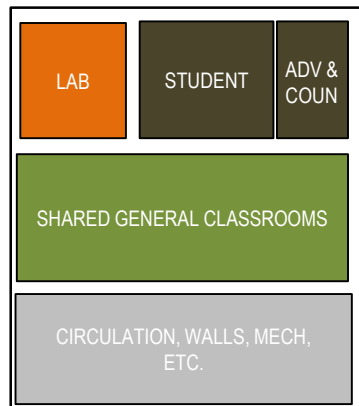
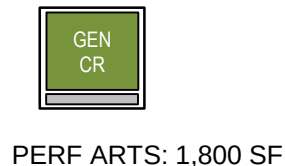
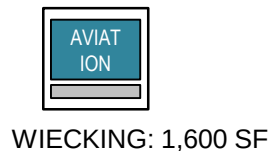
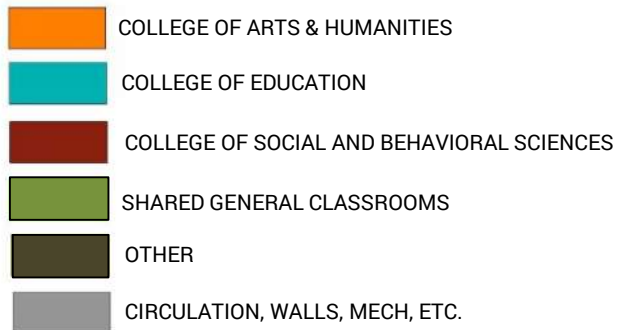
** also receives 10,000 sf
of renewal*

Solution Summaries

CoA&H
CoE
CoS&BS

CRs
Other

New Building 100,000 GSF	Library Reno 36,600 GSF	Clin Sci Reno 18,000 GSF	Wiecking Reno 1,600 GSF	Perf Arts 1,800 GSF
English Comm Studies Philosophy WL & Cultures T&L K12 & Sec T&L Elem & Lit T&L Spec Ed Ed Leadership Assess & Research Field & Intern'l Elem & EC Ctr Ed Sup & Partner Sociology & Correct Psychology Classrooms (11) Dean's Office Student Space	English Labs WL Lab Classrooms (19) Adv & Counsel Student Space	TAs/GAs Counsel & SP TAs/GAs Geography History TAs/GAs Classrooms (1) Student Space	Aviation	Classrooms (2)

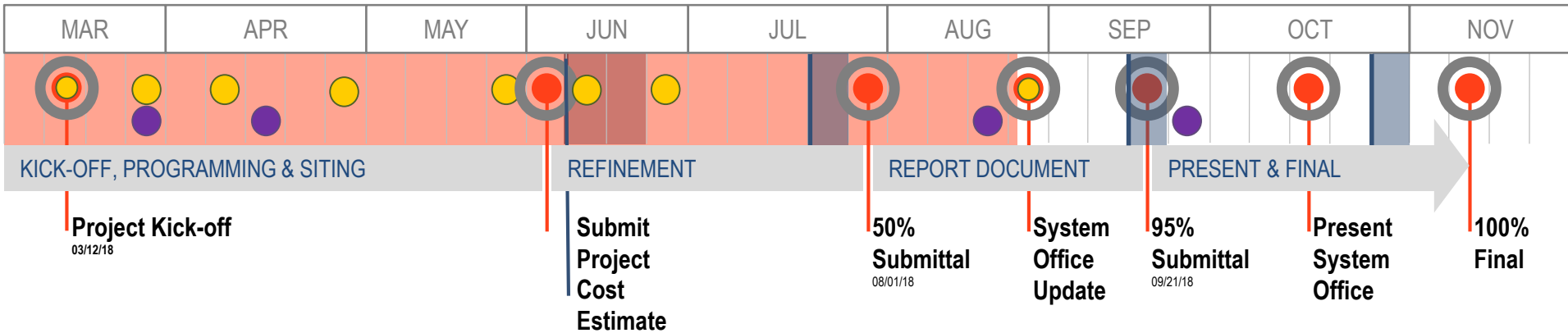




5 Next Steps

Proposed Schedule

Our Road Map...



LEGEND:



Document Review



Milestones and Deliverables



Steering Committee Meetings



College Engagement

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THANK YOU

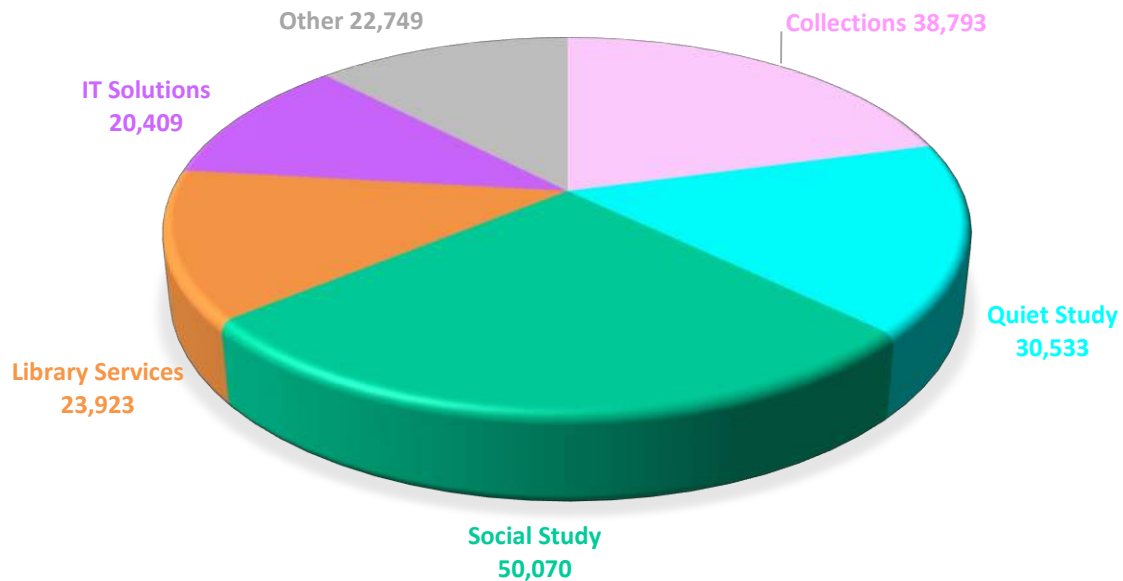
Classrooms

Capacities	Existing Rooms	Proposed Rooms	Seats	ASF
16	0	5	80	1,680
24	1	6	144	3,024
32	15	10	320	6,720
40	14	6	240	5,040
48	7	2	96	2,016
56	8	2	112	2,352
64	0	0	0	0
140	4	2	280	5,600
Total	49	33	1,272	26,432

- Assumes classrooms will be used 38 hours per week across campus
- Assumes a split of active learning classrooms and tables and chairs (21 sf/seat average)
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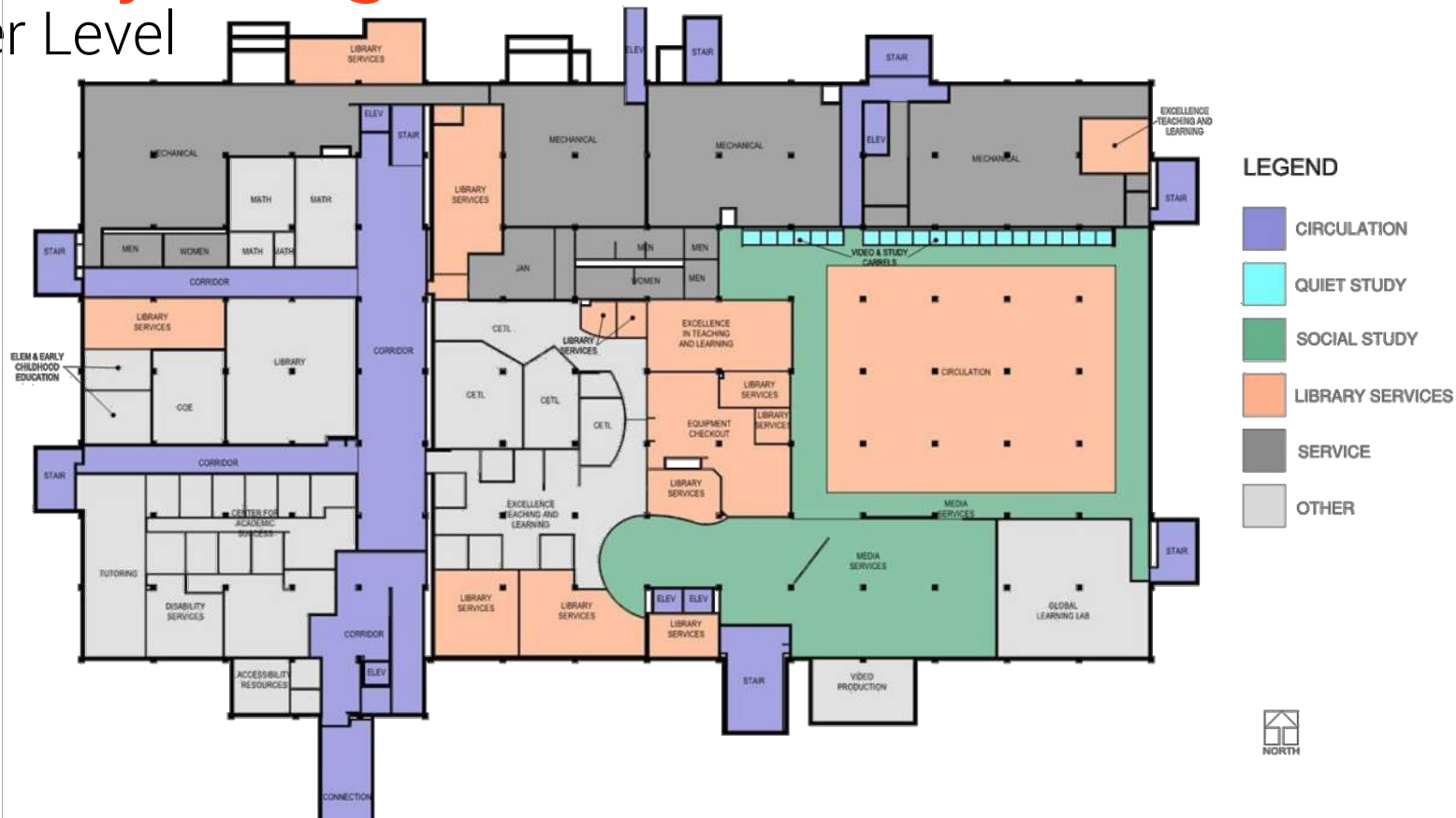
Library Program

Program Distribution



Library Program

Lower Level



First Level

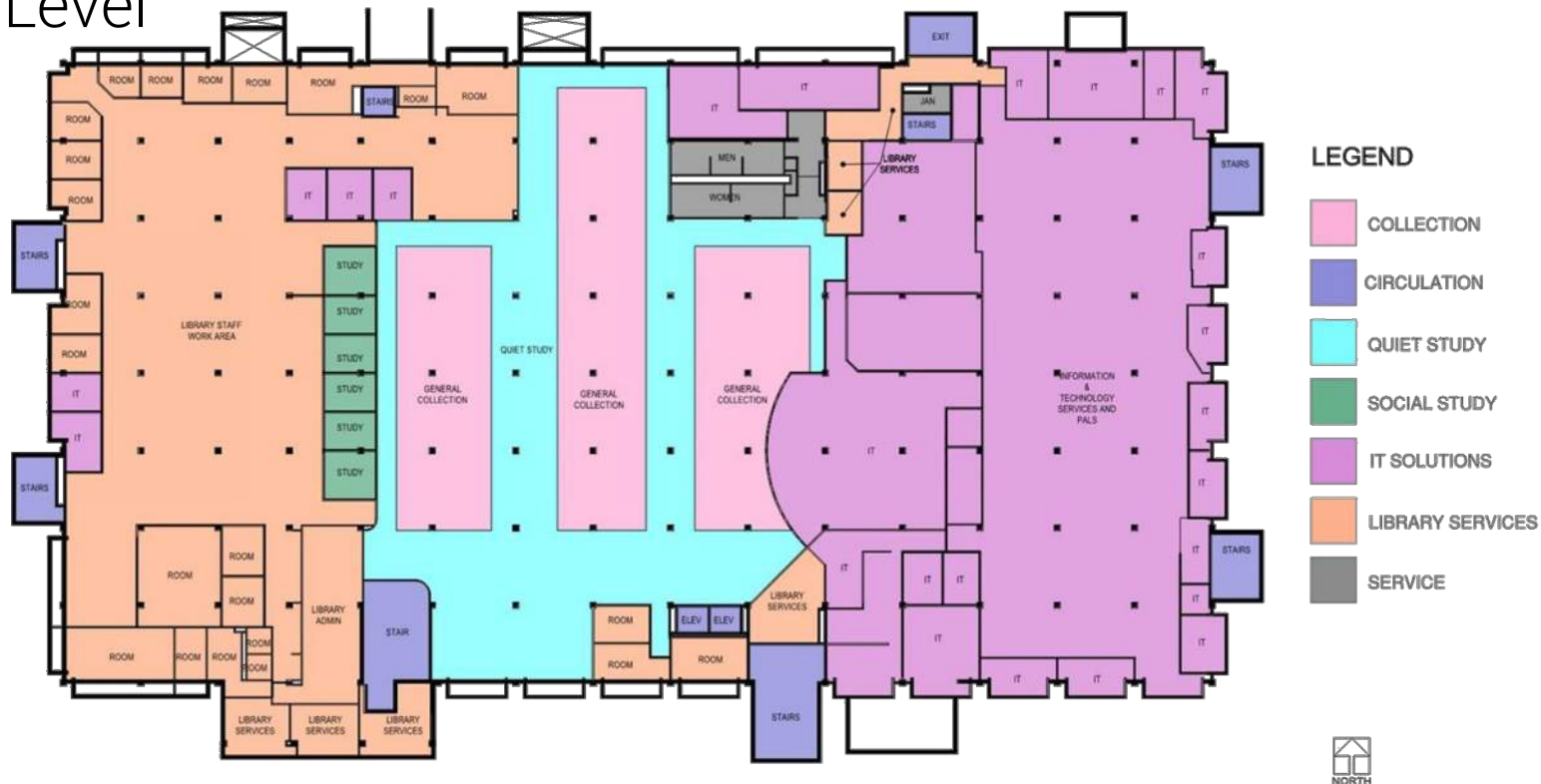


Second Level

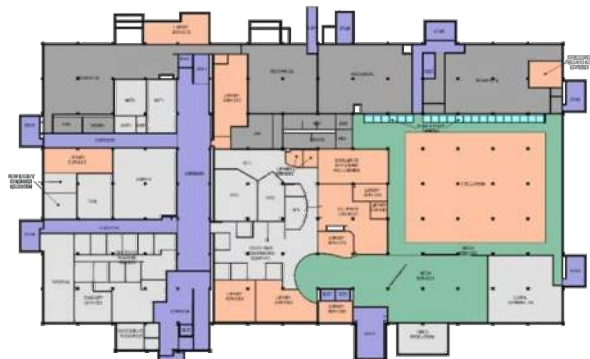


Library Program

Third Level



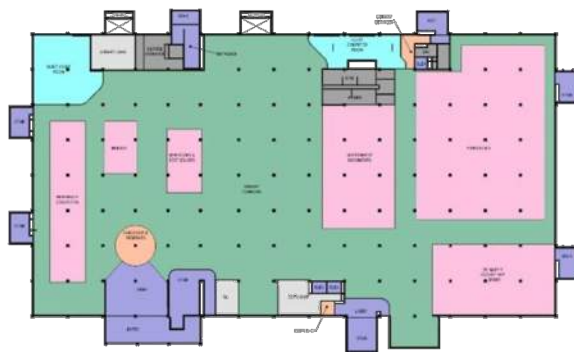
Library Program



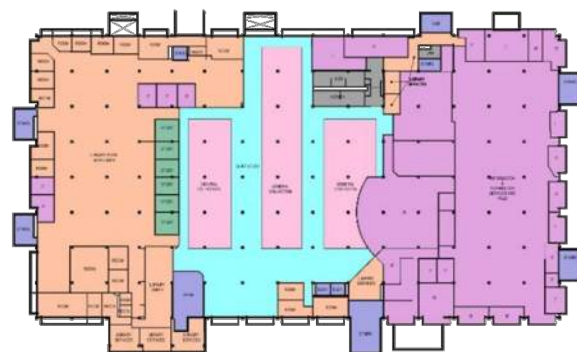
Lower Level



Second Level



First Level

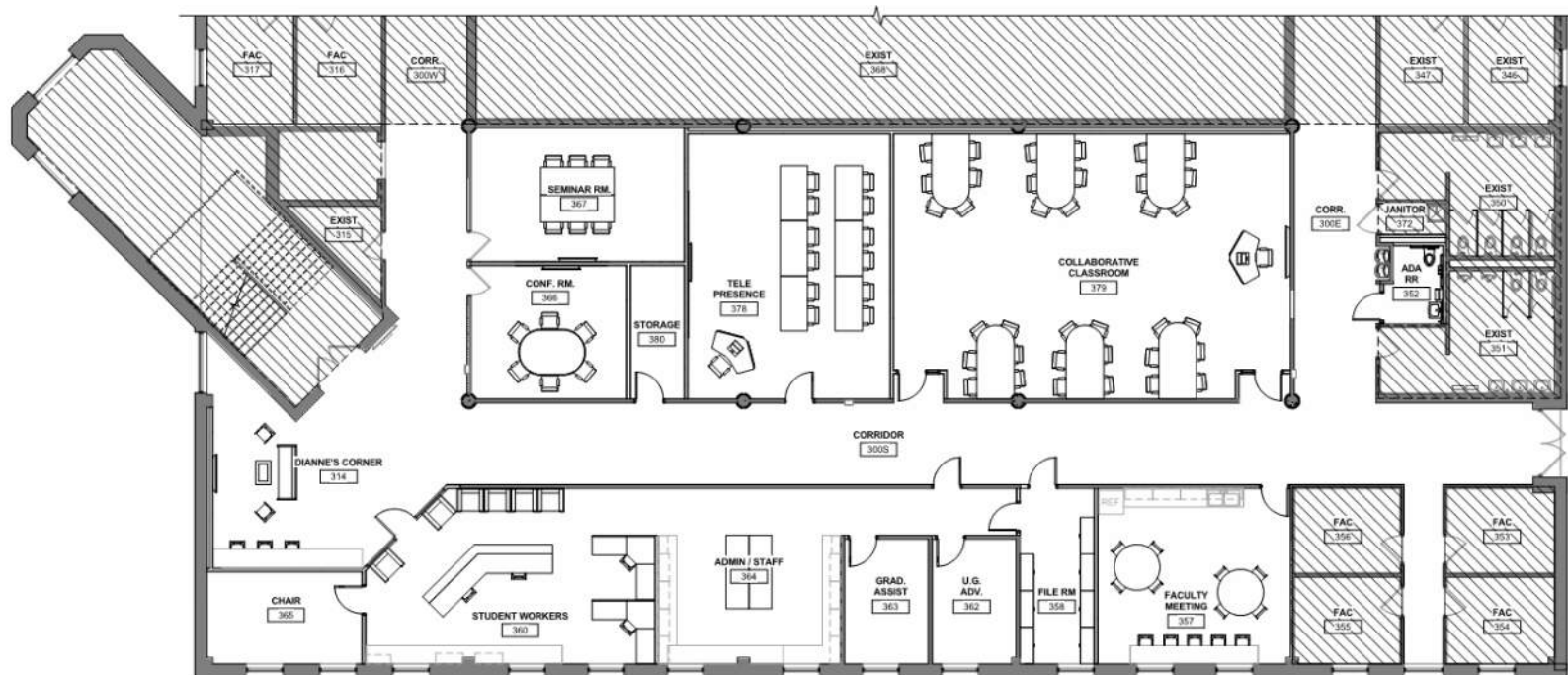


Third Level

Wissink

CS Ph 2

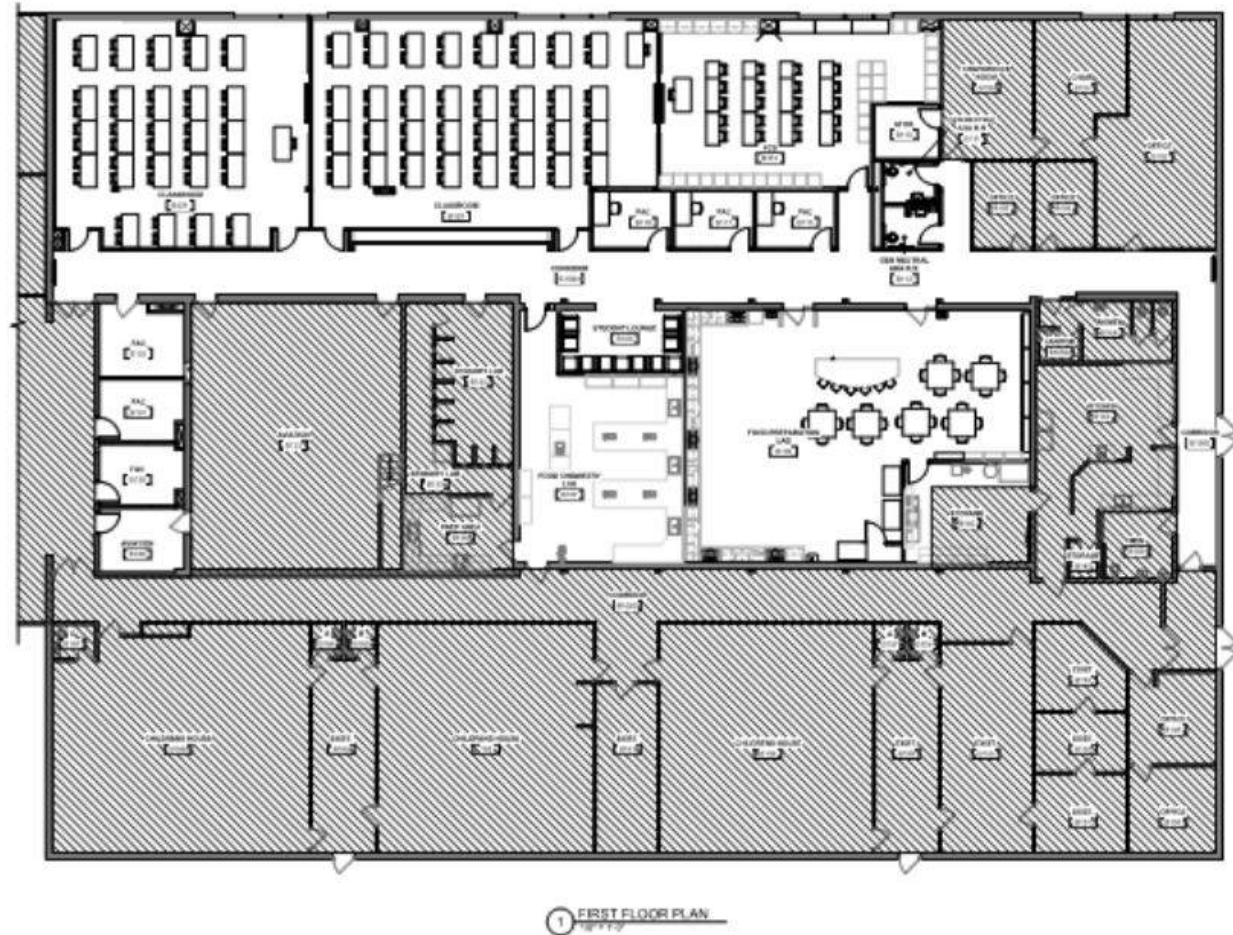
7,000 GSF



Wiecking

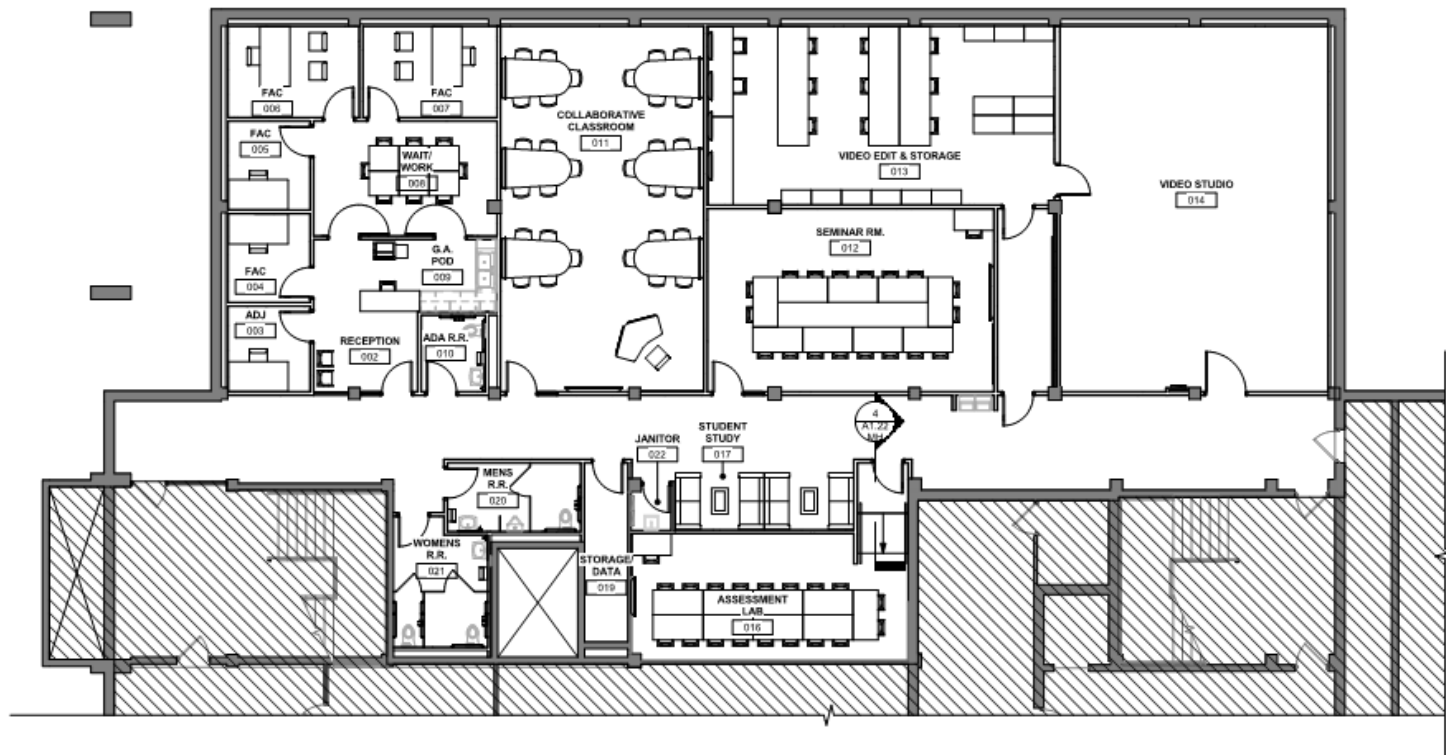
CS Ph 2

9,000 GSF



Morris

CS Ph 2

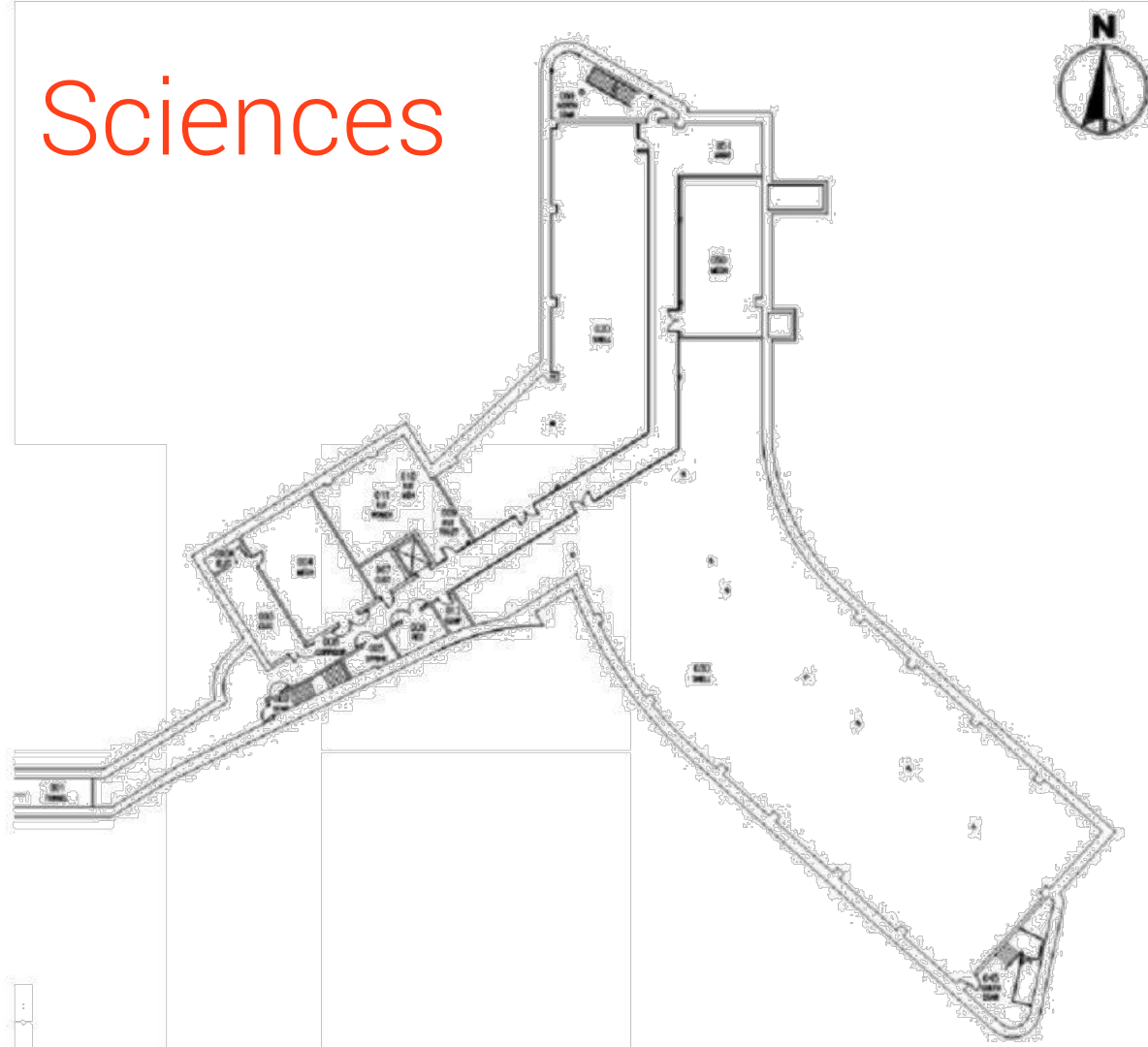


Clinic

Basemer

18,000 G

Sciences





MINNESOTA STATE UNIVERSITY MANKATO

Armstrong Hall Predesign 2020

Steering Committee Meeting – September 26, 2018



DLR Group

Architecture • Engineering • Planning • Interiors



Agenda

1 **SCHEDULE**

2 **PHASING**

3 **PROGRAM & LOCATIONS**

4 **NEW BUILDING SITE**

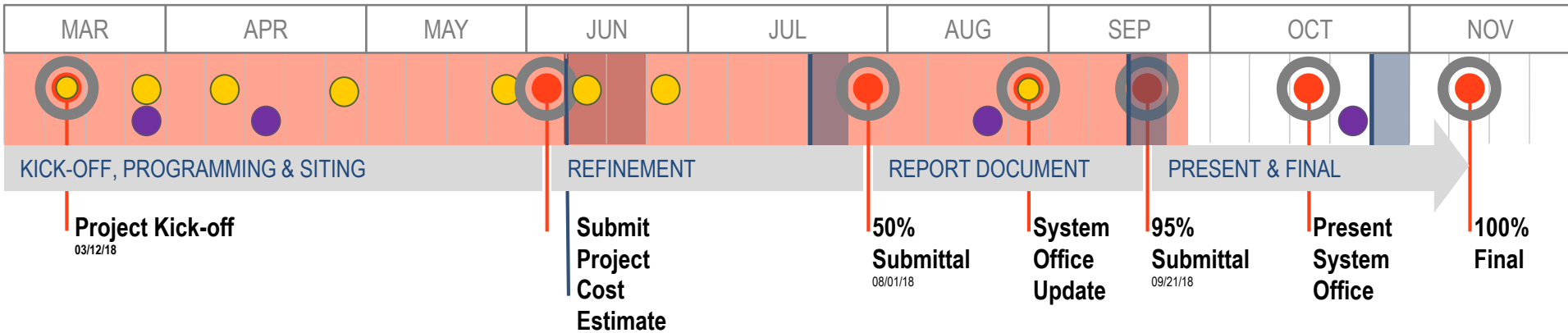
5 **NEXT STEPS**



1 Schedule

Project Schedule

Our Road Map...



LEGEND:



Document Review



Steering Committee Meetings



Milestones and Deliverables



College Engagement



2 Phasing

Phasing

Summary

- 2020 Design + Clinical Science Reno
- 2022 Design + New Building Construction
- 2024 Design + Library Reno + Small Renovations +
Armstrong Hall Demolition

**Small Renovations are in Wiecking Center & Performing Arts*



3 Program & Locations

Classroom Mix

Capacities	Existing Qty	Proposed Qty	Seats	SF/Seat	ASF
20	1	2	40	26	1,040
24	2	2	48	25	1,200
28	2	4	112	24	2,688
34	16	4	136	22	2,992
38	0	7	266	22	5,852
42	14	4	168	20	3,360
48	7	3	144	20	2,880
56	8	1	56	20	1,120
65	0	1	65	19	1,235
150	4	1	150	20	3,000
200	0	1	200	20	4,000
Total	54	30	1,385		29,367

- Identifies a split of active learning classrooms, tables and chairs, and tablets
- Includes 5 labs switched to classrooms for English & World Languages

Current Replacement Program

Program Currently **160,273 sf**
Existing Armstrong 144,000 sf

	ASF	GSF
Dept/Faculty/Deans	40,465 sf	64,125 sf
Classrooms	29,335 sf	46,275 sf
Multi-purpose Labs	4,840 sf	7,750 sf
Labs	13,020 sf	20,611 sf
Student Space	13,700 sf	21,512 sf
Net-to-Gross	58,862 sf	n/a

Program Locations

Summary

Program Currently 160,273 GSF

	GSF
New Building	100,110 sf
Library	40,675 sf *
Clinical Science	16,316 sf
Wiecking	1,194 sf
Performing Arts	1,978 sf

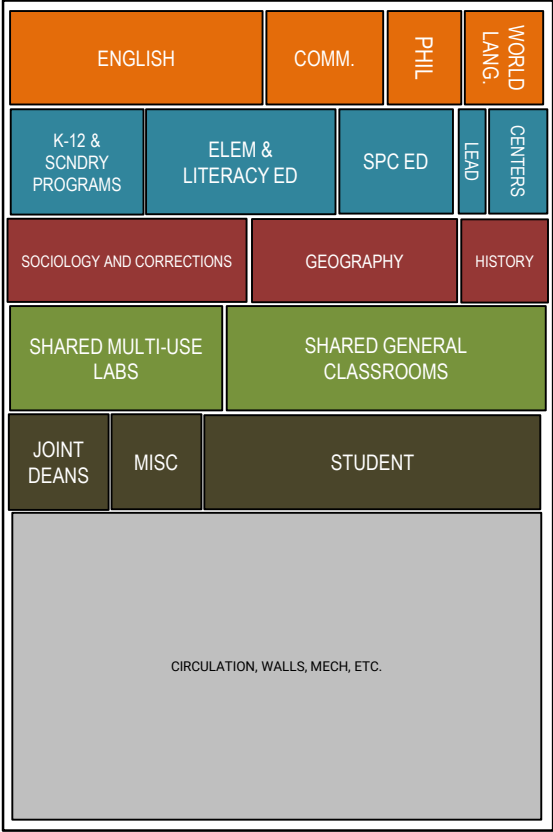
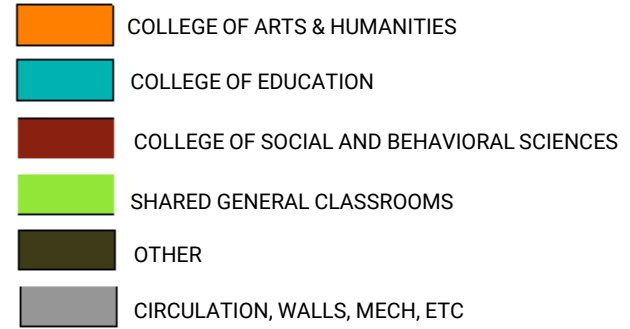
** also receives 10,000 sf
of renewal*

Location Summaries

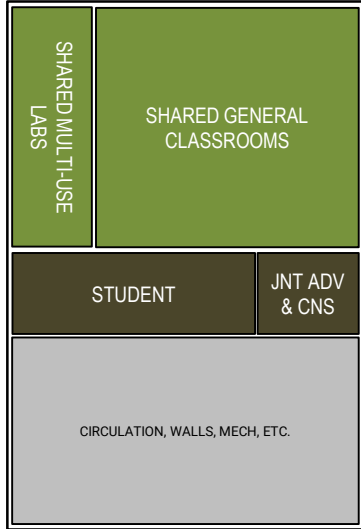
CoA&H
CoE
CoS&BS

CRs
Multi-use Labs
Other

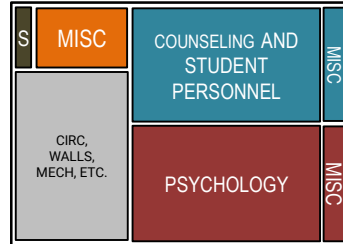
New Building 100,110 GSF	Library Reno 40,675 GSF	Clin Sci Reno 16,316 GSF	Wiecking Reno 1,194 GSF	Perf Arts 1,978 GSF
English Comm Studies Philosophy WL & Cultures TAs/GAs T&L K12 & Sec T&L Elem & Lit T&L Spec Ed Ed Leadership Assess & Research Field & Intern'l Ctr Ed Support Ctr Ed Partner & Studs TAs/GAs Sociology & Correct Geography History TAs/GAs Classrooms (3) Multi-use Labs (13) Dean's Office Student Space	English Labs WL Lab Classrooms (25) Advising Center Student Space	Adjunct Counsel & SP TAs/Gas Adjunct Psychology TAs/Gas Adjunct Student Space	Aviation	Classrooms (2)



NEW BUILDING: 100,110 SF



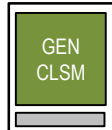
LIBRARY: 40,675 SF



CLINICAL SCI: 16,316 SF

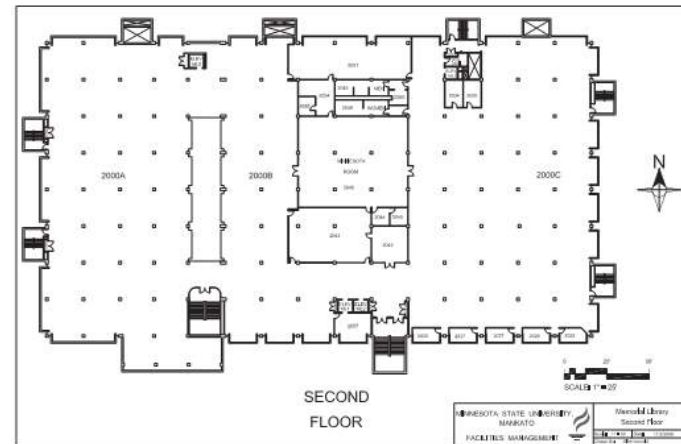
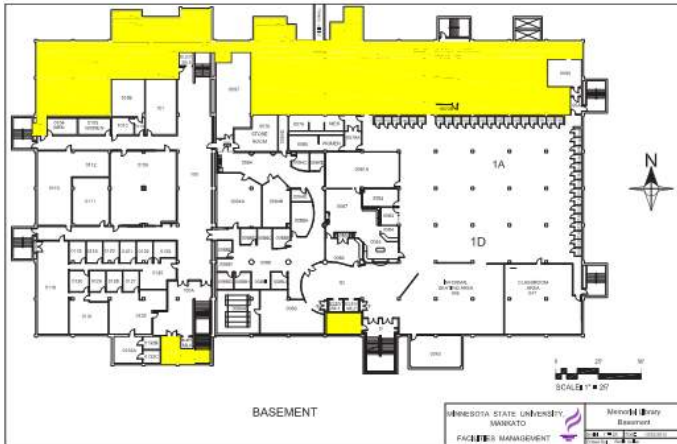
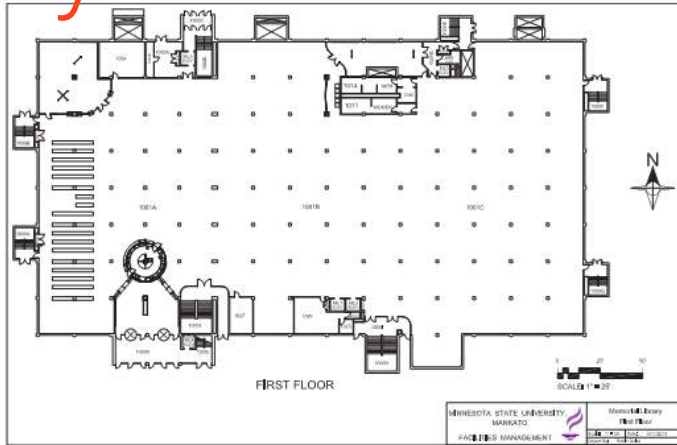


WIECKING: 1,194 SF

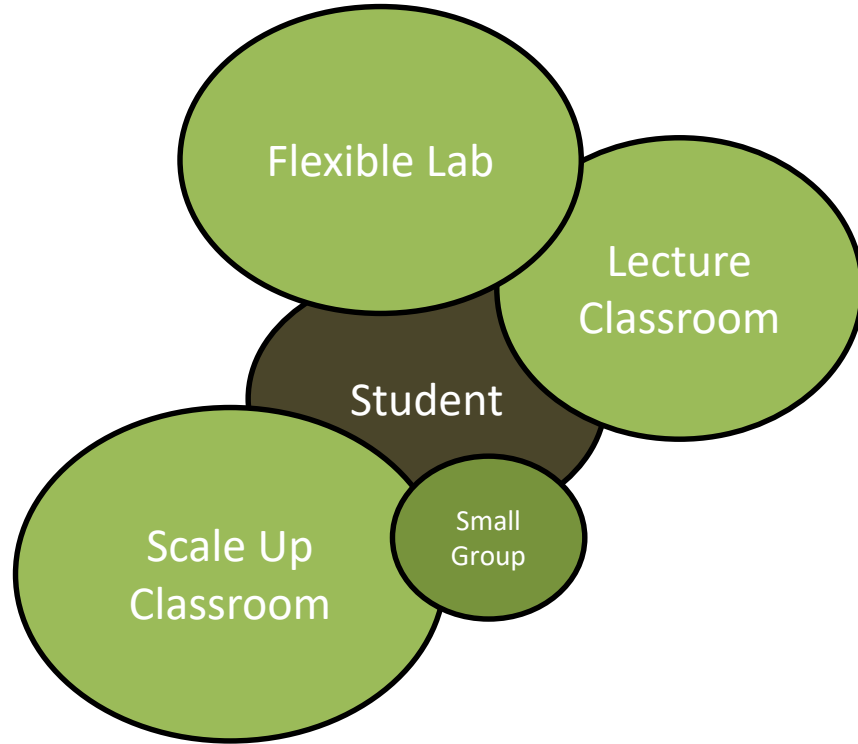


PERF ARTS: 1,978 SF

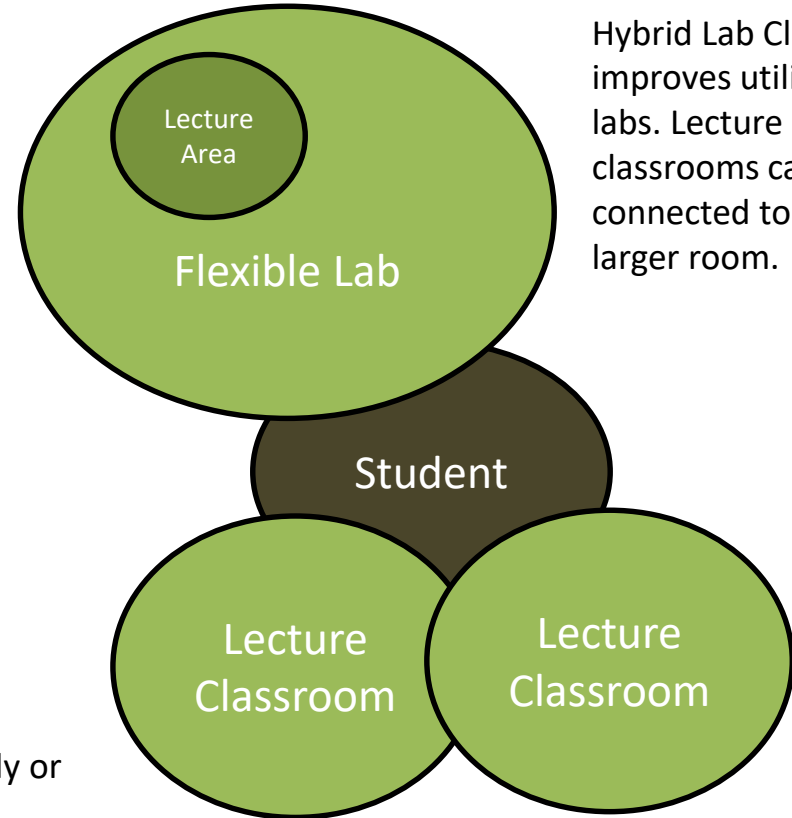
Library Renovation



Adjacencies & Synergies



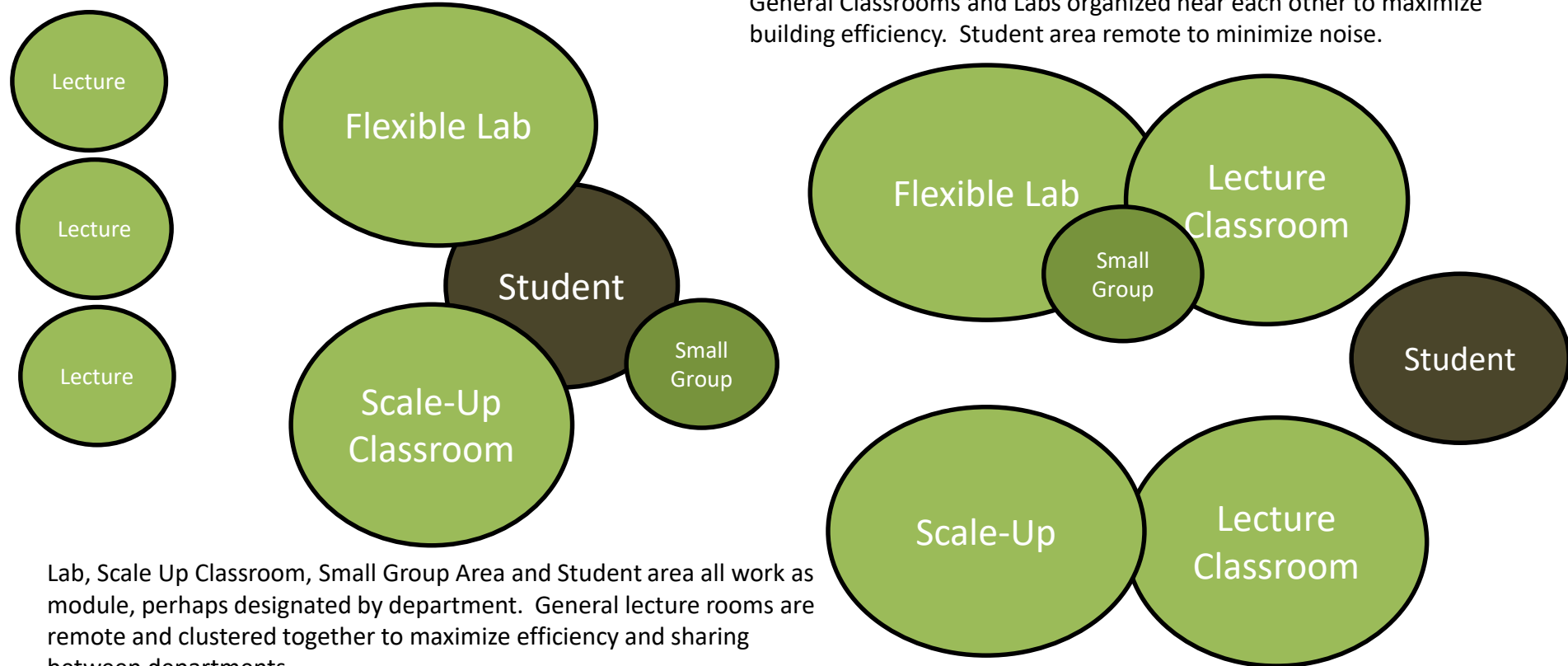
Lab and Classroom connected, Can be scheduled separately or as a unit. Scale Up classroom can be technology rich.



Hybrid Lab Classroom improves utilization of labs. Lecture classrooms can be connected to become a larger room.

Adjacencies & Synergies

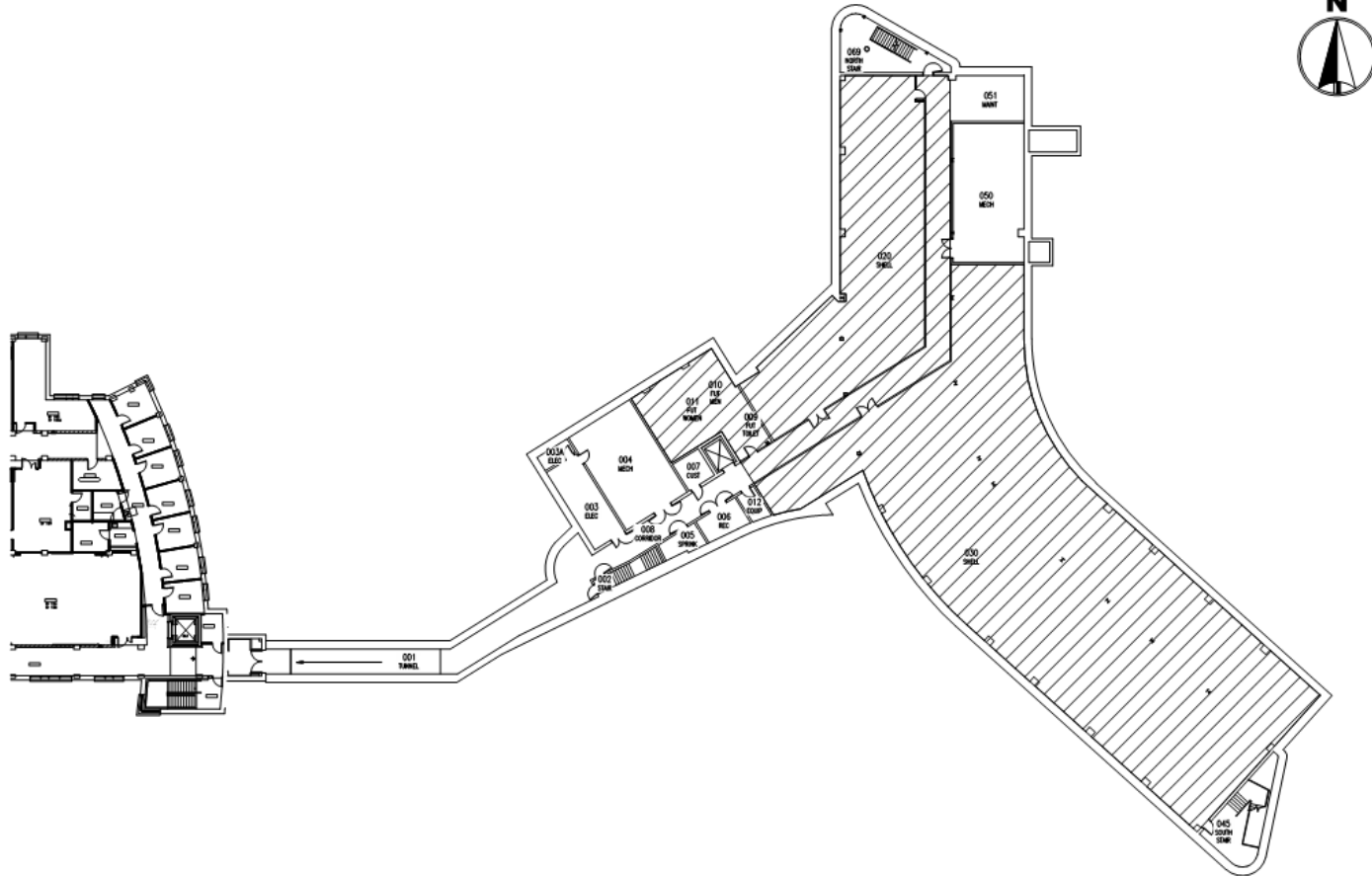
General Classrooms and Labs organized near each other to maximize building efficiency. Student area remote to minimize noise.







Clinical Science Renovation





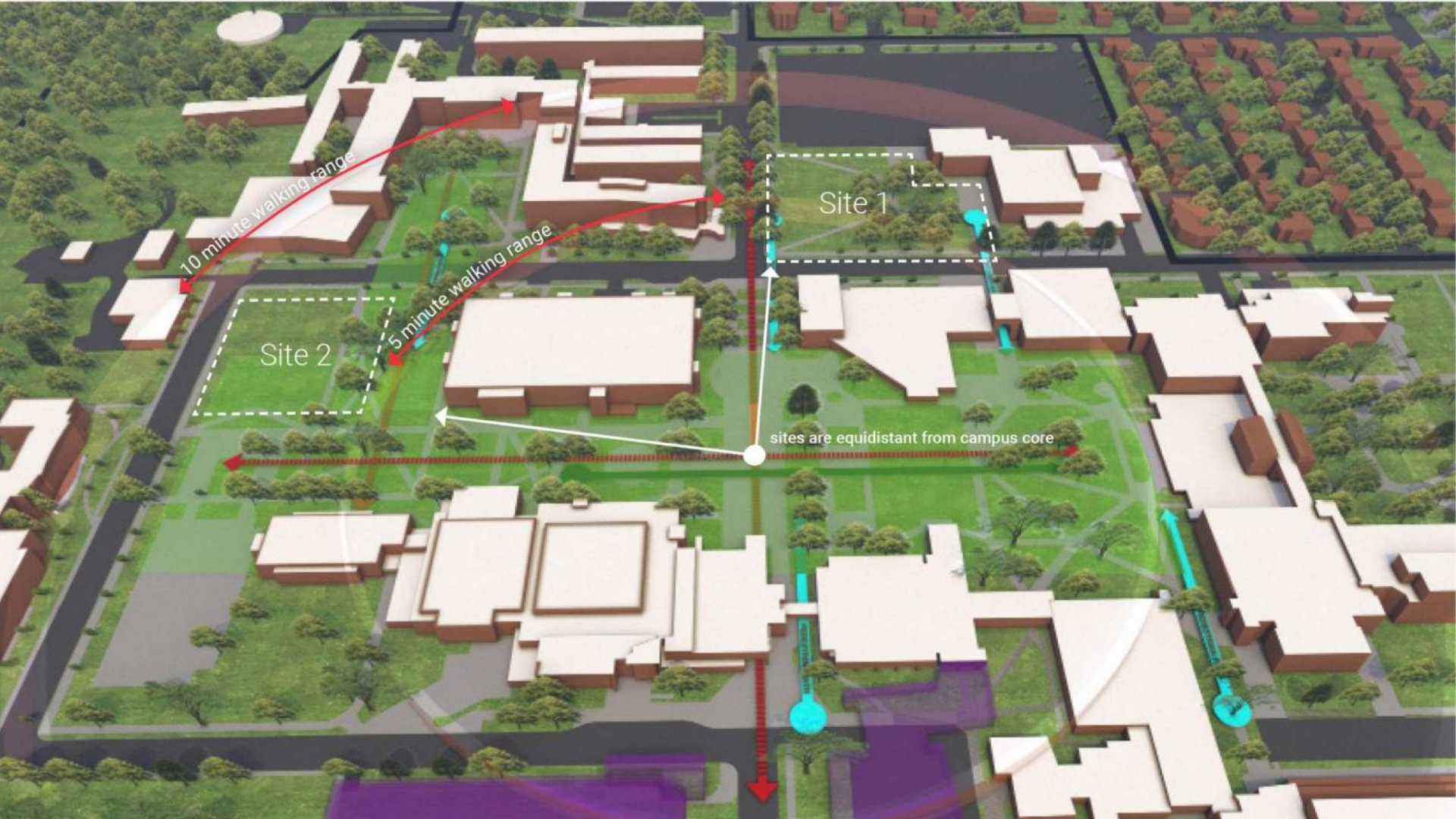




4 New Building Site

Site Options





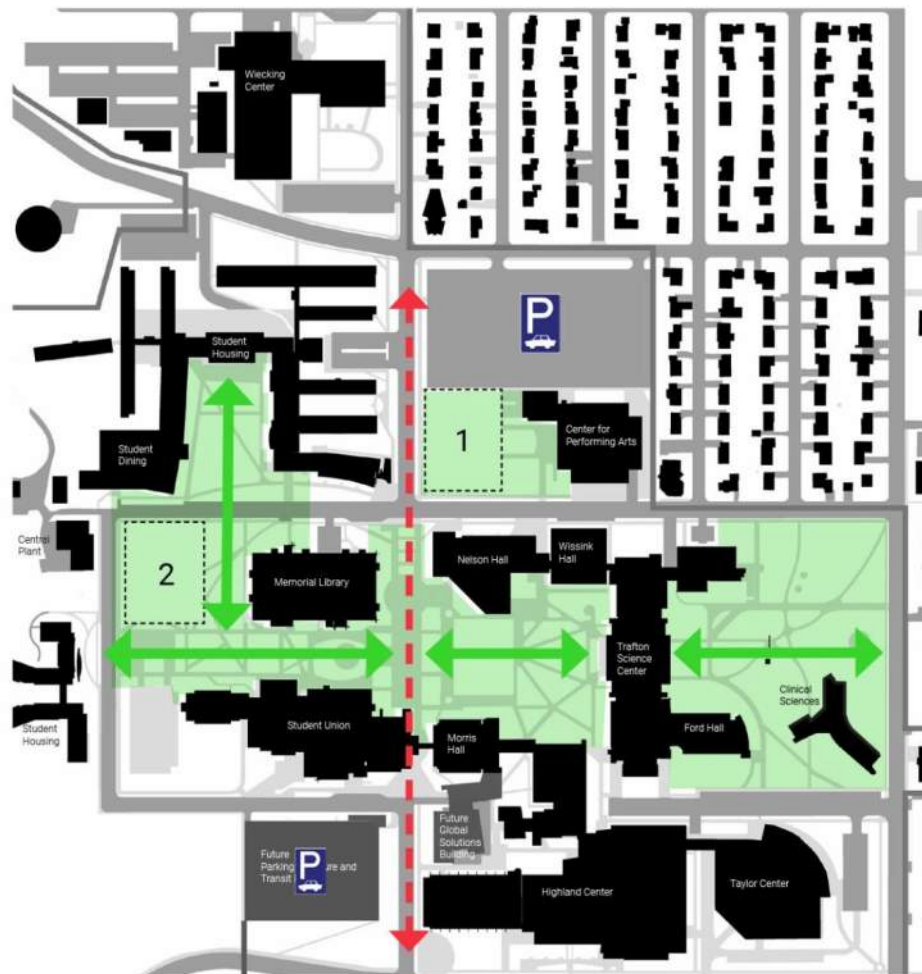
10 minute walking range

5 minute walking range

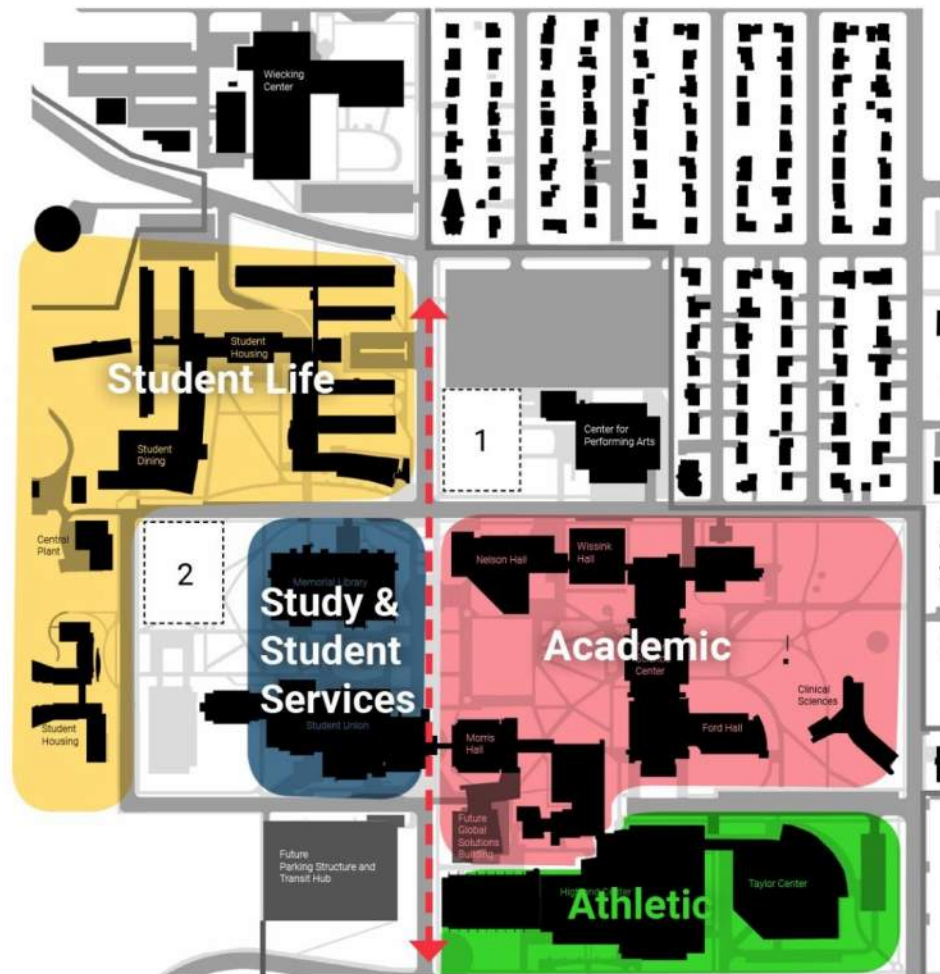
Site 2

Site 1

sites are equidistant from campus core



Connections



Primary Campus Districts

-
- The site plan illustrates the layout of the University of North Carolina at Chapel Hill campus. It is divided into two main sections, labeled 1 and 2. Section 1, the upper portion, shows the Working Center, Student Housing, Student Union, and the Center for Performing Arts. Section 2, the lower portion, shows the Memorial Library, Nelson Hall, Wilson Hall, Taylor Science Center, and Taylor Center. The plan also includes a legend in the bottom right corner, which identifies the symbols used for buildings, parking, and transit.
- Legend:**
- Building
 - Parking
 - Transit



A photograph of an outdoor basketball court situated on a green lawn. The court is marked with white lines on a light-colored surface. In the background, there are several trees with autumn foliage in shades of yellow, orange, and red. A large, multi-story brick building is visible behind the trees. The sky is overcast and grey.

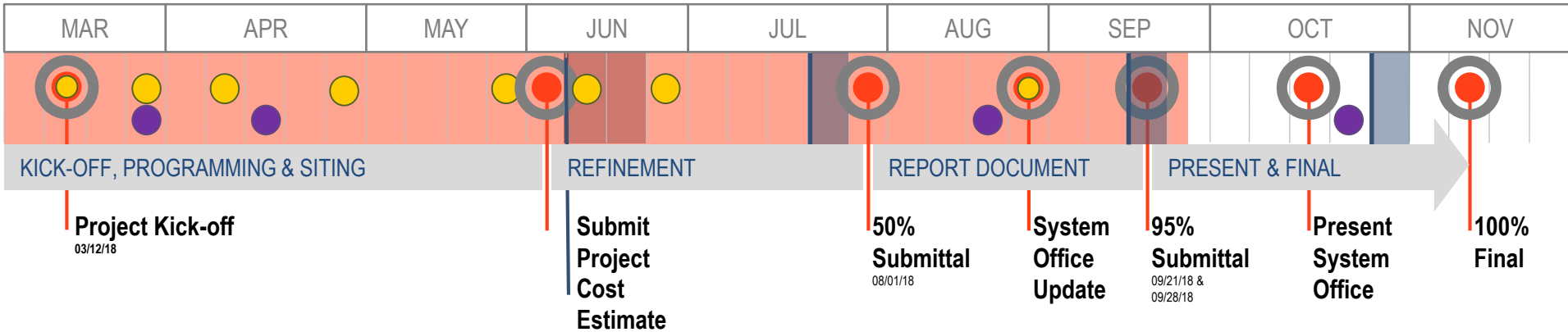




5 Next Steps

Proposed Schedule

Our Road Map...



LEGEND:



Document Review



Milestones and Deliverables



Steering Committee Meetings



College Engagement

ACADEMIC MASTER PLAN

2015 - 2018

A Core Component of
Our Integrated Strategic Planning



MISSION

Minnesota State University, Mankato promotes learning through effective undergraduate and graduate teaching, scholarship, and research in service to the state, the region and the global community.

VISION

Minnesota State Mankato will be known as a university where people expect to go further than they thought possible by combining knowledge and the passion to achieve great things.

Our foundation for this vision is our heritage of both dedicated teaching and the direct application of knowledge to improve a diverse community and world. We will achieve it by actively nurturing the passion within students, faculty and staff to push beyond possibility on the way to realizing dreams.

Minnesota State University, Mankato
ACADEMIC MASTER PLAN
2015 - 2018

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EXECUTIVE SUMMARY

The Academic Master Plan 2015 – 2018 is the culmination of the University's first-ever integrated academic planning effort, empowering the University to prepare for and shape the future – to develop an intentional path forward.

THE PLANNING PROCESS

The integrated academic planning initiative began in 2012 – 2013 through a series of guided discussions and workshops with the University's Council of Deans, expanding in Fall 2013 to university and shared governance (bargaining unit) leadership. Big questions for the planning process included the purpose and goals; model and approach; timelines; resources; role of shared governance; involvement of faculty, staff and students; connections with other campus and system planning processes; and communication and consensus-building.

Seminal communication pieces were then drafted and developed. A brochure, *Academic Planning: A Core Component of Our Integrated Strategic Planning* (Appendix I) highlighted the proposed planning model, general approach, plan components, and timeline. A companion graphic, *A Diagram of Integrated Strategic Planning at Minnesota State Mankato* (Appendix II), illustrated how the integrated academic master plan would intentionally link the academic core of the University with other strategic planning efforts and depicted vertical integration with the University's strategic directions and System's strategic framework. A central piece to the planning work of academic degree programs was proposed, the Academic Degree Program Planning Tool. To further support consensus-building, community involvement, data utilization, shared governance, and transparency, a dedicated academic planning website was created, www.mnsu.edu/academicplan, with additional resources.

In February 2014, the integrated academic planning process was introduced to the broader university community. Campus and community listening and visioning sessions were held to further communicate and shape the planning process (Appendix III). Four Extraordinary Education Task Forces were launched focused in areas of high priority and interest to the campus community: Teaching Excellence and Innovation; Academic Advising; Academic Engagement Programs and Opportunities; and Research, Scholarly, and Creative Activity. The task force areas of focus cut across multiple, if not all, units within the Division of Academic Affairs (Appendix IV) and beyond. Membership of the task forces was designed to include broad campus representation. Each was co-chaired by a college dean and a faculty or an administrative services faculty, appointed by their respective association. All bargaining units and all divisions of the university were represented.

The difficult work of the Extraordinary Education Task Forces and academic department degree program planning spanned nine months, March through December 2014, culminating in submission of draft plans. Clearly, the academic master planning process was one of great energy and intensity. Faculty, staff, and students engaged in vigorous analysis, deliberative dialogue, and big ideas for the future within all four task forces and across 47 academic departments and six colleges.

In Spring 2015, the planning process moved into two cycles of campus review. Members of the campus community were able to review and offer comment on-line. Additionally, there were campus open forums and multiple scheduled meetings for targeted audiences. Responding to campus interest, additional open comment sessions were scheduled during the second cycle of campus review. Throughout this phase of the planning process, and consistent with the transparency of the entire effort, all feedback received and regular updates were posted online. All comments received from the campus community were reviewed and considered.

THE ACADEMIC MASTER PLAN 2015 – 2018

The Academic Master Plan articulates big ideas that emerged from the six academic colleges through their respective academic departments and programs. Selected highlights are to:

- Introduce new and emerging fields of study to draw upon faculty expertise and university resources, and to meet new advances in a discipline or solve pressing problems in our society
- Initiate redesigned academic programs to respond to new standards or developments in a field, or growing student and marketplace demand
- Support proposed growth of academic programs positioned to expand capacity, meet growing demand, or to become programs of prestige or distinction
- Transition programs identified to sunset to make way for new, redesigned, and growth programs
- Expand integrative and applied disciplines and programs, to develop the broad-based and critical skills being asked for, by students and employers, today
- Prepare for new program directions, with foci on graduate education, particularly professional master's programs, and undergraduate and graduate certificate programs
- Advance student enrollment, retention, and completion efforts, across all programs, with a keen focus on success for a growing diverse student body
- Establish novel collaborations within colleges, between colleges, and beyond with other post-secondary institutions to stimulate idea-generation and provide the necessary organizational support for integrative and applied academic programs and learning experiences
- Develop and grow continuing education and customized training programs and services that meet the real-world needs of community businesses and organizations, regional industry, and the State
- Launch new Centers – academic and research – for faculty and students, community and industry partners, to engage in advanced study, project-based learning, pioneering and applied research, creative activity, and grant and contract acquisition
- Garner resources through new grants, contracts, private gifts, and revenue-generating opportunities to achieve high priority personnel, facility, equipment, and technology needs, such as increasing need for collaborative learning environments and use of simulation technology across disciplines

The Academic Master Plan also presents the sixteen strategic recommendations from the four Extraordinary Education Task Forces. In summary:

Teaching Excellence and Innovation

- Recommendation #1: Engagement to transform effective teaching into excellent and innovative teaching.
- Recommendation #2: Become a partner for life in our students' education.
- Recommendation #3: Provide infrastructure and support for teaching and learning excellence and innovation.
- Recommendation #4: Ensure equity in educational opportunities.

Academic Advising

- Recommendation #1: Raise the visibility and importance of advising.
- Recommendation #2: Implement a university-wide academic advising model.
- Recommendation #3: Implement advising technological tools to full capacity.
- Recommendation #4: Develop a university-wide, consistent assessment process for academic advising.

Academic Engagement Programs and Opportunities

- Recommendation #1: Ramp up the high-impact practices we are currently employing.
- Recommendation #2: Deepen efforts to support academic engagement within the classroom.
- Recommendation #3: Advising as Engagement: Centralize academic advising and engagement.
- Recommendation #4: Engage students in continuous dialogue about academic engagement.

Research, Scholarly, and Creative Activity

- Recommendation #1: Increase the engagement of faculty in research, scholarly, and creative activities.
- Recommendation #2: Infuse student involvement in research, scholarly and creative activities throughout their studies.
- Recommendation #3: Report, market, and assess research, scholarly, and creative activities.
- Recommendation #4: Make targeted changes to the financial, physical, and organizational infrastructures supporting research, scholarly, and creative activity.

Examination of the highlights point to two of the purposes set forth at the outset of the planning process. Those were: 1) to “intentionally define the kind of institution we want to be” and 2) “to enable us to select carefully where our growth should occur and seize opportunities for greater success.” In short, to define what we want to be known for as a regional, comprehensive university in southcentral Minnesota.

ADVANCING OUR ACADEMIC MASTER PLAN

With the Academic Master Plan completed, the campus community is ready to move to implementation. Given that this is the University’s first-ever integrated academic planning effort, there is curiosity and excitement in moving from conceptual to tactical. The Academic Master Plan clearly offers numerous recommendations while also bringing to bear areas for refinement, questions to ask, and ideas to explore.

The Academic Master Plan, and the multi-phased integrated academic planning that occurred, enabled the campus community to intentionally look at how we have delivered on a nearly 150-year-old commitment to promote learning and how it will advance that commitment into the next 150 years. The campus community is invited to read the Academic Master Plan 2015 – 2018 in full, but more importantly, to become engaged in the implementation and advancement of the plan to achieve new levels of greatness.

PRESIDENT'S LETTER



*Minnesota State University, Mankato:
Where big ideas meet real-world thinking.*

Dear Colleagues,

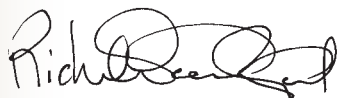
As Minnesota State University, Mankato nears its sesquicentennial, we are truly poised to become an even greater University and force-multiplier in our region, state, and global marketplace. Nurturing big ideas built upon real-world thinking has come to define Minnesota State Mankato.

The following Academic Master Plan brings together in one place the big ideas from across our campus through the broad cross-cutting work of four Extraordinary Education Task Forces and the deep and deliberate planning of our academic departments within our six academic colleges, with visioning of community members. The Academic Master Plan showcases future aspirations and plans for our undergraduate and graduate academic programs, research, and special academic endeavors, and outlines sixteen courageous and well-researched recommendations from the Extraordinary Education Task Forces. Equally important, shared academic principles and areas of distinction for our University surfaced. The resulting Academic Master Plan boldly provides an intentional path forward for our university.

With this Academic Master Plan, we are connecting the dots with our institutional and divisional strategic priorities and many campus initiatives to be the very best at serving the pressing needs of our local community, region, and beyond. When we look at the challenges and opportunities that drive our institution today and into the future, there is one constant. Everything that we do is centered on providing exceptional academic programs and learning experiences for students. The pride and energy that exists at Minnesota State Mankato is unprecedented among our peers. It is authentic and based on our real accomplishments.

The development of our Academic Master Plan, a core component of our integrated strategic planning, would not have been possible without the bold leadership of Dr. Marilyn J. Wells, Provost and Senior Vice President for Academic Affairs. Also, our dedicated faculty and department chairs, deans and vice presidents, undergraduate and graduate students, and alumni and community leaders are to be commended for their contributions over many months. Thank you for a job well done. I look forward to the aspirations set forth in this Academic Master Plan that will come to fruition and be advanced over the next three years, as we embark on our next 150 years!

Sincerely

A handwritten signature in black ink, appearing to read 'Richard Davenport', with a stylized, flowing script.

Richard Davenport
President

PROVOST'S MESSAGE



"If you fail to plan, you are planning to fail."
- Benjamin Franklin

Dear Colleagues,

Public higher education is in the midst of a fascinating era. The proliferation of educational options and new credentials, economic pressures and sustainable models, expectations for student success and educational equity, and shifting demographics and global competitiveness are among the prime issues confronting universities nationwide.

Yet while the landscape of public higher education continues to evolve, the basic responsibilities and values held by Minnesota State University, Mankato remain constant. We remain committed to our institutional mission to promote learning and to preparing our graduates for work, life and citizenship. We hold true to responsible stewardship of the resources entrusted to us, both public and private.

And as we prepare to celebrate the University's 150th anniversary, we see fit to honor our institution's long tradition of sound and thorough planning with a new, dynamic and integrated Academic Master Plan.

Of course, integrated planning is required by the new *Higher Learning Commission Criteria for Accreditation*, adopted in January 2013. But I am honored to say that we seized this opportunity to dig deep and examine our programs and operations in new ways. We made the most of this chance to pause and create a thoughtful, intentional definition of the kind of institution we want to be, carefully selecting where our growth should occur, identifying opportunities for even greater success.

In short, we set out to define how we want to be known as a large and comprehensive university, with graduate and undergraduate programs, right now and in the future.

A set of shared principles or values not previously associated with any official plan or document of the University, but clearly part of our character as an institution since our beginning, ascended during both the academic degree program planning and work of the task forces. These principles will be points of deliberative dialogue as we advance our plan:

- | | |
|---|--|
| ■ Liberal arts and applied learning | ■ Academic advising and mentoring |
| ■ Entrepreneurial thinking and innovation | ■ Teaching excellence and innovation |
| ■ Leadership and global awareness | ■ Research, scholarly, and creative activity |
| ■ Student engagement and success | ■ Information technology and competency |
| ■ Diversity and equity | ■ Fiscal responsibility and stewardship |

Furthermore, twelve overarching areas of distinction – academic, research, industry – for our university, by 2018, emerged and set the stage for further conversation, clarification, and confirmation over the next three years, and as we look toward our next 150 years. In alphabetical arrangement, they are:

- | | |
|--|---|
| ■ Agriculture, Food, and Natural Resources | ■ Health Care and Biomedical Sciences |
| ■ Business, Management, and Financial Services | ■ Integrative and Applied Disciplines |
| ■ Creative and Performing Arts | ■ Marketing, Sales, and Professional Services |
| ■ Data and Information Sciences | ■ Public Policy and Administration |
| ■ Education and Human Services | ■ Transportation, Distribution, and Logistics |
| ■ Engineering, Manufacturing, and Technology | |
| ■ Global Communications, Media, and Information Technologies | |

Our formal planning process spanned 18 months (<http://www.mnsu.edu/academicplan/>), included many formal retreats and meetings, and — perhaps most critical — involved careful work by small groups and individuals to shape and hone the most strategic and ambitious plan possible for each area.

It is with this process in mind that I state, proudly, that the ideas herein will have a life beyond this document. We have, in these pages, an intentional path forward on every level — from individual course offerings and delivery methods, to our identity as an institution among our peers in public higher education, to our responsiveness to the changing needs of a global society.

Of course, all thorough planning work unearths questions for future examination. Our process did just that and also created a framework for identifying and considering further questions as they emerge. Selected and timely overarching issues for us to consider as an institution are as follows:

- How will our Academic Master Plan continue to inspire and guide our University's other strategic planning processes — enrollment, information technology, budget, facilities, partnerships, and development?
- How can we use our Academic Master Plan as a beacon for leading equity and inclusive excellence for all students, that is, for reversing "deepening divides and disparities in our society?"
- How will we use our Academic Master Plan as an instrument to ensure fidelity to our mission, vision, and values?
- How will new opportunities, not set forth in our Academic Master Plan, be deliberately and boldly seized?

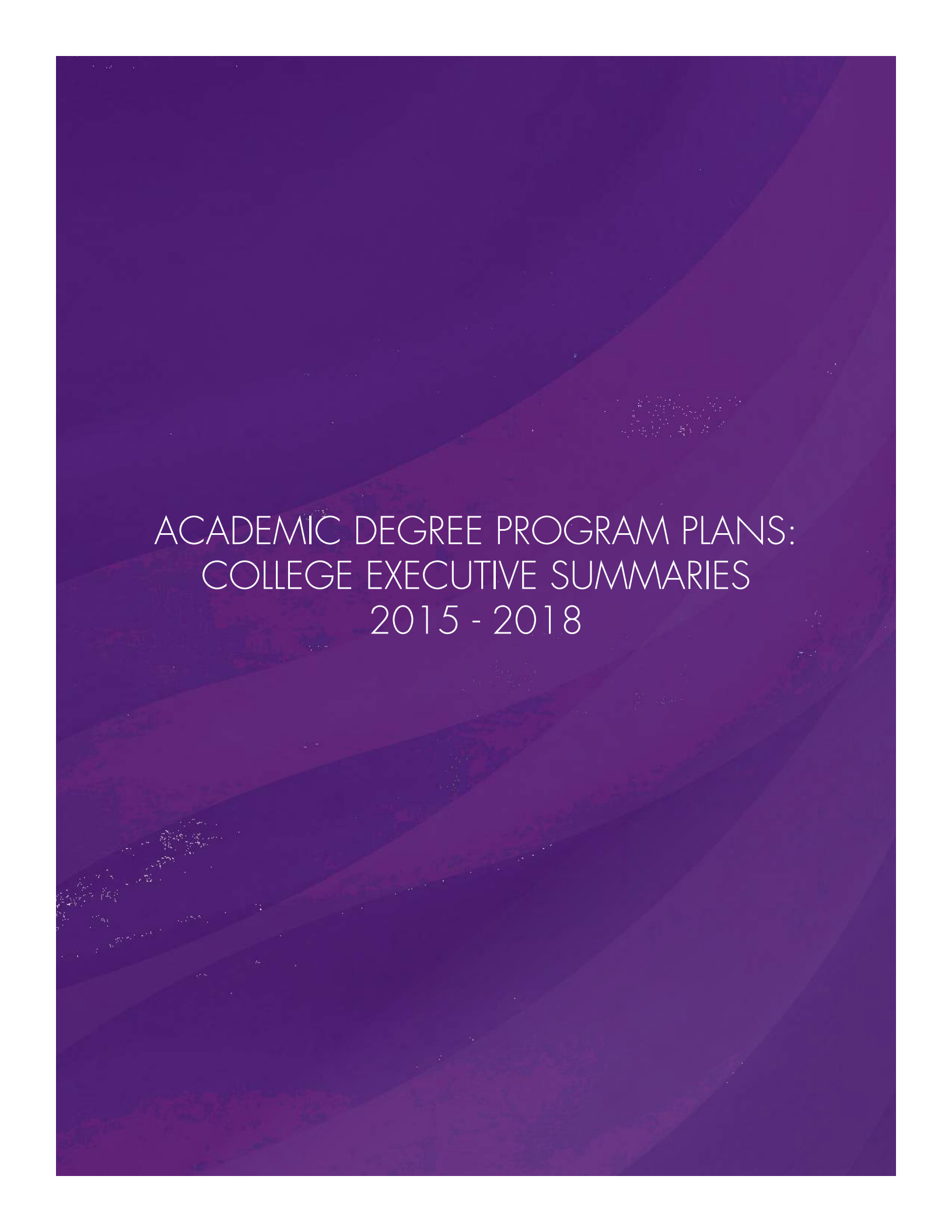
These and other strategic questions will be adjoined by numerous tactical questions, such as: How will we broadly communicate the big ideas and real-world thinking in our plan? How will we continually advance our plan? What monitoring conversations or processes will take place? How will we collaborate and celebrate milestones? What preliminary activities will be initiated for the five, 10, and 15 year aspirations?

I look forward to working with you in addressing those questions, and others, in our new paradigm of a remarkably thorough, flexible, inspired and aspirational plan. And I invite you to join me in embracing, implementing and advancing our plan to achieve new levels of greatness for Minnesota State University, Mankato and the students we serve.

Sincerely

A handwritten signature in black ink, reading "Marilyn J. Wells". The signature is fluid and cursive, with the first name "Marilyn" being more prominent.

Marilyn J. Wells, Ph.D
Provost and Senior Vice President for Academic Affairs

The background of the entire page is a deep purple color. Overlaid on this are several broad, sweeping, wavy lines in a slightly lighter shade of purple, creating a sense of movement and depth. The lines curve from the bottom left towards the top right.

ACADEMIC DEGREE PROGRAM PLANS: COLLEGE EXECUTIVE SUMMARIES 2015 - 2018

COLLEGE OF ALLIED HEALTH AND NURSING

MISSION

The College of Allied Health and Nursing is dedicated to educating individuals who promote wellness and improve the quality of life through teaching, scholarship and service.

INTRODUCTION

The College of Allied Health and Nursing has a long history of preparing students to serve as well-rounded, respected professionals across health-related disciplines. Most programs hold external accreditation and many graduates are employed in their field before completing their degree.

STUDENT ENROLLMENT AND SUCCESS

Twenty-five percent of new students at Minnesota State University, Mankato select academic programs in the College of Allied Health and Nursing. Ten of the 15 bachelor's degree programs offered through the College of Allied Health and Nursing rank in the top 40 majors declared by first-year students at Minnesota State Mankato. Undergraduate students within the College retain from semester to semester, complete awards, and gain employment at high levels. Faculty are committed to improving student retention, completion, and employment following graduation, as well as increasing the number of enrolled students from underrepresented populations.

STRATEGIC PLANNING PROCESS

Over the past two years, the College has been actively engaged in strategic planning. During the summer of 2013, the College leadership team, comprised of department chairs of the seven units in the College, plus the Student Relations Coordinator, the Technology Director, and the Development Director, generated a list of 14 potential strategic priorities to guide the College until the completion of the university-wide academic planning process. With the help of facilitators from *Regenerate Group*, faculty used a retreat to narrow the 14 potential strategic priorities down to five, and brainstormed ideas about what could be accomplished in the upcoming academic year and beyond. The five strategic priorities aligned well with institutional goals and included: 1) Student Outcomes and Advising; 2) Fundraising and External Partnerships; 3) Online Pedagogies; 4) Technology; and 5) Transdisciplinary Practice and Scholarship. Faculty volunteered to serve on Action Teams charged with addressing the priorities and making recommendations to the College by January 2014.

The top accomplishment of each Action Team included: 1) Hired a new academic advisor with summer revenue; 2) Published the inaugural issue of the *Pulse*, a College publication, in May 2014; 3) Funded *Quality Matters* reviewer training and course certification; 4) Converted Highland Center 2010 into a collaborative learning classroom; and 5) Brought together 140 students and faculty from five departments to participate in an Interdisciplinary Case Study Day. Additional accomplishments allowed the College to serve students in extraordinary ways.

As a component of the university-wide academic planning process each unit submitted academic degree program planning tools that were then summarized and presented at a college meeting held in January 2015. This summary included requests for 19 new positions, as well as points of pride and five-year visions for each unit. At that time, a plan was developed for further review of the academic degree program planning documents and the role of the Leadership Team in a deeper dive into the plans. What follows is a summary of the points of pride and five-year visions or aspirations for each unit.

POINTS OF PRIDE AND ASPIRATIONS

AT THE COLLEGE LEVEL

At present, there are 15 bachelor's degree programs, 10 master's degree programs, two doctoral programs, and seven graduate certificate programs, within the College of Allied Health and Nursing. Two are baccalaureate-completion programs delivered in online platforms (BS in Dental Hygiene, RN to BS); three graduate certificate programs are offered in online platforms (Coaching Education, Forensic Vocational Rehabilitation, Public Health Education). Ten master's programs and four Graduate Certificate programs are offered in face-to-face and/or hybrid formats. The Doctorate of Nursing Practice (DNP) is offered independent of the previous consortium agreement and is in its second year. The DNP is offered in an online-plus format, and sequences from the Bachelor of Science in Nursing (BS) and from the Masters of Science in Nursing (MSN).

One bachelor's degree (BA in Athletic Training) and three graduate programs will be suspended (Graduate Certificates in Coaching Education; Forensic Vocational Rehabilitation; Clinical Nurse). Several academic programs are currently in the process of revision (BS in Alcohol and Drug Studies, the BS and MS in Community Health Education, the Graduate Certificate in Public Health Education, and the RN Baccalaureate Completion Program).

Three new academic degree programs are planned or in process (MS in Athletic Training, MS in Wellness Coaching and Disease Prevention, and MS in Physical Education). The MS in Athletic Training replaces the BA in Athletic Training due to changes in accreditation standards. Other priorities for new academic award programs include a bachelor's degree in Consumer Sciences, a post-baccalaureate certificate program for Family Consumer Science Education, and a certificate program for Parent Education. There is also potential to develop a post-baccalaureate program for individuals who hold a baccalaureate degree in a discipline other than communication sciences and disorders to take the prerequisite coursework necessary for admission to the graduate program in Communication Disorders. The significant shortage of master's prepared speech-language pathologists is well documented, but increasing the existing graduate program would be very expensive. A post-baccalaureate program could be a better approach to meet demand and generate revenue to expand the size of the existing graduate program.

A significant academic program need, and opportunity, is to identify and develop quality and relevant health-related academic programs for the significant numbers of students who are not admitted to the basic Nursing program (BS in Nursing), as well as other programs within the College. One potential academic program may be the Associate of Arts in Liberal Arts and Sciences with an emphasis in Allied Health professions. Another important and related academic program plan is to finalize articulation agreements for the Community Health and other health-related programs with Normandale Community College and other regional two-year institutions. Finally, the creation of a Center for Communication Disorders was determined to be a priority for the College of Allied Health and Nursing, as was identification of ways to support expansion of the use of simulation in the basic Nursing program.

The College leadership team prioritized two undergraduate programs (BS in Alcohol and Drug Studies, BS in Dental Hygiene) and three graduate programs (MS, Exercise Physiology, MS in Rehabilitation Counseling, MSN to DNP) for growth. For the BS in Dental Hygiene, enrollment in this high-demand, online program has tripled in three years and could admit more students, in particular by developing dual enrollment and/or dual-degree partnerships with MnSCU institutions.

The need and opportunity to grow the Nursing programs, in particular, the graduate program is seen as both a need and an opportunity. Current projections from the American Association of Colleges of Nursing (AACN) indicate a potential surplus of Registered Nurses in the state and region. However, there will be a need for baccalaureate-prepared nurses. AACN also projects significant shortages of advance practice nurses. The College is well positioned to address this need, in the Twin Cities metropolitan area and beyond with online-plus graduate programs.

In addition to the programs prioritized for growth, there is significant potential for increasing enrollments in the BS in Family and Consumer Sciences with an emphasis in Dietetics, the BS in Exercise Science, the BS in Health and Physical Education, and the BS in Sport Management. Each of these programs has strong interest by students and has resulted in employment opportunities for graduates.

There are many opportunities to reach new demographics of students with programs available in the College of Allied Health and Nursing. As the College leadership team discussed these opportunities, it was clear that we did not have all the answers about how to reach out to these students effectively or how a revenue stream could support expansion of program offerings. The College is eager to have a better understanding of financial models that would support extended education program offerings.

What follows is an overview of insights gained from recent data collection and analysis, and corresponding goals and aspirations:

Retention

- Analysis of data from the preceding three years revealed that six programs had retention rates exceeding the University mean of 85.6% (Family Consumer Science Education; School Health Education; Exercise Science; Physical Education; Recreation, Parks, and Leisure Services; Communication Disorders). All programs within the College aspire to retain students at levels higher than currently achieved.
- Retention rates for students of color in undergraduate programs within the College vary dramatically. Although three programs demonstrated retention rates of 100%, this is likely due to very small cohorts. Again, there is a desire to increase retention rates for all students of color in programs within the College. In Health Science, resources are being sought in particular to enhance English composition proficiency.

Completion

- Historical data indicate that the four-year and six-year completion rates are very high for several programs within the College.
- Eleven of 15 bachelor's programs in the College met or exceeded the University six-year completion rate of 52.2%, with two programs demonstrating six-year completion rates of 100% (Family Consumer Science Education, School Health Education). Each program in the College expressed a desire to increase completion rates.

Employment

- Career-related employment rates for graduates also are very high, with 11 of 15 bachelor's programs reaching the 85% or higher employment rate.
- Among alumni of the BS in Communication Disorders program, 85% continue their education in a graduate program, due to the fact that the master's degree is required for certification as a speech-language pathologist.
- Increasing career-related employment rates, including admission to graduate programs, will continue to be a priority across all programs.

Diversity

- Diversity of students in programs within the College varies considerably, from 0% in the BS School Health Education to 41.9% in the BS in Community Health programs, both in the Department of Health Science. Currently six of the 15 undergraduate programs have a higher percentage of students of color than the institutional performance measure in the most current academic year, and four of eight graduate programs exceeded that target. Community Health has consistently attracted the highest number of students of color in the College, over recent years, in both the BS and MS degree programs. Increasing enrollment, retention, and completion of students of color is in the plans for all academic degree programs.
- Faculty diversity, an important resource for increasing student diversity, can be found in several departments within the College (Human Performance; Nursing; Recreation, Parks and Leisure Services; Speech, Hearing, and Rehabilitation Services). Searches successfully completed in the academic year 2014-2015 resulted in hiring faculty of diverse backgrounds, with plans to continue to increase faculty diversity.

As the College looks 15 years into the future, program aspirations include three new master's degrees: Dental Hygiene, Child Development and Family Studies, and Child Life; and a new accreditation in Exercise Science by the American College of Sport Medicine. There is also potential for two new applied doctoral programs: the Doctorate of Nursing Education, and the Clinical Doctorate for Allied Health Professions which could include many of the programs in the College. We also envision the lower level of the new Clinical Sciences Building fully utilized with laboratory space for programs in Human Performance and Recreation, Parks, and Leisure Services, as well as a telepresence classroom. An outpatient healthcare facility staffed by advance practice nurses and graduate students offering a range of medical services and collaborations on campus as well as remotely to locations around the state, country, and world rounds out the College's aspirations for five, 10 or 15 years and beyond.

AT THE DEPARTMENT/PROGRAM LEVEL

The Department of Dental Hygiene (DH) includes the only Dental Hygiene baccalaureate degree program in the Minnesota State Colleges and Universities (MnSCU) system; examination pass rates are very high, regionally and nationally; and the service abroad program in Belize, and participation in the *Give Kids a Smile* program, are distinctive among Dental Hygiene programs in the nation. Building on these points of pride, the five-year vision is to establish a dual enrollment or dual-degree program and expand the online baccalaureate completion program.

The Department of Family Consumer Science (FCS) is noted for a longstanding 100% pass rate on the Registration Examination for Dietitians (RD), the largest and most comprehensive FCS program in Minnesota, and national accreditation for three of the department's programs. Aspirations include completion of a new Foods Lab, addition of a master's degree in Dietetics, expansion of the FCS Education program to address teacher shortage in the State and beyond, and addition of a Parent Education licensure program.

The Department of Health Science (HS) includes the only Community Health Education graduate program in the State, programs that are nationally accredited, and two interdisciplinary undergraduate programs. Aspirations include adding three national accreditations, increasing the number of articulation agreements and redesigning Pennington Hall 116 as a collaborative learning classroom with Telepresence to resolve challenge of securing space at times needed.

The Department of Human Performance (HP) is known for longstanding nationally accredited programs, high demand for majors, and strong national and international relationships for research and study abroad. Aspirations include graduating the first cohort of Athletic Training graduate students, substantially increasing lab space, and completing behavior-change competencies. In addition, the department aspires to securing funding for all graduate students, increasing availability of short-term study abroad programs, and achieving student interns managing the Super Bowl.

The School of Nursing is renowned for high-achieving students, a family- and society-focused curriculum, the high-tech simulation experiences available to students and community partners, and the Taylor Nursing Institute for Family and Society. In five years, Nursing faculty hope to be offering a metro-based BS program, substantially increasing the RN to BS program and offerings, increasing the size of the basic Nursing program and the Nursing Practice from BSN to DNP program, and availability of faculty practice and student clinical opportunities on campus.

The Department of Recreation, Parks, and Leisure Services (RPLS) includes the only nationally-accredited Recreation program in the State, strong relationships with professionals and agencies throughout the State and region, and annually hosting the *Professional Connection* event and the *Summer Job Fair*. Aspirations include lab space for experiential learning, the addition of discipline-specific requirements for the Interdisciplinary Studies major, and reaffirmation of accreditation.

The Department of Speech, Hearing, and Rehabilitation Services (SHRS) is distinguished by longstanding national accreditation of the Communication Disorders graduate program, high pass rates on board examinations, exceptionally high job placement rates, and a service abroad program in Belize. Aspirations include expanding graduate programs, achieving recognition as a regional provider of Continuing Education Units (CEUs) with national provider status, and providing Rehabilitation Counseling program offerings within the Twin Cities.

CONTINUING EDUCATION AND CUSTOMIZED TRAINING

The College recognizes that there are numerous opportunities to serve the continuing education needs of alumni and regional professionals. For example, the Communication Disorders department is seeking national provider status for delivering Continuing Education Units (CEUs) with the intent to be the regional provider of CEUs for speech-language pathologists and professionals in related disciplines. This would be a significant source of revenue that could support expansion of the graduate program in Communication Disorders, as well as other resource needs.

In addition, Mayo Clinic Health System has approached the College to provide Customized Training in Simulation, building upon highly successful simulation training currently provided to University of Minnesota, Family Practice residents. This customized training will offer professionals from Mayo Clinic Health System and other regional medical facilities simulation experiences as part of ongoing professional development. This exciting opportunity will generate revenue for the School of Nursing to invest directly into the graduate programs.

GRANTS AND CONTRACTS

In academic year 2014-2015, 12 grant proposals or contract agreements totaling more than \$1.7 million were submitted by faculty in the College, with three proposals funded at various amounts. Most grants or contracts are for the purposes of funding for graduate assistants (GAs) or for a portion of the cost of clinical training for Family Nurse Practitioners in various clinical sites. One proposal was a training grant to fund faculty and students in Rehabilitation Counseling. In addition to funding for graduate assistants and clinical sites, grants and contracts also fund faculty and student research, improvement of teaching pedagogies, direct service and experiential learning opportunities, and equipment needs for the new Clinical Sciences building. All units within the College desire to increase the number of grant proposal submissions. Some units identified a need to identify strategies to support faculty in developing grant proposals.

WHERE RESOURCES ARE MOST NEEDED

Throughout the academic planning process, the College Leadership Team was mindful of the need to identify and prioritize resources to meet academic program priorities and plans. Resource priorities include three broad areas: Personnel, specialized equipment and lab space, and technology.

As reflected in the College Leadership Team's synthesis, the following personnel priorities emerged: 1) add probationary lines in Nursing in each of 2015 and 2016 to support cohorts moving through the graduate program; 2) add a probationary line in Dental Hygiene to expand the online baccalaureate completion program and to assist in the development of a graduate program in Dental Hygiene; 3) add two new faculty to Family Consumer Science, Health Science, or Human Performance to support the new Wellness Coaching and Disease Prevention master's degree program; 4) add a probationary line in Communication Disorders to expand the size of the graduate program and support the development of a post-baccalaureate program in Communication disorders; 5) use Online Differential or Summer Revenue to sustain the graduate program in School Health; 6) add a probationary line in Recreation, Parks, and Leisure Services to increase offerings; 7) add 2 MSUAAF positions to teach and assist in Simulation Lab; 8) add additional administrative support for the Activities Program in Human Performance.

In terms of specialized equipment, lab space, and technology, resource needs became clear both for departments that will be moving into the new Clinical Sciences Building and for those that will remain in their current locations. Family and Consumer Sciences, Health Science, Human Performance, and Recreation, Parks, and Leisure Services highlighted specialized equipment and lab space needs, such as the remodel of a space in Wiecking Center for a Foods Lab. In addition, plans point to greater access to a Telepresence classroom (e.g., remodel Pennington Hall 116). Similarly, space for a Telepresence classroom in the new Clinical Sciences Building will provide greater access for delivering high-demand Nursing programs to students in the Twin Cities. In addition, technology needs of the College were identified as a priority and include software and hardware for Phase II Clinical Sciences vacated space remodeling and for remote clinical service delivery.

COLLEGE OF ARTS AND HUMANITIES

MISSION

Providing transformative experiences to improve the human condition through our core values: Knowledge, creativity, communication, critical thinking, diversity, integrity, and collaboration.

INTRODUCTION

The College of Arts and Humanities' 2014-2015 Strategic Plan includes five goals in support of the College vision to engage in transformative experiences:

- 1) To advocate for the arts and humanities by conveying value through representation, communicating with stakeholders and key partners, and sponsoring events.
- 2) To inspire creative solutions, expressive works and productive lives by meeting diverse student needs with innovative educational models and by developing innovative uses of space to meet our educational goals.
- 3) To support curricular innovation and decisions that promote logical, analytical, and problem solving skills.
- 4) To encourage cultural engagement in the arts, literature and philosophies of various languages and cultural traditions in an effort to foster experiences for navigating difference and developing competencies for the 21st century.
- 5) To develop an educational framework to increase opportunities for global awareness and interaction, civic engagement, and increased collaboration and dialog in research and professional success. (College Strategic Task Force report 2014)

STRATEGIC PLANNING PROCESS

The College of Arts and Humanities participated in integrated academic planning to establish a foundation on which to build a three-year plan. Each department and program created academic maps for students and developed academic planning tools that pulled together a more complete picture of our more than 70 undergraduate and graduate award programs, and made it possible to articulate a vision for how programs and departments plan to develop in the next three years and beyond.

The faculty's active research, creative activity, teaching, and service agenda has garnered awards for Global Citizenship, Distinguished Faculty Scholarship, innovative teaching, and innovative service. The College is highly productive in terms of creative and scholarly activity. Accordingly, the College recently invested in updates to the College and departmental websites so that the content now showcases the abundant opportunities within the College. Goals of these updates include attracting new students and connecting more significantly with alumni and donors.

POINTS OF PRIDE AND ASPIRATIONS

AT THE COLLEGE LEVEL

The College of Arts and Humanities upholds a strong focus on student engagement in curricular and co-curricular opportunities for participation and performance in fine arts, research opportunities, internships, study abroad, and community service. Students work collaboratively with faculty for performances and exhibitions, research, and scholarly and creative endeavors. The local community and wider region are keenly aware of the positive and engaging impact of the programs and events within the College.

College departments draw internationally and nationally renowned artists, scholars, and speakers to campus and the community. In some ways, because of their unique and successful programs, departmental identities have often stood out stronger than the overall College identity. Community members, alumni, donors, parents, and students often see the *face* of the College through engagement with individual activities or events associated with an academic degree program or department. The public may know of Theatre and Dance events but not the Philosophy Colloquium Series or how either is connected to the College. Similarly, the English Department provides opportunities through

the nationally recognized *Good Thunder Reading Series*, the *Blue Earth Review*, the *Weekly Reader*, and the *Corresponder* which offer students opportunities to learn from practicing artists and to engage in professional editorial and publishing that connects them to careers and also have a voice of their own that is less clearly connected to the College. The College is considering ways to increase its visibility, and recognized that some programs would benefit from additional focused marketing.

In the next three years, departments plan to put an emphasis on attracting top students to programs that are of regional and national note. There is good reason to believe the College will be able to attract top students especially if there is more support to compete nationally with scholarships and funding. A review of several points of pride indicates that the overall development of a stronger connection to the public and a more pertinent mobile-friendly web-presence that builds reputation and increases opportunities for learning and for development may be key. For example, the Theatre and Dance Department had more students featured during the finals at the *Kennedy Center American College Theater Festival* than any other program in the country. With the 17 theatre performances during the academic year and *Highland Summer Theatre*, there are opportunities for student, guest performer, and community interaction year-round. Music has developed a regional reputation with strong student and faculty performance, the Music Series, and the growing Maverick Machine Athletic Band, which doubled in size its first year and is heading toward record enrollment for 2015-2016. Forensics performance continues in the top 15% of programs nationally.

In non-performance disciplines, the College provides exceptional learning opportunities for students, faculty and staff. An example is the collaboration of Technical Communication in the English Department, the Art Department, and Printing Services who have worked together for the past eleven years to create the documents for the annual conference of the Association of Teachers of Technical Writing (ATTW), held in a different city each year. Faculty members in Art: Graphic Design attracted the opportunity to host a major conference this year and focus keenly on making faculty, student and guest artwork available to the community in strategic ways. World Languages and Cultures has attracted a research conference for 2015-2016 and the department expects to continue to collaborate with institutions in seven countries, continuing its long tradition of international opportunities for in-coming and out-going students and scholars. Other departments have also increased their international reputation with new institutional agreements and professional development opportunities for research and development. Collaborative, interdisciplinary work is only expected to continue as departments challenge traditional boundaries in an effort to provide real world experiences and increased student engagement opportunities.

New, academically-connected programs like *Good Thunder Presents* facilitate workshops and events in the community, reaching younger readers, older readers and vulnerable populations. Likewise, the *Philosophy Colloquium Series* attracts scholars and increases the opportunity for scholarly exchange especially as it relates to the unique interdisciplinary award programs in Philosophy, Politics and Economics and in Cognitive Science. The new installation major in Art makes it possible to interact with Community Art projects. And, equally important, the College is expected to continue to work toward improving the connection to diverse communities in the State, to continue to offer concurrent enrollment courses with high schools, provide instruction to international students through the Intensive English Language Institute, and continue collaborations with MnSCU community and technical colleges to attract students from a diverse background.

In fiscal year 2015, faculty applications for grants yielded \$249,795 dollars in awards in the Arts and Humanities that will impact the 2015-2016 and beyond. This was a record year in amount of award due to the success of an NEH grant. The College desires to increase grant applications by 10%, the number of grant awards/contracts by three percent over the average of the past few years, and seek additional external funding by 10%. External funding is particularly needed to support co-curricular programming in all departments with critical needs for specific co-curricular programming in English, Communication Studies, and the Creative and Performing Arts this year.

In addition to program aspirations for the future, woven through the academic planning documents, the College proposes overarching big ideas to have the greatest impact for the college and university that extend 5, 10, or 15 years and beyond.

One aspiration is to create physical and virtual Interdisciplinary Centers for Learning, such as a Center for Film and Media Studies with state-of-the art projection equipment and dedicated space for collaborative learning. There should also be a space for exhibiting interdisciplinary films created by faculty and students and bringing guest film directors to campus. This might also involve creating a recording studio that could be shared with Music Industry as the Music Department increases programming for singer/songwriting. Another big idea is a Center for Applied Philosophy

for Cognitive Science and Philosophy, Politics, and Economics which could also be the basis for developing an interdisciplinary master's degree. Additional program aspirations include an Advising Center for Interdisciplinary Programs in the Arts and Humanities, and continual assessment and remodeling of studio and performances spaces to meet accreditation and new safety standards.

The Department of World Languages and Cultures has begun to collaborate across campuses to become the flagship for world language and culture instruction in the seven MnSCU Universities. Faculty in French, Spanish, and German have discussed opportunities for collaboration and even new ventures that include "less often taught" languages. Beginning with the 2015-2016 academic year, the Department of World Languages and Cultures will offer Dakota on campus in collaboration with the College of Social and Behavioral Sciences' American Indigenous Studies program. Another example is the collaboration for Ojibwe language and culture through telepresence/interactive television with Bemidji State University. These are not new degree programs but the first steps toward addressing language revitalization and an example of how collaborations can provide new opportunities.

Another big idea for the Minnesota World Languages Consortium is finding collaborative ways to address the preparation of language content specialists to meet Minnesota's pressing, and growing, demand need for educators of color, and educators and staff who are culturally and linguistically competent in Spanish, French, Hmong, Somali, Ojibwe, and Chinese, among other languages. In our State, there is a need to provide language and culture instruction in languages and cultures that have not attracted significant numbers of students, but they are not less important in terms of developing expertise. The State needs teachers who have expertise in Spanish, Somali, Hmong, English Language Learning teaching, and content specialists who can work across cultures in the educational setting. To achieve this big idea, the College is deepening collaborations and partnerships with the College of Education and public school systems, as well as development of public or private resources.

AT THE DEPARTMENT/PROGRAM LEVEL

The Department of Art/Graphic Design is a National Association of Schools of Art and Design (NASAD) accredited program for more than 40 years. The Department plans to begin the process in Fall 2015 to develop a new Master of Fine Arts degree program when it submits its application for re-accreditation. A four-year probationary timeline is required for a new degree. Currently, the BS in Art Teaching has a 100% job placement rate and the department would like to grow enrollment in this area to meet demand. The Bachelor of Fine Arts (BFA) allows for students to focus on studio arts or graphic design. The emphasis on graphic design is a professional area with expected growth in enrollment related to future employment trends in the graphic design industry. The Bachelor in Fine Art degree is the most common degree industry seeks. The BFA also is a feeder degree for the Master of Fine Arts, the terminal degree for studio art, and a "feeder" for the BA, when the student shifts away from fine arts to a more general bachelor's degree in Art or Art History. There is discussion about proposing a new master's degree in Arts Management (potentially as an interdisciplinary master's degree) in the next three years. The faculty is well-prepared to work toward growth and the department is home to three Distinguished Faculty Scholars (2010, 2014, and 2015), the most prestigious faculty award granted by the University. In the coming years, the department will focus on issues concerning studio and gallery space to address ongoing environmental health and safety, and access to technological advances that impact how the department prepares students for the workplace and careers. As State resources do not adequately address facilities or technology, the department and College will encourage an increase in grant-writing and procurement of external funding sources. However, growth pressures do impact the physical spaces, especially in the art studios and labs. Environmental health and safety also must continue at the forefront and additional resources need to be considered for improving the air exchange system and filtration systems. The department also looks to expand its exhibition space for students and faculty, primarily with external funding or external funding with a match from the institution. In the next few years there is also a desire to move toward digital processes and techniques with a new photography laboratory. New directions in creative and scholarly activity planned include: 3D design, art installation and management, multicultural impact on art and architecture in history (e.g., Muslim influences in European Art).

The Department of Communication Studies is at capacity for enrollment in undergraduate and graduate programs based on current staffing. Communication Studies attracts a wide range of students from outside the region who represent diverse social, cultural and economic backgrounds. The department has an exceptional track record for degree completion, attributed in part to its combination of face-to-face and online course offerings and high engagement in course projects for students. This year the department addressed current and expected growth with an additional hire at the University's Normandale Community College Partnership Center in the Twin Cities, where there are now over 70 students enrolled. The department expects to continue to provide MFA students with an intensive

experiential degree through MFA Forensics and will keep numbers small in this degree program. There is room for growth in the BS in Communication Arts and Literature - Education degree, which is collaborative with the English department, and with the BA, which also requires additional preparation in language and culture. The department is discussing possible plans to add an emphasis in professional communication to the Communication Studies MS while sun-setting or suspending the lower-enrolled Graduate Certificate. That planning decision will be made in 2015-2016. This department also is home to a renowned Forensics program (not a degree program) which is in the top 15% of competitive Forensics programs in the U.S. Relative to new directions in scholarly and creative activity, the department is seeking off-campus sites for performances and storytelling and increased engagement with international programming. Topics for new scholarly and creative activity include understanding role models and aggressive compliance strategies, globalized intercultural communication, and the racialized politics of pain, for example.

The Department of English hosts a number of undergraduate and graduate program tracks in Technical Communication, English Studies, Creative Writing, TESL, as well as collaborative award programs with other departments like the BS in Communication Arts and Literature and the new BA in Film and Media Studies. The MFA in Creative Writing is recognized nationally and the Department hopes to increase its ability to attract the best students to this signature program. At present the Department plans to sustain the BFA in English: Creative Writing while focusing on growing the MFA in Creative Writing with additional resources. The Department expects growth in the newly redesigned BA in English and in the collaborative Film and Media Studies program that will start in 2015-2016. The English Department plans to sustain the BS in Communication Arts and Literature Education, although new resources to meet increased state requirements might be needed, and to sustain the BA in English Literature. The MA is an umbrella degree program for several degree tracks that are all identified for growth. The MA in English: Technical Communications is expected to grow in enrollment while the department expects stable enrollment in the Graduate Certificate program. The Department expects to grow the MA in English: Teaching English as a Second Language degree program and Graduate Certificate because, as demographics continue to change, the country and our State need to address the needs of English Language Learners (ELL) as well as English as second language learners (ESL). The Department also expects to pursue growth in the MA in English: Literature, BS in English Studies, and the BS in Technical Communication. The growth in Technical Communication is based on industry needs for technical writers for the medical and scientific fields, in particular. The plan is to also sustain the certificate program in this area. The Department is discussing plans to propose a new MS Communication Arts and Literature program in the 2015-2016 academic year, for launch in or after 2017. Although the original plan was to sustain the Graduate Certificate in Teaching Writing, the department will explore potential growth in this area in 2015-2016, especially given the interest in preparing a much more diverse faculty to teach writing in the schools and colleges around the state. English is a large department that not only has successful scholars (five Distinguished Faculty Scholars since 2008) and creative writers, but it provides about 125 sections of composition and developmental writing or English as a Second Language courses, 75 additional General Education courses, 100 courses for undergraduate majors and 85 courses for graduate students each year. The Department is also host to the highly successful and recognized Good Thunder Reading Series which brings writers to talk about their craft with students and the public and has drawn external funding through grants. New directions for creative and scholarly activity include: creative writing in many genres, scholarly investigation of Muslim American literature, second language learning, gender studies, global knowledge networks, technical writing for STEM disciplines, writing across the curriculum, environmental humanities and best practices for teaching writing for vulnerable populations.

The Interdisciplinary Degree Programs in the Arts and Humanities: Three interdisciplinary programs are overseen by the College and 10 originate at the Department level. The College expects to learn more about how to promote sustainable growth in the 13 interdisciplinary programs in the College next year. Two programs, the BA in Humanities and the BS in Interdisciplinary Studies, have been revised recently and they will need to be marketed to attract growth. The BA in Humanities program has expanded its offerings to include online, hybrid, and face-to-face delivery modes, and has plans to include Environmental Humanities to increase visibility of programming across the Colleges. The Director, a Distinguished Faculty Scholar, indicates a desire to grow enrollment in the degree program from two to 16 students by 2017. There is additional work needed to find a better way to entice faculty to teach in the program for continued success and to market the program to students. The BS in Interdisciplinary Studies relies on advanced work in three specific areas and an interdisciplinary project-based capstone. This award program is one of the most flexible and is characteristic of integrative learning. The Associate of Arts degree in Liberal Arts and Sciences is to be sustained with greater attention to assisting students in completing this 60 credit-hour degree program. Other interdisciplinary academic programs are discussed in the departments of origin.

The Department of Mass Media has added new media to its program offerings and a new collaborative BA in Film and Media Studies (with English, Film). Enrollment has declined in Mass Media in the past two years. Accordingly, courses are now right-sized, and there are new ideas and conversations about new growth in areas that meet industry needs and student interest. Media Studies now crosses disciplinary boundaries, setting the Department on a path to see new growth and new opportunities for development. Media Day provides students access to practicing professionals in the field. New directions in scholarly and creative activity are planned to include the act of new media, storytelling with new media, creative interdisciplinary productions for broadcasts, video and film.

The Department of Music has taken the exciting move to establish a unique identity among MnSCU institutions and other peers by aspiring to become the campus of choice for music studies. To this end the Department has begun to take steps to modify its curriculum to address accreditation standards and to provide academic programs that meet the interests of students and future employers. The focus is training music professionals, not just educators or performers, and they have changed the content of curriculum to include music technology and contemporary styles of music that are now required in the music industry. The result will be significant changes as they revise and sunset specific programs and continue to build with faculty expertise in emerging career fields in Music. In particular, the Department is looking toward collaborating with the College of Allied Health and Nursing and the College of Business on directions leading toward music therapy, community music leadership and singer/songwriting, as well as continued work with the largest area of the Department, Music Industry. At the graduate level, the Department plans to keep MM in Choral Conducting and BMM in Wind band Conducting (each capped at two students per year) in support of overall programs and will suspend MM in Vocal and Instrumental Performance as well as the MM in Music Education due to low enrollments and industry need. At the undergraduate level, the department will be adding tracks in performance, preparation for areas associated with music therapy, community music and entrepreneurship to the BA in Music degree program. The plan is to revise the BS in Music Education degree program, reducing the total credit hours from 136 to 120 to attract new students, increase timely degree completion, and bring the program "up-to-date" to meet professional needs in the schools. Current resources limit additional growth in Music Industry and Audio Production. The Department has worked closely with Community and Technical Colleges to ensure improved transfer into this degree program and will continue to develop these connections. The Department recognizes a need to find ways to re-purpose space or to find new space for contemporary ensembles and to address sound-proofing needs. The Department has a long standing Music Series that provides students, faculty and the public extensive exposure to successful musicians from around the country and the world. The Maverick Machine Athletic Band, new in 2013 – 2014, has attracted great attention and participation has impacted interest in the award programs in Music. New directions in creative and scholarly activity include: jazz and percussive arts, corruption in the Music Industry, music composition, music of the Caribbean, marching band design.

The Department of Philosophy has outlined plans to grow enrollment in all degree programs. The Department attracts students from the many general education and writing-intensive courses to support overall preparation of students in the area of critical thinking and writing at the University. While the Department plans to continue to grow enrollments in the BA and BS award programs, the two interdisciplinary majors, the BA in Philosophy, Politics and Economics (PPE) and the BS in Cognitive Science (CogSci), are now drawing students as "destination programs." There are no other PPE programs in Minnesota and the only other CogSci program is at Carleton College. These programs attract traditional and non-traditional students and, due to the interdisciplinary nature, provide opportunities for graduates to market themselves with a great deal of flexibility to either employers or graduate programs. The Department would like to begin investigating the possibility of adding an MA in Philosophy, although this is a long-term goal, and this would require additional faculty. The Department would also like to establish a Center for Applied Philosophy, very much in line with the two interdisciplinary award programs. The Department of Philosophy is engaged in research and hosts a unique Honors thesis capstone. The upper-level courses are small seminars. The Department has a recognized Colloquium Series in support of student learning and connection to scholars, and explores topics in the discipline. The Department is looking for additional support to address the cost of proctoring (quality assurance) for its many online courses. New directions in scholarly research include: applied philosophy, East and West perspectives, new perspectives on ethics, economics and responsibility, social transmission of thought and language, the philosophy of biology, cognition and the impact of music on emotion.

The Department of Theatre and Dance continues its exceptional tradition of providing students with more opportunities than any other college or University in the seven-state region and a program that has national prestige in terms of award-winning students, earned income, fundraising and subscriptions. The Department has over 200 students across the academic degree programs (majors) and minors. Productions are seen by more than 40,000 patrons each year. The Department plans to continue to sustain the BA in Dance, grow the BFA and BS in Dance, and grow the BS in

Dance Education by considering new tracks during the 2015 – 2016 academic year. In Theatre, the Department plans to sustain the BA, BS and MA in Theatre Arts at current levels and pursue growth in the BFA and MFA in Theatre Arts, supported with intense production work. The objective is to attract stellar students to its signature programming and opportunities. The Department continues to pursue greater cultural and artistic diversity and will begin exploring an academic online presence as well in the coming year. In support of the Dance program, the Department would like to add a probationary (tenure-track) faculty in ballet, and to consider the MFA in Theatre Management or Stage Management and, potentially, establish an MFA in Dance. As there is interest in an Arts Management degree in Art, Music and Theatre and Dance, there may be discussions about potential collaborations in support of a Master's degree in this multidisciplinary area. This area has significant equipment and technology needs each year and relies on internal and external funding for support. New directions in creative and scholarly activity include blockbuster theatre/musical/theatre and dance offerings balanced with lesser-known pieces that increase multicultural and multiethnic theatre and dance opportunities for students and guest artists.

The Department of World Languages and Literatures plans to encourage growth in the BA and BS degree programs in French, German, Scandinavian Studies, and Spanish; the BS in Spanish for the Professions; and to continue to sustain the BS in French Education and grow enrollment in BS in Spanish Education to meet the needs in the State and nation. The MS in French is a small program and would be sustained at that level. The plan is to grow, at a sustainable rate, enrollment and faculty serving the online MS in Spanish for the Professions and face-to-face MS Spanish. The MS in Spanish for the Professions is a unique all-online degree that attracts students from around the country and is quickly becoming the fastest growing master's degree in the state. This department hosts the only master's-level degree programs in world languages, literatures and linguistics in the MnSCU system. Until additional faculty positions can be secured, and faculty return from administrative leave, growth will need to be closely managed. The bachelor's degree programs in French, German and Scandinavian Studies are staffed by one faculty member, each, with graduate assistants or an adjunct faculty in German and French, when possible. For this reason, growth and maintaining program integrity requires additional staffing, following significant retrenchment in 2010. Plans are to redesign the BA and BS in German as German Studies programs. Some members of the Department have made efforts to collaborate with other MnSCU universities to be able to diversify offerings through the Minnesota World Language Consortium. To support collaboration, some arrangement across campuses and financial investment in videoconferencing platforms will need to be made. A new idea for French is to add a certificate program that would move toward a more professional and technical program through collaboration with the College of Business and the College of Science, Engineering, and Technology. This department excels in study abroad opportunities and study abroad parallels on-campus courses available in the major and minor at international partner sites in Spain, Ecuador and Costa Rica and in France (summer study abroad). The Department continues to develop exchange programs with partner institutions, as promoted and supported by the University's Kearney International Center, for interested students. The Department looks forward to additional collaboration to increase the cultural and linguistic competency of Minnesota State University, Mankato graduates. In terms of facilities, the Department's global learning lab facility in Memorial Library is in need of equipment, software and furniture upgrades. New creative and scholarly directions include Latin American contemporary fiction, the graphic novel, monstrosity, academic angst in European Literature, heritage speakers in the writing intensive classroom and curriculum design for the online learning environment.

WHERE RESOURCES ARE MOST NEEDED

College-wide, resource priorities are staffing to meet the needs of a diversified student population, strong enrollments in specific areas, discipline-specific space, and equipment funding, as follows:

The College lacks staffing to meet an ever-more diverse student population in a greater number of learning environments (Concurrent Enrollment in the High School, the hybrid, online or "Telepresence" classroom, satellite learning environments, international, competency-based and projects-based classroom, etc.) which is key to continued academic planning and delivery of the barrage of program courses as well as hundreds of General Education courses that serve the general preparation of students in all disciplines at Minnesota State Mankato. Due to the current funding model used by the institution, the College continues to rely on "soft money" for supporting many instructional positions. The College needs to find a way to retain some flexibility but also address the academic programmatic plans with a stable and engaged staff who have the necessary expertise to engage fully and successfully in the new program directions by moving some of these positions to base. An enormous amount of time each semester and throughout the year is spent on hiring teaching assistants, adjunct faculty, fixed-term (temporary) faculty; this is not conducive to providing the program integrity needed to meet the rigors of the College's academic plans.

The College utilizes space in six different buildings, yet some programs, Art in particular, are location bound and have had the same square footage for studio space for more than 40 years. Space use across the College must be redesigned and repurposed to accommodate changes in academic programming. There is insufficient faculty office space, insufficient studio space and exhibition space for Art, insufficient studio and practice space for Music, and insufficient storage and practice space for Film, Forensics, and Theatre and Dance, for example. Departments have worked toward updating classrooms into digital labs, but there has not been a systematic means to update these facilities or to address the significant and rising cost of software updates, equipment or institutional furniture. On the other hand, traditional classroom space does not always fit the needs of the contemporary learning environment and the Departments, College, and the University, need to consider how to fund and carry out space redesign and usage to the benefit of all. This is a large project and will require funding from a variety of sources including reallocation of state and tuition revenues, grants and contracts, and philanthropy.

The current general fund equipment budget from the University for the College is just over \$100,000. The College dedicates more than \$300,000 in equipment each year, combined with revenue from other sources such as summer and online revenues, for three departments; yet all departments have equipment, technology and software needs. Digital labs for instruction need to be updated with technology, equipment, software and trained staff for monitoring them. Special equipment needs that may impact overall success in performance areas that are visible to the community include improved rigging for the heavier lights in the Ted Paul Theatre, new seats in the Haling Recital Hall, improved sound-proofing in performance and practice areas in the Performing Arts building and Nelson Hall, remodeled storage areas for musical instruments, and so on. Additionally, equipment and space resources are needed for new academic programs like the Film and Media Studies major, such as production equipment, dedicated storage space, project-based learning environments, library collections, and more. Increasing costs for instructional equipment, technology and software for both current and new programs cannot be met with current resources. Departments will be encouraged to seek grants and development dollars as part of planning; however, this is a broader University concern as well. The College has a technology committee that will provide advice on where there can be greatest benefit in collaboration across disciplines.

Additional funding for extending learning with technology and collaboration will require increased innovation in instruction, improved focus on training and quality of instruction in the online or videoconferencing classroom, and funding to maintain and increase collaborations, opportunities and resources to meet the extended learning needs of faculty, staff and students. The College will need additional resources, equipment and technology in redesigned spaces and faculty and advising space at the *satellite* campuses or partnering institutions. Program integrity, and successful development and delivery of courses depends on the accessibility of sufficient software and access to broadband at the delivery site as well as the receiver site, and access to faculty and student support services at both sites, either digitally or in person. Funding for assessment of course objectives in the online environment is also key to future success. Prime resources are reallocation of general fund or extended education revenues or other revenue-generating sources.

Currently the College has one Student Relations Coordinator, and one graduate student, in the College office for undergraduate advising. To increase accessibility for the *Future Maverick: Transfer Pathway Program* with Riverland Community College and to increase the collaborative advising associated with articulation agreements and transfer, it would be better to have a stronger physical and virtual presence for advising, in line with objectives and goals set out by the *Extraordinary Education Task Force on Academic Advising*. Similarly, campus-based and extended learning resources to provide additional training for faculty and staff to work more successfully with recruitment and retention of increasingly diverse students is a priority.

Additional resources are sought for recruitment and talent funding to attract top students. The College recognizes how important it is to attract top students and to retain those who choose us. Several departments want to increase the attractiveness of the graduate student stipend package to improve recruitment and retention in graduate MFA, MA, and MS programs (the short-term goal is at least \$12,000 plus a tuition waiver). Talent scholarships, like those currently offered in performance disciplines, are sought for additional disciplines. Potential resources include philanthropy, grants, and reallocation of general fund and scholarship budgets.

Additional funding for research and capstone experiences also is desired. The College actively encourages faculty and students to seek internal and external funding for research and capstone experiences. As Departments have moved to offering courses year-round, there has been an increased desire to address support for faculty and student research

and research-related travel with revenue from summer courses. Potential revenue sources may include some reallocation of current budgets, but external grants and philanthropy are desired.

Resources to support our special academic, co-curricular programs and community outreach that increase our national visibility and prestige are a priority. For example, securing a regular funding source for special programs like the *Maverick Machine Athletic Band* (an additional 80 uniforms for a growing band, travel funds to athletic competitions, etc.); the Forensics program (travel to competitions); Theatre, Dance, Music and Art performance competitions and exhibitions, study abroad, and internship experiences with strategic partners is important and will require increased philanthropic resources as well as creative revenue-generating opportunities in addition to general fund reallocation and improved marketing and branding of College programs. Potential revenues include program revenues, philanthropy, and industry sponsorship.

COLLEGE OF BUSINESS

MISSION

We are an AACSB [Association to Advance Collegiate Schools of Business] accredited College of Business committed to exceeding the expectations of those who want to engage in learner-centered education, applied research and high-impact mutually beneficial partnerships.

- Our primary focus is on diversified undergraduate education with expanding opportunities in graduate education and continuing professional education.
- We engage in collaborative research to advance knowledge of business practice, to further impact student learning and advance business theory.
- We create relational partnerships as a way to benefit students, business and community.

INTRODUCTION

It is our vision to be the clear business school choice for those who want to engage in real-world learning experiences. In a spirit of inclusion, collaboration and collegiality, we adhere to the core values of being student-centered, innovative and professional.

STRATEGIC PLANNING PROCESS

The College of Business engaged in an intensive, college-wide strategic planning process from April 2014 through December 2015 to develop the College's 2015-2020 Strategic Plan. The former strategic plan had expired and new accreditation standards – specifically AACSB standards of engagement, innovation and impact – motivated the timing and development of the five-year plan. The comprehensive plan is both a legacy and stretch guide for the College of Business to be recognized by students, employers, donors, alumni and other stakeholders as the premiere business school in the Minnesota State Colleges and Universities System and the region.

The process resulted in the following four intended outcomes:

- Strategic Outcome 1: Support and grow high-quality teaching and high-impact learning opportunities for the educational and career success of our students.
- Strategic Outcome 2: Diversify resources so faculty, students and the community have innovative, engaging and impactful learning experiences.
- Strategic Outcome 3: Increase the quantity, quality and sustainability of relationships and partnerships for exceptional student success.
- Strategic Outcome 4: Enhance the recognition and reputation for excellence and authenticity in communication, engagement and relationships.

Additionally, each department prepared its 2015-2018 Academic Plans in parallel with the 2015-2020 College Strategic Plan, using a process that invited interconnectedness, accountability, and collaboration. College leadership, especially the Academic Council consisting of Department Chairpersons, Graduate Directors, AACSB Coordinator, and Dean shaped the process, shared draft academic plans, and led meetings with colleagues to create the academic plans. The Dean also met with each department or program representatives to give intermediate feedback. In order to facilitate transparency in the Strategic Planning and Academic Planning processes, the COB utilized Sedona, an online database used to support accreditation requirements, which allowed all faculty and staff to access reference and planning documents in order to review and offer feedback.

POINTS OF PRIDE & ASPIRATIONS

AT THE COLLEGE LEVEL

The new College of Business vision, “to be the clear business school choice for those who want to engage in real-world experiences” is one that reflects the university and college’s past, leverages current learning theory and offerings, and focuses engagement and priorities.

Special academic programs, such as the New York City Study Tour, active business-related Recognized Student Organizations, and Endowed Executive Lectures (Richard Schmitz Food Entrepreneurship Lecture, Morgan Thomas Executive-in-Residence Lecture) have beginnings that go back 20+ years. New programs such as the award-winning, multi-disciplinary United Prairie Bank Integrated Business Experience (IBE) undergraduate program, MavFund Student Investment Fund, Belize Fair Trade Study Tour, and the Big Ideas Challenge have been added during the past few years. Locating the many entrepreneurship and innovation initiatives within a Center for Entrepreneurship and Innovation is a College priority as the regional momentum, student demand, and national growth of entrepreneurship centers and programs continues to grow. Increasing student participation in national research and leadership programs, as well as competitions such as the National Collegiate Sales Competition at Kennesaw State University and National Diversity Case Competition at Indiana University are exciting priorities.

Intentionally engaging industry and community partners as well as creating a college Director of Internship and External Partnerships has significantly increased the number of students enrolling in for-credit internships as well as having experiences like those provided by the Taylor Corporation Innovation Center. High-impact learning opportunities that have academic synergies and alignment with university, college and department goals will continue to be added. For example, a contract partnership with Junior Achievement provided the College of Business the opportunity to develop and offer a youth entrepreneurship camp for high school students during the summer, 2015, which offers potential for growth and expansion.

Intentional recruitment and engagement of domestic students of color and international students will occur for undergraduate and graduate programs. Students will help to design diverse programming and inform strategies to narrow the achievement gap.

Stretch areas of opportunity in the coming years include the following aspirations:

- Expand and offer high-impact, real-world learning experiences and non-degree professional development opportunities in a state-of-the art learning and partnership facility.
- Grow the presence and reputation of the accounting program in the country by establishing a School of Accountancy and achieving separate Accounting AACSB accreditation.
- Develop and grow multidisciplinary program partnership graduate programs (e.g., health care administration) and degree certificates that are industry responsive and provide resource diversification.
- Establish dual degree/bachelor completion academic partnerships, especially with MnSCU 2- year and international colleges/universities.
- Create centers of research and outreach in areas such as Professional Sales, Entrepreneurship and Innovation, Business Research and Analysis, and Financial Services to complement academic programs, engage industry and generate new resources and opportunities through grants and contracts.

AT THE DEPARTMENT/PROGRAM LEVEL

The Department of Accounting and Business Law currently offers one baccalaureate degree (BS in Accounting), one master's degree (Masters of Science in Accounting) and 2 minors (Accounting minor and Business Law minor). The graduate program in Accounting is one of a few programs across the University to be offered entirely via telepresence technology, simultaneously in Mankato and the Twin Cities. The department aspires to be a School of Accountancy within the next two years and has begun to prepare an application for separate accounting AACSB accreditation. There are no accounting programs in the state of Minnesota that have separate AACSB accreditation. The department identified two new Graduate Certificate programs – Information Technology (IT) Auditing and Taxation – and both are on track to begin in 2015-2016. The Graduate Certificate in IT Auditing will be developed and offered in collaboration with the University's Department of Computer Information Science. Business Law faculty identified opportunities for creating a new certificate in Regulatory Compliance in Human Resources and to explore additional certificate programs for degree-seeking students and continuing education opportunities for working professionals in the community.

The Masters of Business Administration (MBA) is an interdisciplinary business master's program and like all programs in the College of Business, AACSB accredited. Strengths of the long-standing MBA program include high rankings by *Princeton Review* for the past years, an exceptional value, an eight-week flexible class schedule, and program locations both in Mankato and Twin Cities. Increased partnering with other Minnesota State Mankato programs, both graduate and undergraduate, may leverage future growth. Enrollments in general MBA programs have been in decline

nationally and the competition is especially fierce in the Twin Cities and for online MBA programs. Given national trends and the new College Strategic Plan with its focus on expanding graduate education, diversified MBA offerings will be investigated with resource investment for program recruitment, advising, experiential learning opportunities, and alumni services.

The Department of Finance currently offers one baccalaureate degree, the BS in Finance, with five areas of emphasis including Corporate Finance, Financial Planning and Insurance, General Finance, Institutional Finance, and Investment Analysis. These emphases do not show up as a separate degree programs. However, because Financial Services is a leading industry in Minnesota and the finance program at Minnesota State Mankato is one of the largest in the state, there are significant opportunities to refine and develop financial services degrees and certificates (e.g., investment, data analyst, and banking) by leveraging existing emphases and through curricular partnerships (e.g., with the accounting programs and MBA program). The department developed a non-degree Certified Financial Planning (CFP) certificate program more than 15 years ago and seeks to build and promote the program for increased industry partnership, student preparation, and continued education expansion. Financial Planning is the only minor in the department.

The Department of Marketing and International Business currently offers two baccalaureate degrees (BS in International Business and BS in Marketing) and two minors (Marketing and International Business). The Department would like to grow marketing programs with identified focus on professional sales. Faculty have identified creating a Center for Sales Excellence to serve the business community and a Sales Executive-in-Residence program as aspirations for the academic planning horizon of 2015-2018. Strong online course offerings in the Marketing program have set the groundwork for the major and minor to be offered online, providing opportunities for degree completion with two-year colleges.

The International Business program aspires to grow its online program as well as develop an online International Business certificate for mid-level managers. Supply chain management is an area of overlap between the two programs with potential certificate or degree opportunities. Both programs have identified curricular redesign as a key activity because of fast-paced global and technology changes and well as local industry opportunities.

The Department of Management currently offers one baccalaureate degree but with two emphases: Human Resources and Business Management. The Management BS is the largest of all programs in the College of Business. Because of faculty strength, industry demand and the popularity of the human resources minor for non-business majors, now is the time to distinguish Human Resources as a separate baccalaureate degree or certificate. Two interdisciplinary minors, Business Administration and the newly-created Entrepreneurship and Innovation, have strong enrollments from across campus and may be candidates for separate award programs during 2015-2018.

WHERE RESOURCES ARE MOST NEEDED

Our needs span the following categories: Human resources, technology and learning spaces, and research and resources for high-impact learning. The preparation and mix of faculty and staff resources are essential to achieving College of Business' Strategic Plan 2015-2020, and Academic Plans 2015-2018.

Resource Priorities	Description/Rationale	Funding Sources
Category I: Human Resources		
Faculty and Staff Professional Development	To support faculty and staff development in high-impact learning pedagogies, grant and contract research projects, academic technologies, quality matters certification/ online, and so on.	General fund, summer revenue, and online differential revenue; may be supplemented with grant and private funding.
Probationary (Tenure-Track) Faculty	To support continued faculty leadership of high-growth programs and replacement of retiring faculty as well as strategic hiring of faculty with credentials for all four AACSB categories: scholarly academic (SA), practice academic (PA), scholarly practitioner (SP), and instructional practitioner (IP).	General fund and supplemented by private giving (e.g., endowed chairs).

Professional Staff and Graduate Assistants	To support program growth especially related to recruitment, retention, experiential learning, student success, and graduation initiatives. Also, to support increasing complexity and expectations associated with budgeting, external partnerships, program marketing/ recruitment, and student success.	Differential tuition, summer revenue, new revenue generating opportunities, and private giving (e.g., endowed assistantships).
Adjunct Faculty	To hire industry professionals with unique skills sets to support the growth of programs, especially courses at the undergraduate level and non-degree certificates/continuing education.	Summer revenue and new revenue generating programs.
Fixed-Term (Temporary) Faculty	To support growth of programs, especially in emphasis areas and certificates, in the start-up stages.	Online differential revenue, summer revenue, revenue generating opportunities.
Program Development	To hire and develop faculty and staff expertise to revise, develop, and grow professional programs, especially to expand opportunities in graduate education and continuing professional education.	Summer revenue, new revenue generating opportunities, graduate differential tuition, grants, and private/corporate giving.
Category II: Technology and Learning Spaces		
Marketing and Website Development and Maintenance	To promote program growth, especially graduate programs in the metro, 2+2 and 2+3 MnSCU bachelor completion programs, and certificate programs (degree and non-degree such as the Certified Financial Planning certificate). Website is dynamic and multimedia.	Graduate differential tuition, new revenue generating opportunities, and extended education tuition revenues; may be supplemented with summer revenue and revenue generating programs.
Technology and Technology Training	To support academic technologies that elevate student learning and success as well as operational efficiency and effectiveness (including video production, telepresence, CRM, collaborative technologies, etc.).	General fund, summer revenue, online differential revenue, and private/corporate giving.
Updated Classrooms and New College of Business Building	Right-size classrooms for optimal delivery of undergraduate, graduate and professional certificate offerings. Fund and construct new facility to address talent shortages, experience-based competencies, and regional education needs.	Private/corporate giving for new facility and general fund and summer revenue for classroom updates.
Category III: Research and High-impact Learning Resources		
Research and Research Center Support, Tools and Information	To support impact, relevance, and growth of research and outreach, especially in interdisciplinary areas such as entrepreneurship, sales, financial services and business consulting.	Summer revenue, grants, and private and corporate giving (including endowed research funds).
Student High-Impact/ Experiential Learning Scholarships	To support the college vision of all students having real-world/high-impact learning experiences (e.g., internships, study abroad, student competitions, real-world projects, etc.); especially for need-based students.	Private and corporate giving, supplemented by grants.

COLLEGE OF EDUCATION

MISSION

Committed to serving children, families and communities, the College of Education demonstrates the power of education through the fulfillment of its mission—to prepare professionals who embrace big ideas and real-world thinking to ensure student success.

INTRODUCTION

The College of Education embraces the University's student-centered values:

- Integrity and respect in the way we conduct ourselves;
- Diversity in who we are and what we do;
- Access to our programs and services that create opportunities for all to pursue their dreams;
- Responsibility to those we serve by providing an education that inspires solutions to society's challenges; and
- Excellence in our academic and non-academic pursuits.

The primary role of the College of Education is to prepare professional educators, counselors, and education leaders. With nearly 1,900 students enrolled in the College, approximately 1,100 are undergraduates and 800 are graduate level students seeking doctorate, specialist and Master's degrees as well as continuing education for certification. Additionally, the College provides extensive continuing education and customized training opportunities for practitioners in the field through a variety of professional centers. The College maintains rigorous standards set forth by the professional education community, and the majority of its programs have secured and maintained national accreditation and state licensure approval for decades.

The College consists of a unique blend of academic programs, support services, partnerships and outreach. The intensity of preparing candidates for the profession requires a significant investment in human resources, knowledge and skill development, and professional assessments. Programs are offered through seven academic departments: Aviation, Counseling and Student Personnel, Educational Leadership, Elementary and Early Childhood, K-12 and Secondary Programs, Military Science and Leadership, and Special Education. The mission of the College is also achieved through centers, support offices, and a non-profit child care facility: Center for Engaged Leadership, Center for Mentoring and Induction, Center for School-University Partnerships, Office of Academic Advising, Office of Assessment and Research, Office of Field and International Experience, and the Children's House.

STUDENT ENROLLMENT AND SUCCESS

Through its conceptual framework, the College has identified a set of characteristics found in students likely to succeed in our programs:

- Innovative: Critical Thinker, Data-based Decision-maker, Lifelong Learner
- Effective: Competent, Reflective, 21st Century Educator
- Collaborative: Communicator, Interdisciplinary, Teacher Leader
- Relevant: Understands students, Culturally Responsive, Versatile

Currently, the College of Education serves approximately 1,100 undergraduates and 800 graduates. The College reflects strong post-graduation (within six months of graduation) employment with a 90% average across all programs. Teachers for Tomorrow, a program established to increase the recruitment and retention of students of color, has increased the percentage of diverse students enrolled in the College's initial teacher preparation programs from 2.0% in 2009 to 9.5% in 2013. Other programs have increased diversity enrollment, exceeding diversity enrollment at the university: Aviation (26.84%) and Counseling and Student Personnel (15.74%). In addition, the Department of Educational Leadership has noted a significant increase in diverse student enrollment, to 10.58% according to recent data, directly due to the departmental programming in the Twin Cities. College of Education students of color also achieve high graduation rates: 52.48% at the undergraduate level and 71.15% at the graduate level.

As the College continues to respond to professional needs, we have identified plans for change over 2015-2018, as follows:

Enrollment

- Increase enrollment in a new elementary education post-baccalaureate program to meet K-12 school level emerging needs.

Student Diversity

- Enhance recruitment and retention strategies focused on increasing diverse candidate enrollment to prepare educators who reflect the student demographics in K-12 schools and the state of Minnesota.
- Implement the pilot priority registration process for the Teachers of Tomorrow program to help diverse students establish more opportunities to learn together and support each other in their academic programs.
- Leverage the ROTC Cultural Immersion Program to increase student diversity, strengthen broad awareness, and build relationships across departments and community (geography, study abroad, Kiwanis, VFW, American Legion).

International Student Enrollment and Experiences

- Address interest shown by international organizations, particularly the Saudi Airlines, in the Aviation program.
- Explore opportunities to increase international student enrollment in the BS in Aviation, MS in Experiential education, MS in Educational Leadership, the EdD in Counseling and Student Personnel, and the EdD in Educational Leadership, noting that licensure requirements make international student enrollment in the other professional preparation programs challenging.

Student Success: Retention, Completion, Examination Pass Rates, Career Placement, Advanced Education, and Student Learning

- Continue to strengthen and expand the impact of the Teachers of Tomorrow program through meaningful relationships across the university campus, with K-12 school partners, and with community colleges to increase enrollment, retention, and completion, and close achievement gaps.
- Continue to support university undergraduate student retention through the delivery of the Department of Counseling and Student Personnel's CSP 110 Decision Making for Career and Life, which also provides relevant teaching experience for CSP graduate students and increases their employability.
- Continue to invest in providing support for teacher candidates' successful completion of the Minnesota State Licensure Exam (MTLE). Baseline data demonstrated improvement in teacher candidate passing rates with MTLE subtests —Basic Skills: AY2012 = 52%, AY2014 = 58% with Lifetime best attempts = 74%; Pedagogy: AY2012 = 81%, AY2014 = 93% with Lifetime best attempts = 98%; Content: AY2012 = 66%, AY2014 = 81% with Lifetime best attempts = 94%.
- Continue to maintain strong post-graduation employment rates through faculty networking, job placement support, and advocacy.
- Continue to maintain the relevancy and applicability of graduate programs that currently provide graduates with strong opportunities for career advancement. For instance, graduates of the MS in Teaching and Learning and the MS in Educational Technology maintain or move to leadership positions within of teacher leadership in the districts in which they teach. Graduates from the Graduate Teaching Licensure are sought by school districts often before completion of their program.
- Continue to maintain the relevancy and applicability of the MS and Graduate Certificate programs in Reading to deepen and strengthen novice teachers' literacy knowledge and skills.
- Continue to focus on the training of counselors given the mental health needs throughout Minnesota.
- Continue to prepare graduates who will be licensed as Professional School Counselors and Mental Health Counselors in Minnesota.

STRATEGIC PLANNING PROCESS

During the academic planning process, the College of Education was mindful of the accreditation and licensure approval environment within which it exists. Departments, offices and centers actively engaged in the academic planning process during Fall 2014. The College's Leadership Council was provided with the plans in January 2015 with department chairpersons and directors highlighting key components of their respective plans.

POINTS OF PRIDE AND ASPIRATIONS

AT THE COLLEGE LEVEL

Currently the College of Education offers both undergraduate and graduate degree and certificate programs, with a large portion being graduate programs. Specifically, the College offers two undergraduate certificate programs, three bachelor's degrees with five programs of study, 21 graduate certificate programs, 13 master's degree programs, two doctoral programs, and two specialist programs.

The College consists of a unique blend of special academic programs, support services, partnerships and outreach that meet a number of professional needs. As the College continues to respond to professional needs, it is focused on collaborating within and across the college, university, community and state.

Plans include the following:

- The College will continue to share resources, talent and vision with its partnering Professional Development School (PDS) districts.
- The Teachers of Tomorrow program will continue to grow; with an anticipated transition to a Learning Community model.
- ROTC programming will continue to enroll cadets from Minnesota State Mankato, Bethany Lutheran College, and Gustavus Adolphus College.
- The Department of Counseling and Student Personnel will continue to provide an annual play therapy conference to support mental health professionals serving children and families in southern Minnesota and continuing education pre-conference sessions at the annual Minnesota School Counselors Association conference.
- The Graduate Teacher Licensure (GTL) program will continue to collaborate with the Center for Mentoring and Induction and Teachers on Special Assignment (TOSAs) to provide additional support and training in best teaching practices specifically in the area of data collection and data analysis.
- The College's Office of Assessment and Research will continue to provide college level support for assessment, accreditation, educational analytics, and educational research support.
- The Office of Field and International Experience will continue to provide management and oversight for field experiences for teacher preparation, counseling, and student teaching placements.
- The Center for School-University Partnerships will continue to maintain and develop crucial partnerships and relationships that enhance educator candidates' experiences, heighten the relevancy of professional preparation programs, and support the education profession. The Center oversees the Graduate Fellows/Teacher of Special Assignment (TOSA) program, which allows graduate teaching fellows to begin their teaching careers with one-on-one mentoring by trained mentors (TOSAs) while advancing their own education through graduate coursework while providing release time for veteran teachers (TOSAs) to provide service to the university and their local school district.
- The Center for Mentoring and Induction will continue to provide mentoring and coaching professional development for university supervisors, TOSAs, and school partner practitioners. In addition, the Center will continue to develop a pre-service induction system to enhance teacher candidate support.
- The Center for Engaged Leadership will continue to expand delivery of its Institute for Courageous Principal Leadership which has been recognized legislatively and by K-12 school districts as an effective, research-based leadership development program focused on addressing racial equity.

Committed to its mission, the College of Education will continue to prepare Minnesota State Mankato Mavericks who are innovative, collaborative, effective, and relevant. As the College continues to respond to professional needs, it embraces the following aspirations as future areas of focus:

- Establish a Center for Research in Technology in Counselor Education and Supervision that supports the development of a counseling clinical lab training facility focused on meeting community and regional needs.
- Establish regional, national and international recognition for the Aviation Pilot Program.
- Expand national awareness and recognition for quality of educator preparation programs.
- Continue the progression with implementing the National Teacher Preparation Assessment (edTPA) in a manner that enhances teacher candidates' ability to demonstrate effective preparation.
- Heighten preparation of Science, Technology, Engineering, and Mathematics (STEM) trained teachers to address the growing number of Minnesota STEM schools, which grew from 37 in 2010-2011 to 115 in 2012-2013.
- Significantly increase the number of participants in Teachers of Tomorrow.
- Unify the efforts, finances and personnel dedicated to the college's Center for School-University Partnership, Office of Field and International Experience, the Center for Mentoring and Induction, Maverick Recruiting and Academic Advising to enhance educator candidates' experiences and preparation.
- Enhance global student teaching experiences in collaboration with the Learning Abroad Center to expand field and student teaching experiences in the United States and abroad to meet academic expectations and provide opportunities for cultural growth and expanded world views.
- Expand the capacity of the Center for Engaged Leadership to provide high demand/high need leadership development.

AT THE DEPARTMENT/PROGRAM LEVEL

The *Bureau of Labor Statistics and Labor Market Information* projects a 12.25% increase in occupational demand through 2022. Accordingly, the College of Education has identified the following Academic Award Program Plans for 2015-2018:

Programs to Revise, Grow, and Launch

- Develop (revise) the Military Science curriculum and instruction to align with West Point Academy.
- Expand (revise) the MS in Teaching and Learning to include approval for National Board Certification.
- Develop new Graduate Certificates in Global Teaching Perspectives, Elementary Education STEM, and Experiential Leadership.
- Explore program and program design opportunities for graduates to be dually certified in special education and elementary/secondary education.
- Develop a new undergraduate course in Careers in Counseling and Student Affairs and Higher Education to support growth of related graduate programs.
- Grow STEM education programs.
- Add high value and unique collaborative undergraduate certificates to meet K-12 schools' emerging needs as identified in occupational/skills/demand studies.

Collaborations to Pursue

- Collaborate with academic departments and content area/professional education faculty to investigate 4+1 (BS/MS) STEM programming and opportunities to meet demand for K-12 STEM educators.
- Expand application of the successful model of collaboration with Winona State University for Business Education to meet high demand/low enrollment teacher licensure areas.
- Collaborate with academic departments and content area/professional education faculty at Minnesota State Mankato, and other MnSCU institutions, to meet high demand teacher licensure areas in Minnesota, such as Family and Consumer Sciences (FCS) and English as a Second Language (ESL).
- Collaborate with the Minnesota Board of Teaching to develop Certificates of Advanced Professional Study (CAPS).
- Collaborate with other universities to offer, online, the four-course sequence aligned with Minnesota Board of Teaching Standards of Effective Practice, and thereby, increase the number of special education teachers.

Delivery Modes to Revise, Grow and Launch

- Enhance Department of Counseling and Student Personnel curriculum development and use of technology for distance training and research (e.g., develop a state-of-the-art counseling skills training lab).
- Utilize Telepresence, specifically at the 7700 France Ave, Edina location, to increase diversity of candidates in Department of Educational Leadership master's, specialist, and doctorate programs.
- Expand adaptation of delivery of Educational Leadership instruction with professional learning experiences (i.e., Minneapolis Public Schools Aspiring Principal Preparation and web-enhanced model delivered after the school day at St. Paul Humboldt Secondary School).
- Create new and innovative strategies for supporting the development of candidates—i.e., online mentoring, technology-enhanced field experience/student teaching supervision.
- Create co-teaching relationships with content faculty in on-site locations for teacher preparation programs (Department of K-12 and Secondary Programs).
- Increase courses offered online and in the Twin Cities to attract graduate and graduate teacher licensure students.
- Strengthen the learning community curriculum of the student teaching semester to ensure equity of support and continued growth in being a culturally responsive educator.
- Expand student teaching experiences to provide opportunities for cultural growth and expanded world views.

Extended Education Opportunities to Grow

- Grow enrollment in elementary and special education undergraduate programs in the Twin Cities.
- Increase teacher candidate participation in the elementary STEM certificate, in collaboration with Normandale Community College.
- Expand graduate offerings, both existing and proposed new programs, in the Twin Cities.
- Offer the new, experiential Graduate Certificate as planned in the Twin Cities, to meet experiential educator skills' training needs to support innovative K-12 teaching practices.

Key Partnerships and Stakeholder Relationships to Revise and Create

- Continue development of Aviation Program relationships and agreements with regional airlines, with a focus on enhancing pilot preparation, internships, and employment opportunities,
- Continue fielding inquiries from Twin Cities school districts for development of partnerships and agreements to collaborate on candidate placements and professional development programming.
- Continue initial conversations between ROTC and South Central College for potential expansion.
- Explore international partnerships to heighten educator candidates' cultural competency and global awareness.
- Partner with other major institutions, nationally and internationally, to grow the MS in School Library and Information Studies degree program.
- Partner with the Department of Defense Dependent Schools (DODDS) and Independent Schools for certification of their school librarians.

CONTINUING EDUCATION AND CUSTOMIZED TRAINING

The College of Education often provides customized training that address specific and direct needs of a K-12 school system, as well as statewide needs. Future areas of focus and potential growth in continuing education and customized training are aligned with that history, as follows:

- Expand offerings in the Twin Cities and Southwest region to include non-credit, continuing education unit (CEU) offerings for professional development in support of K-12 partner school districts.
- Add additional high-value, high-visibility workshops for school administrators throughout Minnesota, including Twin Cities and out-state consolidated school districts.
- Design and host recurring experiential education workshops that introduce K-12 educators to experiential (authentic, practitioner, hands-on) teaching and learning techniques, tools, and practices.

- Increase delivery of high-value, high-visibility programming and professional development at the University's 7700 France location.
- Continue the development and delivery of professional development for external stakeholders and partners.
- Collaborate with the Minnesota Board of Teaching in developing Certificates of Advanced Professional Study (CAPS).
- Continue to expand professional development opportunities for university supervisors (adjuncts and Teachers on Special Assignment) to support teacher candidates in their field and student teaching experiences.

GRANTS AND CONTRACTS

Grants and contracts play a significant role in the College's ability to serve the profession. The Bush Foundation funding received in 2009 served as a catalyst for transforming the entire approach to teacher preparation. The College achieved the university's proposed goal of a 10% increase in awards, and secured \$473,524 in funding in 2014-2015. The College is attuned to the ongoing need for grants and contracts to maintain and grow its programs and services. As the College continues to respond to professional needs, it has identified future areas of focus for grants and contracts, as follows:

- The School Library and Information Studies (SLIS) program, through pursuit of funding from the Institute for Museum and Library Services.
- Support for the implementation and ongoing sustainability of a 2014-2015 Bush Foundation grant "School-University Community Collaboration: Developing a P-20 Ecosystem" focused on supporting non-traditional candidates of color enrolled in one of three of the College's teacher licensure programs.
- The Early Childhood Special Education program has regularly received a grant from the Minnesota Department of Education, and plans to continue to pursue this funding.
- The Department of Special Education will apply for funds from the Office of Special Education Programs (OSEP), U.S. Department of Education.
- The Department of Special Education, in collaboration with the Mathematics Department, received a second improving Teacher Quality (TQ) grant from the Office of Higher Education and will continue to pursue these funds.

WHERE RESOURCES ARE MOST NEEDED

Because the College of Education invests heavily in people, resource needs connect closely to supporting efforts of engagement, partnerships, and delivery of services. As the College continues to respond to professional needs and achieve the articulated academic plans, it has identified resource priorities, organized by potential funding source, as follows:

NEW, REALLOCATION OF GENERAL FUND (STATE ALLOCATION, TUITION)

- Sustainable support for maintaining streamlined, engaging websites and other social media tools that appeal to and inform prospective and current students.
- Regular, predictable access to Telepresence.
- Desktop Telepresence units to support teaching and counseling online.
- An online assessment and accreditation management system that is used college/university-wide to assist in identifying students' overall GPA, ACT, Minnesota Teacher Licensure Exam scores, advisor, background checks, field placements, program assessment and evaluations, program completion and degrees awarded.
- Sustainable software to meet with students, online, synchronously and asynchronously.
- Secure site for viewing and storing video created by students (e.g., videos may contain images of minors) to analyze teaching and learning and that is compatible with D2L/Brightspace
- Video capture labs, or video and production software and equipment for online lecture capture.
- Technology tools used in K-12 and specialized areas for candidate preparation (i.e., 3D printer, probes with computer interfaces, infrared thermometers, iPads).
- Maintained space at the 7700 France location (crucial for growth in Extended Education programs in the Twin Cities, for four of the College's seven departments).
- Updated classrooms to reflect 21st century skills needed for teaching and learning, including collaborative classrooms that are integrated with monitors at each table, tables with outlets for technology charging, etc.

- Ongoing availability of library resources to support graduate program study and research, including two doctorate program needs.
- Ongoing availability for library resources for online and off-campus students.
- Sustainable financial support for meeting national and state accreditation and program approval expectations such as the state required teacher candidate completion of the national teacher performance assessment (edTPA) .
- Financial support for increased travel costs associated with off-campus delivery.
- Expanded and focused marketing support to grow and sustain bachelor's, master's, specialist and doctorate programs.
- Expanded and focused marketing support to recruit diverse candidates and faculty regionally, nationally, and internationally for undergraduate and graduate programs.
- Collaboration with Admissions and Enrollment Management to heighten involvement with recruitment and retention.
- Ongoing support from Institutional Research, Planning, and Assessment to assist in continued growth with data collection and research that reflects the effectiveness of preparation programs in preparing educators who impact student learning.
- Ongoing support from Extended Education, Graduate Studies, and the Office of the Provost for growth of programs and partnerships in the Twin Cities.
- Access and use of applicable data within the MnSCU and university systems.
- Marketing support to grow the Counseling and Student Personnel doctorate program by targeting marketing and recruitment efforts toward universities across the region that do not have doctoral education programs. Across the five-state region there are 10 institutions with CACREP accredited master's programs but no doctoral counseling programs.

REVENUE GENERATION / SELF-SUPPORTING FEES

- Customized professional development for teacher evaluation, mentoring and induction, culturally responsive instruction and principal leadership development.

GRANTS

- Up-to-date manipulatives used to prepare candidates to teach content (i.e., elementary materials currently used in schools).

ADVANCEMENT / PRIVATE GIVING

- State-of-the-art clinical counseling training facility.
- Support for TeachLivE TM classroom simulation system which allows K-12 and Secondary teacher candidates to practice teaching and classroom management without involving real students but rather avatars or virtual students who are programmed with distinctive personalities.

COLLEGE OF SCIENCE, ENGINEERING AND TECHNOLOGY

MISSION

As educational leaders in science, technology, engineering, and mathematics (STEM), our accessible faculty advances student scholarship through innovative teaching, research expertise, and the exploration of new technologies and ideas. We prepare our students for professional careers and advanced study while connecting with local, regional and global communities.

INTRODUCTION

The College of Science, Engineering and Technology (CSET) is comprised of 10 academic departments: Automotive and Manufacturing Engineering Technology, Biological Sciences, Chemistry and Geology, Computer Information Science, Construction Management, Electrical and Computer Engineering and Technology, Integrated Engineering, Mathematics and Statistics, Mechanical and Civil Engineering, and Physics and Astronomy. Through these departments, the College serves nearly 2,900 students majoring in 35 baccalaureate and 12 master's degree programs, as well as the broader university through service courses to other majors and the General Education program. CSET thus contributes to approximately 25% of both the total university student credit hours and general education credit hours while hosting around 20% of the total university enrollment in our programs.

Currently, nine engineering and technology programs are accredited by the Accreditation Board for Engineering and Technology (ABET), with other specialized program accreditations in Chemistry, Biochemistry and Construction Management. The College also houses the Water Resources Center, the Minnesota Center for Automotive Research (MnCAR), the Center for Transportation Research and Implementation (CTRI), the Minnesota Center for Engineering and Manufacturing Excellence (MNCEME), and the Minnesota Center for Additive Manufacturing (MnCAM, formerly Minnesota Center for Rapid Prototyping). The college comprises approximately 170 full-time faculty and staff along with approximately 100 teaching assistants and 30 adjunct instructors. Currently, faculty members are engaged in more than 70 active grants and contracts, and the college leads the university in external funding.

STUDENT ENROLLMENT AND SUCCESS

Our college focuses on the student experience, engaging students in professional activities and quality contact with professors during their studies.

Our related employment rates are typically very high (near 90%), we are increasingly interdisciplinary, and have the largest international student population on campus. However, we have historically struggled, in accordance with national trends, to recruit in women in engineering and many underrepresented groups, such as students of color, throughout our programs. However, students of color, women and other underrepresented groups generally perform as well as, and often outperform, White students in retention and completion, in part due to the many support services and targeted programs we provide to those students such as the North Star STEM Alliance.

Nationally, according to a Higher Education Research Institute study in 2010, for students majoring in STEM disciplines, the four-year completion is 20-25% and the six-year rate is close 40%. As such, in the reports that follow, many goals in these areas are modest by university standards, yet ambitious to quickly meet and exceed national standards. Moreover, many departments have concerned themselves with retaining students at the university by easing the transition to majors that may be a better fit for their goals. To that end, the following initiatives and endeavors emerge from the plans:

- Both the AET and MET programs are in positions to capitalize on the concept of four-year degree completion paths for students studying at two-year institutions. Due to the "applied" nature of both degrees some of the coursework from the two-year institutions can be transferred in for some of the BS requirements. However, there are a significant number of students studying at many of the community and technical colleges who are unaware of engineering technology. Such efforts, including planned partnerships with St. Paul College and Riverland Community College support efforts to increase diversity and access for a broader range of students.

- Additionally, the Mechanical and Civil Engineering programs are exploring the possibility of 1+3-programs that often work better with existing community college courses offerings and timely graduation.
- All departments engaged in STEM Teaching degrees in the College plan to increase recruitment into those programs, including better partnering with the College of Education to attain goals. This is a critical need for the State and faculty are considering a multi-pronged approach that includes retention and strong field experiences early in a student's program.
- A proposed Professional Schools Certificate program will be used as an advising and tracking tool to better serve students in the former pre-professional majors.
- An increase use of multi-student research groups in the lab sciences will garner greater access to research opportunities in programs with large numbers of majors.
- The College plans to continue to increase participation with dual enrollment programs with community colleges, particularly in the BS in Food Science Technology and BS in Biotechnology, as well as engineering technology disciplines.
- Several departments are developing plans to increase retention in their disciplines and those they serve. Of particular note are efforts in Physics courses to reduce class sizes and utilize more active learning, the possibility of offering remediation services in chemistry, utilizing additional lab techs to help better support laboratory experiences for the students, and efforts in engineering to introduce students to design concepts early in the curriculum.
- In Computer Information Science, we look to increase the professional experiences our students receive in ventures such as *Bureau 507* and *Project Maverick* to additional opportunities. Similar opportunities are being explored in the lab sciences for students to engage in testing for external partners (industry and government), as has been done in our AET program.
- The BS in Statistics has unusually low enrollments for a university of our size despite strong career opportunities. By contrast, the new MS in Applied Statistics is quite popular and the department has plans to revise the undergraduate curriculum. Many students would likely enjoy studying in that field at the undergraduate level with proper information and advising. The recent addition of an actuarial science minor supports this program and offers viable related career opportunities.
- A potential Integrated Science and Technology degree would appeal to students looking for an interdisciplinary program such as science policy, information and knowledge management, and many other fields. Such a program would greatly contribute to retention of science and engineering students.

STRATEGIC PLANNING PROCESS

During the 2011-2012 academic year, new vision statements and strategic goals were developed:

VISION

We strive to provide a mentored educational experience to every student in our college; develop the most qualified engineers, scientists and STEM teachers; and establish our college as the preferred master's degree provider in Minnesota.

STRATEGIC GOALS

Solutions: Promote quantitative, technological and analytical solutions that focus on regional issues with global connections.

Teaching: Transform Teaching and Learning by encouraging advanced, engaging teaching methods, classrooms and laboratories guided by effective assessment of student learning.

Exploration: Explore and Enrich new and existing programs and scholarly initiatives.

Mentorship: Provide a mentored educational experience to every student in the college.

As part of the academic planning process, each department developed, during the Fall of 2014, their departmental and program plans for the 2015-2018 academic years with an eye toward long term aspirations. These plans include a department overview (Part A), plans for each degree program (Part B) and plans for each non-degree

program (Part C) associated with that department. Additionally, each department chair presented a brief overview of their plans to a college chairs' retreat in December 2014.

This summary is organized into sections that reflect the information provided within those plans and align directly with the strategic plans and performance indicators of the university and the Division of Academic Affairs. In regard to the CSET Strategic Goals outlined above, each directly informs, contributes and guides our work towards the following areas in which we look to increase performance and opportunities. Specifically, our Solutions goal contributes directly to our college's desire to serve community and industry needs and provide scientific and mathematical training for program needs throughout campus. Our Exploration goal encourages us to create innovative programs that provide our students with professional opportunities and to partner within the university and the MnSCU System to attain greater achievements in enrollment, retention, completion and diversity. Our Teaching and Mentorship goals are infused throughout everything we do, though they contribute most heavily to student success and in providing students with rich and meaningful professional and academic experiences.

POINTS OF PRIDE AND ASPIRATIONS

AT THE COLLEGE LEVEL

A large aspect of the mission of the College, and one in which we take particular pride, is to provide the scientific and mathematical support courses to other programs on campus, core to student enrollment and success. In addition to providing service courses for the College's own engineering and science programs, departments and faculty provide required courses for programs in each of the other five academic colleges as well as to serve many non-degree initiatives. For example, over 50 programs require Chemistry courses and a similar number require Elementary Statistics while all students in the College of Business take Math 130 and all Education majors take multiple math and science courses. The vast majority of service in the lab sciences is provided for the College of Allied Health and Nursing and growth in those majors has led to increased demand on courses. For example, at least 58% of the students enrolled in Human Anatomy are enrolled in programs in Allied Health and Nursing. As a result, the enrollments in Human Anatomy and Human Physiology have doubled in the past 10 years, though staffing needs have not always kept up leading to potential retention and completion issues. Biochemistry and Analytical Chemistry have also seen growth, as have the demands on physics and mathematics from programs both internal and external to the college.

The College also serves a large number of pre-professional majors, such as pre-med, pre-vet, pre-dental, pre-mortuary, and pre-pharm. These programs require a large amount of advising in addition to the provided coursework. Increases in our own engineering programs also place pressure on physics and mathematics staffing and larger-than-ideal class sizes.

In order to increase the success of "service" courses, many ideas and solutions emerge in the plan. Of particular interest is the plan to engage in new pedagogy and small class environments in Physics courses and the call among our engineering departments to increase both the Mathematics and Physics staffing to support growth and success. Chemistry has included plans to offer remediation efforts to better support transfer and underprepared students into our programs. Many departments have discussed plans to better partner with two-year schools to better align learning outcomes in pre-requisite courses with our own courses in these areas.

Lastly, the College has been a strong participant in new initiatives to increase the number and support of international students on campus. Many departments, particularly in Engineering, are making concerted efforts to provide resources to the Brazilian Scientific Mobility Program and other efforts to internationalize programs on campus. Our planned increased support of both the incoming international student populations and the opportunities for domestic students through the international engineering minor and graduate certificate and partnerships with global organizations will prepare our students for an increasingly connected world and will broaden perspectives.

The College has wide range of disciplines, some of which are focused on career preparation, some which are traditionally housed in colleges of arts and sciences at other universities. In those latter areas, particularly the natural and mathematical sciences, the College has historically had strong curriculum and instruction in pure academic areas, though in the academic program plans that follow there is a clear indication of a desire to expand in those areas to include emerging trends in careers associated to those disciplines. The College is well positioned to increase our presence in interdisciplinary areas both within the College and with other colleges on campus, as well as partner

with industry to provide for much-needed scientific and technology expertise. Overall, there are four new and one substantially revised baccalaureate program in the departmental planning documents, one new graduate program, 10 new or revised certificates, and two new Professional Science Masters (PSM) degrees in addition to the two already in the pipeline.

Of particular note, the following approved or planned programs and programmatic changes strengthen our portfolio of degree offerings substantially:

- Our new Bachelor's of Applied Science, in collaboration with Metropolitan State University, in Computer Application Development, pairs well with Associate of Applied Sciences (AAS) degrees for 2+2 programs.
- An M.S. in the Biological Sciences will give credit for prior learning to students returning from the Peace Corps or AmeriCorps programs.
- The recently revised American Chemical Society-structured B.S. in Chemistry is now more flexible to give students greater options and opportunities post-graduation.
- Revived Computer Science and Software Engineering degrees will allow the College to support current programs while covering what is, among STEM disciplines, the area of most need in industry. This area has seen the least progress in obtaining a diverse workforce, particularly with regard to women as a percentage of the workforce.
- Our Computer Information Science Department looks to expand its offering in Health Informatics, possibly in partnership with departments and colleges across campus.
- Our recently-launched M.S. in Applied Statistics has the potential to become the most successful program in the department, drawing students nationally and providing an industry need.
- The proposed move of Earth Science: Geology option and a new Earth Science: Environmental Geology both give students additional choices utilizing current resources.
- The possible combination of the Electrical Engineering Technology and Computer Engineering Technology programs better utilize resources to provide a broader degree with flexibility for the department and its students.
- A new M.S. in Electrical Engineering, and a longer-term potential M.S. in Civil Engineering, are strong potential areas of growth.
- Minors in Construction Management and Environmental Construction have the ability to support our engineering programs and provide our students with experience desired by employers.
- A potential Integrated Science and Technology degree (ISAT) could help establish an on-campus presence and identity for the Department of Integrated Engineering that includes embracing forward-thinking pedagogy with interdisciplinary connections.

Additionally, plans included the importance of maintaining our accreditations and for utilizing the information of Program Review and Assessment to stay current and nimble in fast-changing disciplines.

Among the Engineering programs in the College, and at least some of the Engineering Technology programs, is a large amount of support to explore the possibility of a College of Engineering. Such an endeavor is not taken lightly, but is designed to better take advantage of Minnesota State Mankato's unique position within MnSCU to be the engineering provider for the System and a recruitment tool for the university, so students choose the university specifically because of the strong reputation of the engineering programs and the experiences they provide students. Trends in the engineering fields also justify increasing presence in Master's degrees in these areas, again an area in which the College is uniquely positioned to succeed. As such, the College is seeking to become a destination location for engineering and an engineering hub for the upper Midwest.

A plan for strengthening our engineering presence is detailed most precisely in the documents provided by the Department of Mechanical and Civil Engineering, an outline of key steps is paraphrased, as follows:

- The Department of Engineering and Technology plans begin with efforts to address retention and recruitment issues within the programs. Further, efforts are made to better connect with MnSCU community colleges for 2+2 and 1+3 programs.
- By year three, an Associate Dean of Engineering would be established within CSET to extend impact into future years.
- Legislative engagement would occur toward base support and seed funding for this effort, much as was done in the original establishment of the College's engineering programs.

- After modest growth in the number of faculty, the Department of Mechanical and Civil Engineering would split into two distinct departments.
- The currently proposed M.S. in Electrical Engineering graduate program will have stabilized to healthy enrollment, resulting in the needs for an additional faculty line.
- A graduate program, an M.S. in Civil Engineering (MSCE), would be created.
- By year three, funds would be raised to support the design of a building to support the formation of a College of Engineering. The location of this building would be just east of Trafton East and connected to that building.
- The bonding for a new building will be proposed with a completion of the new building by year ten.
- The College's and University's presence in fields related to Agricultural Engineering over the coming five years will be increased, with the possibility of a degree specifically in that area.
- By year 15, a new College of Engineering would be established.

Additionally, The Professional Science Masters (PSM) degree presents a unique opportunity for the College. These degrees combine technical skills of a Science, Technology, Engineering, or Mathematics (STEM) discipline with the professional and business skills of an MBA program. Minnesota State Mankato is positioned to be the premier provider of such degrees in the Midwest. Many of these degrees can be delivered online, in the Twin Cities metro area, or via hybrid models. Matriculating students and current industry professionals alike are potential enrollees in these programs.

Currently, two new PSM degree programs are scheduled to launch in Fall 2015, with at least two more potential offerings within the next few years.

- The PSM in Engineering Management degree program will be offered both on campus and in the Twin Cities.
- The PSM in Information Security and Risk Management will be offered completely online.
- By 2022, 46% of environmental science positions in the U.S. will be in the private sector. As such, a PSM in Environmental Science degree utilizing the coursework of our current M.S. in Environmental Science is a viable option.
- A potential PSM in Built Environment Technologies also is a viable advanced degree for construction professionals that would shape the way the industry approaches its planning of large-scale projects.

AT THE DEPARTMENT/PROGRAM LEVEL

Among the 10 departments of the College, many "points of pride" were identified. Selected highlights include:

- The Automotive Engineering Technology (AET) program is one of only two automotive engineering technology programs in the world that has earned ABET accreditation, while the Manufacturing Engineering Technology (MET) program is one of 22 ABET accredited programs in that area. Both earned the full six years of accreditation (through 2020). The Toro Company exclusively hires students from the AET program for entry level positions in their Design and Testing and Development Departments.
- The Department of Biological Sciences has grown substantially over the past five years to now exceed 900 majors across their programs. They are heavily invested in providing student research opportunities, with 28 oral and 129 posters at the URS over past five years and 11 papers published with graduate students in peer-reviewed journals. They have obtained \$6.7 million in external funding and two distinguished University Faculty Scholars over that same time frame.
- The Department of Chemistry and Geology takes pride in placing undergraduate student experiences as their top priority. Their students maintain strong major clubs, work as teaching assistants in labs, heavily participate in the URS, NCUR and Gordon conferences and many go on to excellent graduate programs. The department has been on the forefront of micro-scale experiments and created their own lab materials and worked extensively with the bookstore to keep material prices low for students and the university while supporting strong laboratory experiences for their students. The Biochemistry program is now ASBMB accredited.
- Computer Information Science (CIS) continues to show high placement and initial remuneration of students in their chosen field of study. Part of the reason for that success is attributed to the high quality professional experiences their students enjoy while undergraduates, such as student work opportunities with Project Maverick, Project FPX, Quad/Graphics, Bureau 507, Minnesota User Experience (MUX) Center, the Gamelab, and through their collaboration with Han University in the Netherlands. The department faculty is highly collaborative with units throughout campus.

- Construction Management graduates report 100% placement in employment related to their degree. Many of their graduates manage large businesses while many others are prepared to engage in entrepreneurial endeavors, often owning their own businesses within a few years of graduation. The department maintains a strong Industry Advisory Board and among the most successful internship programs at the university.
- The Department of Electrical and Computer Engineering and Technology provides high quality ABET accredited programs in areas of high need for the region in both engineering and technology. Among universities our size, the department is able to provide a wide range of training and expertise and has shown considerable growth and demand, particularly at the graduate level.
- Integrated Engineering offers degrees based on project-based learning through industry partnerships. They have received national and international attention for their unique approach and implementation of project-based learning that is more comprehensive and learning outcome-driven than perhaps any such program in the country. As such, we have a opportunity to become the national center of project-based engineering education.
- The Department of Mathematics and Statistics provides service to a large variety of programs as the largest producer of general education credits on campus. Among its own programs, there is strong growth in both mathematics and statistics and the department prides itself on its ability to prepare students for both industry and continuing education.
- Students in the Department of Mechanical and Civil Engineering demonstrate exceptional performance on the Fundamentals of Engineering exam as the first step towards professional licensure with a nearly 100% pass rate annually. The student experience, incorporating both early and continual contact with professors and professionals, is focused on fundamentals with real-world exposure. Students are also encouraged to become involved in a variety of leadership opportunities through local chapters of national organizations, competitions and the senior capstone experience. These are enhanced by the department's strong collaborations with regional industry and national affiliations. An unusually large number of faculty in the department have completed ExCEEEd teacher workshops and many faculty are involved in training Project Lead the Way teachers.
- The Department of Physics and Astronomy attracts good students to its programs and also provides a large amount of service to the engineering and general education programs. The department's curriculum and instruction emphasizes problem solving and analytical thinking skills that prepare students for a broad range of fields.

CONTINUING EDUCATION AND CUSTOMIZED TRAINING

Addressing the community and industry needs of our region serves the dual purpose of providing our expertise and providing a stable workforce for Minnesota while also giving our students unique opportunities for real world experiences during their undergraduate and graduate studies.

Many fields of study pertaining to our college are predicted areas of high growth, according to the Bureau of Labor Statistics, we expect to see large increases in the Biological and Medical Sciences, Environmental Science, certain fields of Engineering, Mathematics, Statistics and Chemistry. For example, by 2022, a growth of 9% is expected in the Agricultural and Food Sciences, a 5% growth in Agricultural Engineering, a 41% growth in genetic counselors and double-digit growth in veterinarians, dentists, biotechnicians, cytotechnologists, pharmacists and statisticians.

In order to serve these and many other needs of the region, we plan to offer degrees, customized training, certificate programs, testing facilities and other training in a large variety of areas. Many such endeavors provide students with hands-on experience while generating revenue for departments. Of particular note,

- The College is implementing, revising or planning several certificates designed both for degree seeking students and industry professionals seeking additional training. Areas to emerge include certificates in Instrumentation, Renewable Energy, Engineering Education, Global Engineering and Technology, Hazard Analysis Critical Control Point (Food Science), Earth Science: Water Resources, Database Technologies (undergraduate and graduate), Information Security, Network Technician, and Software Development.
- Additionally, the College looks to provide an Environmental Science: Restoration Ecology program to support the industry needs in the area of sand mining, agricultural runoff, erosion, etc. Similarly, the College is exploring adding a Water Resources Certificate to the earth sciences program.
- The College plans to establish an Environmental Quality (certified) lab for industries to obtain independent test results.

- The State has a large demand for STEM teachers at the 5-12 level and the Obama Administration has called for 100,000 new STEM teachers in the “Educate to Innovate” proposal. Among the top areas of need are Chemistry, Physics, Mathematics, Science Education (5th-8th grades) and Earth Science. As such, the College is increasing efforts and collaboration with the College of Education in those areas.
- In the Biological Sciences, plans are underway to offer additional training in biomedical devices and genetic counseling, both areas of high need for the Minnesota medical community.
- The College plans to increase use of certificates and customized training in Construction Management in the areas of design, software and project management.
- Additional customized training is planned in Additive Manufacturing, through our partnership with Minnesota Center for Excellence in Manufacturing and Engineering (MnCEME), as well as additional customized training in Electrical and Computer Engineering Technology.
- The College also looks to increase industry partnerships, particularly in agriculture and food production, medical and pharmaceuticals, with the Department of Natural Resources, and with the Minnesota Pollution and Control Agency. The College is also now a partner with other predominately undergraduate institutions in the State in the Midwest Biophysics Network.
- Plans to increase training opportunities for students on scientific devices, including training students in our Applied Nuclear Science Center on the production and handling of medical grade radioactive isotopes, also will meet community and industry needs.
- The Department of Computer Information Science continues to grow its partnerships with local industry in terms of serving the IT needs of smaller regional business while the new Minnesota User Experience (MUX) Center will provide testing for a variety of applications.
- A longer-term goal includes the creation of a Physician’s Assistant program as there is currently no program offered by a State college or university.

WHERE RESOURCES ARE MOST NEEDED

The resources needed for the success in achieving the 2015-2018 Academic Planning goals include better interactions and collaborations with units across campus and internal resources to support the work of faculty. Faculty time is best utilized in direct contact with students, in engaging in scholarship, and in establishing exchanges of information with other academic institutions and industry. As such, the support of staff and units across campus is key to the successes the College aspires to achieve.

DEPARTMENT PERSONNEL

Departmental plans focus largely on maximizing existing strengths and courses to support new areas of growth, especially during the 2015-2018 timeframe. Thus, the staffing requests are fairly modest over that time period. A large number of retirements is anticipated in many departments over the coming years, which will drastically change the landscape and leadership of such departments and represent potential salary savings to fund additional lines in areas of priority. It is essential we replace and/or reinvest in these faculty lines to maintain coverage in critical areas.

In the plans that follow, requested faculty positions in Soil Ecology (Biological Sciences), Geology, Civil Engineering (two positions) and Mechanical Engineering all represent areas that serve the regions’ needs, including the possibility of increasing our presence in agricultural disciplines. Additionally, in order to meet the need for scientific and mathematics courses across the university and bolster retention efforts, additional faculty positions in Mathematics, Statistics, Physics Biology and Chemistry are requested by departments. Such faculty positions also add coverage of growing areas such as the proposed geneticist (Biological Sciences). In many departments, the number of majors and graduates per faculty member is quite large by national standards, both in engineering and in the sciences, and the above additions of faculty will allow for planned increases in student research experiences, capstone experiences, and appropriate number of electives for students, and better advising.

TEACHING ASSISTANTS

Critical to success in many of the College’s graduate programs and in supporting the efforts of our “service” departments in retention and completion is having a healthy teaching assistant (TA) workforce. As such, many departments emphasize that the current TA stipend must be addressed to ensure continued and increasing success in these areas.

SUPPORT PERSONNEL AND DEPARTMENT FACILITIES

Many departments emphasized need for greater use of laboratory technicians such as the two new positions in Biological Sciences that support lab set-up and lab instruction, greater use of teaching assistants in course/lab support, and a support person for chemical hygiene and safety. Many departments feel the College could better support their efforts with a College-wide technology director, internship coordinator, and marketing/communications support.

Additional needed resources perhaps specific to the College include increased tutoring space and funding for undergraduate tutors, continued access to computer labs and specialized software, and continued support for database and journal access in the library. In our College, sabbatical leaves can be fairly costly since PhD expertise is often needed in specific areas of study that require backfill with full-time fixed-term (temporary) faculty, as opposed to part-time adjunct faculty, in order to continue to provide required and heavily enrolled courses to students while faculty pursue their scholarship.

EQUIPMENT

Equipment is the College's most needed resource to maintain state-of-the-art facilities for laboratories and classrooms. Base-funding does not cover current needs and has not increased in well over a ten-year period of time. As such, revenue generated by summer classes often funds the purchasing of equipment and consumables for class labs. Perhaps unique to MnSCU among national universities is the current inability to charge lab fees to support laboratory courses. The college feels it is critical that the university pursue a change in this policy to ease the strain on base and summer budgets as the price of such materials is far outpacing those funding sources.

OTHER SUPPORT AND CROSS-UNIT COLLABORATION

In terms of resources and interactions with university support services, including Strategic Partnerships, Information and Technology Services, Library Services, Business Services, Admissions, the Registrar's Office and many others, the most critical needs of the College center on greater support for marketing and recruiting, IT/tech support, and enrollment and resource management. Particularly, the College feels increased interactions with Admissions on recruitment of STEM and underrepresented groups into Minnesota State Mankato would be of great benefit. Historically, the College has done many such events on our own or with the Office of Institutional Diversity, and perhaps are unaware of how our university admissions and marketing areas operate.

GRANTS/CONTRACTS IN SUPPORT OF RESOURCES

Historically, the college earns approximately 45% of total revenues for the university in grants and contracts, a number the college hopes to grow in terms of overall size, while maintaining this percentage of the university total. However, much work is needed to sustain and grow those numbers.

A common theme to emerge from the departmental plans included the idea of increasing the College's capacity to perform testing for industry and government agencies. We have a large variety of devices in our departments capable of serving many needs. In some cases, the College's labs are positioned to become certified labs in a variety of areas, including materials analysis and imaging. Moreover, these testing facilities would provide students with hands-on training. In many areas, such as the MnCAR lab, such practices are in place; though at perhaps capacity while the MnCAM lab is an area of potential growth. The College will need to examine better avenues for creating and supporting long-term "soft-money" positions on campus that are in compliance with the various union contracts. TAs could be funded by external contracts for these testing services, though some supervisory staff is needed.

Most department plans indicate areas of potential increasing grant opportunities, with the acknowledgement that faculty time is essential to the pursuit of such activities. Thus, increased support staff, TA support, and lab fees to free base budget for faculty releases are key elements to increasing grant writing and submissions. Increased communication among disciplines is also fundamental in this respect. All departments involved in STEM teaching degrees are meeting regularly with the College of Education to explore new opportunities and the Department of Integrated Engineering is perhaps uniquely positioned to expand its grant activities as a national model of project-based pedagogy.

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

MISSION

The College of Social and Behavioral Sciences (SBS) is a community of diverse learners seeking to understand and transform the social world through inquiry, inspiration, service, and innovation (SBS mission statement, adopted 2013).

INTRODUCTION

The following core values drive our words and actions: Diversity (our uniqueness as individuals and as a collective is an asset and serves as a source of strength); Learning (the foundation of knowledge as both a valued end and a means to success); Engagement (passion, involvement, critical thinking, and collaboration are nurtured among all learners); Equity (the assurance of access, belonging, and opportunity shapes our approach and our actions); Innovation (creativity advances knowledge through research and scholarship for improving lives); and Integrity (ethics and honesty guide our curriculum, values, words, and actions). SBS is a key contributor to the academic successes of Minnesota State University, Mankato, and a key player in the state and region.

The following disciplines (and inter-disciplines) comprise the College: Aging Studies, American Indigenous Studies, Anthropology, Applied Organizational Studies, Corrections, Earth Science, Economics, Ethnic Studies, Gender and Women's Studies, Geography, History, International Relations, Law Enforcement, Museum Studies, Nonprofit Leadership, Political Science, Psychology, Sexuality Studies, Sociology, Social Studies Teaching, Social Work, and Urban and Regional Studies. SBS occupies a unique position in the academic landscape: on one hand, many of our programs and departments have played an historic role in the development of the disciplines, such as the Sociology and Corrections Department's recent celebration of its 100th anniversary; and the Gender and Women's Studies Department's distinction as the first women's studies master of science program in the United States. On the other hand, SBS is nimble and responsive, able to adapt to trends in both academe and workforce development, such as the fairly recent launch of programmatic offerings in Geographic Information Science, School Psychology, and Nonprofit Leadership. One of the College's greatest strengths is our ability to unite stability and structure with responsiveness and innovation.

The College of Social and Behavioral Sciences is no stranger to academic planning. In 2012-2013, the College underwent a thorough planning process that resulted in a Strategic Roadmap for 2013-2016. The Integrated Academic Planning process was an opportunity to dive more deeply into program planning than done previously. Thus, the College's Strategic Roadmap dovetailed nicely with the 2014-2015 Integrated Academic Planning process. In spring 2014, the SBS Leadership Council discussed and began work on the program planning tool adopted by the Division of Academic Affairs. All SBS departments submitted program plans during the fall 2014 semester. After one or more rounds of review and revision, the College held a half-day SBS Leadership Council meeting in early February 2015 to discuss the plans put forth by each department. Each department chair discussed top points of pride, plans for program changes, challenges, and takeaways. The meeting resulted in a few departments revising their program plans yet again, in light of the exciting ideas presented in the extended meeting.

The degree program plans herein present an exciting range of ideas, some innovative, some responsive, and all reflective of the College mission to understand and transform the social world.

STUDENT ENROLLMENT AND SUCCESS

All departments in the College of Social and Behavioral Sciences wish to increase enrollments in their graduate and undergraduate programs. Overall, their goals are admirable and attainable. The total number of undergraduate and graduate majors in SBS increased in the past six years from 2,438 to 2,855. This bodes well for our prospects for reaching ever-more students in the next three years. For example, Economics majors have grown from 90 students 6 years ago to over 150 majors today. Psychology grew from 475 to 589 majors since 2011, and the department's challenge is to keep class sizes manageable.

Undergraduate SBS programs are majors of both “discovery” and “destination.” All departments are busily engaged in attracting students—publicizing their majors, improving advising, making course content relevant and exciting, and improving curriculum. Quite a few program plans include the development of marketing materials to invite student interest. Not all Minnesota State Mankato undergraduate students start with plans to major in many fields of study in the College; however, once students “discover” disciplines in the College, typically by way of general education courses or word of mouth, they successfully persist and graduate.

Graduate students play an important part in student success, both as members of the growing population of SBS students and as teaching assistants in our departments. Graduate students can have a unique impact on the undergraduate students they come into contact with, advancing recruitment and retention. In addition, with the prospect of 3+2 options in several programs, the transition from undergraduate to graduate student becomes more seamless and more attractive.

All departments wish to attract more students of color and more international students. This is a realistic plan, given historical data. Between fall 2011 and fall 2014, the number of students of color in SBS majors (both graduate and undergraduate) increased from 390 to 438. In addition, several master’s programs are destination programs for international students—URSI, GWVS, Public Administration, and Ethnic Studies, for example, tend to draw strong numbers. The SBS achievement gap (5.3%) is lower than the overall Minnesota State Mankato achievement gap (10.4%), which demonstrates that SBS programs are on the right track toward shrinking the gap. The number of international students with SBS majors (both graduate and undergraduate) increased from 67 to 118 between fall 2011 and fall 2014. With help from Institutional Diversity, International Affairs, and other campus resources, the College has every reason to expect to sustain these positive trends. In addition, current needs in the State’s Mental Health and Child Welfare workforce make it likely that Social Work graduates will be able to obtain even higher rates of employment, particularly in more rural areas of the state. It is important for us to continue to encourage professional development and networking opportunities.

STRATEGIC PLANNING PROCESS, POINTS OF PRIDE AND ASPIRATIONS

During our extended meeting on Academic Master Planning, one department chair discussed a successful “3+2” accelerated master’s option between two SBS departments (Geography and Urban and Regional Studies). Following an engaging discussion on such offerings, several departments are now considering adding accelerated program options. These departments include Gender and Women’s Studies, Government, and Sociology and Corrections, and others may become interested in the coming months. The accelerated offerings have great potential to enhance undergraduate student retention and completion, while increasing student enrollment and success in graduate programs. Even if just a few students opt for each of the accelerated master’s per year, the overall effect would be a great contribution toward University goals. Accelerated options are not new programs per se; instead, they give students more options within our existing offerings.

In addition, the College has other strong possibilities in the works. The Department of Government-Law Enforcement program is looking to add a fire safety program to further serve their public safety mission. Government is also developing a Law Enforcement track within the Public Administration master’s program in response to police officers’ demand for higher degrees. Social Work is considering a new post-master’s clinical training certificate program, which would meet state workforce demand. State workforce demand is also posing further developments in Child Welfare and Mental Health for both the Social Work and Psychology Departments. Gender and Women’s Studies (GWS) is working with Psychology and Sociology faculty to launch a new interdisciplinary minor in Sexuality Studies in response to student interest. Geography has proposed the following new programs: a Professional Science Master’s in Geographic Information Science and certificates in Geomorphology, Water Resources, and Geoarchaeology. PSM degrees respond to workforce demand and coincide with other University advancements toward developing PSM options. Finally, the History Department is developing a Global History certificate.

Several programs have plans for growing their offerings without requesting additional resources, such as full-time faculty lines. Applied Organizational Studies is adding courses that will use only a nominal increase in salary spending—the modest investment promises to pay off with an increase in majors and graduates. The Department of Anthropology and American Indigenous Studies is trying various ways to increase undergraduate enrollments. Their challenge is to figure out how all departmental programs fit together. While unified as one department, they are treated as different programs by different entities of the University. It is important that neither AIS nor Museum Studies become invisible

as compared to Anthropology programs. The Corrections program is planning a curriculum redesign after one or two faculty members retire. They want to redesign for a more current and competitive program. Gender and Women's Studies would like to increase enrollment in their graduate program and are proposing an accelerated master's option to increase graduation rates of undergraduates and grow the graduate program. Geography is strengthening GIScience offerings at the main campus by adding new applied courses in Crime Analysis, Historical Analysis, Socio-Economic Analysis, and Transportation Analysis.

The Department of Geography is also growing by revitalizing the weather program after a retirement by adding new courses in water, fluvial geomorphology, and earth surface processes. The Department of Government is investigating accrediting their Master's of public administration program through Network of Schools of Public Policy, Affairs, and Administration (NASPAA). This poses duplication concerns with Urban and Regional Studies Institute, which is also pursuing NASPAA accreditation of the graduate program in Urban Studies. Government is further developing outreach efforts in International Relations and Political Science. An International Relations study abroad requirement has been instituted, setting up new partnerships and expanding programs. Political Science is improving outreach through internships. History would like their B.S. and M.S. programs to grow, but they recognize the need to look at how to attract students. They are planning to make the major more relevant through ongoing conversations on how to create an effective program that equips students with skills that translate beyond the classroom. Examples are to add 200-level seminar classes (e.g., History of Baseball, History of Civil Rights). Psychology plans to increase the number of majors who apply to and are successfully admitted to graduate programs.

Some departments are proposing revisions to existing programs for greater student recruitment, retention, and completion. History would like to incorporate the Social Studies education program into their department. Moving SOST into History would be a fairly seamless administrative revision.

Psychology plans to develop an introductory course to meet new testing requirements for the Medical College Admission Test (MCAT)(e.g., Introduction to Psychological Science for Health Fields).

In an exciting new prospect for College-wide retention and graduation, a plan is underway to revise the Social Studies non-teaching option by changing the name to Integrated or Interdisciplinary Social Science. This could serve as another SBS baccalaureate completion program and a choice for a major. The Psychology Department plans to begin offering the minor in Psychology at the University's Normandale Community College Partnership Center. Some of our Extended Education majors lack complementary minors—a void this new offering aims to fill.

In accordance with the College's mission, SBS departments are highly collaborative and involved in community engagement. To extend these relationships even further, Anthropology and AIS, Gender and Women's Studies, Government, Psychology, and other SBS departments want to increase collaborations, participate in learning communities, and/or increase partnerships and certificates.

The College of Social and Behavioral Sciences offers a wide range of special academic programs that do not culminate in a degree, but enhance the student experience and serve the community, commonly through faculty research, scholarly, and creative pursuits. By Department, special academic programs, with directional plans for 2015-2018 include four positioned to grow, 10 programs to sustain, and one new special academic program.

Special academic programs that are strong and plan to sustain include the Center for Economic Development, Women and Spirituality Conference, Minnesota Modeling and Simulation Center, Geography Colloquium Series, History Day, Organizational Effectiveness Resource Group (OERG), continuing education for social workers, Chesley Center for Aging, the Urban and Regional Students Institute's Alumni Advisory Board and community service projects. Special academic programs positioned for growth include the Geography Department's international exchanges and GIS Day, and Psychology Department's Assessment Clinic and Midwest Psychology Conference. Of particular interest is a new Maverick Analytics Research Center (MavARC) designed to leverage faculty and student expertise in research design, data analysis and interpretation, and program evaluation to serve the campus community in highly impactful ways well into the future.

Faculty members in SBS have no shortage of big ideas! The biggest SBS idea of all is to develop a plan for a Social and Behavioral Sciences building. Currently, SBS offices and classrooms are distributed among five buildings and

one off-campus site (University Square Mall). The aggregated need for new space (department offices, faculty offices, classrooms, labs, meeting rooms, project space, graduate assistant and adjunct faculty offices, and more) point inexorably to the need for a new building. A social science building is an idea whose time has come. Potential funding for such a resource should come from a system-led bonding initiative, advancement, or both.

As noted above, the Department of Government aspires to add a new program in fire safety, enhancing the highly successful BS and BA in Law Enforcement programs. This would require construction of a multi-use training facility for Law Enforcement education, ideally in partnership with the City of Mankato Department of Public Safety and other community entities. Resources for a state-of-the-art educational facility in public safety would have the greatest impact with a shooting range, chase track, use of force simulator, fire facilities, and more. The demand for top-notch Law Enforcement education only stands to grow over the next 15 years; such a facility would position Minnesota State University, Mankato as the go-to destination for prospective students and professionals interested in the field. Funding for such a facility is likely include multiple public and private sources.

Yet another big idea is the Psychology Department's proposed Analytics Research Center (MavARC) designed to leverage faculty and student expertise in research design, data analysis and interpretation, and program evaluation serve the campus community in impactful ways that will extend five, 10, 15 years, and beyond. For example, with the growing emphasis accountability and continuous improvement across all sectors, especially for public agencies, MavARC will stand to gather and leverage big data to achieve actionable insights into finding solutions to pressing problems. MavARC will enable Psychology students to translate skills into meaningful and profitable work in service to the region.

The College of Social and Behavioral Sciences aspires and is in position to do even greater things. There can be little doubt that faculty staff, students and alumni, and partners and stakeholders possess passion and talent to move forward together to "understand and transform the social world through inquiry, inspiration, service, and innovation."

WHERE RESOURCES ARE MOST NEEDED

Resource priorities span several categories, as follows:

NEW FACULTY POSITIONS

All departments in the College have indicated a need for new faculty positions, far more than will be financially feasible in the planning timeframe, 2015-2018. However, if revenues become available through reallocation of University or College salary budgets, or new funds, faculty position requests that would receive top consideration include:

- The Aging Studies Program requests one new faculty position.
- The Department of Anthropology and American Indigenous Studies seeks to add one new tenure-track faculty position for the American Indigenous Studies program.
- The Corrections Program seeks one new faculty position.
- The Department of Gender and Women's Studies requests one faculty position.
- The Nonprofit Leadership Program would like to increase faculty by 0.75 to 1.50 full-time equivalents.

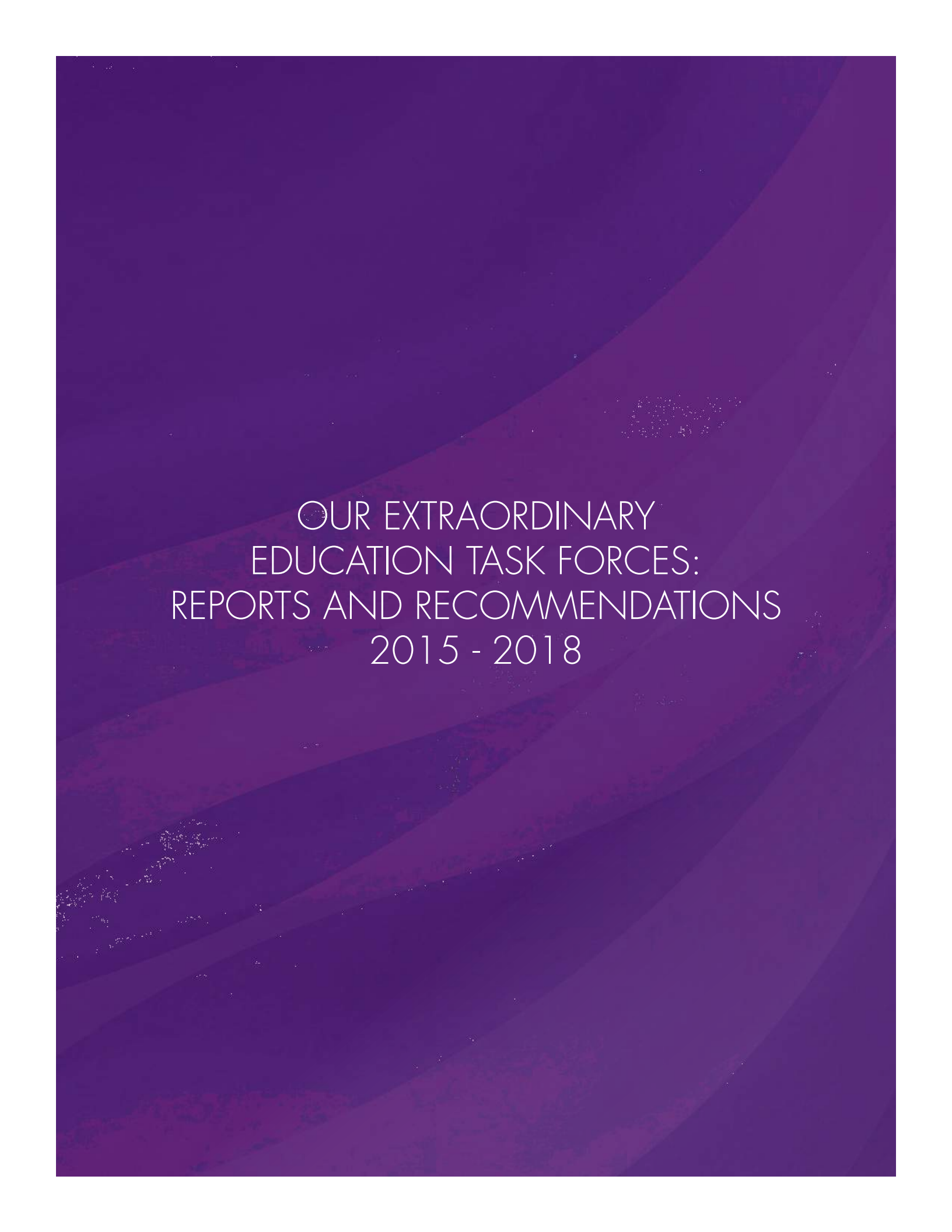
GRADUATE ASSISTANTSHIPS ACROSS DEPARTMENTS

To be able to carry out the plans articulated herein, all departments with graduate programs should be allocated permanent graduate assistantships, in addition to those funded by Graduate Studies and by existing external grants and contracts. GAs affect staffing (teaching assistantships) and graduate program recruitment. Potential sources of revenue include allocation or reallocation of University and College salary dollars.

INSTRUCTIONAL FACILITIES AND EQUIPMENT

All SBS departments have instructional space needs ranging from a reconfiguration of existing spaces to better deliver academic programs to the addition of new spaces.

- Classrooms in the College need to be right-sized and technologically equipped for intended purposes, to conform to modern architectural standards, and to meet demand.
- Flexible-use classrooms and seminar rooms to enable better delivery of all SBS academic programs.
- Laboratory space, simulation rooms, and specialized technology for numerous SBS programs—including Geography, Law Enforcement, Museum Studies, Anthropology and American Indigenous Studies, Social Work, and Psychology, among others—must be built.
- Faculty offices need to be right-sized and better located for their purposes, as they are poorly configured, poorly located (e.g., at a distance from the departmental home office), or do not meet modern architectural standards.
- All departments could benefit from additional space for Graduate Students and adjunct instructors. Moreover, several departments are operating large government grants and/or contracts with inadequate student space.
- The Departments of Anthropology and Geography have intensive need for advanced computers and ITS support. To continue toward Psychology's goals of high research productivity, the department needs continued investment in lab equipment and supplies.
- SBS does not have a dedicated equipment/technology budget line, but has high technology needs. This includes the need for appropriate computers and software for 140 faculty and staff, along with computers to meet the needs of graduate assistants, adjunct faculty members and research laboratories.

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OUR EXTRAORDINARY EDUCATION TASK FORCES: REPORTS AND RECOMMENDATIONS 2015 - 2018

TEACHING EXCELLENCE AND INNOVATION TASK FORCE REPORT

The Teaching Excellence and Innovation Task Force presents the following report of activities in conjunction with Minnesota State University, Mankato's integrated academic planning of 2014-2015. While unanimity of task force members was not reached with respect to each recommendation, all task force participants had a voice in the creation of the report.

CHARGE

The Teaching Excellence and Innovation Task Force was charged with identifying high potential strategic directions and goals that will advance teaching excellence, learning, and innovation at Minnesota State Mankato for the period of 2015-2018.

As a part of this charge, the task force addressed:

- What would a new level of greatness in teaching excellence, learning, and innovation look like by 2018, and how will we know if it is achieved?
- What would be a model organizational structure and function; policies, procedures, and practices to support the strategic directions and goals?

TASK FORCE MEMBERS

Maria Bevacqua, Co-Chair, Administrative representative
Matt Clay, MMA representative
Ed Clark, Administration representative
Jessica Flatequal, ASF representative
Patricia Hoffman, FA representative
Michael Manderfeld, MAPE representative
Rama Mohapatra, At-Large representative
Jeffrey R. Pribyl, Co-Chair, FA representative
Joan Roca, Administration representative
Laura Schwarz, FA representative
Jennifer Veltsos, FA representative
Joe Wolf, MSSA representative

SUMMARY OF PROCESS

The Teaching Excellence and Innovation Task Force (TEITF) started meeting on April 17, 2014. All TEITF members received a copy of Ken Bain's book, *What the Best College Teachers Do* (Cambridge, MA: Harvard University Press, 2004) as a common read to prepare for our tasks. The task force then met every Thursday for the remainder of spring semester. Early on, the TEITF determined that teaching excellence and innovation was the responsibility of three principle entities: the faculty, the students, and the institution as a whole.

On May 16, 2014, the task force met for a daylong retreat to dedicate a focused period of time to the task force charge. The task force divided into subgroups focused on each entity. Each subgroup identified resources (e.g. websites, research articles, books, data or best practices) that would inform discussions and brainstormed ideas and examples of teaching excellence and innovation. Following the retreat, subgroups began sketching out recommendations relative to students, faculty, or institution. In Fall 2014, the TEITF met every Thursday, either in subgroups or as a whole. In these meetings, the recommendations began to take shape. These sketches and discussions created the foundation of the four recommendations presented in this report.

The TEITF adopted the following working definitions.

Excellence in teaching and learning is dynamic and involves the intersection of commitment from the institution, the faculty and the student.

The **faculty** brings passion, content, and pedagogy.

The **student** brings openness, work ethic, and energy.

The **institution** brings resources, space, and structure.

Innovative teaching is the freedom to test new and improved instructional methods in order to advance student learning. It may involve traditional and new technology to advance learning outcomes, but it does not employ technology for technology's sake. Innovative teaching is responsive to student needs, faculty development, and university resources. It is nimble and can readily adapt to a rapidly changing learning environment. Innovative teaching embraces multiple pathways to success. Innovative teaching helps students appreciate the value in taking risks, think independently, and forge their own educational paths.

Within the following section, main recommendations are supported with specific, actionable recommendations and examples or suggestions for implementation. The ordering of actionable recommendations are not intended to suggest a hierarchy or prioritization within the recommendations.

RECOMMENDATION

RECOMMENDATION #1: Engagement to Transform Effective Teaching Into Excellent and Innovative Teaching

Center for Excellence in Teaching and Learning (CETL) programs help faculty transform effective teaching into excellent and innovative teaching and provide opportunities for localized deployment of content specific approaches. CETL can curate, organize, and mentor faculty in the delivery of pedagogical best practices and innovations, particularly for online, hybrid, and other innovative course formats. It can also support the ranks of adjunct faculty who teach more than 20% of our general education and diverse cultures courses taught by providing orientation information and mentoring opportunities.

ALIGNMENT

MINNESOTA STATE MANKATO STRATEGIC PRIORITIES

- Grow University Extended Education – Greatly expand the reach of our extended learning programs
- Embody Quality and Excellence – Measure and continuously improve our work to ensure excellence in all that we do.

MNSCU STRATEGIC FRAMEWORK

- Ensure access to an extraordinary education for all Minnesotans
- Be the partner of choice to meet Minnesota's workforce and community needs

SPECIFIC RECOMMENDATIONS

- 1.1 Increase faculty engagement with CETL and create interdisciplinary professional learning communities to support faculty professional development, student advising, and teaching excellence and innovation.
 - a. Create an infrastructure and lasting support for professional learning communities at the institutional and local levels. Potential focus of these professional learning communities include multigenerational learning, the 21st century student, creating student centered learning environments, using technology to reach your learning goal, and meeting the needs of all students in your classroom, and scholarship of teaching and learning (SoTL).
 - b. Increase engagement with evidence-based online teaching and learning strategies.

- c. Increase opportunities to learn about teaching and working with diversity.
 - d. Examine current and past CETL offerings, as well as CETL models at other universities, to strategically identify gaps to plan programs, certificates, and learning communities in the future.
- 1.2 Continue to provide resources and support for faculty teaching and learning.
- a. Create programming and curriculum for adjunct and graduate teaching assistant on-boarding support.
 - b. Develop content-based pedagogical expertise within departments and colleges.
 - c. Strengthen partnerships between the Library, Information and Technology Services (ITS) and CETL to provide faculty with resources and support to transform teaching.
 - d. Provide stipends and/or release time to teams of faculty to develop and share innovative and effective teaching strategies to engage students and improve student learning.

IMPACT AND OBSTACLES

- Resources: As utilization of CETL certificate programming increases beyond current capacity, resources (staffing, equipment, facilities) will have to increase proportionately. Make resources available to faculty who are off-campus and work outside of the 8-5 business day.
- Evaluation: Mechanisms for evaluation methods need to be developed to provide evidence of effectiveness.
- Collaboration: CETL would also require the partnership and buy-in from administration, deans, and departments in the development of content-based pedagogical expertise.

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RECOMMENDATION #2: Become a Partner for Life in Our Students' Education

In recent years the university has embraced "Big ideas. Real-world thinking." as a core theme. Accordingly, the university must provide an environment that prepares students to be successful learners and to become leaders for the future. This requires helping students and alumni embrace the path of life-long learning and continuous professional development by creating opportunities to learn at any stage of their lives.

ALIGNMENT

MNSCU STRATEGIC FRAMEWORK

- Ensure access to an extraordinary education for all Minnesotans
- Be the partner of choice to meet Minnesota's workforce and community needs

SPECIFIC RECOMMENDATIONS

- 2.1 Extend orientation for all students.
 - a. Create self-paced instructional materials for all students to access immediately upon admission and throughout their first year of enrollment to complement the on-campus orientation.
 - b. Create an orientation site or digital handbook for graduate, transfer, online and extended education students.

- c. Include information about holistic student learning, work-school-life balance, budgeting, etc. as a complement to the First Year Seminar (FYEX 100).
 - d. Provide access to university services 24/7 to accommodate non-traditional student schedules.
- 2.2 Support the whole learner through educational, personal, and professional development activities.
- 1. Increase participation in First Year Seminar (FYEX 100) to teach academic and life success skills. Require First Year Seminar as a general education component, either with or without learning communities. Standardize the FYEX 100 curriculum to include topics such as how to study and learn in college, academic planning and advising engagement with the campus community, basic information literacy components, including a tool for digital literacy assessment, how online study differs from classroom study, independent and informal learning, and managing finances.
 - 2. Encourage courses in the general education curriculum to support a “gradual release of responsibility” learning model by which initial instruction is highly supported by faculty, but later instruction gradually shifts control of the learning and development to students.
 - 3. Establish trained student learning mentors to assist with classes with enrollment of over 50 students. These mentors will help undergraduates learn how to study for the course, be an informational resource, and bring a sense of belonging to courses with large enrollment.
 - 4. Promote appreciation of human diversity, civic engagement, self-directed learning and reflection, ethics, creativity, communication, leadership, and management skills within all programs.
 - 5. Integrate information literacy as defined by the discipline into student learning outcomes of all academic programs.
 - 6. Create support structures for graduate student teaching and learning.
- 2.3 Identify and prepare leaders with diverse backgrounds, strengths, and experiences.
- 1. Develop mechanisms for identifying potential leaders at the graduate and undergraduate level within the diverse student body.
 - 2. Develop opportunities for student leaders to study, reflect, and practice skills in a wide range of authentic experiences addressing local, state, national, and global issues.
 - 3. Expand leadership-training opportunities for students similar to the program developed for Presidential Scholars.
- 2.4 Offer flexible, creative, and innovative educational pathways outside of the traditional degree formats.
- 1. Create opportunities for more interdisciplinary programs or customized certificates to allow students to capitalize on their strengths and engage in areas of interest and passion that may not fit into existing major/minor/certificate models.
 - 2. Create certificates in topics of high need (including professional competencies) to allow alumni and community members to update existing or learn new content, theory, skills, and procedures.
 - 3. Expand and coordinate the study abroad and study away opportunities within the United States in order to help create global awareness.

IMPACT AND OBSTACLES

- Paradigm shift: Breaking the mold of a traditional four-year undergraduate or two-year master’s degree to focus on learner outcomes and the successful demonstration of knowledge, skills, and competencies. Creating a new way to provide learning, professional development, and ongoing relationships after a student leaves the university.
- Collaboration: Interdisciplinary and more holistic focus on skills rather than courses within a single department. Creation of deeper, sustainable partnerships among faculty, students, alumni, the workforce and the community.
- Easy button: Make education accessible by removing obstacles in registration, financial aid, and other administrative functions that are currently barriers to students, thereby making it quick and easy to sign up for courses.

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RECOMMENDATION #3: Provide Infrastructure and Support for Teaching and Learning Excellence and Innovation

Teaching excellence should be recognized and defined beyond the confines of a faculty member's individual professional development plan; students need resources that would help move their learning from good to great; and services available on campus should be focused on the institutional mission of promoting learning. Recognizing the success of the Center for Excellence and Innovation in supporting faculty, the university should pursue the creation of a Student Learning Innovation Center to support and promote student learning.

ALIGNMENT

MINNESOTA STATE MANKATO STRATEGIC PRIORITIES

- Embody Quality and Excellence – Measure and continuously improve our work to ensure excellence in all that we do.

SPECIFIC RECOMMENDATIONS

- 3.1 Recognize innovation and excellence in teaching and learning at the undergraduate and graduate levels.
 - a. Identify, recognize, celebrate, and promote best practices that support excellence in teaching and learning for a wide range of students and offer opportunities for faculty to explore and develop these practices in their classes.
 - b. Provide institutional incentives, including funding and one-time monies, for the transformative adoption of new and innovative teaching and learning processes.
 - c. Recognize and reward faculty and teams of faculty who demonstrate innovation and excellence in teaching with a university-level award on par with the Distinguished Faculty Scholars. The MnSCU Excellence in Curriculum Programming Award may also serve as a model for this type of recognition.
 - d. Recognize teaching excellence and innovation in diversity and equity topics.

- 3.2 Support student technology and learning skills.
 - a. Develop a student version of the Center for Excellence and Innovation. This center, tentatively called the Student Learning Innovation Center (SLIC), would be in a central location where students can get assistance with learning strategies and technology training. This resource would provide students with a basic set of technology skills and would also be fully accessible to distance learners.
 - b. Connect SLIC and CETL to synergize their efforts to address excellence in teaching and student learning.
- 3.3 Streamline scheduling processes to ensure that undergraduate students can complete their degrees within four years.
 - a. Offer enough sections of ENG 101 to ensure that all eligible incoming first-year students are able to enroll in the course during their first year of enrollment. Institutional data suggest that students who take ENG 101 in their first year are more likely to finish undergraduate degrees within four years than students who wait until their second year.
 - b. Use existing and new technology (e.g., Hobsons AgileGrad, registration wait lists) to inform the scheduling of classes and decisions about class offerings. Explore the option of pre-registering for more than one semester.
 - c. Explore a change to course scheduling (e.g., MWF 50 minutes, TTh 75 minutes, common start times) to maximize the use of classroom space and eliminate overlapping courses across colleges.
- 3.4 Continue to develop student study and gathering spaces and collaborative classroom spaces.
 - a. All remodeling and new construction of academic spaces should include student study and gathering spaces, such as the Crossroads in Morris Hall, the student lobby in Ford Hall, and the technology cubicles on the first floor of Wigley.
 - b. Consider flexible and collaborative classroom layouts in newly constructed and renovated academic buildings. Classrooms must be built or renovated to accommodate multiple purposes, departments, and teaching styles.
- 3.5 Bring “Real-world thinking” into the classroom and the classroom into the world.
 - a. Improve coordination between academics, strategic partnerships, internships, and service learning opportunities in order to connect the community with programs throughout the university.
 - b. Review university and MnSCU policies and procedures to identify and streamline policies, practices, and procedures that inhibit and hinder excellence in teaching and adoption of innovation, such as the contract process for outside speakers and consultants, study abroad, etc.
 - c. Help faculty identify potential guest speakers, case studies, and ideas for collaborative research projects.
 - d. Provide resources for faculty to incorporate diversity topics into all courses, not just those designated as meeting the Diverse Cultures Graduation Requirement.
 - e. Help community partners develop and improve internships, recruiting, and projects through service learning and civic engagement.
- 3.6 Create a strategic technology innovation plan in partnership with ITS and the University Technology Roundtable.
 - a. Create a flexible and sustainable technology infrastructure.
 - b. Help faculty identify instructional technologies and innovations that support the goals of their teaching.
 - c. Foster the growth of all faculty and staff in the adoption of appropriate instructional technologies and innovations.
 - d. Develop a technology vision to support faculty and student success; strive for continuous service and process improvement; build relationships, partnerships, and communication through professional and effective staff; and provide superlative access to data.
- 3.7 Collect, analyze, and share data to holistically identify students’ assets in content knowledge and life skills.
 - a. Use and reflect on an array of demographic data to improve instruction and curriculum, and to encourage student self-reflection, growth, and development.
 - b. Work with community and industry partners to identify core knowledge, skills, and professional competencies that should be included in the curricula.

- c. Assess students' growth from admission to graduation so that student progress toward self-directed, healthy learning is monitored and promoted. Students should also understand how to self-assess and monitor their own growth, development, and progress toward their goals.
- d. Promote mechanisms that alert faculty and staff about students who are at risk so that interventions can be implemented in a timely manner.

IMPACT AND OBSTACLES

- Procedures: Develop nomination criteria and application requirements for identifying instances of teaching excellence and innovation. Develop a rubric for measuring teaching excellence and innovation in its many forms.
- Resources: Increased human and financial resources to support teaching and learning in the numerous institutional areas identified.
- Diversity: All efforts to improve teaching and learning must be inclusive and equity-minded.

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RECOMMENDATION #4: Ensure Equity in Educational Opportunities

- 4.1 If we do it on campus, we must do it online and at a distance.

CONCLUSION AND FUTURE CONSIDERATIONS

The work of the Teaching Excellence and Innovation Task Force, while final, is certainly only the beginning of a crucial conversation that Minnesota State Mankato students, faculty, and staff must have regarding the future of pedagogies and instructional practices. The four groups of recommendations elaborated here (increase faculty engagement to transform effective teaching into excellent and innovative teaching; become a partner for life in our students' education; provide infrastructure and support for teaching and learning excellence and innovation; and if we do it on campus, we must do it online and at a distance) represent the best, most informed hypotheses about what will serve students in the next three years. Another group of stakeholders might have come up with different recommendations. The most important outcome is that the planning took place, that the conversations were held, and that the ideas were discussed, sometimes passionately. While a number of the recommendations the task force made require considerable resources, this cost will be offset by greater student success. It is also true that a number of the recommendations made are low cost with the potential of high impact on teaching excellence and innovation. The task force urges the university to begin implementation of these recommendations in a timely manner.

ACADEMIC ADVISING TASK FORCE REPORT

INTRODUCTION

The student population continues to become more complex – with increased numbers of students earning college credits in high school, transferring among institutions, working through complicated personal challenges, arriving from a broad range of backgrounds, and simply choosing to attend college at a higher rate than previous generations.

At the same time as our student demographics are dramatically changing, colleges and universities are aspiring to meet new challenges while competing for limited resources. Our retention and completion rates are being scrutinized not only by constituents and the general public seeking the best possible experience for students, but also by governmental agents making decisions about resource allocation.

Academic advising is a crucial area where Minnesota State University, Mankato can impact the complex and unique needs of students and address retention and completion challenges.

CHARGE

The Academic Advising Task Force was charged with articulating expectations for university-wide academic advising that fosters the intentional development of all students, undergraduate and graduate. The Task Force has identified high potential strategic directions and goals to advance academic advising that support student success and timely degree completion at Minnesota State Mankato for the period 2015-2018.

TASK FORCE MEMBERS

Tyler Conlon, MSSA representative
Dan Cronn-Mills, At-Large representative
Lynnette Engeswick, FA representative
Oscar Gonzalez, At-Large representative
Sara Granberg-Rademacker, Co-Chair, ASF representative
Jean Haar, Co-Chair, Administration representative
David Jones, Administration representative
Linda Meidl, ASF representative
Kari Much, FA representative
Shirley Murray, ASF representative
Laura Pelletier, FA representative
Helen Walters, AFSCME representative
Judie Ziemke Bjorling, AFSCME representative
Ginger Zierdt, Administration representative

SUMMARY OF PROCESS

The Academic Advising Task Force met several times from Spring 2013 through Fall 2014. The task force began with campus-specific information about academic advising. The task force reviewed information collected at a campus-wide visioning session, as well as previous advising task force data and reports, which included feedback from faculty advisors, professional advisors, and students. The task force consulted literature on best advising practices and strategies to assist institutional efforts in retaining and graduating students. In addition, the task force considered information shared from the Minnesota State Student Association (MSSA). All information was used to develop initial recommendations. Once recommendations were established, they were shared with stakeholders, including department chairs and directors, respective sub-meet and confers, Student Relations Coordinators, and Advising Forum membership. The task force revised recommendations based on feedback and responses. This report reflects the final results of the process.

VISION

The vision for academic advising includes the following:

1. The university will achieve a culture of shared responsibility through a mutual understanding of advisor/advisee needs and expectations whereby best practices and outcomes can be realized.
2. The university will develop a clear, coordinated advising structure that optimizes centralized and decentralized functions and is accessible to all.
3. The university will ensure that all students have academic plans and access to advising to assist students in achieving their educational goals in a timely fashion.

When this vision is achieved, the university will be able to accurately assert that it is “the finest academic advising institution in the Minnesota State Colleges and Universities System;” and, more importantly, student success rates will provide evidence of advising accomplishments.

DEFINITION OF ACADEMIC ADVISING

As a task force, academic advising was defined as:

“...an educational partnership between the University and students which involves clarifying goals, establishing effective educational plans, and using resources and enrichment opportunities to the fullest extent possible. Students, faculty, professional advisors, staff, and administrators work collaboratively to assist and support students in becoming self-directed learners. This multi-dimensional and developmental process supports students’ diverse backgrounds, interests, and abilities, and facilitates students’ achievement of education, career and life goals.”

Important hallmarks of this definition are:

- Providing a comprehensive understanding of academic advising; the definition recognizes that advising extends beyond basic curricular needs and class scheduling issues. It includes the importance of connecting students with skills and knowledge to develop and realize their own holistic educational aspirations.
- Recognizing that a partnership, or collaboration, needs to occur between students and advisors; the definition views student success as a shared responsibility.

RECOMMENDATIONS

The recommendations that follow will assist the university in achieving the vision for advising. They are framed in a manner that heightens university-wide collaboration and expectations. Efforts were made to shape the recommendations in a broad enough manner to honor the individualized nature of advising yet in a specific enough direction to establish a support structure that meets the wide scope advising needs of our student population.

RECOMMENDATION #1: Raise the Visibility and Importance of Advising

RATIONALE

National data supports the idea that, for advising to be considered worthwhile and meaningful, quality advising has to be a readily recognized activity for institutions and advisors (Advisory Board Company, 2012; Wallace, 2011). University data supports a similar idea with many faculty advisors concurring that advising is not acknowledged as a significant priority in tenure and promotion processes (Task Force Report, 2011). Lowenstein (2005) explains that an excellent advisor does for students’ entire education what an excellent teacher does for a course: Helps them order the pieces, and put them together in a coherent whole to experience the curriculum as a unified composition of interrelated parts with multiple connections and relationships. This recommendation was created to recognize the importance of advisors’ roles, and to support those roles accordingly.

SPECIFIC RECOMMENDATIONS

- 4.1 Implement a meaningful university-wide recognition program for academic advising. This includes:
 - a. Development of a professional development funding structure to recognize the complexity of advising and to enable faculty and professional advisors to remain current with best practices in advising.
 - b. Use Criterion 4 in the Inter Faculty Organization (IFO) Master Agreement, contribution to student growth and development, as an opportunity for faculty advisors to demonstrate quality advising, with recognition and reinforcement noted from the department level through the Office of the President.
- 4.2 Provide intentional advisor orientation, training, and professional development for faculty and professional advisors, and support staff. Advisor training could occur at New Faculty Orientation, department meetings, Advising Forum meetings, and Professional Development Day.
- 4.3 Provide intentional student (advisee) orientation and training. This could include:
 - a. Development of advising modules for students to complete prior to registration and at certain milestones in their educational career;
 - b. Development of student-friendly advising events (i.e., bi-annual Student Success Fairs where students can access information about different experiential resources that can benefit their long-term aspirations, including Career Development Center, Study Abroad, and more);
 - c. Development of bi-annual Advising Days as a means of sharing advising information and updates.
- 4.4 Regularly review and revise university policies, procedures, and practices that hinder student progress. As a beginning point, the task force proposes the following be reviewed: academic forgiveness, repeated course form process, and the 8/2 rule.

YEAR 1 ACTIONS

1. Establish a professional development fund to support the recognition of advising and to support best practices in advising.
2. Review and revise university policies, procedures, or practices that hinder student progress. Examples include but are not limited to: academic forgiveness, repeated course form process, and the 8/2 rule.
3. Develop a plan and curriculum for advisor training and professional development.
4. Develop modules for student orientation and training for initial implementation as a pilot program in year two.

YEAR 2 ACTIONS

1. Provide advisor training and professional development for teaching and support staff.
2. Initiate a two-semester pilot program for student orientation and training; make appropriate changes to training as assessment indicates.
3. Request examples of quality faculty advising demonstrated in Criterion 4 in the IFO Master Agreement to share as exemplars and models for faculty and administration.

YEAR 3 ACTIONS

1. Develop and implement student advising modules, as assessed in year-two pilot program.
2. Provide student-friendly advising events (such as Student Success Fairs).
3. Implement Advising Days.

ALIGNMENT WITH MINNESOTA STATE MANKATO STRATEGIC DIRECTIONS AND SYSTEM PERFORMANCE MEASURES

MINNESOTA STATE MANKATO GOALS AND STRATEGIC PRIORITIES

- Promote Global Solutions: Enhance advising, support services and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.

- Embody Quality and Excellence: Invest in the professional development of all members of the university community and in the appropriate technologies necessary to achieve excellence in learning through teaching, research and service.

MNSCU STRATEGIC FRAMEWORK AND PERFORMANCE MEASURES

- Goal 1 Extraordinary Education - 1.3 Student Persistence and Completion. Availability, consistency, accuracy and use of advising services are all related to student persistence and completion and subsequent student success.
- Goal 1 Extraordinary Education - 1.5 Affordability. Comprehensive and coordinated advising services also link with time to completion and affordability, since four- and six-year completion rates are impacted by advising (as well as other factors).

IMPACT AND OBSTACLES

IMPACT

1. By actively rewarding and recognizing the importance of advising, the university demonstrates commitment to student needs and positions the institution to be a leader among institutions competing for limited resources that are based on a student success model.
2. Professional development and training for faculty and professional advisors underscore the importance of advising. These opportunities provide venues for additional professional growth as opposed to leaving quality advising up to chance.
3. Without a doubt, students play a critical role in their own advising success. Intentional orientation and training sessions can keep them on track with meeting requirements, teach them how to navigate the university system, and help them develop skills to self-advocate and make the most of time with their academic advisor.

OBSTACLES

Success of recommendations to raise the visibility and importance of advising are dependent upon hiring an Academic Advising Director or other dedicated advising professionals (part of recommendation #2) to assume advising responsibilities and will require consistent financial backing.

Projected estimated cost to initiate professional development funds focused on academic advising:

Goal 1	Targeted Professional Development Funds	\$750/recipient X 10 recipients annually	\$7500
	Advising Scholar Fellowship Program	Up to \$7300/annually	\$7300
TOTAL			\$14,800

RECOMMENDATION #2: Implement a University-Wide Academic Advising Model

RATIONALE

Academic advising has long been documented as crucial to student success (including retention and completion, student belongingness, and more) (Chiteng Kot, 2014; Doubleday, 2013; Drake, 2011; Fowler and Boylan, 2010). The proposed model would assist student degree completion and career readiness through (a) better structuring student course and major decisions; (b) personalizing support and differentiating advising approaches for varying student needs; and (c) integrating career and academic advising (Advisory Board Company, 2012).

SPECIFIC RECOMMENDATIONS

- 2.1 Establish an organizational structure that aligns academic advising roles and responsibilities to serve differing student advising needs.
 - a. University Advising Station – The University Advising Station will function as a central place where all students can bring general advising questions and be referred to appropriate advising and student development resources. Additional functions of the station include:
 - (1) Serve as a transitional advising location for the following:
 - (a) students who originally declared as a major one of our “limited access majors” but are unable to make progress and need to consider alternatives;
 - (b) students who are undecided about their majors and need to explore options;
 - (c) students who are transitioning between majors and need to explore new areas of study; and
 - (d) students admitted on contract who have their first year of enrollment to meet undergraduate admission requirements to be eligible for regular admission.
 - (2) Coordinate virtual advising services for online, off-campus, and on-campus students who have general advising questions.
 - (3) Serve as a resource for faculty advisors on advising.
 - b. Advising Communities – Each advising community would serve two academic colleges and would host professional advisors (e.g., Student Relations Coordinators, professional advisors, and other advising staff) to assist students early in their academic careers. Advising community functions include:
 - (1) Serve as the primary advisor for students declaring particular majors at orientation through admission to major. This includes general education, pre-requisite, and other pre-admission to major advising – understanding that students who are declared but not yet admitted will need to begin their major courses before general education is completed.
 - (2) Empower students with knowledge and skills to monitor their degree progress, and navigate the “hidden curriculum” that many (particularly first-generation students) encounter upon entry to college.
 - (3) Function as a place of belonging and relationship-development, where students’ developmental needs can be met early on in their college careers, particularly as they struggle with possible major/career changes, navigate the university, adjust to college-level academic expectations, and more.
 - (4) Standardize some advising tasks, such as major declaration; warning/probation/reinstatement advising; midterm report follow-up during a student’s first two semesters; successful transition to major and major-advising so that students understand their role in preparing for conversations with their faculty advisors; graduation-application progress checks.
 - (5) Provide a central, college-specific location where transfer students can bring questions and concerns. Advising communities can also work with students, departments and advising websites (e.g., Transferology, E-services) to help students make informed decisions about coursework to complete elsewhere, to advance their progress at Minnesota State Mankato, and to consider important financial aid implications.
 - (6) Serve as a primary recipient of MavCARES alerts that faculty, staff, students, and others submit.
 - (7) Cross-train Student Relations Coordinators (SRCs) and professional advisors to allow shared advising responsibilities in the event that an advisor needs to be absent.
 - c. Unique Populations Support – Unique populations support are other campus personnel who have a direct tie to academic advising and includes such areas as diversity, career advising, Trio programs, Honors, and the International Center. Unique Populations personnel would coordinate and assist with cross-training advisors in the advising communities and the university advising station. Further, each group could host a rotating “satellite station” in the advising communities and university advising station as a means of connecting directly with students who are impacted by their services. This integration among advising communities and specialized support services for unique populations is a key component of the model; and while the mechanisms will need to be determined, the principle and importance of this integration is an important feature of the proposed model.
 - d. Professional advisors – The proposed model provides a foundation of “advising as teaching” for students when they first enter the university until they are prepared to be admitted into their respective majors. Consequently, the model necessitates university commitment to the development and support of professional advising which is supplemented, but not replaced, by graduate assistants. The Council for Advancement of Standards (2009) suggests that “academic advising caseloads must be consistent

with the time required for effective practice of the activity.” The Global Community for Advising (NACADA) shows a median caseload of 296 students per professional advisor, with a need for lower ratios with special student populations with special needs. The model includes a ratio of 275 students per professional advisor to account for the university’s varied student population.

- e. Faculty advising – Faculty advising within students’ academic departments and majors continues to play a significant role in the advising model. Specifically, faculty are the recognized content experts who help upper-class students develop their major/career plans with appropriate co-curricular and experiential activities, elective courses, research and creative activity, and more. Time for advising emerged as a consistent concern among faculty and students in previous data (Task Force Report, 2011). This model addresses time constraints by involving faculty when students are more developmentally prepared to understand the basics of educational planning and need faculty-level expertise on academic and career development. Additionally, the model recognizes that graduate students rely on faculty advisors’ expertise as they are developing their academic and career plans that are content and program specific.

2.2 Secure an Academic Advising Director position within the Academic Affairs Division. Director responsibilities include:

- a. Oversee the university advising station;
- b. Facilitate the development and implementation of the academic advising model;
- c. Collaborate with the Center for Excellence in Teaching and Learning to develop and coordinate training and professional development for all academic advisors and related support staff;
- d. Steward advising assessment efforts to identify, implement, and monitor successful advising practices that can be supported and reinforced across the university;
- e. Facilitate an advisory group that monitors and reviews academic advising related data – the group should reflect representation of university advising roles and responsibilities as well as university program delivery;
- f. Develop student advising modules to complete prior to registration and at certain milestones in their educational career;
- g. Develop student-friendly advising events;
- h. Develop bi-annual Advising Days as a means of sharing advising information and updates;
- i. Incorporate structures and communications that integrate career advising with academic advising; and
- j. Engage in policy development and establish procedures related to academic advising.

The task force recommends the director report to the Assistant Vice President for Undergraduate Education and help coordinate advising efforts by professional advisors on campus as well as facilitate university-wide academic advising communications.

YEAR 1 ACTIONS

1. Develop the Academic Advising Director position description and complete a search.
2. Prioritize student services and staffing needs as outlined in the model.
3. Work collaboratively with appropriate campus leadership to determine physical space needs for implementing the model.
4. Conduct a university policy and practices audit to identify any necessary changes needed to support student success.

YEAR 2 ACTIONS

1. Create the University Advising Station
 - a. Align resources to support the model
 - b. Hire or align any additional staffing needs
 - c. Roll out initial functions of the advising station
2. Pursue changes identified through the university policy and practices audit.
3. Determine pathway and decision timeline for functions, practices and policies (e.g., who can make decisions regarding the various elements of advising related to messages, forms, timelines.)
4. Establish common practices across the university to improve efficiencies, communication, transparency, and student success.
5. Develop assessment plans to gauge the performance of the model.

YEAR 3 ACTIONS

1. Launch the advising communities and unique populations support advising collaboration
 - a. Pair colleges
 - b. Identify resource needs
 - c. Identify space needs
 - d. Make physical moves
2. Provide advising training for students, faculty, and staff, unique to each role in the advising process.
3. Deliver first report on the performance of the model.

ALIGNMENT WITH MINNESOTA STATE MANKATO STRATEGIC DIRECTIONS AND SYSTEM PERFORMANCE MEASURES

MINNESOTA STATE MANKATO GOALS AND STRATEGIC PRIORITIES

- Promote Global Solutions: Enhance advising, support services, and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.

MNSCU STRATEGIC FRAMEWORK AND PERFORMANCE MEASURES

- Goal 1 Extraordinary Education - 1.3 Student Persistence and Completion. Availability, consistency, accuracy and use of advising services are all related to student persistence and completion and subsequent student success.
- Goal 1 Extraordinary Education - 1.5 Affordability. Comprehensive and coordinated advising services also link with time to completion and affordability, since 4 and 6 year completion rates are impacted by advising (as well as other factors).
- Goal 1 Extraordinary Education - 1.8 and 1.9 Student Success and Completion Rates for Students of Color. Recommendation #2 includes integration of diversity and other specialized advising services to strengthen overall advising for students of color.

IMPACT AND OBSTACLES

IMPACT

1. The creation of a station for advising should reduce the mystery of where students, faculty, and staff can receive advising assistance.
2. Creating and hiring an Academic Advising Director will assign a champion to the critical area of advising to shepherd policy and practice changes to support student success.
3. A comprehensive audit of university policies and practices impacting advising will identify and, hopefully, remove barriers that deter student success and degree completion.
4. Aligning colleges together will provide strategic partnerships to support students who complete courses across colleges, provide additional staff to cover vacancies, and promote synergistic problem-solving.
5. Students who have campus connections and engage with the use of support resources are statistically more successful in persistence and completion. For example, the University of South Dakota attributes much of its increase in first-year retention rate (from 68% to 76%) to their development of a professional advising model for students in their first 45 credits (Ward, 2014).

OBSTACLES

Inherent in advising work is the recognition that students enter, restart, and change throughout the academic process. Current approaches to advising vary from department to department and faculty member to faculty member. This varied approach to paperwork, processes, and advising loads has created great disparity of effort and expectations. The proposed model will require the university to think carefully about location, space needs, and implementation.

Furthermore, the advising model proposed would assign students to professional advisors until they are admitted to majors, which typically occurs half way through a student's second year of enrollment at the university (around 45 credits). Currently, 4649 undergraduate students at the university have earned 45 or fewer credits. Thus, 17

professional advisors would be needed to serve students at a ratio of 275:1. Considering current staffing levels, 10 additional professional academic advisors would be needed to meet the proposed ratio.

Projected estimated cost to establish personnel focused on academic advising:

Goal 2	Academic Advising Director (estimated – Minnesota State Mankato AASF Range D)	\$47-87,000/annually	\$47-87,000
	10 Professional Advisors (estimated – Minnesota State Mankato AASF Range B)*	\$34-59,000/annually	\$340-590,000
PERSONNEL TOTAL			\$387-677,000

One perspective to consider with the proposed cost incurred is that for every 1% retention gain in first- to second-year student retention, the institution retains approximately \$182,000 in tuition annually. Thus, if retention rates improve between 2-4%, the expenses outlined should be covered by first-year student retention rates alone. If additional 97 first-year students are retained, the high end of the grand total above would be off-set.

These additional personnel costs equate to a \$25-\$44 investment per student.

RECOMMENDATION #3: Implement Advising Technological Tools to Full Capacity

RATIONALE

The implementation of tools like academic maps and degree planning systems such as Hobsons AgileGrad can assist students with academic progress by having constant access to information that can help facilitate timely degree completion (e.g., information about degree progress, other degree options, answers to academic advising questions) (Advisory Board Company, 2012; Capaldi, Lombardi and Yellen, 2006; Minnesota State Student Association, 2013). Such tools benefit advisors as well. For example, Hobsons AgileGrad can help academic departments make decisions about the need for particular course offerings and help professional advisors consistently share notes through one platform so students can more easily transition from one advising unit to another.

SPECIFIC RECOMMENDATIONS

- 3.1 Incorporate academic maps and data-informed, program-specific academic milestones in appropriate software to assist students and advisors with information about academic progress.
- 3.2 Use academic map data to determine need for particular courses and adjust course offerings accordingly.
- 3.3 Develop the capacity for shared advisor notes to facilitate student referrals and to keep students on track to graduation.
- 3.4 Use academic maps to develop and implement a limited number of “exploration tracks” that allow students to actively explore particular academic programs while facilitating degree progress.
- 3.5 Share academic maps with other institutions, starting with primary feeder institutions, to help transfer students make informed decisions about coursework to take prior to transferring.
- 3.6 Share academic maps with high schools, starting with primary feeder institutions and institutions where there are a high percentage of PSEO and/or concurrent enrollment students, to help prospective students make informed decisions about how coursework completed in high school will impact their academic status at Minnesota State Mankato.

YEAR 1 ACTIONS

1. Design, coordinate, and implement training seminars/workshops for campus community users, including all new entering students of Hobsons AgileGrad (Beginner User-level - basic academic mapping tools and advisor note protocols).
2. Explore new platforms to host academic mapping templates with Curriculum Design System (CDS) interface.
3. Import academic maps into Hobsons AgileGrad; update/revise existing maps per curriculum design process.
4. Develop “exploration tracks.” These tracks could potentially be bundled into undergraduate certificate programs.
5. Communicate to campus community users the wide array of existing technology tools that are available to complement the advisor experience (e.g., ImageNow, WebNow, RightNow, and MavCARES).

YEAR 2 ACTIONS

1. Design, coordinate, and implement training seminars/workshops for campus community users, including all Year 2 students, of Hobsons AgileGrad (Intermediate User-level – calendar/scheduling features as interfacing with Office 365).
2. Provide training to all “Beginning-level users”, including new entering students, on Hobsons AgileGrad as part of ensuring all Hobsons AgileGrad users have requisite training to ensure fidelity of use.
3. Migrate all new academic mapping templates into newly adopted platform; provide training and support for all cartographers.
4. Import all new academic maps into Hobsons AgileGrad; update/revise existing maps per curriculum design process.
5. Determine viability of a General Studies BS that may include multiple exploratory tracks to complement the general education program, and create appropriate maps.
6. Develop coordinated systems with two-year community colleges to share academic maps; digitally share maps in collaborative work space with fellow Hobsons AgileGrad using campuses.
7. Maintain communication effort to the campus community about the wide array of existing technology tools that are available to complement the advisor experience (e.g. ImageNow, WebNow, RightNow, and MavCARES).

YEAR 3 ACTIONS

1. Design, coordinate, and implement training seminars/workshops for use of Hobsons AgileGrad (Advanced User-level – enrollment prediction and forecasting features).
2. Provide training to all “Beginning-level users”, including all new entering students, and “Intermediate-level users of Hobsons AgileGrad as part of ensuring all Hobsons AgileGrad users have requisite training.
3. Import all new academic maps into Hobsons AgileGrad; update/revise existing maps per curriculum design process.
4. Develop coordinated systems with strategically targeted high schools to share academic maps.
5. Maintain communication effort to the campus community of users the wide array of existing technology tools that are available to complement the advisor experience (e.g. ImageNow, WebNow, RightNow, and MavCARES).
6. As a campus community, define and implement parameters for hard interventions (requests to see an advisor or counselor) versus soft interventions (reminders and suggestions).

ALIGNMENT WITH MINNESOTA STATE MANKATO STRATEGIC DIRECTIONS AND SYSTEM PERFORMANCE MEASURES

MINNESOTA STATE MANKATO GOALS AND STRATEGIC PRIORITIES

- Promote Global Solutions: Enhance advising, support services and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.
- Embody Quality and Excellence: Invest in the professional development of all members of the university community and in the appropriate technologies necessary to achieve excellence in learning through teaching, research and service.

MNSCU STRATEGIC FRAMEWORK AND PERFORMANCE MEASURES

- Goal 1 Extraordinary Education - 1.3 Student Persistence and Completion. Availability, consistency, accuracy and use of relevant advising technology are related to student persistence and completion and subsequent student success.
- Goal 1 Extraordinary Education - 1.5 Affordability. Comprehensive and coordinated advising services also link with time to completion and affordability, since 4 and 6 year completion rates are impacted by advising (as well as other factors).
- Goal 2 Be the Partner of Choice to Meet Workforce and Community Needs – 2.1 Certificates and Degrees Awarded. Advising technology will provide students with information needed to assist their efforts to graduate in a timely manner and will allow the university to make decisions about courses and programs needed to help students progress.

- Goal 3 Provide Highest Value/Most Cost-Effective Higher Education Option – 3.1 Institutional Support Expenses. Use of advising technology allows the university to prepare students to track their own degree progress and provides information that allow departments to make the most effective use of resources to assist students.

IMPACT AND OBSTACLES

IMPACT

1. Student advising will no longer end when the student services/advising offices close. Online advising tools will give students the freedom to track progress and plan for the future 24 hours a day. Online advising is not meant to replace the face-to-face advising conversation but to supplement it.
2. Placing students in control of their own progress can positively impact completion rates.
3. Students who have campus connections and engage with the use of support resources are more successful in persistence and completion.
4. When students have more control over their schedules, advisors can spend less time talking about courses and more time discussing students' academic and career goals.
5. Successful integration of previously siloed and seemingly disparate data will empower students, faculty, and staff to take shared ownership of academic success. The integrated planning and advising services approach to improving student success will include advising and counseling, progress tracking and degree planning, and academic early-alert systems.

OBSTACLES

Bringing degree-planning systems, like Hobsons AgileGrad, online requires considerable effort and time to simply generate the data necessary to populate the system. With the anticipated finalization of academic maps in December 2014 for majors and programs of study, time is needed to digitally convert the maps into the language of Hobsons AgileGrad. Additionally, "in house" expertise and experience needs to be developed to carry out or learn how to carry out the Hobsons AgileGrad integrations. This will certainly require commitment of resources and oversight to continuously train campus-users and monitor implementation of Hobsons AgileGrad and other technological tools. Finally, solutions to integrate Hobsons AgileGrad with other centralized systems (ISRS) may require heavy intervention by not only our local Information and Technology Services staff but MnSCU Information and Technology Services.

RECOMMENDATION #4: Develop a University-Wide, Consistent Assessment Process for Academic Advising

RATIONALE

To ensure quality and excellence, advising assessment must occur on an ongoing basis in response to the changing needs of our students, other constituents, and our evolving institutional priorities (*Council for the Advancement of Standards* and Mitsifer, 2012; Robbins and Zarges, 2011).

Progressive institutions are leveraging historical data to determine appropriate milestones for students to achieve. Milestones, in turn, empower students to make informed decisions about their progress and develop alternative plans if necessary, potentially saving them time and money (Advisory Board Company, 2012).

SPECIFIC RECOMMENDATIONS

- 4.1 Collect baseline data on variables associated with academic advising so the impact of advising changes can be fully realized.
- 4.2 Consistently measure and analyze the data points identified in baseline data to determine effectiveness of implemented advising recommendations. Share data, impact, and results with appropriate university members for ongoing decision-making about academic advising.
- 4.3 Leverage the existing data sets already present in student information systems to identify, analyze and inform academic advising (e.g., identify courses and grades that indicate students are on the path to success, refine academic map milestones based on analysis, identify credit thresholds associated with successful degree completion).
- 4.4 Develop and monitor university-wide measurable learning outcomes for each year of a student's advising career.

YEAR 1 ACTIONS

1. Convene campus stakeholders to determine what variables to include in baseline data (e.g., GPA data by academic program and student status (first year, second year, etc.); number of Fs versus Ws on transcripts; average number of times students choose/change majors; number of credits students earn before graduating in particular academic programs; employer satisfaction with graduates; advancement funding for academic scholarships; related employment of graduates figures; orientation show rates; university retention and four-year/six-year completion rates by program).
2. Once baseline data needs are thoroughly vetted, the Office of Institutional Research, Planning and Assessment assists efforts to collate and share data with the larger campus community. A plan is developed to determine how often data will be collected, analyzed and distributed (e.g., some variables may be monitored each semester; others annually).

YEAR 2 ACTIONS

1. Initiate work with academic departments and Institutional Research, Planning and Assessment to use existing data sets and predictive modeling to develop informed academic map milestones.
2. Establish and disseminate measurable learning outcomes for the first two years of a student's advising career.
3. Establish and disseminate faculty and professional advisor goals.

YEAR 3 ACTIONS

1. Complete work with academic departments and Institutional Research, Planning and Assessment to use existing data sets and predictive modeling to develop informed academic map milestones. Updated milestones are incorporated into academic maps.
2. Establish and disseminate measurable learning outcomes for the final years of a student's advising career.

ALIGNMENT WITH MINNESOTA STATE MANKATO STRATEGIC DIRECTIONS AND SYSTEM PERFORMANCE MEASURES

MINNESOTA STATE MANKATO GOALS AND STRATEGIC PRIORITIES

- Promote Global Solutions: Enhance advising, support services and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.
- Embody Quality and Excellence: Establish priorities through planning and assessment processes that anticipate our needs and focus our efforts in support of our mission and goals.

MNSCU STRATEGIC FRAMEWORK AND PERFORMANCE MEASURES

- Goal 1 - Extraordinary Education - 1.3 Student Persistence and Completion. Assessing and subsequently improving advising strategies directly relate to student persistence and completion and subsequent student success.
- Goal 1 - Extraordinary Education - 1.5 Affordability. Comprehensive and coordinated advising services also link with time to completion and affordability, since 4 and 6 year completion rates are impacted by advising (as well as other factors).
- Goal 2 - Be the Partner of Choice to Meet Workforce and Community Needs – 2.1 Certificates and Degrees Awarded. Academic maps and degree milestones provide students with information needed to progress in their degree programs and assist their efforts to graduate in a timely manner.

IMPACT AND OBSTACLES

IMPACT

1. Baseline data will provide necessary information for the university to use for comparison purposes as new advising initiatives are implemented.
2. Development of informed milestones will potentially save students time, money, and frustration as the milestones will provide advisors with solid information to share with advisees about their progress (or lack thereof) toward particular academic programs.

3. Development of student learning outcomes for advisees provides more consistency and reinforces the responsibility that students have in their academic advising experience.
4. Further, clear expectations of faculty advisors and professional advisors goals provide more consistent understanding of the role each plays and the extent to which goals have been met.

OBSTACLES

Progressing from a largely unmonitored, uninformed activity to one that involves data collection and information will require a significant shift in thinking and actions. Without adequate leadership and support at all levels of the university as well as student understanding and commitment, implementing and maintaining a university-wide, consistent academic advising assessment system will be difficult to establish.

CONCLUSION

Strong academic advising signals a university's commitment to the success of its students. The vision and recommendations framed by the Academic Advising Task Force have the potential to strengthen Minnesota State Mankato's commitment to student success and heighten the level of engagement from all involved constituents – from undergraduate to graduate students, faculty advisors to professional advisors, and support staff to administrators.

- Making advising more visible shows commitment to students' needs up front, and positions the institution to be a leader among institutions focused on student success and simultaneously compete for limited resources.
- Developing a streamlined, consistent advising model allows the institution to be more fully equipped to meet varied student needs.
- Taking full advantage of advising technological tools allow students to own their experience, with access to information when they need it, through a medium they understand. These tools allow advisors to communicate more effectively to make sure student situations are treated with consistency across campus.
- Assessing advising allows evaluation of academic advising changes that have been made, both positive and negative, and provides evidence for ongoing improvement of the campus environment.

Evidence of the changes made in academic advising should be reflected through increased student satisfaction on the National Survey of Student Engagement, increased retention and student success rates, and more timely degree completion for students.

CHALLENGES

There are two broad implementation challenges associated with the proposed vision and recommendations. For one, a reluctance to change will likely emerge. Minnesota State Mankato has abided by a decentralized, autonomous advising structure. This structure has certainly provided opportunities for flexibility and individual decision-making; however, it has also resulted in a complex, ambiguous system for students to navigate. The proposed changes are meant to help advise students more effectively by developing a consistent model for professional and faculty advising, by relieving faculty advisors of some of the most time-consuming repetitive advising tasks, and by allowing the university to better serve students through enhanced technological tools and processes. The task force hopes that the altruistic nature of the proposed changes and the positive impacts that will result can gradually dispel any reluctance to engage in creating a culture of shared responsibility for student success.

Another implementation challenge is identifying and committing sufficient resources. Campus-wide strain that is occurring in association with fiscal constraints. Some areas still feel the pain of previously lost positions and support. The proposed changes will definitely require some new investment. However, the task force hopes that the retention and completion gains seen as a result of investments made will help defray many, if not all, of the expenses.

OVERALL ALIGNMENT WITH MINNESOTA STATE MANKATO STRATEGIC DIRECTIONS

Because the recommendations represent some significant shifts in the current approach to academic advising, it is important to outline how the recommendations align with campus strategic directions.

First, the task force recommendations continued efforts toward creating the campus of the future, a campus that is responsive to an evolving student population. Specifically, with a clear advising model in place and trained faculty and professional advisors available to students, the campus will assist all students, but particularly underrepresented and first-generation students, in developing a better understanding of the critical role they play in their own academic success. Professional development for advisors can include strategies to share the “hidden curriculum,” assumptions made that students understand university expectations without explicit explanation, allowing demystification of educational processes and to be more intentionally inclusive. The recommendations also specifically address different student populations and propose the development of strategies to help better meet their unique needs. Furthermore, the campus of the future includes an affordable college experience. This academic advising proposal provides a strategically simpler path for advising assistance in route to graduation. By having a simpler path and academic resources that help students plan their college experience, students are more likely to engage in academic advising and avoid unnecessary delays.

Second, the task force recommendations help to promote global solutions. The proposed advising model allows faculty to devote concentrated time and energy toward upper-class and graduate students, maintaining the quality of graduates and ensuring students are cognizant and take advantage of relevant experiences as they complete their degrees. Recommendations include more active academic and career advising, which will enhance graduates’ employability. Finally, the task force wholeheartedly believes that student success will be demonstrated across the university as students establish strong relationships with professional advisors and faculty that are maintained throughout the student experience. The model, combined with strategic advising touch-points (like a mandatory graduation check by a professional advisor), will facilitate student growth, development, and commitment to their goals and the institution.

Finally, the task force recommendations allow the university to continue to embody quality and excellence by providing use of shared resources (in the advising communities), enhancing faculty motivation for advising through recognition and reward, and streamlining some existing policies and processes to make them more student-friendly and simpler to navigate. The task force anticipates that by implementing all of the recommendations, the university will subsequently see new resources developed due to increased student retention, student satisfaction, and subsequent alumni support.

FUTURE CONSIDERATIONS

The task force believes there are significant benefits to a university-wide cultural shift in the way academic advising is conducted. In order to achieve consistent and reliable academic advising all areas of the campus need to collaborate on the development and implementation of a balanced (centralized/decentralized) academic advising model. The University Leadership Council-supported study, *Next-Generation Advising: Elevating Practice for Degree Completion and Career Success*, identified a hand-off model between professional and faculty advisors as an effective model for access-focused public institutions. While individual colleges and departments have unique and individual advising for their students, general advising must be done in a consistent manner to serve the student population. Any academic advising model implemented should not be considered optional, but rather a new way of serving students.

The task force encourages attention be given to the Global Community for Advising (NACADA) and the Council for Advancement of Standards in Higher Education (CAS). These professional organizations can provide current research, best practices, and guidelines as the institution intentionally strives to increase the quality and consistency of advising at Minnesota State Mankato.

LONG-TERM ASPIRATIONS

The task force envisions Minnesota State Mankato becoming the institution of choice based on the establishment of an inclusive culture that reflects strong relationships, a sense of belonging, and a focused attention on student success. Effective academic advising is at the core of student success.

As an institution, an inclusive culture can be established by intentionally (a) demonstrating a comprehensive understanding of academic advising – beyond simply addressing curricular needs and class scheduling issues to realizing the importance of connecting students with the skills and knowledge to develop and realize their own holistic

educational aspirations; and (b) recognizing that a partnership, or collaboration, needs to occur between students and advisors understanding that student success is a shared responsibility. These two components will ensure academic advising is honored as "...an educational partnership between the university and students that involves clarifying goals, establishing effective educational plans, and using resources and enrichment opportunities to the fullest extent possible. Students, faculty, professional advisors, staff, and administrators work collaboratively to assist and support students in becoming self-directed learners. This multi-dimensional and developmental process supports students' diverse backgrounds, interests, and abilities, and facilitates students' achievement of education, career, and life goals."

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ACADEMIC ENGAGEMENT PROGRAMS AND OPPORTUNITIES TASK FORCE REPORT

INTRODUCTION

In a time when considerable focus has been on student retention and completion, it is essential to examine factors that contribute to student success. The growing body of literature on High Impact Practices (HIPs) clearly supports a link between engaged learning and successful degree completion (Kuh, 2008; Brownell and Swaner, 2010; Kuh and O'Donnell, 2013; Wellman and Brusi, 2013).

Learning begins with student engagement, which in turn leads to knowledge and understanding. Once someone understands, he or she becomes capable of performance or action. Critical reflection on one's practice and understanding leads to higher-order thinking in the form of capacity to exercise judgment in the face of uncertainty... Engagement in this sense is not just a proxy for learning but a fundamental purpose for education (Shulman, 2002 in Kuh, 2008).

Thus, academic engagement practices lay the foundation for student success. And student success contributes to higher retention rates and higher degree completion rates. Academic engagement opportunities involve learning experiences that cross any physical learning environments on campus, such as classrooms or special programs. They entail approaches where students are afforded rich opportunities to reflect, to engage and to invest deeply in their academic learning, in and out of the classroom.

As such, efforts to increase engagement opportunities for students in higher-order learning must be intentional and informed by best practices. The literature on HIPs provides that guidance and evidence. The task force recognized that success as an institution of higher education may be measured by others using rates of retention and completion. But to increase these measures requires application of knowledge of what leads to student success. And "learning begins with student engagement" (Shulman, 2002 in Kuh, 2008).

CHARGE

The Academic Engagement Programs and Opportunities Task Force was charged with identifying high potential strategic directions and goals that will advance high impact practices, programs and opportunities in support of increasing student success and timely degree completion at Minnesota State University, Mankato for the period of 2015-2018. Two key questions guided the work of the task force:

- What would a new level of greatness in academic engagement programs and opportunities look like by 2018?
 - Definition of key terms
 - Identification of strategic directions and goals
 - Benchmarks that are linked to the strategic priorities and performance measures of the University and Minnesota State Colleges and Universities System.
- What would be a model organizational structure and function; policies, procedures, and practices to support the strategic directions and goals?
 - Delivery chain
 - Policies, procedures, and practices
 - Resources and sustainability

TASK FORCE MEMBERS

Lauren Bach, MSSA representative
Chris Corley, FA representative
Anne Dahlman, Co-Chair, FA representative
Julia Hamann, MSSA representative
Kate Hansen (replaced by Samantha Hedwall, Fall 2014), ASF representative
Patsy Lueck, AFSCME representative

Henry Morris, At-Large representative
Kris Retherford, Co-Chair, Administration representative
Susan Schalte, FA representative
Steve Stoyloff, At-Large representative
Rick Straka, Administration representative
Patrick Tebbe, FA representative
Twyla Tinney, MMA representative
Ginny Walters, ASF representative

SUMMARY OF PROCESS

One of the key principles guiding the work of the Academic Engagement Programs and Opportunities Task Force was that the process of work be inclusive and transparent. Studying the current literature on academic engagement and high impact practices was the starting point. However, it was known from research that for organizational change to be successful and sustainable, the enactors of change, the various constituents affected by change need to be meaningfully involved. Thus, it was important to diligently solicit feedback from campus constituents so as to model academic engagement, the focus of the work.

Not only did the task force believe that by engaging the campus community the task force could identify the very best ideas for academic engagement, but that the ideas emerging from the community would be the most viable. The best way to implement change is to build on existing programs and practices through expanding availability of the best ones and leveraging them in systematic ways.

Below is a timeline of the various activities of the task force between May and December, 2014 to investigate the best practices in academic engagement:

1. Solicited feedback from the university community through visioning sessions
2. Studied:
 - a) Research literature, including high impact practices (HIPs) recommended by Kuh, et al.
 - b) Reports from programs/initiatives on campus
 - c) National Survey of Student Engagement (NSSE) results and other surveys
 - d) Initiatives and programs from other campuses, case studies and current work by Charting the Future implementation teams
3. Compiled a list of current practices, programs, pedagogies and offices on campus and created a working definition for academic engagement
4. Collected data through direct contacts from over 90 units/offices (faculty, staff, administrators) on campus (experiences, observations, perspectives and recommendations)
5. Solicited feedback from students:
 - a) Two active student representatives served on the task force
 - b) Co-created a student survey with student representatives around academic engagement on campus. Piloted the survey to 230 students on campus. Worked with the International Programs and Office of Institutional Diversity to ensure feedback
6. Feedback from department chairs and program directors at the Fall 2014 Workshop
7. Feedback from faculty and administrators at the Joint Budget, Planning and Assessment and Evaluation Sub-Meet Meeting
8. Attended the AAC&U Assessment Institute on "Implementing and Assessing High Impact Practices"

VISION

In a campus session open to all individuals, the task force engaged in a discussion of what the vision for campus should be in terms of academic engagement. The task force provided the backdrop that the discussion should be framed within the context of "who we are" and "where we want to be" in the next three years and beyond. It was clear that academic engagement is seen as a critical component of students' academic success on campus.

The campus envisions academic engagement to be activities, practices and opportunities that engage all students to become invested in their studies, to think deeply about their disciplines and to feel that they are part of one or more communities of scholars on campus.

The campus feels that academic engagement activities and practices intersect all aspects of university life, from learning through active engagement in the classroom, to academic engagement beyond the classroom through undergraduate research, study abroad, service learning, or internships, to living learning communities.

The campus also envisions that academic engagement not only be seen as a string of discrete activities but as an approach, a lens to everything that occurs. Every encounter on campus is an opportunity for academic engagement: The way we talk about what we do, what the experiences we encounter mean to us and what we can learn from them to better serve our students. Advising conversations with students as mentoring conversations about academic engagement and learning.

At the same time as the campus talks about course completion and graduation rates, there needs to be talk about learning. Let us get enthused about academic engagement, what we are learning, what we are discovering about ourselves and others, about our disciplines. More meaning to each and every experience students encounter on campus, through focused reflection about how these experiences have engaged them academically and prepared them for future can be added. For these conversations to occur students need opportunities to become part of communities of scholars on campus that are specifically designed for students' unique needs and interests in mind.

DEFINITIONS

The task force used the following definition of academic engagement: "The time and energy students invest in educationally purposeful activities," (Kuh, Cruce, Shoup, Kinizie, and Gonyea, 2008, p. 542) which are fostered by faculty and staff and which encourage students' "deeper understanding" of concepts (Horstmannshoff and Zimitat, 2007, p. 705).

Kuh (2008) has provided the following six common elements that make educational practices high-impact, which lead to academic engagement:

1. They take effort. They "demand that students devote considerable time and effort to purposeful tasks [and] require daily decisions that deepen students' investment in the activity as well as their commitment to their academic program and the college."
2. They help students build substantive relationships and "interact . . . with faculty and peers about substantive matters . . . over extended periods of time" during which relationships develop that "put students in the company of mentors and advisers as well as peers who share intellectual interests and are committed to seeing that students succeed."
3. They help students engage across differences. HIPs help students "experience diversity through contact with people who are different from themselves" and "challenge students to develop new ways of thinking about and responding immediately to novel circumstances as they work... on intellectual and practical tasks, inside and outside the classroom, on and off campus."
4. They provide students with rich feedback and frequent feedback, not limited to the assessment of classroom work but also including feedback from supervisors and colleagues.
5. They help students apply and test what they are learning in new situations and provide "opportunities for students to see how what they are learning works in different settings, on and off campus. These opportunities to integrate, symmetrize, and apply knowledge are essential to deep, meaningful learning experiences."
6. They provide opportunities for students to reflect on the person they are becoming. Reflection "deepen[s] learning and bring one's values and beliefs into awareness; [it] help[s] students develop the ability to take the measure of events and actions and put them in perspective. As a result, students better understand themselves in relation to others and the larger world, and they acquire the intellectual tools and ethical grounding to act with confidence for the betterment of the human condition."

RECOMMENDATIONS

The Task Force engaged faculty and students in conversation and reflection. The task force believes that the four recommendations that follow can lead the campus to a new level of greatness. The ultimate goal is to increase student learning and success; the measure will be through a substantive increase in retention and completion rates.

RECOMMENDATION #1: Ramp Up the High-Impact Practices We are Currently Employing

RATIONALE

Examination of the practices on campus led the task force to believe that the university is on the right track. But the university needs to do more of the many things that are already being done, while at the same time invest efforts strategically into those high impact practices that have the potential to yield the most significant student learning outcomes. The task force realized that the university already provides many of the high impact practices, but often not involving a critical mass of students in those activities. The number of students who participate in HIPs needs to increase. Student engagement in high impact practices needs to be common, not exceptional. All students should be involved in multiple types of HIPs.

SPECIFIC RECOMMENDATIONS

- 1.1 Offer financial incentives/support for students to participate in engagement activities (e.g., study abroad/away):
 - a. Charge Directors of Development to secure funds and disseminate funds at the college level
 - b. Encourage faculty/staff involvement in planning for, monitoring and reflecting on activities
 - c. Utilize students who have had these experiences by serving as peer-coaches
- 1.2 Increase number of student learning communities:
 - a. Rename learning communities as "Integrated" without the need for living together
 - b. Connect some communities around common situations [first generation college student] or themes
 - c. FYEX 100 + 2 other courses in the first two semesters with high impact practices (HIPs) infused into coursework
 - d. LC 2 = Linked Courses Learning Communities (non-residential): Instructional teams teaching themed LC courses
 - e. Traditional, residential, living-learning communities
 - f. Second-year learning communities
- 1.3 Recognize and reward community partners who support service learning experiences for students:
 - a. Coordinate university-wide with on-campus work groups connected to the Minnesota Campus Compact
 - b. Encourage greater participation campus-wide in the Minnesota Campus Compact
 - c. Require students to submit reflections on community service projects and recognize community partners based on student reflections
 - d. Service learning has to fill an authentic need in the community, assets-based, longer term, focus on the community partner/clients
 - e. Increase expectations for service learning and make it a HIP based on deep learning:
 - i. Bound to a course
 - ii. Structured reflection (intentional learning, not volunteerism)
 - iii. Activity must involve direct interactions with other individuals (preferably from groups of people or settings with which a student has less experience)
- 1.4 Recognize the results of participation in high impact practices:
 - a. Oversight/coordination: Faculty Development Committee
 - b. Engagement presentations/brown bags/posters and table tents
 - c. Scholarly work (by faculty, staff and students) focused on academic engagement

YEAR 1 ACTIONS

1. Launch a campus campaign to raise money specifically to support student participation in HIPs.
2. Develop an application process for students to secure funds for study/service abroad/away programs as well as internships. Make this application process simple, expeditious, and efficient.
3. Establish a process for soliciting student reflections that will lead to recognition of community engagement partners.
4. Challenge faculty to share the engagement practices that currently employed.
5. Encourage deans to set aside summer revenue to support faculty development in all types of HIPs.

YEAR 2 ACTIONS

1. Celebrate the work accomplished in Year 1.
2. Disseminate the first round of funding for students to participate in engagement activities.
3. Hold first Community Partner Recognition Day. This needs to be a big event with student presentations or posters based on their experience and awards announced and given at the event.

YEAR 3 ACTIONS

1. Develop a long-range plan that will allow these actions to be sustained.
2. Continue to fundraise specifically for this Recommendation.

ALIGNMENT WITH MINNESOTA STATE MANKATO STRATEGIC DIRECTIONS AND SYSTEM PERFORMANCE MEASURES

MINNESOTA STATE MANKATO STATEMENT OF GOALS

- The University will prepare students for careers and for life-long learning by providing a clearly defined general education program and focused undergraduate pre-professional, professional, and liberal arts programs.
- The University will enhance advising, support services, and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.
- The University will invest in the professional development of all members of the university community and in the appropriate technologies necessary to achieve excellence in learning through teaching, research, and service.

MNSCU SYSTEM PERFORMANCE MEASURES

Goal Area: Student Success

- Student Success and Completion
- Completion Rate

Goal Area: Diversity

- Student Success – Students of Color
- Completion Rate – Students of Color

Goal Area: Certificates and Degrees Awarded

IMPACT AND OBSTACLES

The impact of Strategy #1 of this recommendation would be that more students will be able to participate in specific engagement activities, specifically in study/service away/abroad programs. In addition, engagement opportunities described in the remaining strategies will be more visible as the higher numbers of options are publicized. And faculty will participate at higher rates.

The most apparent obstacle is cost. The university will need to find ways to offer these programs on a much larger scale, and that will require resources. The task force proposed that college deans request that their Directors of Development seek donors who want to invest in academic engagement programs and opportunities. The task force also proposes that the university telephone bank of students who make calls on behalf of each College as a part of the annual fund, also make calls on behalf of engagement initiatives. Lastly, the task force proposes that a percentage of every college's summer fund dollars be allocated to supporting the development and implementation of high impact programs and opportunities.

RECOMMENDATION #2: Deepen Efforts to Support Academic Engagement within the Classroom

RATIONALE

While many HLPs are co-curricular activities, well-designed instructional practices also lead to academic engagement of students. The literature on active learning supports a number of engagement practices within the face-to-face classroom and the online classroom (Brew and Ginns, 2008; Hutchings and Shulman, 1999; Richlin and Cox, 2004; Shulman, 2012). All faculty should be intentional in course design as engagement practices are employed. There are many faculty that are currently invested in providing extraordinary academic engagement opportunities for students. The university needs to support, recognize, and further invest in these individuals and their efforts in supporting student engagement.

SPECIFIC RECOMMENDATIONS

- 2.1 Change the culture around engagement pedagogies employed within our classrooms by highlighting, recognizing and rewarding instructional pedagogies that engage students in active learning:
 - a. Initiate a student engagement campaign, much like our recent civility campaign, with "student engagement classroom activity of the week" table tents.
 - b. Increase visibility of the best practices student engagement strategies being utilized in classrooms around campus. For example, showcase faculty-submitted descriptions of those practices in poster sessions or brown bags.
 - c. Provide reassigned time for faculty to develop and employ a new engagement practice: Academic Engagement Scholar. This would be a program similar to the Presidential Teaching Scholars program. Faculty would apply to develop a new approach or strategy and receive reassigned time to develop the idea as well as implement and assess the results.
- 2.2 Increase CETL offerings that promote specific active-learning practices, as well as ways to assess them.
 - a. Provide collegial support for faculty implementing academic engagement strategies in their classroom with feedback and suggests
 - b. Regularly share ideas for implementation.
- 2.3 Financially support smaller class sizes to encourage deeper academic engagement. Consider criteria for selecting classes with a special distinction. This needs to be an intentional process where best-practices inform decisions about reducing class sizes.
- 2.4 Explore opportunities and seek models from other universities to utilize (graduate or undergraduate) students as teaching interns in undergraduate classrooms. Students would register for an "Instructional Internship" course and work closely with faculty to support engaged pedagogical practices.

YEAR 1 ACTIONS

1. Coordinate the student engagement campaign and charge Integrated Marketing with assisting in the media part of this action step.
2. Strategize about the showcase of classroom practices.
3. Generate an application process for reassigned time to develop and employ new classroom engagement activities.
4. Launch a major development campaign to fund smaller class sizes for courses that employ engagement practices.
5. Develop a common course outline for an "Instructional Internship" course and move it through the curriculum design system.

YEAR 2 ACTIONS

1. Launch student engagement campaign.
2. Showcase exemplary practices.
3. Award first round of Academic Engagement Scholars.
4. Challenge deans to identify funds to support reassigned time to develop engagement practices.
5. Use development funds to reduce class sizes.

YEAR 3 ACTIONS

1. Develop long range plan that will allow these actions to be sustained.
2. Continue to fundraise specifically for this recommendation.

ALIGNMENT WITH MINNESOTA STATE MANKATO STRATEGIC DIRECTIONS AND SYSTEM PERFORMANCE MEASURES

MINNESOTA STATE MANKATO STATEMENT OF GOALS

- The University will prepare students for careers and for lifelong learning by providing a clearly defined general education program and focused undergraduate pre- professional, professional, and liberal arts programs.
- The University will enhance advising, support services, and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.
- The University will invest in the professional development of all members of the university Community and in the appropriate technologies necessary to achieve excellence in learning through teaching, research, and service.

MNSCU SYSTEM PERFORMANCE MEASURES

Goal Area: Student Success

- Student Success and Completion
- Completion Rate

Goal Area: Diversity

- Student Success – Students of Color
- Completion Rate – Students of Color

Goal Area: Certificates and Degrees Awarded

IMPACT AND OBSTACLES

The impact of the strategies of this recommendation would be a significant, measurable, and sustainable change in campus culture surrounding academic engagement. Faculty will pursue opportunities to improve their instruction and employ pedagogies that increase engagement. Smaller class sizes will contribute to this change in culture as will new instructional pedagogies. Use of students as instructional interns, with opportunities for deep reflection built into the practice, will contribute to the next generation of teaching scholars. Again, the most apparent obstacle is cost. The university will need to find ways to engage in the practices that will change the campus culture and reduce class sizes. The task force suggests that a \$5 differential be added to the cost of each academic credit to establish and sustain an instructional pedagogies fund that can be accessed to increase academic engagement practices in the classroom.

RECOMMENDATION #3: Advising as Engagement: Centralize Academic Advising and Engagement

RATIONALE

A student's sense of belonging starts with their first contacts on campus. Academic advising helps a student develop this sense of belonging and contributes in a significant way to student success (Chiteng Kot, 2014; Doubleday, 2013;

Drake, 2011). The task force believes that reframing the view of advising and recognizing its importance to student success will result in greater retention and completion. Helping students identify a place and a role in the academic community on campus from day one will significantly enhance the likelihood that they will stay.

In the following, the task force proposes the creation of a Student Success Center on campus. While the task force realizes that the building of a physical space for this kind of center might not be feasible in the timeframe of the three years of this document, the task force strongly feels that the effort should begin as soon as possible. In the meanwhile, the task force recommends that the Student Success Center be conceptualized as a concerted effort to restructure and align the services and functions related to student success currently scattered around campus, across Academic and Student Affairs, across colleges and units.

SPECIFIC RECOMMENDATIONS

- 3.1 Create a Student Success Center that bridges the divisions of Academic Affairs and Students Affairs where various student services are located in a central place:
 - a. This Center will house a variety of support services for new and new-to-campus students as they transition into the university, including academic advising, establishment of learning communities for students, high impact practices, career planning, exploration of majors, study abroad, service learning, facilitation of activities around the theme of "Gateway to Minnesota State Mankato," and group advising sessions.
 - b. Revise university orientation sessions to:
 - i. Make them more meaningful, extensive and engaging (not just a requirement to check off). This is the first interaction between new students, their families, and the academic programs, advising, campus opportunities. Ensure that students have meaningful interactions with faculty, peers and staff around academics, plans, and interests.
 - ii. Involve more faculty.
 - c. Improve supports for off-campus students via improved electronic presence, search capability on Minnesota State Mankato websites, and virtual touch-points with advisors and staff.
 - d. Engage sophomores more intentionally; this could take place in academic departments, within classes, programs, with advisors, and across campus programs:
 - i. Provide opportunities for deep reflection and personal meaning-making
 - ii. Reflect on path to completion and career
- 3.2 Help develop a deep understanding of major (e.g., model from theatre and dance or BUS 100)
- 3.3 Centralize advising for new or new-to-campus students (first 45 credits for new entering students)
 - a. Develop peer mentorships within advising center where mentors receive some special recognition or course credit for mentoring groups of new students.
 - b. Invest time and money in advisor training including how to do good group advising
 - c. Reward departments for developing advising plans to distribute the work differently (e.g., well-designed and implemented group advising sessions)
 - d. Consider mandatory holds for classes at check points where appropriate
- 3.4 Leverage knowledge and reach of the "Advising Forum."

YEAR 1 ACTIONS

1. Develop the plan to consolidate various offices on campus into one Student Success Center. This must be a centrally located physical space as well as an easily accessible electronic space.
2. Create the Gateway to Minnesota State Mankato and restructure student orientation applying the concepts described above.
3. Develop a plan for centralizing advising and require all students to be advised in this center for their first 45 credits of coursework.

YEAR 2 ACTIONS

1. Move into the Student Success Center.
2. Launch the Gateway to Minnesota State Mankato program.
3. Implement policy requiring centralized advising during first 45 credits of coursework.

YEAR 3 ACTIONS

1. Develop sustainability plan.
2. Develop assessment model.

ALIGNMENT WITH MINNESOTA STATE MANKATO STRATEGIC DIRECTIONS AND SYSTEM PERFORMANCE MEASURES

MINNESOTA STATE MANKATO STRATEGIC GOALS

- The University will enhance advising, support services, and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.

MNSCU SYSTEM PERFORMANCE MEASURES

Goal Area: Student Success

- Student Success and Completion
- Completion Rate

Goal Area: Diversity

- Student Success – Students of Color
- Completion Rate – Students of Color

Goal Area: Certificates and Degrees Awarded

IMPACT AND OBSTACLES

The task force believes that the impact of this recommendation will be a significant increase in retention and completion rates for students. That increase will be measurable in terms of an increase in tuition dollars. These dollars need to be reinvested in engaging students through centralized and mandatory advising.

RECOMMENDATION #4: Engage Students in a Continuous Dialogue About Academic Engagement

RATIONALE

Alarming, the results of the task force pilot survey of students indicated the highest ranking example of student engagement on campus was “taking notes in a class.” Clearly students need to be engaged in conversations about academic engagement at all levels, from the time they consider applying to this institution, to the unfolding of their chosen major, to their co-curricular activities, to the culminating experiences before graduation and beyond. The university must facilitate discussion about engagement that will allow students to be intentional in the learning process and leverage the learning activities they are engaged in. The university needs to raise students’ awareness of high impact practices that they are currently engaged in without fully recognizing it. The goal is to enhance the learning outcomes for students, as well as facilitate student understanding in ways that impact lifelong learning.

The task force believes that students are a critical resource on campus and they can assist as the university strives to provide the best possible education for students. The university must engage students as equal partners in substantive and consistent conversations about academic engagement.

SPECIFIC RECOMMENDATIONS

- 4.1 Build infrastructure and process for regular communication between administration (Undergraduate Studies) and students around students’ academic engagement.
 - a. Reach out to students for feedback and involvement in various ways.
 - b. Involve students in continuous design, assessment, celebration, and decision-making regarding students’ academic engagement.

- c. Use National Survey of Student Engagement results as a spring board for engaging students in a dialogue about academic engagement on campus on a continuing basis.
 - d. Involve students before they come to campus, during their studies, and after they leave.
- 4.2 Revise the task force developed student survey based on data from the pilot study (Fall 2014, n=223) and administer more broadly.
 - a. Make additional recommendations based on student responses.
 - b. Include a question about academic engagement on E-services every semester during registration time (different question each semester).
- 4.3 Build student leadership around student success and academic engagement on campus.
 - a. Build in peer-mentoring opportunities.
 - b. Raise students' awareness about what is academic engagement and how they already are engaged in HLPs (e.g., research skills; critical thinking).
 - c. Empower students to take ownership of their academic engagement and its impact on academic learning.

YEAR 1 ACTIONS

1. Involve the Minnesota State Student Association in developing a campaign to increase student awareness of engagement practices. This campaign must reach students before they come to campus, once they are here (physically or electronically), and after they leave.
2. Work with student authors of the Task Force Student Survey to make suggested modifications to the survey. Develop a plan for surveying students broadly.

YEAR 2 ACTIONS

1. Launch communication campaign broadly.
2. Launch survey broadly.

YEAR 3 ACTIONS

1. Continue to modify communication campaign.
2. Analyze survey results and develop a plan to close the assessment loop.

ALIGNMENT WITH MINNESOTA STATE MANKATO STRATEGIC DIRECTIONS AND SYSTEM PERFORMANCE MEASURES

MINNESOTA STATE MANKATO STATEMENT OF GOALS

- The University will enhance advising, support services, and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.
- The University will invest in the professional development of all members of the university community and in the appropriate technologies necessary to achieve excellence in learning through teaching, research, and service.

MNSCU SYSTEM PERFORMANCE MEASURES

Goal Area: Student Success

- Student Success and Completion
- Completion Rate

Goal Area: Diversity

- Student Success – Students of Color
- Completion Rate – Students of Color

Goal Area: Certificates and Degrees Awarded

IMPACT AND OBSTACLES

As the campus embarks on changing the climate regarding academic engagement, students must be involved in the process, consistently and at every level of intended change. Students need to be familiar with the academic engagement programs and opportunities that are available to them. And students must recognize when they are engaged in such practices in the classroom and across campus, in the community and the world beyond. Students must recognize the merits of HIPs and engagement pedagogies and they must expect this level of engagement in all of their classes. With this greater understanding and this high level of expectation, students are very likely to respond to NSSE surveys in a way that increases engagement scores. And students will value learning at a level that contributes to lifelong learning.

CONCLUSION

As previously noted, “Learning begins with student engagement” (Shulman, 2002). The Task Force members have engaged faculty, staff, and students individually and in groups and via surveys in conversations about engagement practices, programs, and opportunities. The recommendations put forward grew out of campus engagement. And toward that end, the Task Force believes “it is possible to empower students from every background, educational path, and level of preparation to more than know or learn, but to become the creator and questioner, to know and accept themselves as scholars who can and must answer the big questions in both their civic and professional lives” (McCamby, 2013). The result will be individual student success, institutional success, and the success of generations of graduates of Minnesota State Mankato.

FUTURE CONSIDERATIONS

The campus must be mindful of excellence as change is implemented. “Only when they (High-Impact Practices) are implemented well and continually evaluated to be sure they are accessible to and reaching all students will HIPs realize their considerable potential” (Kuh, 2010). As a scholarly community, the university has been doing many things very well. The challenge is to increase engagement activities so that more students are reached. But just doing more is not enough. As Kuh has challenged, HIPs must be done well.

Something big, something important, something practice-changing must come from the work of this task force and the others. The campus has been engaged and seeks change to do what the university continuously strives to do: Serve students in a manner that allows each to reach their fullest potential.

LONG-TERM ASPIRATIONS

Change is difficult. Changing the way things are done as a campus is challenging. However, one of the most difficult types of change is changing the culture of a campus. The university should work toward changing the way members talk about learning and the role of academic engagement in learning. The campus cannot solely focus on completion measures, credits earned, courses passed; it needs to engage in conversations about the importance of the quality of learning experiences that bring students to campus and what makes them want to stay and complete a degree. How can the campus assure that students are not only completing assignments, but are engaged in meaningful learning and reflection while doing it? How can the campus communicate that academic engagement is critical to learning, not just an “enrichment” activity if students have extra time on their hands? How can the university build on high impact practices within the classroom through high impact practices outside of the classroom to allow students to deepen, apply, and reflect on their learning? How can the university empower more students to become experts of their own learning and chart their own path for success?

The task force believes that the plan outlined above can change the culture on campus and can answer the questions above. The university must build on the initiatives developed over the last decade and increase and improve those practices and programs. The task force described what it believes to be the benefits of these changes as evidenced in the literature. And these best practices will inform that campus as it moves forward to achieve the ultimate goal of increasing student success.

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RESEARCH, SCHOLARLY AND CREATIVE ACTIVITY TASK FORCE REPORT

INTRODUCTION

At its best, Research, Scholarly and Creative Activities (RSCA) fuel the teaching and engagement efforts of the university, while providing an essential element to our stated mission to provide “service to the state, the region and the global community.” Moreover, Minnesota State University, Mankato has a strong history of inclusive scholarship and, as a foundation for its vision, embraces “the direct application of knowledge to improve a diverse community and world” (<http://www.mnsu.edu/preident/vision.html>).

The efforts towards the realization of that vision has uniquely positioned Minnesota State Mankato, in our system and our state, to be the leading applied research institution (see Definitions) and a new national model for what a state-supported university can accomplish by focusing on student engagement, community service, and solutions that improve quality of life while enhancing the state’s economy and global competitiveness. To cultivate that position, this report recommends key strategies that engage the university in an enterprise-wide endeavor that will grow our achievements in research, scholarly and creative activities.

This report is the creation of a deliberate, transparent, inclusive and constructive process involving faculty, administrators and staff. It intentionally builds on the past while incorporating best practices from institutions around the world. That work thus culminates in a new vision for RSCA for our campus. Fundamental to this vision is the belief that our research, scholarly and creative work should be measured in its impact on students and its impact on the region. Further, the task force embraced a broad definition of scholarship, based on the Boyer model, that includes discovery, application, synthesis and the scholarship of teaching and learning (Boyer, 1990). When coupled, these elements of vision serve to integrate the research and teaching mission. Specifically, an applied research institution that includes the scholarship of teaching insists we apply that knowledge to our own classes with the most advanced forward-thinking pedagogical techniques, tools and structures in place to support our efforts.

To further support and achieve this vision, four key macro-recommendations are included, each with specific detailed recommendations and action steps for the upcoming three-year period. First among these recommendations is the recognition that the time of faculty and research staff is a key resource necessary to ensure they contribute at the forefront of their disciplines. Infusing RSCA throughout a student’s educational career is necessary to develop and mentor students into the practice of their disciplines. As such, another macro-recommendation includes providing students with the critical skills essential for research and capstone projects early in their studies at Minnesota State Mankato while also encouraging greater opportunities for Vertically Integrated Research and Learning (VIRAL) environments. Further, it is essential that the university report successes, assessing work for continuous improvement and disseminate knowledge for application across campus and beyond. Lastly, the university will need infrastructural changes directed towards research efforts to support faculty, staff and students.

These macro-recommendations are designed to further integrate work with that of the task forces on teaching and learning, academic engagement and advising. As such, the task force built upon existing strengths in those areas and recommended targeted changes for greater achievement.

Minnesota State Mankato has a long history throughout campus for active, hands-on learning, inquiry-based teaching, project-based curricula, a commitment to undergraduate research and capstone experiences, and a connection for students to service learning and real-world ventures through a variety of organizations on campus. However, the task force suggests that Minnesota State Mankato better embrace these aspects of our campus as part of its identity, so that students specifically select our institution as a result of this identification.

CHARGE

The Research, Scholarly, and Creative Activity Task Force was charged with identifying high potential strategic directions and goals that will advance research, scholarship, and creative activity at Minnesota State Mankato for the period of 2015-2018.

As a part of this charge, the task force addressed the following categories and issues:

- Vision
 - Definition of key terms
 - Engagement of the campus community to determine:
 - Who we want to be as an institution in terms of research, scholarly, and creative activity
 - What we hope to achieve in regards to our research, scholarly, and creative activity identity
 - Identification of strategic directions and goals
- Methods of Achievement
 - Organizational structures, including policies, procedures, and practices
 - Support for moving ideas to outcomes and achievements
 - Resources and sustainability
- Implementation and Assessment Plan
 - Steps necessary to achieve our vision
 - Methods for determining the extent to which our vision is achieved
 - Actionable items to achieve in a three-year time frame
 - Benchmarks that are linked to the strategic priorities and performance measures of the University and Minnesota State Colleges and Universities System

TASK FORCE MEMBERS

Kent Clark, Administration representative
Kofi Danso, FA representative
Joseph Flood, FA representative
Scott Granberg-Rademacker, FA representative
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Brian Martensen, Co-Chair, Administration representative
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Debra Norman, MAPE representative
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Dillon Petrowitz, MSSA representative
Barry Ries, At-Large representative
Kristel Seth, ASF representative

SUMMARY OF PROCESS

The Research, Scholarly, and Creative Activity Task Force met over 20 times throughout the 2013-2014 and 2014-2015 academic years. Members of this task force worked closely with consultant Dr. George Reid to develop the purpose, mission, goals, and expected outcomes of this process. Dr. Reid assisted the task force in facilitating campus-wide listening sessions and focused attention on ways to best represent the broad needs of the Minnesota State Mankato community. Over time, the task force developed a strong sense of collegiality and understanding, and was able to be highly effective communicators, task managers, and supporters for the goals established early in the development of the group. Members of the committee were broken into sub-groups to address more complex challenges, but all final decisions were made as a collective group. This report reflects a culmination of nearly 10 months of dedicated work to develop actionable recommendations to address research, scholarly, and creative activities.

VISION

Research, scholarly, and creative activities (RSCA) at Minnesota State Mankato will enhance and illuminate our mission as an institution that connects faculty and students with the region as well as impacts the global community.

This means:

- RSCA represents new knowledge and understanding through original discovery, integration and synthesis, application, and the study of teaching and learning processes.
- The campus will pursue, disseminate and celebrate applied and relevant research, scholarship and creative activities that provide practical solutions, improve daily life, and enrich our world.
- Research, scholarly, and creative achievements of the institution will be an integral part of the education provided, informing the curriculum and guiding the allocation of resources.
- All students—undergraduate and graduate—will be afforded the opportunity to participate in RSCA during their tenure at Minnesota State Mankato.
- Implementing this plan will enhance the RSCA engagement while impacting the global community.

DEFINITIONS

Research, Scholarly and Creative Activities (RSCA) – Endeavors that involve the active engagement of faculty and students in producing work that:

- Contributes to the utilization or application of invention, creation or knowledge;
- Contributes to the discovery of new knowledge or transforms our current understanding;
- Involves creative endeavors that produce new or newly interpreted works of literature, music and the fine arts;
- Engages knowledge, information, and creative endeavors in service to the community;
- Synthesizes existing knowledge or information across disciplines, across topics within disciplines, or across time;
- Studies the systematic study of teaching and learning processes.

Research – An inquiry or investigation that makes intellectual or creative contributions to the field.

Applied Research – A systematic inquiry involving the application of theory, knowledge, methods, or techniques.

Applied Research Institution – An institution that is purposeful in promoting its RSCA efforts towards a significant, positive impact on its students, its region and the global community.

Projects – Intellectual products and complex efforts that occur as a result of applied or integrative research, scholarly, and creative activities, and involving a process that must be planned and managed independently by an individual or group. Such work may involve the recreation or straightforward application of knowledge and, as such, need not be original.

RECOMMENDATIONS

RECOMMENDATION #1: Increase the Engagement of Faculty in Research, Scholarly and Creative Activities

RATIONALE

One of the most fundamental resources necessary to effectively engage in research, scholarly, and creative activities is time. Therefore, the task force suggests greater opportunities for faculty members to devote adequate time and obtain critical support to participate in these activities.

SPECIFIC RECOMMENDATIONS

Increase support for faculty research, scholarly, and creative activities by investing in the following areas:

- 1.1. New Faculty Support - Enhance recruitment and retention of faculty by providing:
 - a. Start-up packages to support RSCA (as appropriate by discipline) for the first two years of probationary status.
 - b. At a minimum, one course release per semester to support RSCA during the first two years of probationary status (Note: This is an extension to the MnSCU/IFO 2013- 2015 contract language providing first year probationary faculty members with course releases).

- c. Resources in the form of duty days to support RSCA (e.g. grant writing, research proposals). Number of additional duty days to support developing and writing grants to be determined through consultation between faculty member and college dean.
 - d. Mentorship to each new incoming faculty, provided by the college, who will assist with their Criterion 2 (RSCA) professional development plan.
 - e. The continued exploration of the greater use of post-doctoral appointment, including a program analogous to the pre-doctoral program to further increase diversity among the faculty ranks.
- 1.2. Faculty Load for Research and Reassigned Time – The task force recommends the following to the extent that collective bargaining contracts allow:
- a. Expansion of Reassigned Time for RSCA and grant writing.
 - i. Colleges/departments/programs will establish a consistent plan for providing reassigned time for which faculty can apply. Those plans should include a sustainable and reliable model (e.g. rotating among faculty and/or departments).
 - ii. Administration should support colleges/departments/programs that are able to maintain credit-hour production while providing, or obtain external funding to provide, reassigned time.
 - iii. Colleges/departments/programs are encouraged to include long term reassignments (e.g. 3-year one-course reductions) so that faculty may plan activities.
 - iv. In addition to workload reassignment, Colleges/departments/programs will be encouraged to reduce the number of courses and/or course preparations in a faculty member's load.
 - v. Colleges/departments/programs will fully fund coverage of courses when faculty are provided with reassigned time to engage in RSCA.
 - vi. RSCA will be identified in the Professional Development Plan (PDP) and later reported in the Professional Development Report (PDR) (e.g., provide clear evidence and procedures for dissemination process).
 - vii. Academic Affairs will develop, share and implement best practices for research and reassigned time among the deans and colleges.
- 1.3. Research Graduate Faculty (RGF) status - The guidelines for RGF status will be revised to ensure appropriate discipline specific productivity and that all faculty members who have been awarded RGF status will be granted a minimum of one course reassignment per year for the duration of time they hold RGF status provided department teaching needs can be met. The one course reassignment will continue along with each subsequent designation of RGF status.
- 1.4. To better support faculty, provide clearer guidance and expectations for the purposes of tenure and promotion within all departments. To accomplish this, RSCA recommends the following:
- a. Each department will develop and maintain a discipline-specific document outlining what is considered RSCA and define how these works are assessed and evaluated at the department level.
 - b. This document will follow the language of Appendix G of the MnSCU/IFO Master Agreement, but encourages interpretation of what is considered RSCA relevant to each discipline, department, and constellation of faculty members.
- 1.5. To better support diversity among the faculty, the Office of the Provost, deans and departments will provide clear support to help the faculty from diverse groups achieve tenure and promotion. To accomplish this, the task force recommends the following:
- a. Valuing of epistemologies that reflect the non-dominant cultural perspective in research and publication.
 - b. Acknowledge that the dominant cultural perspective is the unspoken norm in research and any research and scholarly activity that does not align with this perspective is not judged as inferior.
 - c. Ensure that faculty from non-dominant groups are not overburdened and expected to engage in service commitments such as committee work, service projects and mentoring students from marginalized groups that prevent them from engaging in research and scholarly activity.
 - d. Connect faculty from non-dominant groups to resources related to research publication, funding and grants through handouts developed by Academic Affairs.
 - e. Work with colleges and deans to develop a behavioral research plan to help faculty from non-dominant groups succeed.
 - f. Develop a mentoring program using the *Cultural Framework of Mentoring* (Kochan, 2013) and provide opportunities for non-dominant faculty to meet and find support.

- g. Use publications such as the American Psychological Association's guide *Surviving and Thriving in Academia* (<http://www.apa.org/pi/oema/resources/brochures/surviving.aspx>) to develop a research and scholarly environment that values non-dominant research perspectives.

YEAR 1 ACTIONS

- Establish a joint faculty and administration committee to develop and implement the following recommendations: Request that each department submit a RSCA Plan that includes items such as a research needs assessment for each department), timelines for submitting grants, and conducting research investigations (e.g., who plans to write and submit grants, IRB approval process, conduct research and preferred methods for tracking accomplishments determined by departments).
- Departments create discipline specific documents regarding RSCA characterizations, assessment and evaluation.
- The Graduate Studies and Research Sub-Meets discuss and provide initial drafts and revisions of the Research Graduate Faculty Status criteria.
- All colleges and departments use the American Psychological Association's guide *Surviving and Thriving in Academia* to help develop a research and scholarly environment where non-dominant research perspectives are valued.
- Inform Faculty about campus services especially related to research through staff orientations/meetings, publication and/or email communiqué
- The Office of the Provost, colleges and departments monitor PDP of faculty from non-dominant groups to ensure that they are not overcommitted in the area of service.

YEAR 2 ACTIONS

- Assess and evaluate effectiveness of implementation of year one actions.
- Implement approved research plan from year one actions.
- Department created discipline specific documents regarding RSCA characterizations, assessment and evaluation vetted through Academic Affairs/Faculty Association.
- The Provost will direct and support a mentoring program for faculty from non-dominant groups using the *Cultural Framework of Mentoring* model (Kochan, 2013).

YEAR 3 ACTIONS

- Evaluate the effectiveness of the implemented research plans by measuring percent increase in grant production and publication from a baseline measurement.
- Academic Affairs evaluates the effectiveness of initiatives related to diversity identified in years one and two.

ALIGNMENT WITH MINNESOTA STATE MANKATO STRATEGIC DIRECTIONS AND SYSTEM PERFORMANCE MEASURES

MINNESOTA STATE MANKATO STRATEGIC PRIORITY

- University Strategic Priority: Foster the thriving and robust academic culture of a university with applied doctoral programs
- University Strategic Priority: Change the world by collaboratively addressing our planet's most challenging problems

MNSCU SYSTEM PERFORMANCE MEASURE

- Increase Grants/Contracts

MNSCU STRATEGIC FRAMEWORK

- Be the partner of choice to meet Minnesota's workforce and community needs

MNSCU STRATEGIC PLAN 2010-2014

- MnSCU Designing the Future Strategic Plan, Goal 2.4: Employ outstanding faculty and staff who bring current knowledge, professional skills and cultural competence to educate students
- MnSCU Designing the Future Strategic Plan Goal 3.2: Support regional vitality by contributing artistic, cultural and civic assets
- MnSCU Designing the Future Strategic Plan Goal 4.2: Draw on the talents and expertise of faculty, staff, students and others to meet the challenges facing the system

IMPACT

The impact of the above recommendations with regard to support for faculty research and scholarly activity will be to improve research activities for the campus community and establish Minnesota State Mankato as an institution that supports faculty involvement for conducting applied and integrated research. Faculty will be able to better engage their students in activities at the forefront of their disciplines while faculty from underrepresented groups will achieve greater success in RSCA. Overall, increased faculty time on RSCA increases institutional reputation, student opportunities, grant funding and dissemination.

RECOMMENDATION #2: Infuse Student Involvement in Research, Scholarly and Creative Activities throughout Their Studies

RATIONALE

Student training in scholarship and ability to work independently represents several key strategic priorities and goals at department, college, institutional and system levels. The elements of research, scholarship and creative activities must be present and infused throughout student undergraduate and graduate experiences to be effective and meaningful. Students who engage in RSCA are more likely to develop deeper critical thinking skills, as well as persist and complete their degrees.

SPECIFIC RECOMMENDATIONS

As such, this task force recommends the following actions:

- 2.1 Utilize learning competencies/outcomes associated with scholarly thinking/activities, and using rubrics to assess student preparation for research and learning at the completion of projects. Grounded in the Burger and Starbird (2012) five essential elements to effective thinking, active engagement in research, scholarly, and creative activities can assist students in further developing critical thinking skills. These prescribed elements to effective thinking can be applied as general learning outcomes to measure effectiveness, and assist in reporting student learning and success. The Burger and Starbird essential elements to effective thinking are:

- | | |
|---|--|
| ■ Deep understanding of basic concepts, | ■ Demonstrating the flow of ideas, and |
| ■ Ability to overcome failures, | ■ Engaging change that transforms. |
| ■ Ability to create questions, | |

With these five competencies established as the general learning outcomes for RSCA endeavors, Minnesota State Mankato can consistently assess and report on our student successes in RSCA.

- 2.2 Participating departments and faculty develop discipline-specific rubrics to assess and report learning across the five RSCA learning outcomes. Such rubrics will identify the appropriate level of depth and breadth of each outcome expectation for a student's progression through their undergraduate and graduate education. Student's learning expectations will be included in the document and informed by input from students.
- 2.3 Infuse research, scholarly, and creative activity learning outcomes into courses, by:
 - a. Encouraging the development of projects and project based learning in lower division courses,
 - b. Establishing formal programs that introduce first and second year students into research teams and laboratories,

- c. Creating connections between graduate students' ability to mentor, edit, and otherwise share knowledge, skills, and abilities with undergraduate students working on research projects,
 - d. Increasing vertical mentorship of research among faculty members, graduate and undergraduate students,
 - e. Increasing communication/connection between library liaisons and department faculty to increase awareness of library services on bibliographic, information literacy and research methods sessions.
- 2.4 Increase participation in capstone/research projects; support increased development of interdisciplinary courses.
 - 2.5 Allot an equal amount of funding and support to graduate research, similar to what is currently allocated for undergraduate research. Funding will support a Student Research Center (see Recommendation #4 below) and funding for regional/national conference travel for graduate students. To accomplish this, faculty association members and administrators work together to identify funding sources for this program expansion.
 - 2.6 Seek increased and competitive stipends for graduate teaching and research assistants; increase training and mentorship of graduate teaching assistants.
 - 2.7 Develop partnerships for our graduate programs that increase diversity.
 - 2.8 Continue to support and grow the Undergraduate Research Center and the Undergraduate Research Symposium.
 - 2.9 Develop incentive pathways to encourage faculty members to actively support student research experiences. At the department/program levels, this may be achievable through the recognition of these actions in the PDP/PDR processes. At the institutional level, support may be in the form of access to additional support, resources, and reassigned time.
 - 2.10 Better on-board and inform graduate students through printed material, email and/or other appropriate communications, about appropriate resources such as the Center for Excellence in Scholarship and Research (CESR), Writing Center, Counseling Center, financial services, funding opportunities, and the Career Development Center, so that they can succeed in academics and research.

YEAR 1 ACTIONS

- Establishment of learning outcomes by the Research Sub-meet and Confer
- Creation of an online system that allows quick reporting (Likert scale) for each student project, capstone, thesis, etc.
- Send a broad contingent of faculty and administrators to the Freshman Research Initiative Conference (<https://cns.utexas.edu/fri-annual-conference> in March 2015 to explore ways for implementing research teams in our instructional structure.
- Encourage funding for the exploration of, and training in, project-based learning through internal grants (Faculty Improvement Grants, Faculty Research Grants) and college course release time.
- The Office of the Provost sponsors grants to support interdisciplinary vertical research teams and project-based curriculum development while CESR and the Center for Excellence in Teaching and Learning (CETL) encourages and aids faculty in writing proposals.
- Graduate Studies and Research investigates Graduate Research Consultant (GRC) Program (<http://our.unc.edu/grads-post/grc/>) at University of North Carolina for potential adoption at Minnesota State Mankato.
- Graduate Studies and Research and the Graduate Sub-meet review the issues of uniformity and equity in regards to university-funded graduate student stipends, including the investigation of gradual wage increases for graduate assistantships,
- Institutional Diversity works with department, programs, and colleges to connect to undergraduate institutions of high diversity (e.g. historically black colleges) for partnerships with our graduate programs.
- Create a Graduate Student Orientation (coordinated with department Teaching Assistant training) and/or handbook that focuses on providing information about campus resources including those related to research that is attended by department chairs and deans.

YEAR 2 ACTIONS

- CESR and the University Assessment Coordinator hold workshops on creating rubrics for capstone, thesis, and class projects that report to the learning outcomes at the appropriate level.
- Begin implementation of Freshman Research teams for selected programs.
- Continue development of grant opportunities.
- Make funding available for graduate student travel grants for regional/national conferences.
- Colleges formalize vertical mentorship mechanisms for encouraging graduate student mentoring for undergraduates and/or upper division students mentoring lower division students (e.g. GRC program implementation).
- Test and implement online reporting and library/archive system.
- Develop a communication plan for graduate students to stay up-to-date on-campus resources, especially those related to research.

YEAR 3 ACTIONS

- Expansion of Freshman Research Initiative to increase new programs
- Implementation of vertical mentorship models
- University begins reporting on success in RSCA.
- University begins possible funding of graduate assistantship stipend increases found needed by equity review process
- Evaluate the effectiveness of the Graduate Student Orientation and the communication plan

ALIGNMENT WITH MINNESOTA STATE MANKATO STRATEGIC DIRECTIONS AND SYSTEM PERFORMANCE MEASURES

MINNESOTA STATE MANKATO STRATEGIC PRIORITY

- Strategic Priority: Foster the thriving and robust academic culture of a university with applied doctoral programs
- Strategic Priority: Change the world by collaboratively addressing our planet's most challenging problems

MNSCU SYSTEM PERFORMANCE MEASURES

- System Performance Measure: Increase Retention
- System Performance Measure: Increase Completion Rate
- System Performance Measure: Increase Grants and Contracts.

MNSCU STRATEGIC FRAMEWORK

- Ensure access to an extraordinary education for all Minnesotans
- Deliver to students, employers, communities and taxpayers the highest value / most affordable option

MNSCU STRATEGIC PLAN 2010-2014

- MnSCU Designing the Future Strategic Plan Goal 2.1: Continuously improve instruction through assessment of student engagement and learning outcomes
- MnSCU Designing the Future Strategic Plan Goal 2.2: Produce graduates who have strong, adaptable, globally competitive and flexible skills
- MnSCU Designing the Future Strategic Plan Goal 2.3: Provide multiple efficient and effective delivery options for educational programs and student services
- MnSCU Designing the Future Strategic Plan Goal 3.1: Be the state's leader in workforce education and training
- MnSCU Designing the Future Strategic Plan Goal 4.2: Draw on the talents and expertise of faculty, staff, students and others to meet the challenges facing the system

IMPACT

This recommendation will have a substantial effect on the university's identity and reputation as an applied research university while maintaining our commitment to teaching excellence. Implementation of these strategies are predicted to enhance student participation in research and scholarly activities across the institution, and thus raise the quality of undergraduate and graduate education overall.

RECOMMENDATION #3: Report, Market, and Assess Research, Scholarly and Creative Activities

RATIONALE

The reporting, marketing and assessing our successes in RSCA are vital to achieving an increased level of institutional reputation and increase potential collaboration throughout campus and beyond. Such reporting increases our transparency as a public institution and allows external partners to become aware of the expertise, projects and services available on campus for them to utilize. Lastly, the task force stresses the importance of assessing efforts in research through accurate reporting.

SPECIFIC RECOMMENDATIONS

- 3.1 The university will embrace RSCA as a part of its culture.
 - a. When the university's mission, values and vision statements are revised, the university should consider continuing, strengthening, and expanding its commitment to RSCA.
 - b. The university should develop a means to evaluate the institution's total RSCA productivity, and its change over time.
 - c. The Research mission of the university should be recognized within MnSCU.
- 3.2 Record faculty RSCA activity.
 - a. The university will collect and report data on the RSCA generated by faculty annually. This will occur at the department level and be shared with the college dean, who in turn will report this information to the Office of the Provost. Included in the reports will be publications, presentations, exhibits, etc., which will follow the language of Appendix G of the MnSCU/IFO Master Agreement.
 - b. The university should investigate options and select a software tool designed to integrate, aggregate, and store RSCA activities (for example, SEDONA software). Ideally, faculty could in one step document and download their publications, presentations and other activities once—eliminating multiple ongoing requests for reporting.
- 3.3 Create a university-wide forum for sharing RSCA accomplishments. The aggregation of RSCA output in 3.2b above can be assembled into a variety of publications, both electronic and printed, to publicize our accomplishments and expertise. Once information is gathered, it should be shared by the following means:
 - a. The university should employ marketing materials, such as the Frontier Magazine, and similar printed and online materials to serve as informational and promotional materials.
 - b. The university will further showcase its RSCA through the web and public lectures.
 - c. Utilize Cornerstone (or similar software technology) to showcase research and other scholarly output.
 - d. The university will support and hold, at a minimum, an annual research colloquium where faculty members who created research will be provided an opportunity to present information/findings.
- 3.4 Departments and deans will:
 - a. Address aspirations for and respond to RSCA during the Professional Development Report (PDR) process with each faculty member.
 - b. Ensure that the repository of information is as complete and comprehensive as possible.

YEAR 1 ACTIONS

- Include descriptions of RSCA in college annual reports
- Plan university-wide event to showcase research, scholarly, and creative activities conducted by Minnesota State Mankato faculty members
- Consult with the Faculty Association for guidance on departmental criterion 2 documents

YEAR 2 ACTIONS

- Establish a protocol for measuring the total RSCA output of the university, entering and tracking RSCA activity, and methods for disseminating the information
- Departments submit Criterion 2 guidelines and the Faculty Association verifies contract compliance
- Launch publications (print or electronic) focusing on RSCA capabilities and accomplishments
- Inaugurate a university-wide event to showcase research, scholarly, and creative activities

YEAR 3 ACTIONS

- Begin utilizing guidelines, re-evaluate, and modify as needed
- Evaluate publications
- Continue university-wide showcase event

ALIGNMENT WITH MINNESOTA STATE MANKATO STRATEGIC DIRECTIONS AND SYSTEM PERFORMANCE MEASURES

MINNESOTA STATE MANKATO STRATEGIC PRIORITY

- Strategic Priority: Change the world by collaboratively addressing our planet's most challenging problems
- Strategic Priority: Foster the thriving and robust academic culture of a university with applied doctoral programs

MNSCU SYSTEM PERFORMANCE MEASURE

- Increase Grants/Contracts

MNSCU STRATEGIC FRAMEWORK

- Be the partner of choice to meet Minnesota's workforce and community needs

MNSCU STRATEGIC PLAN 2010-2014

- MnSCU Designing the Future Strategic Plan Goal 2.1: Continuously improve instruction through assessment of student engagement and learning outcomes
- MnSCU Designing the Future Strategic Plan Goal 3.2: Support regional vitality by contributing artistic, cultural, and civic assets

IMPACT

The impact of this recommendation emphasizes raising the visibility within campus of RSCA efforts and products as well as clearly demonstrating this unique aspect of campus identity. In helping define who we are as an institution and contributing to transparency as a state sponsored organization, the university demonstrates that it is accountable to the populations served. Additionally, developing and supporting clear guidelines and standards for scholarship will support those efforts while offering probationary faculty with clearer expectations and increased opportunity for success.

RECOMMENDATION #4: Make Targeted Changes to the Financial, Physical and Organizational Infrastructures Supporting Research, Scholarly and Creative Activity

RATIONALE

The strategic reallocation of financial, physical, and organizational infra-structures that support research, scholarly, and creative activities will help stabilize efforts and create sustainable models that will help identify opportunities and increase collaboration.

SPECIFIC RECOMMENDATIONS

Financial Infrastructure

Create a financial structure that demonstrates transparency and shows support for RSCA:

- 4.1 Review the process that tracks and reports revenue/expenditures as related to RSCA
- 4.2 Increase transparency on how Facilities and Administrative Costs (FandA, aka indirects) are allocated and reinvested
- 4.3 Support pre- and post-award research administration by permanently funding grants specialist positions in the Office of Research and Sponsored Programs (RASP)
- 4.4 Realign current funding models to support RSCA
- 4.5 Identify funds and appropriations dedicated for RSCA
- 4.6 Seek increased resources for graduate student travel support to professional meetings.

Physical Infrastructure

Create a RSCA Nexus/Hub on campus that faculty and staff utilize to discover, discuss, highlight, make connections and identify collaborators related to RSCA:

- 4.7 House related support offices and positions within the RSCA Nexus/Hub
- 4.8 Utilize the Nexus/Hub to create synergies between the RSCA services of RASP, CESR, CETL, Library services and Information and Technology Services (ITS)
- 4.9 Establish RSCA workspace for faculty and students to collaborate

Organizational Infrastructure

Create a separate Research Division to influence and enhance RSCA engagement at the university and impact the global community:

- 4.10 The Research Division will house Undergraduate Research Center (URC), Student Research Center, CESR, and RASP. Consider realignment of existing departments (i.e. Honors Department to the Assistant Vice President for Undergraduate Education)
- 4.11 Design a Student Research Center that will serve graduate students and allow for vertical integrated teams
- 4.12 Increase CESR Director to full time to expand on support to faculty and include increased student support
- 4.13 Increase URC Director to full time to expand on undergraduate research and support needs
- 4.14 Create a position within the Research Division to serve as a facilitator/liaison point of contact for the Nexus/Hub services for all RSCA among internal and external groups
- 4.15 Utilize Strategic Business, Education and Regional Partnerships and University Advancement to facilitate connections between the university and regional interests
- 4.16 Investigate alternative Institutional Review Board models that will increase efficiency and streamline the submission and review process. The assessment should recommend a sustainable model that will accommodate research demands as achievements grow in RSCA. The investigation should review available software packages and training needs for faculty and staff related to research with human participants
- 4.17 Investigate alternative governance structures for overseeing research, such as the current Minnesota State University, Mankato Foundation or a new, special purpose foundation that could administer intellectual property, facilitate technology transfers and startup enterprises resulting from independent research

YEAR 1 ACTIONS

- Review the utilization of cost centers to ensure accurate identification of revenue and expenditures related to RSCA
- College deans develop and prepare an annual plan for spending FandA distribution, submitting a year-end report of reinvestment expenditures to the Research Division which follows university FandA policy
- Designate funding for RASP positions, i.e. approve permanently funded direct line from the university, recover a permanent salary line from the Facilities and Administrative Costs prior to allocation, etc.

- Continue funding the CESR Director position and explore the possibility of offering a full-time course reassignment for the CESR Director
- Associate Vice President of Research/Dean of Graduate Studies gathers stakeholders to research and analyze different financial models to help with RSCA funding and present to the Council of Deans
- Increase URC Director to full time to meet growing demand on campus
- Support and find resources for a Student Research Center for graduate students that mirror the success of the URC
- Associate Vice President of Research/Dean of Graduate Studies plans space for the RSCA Nexus/Hub location
- Create a RSCA Nexus/Hub facilitator position that will support RSCA technology needs, maintain outreach support systems (website, databases, etc.), and serve as liaison between internal groups such as integrated marketing and external industry/business
- Strategic Business, Education and Regional Partnerships and University Advancement can utilize strategic plans to list goals of how they will support RSCA and strengthen relationships between regional and campus experts

YEAR 2 ACTIONS

- Establish a baseline of revenue and expenses related to RSCA
- Evaluate the options for administering research through the auspices either of the Minnesota State University, Mankato Foundation, or a special-purpose new entity, specifically with regards to the administration of grant funds and ownership of intellectual property
- Initiate the investigation of a sustainable and efficient Institutional Review Board model.
- Separate the Associate Vice President of Research/Dean of Graduate Studies into a Dean of Graduate Studies and a separate Vice President Research position, the latter of which would serve on the President's cabinet.

YEAR 3 ACTIONS

- Set goals related to baseline of revenue and expenses as stated in year 2 actions.
- Evaluate the action plans from years 1 and 2, and then develop benchmarks for measuring success.

ALIGNMENT WITH MINNESOTA STATE MANKATO STRATEGIC DIRECTIONS AND SYSTEM PERFORMANCE MEASURES

MINNESOTA STATE MANKATO STRATEGIC PRIORITIES

- Strategic Priority: Foster the thriving and robust academic culture of a university with applied doctoral programs
- Strategic Priority: Change the world by collaboratively addressing our planet's most challenging problems

MNSCU SYSTEM PERFORMANCE MEASURE

- Increase Grants/Contracts

MNSCU STRATEGIC FRAMEWORK

- Be the partner of choice to meet Minnesota's workforce and community needs
- Deliver to students, employers, communities and taxpayers the highest value / most affordable option

MNSCU STRATEGIC PLAN 2010-2014

- MnSCU Designing the Future Strategic Plan Goal 4.1: Build organizational capacity for change to meet future challenges and remove barriers to innovation and responsiveness
- MnSCU Designing the Future Strategic Plan Goal 4.4: Critically examine and improve structures, technologies, policies and processes to support transformative innovation
- MnSCU Designing the Future Strategic Plan Goal 5.1: Make budget decisions that reflect priorities in the core mission and fiscal stewardship
- MnSCU Designing the Future Strategic Plan Goal 5.3: Develop funding sources to supplement revenues from state appropriations, tuition and student fees

IMPACT

The impact of these changes will be broad-reaching. Improvements to financial, physical, and organizational structures will create more sustainable and accurate funding models over time, which in turn will improve the quality of support needed to sustain RSCA. Repositioning support services will raise the access and profile of the research division, and will increase the usage of the office services by faculty, staff, students, community, and region members.

CONCLUSION

The recommendations laid out above are interdependent, and taken as a whole represent the necessary steps to help Minnesota State Mankato fully realize its potential as the leading applied research university in the region. Many other actions and initiatives would further enhance our research productivity as an institution—but those identified here offer the potential for a fundamental shift in the university's culture and thus, research, scholarly, and creative activity (RSCA) opportunities.

These recommendations, collectively, will have a significant cost, but the benefits will be returned many-fold by the financial returns of increased RSCA sponsorship. More importantly, the extra-financial returns of a highly productive enterprise will be evidenced in a more stimulating environment for faculty and a superior educational experience for our students. Rather than additional expenses, these costs should be viewed as investments in the future of Minnesota State Mankato.

Neither the specific investments—nor the returns on those investments—will be distributed evenly across the institution. However, the changes proposed will benefit all students and faculty at some level, and by reducing the impediments to success the university will simplify the process of scholarly work and make meaningful research more attainable for our entire academic community. It is further recognized that considerable resources to support RSCA are being requested in these recommendations. To achieve the goals laid out here, all engaged parties must recognize their responsibilities. Working within the parameters of the various labor contracts, members of the administration should focus on opportunities to further support growth and development. Faculty and staff share similar responsibilities in working to best utilize additional supports and resources designated to fulfill RSCA ambitions.

The engine of RSCA productivity is our faculty, and to accomplish the objectives the university must facilitate their work through smart investments matched by achievable demonstration of accomplishments. The diversity and variety of forms that RSCA takes means that departments must collectively help define success in their fields, and deans and academic administrators must commit resources to reflect the importance the institution places on this asset.

In addition to opportunities these recommendations provide to members of faculty, benefits to students were also a key goal of this committee. The involvement of students more broadly in RSCA has a twofold benefit: Their work adds to the collective value of the university's work, and their participation greatly enhances the breadth and depth of the education they receive. By systematizing the engagement of students the university will be not only a more productive research institution—it will also be a better teaching institution.

The imperative to communicate and celebrate success has two complementary aims. First, it improves the ability of externally focused offices to convey the university's capabilities, helping it connect meaningfully to the broader community that it serves. But equally important, these actions call attention to the outstanding work that is already occurring at the university; telling the story effectively inspires confidence in the ability to accomplish worthy goals.

Finally, business practices must adjust to facilitate achievement of the identified objectives. So long as organizational structures and practices that discourage or even impede our success are maintained, the university cannot honestly claim a commitment to RSCA. To that end the task force recommended specific actions that accelerate the process and set the stage for innovation, creativity, and productivity. The task force sees these acts as creating potential growth and intellectual development across broad interests and constituents, including students, faculty, staff, and the community at large.

In concert with the work being done by the other task forces, on teaching and learning, academic engagement, and advising, the recommendations presented have the potential to position Minnesota State Mankato for success

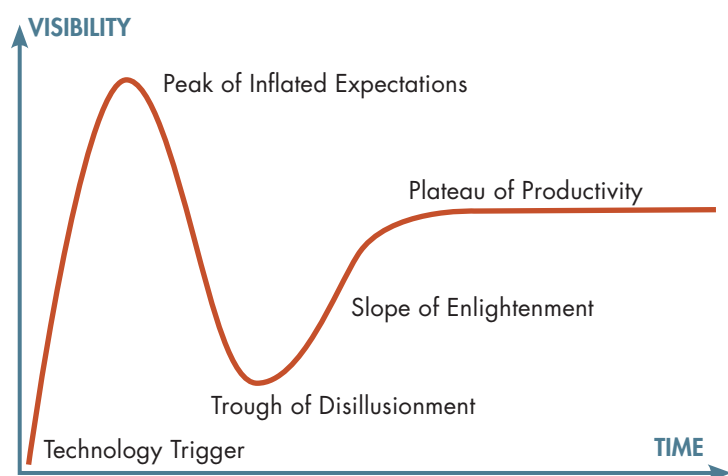
heretofore unimagined: An applied research institution, closely connected to its regional economy, providing an unsurpassed education for students, with a prominent faculty contributing to their fields. In short, research, scholarly, and creative activity can be a key part of fulfilling and exceeding the aspirations of the institution's mission.

FUTURE CONSIDERATIONS

In looking beyond the three-year period covered by this report, the task force must first acknowledge that the overall RSCA goals of the university have remained consistent across many years and through the efforts of many previous task forces and other endeavors. Many of those undertakings have resulted in placing Minnesota State Mankato at a point of strength in the system, state and region while many goals remain yet to be obtained.

Of particular interest and aide to the task forces' work were two reports authored in 2010, *the Final Report: Thinking and Acting like a Doctoral Institution*¹ and the *Final Report: Task Force on Graduate Education*.² Many of the recommendations of this document are consistent with, and informed by, those works, both of which were generally received positively by the campus community in both their spirit and direction. And yet, in many ways the campus is not as far down the path recommended within as perhaps had been hoped. Difficult economic times certainly played a large part, though perhaps some element common to many such processes is also at play. In analogy with a well-known phenomenon regarding the introduction of new technology, such reports may perhaps also follow the Gartner hype cycle.³

FIGURE 1: GARTNER HYPE CYCLE (WIKIMEDIA COMMONS)



1 <http://www.mnsu.edu/academicplan/resources/FINAL%20Doctoral%20Task%20Force%20Recommendations.pdf>

2 <http://www.mnsu.edu/academicplan/resources/Final%20Report%20of%20the%20TFGE.pdf>

3 <http://www.gartner.com/technology/research/methodologies/hype-cycle.jsp>

In particular, the hype and expectations associated with recommendations contained in this and previous reports may optimistically inflate before the reality of the difficulty and resources necessary cause a downward pessimistic trend toward disillusionment. As such, the task force has been deliberate in this report to establish obtainable goals with clear, actionable steps that provide a realistic expectation for a three-year time frame. That is, the recommendations require adequate resources to arrive in this prescribed period beyond the down cycle and well established on the slope to consistent productivity. The main future consideration is therefore based on an assumption that the university will assess whether adequate support was given to RSCA efforts in three years time to reach the levels of productivity desired.

Further, results in RSCA will not appear immediately upon implementation of these recommendations. The task force fully expects a typical S-curve (see Figure 2) in measured increases in RSCA productivity with slow initial growth followed by a rapid period of growth once efforts are fully realized. However, as is typical of such growth, a leveling off typically follows, at which time the task force hopes the university will again undertake an effort to further enhance RSCA efforts on a new growth pattern (See Figure 3, adapted from Mendez and Johnson, 2012) upon which the future can scaffold.

FIGURE 2:

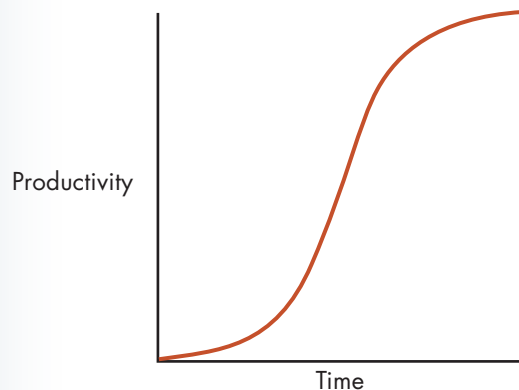


FIGURE 3:

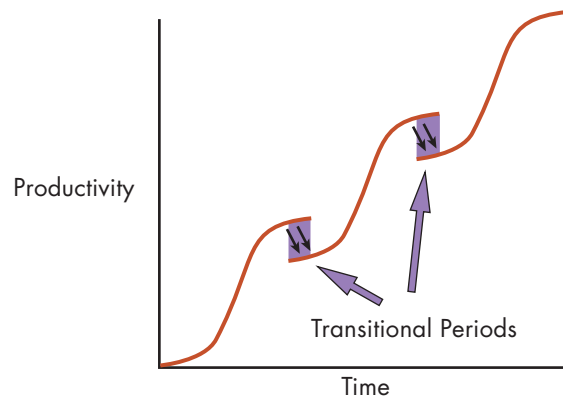


Figure 2: Typical productivity curve. Typically, initial growth is slow a recommendations are implemented. Once fully realized, a rapid growth in productivity ensues. A new high in productivity is reached, but new directions must then be explored for further growth.

Figure 3: Scaffolding of productivity curves. As the university reaches new levels of productivity, RSCA efforts must be assessed and new directions investigated. A transitional period thus follows, at which time productivity may slightly decrease, but a new level of productivity becomes possible. Such scaffolding of initiatives allows for sustained growth in RSCA productivity.

That is, true sustainable growth is neither constant nor always smooth, and likely only obtained by building each new step as the university makes progress. It requires constant assessment and improvement coupled with a willingness to instigate and accept change.

LONG-TERM ASPIRATIONS

RSCA task force members collectively believe that when these four recommendations are implemented, the faculty, institution, and constellation of recommendations will fit together like a puzzle and represent a synergistic model for future success. These processes will work together so as to impact the institution, regional community, state, and nation positively for generations. Long-term aspirations must be to remain focused on the need to reduce barriers to engage in the growth and development of research, scholarly, and creative activities while at the same time, integrating these increases with opportunities to enhance student learning. These are not mutually exclusive events or actions, and can be highly integrated if allowed to be and there is the political will to support such activities.

Minnesota State Mankato can be the “go-to” higher education institution for students truly interested in intellectual growth and development.

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APPENDICES

BROCHURE – ACADEMIC PLANNING: A CORE COMPONENT OF OUR INTEGRATED STRATEGIC PLANNING



THE DIVISION OF ACADEMIC AFFAIRS

Academic Master Planning Web Site:
<http://www.mnsu.edu/academicplan/>

ACADEMIC PLANNING:
A Core Component of our
Integrated Strategic Planning

*Planning is bringing the future into
the present so that you can do some-
thing about it now.*

-Alan Lakein

For Additional Information Contact:

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315 Wigley Administration
Minnesota State University, Mankato
507-389-1333 (V)



Achieving New Levels of Greatness: Benefits of an Academic Master Plan

Ability to prepare for and shape the future,
rather than let the future happen to us.

Intentionally define the kind of institution we
want to be.

Connect and uphold the current strategic
plans for the academic colleges and
departments.

Provide coherence in the strategic plans for
the divisions of the University.

Advance the University's Strategic Priorities.

Support the Minnesota State Colleges and
Universities System Strategic Framework.

A member of the Minnesota State Colleges and
Universities System and an Affirmative Action/
Equal Opportunity University.

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800-627-3529 or 711 (MRS/TTY).



BROCHURE – ACADEMIC PLANNING: A CORE COMPONENT OF OUR INTEGRATED STRATEGIC PLANNING

Academic Master Planning

Plan Development 2014-2015

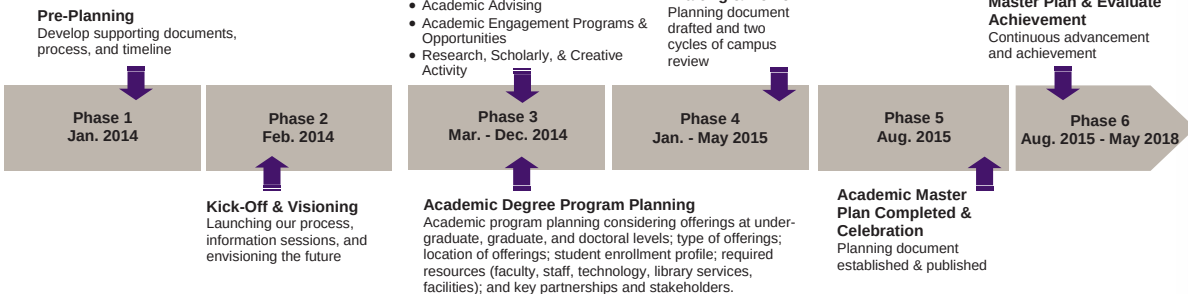
Implementation 2015-2018

Academic Master Planning Web Site:
<http://www.mnsu.edu/academicplan/>

What is an Academic Master Plan?

An academic master plan provides a framework that **links** together vision, priorities, people, services, resources and space within the academic core of the institution; **informs** other planning efforts on campus, such as facilities, enrollment management, and technology; and **builds** upon the planning that already occurs within our colleges and departments.

How will we Develop our Plan?



Why do we Need an Academic Master Plan? and Why Now?

To articulate an **intentional path forward** in assuring our academic programs and services continue to prepare graduates for work, life, and citizenship.

To enable us to select carefully where our growth should occur and **seize opportunities for greater success**.

To **assure our institution's engagement in systematic and integrated planning** in support of our vision, mission, and values and in congruence with the *Higher Learning Commission* Criteria for Accreditation.

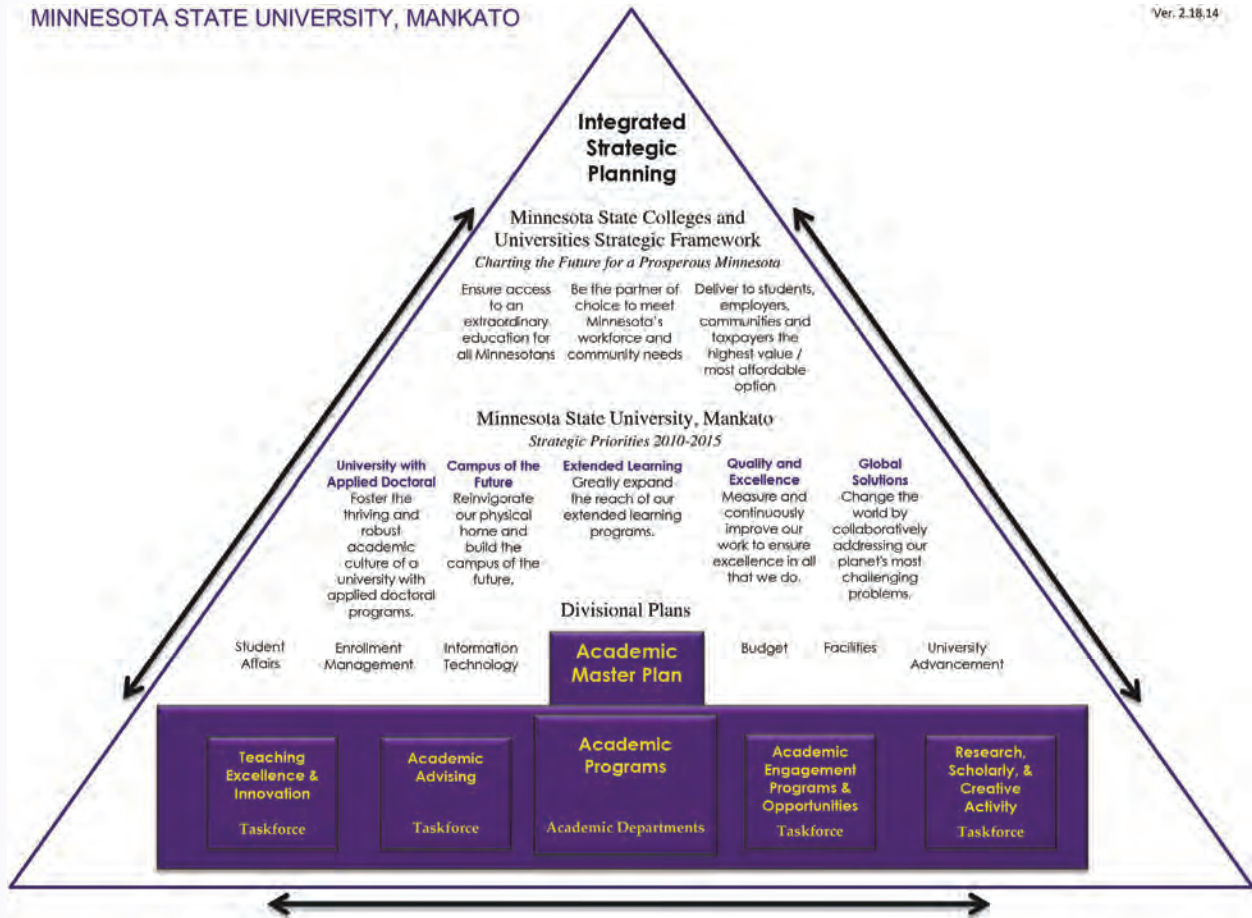
What will be the Primary Components of our Academic Master Plan?

- Academic Vision, Mission, & Values
- Guiding Assumptions
- Our Academic Degree Programs
- Teaching Excellence & Innovation
- Academic Advising
- Academic Engagement Programs & Opportunities
- Research, Scholarly, & Creative Activity

DIAGRAM – INTEGRATED STRATEGIC PLANNING AT MINNESOTA STATE MANKATO

MINNESOTA STATE UNIVERSITY, MANKATO

Ver. 2.18.14





MINNESOTA STATE UNIVERSITY MANKATO

Community Listening and Visioning Session

Join Minnesota State Mankato as it plans an intentional path forward in assuring our academic programs and services prepare graduates for work, life, and citizenship.

SMALL GROUP FORUMS FOR KEY COMMUNITY AND BUSINESS LEADERS

Tuesday, April 15, 2014
Greater Mankato Growth,
1961 Premier Dr., Suite. 100
Sakatah Room

OR

Wednesday, April 16, 2014
Minnesota State University, Mankato
Centennial Student Union 253-255

7:30–9:00 A.M. Program Beginning at 8:00 A.M.

Light Refreshments Provided.

Participation by invitation only.
Please RSVP prior to April 9, 2014
by visiting:
www.mnsu.edu/academicplan/clv.html

Big ideas. Real-world thinking.

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Academic Planning: A Core Component of Our Integrated Strategic Planning

Campus Listening Sessions

In February 2014, Minnesota State Mankato launched an integrated academic planning process. Join the Provost and Senior Vice President for Academic Affairs, Dr. Marilyn Wells, as she discusses:

- What is an Academic Master Plan?
- Why do we need an Academic Master Plan? And why now?
- What will be the primary components of our Academic Master Plan?
- How will we develop our Plan?

When

- Friday, March 21, 2014, 3:30-4:30 p.m., Centennial Student Union 238
- Thursday, March 27, 2014, 1:00-2:00 p.m., Centennial Student Union 238
- Friday, April 4, 2014, 2:00-3:00 p.m., Centennial Student Union Heritage Room

For Additional Information
<http://www.mnsu.edu/academicplan/>

ORGANIZATIONAL CHART – DIVISION OF ACADEMIC AFFAIRS



Academic Affairs
Minnesota State University, Mankato
August 17, 2015

President
Richard Davenport

Provost and Senior Vice President for Academic Affairs
Marilyn J. Wells, Ph.D.

Associate Provost for Academic Affairs
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Information and Technology Services Division 2013-2014 Strategic Plan

Submitted by:

Ed Clark, CIO & VP for Technology
Matt Clay, ACIO for Technology Consulting Services
Jude Higdon, ACIO for Academic Technology Services
Ted Johnson, ACIO for Web And Application Development
Bryan Schneider, ACIO for Campus Infrastructure Services
Mitch Wallerstedt, ACIO for Technology Customer Services

I. Background

The mission of Minnesota State University, Mankato's Information and Technology Services (ITS) has been rewritten to realign its services and initiatives with those of the overall institution:

Information and Technology Services (ITS) positions Minnesota State University, Mankato as a leading institution in student outcomes, teaching, research, and service. We achieve this by building partnerships with our campus community, providing knowledgeable, high-quality and courteous services, and offering evidence-based, customer-focused, and innovative solutions to advance the university's strategic goals.

The mission is informed by the core values of our ITS staff:

The core values of Information & Technology Services are communication, trust, reliability, integrity, and innovation.

To achieve this newly defined mission and realign its services, ITS has developed a five year Strategic Plan and reorganized its services and leadership structure. The ITS Strategic Plan will advance the goals of Minnesota State University, Mankato, as articulated and defined by the President. The plan will be assessed and evaluated each year and comprises five key elements that are core to the overall vision.

II. Five Elements of the IT Strategic Plan:

1. Student and Faculty Success: IT will be leveraged to enhance learning outcomes, improve retention, introduce new teaching models, and further our applied research mission.

2. Service and Process Improvement: IT will be leveraged to create more efficient campus business practices and improve services to MSU stakeholders.

3. Superlative Access to Data: MSU students, faculty and staff will have ubiquitous, high-speed, secure and reliable access to their data regardless of device or platform.

4. Professional and Effective Staff: MSU IT staff will be courteous and well-trained, familiar with state-of-the-art technologies and best practices, and provide best-in-class service and support.

5. Relationships, Partnerships, and Communication: MSU IT Services will build strong working relationships with MSU academic and business units; form strategic partnerships with industry and sister schools; and communicate effectively with campus stakeholders. This Element is foundational to the success of all ITS initiatives.



Graphical depiction of MSU's Five-Element IT Strategy (June 2013)

III. Assessment Strategy

Completed/Ongoing:

1. Gartner assessment (completed December 2012, see Appendix A)
2. Customer surveys (delivered annually, see appendix B)

3. Audits (Security assessment, ImageNow, see appendix C)
4. College of Business external IT review (completed November 2012, see appendix D)

Upcoming/Planned:

1. Service Assessment Process: (planned Fall 2013)
 - a. Which strategic pillar(s) are advanced by the service (if any)?
 - b. What is the relevancy score of the service (10=highly relevant, 5=average relevance, 1=slightly relevant)?
 - c. Is the service sustainable (life-cycle, security, sustainable)<--fix this
 - d. Can the service be outsourced (Yes/No)? If "Yes":
 1. Provide effectiveness score (insourced vs. outsourced)
 2. Estimate cost (insourced vs. outsourced)
 - e. How good is this service compared to best-in-class?
 - f. How good is the staff that provides this service compared to best in class?
2. COBIT/ITIL audit (planned Fall 2013)
3. Peer review (MNSCU, national peers) (planned Spring 2014)
4. Develop scorecards (completed Summer 2013 in Academic Technology)
5. Continued adoption of best practice frameworks for data architecture, delivery, & security
6. Continue implementation of ITIL best practice framework for IT Service Management
7. Develop IT project management processes
8. Incorporate established process improvement methodologies such as Theory of Constraints, Lean IT, and Six Sigma
9. Define service performance targets (baselines)
10. College of Science, Engineering, and Technology external IT review (planned Spring 2014)

IV. Governance, Consultation, and Communication

This strategic plan was shared with the following stakeholders and campus groups in the summer and fall of 2013:

- President's Cabinet
- Expanded Cabinet
- University Technology Roundtable
- Classified Bargaining Units
- IFO
- MSUAASF
- MSSA
- Council of Deans

In addition, this plan was presented at the following campus events:

- 2013 Cabinet Retreat
- 2013 President's Fall Retreat

The plan was finalized on 10/01/2013 and is available on the ITS website at <http://mnsu.edu/its/about.html>

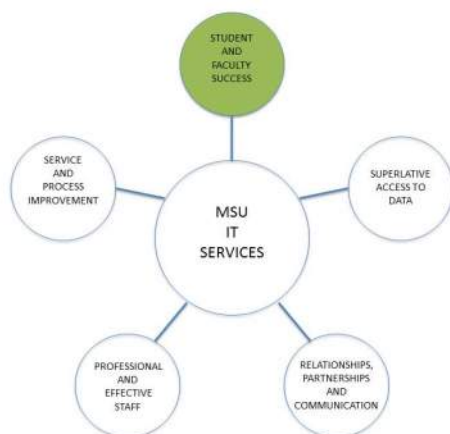
IV. Services and Initiatives Completed in Prior Year

(submitted to President Davenport and Lynn Akey, May 2013, see appendix E)

The ITS initiatives and goals completed in Academic Year 2012-2013 were presented to the President's Cabinet and the Learning and Technology Roundtable in the Spring semester of 2013.

VI. Goals for the Coming Year (Organized by Strategic Elements)

A. Student and Faculty Success



- Goal: Execute on faculty development initiatives to promote and integrate effective practices for teaching and learning

Responsible: Jude Higdon (ACIO for Academic Technology Services)

- Goal: Develop student support resources on campus for learner-centered uses of technology

- Develop online training for students (ACIO for Academic Technology Services)

- Student online orientation for using technology at MSU
- Student online orientation for using D2L and other key technologies
- Promote use of Atomic Learning and Microsoft Academy to increase
- Evaluate and potentially implement competitor opportunities for online training catalogues such as Lynda.com

Responsible: Jude Higdon (ACIO for Academic Technology Services)

- Student Technology Center - Student training for technology

- Partnering with faculty and providing specific technology training outside of the classroom
- Develop a training location in the ACC utilizing existing student resources for student-targeted technology training
- Pilot a model utilizing student SMEs to develop departmentally appropriate training for discipline-specific tools, such as SPSS, AutoCAD, etc.

Responsible: Mitch Wallerstedt (ACIO for Customer Services)

Jude Higdon (ACIO for Academic Technology Services)

Matthew Clay (ACIO for Technology Consulting)

- Goal: Explore innovative pedagogical strategies in a range of courses, emphasizing active learning strategies and student engagement

- Example: Badging

Responsible: Jude Higdon (ACIO for Academic Technology Services)

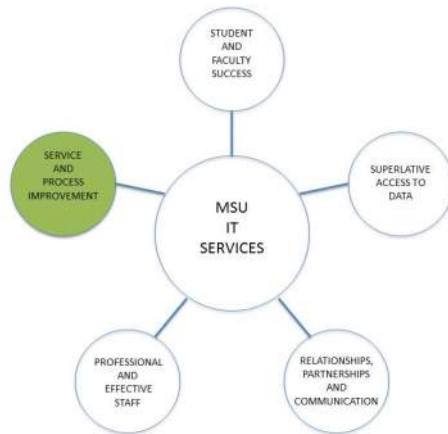
- Example: MOOC dialogue
Responsible: Jude Higdon (ACIO for Academic Technology Services)
- Example: Adaptive learning modules
Responsible: Jude Higdon (ACIO for Academic Technology Services)
- Example: iBooks and eBooks
Responsible: Jude Higdon (ACIO for Academic Technology Services)
- Example: Learner Analytics application grant and pilot
Responsible: Jude Higdon (ACIO for Academic Technology Services)
- Goal: Collaborating with other administrative and academic units, improve student retention from year 2 - year 3 by 3%
 - Implement a data warehouse connecting disparate student data across the institution (see [Data and Analytics Initiative document](#))
Responsible: Ted Johnson (ACIO for Applications Development & Web Services), in partnership with
Lynn Akey (Director of Institutional Planning, Research, and Assessment)
- Goal: Collaborating with other administrative units, improve 5 year graduation rates by 3%
 - Work with faculty and academic units to implement course revisions in gateway courses like [Math 98](#)
Responsible: Jude Higdon (ACIO for Academic Technology Services)
Matt Clay (ACIO for Consulting Services)
 - Pilot a degree planning/mapping system for students
 - Collaborating with David Jones, this project will likely be AgileGrad.
Responsible: Ted Johnson (ACIO for Applications Development & Web Services)

ASSESSMENT PLAN:

- Customer Surveys
- Attendance/enrollment in faculty development events
- Satisfaction surveys for faculty development events
- Distribution of faculty development events across campus (all Colleges)
- Faculty interest in and willingness to engage
- Key stakeholder (IR, Student Services, Student Affairs, etc.) of data warehouse and Math 98 effectiveness

B. Service and Process Improvement

-



- Goal: Enable business process reengineering through use of technology and process improvement techniques
 - Review HR hiring processes with MSU HR to streamline steps and remove unnecessary work while reducing paper-based workflow
 - Responsible: Mitch Wallerstedt (ACIO for Customer Services)
 - Progress: Project charter for process mapping and identification of improvement opportunities submitted to HR for feedback and approval.
 - Utilize new ImageNow developer to reduce waste in MSU's paper-based business processes
 - Responsible: Bryan Schneider (ACIO for Technical Services)
 - Progress: Developer hired. Started November 1st.
Review processes to automate after training and form projects. First anticipate areas ar HR, Graduate Studies and admissions.
 - Work with College of Business to develop new strategic budgeting and accounting systems for local business and academic units
 - Responsible: Ed Clark (CIO)
- Goal: Adoption of best practice frameworks for service delivery and improvement
 - Continued implementation of ITIL best practice framework for IT Service Management
 - Responsible: Mitch Wallerstedt (ACIO for Customer Services)
 - Progress:
 - Incident Management process has been implemented using ITIL guidance to ensure ownership of incidents by Service Desk from identification through verification of resolution.
 - Major Incident procedure implemented to improve internal IT communication, external communication with service users, and speed resolution of incident to minimize disruption time.
 - Currently mapping Request Fulfilment process to identify average time to delivery by service type and identify targets for improvement.
 - Problem Management process mapping and implementation to occur by end of Spring 2013.
 - Incorporate established process improvement methodologies such as Theory of Constraints and Lean IT into ongoing improvement activities
 - Responsible: Mitch Wallerstedt (ACIO for Customer Services)
 - Progress:

- Lean IT and Six Sigma process mapping and improvement tools being used in ongoing project implementation and external process consulting with HR.
 - Lean IT Week and Day Start meeting pilot within Customer Services Leadership team underway.
- Complete hire of IT Project Manager and develop IT project management processes
 - Responsible: Matt Clay (ACIO for Consulting Services)
 - Progress: Joel Prybylla hired as IT Project Manager.
- Goal: Assess ITS service offerings for alignment, providers, cost, and effectiveness
 - Complete internal assessment of service offering for alignment with MnSCU, University, and ITS strategic goals
 - Responsible: ITS Executive Council
 - *Participate in peer reviews*
 - *Partner with Colleges and Divisions to facilitate external reviews of technology use by peer institutions*
 - *Partner with colleagues from other MnSCU institutions to review service delivery processes*
 - Responsible: ITS Executive Council
 - Define service performance targets
 - Responsible: ITS Executive Council
 - Progress: In progress. Completion November 2013.
- Goal: Implementation of ongoing customer satisfaction and feedback assessment and implement continuous improvement protocols.
 - Periodic (annual) and transactional satisfaction surveying
 - Responsible: Mitch Wallerstedt (ACIO for Customer Services)
 - Progress: Surveys implemented and ongoing.
 - Develop “Secret Shopper” program
 - Responsible: Mitch Wallerstedt (ACIO for Customer Services)
- Goal: *Define scorecards to assess progress towards strategic goals, and service and process health*
 - Responsible: ITS Executive Council

ASSESSMENT PLAN:

- Customer Surveys
- Service Assessment
- COBIT/ITIL audit
- Process Maturity Assessment

C. Superlative Access to Data

-



- Goal: Start looking at moving many of our services to the cloud. What make sense and what doesn't. How can we reallocate resources.

Responsible: Bryan Schneider (ACIO for Technology Services)

- Student e-mail to Office 365 [COMPLETED]
- Feasibility of a solution that is approved by MnSCU to provide secure faculty/staff communication service including voicemail service on Office 365 - test operation, functionality and fault tolerance was completed April 2014. Working with other ITS divisions for support, communication and training.
- Virtual cloud computing - evaluation of Amazon and Azure has been on hold pending legal authorization by MnSCU to address data privacy, security and intellectual property concerns. Cost analysis and testing will continue Spring/Summer 2014 along with MnSCU stakeholders.
- Functionality and requirements gathering of personal storage solutions. [May 2014]

- Goal: Improve reliability, security and speed of wireless data communication.

Responsible: Bryan Schneider (ACIO for Technology Services)

- Installed 142 new wireless access points (AP) to replace outdated APs and remediate inadequate wireless coverage areas.
 - 72 Access Points installed in high density areas and expanded coverage areas [COMPLETED September 20, 2013]
 - 70 new Access Points installed in high density areas and older Access Points moved to segregated parts of buildings to improve roaming and reliability. [COMPLETED May 1, 2014]
- Replace wireless control system to support new protocols, support additional access points, and improve reliability.

Responsible: Bryan Schneider (ACIO for Technology Services)
[COMPLETED January 6, 2014]

- Replace wireless monitoring system to improve reliability, reporting, capacity planning, coverage and proactive management.

Responsible: Bryan Schneider (ACIO for Technology Services)
[COMPLETED December 1, 2013]

- Goal: Replace 70 (270 over the next several years) outdated Cisco switches to provide better reliability and higher data transfer/network speeds.

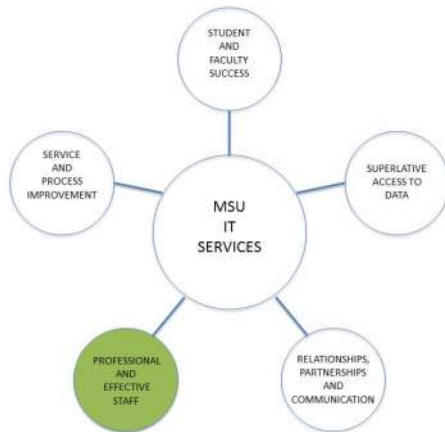
Responsible: Bryan Schneider (ACIO for Technology Services)
Morris Hall (10 switches) [COMPLETED November 2013]
Armstrong Hall and Wigley Administration [COMPLETED March 2014]
Academic Computer Center recable and replace switches
[COMPLETED January 6, 2014]

- Goal: Replace core network routers and firewalls to improve network performance and reliability.
 - Responsible: Bryan Schneider (ACIO for Technology Services)
 - Progress: MSU has received firewalls. Coordinating with MN.IT for replacement of border routers. [Installation May 2014]
 - Redundant fiber installation to redundant core [Spring 2014]
- Goal: Implement technology to improve use of mobile devices for student learning.
 - Implement in-building cellular repeater and distributed antenna systems in academic areas to improve mobile device capabilities, usage and performance for student learning.
 - Responsible: Bryan Schneider (ACIO for Technology Services)
 - Progress: Contracts have arrived and are being reviewed. Installation after contracts have been signed by Verizon.[November 2013]
 - Phase 1 - 4G LTE in Julia Sears. [Summer 2014]
 - Phase 2 - All carriers in Preska Hall [Summer 2014]
 - HOLD - Verizon has proposed a new implementation plan.
 - Implement mobile printing solutions for students, faculty and staff.
 - Responsible: Bryan Schneider (ACIO for Technology Services)
 - Progress: Student mobile printing for MavPRINT ready for deployment [October 1, 2013]
 - Transitioning support to Customer Services/Communication [April 2014]
 - Faculty/Staff solution evaluation and test [Summer 2014]
 - Expand virtual application services.
 - Responsible: Bryan Schneider (ACIO for Technology Services)
 - Progress: Pilot Geography applications [HOLD - prioritization]
 - Pilot AutoDesk Suite [Awaiting department funding]
 - Create sustainable funding model and agreement [May 2014]
- Goal: Streamline and improve business processes and access to information to improve service to students.
 - Responsible: Bryan Schneider (ACIO for Technology Services)
 - Progress: Review services and business processes [April - May 2014]
- Goal: Implement universal StarID authentication system for Minnesota State Mankato students, faculty, and staff
 - Responsible: Ed Clark (VP & CIO)
 - Bryan Schneider (ACIO for Technology Services)
 - Progress: [COMPLETED December 2013]
- Goal: Implement QlikView Dashboards for self-service reporting
 - Integrate data sources in conjunction with implementation partner to enable desired QlikView features.
 - Responsible: Ted Johnson (ACIO for Applications Development & Web Services), in partnership with
 - Lynn Akey (Director of Institutional Planning, Research, and Assessment)
 - Bryan Schneider (ACIO for Technology Services)
 - Progress: Developing Scope of Work.
 - Implementation anticipated April 2014.

ASSESSMENT PLAN:

- Customer Surveys
- Network Measurement Tools
- Meet and Confer Feedback

D. Professional and Effective Staff



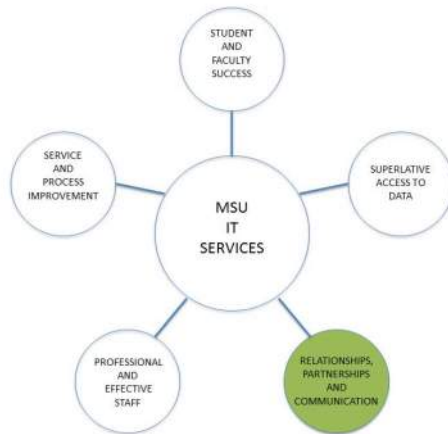
- Goal: Continue to provide training in best-practice frameworks (ITIL, etc)
 - Responsible: ITS Executive Council
 - Progress:
 - ITIL Continual Service Improvement training completed for process improvement team members
 - Lean IT foundation training completed and implementation of visual management techniques underway
 - Pink 14 ITSM conference will be attended in Feb
 - Working in collaboration with MnSCU on development of RFP for system-wide integrated ITSM platform
- Goal: Continue to train staff in specific technologies (MSSQL, SharePoint, etc)
 - Responsible: ITS Executive Council
 - Training provided for SCCM, server virtualization, PowerShell [March 2014] (Bryan Schneider)
- Goal: Develop standardized on-boarding procedure for new employees
 - Responsible: Jude Higdon (ACIO for Academic Technology Services)
- Goal: Host workshops for service improvement, alignment, and effectiveness
 - Responsible: Mitch Wallerstedt (ACIO for Customer Services)
Jude Higdon (ACIO for Academic Technology Services)
Matthew Clay (ACIO for Technology Consulting)
 - Progress:
 - Gartner innovation workshop being held Oct 28th
- Goal: Present and attend conferences for exposure to current best practices
 - Responsible: ITS Executive Council
 - Educause 2013
 - Gartner Symposium 2013
 - MnSCU IT Conference 2014
 - Cisco Live! Conference 2014
 - MN Government Symposium
 - Kaltura Annual Conference

ASSESSMENT PLAN:

- Customer Surveys
- Workshop Feedback
- External Review

- Conference Feedback

E. Relationships, Partnerships, and Communication



- Goal: Implement new service catalog and related websites

Responsible: Mitch Wallerstedt (ACIO for Customer Services)
Ted Johnson (ACIO for Applications Development & Web Services)

Progress:

- Implemented with new ITS website redesign and available at <http://www.mnsu.edu/its/services/>
- Update roadmap includes description of eligibility, request process, expectations for time to delivery, and sorting by audience and category

- Goal: Develop and promote media management and distribution platform (MavTUBE) to enhance the strategic use of media throughout the University and promote the institution.

- Implement Kaltura/SharePoint backend

Responsible: Bryan Schneider (ACIO for Technical Services)

Progress: Completed and ongoing.

- Develop Mav Visual Productions, a student-led media production team, based loosely on Project Maverick model

Responsible: Jude Higdon (ACIO for Academic Technology Services)

- Develop front-end distribution mechanisms for produced media, including web-based portal and cable channels

- Launch [MavTUBE](#), a web-based YouTube portal

Responsible: Jude Higdon (ACIO for Academic Technology Services)
Bryan Schneider (ACIO for Technical Services)
Ted Johnson (ACIO for Applications Development & Web Services)

Progress: Completed and ongoing.

- Goal: Adopt and implement marketing plan presented by Integrated Marketing

- Replace print publication materials with more accessible bookmarks and magnets

Responsible: Mitch Wallerstedt (ACIO for Customer Services)

- Redesign ITS website using standard Tier 3 layout with embedded marketing message
 - Responsible: Mitch Wallerstedt (ACIO for Customer Services)
Ted Johnson (ACIO for Applications Development & Web Services)
 - Progress: Tier 2 Completed October 2013.
- Adopt use of social media platforms as communication channel for marketing services and providing information
 - Responsible: Ted Johnson (ACIO for Applications Development & Web Services)
Jude Higdon (ACIO for Academic Technology Services)
Matthew Clay (ACIO for Technology Consulting)
Mitch Wallerstedt (ACIO for Customer Services)
 - Progress:
 - @itsmnsu and Information & Technology Services Facebook page now being used to provide information regarding Major Incidents
 - Social media will be used in communication plan leading up to StarID implementation
- Use campus e-newsletter for ITS items of broad interest
 - Responsible: Ted Johnson (ACIO for Applications Development & Web Services)
Jude Higdon (ACIO for Academic Technology Services)
Matthew Clay (ACIO for Technology Consulting Services)
- Provide The Reporter with a monthly CIO column focused on how technology benefits them
 - Responsible: Ed Clark (VP & CIO)
- Increased outreach through participation and hosting of special events, such as student and employee resource fairs and the annual Tech Fair
 - Responsible: Jude Higdon (ACIO for Academic Technology Services)
Matthew Clay (ACIO for Technology Consulting Services)
 - Progress: Resource fair, ITS Technology Fair held September and October 2013.
- Goal: Develop and enhance external IT governance structures for service retirement and introduction of new services
 - Implement Software Development Advisory Committee (SDAC)
 - Responsible: Ed Clark (VP & CIO),
Ted Johnson (ACIO for Applications Development & Web Services)
Matthew Clay (ACIO for Consulting Services)
 - Learning & Technology Roundtable (LTR) improvements
 - Responsible: Ed Clark (VP & CIO)
Matthew Clay (ACIO for Consulting Services)
 - Meet & Confer
 - Responsible: Ed Clark (VP & CIO)
- Goal: Continued development of Collegiate and Division Technology Director roles
 - Complete hire of new College of Education Technology Director (with shared university funding) [Complete]
 - Responsible: Matthew Clay (ACIO for Consulting Services)
 - Complete hire of new Student Services Technology Director (with shared university funding) [Complete]
 - Responsible: Matthew Clay (ACIO for Consulting Services)
 - Complete hire of new Tech Director for College of CSET and CAH [In progress]
 - Responsible: Matthew Clay (ACIO for Consulting Services)

- Goal: Build partnerships with external institutions
 - Complete Normandale TelePresence implementation
Responsible: Jude Higdon (ACIO for Academic Technology Services)
Matthew Clay (ACIO for Consulting Services)
 - Establish new business partnerships with Taylor Corporation
Responsible: Jude Higdon (ACIO for Academic Technology Services)in partnership with College of Business, Strategic Partnerships, and University Advancement.
Matthew Clay (ACIO for Technology Consulting Services)
 - Establish new business partnerships with General Mills
Responsible:
- Goal: Start strategic planning with the IT Directors within the University and start to align IT with the goals of the institution.
 - Define scope of support and services provided to individual colleges, divisions, and departments by IT staff outside ITS
Responsible: Matthew Clay (ACIO for Consulting Services)
Mitch Wallerstedt (ACIO for Customer Services)
Bryan Schneider (ACIO for Technology Services)
 - Develop support agreements where possible to minimize redundancy and maximize value
Responsible: Matthew Clay (ACIO for Consulting Services)
Mitch Wallerstedt (ACIO for Customer Services)
Bryan Schneider (ACIO for Technology Services)

ASSESSMENT PLAN:

- Customer Surveys
- Academic and Business Unit Feedback
- Meet and Confer Feedback
- Learning and Technology Roundtable Feedback
- External Stakeholder Feedback

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Minnesota State University Mankato Facilities Master Plan Update 2013 Mankato, Minnesota



Prepared for:

Minnesota State University, Mankato
Mankato, Minnesota 56001

Prepared by:

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Acknowledgements

University Master Plan Leadership

Richard Davenport, *President*
 Richard Straka, *Vice President, Finance & Administration*
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 Paul Corcoran, *Director of Planning & Construction*

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 Gary Urban, *Business Office*



Thank you to all students, staff, faculty and community members that attended the Open Houses.

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 Mark Konz, *Mankato City Planning Coordinator*
 Barb Embacher, *Vice President Greater Mankato Growth*
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Executive Summary

Summary

Minnesota State University, Mankato celebrated 50 years ‘on the hill’ in 2009, and is approaching its 150th anniversary in 2018. With a heritage of both dedicated teaching and the direct application of knowledge to improve a diverse community and world, the university’s vision is to nurture the passion within students, faculty and staff to push beyond possibility on the way to realizing dreams (Vision Statement, 2012). The physical presence and campus are integral to this vision; indeed the fourth of five Strategic Priorities in the 2010-2015 Strategic Plan is to “Reinvigorate our physical home and build the campus of the future.”

Since October, 2012, a consultant team hired to carry out a Facilities Master Plan Update has listened, observed, analyzed, collaborated with a Task Force, and discussed possible options for future facilities improvements for Minnesota State University Mankato. This document summarizes the process, input, priorities and projects.

Process:

Consultants met with multiple stakeholder groups at the input and options stages in addition to four collaborative sessions with the representational Master Planning Task Force. These groups, and times are as follows.

Guiding Ideas:

The Task Force established qualities desired for the Facilities Master Plan. It should be comprehensive and balanced, representing all aspects of campus life; also positive, practical, achievable and concrete. As it sets a vision for the future, the plan should call on history and not lose connections to the past. The master plan should work toward a campus with a coherent sense of place.

There was strong consistency in the topic areas and guiding themes that emerged to shape the future of the campus:

- **Character/Image:** Be an inviting, unique place, connecting and connected, that students want to attend and return to each year
- **Academics:** Promote collaboration in learning; provide choices for multiple effective and current teaching and learning modes.
- **Transportation/Environment/Safety:** Showcase practices for safety, in energy efficiency, resource efficiency and healthy living.
- **Infrastructure:** Incorporate ongoing renewal of site, buildings, furniture and technology
- **Growth:** Plan for enrollment growth (experienced and projected) both on-campus and on-line

<i>Phase / Date</i>	<i>Groups Involved</i>
Input – October-November 2012 <i>Linked to campus strategic plan goals</i>	President / VP of Administration; Council of Deans; VPs and Deans; Facilities and Planning Teams; Climate Committee; Task Force – Kick-Off
Input / Futures - December 2012	Students/Staff – Open Houses Task Force
Options - January 2013	Task Force
Options - January 2013	Review of progress with VP Straka Review with Planning Sub-Meet and Confer
Options - February 2013	Students/Staff - Open Houses
Implementation - February 2013	Task Force
Draft Master Plan - April 2013	Students/Staff - Open House
Draft Master Plan - April 2013	Task Force
Present to Campus	All Stakeholders Invited
Review with the City - June, 2013	Mayor, City Planner, City Manager

What we heard and learned:

The driving goals, principles and needs at the MSU, Mankato campus discovered during the input and analysis phase have been organized within three planning areas together with recommendations.

1. **Campus Identity and Community Connections**
2. **Transportation and Circulation**
3. **Renovation and New Construction.**

These are further described in the Site (2 & 4) and Building (3 & 5) sections in the body of the report. A summary follows.

Campus Identity and Community Connections

The master plan goals of promoting a positive and welcoming image to the public, and enhancing connections with the community and off-campus learners make attention to the planning area of campus identity and community connections highly important. These are buttressed by specific elements of the strategic plan that emphasize external connections:

Strategic Plan Parallels:

Promote Global Solutions; Real-World Thinking
–“collaborate and partner internally and externally”

Grow Extended Learning – “support...online and off-campus offerings”

Create the campus of the Future – “welcoming and safe physical campus”

Embody Quality and Excellence – “demonstrate pride in our institution”

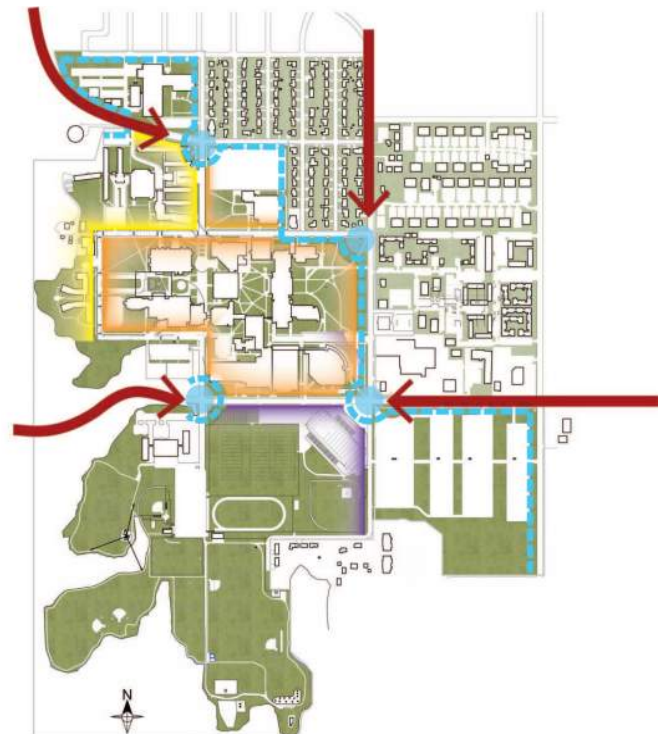
Strengths and challenges

Located on the bluff above the south side of Mankato, the campus has a strong presence as one approaches from the west, however the northeast and east approaches are less dramatic, and the campus lacks gateways at important intersections. The streets and landscape that form edges to the surrounding residential and commercial properties lack features (trees, street furniture, etc.) to present a consistently strong image of the campus. Several buildings present their best faces to the Mall, making the street landscape particularly important for the University ‘brand.’

While the campus core has a clear east-west axis reflected in the linked quadrangles and mall areas, the north-south axis is interrupted by Stadium Road and Maywood from fully linking the core to the recreational area and the north on-campus residential area. A visitor’s sense of arrival and ability to navigate campus may be hindered by the west loop road that continues through the campus core.

Guiding Principles:

The process resulted in the following principles to guide development of the campus and strengthen connections and positive image:



Gateway/Arrivals/Edges Diagram

- Campus will remain compact and be easy to navigate
- Campus edges and gateways will be distinct and welcoming to visitors
- The ‘Core’ will be connected to residential areas
- Technology/network equipment will link extended learners with campus

- Stakeholders within the institution (faculty, staff, students, graduate assistants) will be arranged for more interaction among themselves and with external partners
- The campus landscape and amenities will celebrate and enhance the northern climate experience



Transportation and Circulation

Master Plan Goals:

The long-standing planning goal of strengthening and expanding the pedestrian-focused core for safe movement and connectivity is paired with the goal to reduce dependence on cars and promote bicycle and shuttle bus use. As the campus experiences continued growth, managing access and parking needs is a parallel goal. Together, these are expressed clearly in the Strategic Plan priority:

Create the campus of the Future – Create a welcoming and safe physical campus that is friendly to pedestrians and to multi-modal transportation.

Campus Analysis:

Observation and issues raised revealed strengths and concerns. The existing campus has a compact pedestrian core, reinforced by enclosed connections between nearly all buildings. However, safety is a concern for pedestrians crossing into our out of that core area, both at on-campus roads and major streets; particularly at Stadium Road, Warren, and along West and Maywood. Pedestrians often cross mid-block, and official crossings are not adequately recognized by motorists.

The Transit Study carried out with The City and MnDOT yielded positive recommendations for supporting bus use to and from Campus.

The Bus/Shuttle system funded with student fees is popular and generally supports the parking system in which the large lots are at the perimeter. It is also well used by students living near- but not on-campus. Conversion of parking lots to building areas and limits to street parking at core have eroded the number of spaces available, particularly at core, however number of permits has been flat relative to FYE indicating the success of the



Recommendations:

Applying the principles to address some of the challenges in the areas of image and connection, the master plan first recommends carrying out a number of projects currently in planning/designs that support these goals. These include continued improvements at campus gateways, and the lower level link between Centennial Student Union and Memorial Library, that will promote community library patrons use of the visitor lot. Secondly, strengthen the core identity with remodeling to the mall, extending it north to better connect the residential areas with the core.

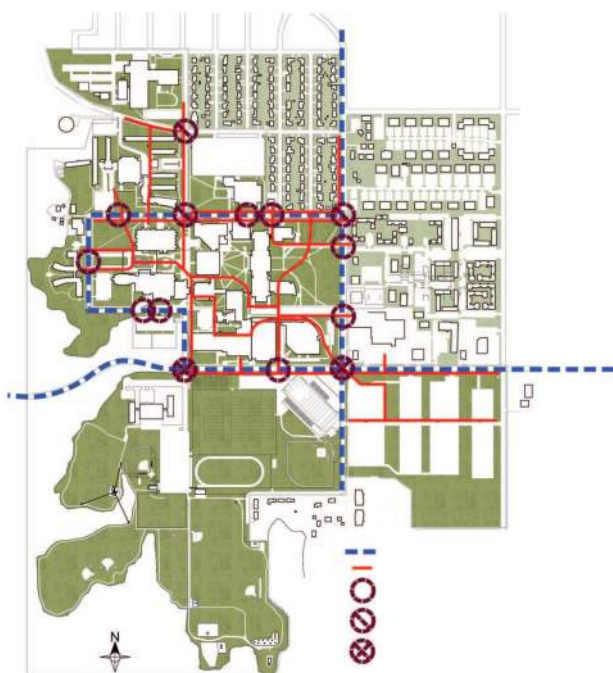
Third, develop edges of the campus, studying and determining landscape guidelines for a coherent approach to year-round interest and branding. Fourth, improve wayfinding, particularly entering campus. Signs and displays for visitors in vehicles and on foot should be components.

Collaboration with The City of Mankato will continue to be valuable in assessing possibilities and implementing solutions.

shuttles. None the less, the projected enrollment growth and street closures indicate a need to develop additional parking lots. Also, to welcome community and business partners, and to meet accessibility requirements, convenient short-term parking needs attention.

Guiding Principles:

The process resulted in the following principles to guide development of campus circulation and transportation:



- Strengthen and expand the campus's pedestrian core for safety, health and resource conservation
- Limit vehicle traffic and parking at core but maintain accessible parking
- Locate parking areas at perimeter
- Support access for service vehicles for ease of maintenance and operations
- Accommodate multiple transportation modes through 'complete street' design approach (bikes and pedestrians as well as motor vehicles)

Recommendations:

To address some of the challenges in the area of circulation systems, the master plan first recommends carrying out projects focused on safety. These include improving all pedestrian crossings to maintain pleasant/safe walking routes on campus and into/from community, and restricting traffic on the west loop road. Second, improve bicycle, bus and shuttle system serving campus, parking areas and off-campus destinations, with improved bus shelters and bicycle amenities. Third, address needs for parking near to the campus core, in particular for visitors and those with mobility challenges.

Renovation and New Construction

The master plan discussions emphasized the institution's fundamental educational role. Across all disciplines, a primary goal is to update teaching and learning spaces to meet current standards for project -based learning, collaborative learning, discussion and connections with others off-site. This goal requires space for a variety of activities and interaction modes. A second goal is to support the enrollment growth and diversity experienced and projected. The strategic plan priorities reinforce and extend these goals:

Strategic Plan Parallels:

Promote Global Solutions; Real-World Thinking – collaborative and immersive experiences;

Think and Act Like a Doctoral Institution – “create and sustain a strong and vibrant graduate community”

Grow Extended Learning – “work collaboratively across internal university departments”

Create the Campus of the Future – “reinvigorate our physical home;” create welcoming, comfortable and safe interior spaces that promote collaboration in learning; energy efficiency, resource conservation and sustainability

Campus Analysis:

In the context of enrollment growth, projected at 1% per year for on-campus as well as on-line, space utilization, functionality and space needs are one component of renovation and new construction. On-line education is an important method for delivery, but not planned to be a major source of new students. Academic needs and building condition are other factors. Spaces that support learning - “teaching is the heart and soul of the university” - are essential.

Positive and negative factors for space needs:

- Learning spaces (classrooms and auditoriums) are well utilized but the campus has little flexibility for growth or to take any off line
- Spaces for larger class sizes (150 +/-) are in high demand but (mostly) don't allow discussion or group work
- Growth would require 6 +/- additional instructional spaces (capacity 40) over the next 5 years, if other factors remain the same.
- Though quantity of faculty has remained fairly stable in the past 5 years, the space pressures for offices means that there is typically very limited space for graduate students and assistants, and some departments are dispersed across campus (or even off Campus: Psychology). Also, number of adjunct faculty has increased dramatically.
- Remodeling of Trafton Center and the new Ford Hall have strengthened space for the sciences. Social/casual learning areas incorporated in these buildings are well utilized.

- In other locations, learning space is limited in variety and flexibility, limiting essential collaboration
- Armstrong Hall, holds over 1/3 of classrooms/ class labs, and is appreciated for its centrality and connection to other buildings. However, it has deficiencies in numerous infrastructure and learning space areas.

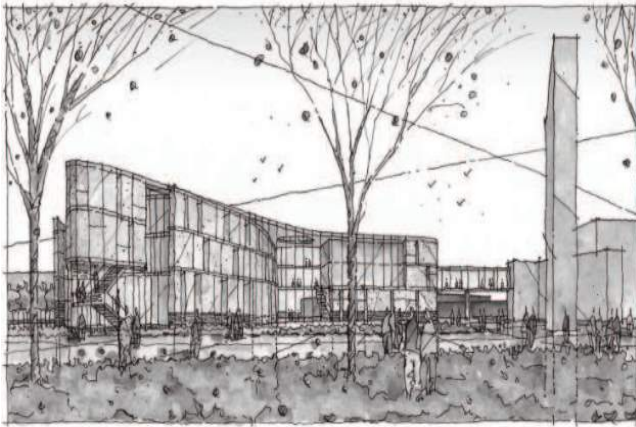
Condition of buildings is the second primary component affecting remodeling. The university has been actively addressing infrastructure needs, including the renovations of Trafton, CMU, over \$7M in HEAPR improvements and demolition of Gage in summer 2013. These contributed to a drop in the average Facility Condition Index to 0.06. Still, this represents \$47M in backlog, and projections show this will increase at a pace of roughly \$10M per year. Some major needs remain: to upgrade HVAC systems at multiple buildings, finishes/equipment at multiple buildings, and to address upcoming roof replacement needs.

Guiding Principles:

The process resulted in the following principles to guide improvements to Academic space and general infrastructure. These are oriented to student learning now and into the future:

- Inter-disciplinary, multi-disciplinary space for different types of delivery – “no more 4 walls and a lecture”
- Incorporate qualities known to support learning: daylighting, adaptability, furniture that supports movement.
- Adaptable, rapidly re-configurable space supported by furniture
- Acknowledge and integrate reality of hybrid and all on-line coursework





Clinical Sciences Rendering - Perkins & Will

- Incorporate energy efficiency, resource conservation and sustainability

Recommendations:

Applying the principles to strengthen the campus buildings, the master plan first recommends carrying out a number of projects currently in planning/designs that support these goals. These include:

- Tunnel to library/amphitheater (summer 2013)
- Clinical Sciences (seek funding in 2014)
- Global Solutions/B-School (hoping for funding by 2014)
- Carkoski replacement (Revenue bonds)



College of Business Rendering - Perkins & Will

- Future additional residence hall
- HEAPR projects

The next priority is Armstrong Hall, to address multiple issues. A possible addition and remodeling, paired with needs at Nelson Addition, should be studied and carried out.

To improve learning space for all Colleges, all levels, recommendations include projects to carry out over time at multiple locations. The first is simple and could have a high impact for low cost per room:

- Flexible furniture, marker boards, technology improvements in classrooms
- Increase variety of types of teaching and learning spaces throughout the campus by selective remodeling. For example, 'Suites' with collaboration-oriented conference rooms, small group instruction, casual interaction/connection space in addition to standard learning spaces located to serve areas with high concentration of standard classrooms. Additional labs to provide more space for simulation and hands-on practice.
- Creation of shared spaces – for research, collaboration, small group, conferencing, telepresence, storage
- Addition of office space for additional faculty and for Graduate students, Grad Assistants and Teaching Assistants: Quiet work/study space, collaboration/connections space.

Finally, representing other aspects of campus life, the following are recommended: creating a larger intercultural center, to support dramatic increase in international and minority enrollments; constructing additional residence hall space as planned to follow the new Dining Hall, investigation of possibilities for a place for Greek societies to assemble, and possible improvements to the existing Stadium.

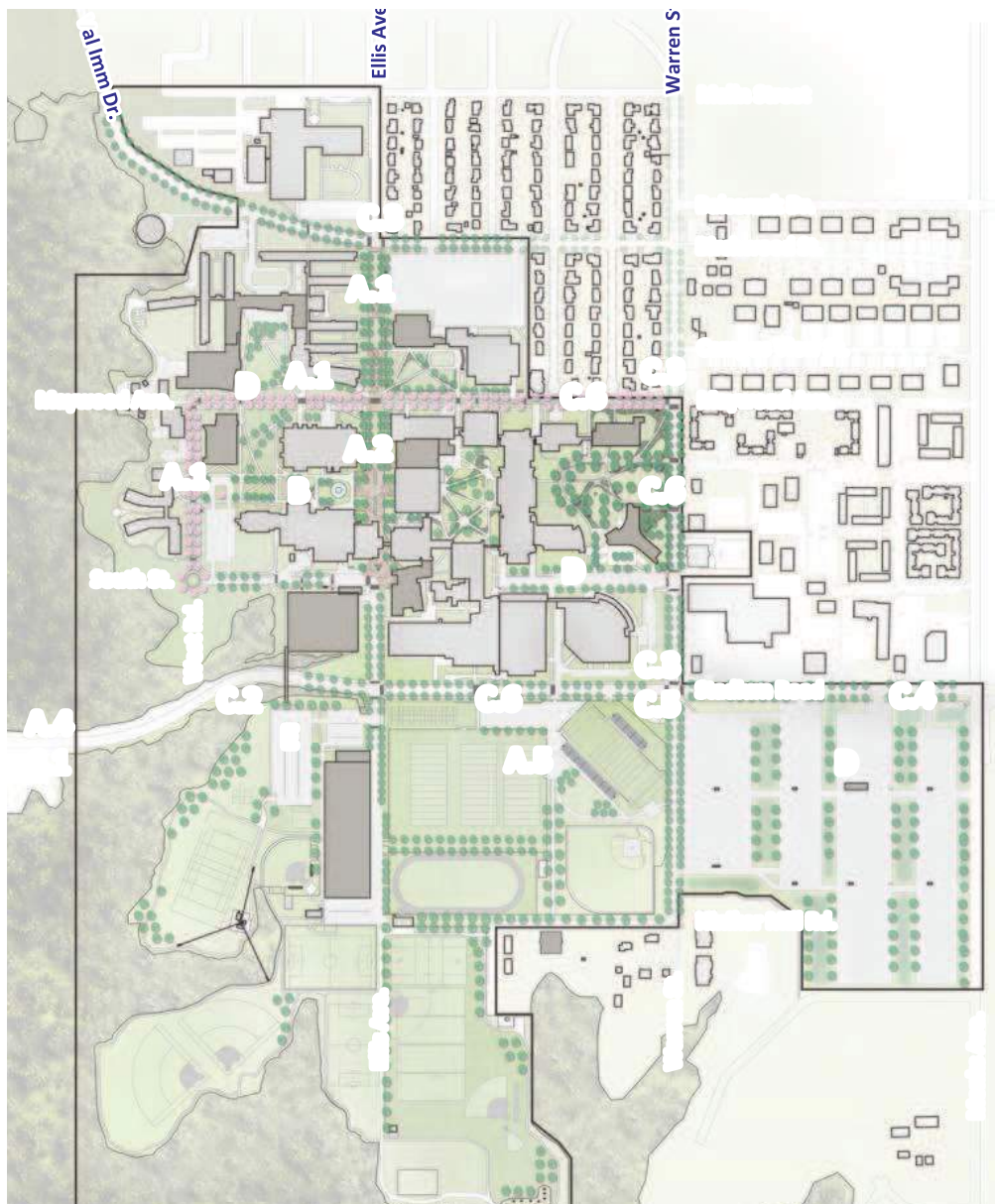
Short, Medium-Term and Long-Term Priorities

Consultants proposed options to address the recommendations. These were narrowed following review by the Task Force. Through Task Force, Open House and other reviews, priorities were established for a final set of projects. These reflect the big topic areas of academics, connections, infrastructure, and external image. All are focused on creating environments to support students and the programs they demand.

Letters and numbers are coded to the Master Plan Diagrams for Site and Buildings.

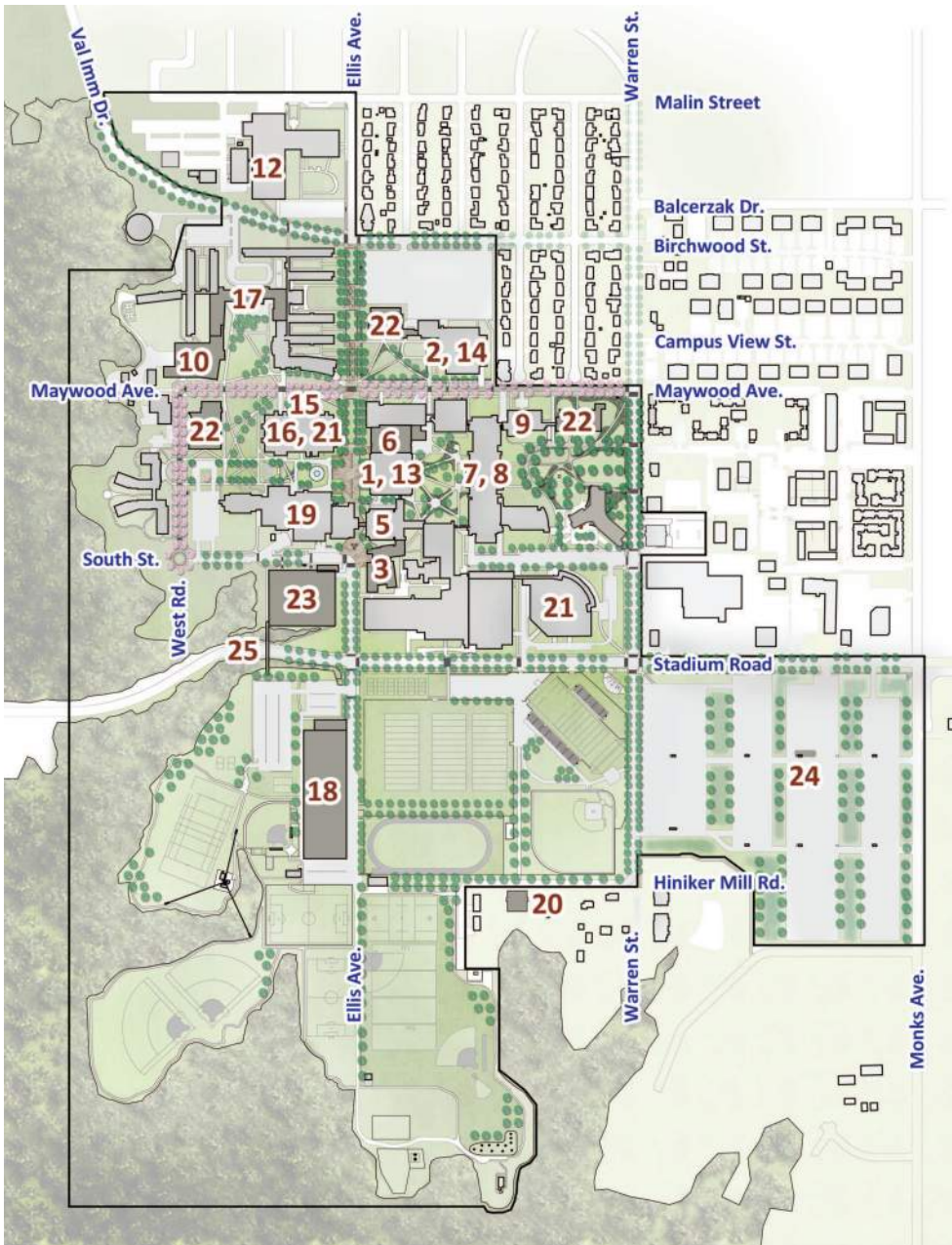
The Campus has demonstrated a commitment to advancing sustainability through recent studies and design. Sustainable practices for site, water, energy and environmental quality will be incorporated when projects are built to B3 Guidelines. Renewable/local energy and energy efficiency should be high priorities.

Section 6 shows approximate costs for these projects together with anticipated funding sources. Capital projects slated for bonding will be pursued in multiple sessions, if not successful the first year.



Immediate and Short Term Campus Opportunities

- A.1 Study of Maywood, Ellis, West Road closures
- A.2 Study of Central Mall renovation
- A.4 Study Signature gateway at Stadium and Stoltzman
- A.5 Athletics facilities master plan
- B Tunnel and amphitheater link from Library to CSU
- C.1 Signature gateway at Stadium and Stoltzman
- C.2 Signage improvement on Stadium, west approach
- C.3 Implement architectural treatment, signage and landscape at campus gateways
- C.4 Landscape treatment and accessible access to Visitor Parking
- C.5 'All cross' diagonal pedestrian crossing
- C.6 Pedestrian crossing improvements
- D Bicycle Hub and Sheltered Roads
- E Additional Parking Areas - Gage site



Immediate and Short Term Building Opportunities

- 1 Armstrong Predesign
- 2 Performing Arts Predesign
- 3 Global Solutions Building
- 4 Clinical Sciences Building
- 5 Morris Hall Vacated Space
- 6 Armstrong / Nelson Addition
- 7 Trafton Center 3rd Floor Lecture Rooms
- 8 Trafton Complex Wayfinding and Signage
- 9 Trafton East Lab Storage
- 10 Dining / Student Health Building

Medium Term Building Opportunities

- 12 Wiecking Hall Renewal
- 13 Armstrong Hall Renovation
- 14 Performing Arts Renovation
- 15 Library New North Entry
- 16 Library Collaborative Space with 24/7 Access to Technology
- 17 Student Housing
- 18 Sports Bubble
- 19 Centennial Student Union, enlarged Intercultural Center
- 20 Creek Lodge, shared Gathering Facility for Greek Societies
- 21 Roofing Projects at Taylor, Memorial Library

Long Term Building Opportunities

- 22 New Academic Building
- 23 New Parking Structure and Transit Hub
- 24 New Transit Hub, Southeast Parking Lot
- 25 Pedestrian Bridge over Stadium Road

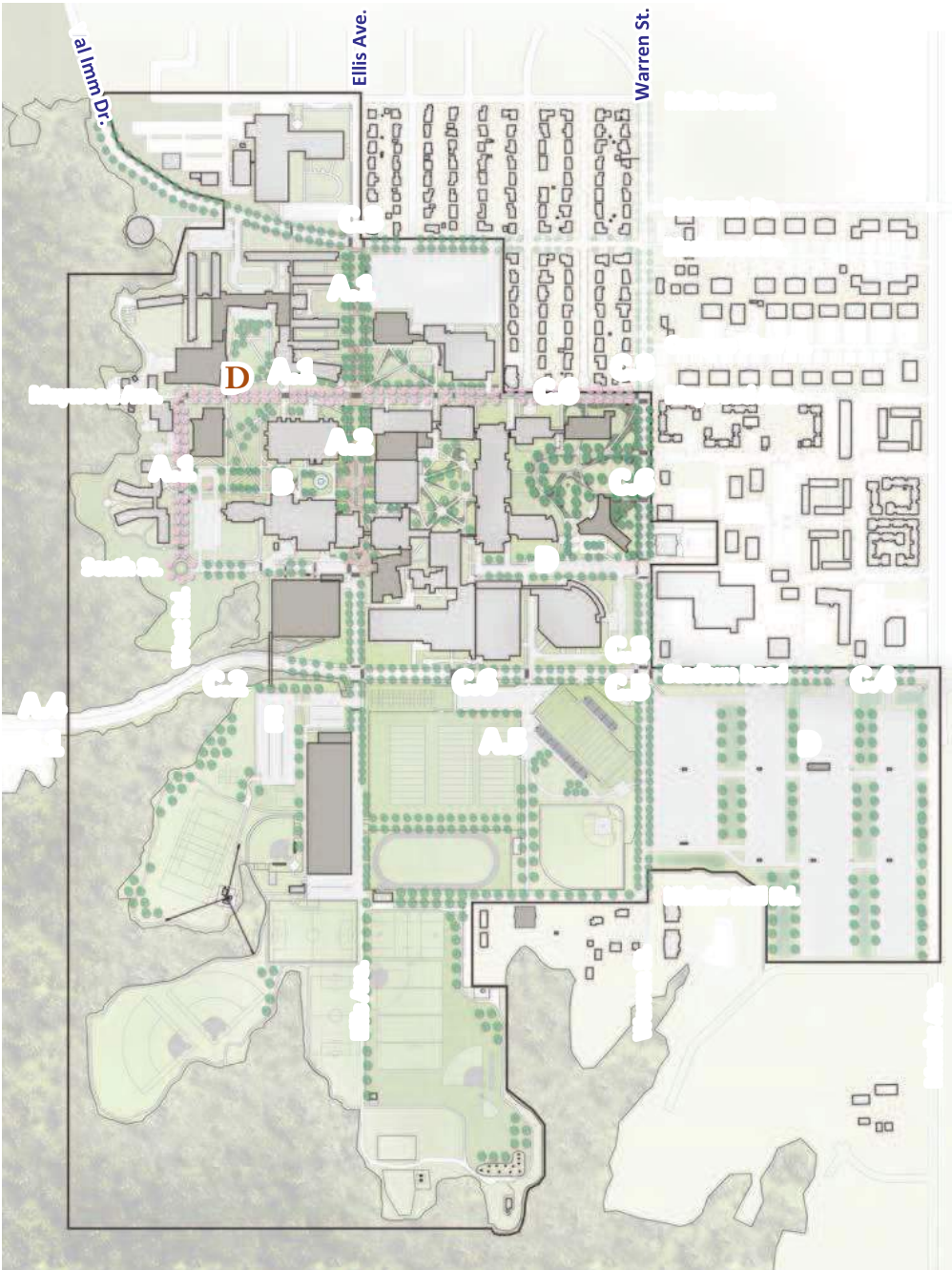


Section 4: Proposed Framework for Site Development

4.1 Land Management

4.2 Landscape / Civil Site Recommendations

4.3 Campus Use / Zoning



Immediate and Short Term Campus Opportunities

- A.1 Study of Maywood, Ellis, West Road closures
- A.2 Study of Central Mall renovation
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- C.5 'All cross' diagonal pedestrian crossing
- C.6 Pedestrian crossing improvements
- D Bicycle Hub and Sheltered Roads
- E Additional Parking Areas - Gage site

4.1 Land Management

It is recommended that the university work closely with the MSU Foundation to assess potential land acquisition and disposition. The Foundation controls significant land holdings on the south and east sides of the campus that directly affect the campus.

Pedestrian linkages should be considered to private housing, commercial areas, and leased space on the east side of Warren Street. These areas have significant visual relationships and linkages to the campus that can be improved upon and help to create a stronger campus identity and pedestrian safety.

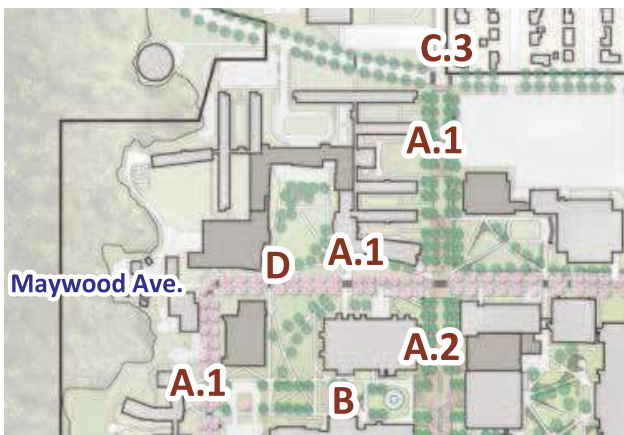
4.2 Landscape / Civil Site Recommendations

Based upon an assessment of the current campus facilities, a review of the campus academic plan, discussions with the campus community, including the city, and the long-term goals of the university, the master plan makes the following project recommendations:

Immediate Term Projects:

A. Campus improvement studies

1. Maywood, Ellis, West Road closures



To enhance the pedestrian nature of the campus and improve safety and security, a study is recommended to investigate two desired road closures. These closures were discussed with the city, and they supported the safety goals. They also encouraged study of the impact of re-routing traffic on bus routes and neighboring properties.

The first closure is north of Maywood, to develop Ellis Avenue into a “pedestrian street” to serve as a north/south connector for the campus. The second is to close off general traffic to West Road and Maywood Avenue, with the intent to extend the pedestrian core of campus. These streets would become pedestrian-friendly routes that would still allow transit and emergency vehicles to access central campus, while providing safer connections for pedestrians and bikers.

2. Landscape concept and cost analysis for Central Mall Renovate the existing campus pedestrian mall, located between Maywood Avenue and Wigley Hall. The open space to the west of the mall exiting to West Road should be designed and renovated to link these two spaces together. This space has been referred to as the “heart of the campus” and any renovations and redesigns should enhance this sense of place.
3. Open space and landscape standards: Establish an overall landscape, hardscape and site development plan for the exterior spaces of the campus. Common elements such as site lighting, signage and site furniture should be defined and implemented throughout the campus. Develop and implement a plan to address Emerald Ash Borer. Selectively replace Ash trees to preserve campus tree canopy.
4. Signature gateway at Stadium and Stoltzman A study is recommended to look at the opportunity for developing the Stadium/Stoltzman intersection into a major entry gateway for the campus.

5. Athletics facilities master plan

Begin the planning for a refurbishment and expansion of the outdoor recreational facilities on campus. Included in this study should be the needs of athletics, human performance and campus recreation.

B. Tunnel and amphitheater link from Library to CSU

An enclosed underground link to the library from the student union, providing ample daylight in the link while also creating usable indoor and exterior spaces, is being constructed Summer, 2013.

landscape plantings and special paving. At these primary gateways create pedestrian scale plazas that includes seating, wayfinding, and possible locations for public art.

Develop unified signage and orientation tools designed for each mode of travel so that campus users can better navigate between the core campus area (north of Stadium Road) and the athletic precinct and main parking lots(south of Stadium Road).

Define secondary campus entrances through the use of signage, lighting and landscape plantings that clearly define the entries to the campus.

Short Term Projects:

C. Campus Gateway Improvements

Create a gateway entrance experience at significant campus entrance points to enhance wayfinding and to reinforce a sense of place upon arrival.

1. Signature gateway at Stadium and Stoltzman

At the bottom of the hill for the west approach to campus, develop the Stadium/Stoltzman intersection to highlight the turn required to enter campus. This gateway may require discussions with adjacent property owners, and should pay close attention to crossings and traffic speed. Signage, three-dimensional gateway elements, lighting and plants should be used to contribute texture and spatial character related to campus. The City of Mankato has stated support for this gateway.

2. Signage improvement on Stadium, west approach

Upgrade the stone sign halfway up hill on Stadium with lighting, three-dimensional letters, and/or graphics.

3. Implement architectural treatment, signage, and landscape at campus gateways

Define primary campus entrances through the use of gateway monuments, signage, lighting,

4. Landscape treatment and accessible access to Visitor Parking

Provide a new ramp with compliant slope from accessible parking spots up to South Road. Provide landscape plantings such as ornamental trees, shrubs, ornamental grasses and flowering perennials to screen parking lot and headlights. Install ornamental railing at select locations to enhance screening of parked vehicles. Utilize low-maintenance plant species that will provide year-round color, texture, structure and visual interest in the landscape. Clear signage, wayfinding and access need to be developed for all Visitor Parking areas.

5. 'All cross' Diagonal Pedestrian Crossing

Promote walkability by implementing diagonal crossings at Stadium & Warren, and at Stadium & Ellis, if commuter parking is located at the Gage site. These signaled crossings can contribute to safety by allowing pedestrians to move directly as desired, preventing some jay-walking. In conjunction with this project, review curb ramps for compliance with regulations and rebuild if not.

The City supports this approach to safety and walkability. Stadium is a county road, so implementation will require consultation with the county as well. Evaluate options at other intersections such as Warren & Maywood.

6. Pedestrian crossing improvements

Delineate pedestrian crossings where needed to provide safe crossing points and to reinforce desired pedestrian circulation patterns on and adjacent to campus. All ADA accessible ramps should comply with regulations and be rebuilt if not. This construction could coincide with the pedestrian crossing additions and redesigns. Incorporate traffic calming features at intersections and pedestrian crosswalks such as special paving and markings, stop signs and bump-outs, speed “humps” or “table tops” and improved pedestrian lighting. (low end: Simple high-contrast pavement markings. High end: ‘table tops’)

The Master Plan also recommends studying the feasibility to construct a pedestrian bridge over Stadium Road west of Ellis Ave (South). This connection would link parking and athletic fields south of Stadium Road to the campus core and could be developed and incorporated with the proposed parking structure.



D. Bicycle Hub and Sheltered Racks

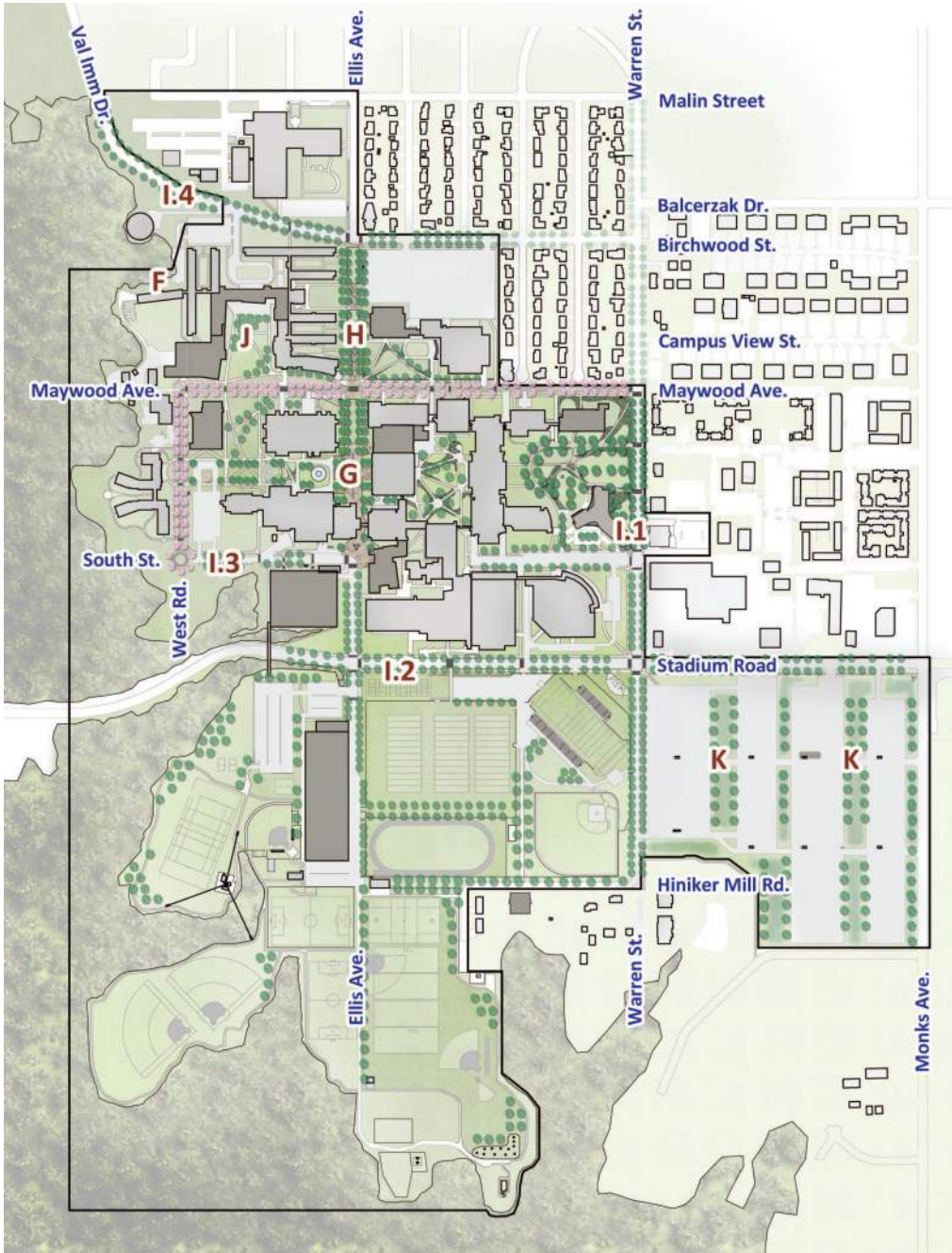
While there are some bicycle racks on campus, there is a need to provide secure bicycle storage to encourage bicycling as an alternative mode of transportation. The ability to safely store or park a bicycle and related gear will directly affect the bike commuting population. Co-locating bike storage and service facilities

with a transit station and parking facilities saves resources and offers campus commuters improved transportation alternatives. The supply of bike lockers and bike racks should reflect overall campus travel patterns and demand. Location decisions will be based on available space and the extent that these environments are safe, visible, well-lit and weather protected. Bike parking should not interfere with primary pedestrian paths and campus open spaces, and where possible parking should be located proximate to building entrances in well-lit, visible locations.

It is recommended to study the feasibility of building a bike center that would provide storage lockers, showers and repair kiosks.

E. Additional Parking Areas – Gage site

It is recommended to pave this area for approximately 380 additional parking spaces following demolition. Lot 1, directly south, needs reconstruction in the near future. With added Gage Hall Site parking, there may be an opportunity to reduce the size of Lot 1 and minimize construction cost for this project. See Item L for parking diagram.



Medium Term Campus Opportunities

- F Service road spur for New Dining / Student Health Building
- G Pedestrian Mall Renovation
- H Pedestrian Mall Extension
- I.1 Campus Edge Development: Warren Street
- I.2 Campus Edge Development: Stadium Road
- I.3 Campus Edge Development: South Road
- I.4 Campus Edge Development: Val Imm Drive / Birchwood Street
- J Residential Quad Improvements at New Dining / Student Health Building
- K Parking Lot Stormwater Quality Areas

Medium Term Projects:

F. Service road spur for New Dining / Student Health Building

To support the elimination of delivery traffic from the pedestrian core, the Master Plan recommends the development of a road that connects the Chiller Plant and the new Dining/ Student Health service dock to Val Imm Drive. The development of this road would allow closure of sections of West Road and Maywood Avenue to general traffic. Because heavy delivery vehicles would utilize the drive and the terrain slopes quickly away from Crawford Hall at the west side, this will have higher costs than an unstructured roadway. Thus, additional traffic analysis and an understanding of the role of the transit mall is desirable to further understand the implications of this concept.



Pedestrian Mall Conceptual Perspective

G. Pedestrian Mall Renovation

Renovate the existing campus pedestrian mall referred to as the “heart of the campus,” located between Maywood Avenue and Wigley Hall. The open space to the west of the mall extending past Memorial Library to West Road should be designed and renovated to link these two spaces together. These two spaces need to have built in flexibility to accommodate campus events, small gatherings, and potentially larger University/City festivals. Delineating bikeways from walkways to create a safer environment for both uses should be studied and incorporated

in the redesign. All ADA accessible ramps should comply with regulations and be rebuilt if not. This construction could coincide with the pedestrian mall renovations. Reorganizing the viewsheds and movement around the north/south axis will allow for larger usable areas, and help to enhance the north / south connections through campus.

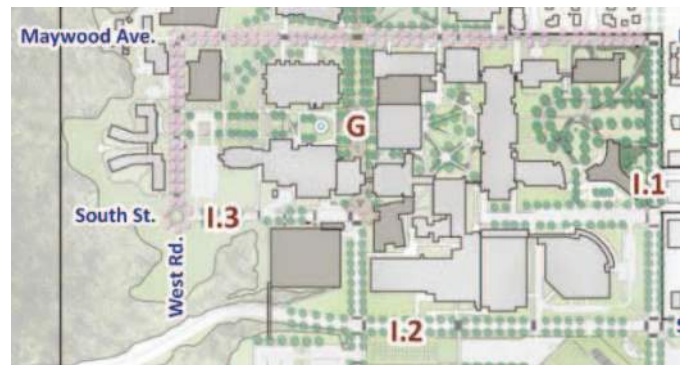
H. Pedestrian Mall Extension

Converting Ellis Avenue (North) into an extension of the N-S pedestrian mall will enhance and strengthen the north/south Campus connection, from residence halls to athletic fields as well as the link between the residence halls and the Performing Arts building. It will also help create stronger connections among the existing outdoor spaces on campus along with the development of new areas for activity, socialization, gatherings.

Note that study of road closures may have an impact on implementation of the mall extension.

I. Campus edge development

Development may occur incrementally over a period of years to upgrade the ‘curb appeal’ and define the edges of campus. Incorporate landscape plantings such as shade trees, ornamental trees, shrubs, ornamental grasses and flower perennials to add/reinforce screening and to enhance viewsheds into and out of campus. Utilize low-maintenance plant species that will provide year-round color, texture, structure and visual interest in the landscape.



1. Warren Street



MSU, Mankato should team with the City of Mankato to study strategies to prevent random crossings of Warren by students arriving from the housing due east of campus as part of edge treatment. The current Warren Street edge has some trees and landscaping, but lacks a defining threshold to the campus. This edge needs to introduce the Campus while respecting the neighborhood environment. A new gateway element at Warren Street and Maywood Avenue will help to provide clear demarcation between the adjacent residential neighborhood and the Campus. Provide additional low plantings and trees along the campus edge to reinforce the transition. Use colorful year round landscape and modest architectural development; limit the use of bright lights.

2. Stadium Road



Incorporate site furnishings, pedestrian lighting, landscape plantings and new special paving at intersections and pedestrian crossings. The plantings along this street can be a colorful feature, possibly using MSU-Mankato colors. Incorporate additional berms to reinforce screening and direct pedestrians to formal crossings, while preserving desired viewsheds of the athletic facilities and signage. In addition to plant material, install ornamental metal railing at select locations to help screen parked vehicles. The “MSU Berm” should be enhanced with vibrantly colored plant material with focus on fall and spring. All ADA accessible ramps should comply with regulations and be rebuilt if not. This construction could coincide with the pedestrian crossing additions and redesigns.

3. South Road



While the east end of this street has been upgraded, improvements are recommended for the western half, that should complement the design gestures already implemented near CSU. Additional tree boulevard planting could enhance this edge and tie it in with the rest of the campus core.

4. Val Imm Drive / Birchwood Street



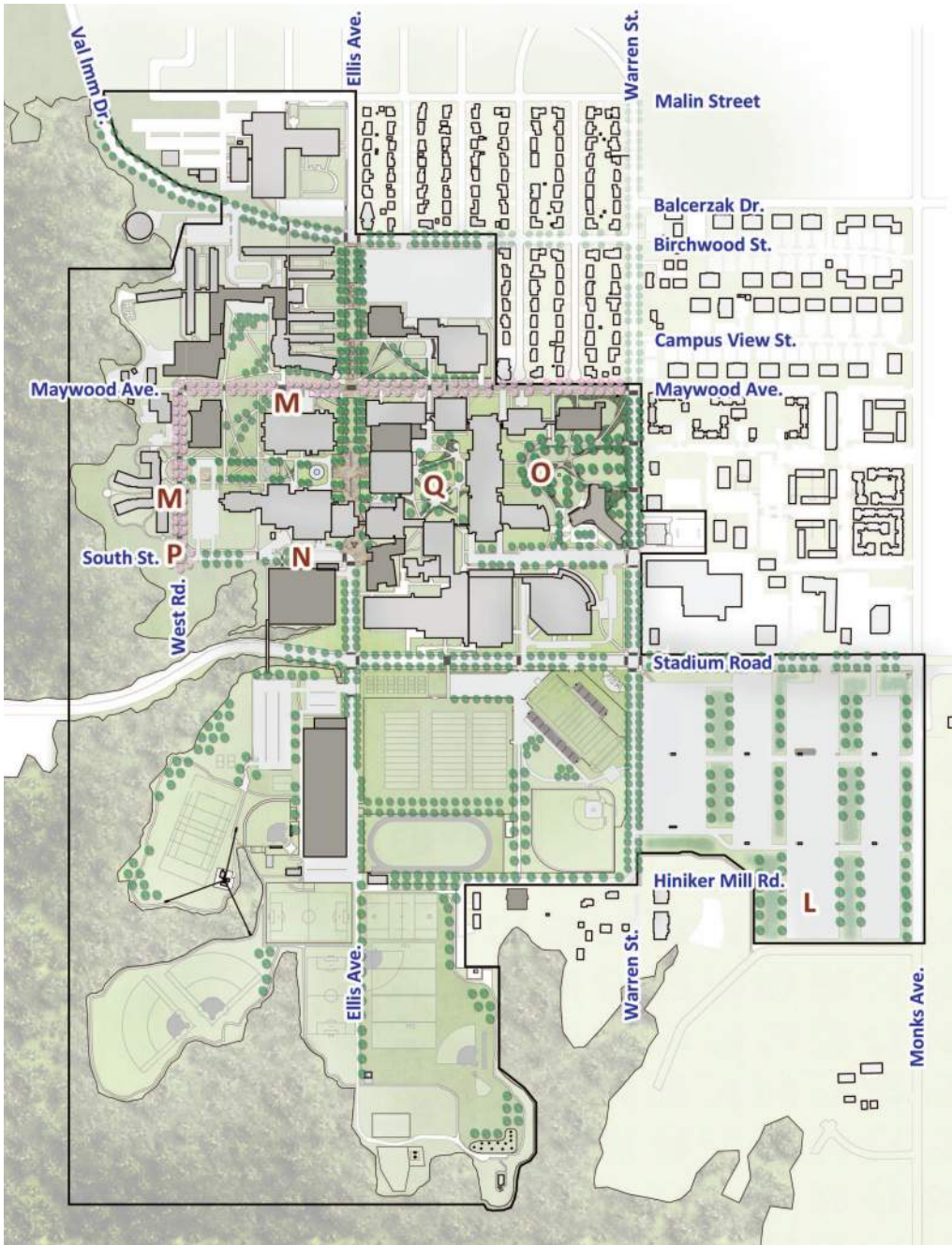
This campus edge treatment needs to define the campus realm while respecting the adjacent residential neighborhood environment. Limit the use of bright lights, use colorful year round landscape material, and in addition to plant material install ornamental metal railings at select locations to help screen parked vehicles.

J. Residential quad improvements at New Dining / Student Health Building

With construction of the new Dining building and later demolition of Carkoski, a new quadrangle space should be developed to provide open green space, as well as a location for winter activities in the redeveloped on-campus residence areas. The residential zone of campus will benefit from this new quadrangle to support casual recreation- Frisbee, football, volleyball, and social gatherings on the lawn. This quad will be shaped by the placement of the new dining facility and renovations to the residence halls.

K. Parking lot stormwater quality areas

Develop a strategy for converting open space area in Parking Lots 20, 21, 22, & 23 into stormwater quality areas. This sustainable infiltration technique can counter the addition of impervious surfaces brought by expanded parking. The infiltration area should be planted with plant species simulating a terrestrial forest community, and mulched. Planting should be dominated by canopy trees, but should also include understory layers of trees, shrubs and herbaceous ground cover.



Long Term Campus Opportunities

- L Additional Parking Areas
- M Transit Mall Development - Maywood Avenue and West Road
- N Transit Plaza Enhancements at Student Union Entry
- O Arboretum Pedestrian / Landscape Enhancements
- P Turn Around / Drop Off Loop
- Q Quad Improvements East of Armstrong Hall

Long Term Projects:

L. Additional parking areas

The key issues for any parking area are convenience to the campus and pedestrian connections. It is recommended that increased shuttle bus service, additional and enhanced waiting shelters be developed to make parking in Lots 20, 21, 22 and 23 as convenient as possible. These would also develop the location as a transit hub for intercity mass transit. In addition, improvements to pedestrian crossing at Stadium Road and Warren Street is needed.

The primary campus parking area on the south side of Stadium Road (Lots 20, 20A, 21, 22, & 23) could be expanded by approximately 650 spaces.

With the improvements and additions to the residential precinct, there is an opportunity to add additional parking to the west of Crawford Wing B and reconfigure the parking north of Crawford Wings B & C.

Parking, Existing & Proposed



M. Transit mall development – Maywood Ave and West Road

To reinforce the pedestrian core of campus and promote pleasant and safe movement across campus, the Master Plan recommends restricting Maywood Avenue and West Road to transit vehicles only. This will give priority to pedestrians and bicyclists and allow for stronger connections across campus.

Options to accomplish this include:

- Limiting vehicle access, using access gates and signage.
- Creating a narrower roadway with bike lanes, wider sidewalks, special pavement and additional landscaping.
- Evaluating the feasibility of converting these two streets to one way traffic. With this range of options, consider phased implementation, starting with low-cost improvements (i.e., limited access, bike-lanes and wider walks) to build support.

N. Transit Plaza enhancements at Student Union Entry

Incorporate additional seating areas next to the south entries to the Student Union and Wigley Administration Center to accommodate transit users. New plantings, furniture and lighting are suggested for this area. Replace worn concrete and reorganize existing gathering spaces and seating areas with new furnishings including benches, tables and chairs, litter and recycling receptacles and bike parking. Incorporate additional planting beds to break up the large areas of pavement where appropriate.

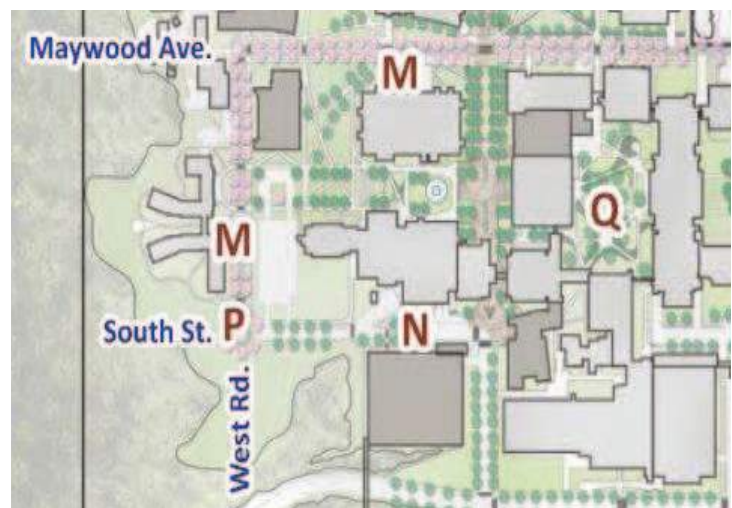
O. Arboretum pedestrian / landscape enhancements

The Arboretum's sense of place should be enhanced through a diversity of design and construction actions including the inclusion

of a mix of landscaping, wayfinding and the configuration and detailed design of individual buildings. Nighttime use is supported with well designed lighting in this open space and along its pathways. Walks and trails accommodating various modes of travel are preferred because they are safer and more vibrant. Pedestrian movement in the Arboretum should be given the highest priority. All ADA accessible ramps and walks should comply with regulations and be rebuilt if not. These walks and ramps should be inspected to verify that they meet the accessible requirements with slopes, cross slopes, grade changes, handrails, etc. Incorporate trees and low plantings to reinforce circulation patterns and define gathering spaces while preserving significant viewsheds.

P. Turn around / drop off loop

Three vehicular arrival loops are recommended to accommodate public use areas such as the Performing Arts Center, the CSU, and points on the east and west side of the campus. These will be required once West Road and Maywood Avenue are closed to general traffic.



Q. Quad improvements east of Armstrong

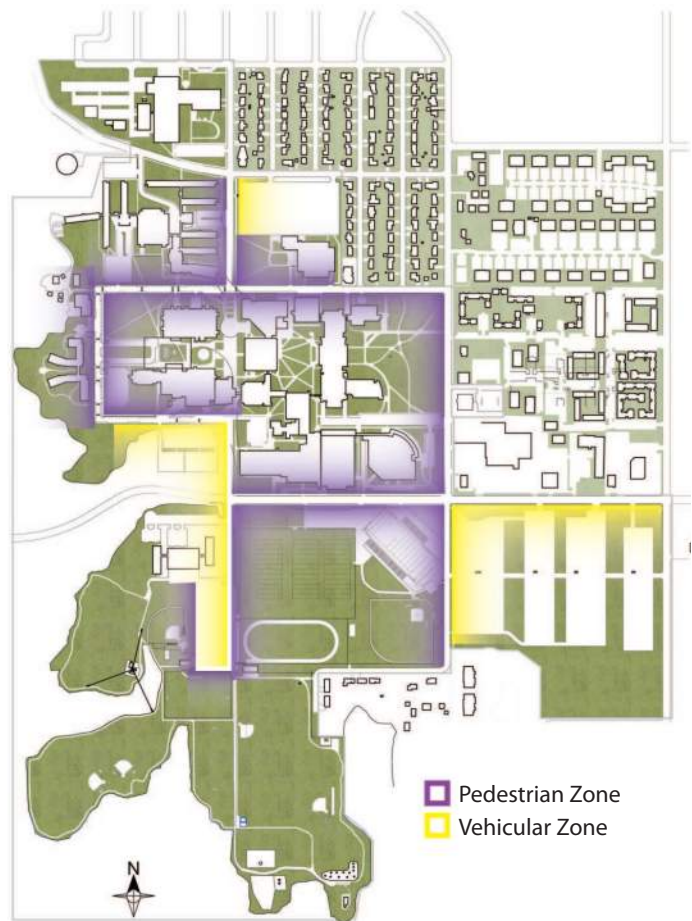
The walks in the Quadrangle east of Armstrong connect points but lack a social gathering space. New plantings, paving, furniture, and lighting are suggested for this area. Incorporate trees and low plantings to reinforce circulation patterns and define gathering spaces while preserving significant viewsheds. Replace worn concrete pavement; provide special paving at select locations to enhance campus identity and wayfinding. All ADA accessible ramps and walks should comply with regulations and be rebuilt if not. These walks and ramps should be inspected to verify that they meet the accessible requirements with slopes, cross slopes, grade changes, handrails, etc. Replace site furnishings to be consistent with the predominant style used throughout campus. Incorporate accent plantings that will provide year-round color, texture, structure and visual interest in the landscape. Enhance storm water management and create visual interest in the landscape by incorporating planted berms, rain gardens and mass planting areas of native grasses at select locations.

4.3 Campus Uses / Zoning

Goals that influenced the locations and siting of potential buildings and landform/landscape developments:

- Develop the campus as a more pedestrian friendly environment.
- Preserve and better connect the green spaces on campus.
- Enhance the opportunities for social interaction with students, faculty and staff.
- Reinforce gateways and edges to enhance the campus experience and create a stronger sense of place.
- Circulation (Ped, car, Transit study, Bus & Shuttle, Bicycle)
- Parking

Campus Zones





Section 5: Proposed Framework for Building Development

5.1 Framework for Improvement

5.2 New and Renovation Projects

5.3 System Wide Infrastructure

5.4 Energy Conservation / Sustainability

5.1 Introduction:

The Proposed Framework for Building Development provides recommendations to strengthen the existing built fabric in support of the teaching mission and strategic direction of the University. The vision is of strategic interventions that will make a difference for students, faculty and the community.

The section includes the driving goals, principles and Academic/growth-driven space needs, followed by descriptions of Short, Medium and Long-term projects to meet the needs. In addition, guidance for campus-wide infrastructure and sustainability efforts are included in 5.3 and 5.4.

Master Plan Goals:

The master planning discussions emphasized the institution's fundamental educational role, and the need for facilities to support it. A primary goal is to update teaching and learning spaces for all Colleges to meet current standards for project-based learning, collaborative learning, discussion and connections with others off-site. This goal requires additional space – 'freed-up space' – for out-of-classroom interaction and project work, as well as more flexible furnishings.

A second goal is to support future learners: enrollment growth and diversity (both anticipated and already experienced). The third goal is to create environments that drive connections, that are welcoming and unique. The Strategic Plan priorities reinforce and extend these goals:

Strategic Plan Parallels:

- *Promote Global Solutions; Real-World Thinking* – collaborative and immersive experiences;
- *Think and Act Like a Doctoral Institution* – "create and sustain a strong and vibrant graduate community"
- *Grow Extended Learning* – "work collaboratively across internal university departments"
- *Create the Campus of the Future* – "reinvigorate our physical home;" create welcoming, comfortable and safe interior spaces that promote collaboration in learning; energy efficiency, resource conservation and sustainability

Guiding Principles:

- Inter-disciplinary, multi-disciplinary space for different types of delivery – "no more 4 walls and a lecture"
- Adaptable, rapidly re-configurable space with varied and flexible furniture
- Acknowledge and integrate reality of hybrid and all on-line coursework
- Incorporate energy efficiency, resource conservation and sustainability

Summary of Campus Space Needs:

As described in Sections 3.2 and 3.3, there are specific and general needs for additional space and upgrades to existing space.

- Projected enrollment growth requires approximately 10 instructional spaces. At least one room with capacity of 100-150 is needed
- Greater variety and flexibility of learning space is needed, less concentrated.
- Spaces for larger class sizes are in demand and should be configured to allow discussion, group work. Math in particular seeks to maintain class size but add activities.
- Additional faculty office space is needed, as well as spaces for students to meet with faculty where offices are too small. Office clusters with meeting rooms and shared adjunct or graduate assistant spaces would help create home bases.
- Several growing programs located in Armstrong Hall need additional space: labs for Anthropology; a place for Psychology functions distributed around campus and in lease space; a simulation classroom for Education.
- Visual Art studios are too small, lack adequate storage and have environmental control needs.
- Hands-on activities in the Engineering lab should be supported with storage space for student projects and specialized equipment.
- Growing College of Health programs and new Masters of Business Administration program need homes.

Examples, on- and off-campus, of spaces that demonstrate these Principles and Goals:



Art - Graphics Lab



Art - Venting



Art - Printing



Casual - Conference 'Niche'



Art - Sculpture - Venting



Casual Seating



Dining - Varied Seating



Transparency into Learning Spaces



Dining Hall as a Forum on Food Waste



Mobile Tech



Inviting Transparency



Casual Learning Space - Trafton



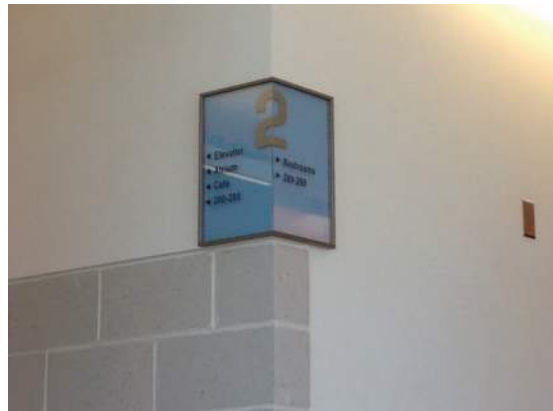
Morris 209 - Collaborative Classroom



Flexible Tiered Classroom - St. Olaf



Compact Shelving to Maximize Storage

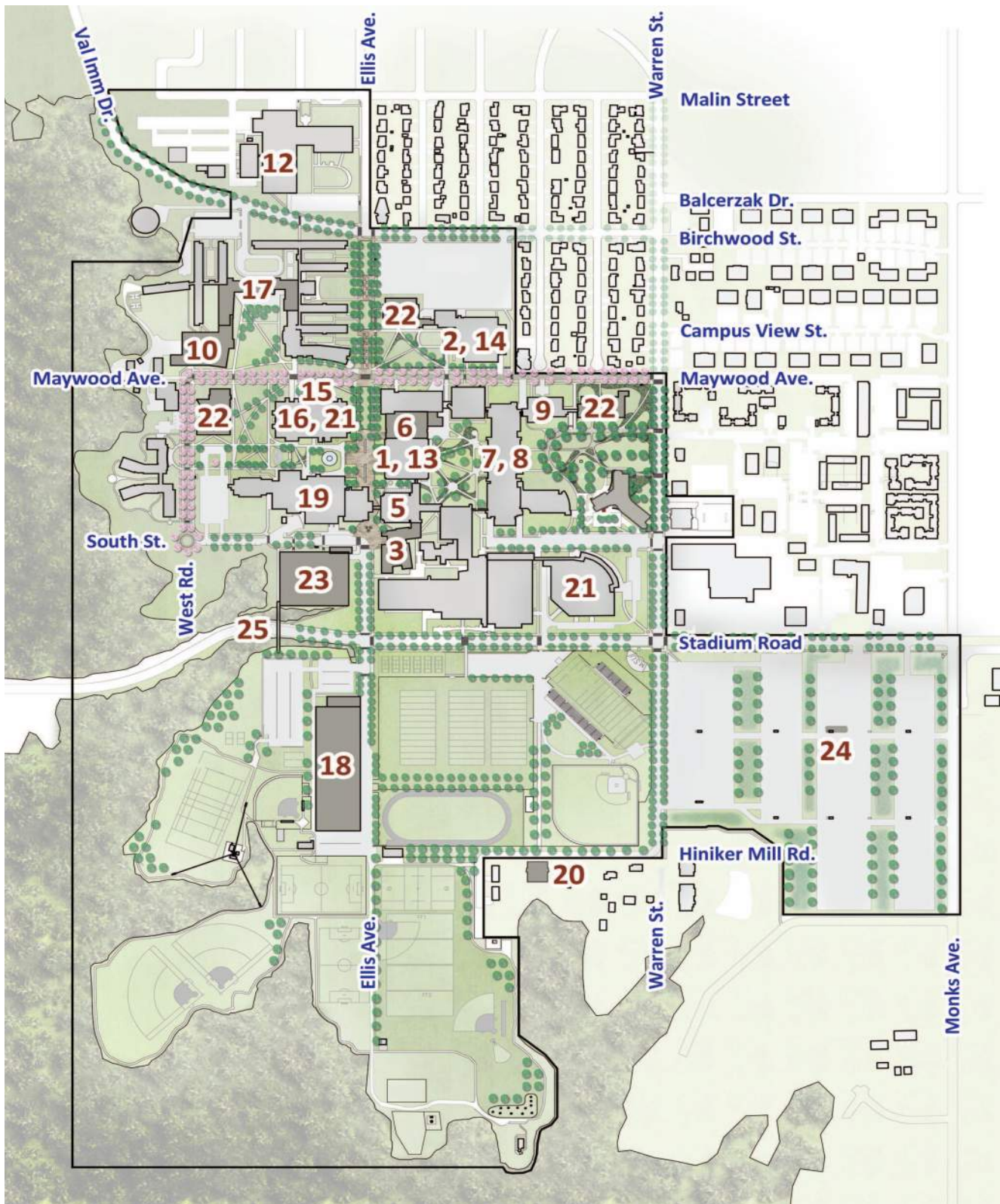


Wayfinding



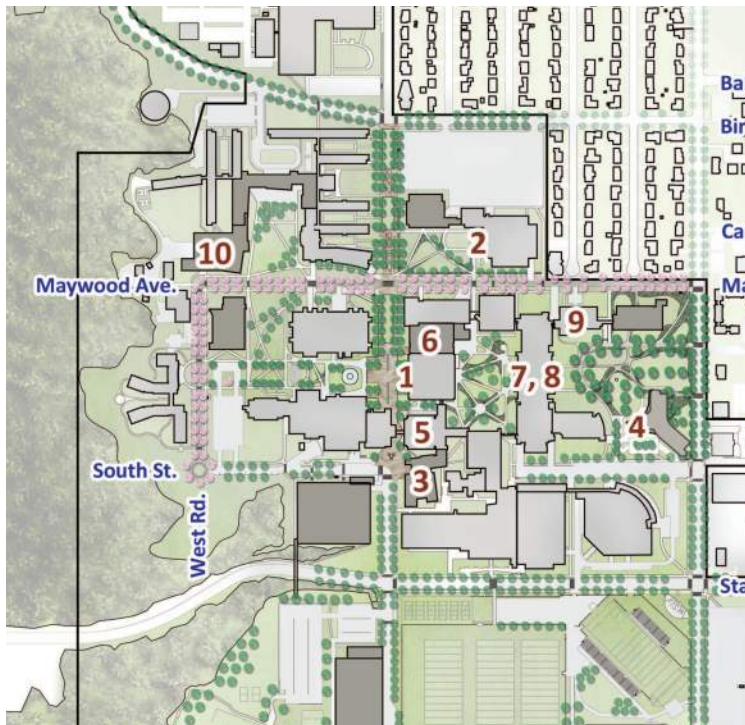
Tiered Classroom with moveable tables

Many of these examples can inform the on-going lower-cost remodeling projects carried out every year. Item 11 on the Immediate/Short and Medium Term lists specifically addresses these projects.



Proposed Master Plan Development of Campus (see following pages for short, Medium and Long Term legends and projects).

5.2 New and Renovation Projects



Immediate and Short Term Building Opportunities

- 1 Armstrong Predesign
- 2 Performing Arts Predesign
- 3 Global Solutions Building
- 4 Clinical Sciences Building
- 5 Morris Hall Vacated Space
- 6 Armstrong / Nelson Addition
- 7 Trafton Center 3rd Floor Lecture Rooms
- 8 Trafton Complex Wayfinding and Signage
- 9 Trafton East Lab Storage
- 10 Dining / Student Health Building

Immediate Term Projects:

1. Armstrong Hall Predesign

Armstrong Hall serves the majority of the academic colleges with administrative, office and instructional space, however, it is disliked by most stakeholders as uncomfortable and unpleasant in its current condition, and space is tight. Its central location and capacity are critically important features that also complicate improvements.

This master plan proposes expansion and reconfiguring/renewal of Armstrong Hall. A predesign is recommended as the first step to study programmatic and infrastructure needs, cost implications of resolving them and the question of whether remodeling/expansion or replacement is the most appropriate solution.

2. Performing Arts Predesign

The Performing Arts center auditoriums are currently in need of updates for seating and minor acoustic modifications. In addition, there is programmatic need for additional practice and storage space. Other modifications such as a new entry sequence for one of the auditoriums have been reviewed. A predesign is suggested to study

the updates and renewal required, and to determine the project cost.

Furniture and Technology updates

Low-hanging fruit; Simple improvements to Learning spaces: furniture, technology, walls painted to be used as marker boards.

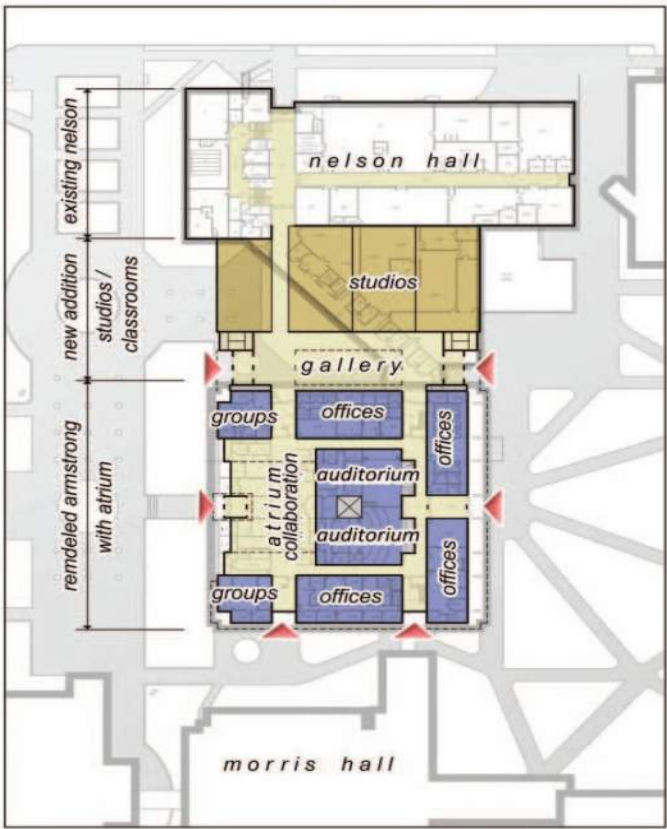
HEAPR Projects

A full list is included in Section 6. Renovation of the basement HVAC system in Armstrong is an important project which has already received a Predesign. Improvements will provide energy savings (less air leakage, more efficient drives), increased air quality and occupant comfort.

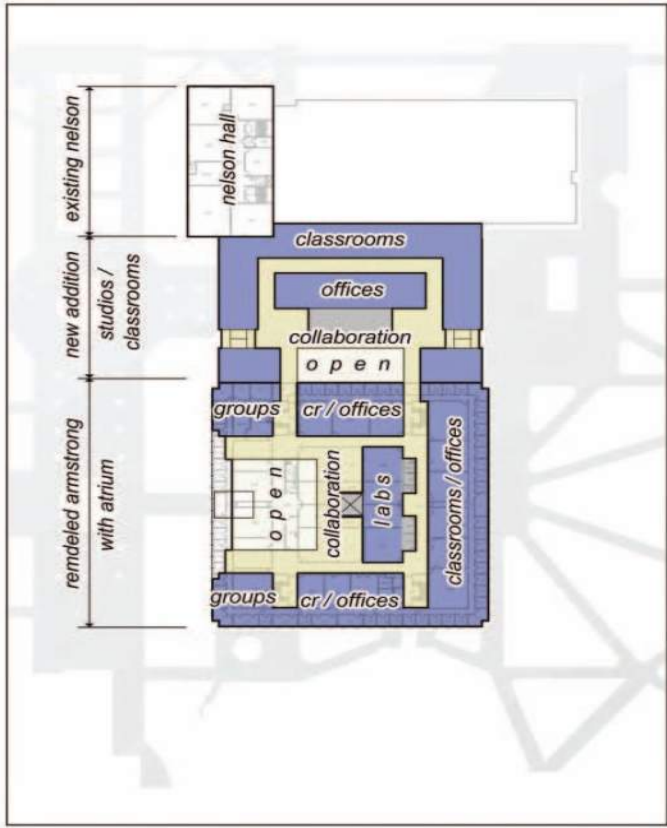
Short Term Projects:

3. Global Solutions Building Predesign and New Construction - Private Funding

The College of Business Global Solutions Center is currently in the planning and fundraising stage, as a building that will house an endowed Graduate School of Business at MSU, Mankato. The proposed building will focus on providing flexible programmatic space and state-of-the-art technology to foster interdisciplinary approaches to real-world problems. The building becomes the new



Remodel & Proposed Addition
Armstrong First Level
(see items 1, 6, 13)



Remodel & Proposed Addition
Armstrong Second Level
(see items 1, 6, 13)

face of the College of Business to the community and provides a new gateway entry to the University campus.

4. Clinical Sciences Building New Construction

The College of Allied Health and Nursing is currently planning a new Clinical Sciences Building that consolidates clinical locations from across the campus. This building will also provide public services for Dental, and a Speech, Language, and Hearing clinic. New lab space will support the nursing programs including a state-of-the-art Simulation Center and an interdisciplinary Clinical Education Center. Additional spaces include faculty and administrative offices, teaching class/laboratories, classrooms and student/faculty interaction spaces. This construction will meet current need for one new, large instructional space.

5. Morris Hall Vacated Space Remodeling

The new Global Solutions and Clinical Sciences buildings will vacate space in Morris Hall. Four classroom spaces, along with 4,800 s.f. of vacated Dental Lab space in the lower level will be available for reuse. Remodeling should increase the variety of instructional space and address high needs, such as for graduate student collaboration, office and study.

6. Armstrong / Nelson Addition New Construction

The Armstrong Hall / Nelson Hall addition is in the current location for the Nelson Hall art studios. It is proposed that this one story structure be demolished and replaced with a new 3-story, approximately 70,000 sf addition to Armstrong Hall to house improved studios, classrooms, labs and offices. The net 55,000 s.f. of this new building will provide swing space to allow the phased remodeling of the existing Armstrong Hall. Longer term, the space should provide additional office and instructional space to address growth in programs and student enrollment, and to bring together dispersed departments such as Psychology (eliminating need for leased space). A conceptual layout shows that the addition could link the Quad east of Armstrong Hall with the Mall to the West, and incorporate gallery space into that link.

7. Trafton Science Center 3rd Floor Lecture Rooms Renovation

The Trafton Science Center 3rd floor underutilized classrooms (310, 311, 314, 317) are in a tiered lecture style configuration that does not provide opportunity for collaborative group work. Renovation of these rooms could include widening of the tiers to allow use of collaborative tables for group work as well as front of room viewing. As the rooms have low seat use as well as hours use, reduction in the number of seats would be acceptable.

8. Trafton Science Center Wayfinding and Signage

The circulation path through the Trafton Science Center buildings will benefit from additional signage and wayfinding interventions, such as the addition of more social areas with seating, lighting, and display.

9. Trafton East Addition Lab Storage Remodeling

At engineering labs, identify additional space, potentially an addition to the north, to augment storage and increase useable size of labs.

10. Dining / Student Health Building New Construction

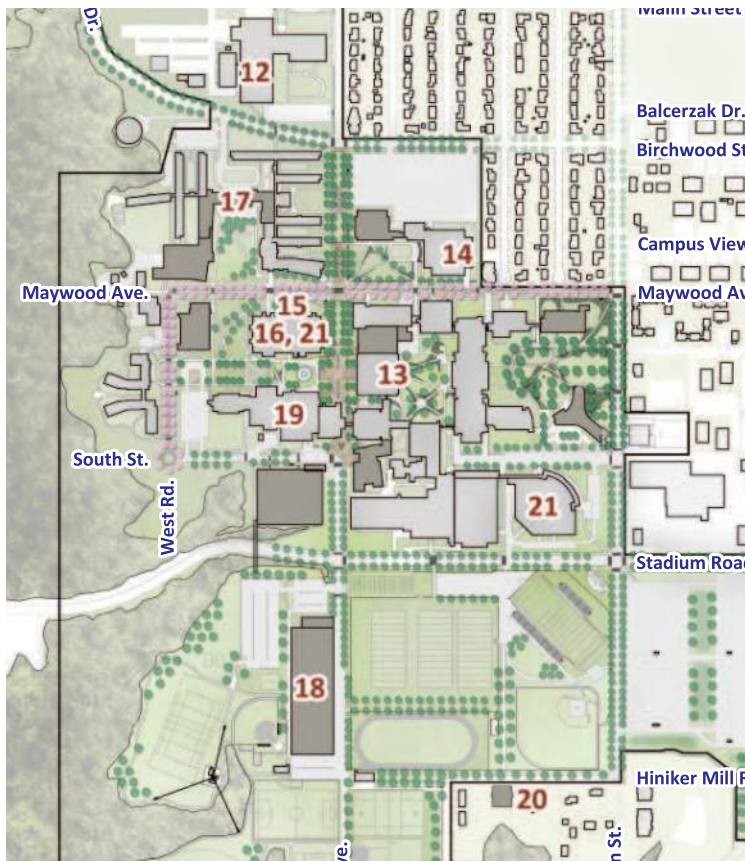
A new dining and health building is planned to replace the existing Carkoski Commons, which will remain in place until 2018 when it will be demolished to make room for the next phase of student housing.

11. Multiple Building Improvements proposed in Wiecking, Morris, Armstrong, Trafton Science Center:

- a. Simple improvements to learning space, furniture, technology
- b. Graduate student study, office, collaboration space
- c. Collaboration zones, shared conference rooms, project space, large and small group instruction, casual interaction connection space

HEAPR Projects

A full list is included in Section 6.



Medium Term Building Opportunities

- 12 Wiecking Hall Renewal
- 13 Armstrong Hall Renovation
- 14 Performing Arts Renovation
- 15 Library New North Entry
- 16 Library Collaborative Space with 24/7 Access to Technology
- 17 Student Housing
- 18 Sports Bubble
- 19 Centennial Student Union, enlarged Intercultural Center
- 20 Greek Lodge
- 21 Roofing Projects at Taylor, Memorial Library

Medium Term Projects:

12. Wiecking Center Renewal Entries, Wayfinding, Roofing, HVAC

Because needs go beyond what is likely to be funded by HEAPR, a project is recommended to carry out roofing and mechanical system replacement/repair, as well as wayfinding and interior finish improvements. The long-term recommendation is that academic functions should be removed from Wiecking Center and brought closer to the academic core. Interim renovations should include signage and architectural treatment to highlight the primary entries, and improvements to enhance the learning experience in the building.

13. Armstrong Hall Renovation

With the addition of the Armstrong / Nelson

Hall new construction, Armstrong Hall can be remodeled in phases, utilizing the added capacity for classrooms and offices of the addition. A design option for the Armstrong renovation includes providing a day lit atrium court that provides light deeper into the interior of the space. The atrium also becomes a central point to anchor social and collaborative space. HVAC upgrades will be incorporated into the renovation effort.

14. Performing Arts Renovation

Renovate selected areas of the Performing Arts building and Andreas Theater to renew the public areas, address need for new seating and minor acoustic modifications. In addition, explore ways to address programmatic need for additional practice and storage space. Other modification such as a new entry sequence for one of the auditoriums should be considered.

15. Library New North Entry Renovation / New Construction

The north entry to Memorial Library lacks a strong connection to the residential buildings across the street. A new north entry should extend sheltered access further north and also address the ‘back door’ feel of this location with new architectural treatment.

16. Library Collaborative Space with 24/7 access to Technology

A new tunnel between the student union and library is planned for completion in the summer of 2013. This connection will give the opportunity to provide additional access to study and collaborative space, on the lower level, that is open outside of the normal library operating hours.

17. Student Housing New Construction

When Carkoski Dining Hall is replaced, demolition will provide a location for much needed additional student residence hall space. The Housing Master Plan proposes adding space that also acts as a connector through the center of the residence zone, forming a new edge to the residential quad.

18. Sports Bubble New Construction

The feasibility of a new sports bubble is currently being explored as a private / public partnership project in which MSU, Mankato provides the land.

19. Centennial Student Union, enlarged Intercultural Center, Remodeling

Additional space is required for the Intercultural Student Center. Options include relocating the center to a larger space, relocating adjacent functions, or adding new space that can house this program.

20. Greek Lodge, shared Gathering Facility for Greek Societies

Currently the Greek societies lack a social gathering space for meetings and other functions. This project, if approved on-campus, can provide multi use space to support the Greek programs.

21. Bundled Roofing Projects at Taylor, Memorial Library

To relieve demand on HEAPR funds on campus, two-three major roofing projects could be assembled for capital funding.

11. Learning Space Improvements:

Continue to implement simple improvements to learning space, furniture, technology.

HEAPR Projects

A full list is included in Section 6.



Long Term Building Opportunities

- 22 New Academic Building
- 23 New Parking Structure and Transit Hub
- 24 New Transit Hub, Southeast Parking Lot
- 25 Pedestrian Bridge over Stadium Road

Long Term Projects:

22. Academic Building

New Construction

As enrollment and programs continue to grow, and to allow removal of academic functions from Wiecking Center, new academic buildings may be considered in these proposed locations.

23. Parking Structure and Transit Hub

New Construction

Proposed new two-level parking deck for roughly 450 cars will double the capacity directly outside the CSU and the future Global Solutions Center. This project should also provide a center-campus transit hub for shuttle buses and city transit.

24. Transit Hub, Southeast Parking Lot

New Construction

Proposed location for a transit hub for shuttle buses and city transit. It is envisioned as a conditioned pavilion structure that may include a coffee shop, vending area, or bicycle repair station.

25. Pedestrian Bridge over Stadium Road

New Construction

An above grade link between the parking and recreation space south of Stadium Road with the main campus. It can serve as part of the entry character, as well as allowing extension of the bike/walk trail north to the campus core.

5.3 System Wide Infrastructure

Overview of Infrastructure and Needs:

Site Infrastructure:

Many of the campus-wide utilities are in good condition and have capacity for growth.

- **Water service** is adequate and has been mostly upgraded. The demolition of Gage allows for a (relatively new) line to be closed off. Replace line to stadium (confirm).
- **Storm Sewer** lines running down mall from Warren (25-30' deep) should be investigated. Bolton & Menk have the campus storm water plan for the campus.
- **Sanitary sewer** has some issues: the 'pass-through' line that runs N-S down the mall is 94% full; it should be replaced and expanded as part of mall renovation.

Heating and cooling infrastructure/ Utility Plant:

- The campus uses converters at buildings to drop from steam back to hot water. There is about 200% additional capacity at the **Steam** boilers; this covers anticipated growth.
- **Chilled water** plant has capacity room for 5-years growth, but not 20.
- **Power** is purchased from the local utility, and capacity is adequate. However, a desire – a long range goal for CO2 footprint reduction – is to add a gas-fired turbine for co-generation (gas fuels turbine for electricity, and waste heat generates steam for heating or cooling). Size and location have not been determined.

Parking has substantial needs for **repaving** beyond what the revenue generated can fund. The large lots 1 and 16 need complete repavement due to wear from construction of the fields. Lot 17 north of Performing Arts is coming up. Recommendation for Lot 1 is to consider it for the potential air-supported activity structure to reduce the amount that needs reconstruction. Also, Staff stated a desire for creation and start implementation of a roofing replacement plan.

Building-Specific Infrastructure items:

The multi-year HEAPR list in Appendix 7.C illustrates the range of infrastructure needs for specific buildings and reflects their age range from new to 50-years.

Some general recommendations:

Roofing needs for the next 5 years are greater than typical HEAPR allocations will cover, due in part to the use of single membrane roofs in the late 80's, early 90's. Staff stated a desire for creation and start implementation of a roofing replacement plan. A multi-pronged approach should be considered. The first two approaches should be considered for major HVAC needs as well.

- a. A bond project bundling together several roof projects to 'catch up.' This could include roofs at buildings that are not anticipated to receive other major improvements, such as Memorial Library, Wissink or Wiecking.
- b. Inclusion of roofing in capital projects, e.g. at Armstrong or Nelson.
- c. A partial replacement (e.g. flashing and coating membrane roof at Taylor Center), if shown to be cost effective over 10 years.

Tuckpointing is also needed across campus, and a program should be developed for repointing mortar and repairing masonry walls before damage becomes more costly to repair. A building envelope study showed \$200-300K in needs, and could be used to indicate the highest priority items.

HVAC: Controls upgrades are in process, and should be completed per plan. The campus has been using HEAPR funds to replace air-handling units as they've aged out, and will continue this approach.

Aesthetic standards for interiors

Design standards for crafts (plumbing, HVAC, electrical, landscape, etc.)

Learning Space Remodeling: Facilities staff noted a general challenge: space 'needs' change with different administrative personnel, e.g. for class size, and thus furniture and/or size of classrooms.

5.4 Energy Conservation / Sustainability

The campus has an active sustainability group which made a number of recommendations. These have been augmented with insights from the Greenhouse Gas inventory and best practices and requirements for State-owned projects. New construction and remodeling must meet MnSCU B3 standards; the Clinical Sciences building is being designed to LEED 'silver' criteria. An important goal is energy and resource efficiency, particularly as these have pay-back potential, to help maintain tuition/fees affordability.

The information gathered from the recent carbon footprint study has identified the heaviest energy using components. Utilizing this data, the campus is about to embark on the next step of identification and development of a series of projects which will reduce carbon emissions and energy consumption. Projects in this master plan that will contribute toward reduction of energy use are:

- Guaranteed Energy Savings Program (GESp) Analysis (RFP drafted and submitted)
- Controls Upgrade (completion of ongoing project)
- New Dining/Student Health (replaces lower performing Carkoski)
- Performing Arts Remodeling (window replacement)
- Armstrong Hall Remodeling
- Gas-fired turbine for co-generation of power and heat (under consideration)

A 'green' coordinator for facilities, transportation, green education would be a desirable employee position. This person would help promote current initiatives, encourage internal and externally-designed projects set and meet energy/sustainability goals; also seek grants and incentives. Investigation and push for renewable energy opportunities (wind, solar thermal, photovoltaics) would be a desirable outcome, particularly as these will reduce dependence on high-emitting purchased electricity.

Following is a list of suggested sustainability projects related to recommended improvements on the MSU, Mankato campus:

Transportation:

- Improve campus walkability, through building connections, quality paths and fewer/safer road crossings.
- Bike storage should be an integral part of a transportation plan
- Free bus shuttles are popular – but need more frequency
- Stations for Car sharing and electric vehicles could contribute to more sustainable transportation on campus

Site/Landscape:

- Landscape standards should be developed to minimize need for irrigation
- Create areas for storm water control and water quality, for example at Southeast lots

Building Water Efficiency:

- Use of low-flow fixtures throughout campus

Energy Efficiency and Environmental Quality:

- Complete controls upgrade
- High efficiency windows, specifically at Performing Arts Building, Wiecking Center
- Investigation of ground-source heat pumps (Geothermal) at locations with major site reconstruction (e.g. Parking Lot behind Performing Arts when it is reconstructed).
- Daylight and daylight harvesting with dimmable light fixtures
- High efficiency HVAC upgrades, e.g. Armstrong Hall remodeling
- Co-generation for electricity and heat
- Options for air-drying/fewer dryers in residence laundries

Renewable Energy:

- Solar thermal for residential hot water needs
- Harvest energy from workout equipment
- Investigation of wind energy and photovoltaics as local energy sources. Note that neighboring higher education institutions have visible uses of renewable energy, and these could have a marketing role.

Waste:

- Increase visibility of recycling areas
- Include organics recycling in new food service building



Section 6: Capital Budget Incremental Improvement Program

6.1 Introduction

6.2 Project List, Cost Estimate, and Funding Sources

6.3 Operational Cost Impact

6.4 Capacity to Take on Debt

6.5 Proposed Implementation

6.1 Introduction

This section describes the potential funding and cost impact of proposed short, medium and long-term changes, both first costs and operational costs.

6.2 Funding Sources

The lists of projects on the following pages indicate multiple funding sources:

Capital Bonding, HEAPR, Campus Operations (annual R&R funds), Revenue Fund proceeds and other possible sources such as grants, gifts or foundation funding.

The proposed projects include:

- Projects that are already in planning/design, or under construction
- Major capital projects
- Building improvements for implementation over time
- Site improvements for implementation over time
- Asset Preservation (HEAPR) projects

Asset Preservation projects:

The list of HEAPR projects for 2013 is significantly larger than funding is expected to cover and thus they have been suggested for implementation over a longer period. They are listed in priority order. We recommend that any major capital project for Armstrong or Nelson include items in those buildings on the list for HEAPR, freeing up the HEAPR funds for unrelated projects.

Due to numerous roofs (many of them EPDM) reaching the end of their anticipated life, HEAPR or other funds of at least \$3 million a year are needed to keep up with asset preservation projects. Another option was discussed, specifically for roofs: to bundle up to \$10-12 million together for funding via a G.O. Bond. This approach ties up more income in the future, and is dependent on the political process.

To move away from these choices in the future, it is strongly recommended that the University set aside a larger amount each year for R&R.

R&R projects (annual budget):

Studies, small remodeling and site improvements are proposed under University funds. Additionally, the improvements to learning spaces via furniture/fixture upgrades are a high priority and should be implemented over time.

6.3 Operational Cost Impact

Impacts on operational costs are expected from the proposed projects, both reductions (e.g. at energy efficiency changes and demolition of older space) and increases (e.g. at new buildings). The master plan goal of seeking low-maintenance, energy saving solutions are intended to address the need to keep operational costs low.

6.4 Capacity to Take on Debt

Minnesota State University, Mankato will be able to take on new debt service obligations through the combination of reallocation of existing resources as well as from reductions in future years' debt service obligations from existing projects.

6.5 Proposed Implementation

The charts that follow summarize the proposed timeline for major projects and their projected costs, for the Immediate/Short (1-4 years), Medium (5-9 years) and Long-term (10-20 year) time frames. Costs are in 2013 dollars. Order of magnitude costs have been developed using a combination of square foot cost assumptions, comparable project analysis, and estimation of concept sketches. Appendix 7-I contains estimates.

Proposed Immediate and Short-term Projects Implementation:

Note: Codes in parentheses refer to plan legends in Sections 4 and 5. Ranking in HEAPR is from 2013 Request.

Rank	Project Name	Start	Cost*	Funding
Bonding Projects – G.O and Revenue				
	Tunnel & Amphitheater Link to Library (B)	2013	--	Funded
	Gage Site Parking (E) <i>(with demolition)</i>	2013	--	Funded
1	Clinical Sciences Building (4)	2014	\$25,818	G.O. Bond
2	Dining / Student Health New Building (10)	2015	37,000	Rev. Bnd
3	Armstrong/Nelson Demo/Addition (6)	2016	20,000	G.O. Bond
4	Clinical Sciences Renovations	2016	4,444	G.O. Bond
HEAPR Funding				
1	HVAC Updates at Morris Hall	2014	\$2,250	HEAPR
2	Armstrong Hall Re-roofing	2014		
3	Nelson Hall Envelope & Infrastructure	2014	354	HEAPR
4	Memorial Library Re-roofing (21a)	2015	1,110	HEAPR
5	Armstrong Hall Basement HVAC Replacement	2015	1,800	HEAPR
6	Taylor Center High Roof Area A1 (21b)	2016	3,050	HEAPR
8	Campus-wide Controls Upgrade	2017	230	HEAPR
10	Wissink Hall Reroofing	2017	1,073	HEAPR
15	Nelson Hall Reroofing (follows Nelson Addition Demo)	2017	1,480	HEAPR
University R&R, Other Univ. Funding (only larger projects listed)				
1	Campus Studies – Road Closures (A.1)	2014	\$40	University
2	Campus Studies – Concept/Cost Predsgn for Mall (A.2)	2014	125	University
3	Armstrong Predesign (1)	2014	150	University
4	Performing Arts Predesign (2)	2014	40	University
5	Pedestrian Crossing Improvements (C.5-C.6)	2015-17	80	U,County
6	Improve Learning Space – multiple buildings (11)	2014-17	100	University
	Campus Gateway Improvements (C.1-C.3)	2015-16	60	U,Private
	Accessibility at Visitor Parking (C.4)	2015	25	University
	Bicycle Hub and Sheltered Racks (D)	2016-17	50	Instit Eqpt
	Morris Hall Vacated Space Remodeling (5)	2015-16	TBD	University
	Trafton Center 3 rd Floor Lecture Rms Reconfig. (7)	2015	150	University
	Trafton Complex Wayfinding (8)	2014	15	University
	Trafton East Storage (9)	2015	TBD	University
Other Funding				
1	College of Business-Global Solutions Center Predesign & Construction (3)	2015	\$50 \$28,000	Private Private

* Costs in Thousand Dollars

Proposed Medium-term Projects Implementation:

Note: Codes in parentheses refer to plan legends in Sections 4 and 5. Ranking in HEAPR is from 2014 Request.

Rank	Project Name	Start	Cost*	Funding
Bonding Projects – G.O and Revenue				
	Renovate Armstrong Hall (13)	2018	\$33,000	G.O. Bond
	Renovate Mall – Wigley to Maywood (G)	2018	1,900	G.O./Priv.
	Residential Quad improvements at new Dining (J)	2016	in (17)	Revenue
	Renovate Performing Arts, w/HVAC & Wdw Repl. (14)	2018	TBD	G.O. Bond
	Service Road Spur - at new Dining/Student Health (F)	2016	TBD	Rev. Bnd
	New Student Housing (17)	2022	\$38,000	Revenue
HEAPR Funding				
9	Main Sewer Line Replacement – with Mall Renov.	2018	580	HEAPR
11	Taylor Center Low Roof and Wall Panels (21c)	2018	2,800	HEAPR
14	Myers Field House Roof Insulation Replacement	2019	390	HEAPR
18	Andreas Observatory Roof	2019	128	HEAPR
25	Highland Center Reroof Areas A,B	2020	2,867	HEAPR
29	Memorial Library Carpet Replacement Phases 1-3	2018-20	750	HEAPR
30	Utility Plant Boiler Burners 2,3,4	2018-22	\$1,141	HEAPR
19	Wiecking Hall Re-roofing due 2012-2015 (12a)	2020-22	5,000	HEAPR
University R&R, Other Univ. Funding (only larger projects listed)				
	Improve Learning Space – Furniture & Technology	2018-22	\$100	University
	Campus Edge development – Warren Street (I.1)	2017	450	Univ./City
	Parking Lot Stormwater Quality Areas (K)	2018	100	University
	CSU Enlarged Intercultural Center (remodeling) (19)	2018	TBD	Univ/Rev.
	Library New North Entry and 24/7 Space (15,16)	2019	250	University
	Extend Pedestrian Mall from Maywood to Val Imm (H)	2020	1,400	Univ./G.O.
	Wiecking Hall Renewal, Entries, Wayfinding (12b)	2020	600	University
	Campus Edge development – Stadium, South, Val Imm (I.2-.4)	2021	300	University
Other Funding				
	Crawford, McElroy Window Upgrades	2018-22	TBD	Revenue
	Sports ‘Bubble’ Athletic/Recreational (18)	TBD	TBD	Private
	Greek Lodge – Shared gathering for Societies (20)	2018	TBD	Private
	Stadium Enhancements	2018	TBD	Private

* Costs in Thousand Dollars

Proposed Long-term Projects Implementation:

Note: Codes in parentheses refer to plan legends in Sections 4 and 5

<i>Rank</i>	<i>Project Name</i>	<i>Start</i>	<i>Cost*</i>	<i>Funding</i>
Bonding Projects – G.O and Revenue				
	New Academic Building East of Trafton E (22)	2025	2,500	G.O. Bond
	New Building West of Library (22)	2030	in (17)	Revenue
	New Academic Building West of Andreas Theater (22)	2035	1,900	G.O./Priv.
HEAPR Funding				
	Memorial Library Sprinklers	2024	1,384	HEAPR
	Wiecking Center Sprinklers	2025	1,271	HEAPR
	Utility Tunnel Asbestos Abatement	2026	309	HEAPR
	Wiecking Center Window Renewal	2025	284	HEAPR
University R&R, Other Univ. Funding (only larger projects listed)				
	Additional Parking – Extend SE lots (L)	2023		Univ./City
	Improve Learning Space – Furniture & Technology	2023-30	100	University
	Transit Hub at SE Parking Lot (24)	2023	150	University
	Transit Plaza Enhancements at CSU Entry (N)	2024		University
	Turn-Around / Drop-off Loop (P)	2025		University
	Arboretum Pedestrian Enhancements (O)	2026		Univ./G.O.
	Campus Quad Enhancements (Q)	2027		University
	Pedestrian Bridge over Stadium Road (25)	2030	1,200	University
Other Funding				
	Parking Structure and Transit Hub (23)	2025	15,000	Multiple
	Federal/State Transportation Funds, Revenue			Sources

* Costs in Thousand Dollars

Reporting Period: 8/22/2016 thru 7/28/2017

Room	Bookings	Hours Used	Hours Available	% Utilization	Util. Category	Util. Cost	Hours Vacant	Vacancy Cost
Armstrong Hall(AH)								
0001 Classroom-SB Seminar Room	623	1,233.17	1,568.00	78.65	Low	\$0.00	334.83	\$0.00
0003 CSP Laboratory- CSP Room only	296	1,596.50	1,568.00	101.82	High	\$0.00	0.00	\$0.00
0003B Research Laboratory	233	3,241.25	1,568.00	206.71	High	\$0.00	0.00	\$0.00
0003C Research Laboratory	233	3,241.25	1,568.00	206.71	High	\$0.00	0.00	\$0.00
0003D Research Laboratory	233	3,241.25	1,568.00	206.71	High	\$0.00	0.00	\$0.00
0003E Research Laboratory	233	3,241.25	1,568.00	206.71	High	\$0.00	0.00	\$0.00
0003F Research Laboratory	233	3,241.25	1,568.00	206.71	High	\$0.00	0.00	\$0.00
0003G Research Laboratory	233	3,241.25	1,568.00	206.71	High	\$0.00	0.00	\$0.00
0003H Research Laboratory	233	3,241.25	1,568.00	206.71	High	\$0.00	0.00	\$0.00
0004 Classroom	758	1,279.83	1,568.00	81.62	Low	\$0.00	288.17	\$0.00
0005 Open Student Work Area	0	0.00	1,568.00	0.00	Unused	\$0.00	1,568.00	\$0.00
0007 Classroom	752	1,167.08	1,568.00	74.43	Low	\$0.00	400.92	\$0.00
0010 Research Lab	233	3,207.00	1,568.00	204.53	High	\$0.00	0.00	\$0.00
0011 Classroom	966	2,090.25	1,568.00	133.31	High	\$0.00	0.00	\$0.00
0013 Classroom	800	1,357.58	1,568.00	86.58	Normal	\$0.00	210.42	\$0.00
0014 Weather Lab	126	1,374.00	1,568.00	87.63	Normal	\$0.00	194.00	\$0.00
0015 Classroom	1,007	1,464.67	1,568.00	93.41	Normal	\$0.00	103.33	\$0.00
0023B PSYC Office Workroom	0	0.00	1,568.00	0.00	Unused	\$0.00	1,568.00	\$0.00
0023D Conference Room	0	0.00	1,568.00	0.00	Unused	\$0.00	1,568.00	\$0.00
0029 Class Laboratory	391	991.50	1,568.00	63.23	Low	\$0.00	576.50	\$0.00
0039 Classroom	927	1,815.08	1,568.00	115.76	High	\$0.00	0.00	\$0.00
0040 Classroom	994	1,894.25	1,568.00	120.81	High	\$0.00	0.00	\$0.00
0041 Research Laboratory - 2-way glass	229	2,843.00	1,568.00	181.31	High	\$0.00	0.00	\$0.00
0042 Research Laboratory	236	2,926.00	1,568.00	186.61	High	\$0.00	0.00	\$0.00
0043 Research Laboratory	170	2,068.00	1,568.00	131.89	High	\$0.00	0.00	\$0.00
0045 Psyc Lab	122	1,636.00	1,568.00	104.34	High	\$0.00	0.00	\$0.00
0101 Fixed Seat Classroom	924	2,196.83	1,568.00	140.10	High	\$0.00	0.00	\$0.00
0102 Classroom	990	2,160.50	1,568.00	137.79	High	\$0.00	0.00	\$0.00
0103E Research Laboratory	413	5,828.35	1,568.00	371.71	High	\$0.00	0.00	\$0.00
0103F Research Laboratory	272	3,647.60	1,568.00	232.63	High	\$0.00	0.00	\$0.00
0103G Research Laboratory	272	3,647.60	1,568.00	232.63	High	\$0.00	0.00	\$0.00
0103H Research Laboratory	272	3,647.60	1,568.00	232.63	High	\$0.00	0.00	\$0.00
0103J Research Laboratory	272	3,647.60	1,568.00	232.63	High	\$0.00	0.00	\$0.00

Reporting Period: 8/22/2016 thru 7/28/2017

Room	Bookings	Hours Used	Hours Available	% Utilization	Util. Category	Util. Cost	Hours Vacant	Vacancy Cost
0105 Office Conference Room	490	2,559.92	1,568.00	163.26	High	\$0.00	0.00	\$0.00
0108 CSP Conference Room	615	3,349.67	1,568.00	213.63	High	\$0.00	0.00	\$0.00
0110A Seminar/Conference Room	69	151.00	1,568.00	9.63	Low	\$0.00	1,417.00	\$0.00
0113 Conference Room	29	79.75	1,568.00	5.09	Low	\$0.00	1,488.25	\$0.00
0113K Office Conference Room	0	0.00	1,568.00	0.00	Unused	\$0.00	1,568.00	\$0.00
0115B Conference Room	109	265.32	1,568.00	16.92	Low	\$0.00	1,302.68	\$0.00
0115G COE Telepresence Room	103	323.75	1,568.00	20.65	Low	\$0.00	1,244.25	\$0.00
0117A Conference Room	86	274.00	1,568.00	17.47	Low	\$0.00	1,294.00	\$0.00
0121 Group Therapy Room-CDIS	154	2,316.60	1,568.00	147.74	High	\$0.00	0.00	\$0.00
0121A Conference Room	0	0.00	1,568.00	0.00	Unused	\$0.00	1,568.00	\$0.00
0122 Class Laboratory - CSBS	0	0.00	1,568.00	0.00	Unused	\$0.00	1,568.00	\$0.00
0123 Classroom	572	2,109.17	1,568.00	134.51	High	\$0.00	0.00	\$0.00
0202 Classroom	921	2,340.50	1,568.00	149.27	High	\$0.00	0.00	\$0.00
0203 Computer Lab	930	2,269.50	1,568.00	144.74	High	\$0.00	0.00	\$0.00
0204 Computer Lab	942	2,132.92	1,568.00	136.03	High	\$0.00	0.00	\$0.00
0205 Classroom (CoB)	735	1,144.25	1,568.00	72.98	Low	\$0.00	423.75	\$0.00
0208 Classroom	946	2,313.33	1,568.00	147.53	High	\$0.00	0.00	\$0.00
0209 Classroom (CoB)	717	1,181.75	1,568.00	75.37	Low	\$0.00	386.25	\$0.00
0211 Classroom	1,258	2,680.67	1,568.00	170.96	High	\$0.00	0.00	\$0.00
0213 Classroom	1,016	3,271.92	1,568.00	208.67	High	\$0.00	0.00	\$0.00
0214 Classroom	841	1,391.67	1,568.00	88.75	Normal	\$0.00	176.33	\$0.00
0215 Classroom	1,112	2,246.17	1,568.00	143.25	High	\$0.00	0.00	\$0.00
0216 Classroom (CoB)	674	1,097.75	1,568.00	70.01	Low	\$0.00	470.25	\$0.00
0217 Classroom	1,219	1,975.58	1,568.00	125.99	High	\$0.00	0.00	\$0.00
0219 Classroom	973	1,363.58	1,568.00	86.96	Normal	\$0.00	204.42	\$0.00
0220 Classroom (CoB)	660	1,086.50	1,568.00	69.29	Low	\$0.00	481.50	\$0.00
0221- WLC only	880	1,621.67	1,568.00	103.42	High	\$0.00	0.00	\$0.00
0222 Classroom	911	1,830.42	1,568.00	116.74	High	\$0.00	0.00	\$0.00
0223A GEOG Cart Lab	318	1,242.25	1,568.00	79.23	Low	\$0.00	325.75	\$0.00
0223B Classroom	991	1,116.17	1,568.00	71.18	Low	\$0.00	451.83	\$0.00
0225 Classroom	689	1,876.50	1,568.00	119.67	High	\$0.00	0.00	\$0.00
0226D CAH Dean's Office	190	232.50	1,568.00	14.83	Low	\$0.00	1,335.50	\$0.00
0226E Film Storage Room	261	293.08	1,568.00	18.69	Low	\$0.00	1,274.92	\$0.00
0231 Classroom	870	1,262.58	1,568.00	80.52	Low	\$0.00	305.42	\$0.00
0232 Classroom	1,194	1,848.33	1,568.00	117.88	High	\$0.00	0.00	\$0.00

Reporting Period: 8/22/2016 thru 7/28/2017

Room	Bookings	Hours Used	Hours Available	% Utilization	Util. Category	Util. Cost	Hours Vacant	Vacancy Cost
0233 Classroom	867	1,679.67	1,568.00	107.12	High	\$0.00	0.00	\$0.00
0234 Classroom	516	1,585.92	1,568.00	101.14	High	\$0.00	0.00	\$0.00
0301M Grad Ass't	0	0.00	1,568.00	0.00	Unused	\$0.00	1,568.00	\$0.00
0302 Classroom	745	1,290.25	1,568.00	82.29	Low	\$0.00	277.75	\$0.00
0303 Classroom (SPED ONLY)	447	1,026.50	1,568.00	65.47	Low	\$0.00	541.50	\$0.00
0304 Classroom	1,326	1,293.08	1,568.00	82.47	Low	\$0.00	274.92	\$0.00
0305 Classroom	906	1,381.50	1,568.00	88.11	Normal	\$0.00	186.50	\$0.00
0306 Classroom	495	1,302.50	1,568.00	83.07	Low	\$0.00	265.50	\$0.00
0308 Classroom	882	1,855.67	1,568.00	118.35	High	\$0.00	0.00	\$0.00
0309 Classroom Lab	582	979.50	1,568.00	62.47	Low	\$0.00	588.50	\$0.00
0310 Classroom	730	1,325.83	1,568.00	84.56	Low	\$0.00	242.17	\$0.00
0311 Classroom	1,050	1,708.33	1,568.00	108.95	High	\$0.00	0.00	\$0.00
0312E Office Conference Room-KSP	0	0.00	1,568.00	0.00	Unused	\$0.00	1,568.00	\$0.00
0313A Research Laboratory	147	1,901.80	1,568.00	121.29	High	\$0.00	0.00	\$0.00
0314 Classroom	618	1,201.83	1,568.00	76.65	Low	\$0.00	366.17	\$0.00
0315 Classroom	815	1,200.75	1,568.00	76.58	Low	\$0.00	367.25	\$0.00
0316 Classroom	1,371	1,465.83	1,568.00	93.48	Normal	\$0.00	102.17	\$0.00
0317 Classroom	568	1,586.75	1,568.00	101.20	High	\$0.00	0.00	\$0.00
0319 Classroom	805	970.08	1,568.00	61.87	Low	\$0.00	597.92	\$0.00
0320 Classroom (CoB)	622	982.58	1,568.00	62.66	Low	\$0.00	585.42	\$0.00
0321 Classroom (College of ED only)	353	773.08	1,568.00	49.30	Low	\$0.00	794.92	\$0.00
0322 Classroom	668	1,163.92	1,568.00	74.23	Low	\$0.00	404.08	\$0.00
0323 Classroom	1,013	1,414.83	1,568.00	90.23	Normal	\$0.00	153.17	\$0.00
0325 Classroom	378	895.75	1,568.00	57.13	Low	\$0.00	672.25	\$0.00
0326 Classroom	514	1,051.58	1,568.00	67.07	Low	\$0.00	516.42	\$0.00
0327 Computer Lab	995	2,141.25	1,568.00	136.56	High	\$0.00	0.00	\$0.00
0328B Conference Room - EEC	15	27.50	1,568.00	1.75	Low	\$0.00	1,540.50	\$0.00
0330 Class Laboratory	1,750	13,636.17	1,568.00	869.65	High	\$0.00	0.00	\$0.00
0331 Computer Lab	1,036	2,250.33	1,568.00	143.52	High	\$0.00	0.00	\$0.00
0332 Open Laboratory	220	3,156.75	1,568.00	201.32	High	\$0.00	0.00	\$0.00
0333 Class Laboratory	980	7,084.50	1,568.00	451.82	High	\$0.00	0.00	\$0.00
0334 Classroom	1,082	1,725.75	1,568.00	110.06	High	\$0.00	0.00	\$0.00
Total	57,647	185,717.30	156,800.00	118.44		\$0.00	35,711.35	\$0.00

Reporting Period: 8/22/2016 thru 7/28/2017

Room	Bookings	Hours Used	Hours Available	% Utilization	Util. Category	Util. Cost	Hours Vacant	Vacancy Cost
Grand Total	57,647	185,717.30	156,800.00	118.44		\$0.00	35,711.35	\$0.00

Reporting Period: 8/21/2017 thru 7/27/2018

Room	Bookings	Hours Used	Hours Available	% Utilization	Util. Category	Util. Cost	Hours Vacant	Vacancy Cost
Armstrong Hall(AH)								
0001 Classroom-SB Seminar Room	517	980.50	1,568.00	62.53	Low	\$0.00	587.50	\$0.00
0003 CSP Laboratory- CSP Room only	238	726.42	1,568.00	46.33	Low	\$0.00	841.58	\$0.00
0003B Research Laboratory	207	2,558.50	1,568.00	163.17	High	\$0.00	0.00	\$0.00
0003C Research Laboratory	213	2,560.50	1,568.00	163.30	High	\$0.00	0.00	\$0.00
0003D Research Laboratory	213	2,560.50	1,568.00	163.30	High	\$0.00	0.00	\$0.00
0003E Research Laboratory	213	2,560.50	1,568.00	163.30	High	\$0.00	0.00	\$0.00
0003F Research Laboratory	213	2,560.50	1,568.00	163.30	High	\$0.00	0.00	\$0.00
0003G Research Laboratory	213	2,560.50	1,568.00	163.30	High	\$0.00	0.00	\$0.00
0003H Research Laboratory	213	2,560.50	1,568.00	163.30	High	\$0.00	0.00	\$0.00
0004 Classroom	798	1,472.00	1,568.00	93.88	Normal	\$0.00	96.00	\$0.00
0005 Open Student Work Area	1	5.00	1,568.00	0.32	Low	\$0.00	1,563.00	\$0.00
0007 Classroom	771	1,109.75	1,568.00	70.77	Low	\$0.00	458.25	\$0.00
0010 Research Lab	213	2,560.50	1,568.00	163.30	High	\$0.00	0.00	\$0.00
0011 Classroom	945	2,024.03	1,568.00	129.08	High	\$0.00	0.00	\$0.00
0013 Classroom	932	1,476.92	1,568.00	94.19	Normal	\$0.00	91.08	\$0.00
0014 Weather Lab	195	2,216.50	1,568.00	141.36	High	\$0.00	0.00	\$0.00
0015 Classroom	1,026	1,375.67	1,568.00	87.73	Normal	\$0.00	192.33	\$0.00
0023B PSYC Office Workroom	1	5.00	1,568.00	0.32	Low	\$0.00	1,563.00	\$0.00
0023D Conference Room	17	29.00	1,568.00	1.85	Low	\$0.00	1,539.00	\$0.00
0029 Class Laboratory	526	1,366.42	1,568.00	87.14	Normal	\$0.00	201.58	\$0.00
0039 Classroom	911	1,858.23	1,568.00	118.51	High	\$0.00	0.00	\$0.00
0040 Classroom	737	1,248.75	1,568.00	79.64	Low	\$0.00	319.25	\$0.00
0041 Research Laboratory - 2-way glass	213	2,560.50	1,568.00	163.30	High	\$0.00	0.00	\$0.00
0042 Research Laboratory	213	2,560.50	1,568.00	163.30	High	\$0.00	0.00	\$0.00
0043 Research Laboratory	213	2,560.50	1,568.00	163.30	High	\$0.00	0.00	\$0.00
0045 Psyc Lab	1	5.00	1,568.00	0.32	Low	\$0.00	1,563.00	\$0.00
0101 Fixed Seat Classroom	1,004	1,665.67	1,568.00	106.23	High	\$0.00	0.00	\$0.00
0102 Classroom	986	1,882.08	1,568.00	120.03	High	\$0.00	0.00	\$0.00
0103E Research Laboratory	213	2,560.50	1,568.00	163.30	High	\$0.00	0.00	\$0.00
0103F Research Laboratory	213	2,560.50	1,568.00	163.30	High	\$0.00	0.00	\$0.00
0103G Research Laboratory	213	2,560.50	1,568.00	163.30	High	\$0.00	0.00	\$0.00
0103H Research Laboratory	213	2,560.50	1,568.00	163.30	High	\$0.00	0.00	\$0.00
0103J Research Laboratory	213	2,560.50	1,568.00	163.30	High	\$0.00	0.00	\$0.00

Reporting Period: 8/21/2017 thru 7/27/2018

Room	Bookings	Hours Used	Hours Available	% Utilization	Util. Category	Util. Cost	Hours Vacant	Vacancy Cost
0105 Office Conference Room	260	613.25	1,568.00	39.11	Low	\$0.00	954.75	\$0.00
0108 CSP Conference Room	430	1,198.08	1,568.00	76.41	Low	\$0.00	369.92	\$0.00
0110A Seminar/Conference Room	1	5.00	1,568.00	0.32	Low	\$0.00	1,563.00	\$0.00
0113 Conference Room	1	5.00	1,568.00	0.32	Low	\$0.00	1,563.00	\$0.00
0113K Office Conference Room	1	5.00	1,568.00	0.32	Low	\$0.00	1,563.00	\$0.00
0115B Conference Room	1	5.00	1,568.00	0.32	Low	\$0.00	1,563.00	\$0.00
0115G COE Telepresence Room	23	49.00	1,568.00	3.13	Low	\$0.00	1,519.00	\$0.00
0117A Conference Room	6	11.50	1,568.00	0.73	Low	\$0.00	1,556.50	\$0.00
0121 Group Therapy Room-CDIS	118	309.50	1,568.00	19.74	Low	\$0.00	1,258.50	\$0.00
0121A Conference Room	23	26.25	1,568.00	1.67	Low	\$0.00	1,541.75	\$0.00
0122 Class Laboratory - CSBS	351	647.75	1,568.00	41.31	Low	\$0.00	920.25	\$0.00
0123 Classroom	561	1,128.33	1,568.00	71.96	Low	\$0.00	439.67	\$0.00
0202 Classroom	905	1,921.67	1,568.00	122.56	High	\$0.00	0.00	\$0.00
0203 Computer Lab	1,013	2,008.67	1,568.00	128.10	High	\$0.00	0.00	\$0.00
0204 Computer Lab	915	1,716.17	1,568.00	109.45	High	\$0.00	0.00	\$0.00
0205 Classroom (CoB)	780	1,314.58	1,568.00	83.84	Low	\$0.00	253.42	\$0.00
0208 Classroom	941	2,161.75	1,568.00	137.87	High	\$0.00	0.00	\$0.00
0209 Classroom (CoB)	695	1,089.75	1,568.00	69.50	Low	\$0.00	478.25	\$0.00
0211 Classroom	1,272	2,096.58	1,568.00	133.71	High	\$0.00	0.00	\$0.00
0213 Classroom	934	1,418.58	1,568.00	90.47	Normal	\$0.00	149.42	\$0.00
0214 Classroom	708	1,125.67	1,568.00	71.79	Low	\$0.00	442.33	\$0.00
0215 Classroom	1,057	1,643.67	1,568.00	104.83	High	\$0.00	0.00	\$0.00
0216 Classroom (CoB)	764	1,297.75	1,568.00	82.76	Low	\$0.00	270.25	\$0.00
0217 Classroom	1,072	1,536.58	1,568.00	98.00	Normal	\$0.00	31.42	\$0.00
0219 Classroom	877	1,251.25	1,568.00	79.80	Low	\$0.00	316.75	\$0.00
0220 Classroom (CoB)	674	1,077.92	1,568.00	68.74	Low	\$0.00	490.08	\$0.00
0221- WLC only	731	1,040.67	1,568.00	66.37	Low	\$0.00	527.33	\$0.00
0222 Classroom	808	1,649.75	1,568.00	105.21	High	\$0.00	0.00	\$0.00
0223A GEOG Cart Lab	420	1,802.50	1,568.00	114.96	High	\$0.00	0.00	\$0.00
0223B Classroom	1,219	1,782.75	1,568.00	113.70	High	\$0.00	0.00	\$0.00
0225 Classroom	519	2,112.83	1,568.00	134.75	High	\$0.00	0.00	\$0.00
0226D CAH Dean's Office	70	102.50	1,568.00	6.54	Low	\$0.00	1,465.50	\$0.00
0226E Film Storage Room	1	5.00	1,568.00	0.32	Low	\$0.00	1,563.00	\$0.00
0231 Classroom	811	1,059.58	1,568.00	67.58	Low	\$0.00	508.42	\$0.00
0232 Classroom	1,237	1,765.50	1,568.00	112.60	High	\$0.00	0.00	\$0.00

Reporting Period: 8/21/2017 thru 7/27/2018

Room	Bookings	Hours Used	Hours Available	% Utilization	Util. Category	Util. Cost	Hours Vacant	Vacancy Cost
0233 Classroom	899	1,521.08	1,568.00	97.01	Normal	\$0.00	46.92	\$0.00
0234 Classroom	614	1,562.92	1,568.00	99.68	Normal	\$0.00	5.08	\$0.00
0301M Grad Ass't	1	5.00	1,568.00	0.32	Low	\$0.00	1,563.00	\$0.00
0302 Classroom	767	1,215.00	1,568.00	77.49	Low	\$0.00	353.00	\$0.00
0303 Classroom (SPED ONLY)	272	857.42	1,568.00	54.68	Low	\$0.00	710.58	\$0.00
0304 Classroom	1,169	1,282.50	1,568.00	81.79	Low	\$0.00	285.50	\$0.00
0305 Classroom	841	1,194.83	1,568.00	76.20	Low	\$0.00	373.17	\$0.00
0306 Classroom	505	1,187.50	1,568.00	75.73	Low	\$0.00	380.50	\$0.00
0308 Classroom	622	1,118.17	1,568.00	71.31	Low	\$0.00	449.83	\$0.00
0309 Classroom Lab	632	1,590.67	1,568.00	101.45	High	\$0.00	0.00	\$0.00
0310 Classroom	943	1,584.92	1,568.00	101.08	High	\$0.00	0.00	\$0.00
0311 Classroom	887	1,530.33	1,568.00	97.60	Normal	\$0.00	37.67	\$0.00
0312E Office Conference Room-KSP	1	5.00	1,568.00	0.32	Low	\$0.00	1,563.00	\$0.00
0313A Research Laboratory	213	2,560.50	1,568.00	163.30	High	\$0.00	0.00	\$0.00
0314 Classroom	933	1,904.75	1,568.00	121.48	High	\$0.00	0.00	\$0.00
0315 Classroom	652	1,680.92	1,568.00	107.20	High	\$0.00	0.00	\$0.00
0316 Classroom	1,192	1,823.83	1,568.00	116.32	High	\$0.00	0.00	\$0.00
0317 Classroom	391	1,547.83	1,568.00	98.71	Normal	\$0.00	20.17	\$0.00
0319 Classroom	884	1,608.83	1,568.00	102.60	High	\$0.00	0.00	\$0.00
0320 Classroom (CoB)	593	887.50	1,568.00	56.60	Low	\$0.00	680.50	\$0.00
0321 Classroom (College of ED only)	439	809.67	1,568.00	51.64	Low	\$0.00	758.33	\$0.00
0322 Classroom	568	1,156.83	1,568.00	73.78	Low	\$0.00	411.17	\$0.00
0323 Classroom	890	1,655.00	1,568.00	105.55	High	\$0.00	0.00	\$0.00
0325 Classroom	540	1,157.92	1,568.00	73.85	Low	\$0.00	410.08	\$0.00
0326 Classroom	467	1,119.67	1,568.00	71.41	Low	\$0.00	448.33	\$0.00
0327 Computer Lab	1,042	1,925.08	1,568.00	122.77	High	\$0.00	0.00	\$0.00
0328B Conference Room - EEC	17	35.50	1,568.00	2.26	Low	\$0.00	1,532.50	\$0.00
0330 Class Laboratory	1,905	14,257.83	1,568.00	909.30	High	\$0.00	0.00	\$0.00
0331 Computer Lab	970	1,804.17	1,568.00	115.06	High	\$0.00	0.00	\$0.00
0332 Open Laboratory	526	3,396.67	1,568.00	216.62	High	\$0.00	0.00	\$0.00
0333 Class Laboratory	1,301	9,886.33	1,568.00	630.51	High	\$0.00	0.00	\$0.00
0334 Classroom	895	1,618.92	1,568.00	103.25	High	\$0.00	0.00	\$0.00
Total	55,778	162,891.35	156,800.00	103.88		\$0.00	40,353.42	\$0.00

Reporting Period: 8/21/2017 thru 7/27/2018

Room		Bookings	Hours Used	Hours Available	% Utilization	Util. Category	Util. Cost	Hours Vacant	Vacancy Cost
	Grand Total	55,778	162,891.35	156,800.00	103.88		\$0.00	40,353.42	\$0.00

Campus	Building Name	Bldg No	CRV(000's)	GSF	Year Built	FCI	Subsystem Name	Backlog	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Total
Minnesota State University - Mankato	Armstrong Hall	071S0663	\$53,351	143,966	1964	0.46	a.5. Roofing - Built-up, Membrane, Cedar	\$1,492	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,492
Minnesota State University - Mankato	Armstrong Hall	071S0663	\$53,351	143,966	1964	0.46	b.1. Building Exteriors (Hard)	\$4,746	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,746
Minnesota State University - Mankato	Armstrong Hall	071S0663	\$53,351	143,966	1964	0.46	d.2. HVAC - Controls	\$589	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$589
Minnesota State University - Mankato	Armstrong Hall	071S0663	\$53,351	143,966	1964	0.46	d.1. HVAC - Equipment	\$4,467	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,467
Minnesota State University - Mankato	Armstrong Hall	071S0663	\$53,351	143,966	1964	0.46	e.1. HVAC - Distribution	\$8,859	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$8,859
Minnesota State University - Mankato	Armstrong Hall	071S0663	\$53,351	143,966	1964	0.46	f.1. Electrical Equipment	\$1,467	\$0	\$0	\$0	\$0	\$0	\$0	\$453	\$0	\$0	\$0	\$1,921
Minnesota State University - Mankato	Armstrong Hall	071S0663	\$53,351	143,966	1964	0.46	g.1. Plumbing Fixtures	\$614	\$0	\$0	\$0	\$0	\$0	\$68	\$0	\$0	\$0	\$0	\$682
Minnesota State University - Mankato	Armstrong Hall	071S0663	\$53,351	143,966	1964	0.46	g.2. Plumbing Rough-in	\$1,985	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,985
Minnesota State University - Mankato	Armstrong Hall	071S0663	\$53,351	143,966	1964	0.46	j.1. Fire Detection Systems	\$0	\$0	\$620	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$620
Minnesota State University - Mankato	Armstrong Hall	071S0663	\$53,351	143,966	1964	0.46	k.1. Built-in Equipment	\$471	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$471
Minnesota State University - Mankato	Armstrong Hall	071S0663	\$53,351	143,966	1964	0.46	l.2. Interior Finishes	\$0	\$1,044	\$0	\$0	\$1,003	\$0	\$0	\$0	\$0	\$0	\$0	\$2,047
Minnesota State University - Mankato	Armstrong Hall	071S0663	\$53,351	143,966	1964	0.46	TOTAL BY BUILDING	\$24,691	\$1,044	\$620	\$0	\$1,003	\$0	\$68	\$453	\$0	\$0	\$0	\$27,880

Campus	Building Name	Bldg No	CRV(000's)	GSF	Year Built	FCI	Subsystem Name	Backlog	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Total
Minnesota State University - Mankato	Memorial Library	071S0865	\$63,065	166,181	1967	0.14	b.1. Building Exteriors (Hard)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,375	\$0	\$1,375
Minnesota State University - Mankato	Memorial Library	071S0865	\$63,065	166,181	1967	0.14	d.2. HVAC - Controls	\$1,418	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,418
Minnesota State University - Mankato	Memorial Library	071S0865	\$63,065	166,181	1967	0.14	d.1. HVAC - Equipment	\$3,013	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$3,013
Minnesota State University - Mankato	Memorial Library	071S0865	\$63,065	166,181	1967	0.14	e.1. HVAC - Distribution	\$0	\$0	\$0	\$0	\$3,019	\$0	\$0	\$0	\$0	\$0	\$0	\$3,019
Minnesota State University - Mankato	Memorial Library	071S0865	\$63,065	166,181	1967	0.14	f.1. Electrical Equipment	\$616	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$677	\$0	\$1,293
Minnesota State University - Mankato	Memorial Library	071S0865	\$63,065	166,181	1967	0.14	g.1. Plumbing Fixtures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$788	\$0	\$788
Minnesota State University - Mankato	Memorial Library	071S0865	\$63,065	166,181	1967	0.14	g.2. Plumbing Rough-in	\$0	\$0	\$0	\$0	\$1,719	\$0	\$0	\$0	\$0	\$0	\$0	\$1,719
Minnesota State University - Mankato	Memorial Library	071S0865	\$63,065	166,181	1967	0.14	i.1. Fire Protection Systems	\$1,010	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,010
Minnesota State University - Mankato	Memorial Library	071S0865	\$63,065	166,181	1967	0.14	j.1. Fire Detection Systems	\$716	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$716
Minnesota State University - Mankato	Memorial Library	071S0865	\$63,065	166,181	1967	0.14	k.1. Built-in Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,361	\$0	\$1,361
Minnesota State University - Mankato	Memorial Library	071S0865	\$63,065	166,181	1967	0.14	l.2. Interior Finishes	\$1,914	\$0	\$71	\$0	\$0	\$0	\$0	\$0	\$189	\$0	\$0	\$2,174
Minnesota State University - Mankato	Memorial Library	071S0865	\$63,065	166,181	1967	0.14	TOTAL BY BUILDING	\$8,687	\$0	\$71	\$0	\$4,738	\$0	\$0	\$0	\$189	\$4,201	\$0	\$17,885

Campus	Building Name	Bldg No	CRV(000's)	GSF	Year Built	FCI	Subsystem Name	Backlog	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Total
Minnesota State University - Mankato	Memorial Library Addition	071S2090	\$29,715	80,184	1992	0.10	a.5. Roofing - Built-up, Membrane, Cedar	\$1,105	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,105
Minnesota State University - Mankato	Memorial Library Addition	071S2090	\$29,715	80,184	1992	0.10	b.1. Building Exteriors (Hard)	\$0	\$0	\$0	\$0	\$829	\$0	\$0	\$0	\$0	\$0	\$0	\$829
Minnesota State University - Mankato	Memorial Library Addition	071S2090	\$29,715	80,184	1992	0.10	c.1. Elevators	\$0	\$0	\$0	\$0	\$311	\$0	\$0	\$0	\$0	\$0	\$0	\$311
Minnesota State University - Mankato	Memorial Library Addition	071S2090	\$29,715	80,184	1992	0.10	d.2. HVAC - Controls	\$656	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$656
Minnesota State University - Mankato	Memorial Library Addition	071S2090	\$29,715	80,184	1992	0.10	d.1. HVAC - Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,106	\$0	\$1,106
Minnesota State University - Mankato	Memorial Library Addition	071S2090	\$29,715	80,184	1992	0.10	f.1. Electrical Equipment	\$0	\$0	\$0	\$0	\$1,486	\$0	\$0	\$0	\$0	\$0	\$0	\$1,486
Minnesota State University - Mankato	Memorial Library Addition	071S2090	\$29,715	80,184	1992	0.10	g.1. Plumbing Fixtures	\$0	\$0	\$0	\$0	\$372	\$0	\$0	\$0	\$0	\$0	\$0	\$372
Minnesota State University - Mankato	Memorial Library Addition	071S2090	\$29,715	80,184	1992	0.10	i.1. Fire Protection Systems	\$310	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$310
Minnesota State University - Mankato	Memorial Library Addition	071S2090	\$29,715	80,184	1992	0.10	j.1. Fire Detection Systems	\$346	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$346
Minnesota State University - Mankato	Memorial Library Addition	071S2090	\$29,715	80,184	1992	0.10	k.1. Built-in Equipment	\$0	\$0	\$0	\$0	\$656	\$0	\$0	\$0	\$0	\$0	\$0	\$656
Minnesota State University - Mankato	Memorial Library Addition	071S2090	\$29,715	80,184	1992	0.10	l.2. Interior Finishes	\$684	\$0	\$0	\$0	\$0	\$285	\$0	\$114	\$57	\$0	\$0	\$1,140
Minnesota State University - Mankato	Memorial Library Addition	071S2090	\$29,715	80,184	1992	0.10	TOTAL BY BUILDING	\$3,101	\$0	\$0	\$0	\$3,655	\$285	\$0	\$114	\$57	\$1,106	\$0	\$8,318



COMPARATIVE DATA REPORT

Armstrong Hall

June 2018

COMPARATIVE DATA - ELECTRICITY

Negative variances are favorable

Month	kWh 2018	kWh 2017	kWh Variance	Cost per kWh 2018	Cost per kWh 2017	Cost Variance	Peak Demand kW 2018	Peak Demand kW 2017
Jan	88,520	86,057	2.9 %	\$0.0789	\$0.0748	5.5 %	200	184
Feb	84,223	81,654	3.1 %	\$0.0812	\$0.0667	21.7 %	196	204
Mar	84,547	89,006	-5.0 %	\$0.0758	\$0.0735	3.1 %	192	204
Apr	78,590	88,700	-11.4 %	\$0.0837	\$0.0892	-6.2 %	172	200
May	73,287	91,307	-19.7 %	\$0.0758	\$0.0758	0.0 %	156	188
Jun	71,165	75,726	-6.0 %	\$0.0812	\$0.0874	-7.1 %	140	160
Jul		78,073			\$0.0832		0	160
Aug		89,016			\$0.0823		0	216
Sep		92,837			\$0.0841		0	220
Oct		93,858			\$0.0756		0	220
Nov		76,554			\$0.0832		0	192
Dec		72,353			\$0.0832		0	168
Y-T-D	480,332	512,450	-6.3 %					

COMPARATIVE DATA - STEAM

Negative variances are favorable

Month	lbs 2018	lbs 2017	lbs Variance	Cost per lbs 2018	Cost per lbs 2017	Cost Variance
Jan	1,265,077	986,522	28.2 %	\$0.0065	\$0.0050	30.0 %
Feb	1,160,619	770,692	50.6 %	\$0.0041	\$0.0056	-26.8 %
Mar	1,130,548	851,326	32.8 %	\$0.0041	\$0.0059	-30.5 %
Apr	1,012,012	593,096	70.6 %	\$0.0041	\$0.0050	-18.0 %
May	316,123	419,582	-24.7 %	\$0.0041	\$0.0041	0.0 %
Jun	616,003	474,227	29.9 %	\$0.0041	\$0.0037	10.8 %
Jul		689,724			\$0.0049	
Aug		816,840			\$0.0053	
Sep		703,552			\$0.0053	
Oct		686,892			\$0.0050	
Nov		857,573			\$0.0110	
Dec		1,175,946			\$0.0078	
Y-T-D	5,500,382	4,095,444	34.3 %			



COMPARATIVE DATA REPORT

Memorial Library

June 2018

COMPARATIVE DATA - ELECTRICITY

Negative variances are favorable

Month	kWh 2018	kWh 2017	kWh Variance	Cost per kWh 2018	Cost per kWh 2017	Cost Variance	Peak Demand kW 2018	Peak Demand kW 2017
Jan	170,145	221,452	-23.2 %	\$0.0789	\$0.0748	5.5 %	312	472
Feb	161,549	216,775	-25.5 %	\$0.0812	\$0.0667	21.7 %	308	460
Mar	177,389	182,266	-2.7 %	\$0.0758	\$0.0735	3.1 %	312	368
Apr	183,453	176,618	3.9 %	\$0.0837	\$0.0892	-6.2 %	336	340
May	164,413	157,662	4.3 %	\$0.0758	\$0.0758	0.0 %	328	336
Jun	147,867	143,418	3.1 %	\$0.0812	\$0.0874	-7.1 %	292	308
Jul		140,366			\$0.0832		0	300
Aug		154,102			\$0.0823		0	316
Sep		162,430			\$0.0841		0	328
Oct		172,238			\$0.0756		0	328
Nov		161,886			\$0.0832		0	332
Dec		146,334			\$0.0832		0	328
Y-T-D	1,004,816	1,098,191	-8.5 %					

COMPARATIVE DATA - STEAM

Negative variances are favorable

Month	lbs 2018	lbs 2017	lbs Variance	Cost per lbs 2018	Cost per lbs 2017	Cost Variance
Jan	1,931,560	1,363,371	41.7 %	\$0.0065	\$0.0050	30.0 %
Feb	1,704,068	926,379	83.9 %	\$0.0041	\$0.0056	-26.8 %
Mar	1,620,768	1,120,718	44.6 %	\$0.0041	\$0.0059	-30.5 %
Apr	1,374,450	731,291	87.9 %	\$0.0041	\$0.0050	-18.0 %
May	383,513	495,302	-22.6 %	\$0.0041	\$0.0041	0.0 %
Jun	744,036	553,362	34.5 %	\$0.0041	\$0.0037	10.8 %
Jul		540,117			\$0.0049	
Aug		584,433			\$0.0053	
Sep		541,367			\$0.0053	
Oct		776,689			\$0.0050	
Nov		1,182,110			\$0.0110	
Dec		1,620,601			\$0.0078	
Y-T-D	7,758,395	5,190,423	49.5 %			

COMPARATIVE DATA - CHILLED WATER

Negative variances are favorable

Month	kBtu 2018	kBtu 2017	kBtu Variance	Cost per kBtu 2018	Cost per kBtu 2017	Cost Variance
Jan	0	0		\$0.0000	\$0.0000	
Feb	0	0		\$0.0000	\$0.0000	
Mar	0	0		\$0.0000	\$0.0000	
Apr	0	0		\$0.0000	\$0.0000	
May	0	0		\$0.0000	\$0.0000	
Jun	0	0		\$0.0069	\$0.4800	-98.6 %
Jul		0			\$0.0000	
Aug		0			\$0.0000	
Sep		0			\$0.0000	
Oct		0			\$0.0000	
Nov		0			\$0.0000	
Dec		0			\$0.0000	
Y-T-D	0	0				

MSU Clinical Science

Name	Parent Organization	Start Date	End Date	SF	Chilled Water Total kBTU	Chilled Water Total Dollars	Chilled Water Total CO2e Pounds	Chilled Water Total kBTU/SF	Chilled Water Total Dollars/SF	Chilled Water Total CO2e Pounds/SF	Meter Count	Completeness	Number of People	Chilled Water TonHours	Chilled Water kBTU	Chilled Water Dollars	Chilled Water CO2e Pounds	Chilled Water kBTU/SF	Chilled Water Dollars/SF	Chilled Water CO2e Pounds/SF
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	1/1/2017	1/31/2017	56,000	0.00	\$0.00	0.00	0.00	0.00	0.00	0 of 0	100%	0	0.00	0.00	\$0.00	0.00	0.00	\$0.00	0.00
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	2/1/2017	2/28/2017	56,000	0.00	\$0.00	0.00	0.00	0.00	0.00	0 of 0	100%	0	0.00	0.00	\$0.00	0.00	0.00	\$0.00	0.00
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	3/1/2017	3/31/2017	56,000	0.00	\$0.00	0.00	0.00	0.00	0.00	0 of 0	100%	0	0.00	0.00	\$0.00	0.00	0.00	\$0.00	0.00
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	4/1/2017	4/30/2017	56,000	0.00	\$0.00	0.00	0.00	0.00	0.00	0 of 0	100%	0	0.00	0.00	\$0.00	0.00	0.00	\$0.00	0.00
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	5/1/2017	5/31/2017	56,000	85,635.67	\$590.40	1,567.13	1.53	0.01	0.03	0 of 0	100%	0	7,131.53	85,635.67	\$590.40	1,567.13	1.53	\$0.01	0.03
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	6/1/2017	6/30/2017	56,000	372,414.98	\$2,569.89	6,815.19	6.65	0.05	0.12	0 of 0	100%	0	31,013.82	372,414.98	\$2,569.89	6,815.19	6.65	\$0.05	0.12
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	7/1/2017	7/31/2017	56,000	418,128.06	\$2,878.58	7,651.74	7.47	0.05	0.14	0 of 0	100%	0	34,820.69	418,128.06	\$2,878.58	7,651.74	7.47	\$0.05	0.14
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	8/1/2017	8/31/2017	56,000	384,779.62	\$2,491.33	7,041.47	6.87	0.04	0.13	0 of 0	100%	0	32,043.52	384,779.62	\$2,491.33	7,041.47	6.87	\$0.04	0.13
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	9/1/2017	9/30/2017	56,000	277,331.99	\$2,769.77	5,075.18	4.95	0.05	0.09	0 of 0	100%	0	23,095.54	277,331.99	\$2,769.77	5,075.18	4.95	\$0.05	0.09
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	10/1/2017	10/31/2017	56,000	39,009.68	\$269.03	713.88	0.70	0.00	0.01	0 of 0	100%	0	3,248.63	39,009.68	\$269.03	713.88	0.70	\$0.00	0.01
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	11/1/2017	11/30/2017	56,000	0.00	\$0.00	0.00	0.00	0.00	0.00	0 of 0	100%	0	0.00	0.00	\$0.00	0.00	0.00	\$0.00	0.00
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	12/1/2017	12/31/2017	56,000	0.00	\$0.00	0.00	0.00	0.00	0.00	0 of 0	100%	0	0.00	0.00	\$0.00	0.00	0.00	\$0.00	0.00
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	1/1/2018	1/31/2018	56,000	0.00	\$0.00	0.00	0.00	0.00	0.00	0 of 0	100%	0	0.00	0.00	\$0.00	0.00	0.00	\$0.00	0.00
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	2/1/2018	2/28/2018	56,000	0.00	\$0.00	0.00	0.00	0.00	0.00	0 of 0	100%	0	0.00	0.00	\$0.00	0.00	0.00	\$0.00	0.00
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	3/1/2018	3/31/2018	56,000	0.00	\$0.00	0.00	0.00	0.00	0.00	0 of 0	100%	0	0.00	0.00	\$0.00	0.00	0.00	\$0.00	0.00
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	4/1/2018	4/30/2018	56,000	79,488.26	\$631.63	1,455.61	1.42	0.01	0.03	0 of 0	100%	0	6,624.02	79,488.26	\$631.63	1,455.61	1.42	\$0.01	0.03
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	5/1/2018	5/31/2018	56,000	177,214.37	\$1,321.53	3,245.19	3.16	0.02	0.06	0 of 0	97%	0	14,767.86	177,214.37	\$1,321.53	3,245.19	3.16	\$0.02	0.06
					1,834,003	13,522	33,565													

*Actual consumption weather normalized to baseline time period weather

MSU Clinical Science

Name	Parent Organization	Start Date	End Date	SF	Electric Total kBTU	Electric Total Dollars	Electric Total CO2e Pounds	Electric Total kBTU/SF	Electric Total Dollars/SF	Electric Total CO2e Pounds/SF	Meter Count	Completeness	Number of People	Electric kWh	Electric kBTU	Electric Dollars	Electric CO2e Pounds	Electric kBTU/SF	Electric Dollars/SF	Electric CO2e Pounds/SF
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	1/1/2017	1/31/2017	56,000	10,897.44	\$232.75	4,389.85	0.19	0.00	0.08	0 of 0	100%	0	3,193.86	10,897.44	\$232.75	4,389.85	0.19	\$0.00	0.08
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	2/1/2017	2/28/2017	56,000	68,217.48	\$1,338.15	27,480.29	1.22	0.02	0.49	0 of 0	100%	0	19,993.40	68,217.48	\$1,338.15	27,480.29	1.22	\$0.02	0.49
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	3/1/2017	3/31/2017	56,000	70,307.13	\$1,524.90	28,322.07	1.26	0.03	0.51	0 of 0	100%	0	20,605.84	70,307.13	\$1,524.90	28,322.07	1.26	\$0.03	0.51
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	4/1/2017	4/30/2017	56,000	66,035.18	\$1,718.55	26,601.18	1.18	0.03	0.48	0 of 0	100%	0	19,353.80	66,035.18	\$1,718.55	26,601.18	1.18	\$0.03	0.48
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	5/1/2017	5/31/2017	56,000	59,265.18	\$1,316.31	23,874.00	1.06	0.02	0.43	0 of 0	100%	0	17,369.63	59,265.18	\$1,316.31	23,874.00	1.06	\$0.02	0.43
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	6/1/2017	6/30/2017	56,000	60,778.45	\$1,350.08	24,483.59	1.09	0.02	0.44	0 of 0	100%	0	17,813.14	60,778.45	\$1,350.08	24,483.59	1.09	\$0.02	0.44
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	7/1/2017	7/31/2017	56,000	35,938.27	\$798.39	14,477.14	0.64	0.01	0.26	0 of 0	100%	0	10,532.90	35,938.27	\$798.39	14,477.14	0.64	\$0.01	0.26
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	8/1/2017	8/31/2017	56,000	35,927.29	\$805.07	14,472.71	0.64	0.01	0.26	0 of 0	100%	0	10,529.69	35,927.29	\$805.07	14,472.71	0.64	\$0.01	0.26
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	9/1/2017	9/30/2017	56,000	27,498.38	\$671.15	11,077.27	0.49	0.01	0.20	0 of 0	100%	0	8,059.31	27,498.38	\$671.15	11,077.27	0.49	\$0.01	0.20
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	10/1/2017	10/31/2017	56,000	78,699.67	\$1,748.11	31,702.86	1.41	0.03	0.57	0 of 0	100%	0	23,065.55	78,699.67	\$1,748.11	31,702.86	1.41	\$0.03	0.57
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	11/1/2017	11/30/2017	56,000	77,389.87	\$1,719.28	31,175.23	1.38	0.03	0.56	0 of 0	100%	0	22,681.67	77,389.87	\$1,719.28	31,175.23	1.38	\$0.03	0.56
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	12/1/2017	12/31/2017	56,000	73,895.33	\$1,641.65	29,767.51	1.32	0.03	0.53	0 of 0	100%	0	21,657.48	73,895.33	\$1,641.65	29,767.51	1.32	\$0.03	0.53
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	1/1/2018	1/31/2018	56,000	79,017.34	\$1,755.67	31,830.83	1.41	0.03	0.57	0 of 0	100%	0	23,158.66	79,017.34	\$1,755.67	31,830.83	1.41	\$0.03	0.57
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	2/1/2018	2/28/2018	56,000	78,359.00	\$1,743.47	31,565.63	1.40	0.03	0.56	0 of 0	100%	0	22,965.71	78,359.00	\$1,743.47	31,565.63	1.40	\$0.03	0.56
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	3/1/2018	3/31/2018	56,000	77,813.08	\$1,731.81	31,345.71	1.39	0.03	0.56	0 of 0	100%	0	22,805.71	77,813.08	\$1,731.81	31,345.71	1.39	\$0.03	0.56
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	4/1/2018	4/30/2018	56,000	67,206.77	\$1,500.21	27,073.13	1.20	0.03	0.48	0 of 0	100%	0	19,697.18	67,206.77	\$1,500.21	27,073.13	1.20	\$0.03	0.48
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	5/1/2018	5/31/2018	56,000	58,040.01	\$1,298.52	23,380.46	1.04	0.02	0.42	0 of 0	97%	0	17,010.55	58,040.01	\$1,298.52	23,380.46	1.04	\$0.02	0.42
					1,025,286	22,894	413,019													

*Actual consumption weather normalized to baseline time period weather

MSU Clinical Science

Name	Parent Organization	Start Date	End Date	SF	Steam/Hot												Steam/Hot Water MMBTu	Steam/Hot Water kBTu	Steam/Hot Water Dollars	Steam/Hot Water CO2e Pounds	Steam/Hot Water kBTu/SF	Steam/Hot Water Dollars/SF	Steam/Hot Water CO2e Pounds/SF
					Steam/Hot Water Total kBTu	Steam/Hot Water Total Dollars	Steam/Hot Water Total CO2e Pounds	Steam/Hot Water Total kBTu/SF	Steam/Hot Water Total Dollars/SF	Steam/Hot Water Total CO2e Pounds/SF	Meter Count	Completeness	Number of People										
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	1/1/2017	1/31/2017	56,000	113,494.90	\$486.64	13,149.63	2.03	0.01	0.23	0 of 0	100%	0	113.49	113,494.90	\$486.64	13,149.63	2.03	\$0.01	0.23			
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	2/1/2017	2/28/2017	56,000	657,021.88	\$3,086.29	76,123.21	11.73	0.06	1.36	0 of 0	100%	0	657.02	657,021.88	\$3,086.29	76,123.21	11.73	\$0.06	1.36			
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	3/1/2017	3/31/2017	56,000	611,941.71	\$3,015.60	70,900.18	10.93	0.05	1.27	0 of 0	100%	0	611.94	611,941.71	\$3,015.60	70,900.18	10.93	\$0.05	1.27			
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	4/1/2017	4/30/2017	56,000	336,668.45	\$1,404.27	39,006.74	6.01	0.03	0.70	0 of 0	100%	0	336.67	336,668.45	\$1,404.27	39,006.74	6.01	\$0.03	0.70			
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	5/1/2017	5/31/2017	56,000	234,410.17	\$804.86	27,159.00	4.19	0.01	0.48	0 of 0	100%	0	234.41	234,410.17	\$804.86	27,159.00	4.19	\$0.01	0.48			
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	6/1/2017	6/30/2017	56,000	265,464.28	\$915.08	30,756.96	4.74	0.02	0.55	0 of 0	100%	0	265.46	265,464.28	\$915.08	30,756.96	4.74	\$0.02	0.55			
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	7/1/2017	7/31/2017	56,000	203,715.81	\$803.39	23,602.72	3.64	0.01	0.42	0 of 0	100%	0	203.72	203,715.81	\$803.39	23,602.72	3.64	\$0.01	0.42			
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	8/1/2017	8/31/2017	56,000	281,316.52	\$975.40	32,593.61	5.02	0.02	0.58	0 of 0	100%	0	281.32	281,316.52	\$975.40	32,593.61	5.02	\$0.02	0.58			
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	9/1/2017	9/30/2017	56,000	284,502.86	\$1,249.60	32,962.79	5.08	0.02	0.59	0 of 0	100%	0	284.50	284,502.86	\$1,249.60	32,962.79	5.08	\$0.02	0.59			
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	10/1/2017	10/31/2017	56,000	415,690.66	\$1,427.30	48,162.34	7.42	0.03	0.86	0 of 0	100%	0	415.69	415,690.66	\$1,427.30	48,162.34	7.42	\$0.03	0.86			
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	11/1/2017	11/30/2017	56,000	647,266.38	\$2,222.60	74,992.93	11.56	0.04	1.34	0 of 0	100%	0	647.27	647,266.38	\$2,222.60	74,992.93	11.56	\$0.04	1.34			
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	12/1/2017	12/31/2017	56,000	843,992.88	\$2,898.03	97,785.86	15.07	0.05	1.75	0 of 0	100%	0	843.99	843,992.88	\$2,898.03	97,785.86	15.07	\$0.05	1.75			
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	1/1/2018	1/31/2018	56,000	830,565.51	\$2,848.90	96,230.15	14.83	0.05	1.72	0 of 0	100%	0	830.57	830,565.51	\$2,848.90	96,230.15	14.83	\$0.05	1.72			
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	2/1/2018	2/28/2018	56,000	719,484.46	\$2,471.42	83,360.19	12.85	0.04	1.49	0 of 0	100%	0	719.48	719,484.46	\$2,471.42	83,360.19	12.85	\$0.04	1.49			
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	3/1/2018	3/31/2018	56,000	696,940.96	\$2,395.58	80,748.28	12.45	0.04	1.44	0 of 0	100%	0	696.94	696,940.96	\$2,395.58	80,748.28	12.45	\$0.04	1.44			
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	4/1/2018	4/30/2018	56,000	489,015.76	\$1,706.47	56,657.85	8.73	0.03	1.01	0 of 0	100%	0	489.02	489,015.76	\$1,706.47	56,657.85	8.73	\$0.03	1.01			
MSU Clinical Science	Higher Ed, Minnesota State, Minnesota State University Mank	5/1/2018	5/31/2018	56,000	378,520.39	\$1,346.84	43,855.75	6.76	0.02	0.78	0 of 0	97%	0	378.52	378,520.39	\$1,346.84	43,855.75	6.76	\$0.02	0.78			
					8,010,014	30,058	928,048																

*Actual consumption weather normalized to baseline time period weather

CAMPUS SPACE ANALYSIS

MINNESOTA STATE UNIVERSITY, MANKATO
VOLUME II: CAMPUS SPACE STRATEGY

DECEMBER 2017



MINNESOTA STATE UNIVERSITY MANKATO

Exploing and celebrating our past as
we look forward to our next 150 years



 MINNESOTA STATE UNIVERSITY MANKATO

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I. THE TEAM

This document is a two volume, comprehensive study of academic and administrative campus space for the Minnesota State University, Mankato. Presented in two volumes as two component studies, this set documents the findings of a full space inventory, space needs analysis, utilization analysis, and high level space strategy for Armstrong Hall and the campus. The integrated consultant team worked with the MSU Mankato Project Team to articulate existing conditions, drivers, space requirements, and planning recommendations that will inform future institutional planning processes. The following were key contributing participants:

PROJECT TEAM

A special thank you to Paul Corcoran and Nate Huettl for their assistance with this project.

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Nate Huettl / Director, Planning & Construction, Facilities Management

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These volumes are the result of cooperation and assistance from the staff at Minnesota State University, Mankato. Every person's contribution of information, time, and effort is sincerely appreciated.

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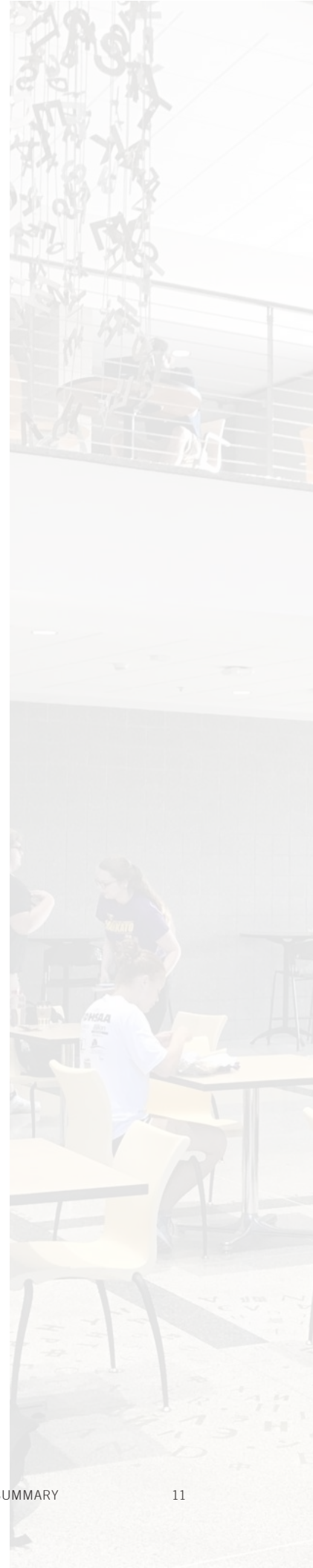
Abigail Merlis / Designer

COST ESTIMATION

Loeffler Construction & Consulting

Jonathan Murray / LEED AP, Senior Cost Consultant

01 EXECUTIVE SUMMARY



EXECUTIVE SUMMARY / CAMPUS SPACE STRATEGY

As the Minnesota State University, Mankato campus celebrates its sesquicentennial, it is poised for institutional transformation that will impact the next 50 years of campus life and educational opportunities in Minnesota.

The following Campus Space Study represents one component in this planning trajectory. This study is informed by the findings of the space inventory, space needs analysis, and utilization study of academic and administrative space presented in Volume 1. The strategies presented in Volume 2 represent approaches refined on the basis of the space analysis findings and through consultation with University administrators. The three scenarios presented in Section 3 quantify the impact of major capital improvement options that pivot on the future of Armstrong Hall, while balancing the acute space needs found for specific Colleges and aspirations for new forms of learning spaces across Colleges and Departments. While planning for change requires an acknowledgement that the campus is a dynamic environment, the scenarios represent magnitude of space changes necessary to accommodate current Minnesota State space guidelines and conservative enrollment changes for the on-campus student and staff community. Where possible, best practice standards for teaching lab, classroom, and informal learning were built into the scenarios to provide the University with the flexibility to accommodate new forms of teaching, working, and learning.

The three scenarios and the ideas embedded in them are not intended to be mutually exclusive strategies. The magnitude of change and logistics proposed in the scenarios each have strengths. In refining these scenarios and crafting a preferred solution, further campus discussion is needed on the scale and time horizon of change, how strategies can serve an increasingly diverse and online campus community, and how changes to scheduling policy can best serve the University. Below is a summary of the three scenarios and high level planning recommendations to inform future capital planning.

SCENARIO 1: Replace Armstrong Hall & strengthen campus edges

Scenario One involves a conservative replacement of Armstrong Hall and accommodates spillover programming in the basement of the Clinical Sciences Building. This replacement is not a simple one-to-one replacement of square footage, as the replacement building and renovated CSB basement will accommodate more flexible learning and office spaces (including informal learning space) at higher average station and work areas. This scenario envisions phases subsequent to the renovation of the CSB basement and construction of new academic space, namely the removal of Armstrong Hall, and a connection between Morris and Nelson Halls. The square footage of the Armstrong Hall replacement facility accommodate current space needs and program enhancements, towards achieving the recommended average student station area of 22 ASF across the campus. ***The total project cost of Scenario One is estimated to be \$73,228,000 (no escalation), with the midpoint of construction at 2023. With an annual inflation factor of 3%, the total project cost is estimated at \$87,442,000.***

SCENARIO 2: Re-Invest in Armstrong Hall & the campus heart

Scenario Two involves renewing Armstrong Hall and accommodating spillover programming in the basement of the Clinical Sciences Building. Similar to Scenario One, this scheme assumes that renewed or renovated space will accommodate more flexible learning and office spaces, as well as informal learning space. The proposed renewal reflects the magnitude of square footage needed to accommodate current space needs and program enhancements, towards achieving an average student station area of 22 ASF. Scenario Two goes beyond deferred maintenance to suggest an innovative vision for a 1960s era facility. This scenario is the most conservative in terms of new construction and would result in the greatest need for efficiency gains through scheduling policy and shared

office strategies. *The total project cost of Scenario Two is estimated to be \$49,745,000 (no escalation), with the midpoint of construction at 2023. With an annual inflation factor of 3%, the total project cost is estimated at \$59,400,000.*

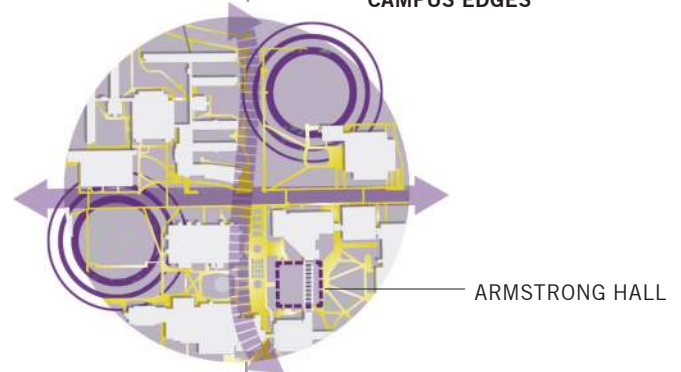
SCENARIO 3: Replace Armstrong Hall & explore future public-private partnerships

Scenario Three involves a conservative replacement of Armstrong Hall and accommodates spillover programming in the basement of the Clinical Sciences Building. Similar to Scenario One's replacement building, this is not a one-to-one replacement of square footage, as the replacement building and renovated CSB basement will accommodate more flexible learning and office spaces at higher average station and work areas.

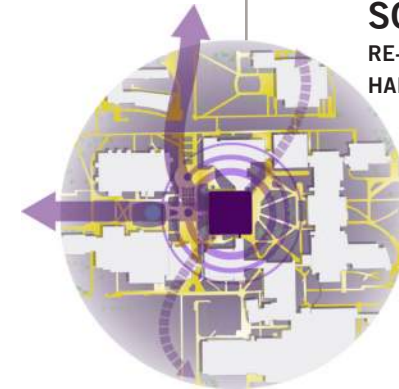
This scenario assumes use of the basement space in the CSB and construction of a new privately funded academic facility for the College of Business. The scenario also includes the eventual removal of Armstrong Hall and provision for a future connection between Morris and Nelson Hall. This plan assumes the College of Business space in Morris Hall is to be reallocated to further solve Armstrong Hall space needs and reduce the size of the new building to replace Armstrong Hall.

Scenario Three is the most ambitious scheme in terms of new construction and the ability to address space deficits and the future of Armstrong Hall. While the most ambitious, it is the scheme that more fully accommodates aspirations for space parity between Colleges, and aspirations for collaboration and informal learning spaces, and aspirations. *The total project cost of the replacement building for Armstrong Hall in this scenario is estimated to be \$67,074,000 (no escalation), with the midpoint of construction at 2023. With an annual inflation factor of 3%, the total project cost is estimated at \$80,093,000.* A privately funded College of Business building is estimated at an additional total project cost of \$30,641,000 (no escalation) or \$36,588,000 with an annual inflation factor of 3%.

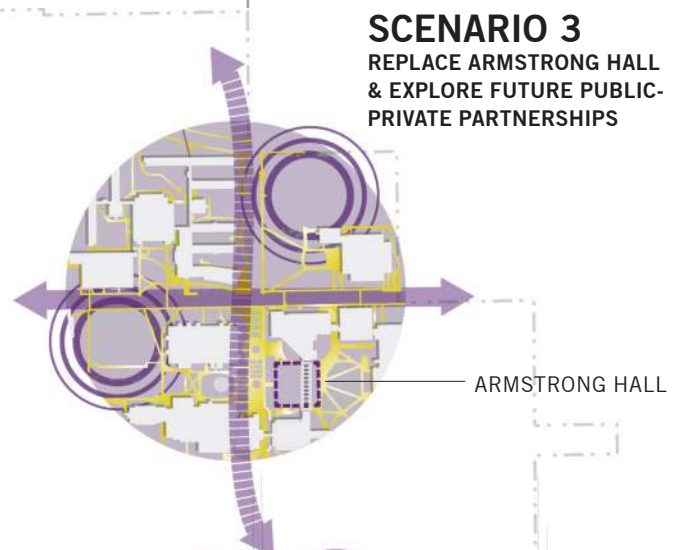
SCENARIO 1 REPLACE ARMSTRONG HALL & STRENGTHEN CAMPUS EDGES



SCENARIO 2 RE-INVEST IN ARMSTRONG HALL & THE CAMPUS HEART



SCENARIO 3 REPLACE ARMSTRONG HALL & EXPLORE FUTURE PUBLIC- PRIVATE PARTNERSHIPS



PLANNING RECOMMENDATIONS

While the scenarios provide insight into the magnitude of space change on the basis of different strategies, the ultimate scenario will have to balance cost considerations, space needs, aspirations, and academic planning now and beyond 2018. Working towards this ultimate scenario will involve understanding the space impacts of several policies and initiatives. Below is a list of the considerations that will have bearing on a comparison of the three scenarios and the finalized scenario.

- The implementation of the MSU Extended Education and Online Education initiatives may reduce the quantity and alter the type of spaces needed (fewer general classrooms; additional conference and tele-presence spaces). However, it may also introduce the need for specialized spaces such as a testing center and larger collaboration areas that provide a home base for online students visiting campus.
- The next Academic Master Plan process will be planning for 2019 and beyond. Changes to the growth projections for programs, departments, and Colleges may have particular impacts on the need for and management of “owned” space, such as teaching labs and private office space.
- Scenarios 1 and 2 are most likely to require efficiency gains through right-sizing, an increase in utilization, and scheduling practices (week distribution and common hour). While scheduling practices that utilize all weekdays would be most impactful in terms of efficiency, there are important student life and staff culture issues to consider with these changes. Namely, how the schedule change impacts student retention, course offerings, and on-time graduation and how to fairly incentivize instruction on Fridays for those who commute from outside Mankato or require Fridays for other productive activities (e.g. research). In general, scheduling practices and policy may be designed to exceed the 32 weekly room hours (as per the System Office space principles recommendation) and work towards achieving the aspirational utilization of 38 WRH. As noted in Volume 1, this aspirational target may create opportunities to both alleviate space needs, construct needed informal learning space, and realign department space.
- The Minnesota State Space Planning Guidelines (2009) are currently undergoing an update to include standards and direction on new categories of space, such as informal learning space. Future refinement of a preferred scenario will involve adhering to or adjusting to new guidelines as they become

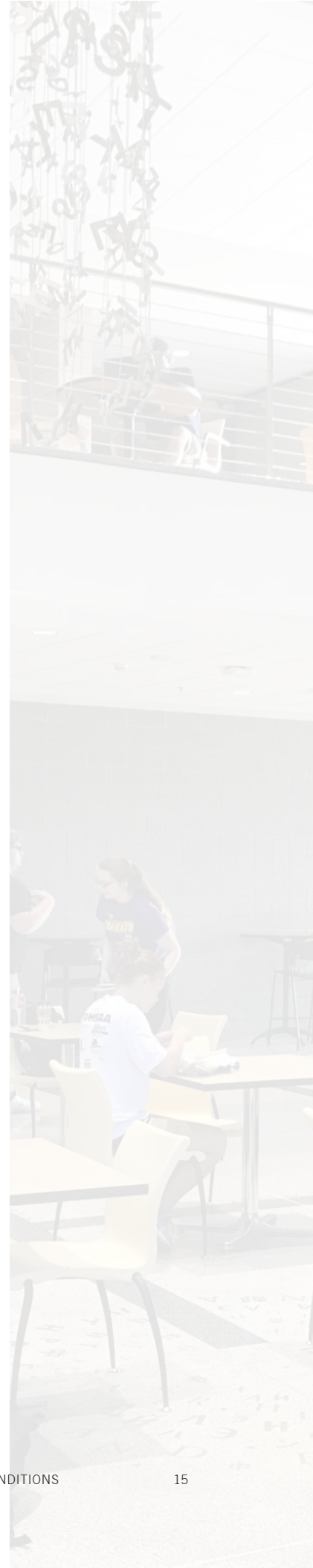
available. However, in the interim, further development of space guidelines for office space and support spaces that are appropriate for the MSU Mankato campus are necessary. These policies will assist the University in determining the circumstances in which shared office spaces can be configured and what user groups would benefit from a shared setting.

- The development of a comprehensive space protocol will be an important step for the management of technology enabled active learning (TEAL) spaces, as future investments are made. Space protocols will need to accommodate the unique needs of different Colleges and departments. This space protocol can be informed by future pre-designs that will add specificity to migration and program adjacency priorities.
- Future consideration of satellite campuses (MSU Mankato at Edina) and downtown Mankato rental space, and the relationship of these spaces to program development on the Mankato campus.

Future master planning and program development initiatives will continue to inform what is important to achieve in capital projects over the next 10 years. However, the three scenarios presented in this Volume can be compared in cost, provision of needed space, phasing logistics, and relevance to the guiding principles developed as a part of this project. While Scenario 3 comes the closest to solving space deficits and meeting aspirations and Scenario 2 is the tightest, the guiding principles suggest that all three scenarios have features of merit.

02 EXISTING CONDITIONS

- 2.1 CAMPUS CONTEXT
- 2.2 ARMSTRONG HALL
- 2.3 SPACE DISTRIBUTION & UTILIZATION
- 2.4 SEAT FILLS & CAPACITY



2.1 STUDY CONTEXT

2.1-1 CAMPUS CONTEXT

Founded in 1868 as Mankato Normal School, Minnesota State University, Mankato celebrated 50 years 'on the hill' in 2009 and is approaching its 150th anniversary in 2018. The campus fabric and its position and connection to Mankato is a testament to the University's dedication to teaching and the direct application of knowledge to improve a diverse community and region.

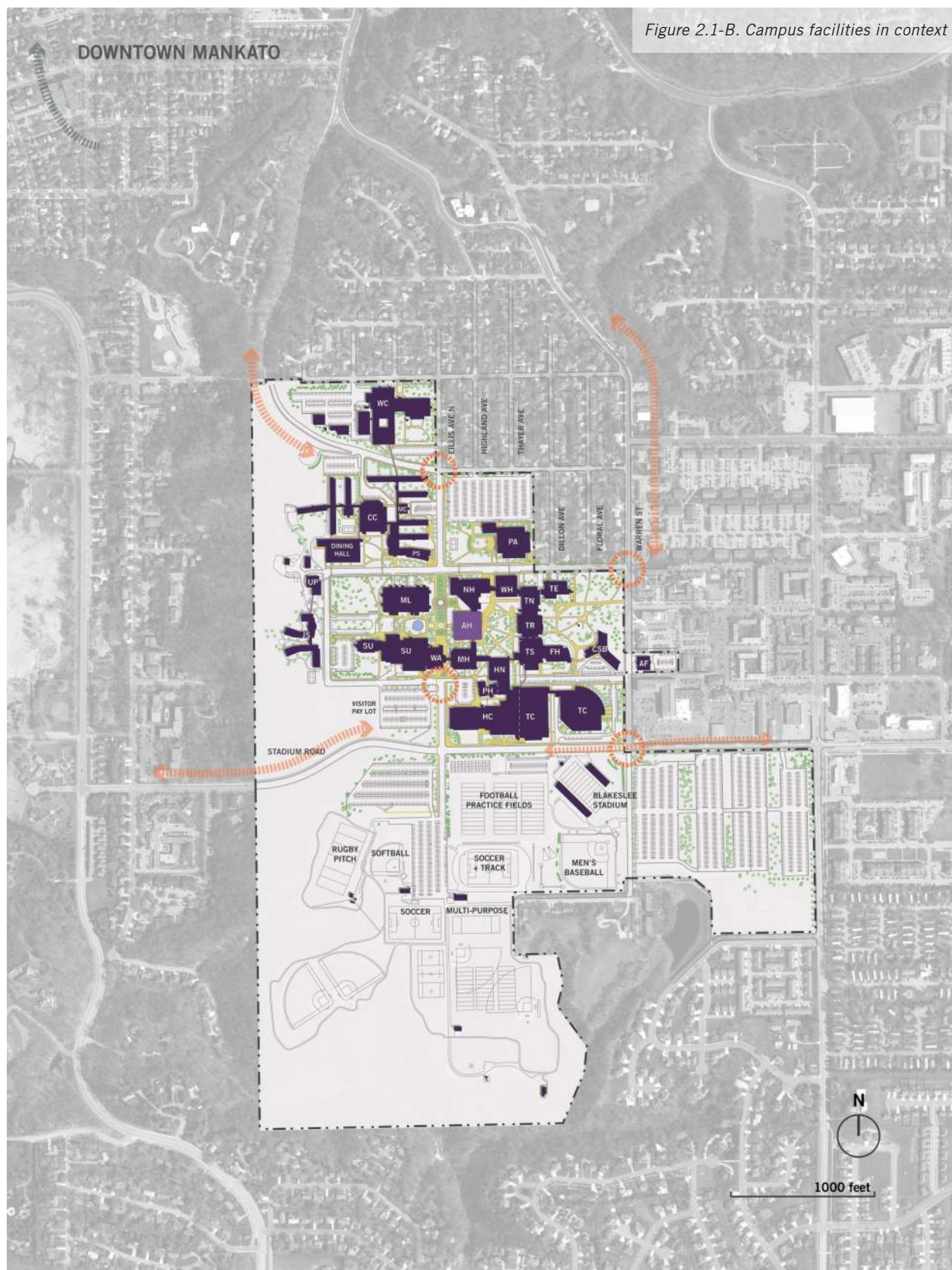
The campus itself is composed of 45 facilities totaling 2.8 million gross square feet. The compact campus sits south east of downtown Mankato (city center), within the southern portion of the City of Mankato (population estimated at 42,000). The main access routes to the campus are from the north (via Val Imm Drive and Warren Street) and east/west along Stadium Road, which connects to Highways 169 and 22. The gateways to campus, as highlighted in the 2014 Campus Master Plan, are deliberately marked and positioned at four strategic corners that meet these main access routes, as seen in Figure 2.1-B.

The bulk of campus facilities are situated north of Stadium Road, with the southern half of the campus comprised of sports, recreation, and parking uses. This arrangement creates a distinctly pedestrian feel in the core of the campus (north of Stadium Road), where academic and residential life activities are concentrated, surrounded by off-campus, private housing to the north and east. Pedestrians traveling between campus facilities on the north side of campus can traverse the campus in 12 minutes or less through a combination of indoor and outdoor pathways.

In support of the University's Strategic Directions plan (2016-2021) and the Academic Master Plan (2015-2018), the University's campus must continue to evolve and meet the needs of new pedagogies, program trends, and diverse community members. The campus must also remain financially and environmentally sustainable. Acknowledging these needs, future scenario planning for Armstrong Hall and the campus is poised within a strong culture of integrated planning and continues a principled approach to the campus design of a twenty-first century, public university in Minnesota.



Figure 2.1-A. The campus Amphitheatre located between Memorial Library and the Centennial Student Union. The glass windows at the base are part of the tunnel connection between the library and student union.



2.1-2 RECENTLY COMPLETED & ONGOING CAMPUS PROJECTS

Future investments that address Armstrong Hall and space needs will build on several recent capital improvements to the campus that were completed in 2017. These improvements represent both academic and residential life projects and will continue to serve important roles for student success and in the overall sustainability of the physical plant. The timeline on the right highlights the three major campus improvements completed in 2017.

It will also be necessary for future investments to be considered alongside the backlog of maintenance and the projected maintenance schedule for the University. Figure 2.1-C shows the deferred maintenance for administrative and academic facilities; inclusive of some Residential Life deferred maintenance, the total backlog for the campus is approximately \$61.1 million.

However, this figure and the amounts listed below represent current dollars and do not account for inflation that would significantly increase costs over the next 10 years and the duration of the maintenance schedule.

- **January 2017:** The Clinical Sciences Building opens at 150 South Road. The 79,131 square foot facility (pictured in Figure 2.1-D) opened for classes for the January semester, with program use of the College of Allied Health and Nursing migrating into the 3 levels of the building. The basement of the building has yet to be programmed and fitted with instructional and office space.
- **February 2017:** The University Dining Center opens. The new dining center (pictured in Figure 2.1-E) has the capability of serving a projected future demand of more than 3,000 students in a 61,849 gross square foot facility. The Center replaces the University's previous dining facility, Carkoski Commons, which was designed to serve 1,800 students in 22,155 gross square feet of residential dining space.
- **September 2017:** The Hubbard Building location opens downtown in Old Town Mankato's commercial district. The move by the University's Strategic Partnerships division, including the Center for Talent Development and Small Business Development Center, along with the new Center for Innovation & Entrepreneurship (housed within the College of Business) is programmed in 6,000 square feet of space to create more opportunities for students and local and regional businesses.

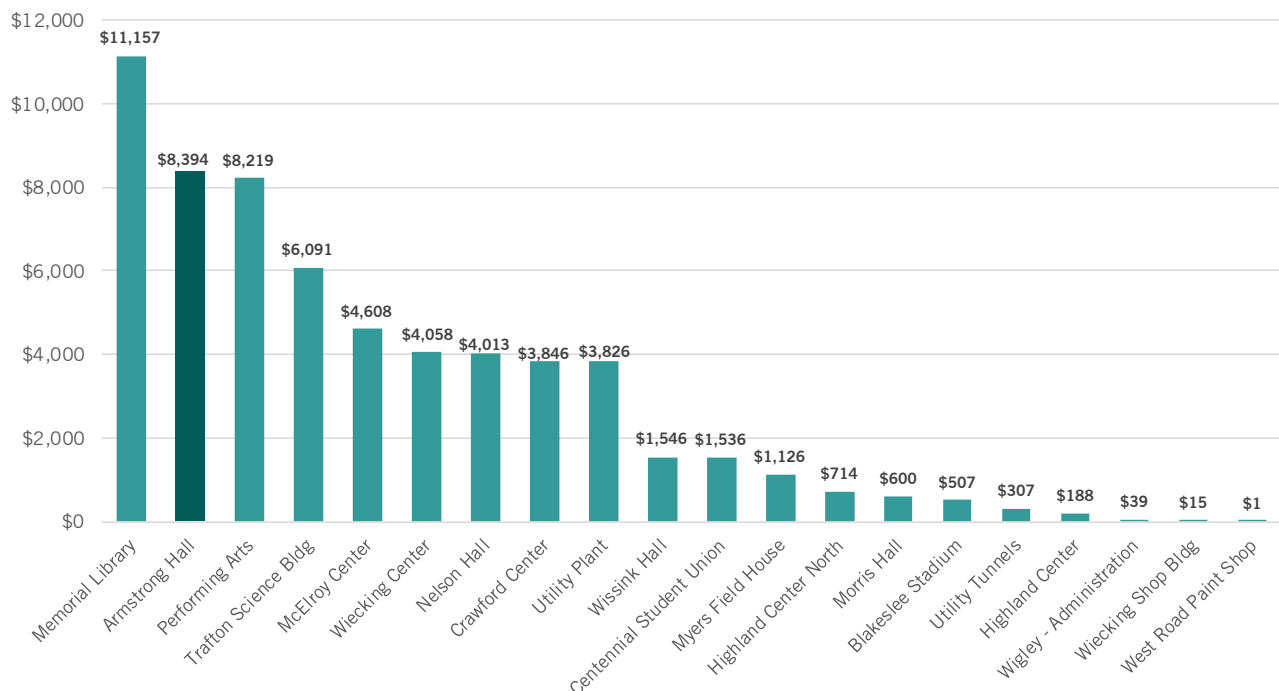


Figure 2.1-C. Deferred maintenance backlog for administrative and academic facilities in 2017 (in 000's of dollars). Note: these amounts are in 2017 dollars and do not factor in inflation, which increases costs over time.



Figure 2.1-D. (Top) Clinical Sciences Building instruction space (2017); Figure 2.1-E. (Bottom) University Dining Center (2017)

2.1-3 CLINICAL SCIENCES BUILDING, PHASE 2

The programmatic migration to the new Clinical Sciences Building involved the movement of sections from several different departments within the College of Allied Health and Nursing. This process was largely completed in 2016 and the backfill of previously occupied space is referred to as Clinical Sciences Building, Phase 2 (CSB2). The integration of the CSB into the campus involved reallocated classroom, teaching lab, and office space from spaces in 4 different buildings into 1 consolidated location.

These 4 buildings were impacted by CSB, to varying degrees. Figure 2.1-F on the right highlights these buildings that have been impacted by the re-assignment of sections within College of Allied Health and Nursing to spaces within the new Clinical Sciences Building.

- Armstrong Hall
- Morris Hall
- Wissink Hall
- Wiecking Center

The following departments were impacted by the this migration:

- Department of Speech, Hearing, and Rehabilitation Services
- Department of Dental Hygiene
- School of Nursing (approximately 1/2 of program space)

However, many of these facilities have been re-programmed and are filling appropriate programmatic needs. Among the facilities impacted, Morris Hall, Wiecking Center, and Wissink Hall are the 3 facilities that have vacated space. These spaces are undergoing remodeling as part of the Clinical Sciences Renovation and Renewal project (2016-2017) – remodeling that generally serves as a refresh or renewal of existing spaces. Below is a brief summary of the ongoing improvements to these three facilities and Figure 2.1-G highlights the areas of work in each facility.

Morris Hall

- Renovation of the north half of the basement level to accommodate 3 additional classroom/seminar rooms (a Collaborative Classroom, Seminar Room, and Video Studio).

Wissink Hall

Renovation of classroom/seminar room, miscellaneous support, and office space on the south side of the building.

Wiecking Center

- Renovation of the classroom/seminar room, lab, office, and support spaces in the east portion of the first floor.

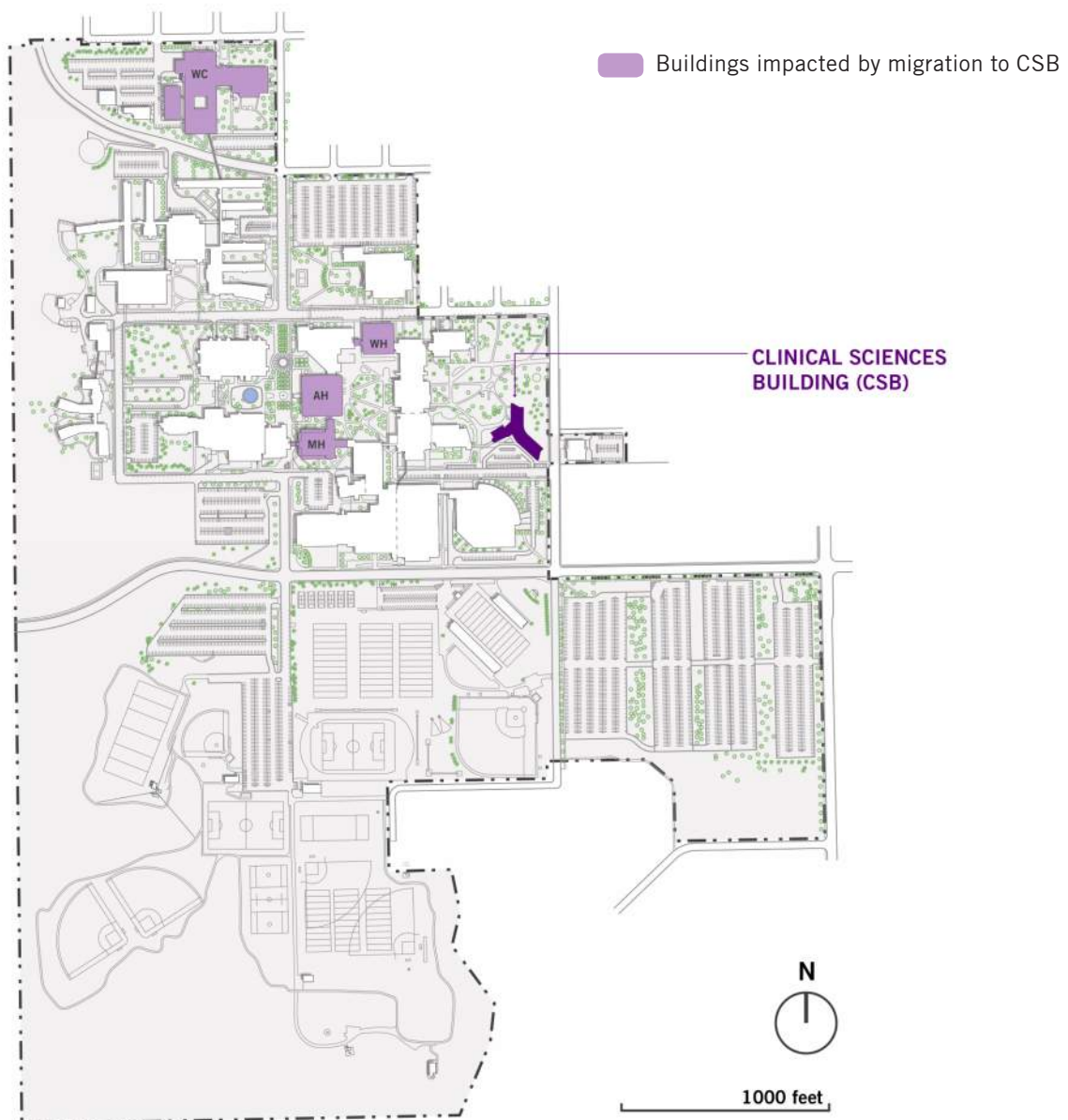


Figure 2.1-F. Buildings impacted by the Clinical Sciences Building

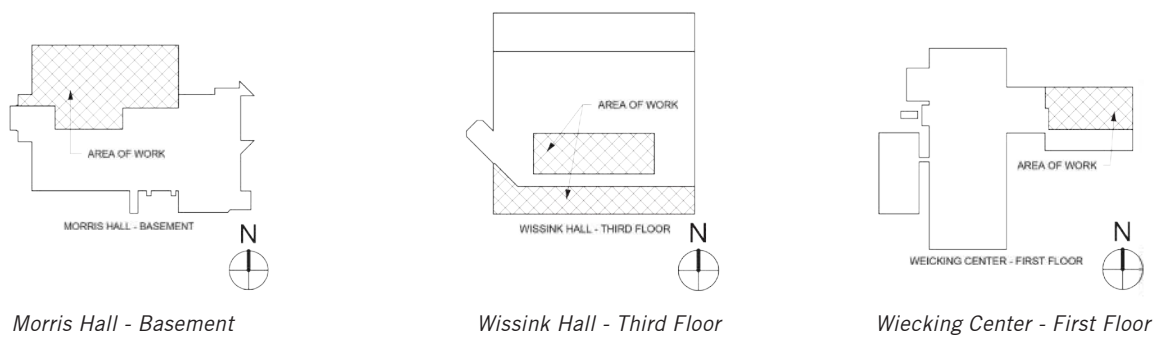


Figure 2.1-G. Areas of work in the 3 facilities undergoing ongoing renovation projects as part of CSB Phase 2

2.2 ARMSTRONG HALL

2.2-1 SUMMARY OF PLANNING INITIATIVES FOR ARMSTRONG HALL

Constructed in 1964, Armstrong Hall has served as the academic focal point of the Minnesota State University, Mankato campus for the past 50 years. The building houses approximately half of the general classrooms on campus and sits centrally in the campus. Armstrong serves a vital role in creating a strong learning core on the campus, as the facility connecting Nelson Hall (to the north) and Morris Hall to the south, as seen in Figure 2.1-C. Although highly connected to the rest of campus by pedestrian footpaths and plaza space, Armstrong Hall is the only campus building that is not openly accessible by vehicles. The building is characterized by entrances on

all sides and a loading dock on the northeast side (as seen in Figure 2.2-A), however this access point is limited to service vehicles and the northeast access route is a highly used pedestrian corridor.

The building creates open space cavities on its east and west sides – well-used open spaces with strong identities like the fountain that serve as signature features for daily life on campus. The importance of planning for the future of Armstrong Hall raises important programmatic and campus design considerations that have been assessed in several past planning studies.



Figure 2.2-A. Pedestrian plaza and loading docks on the northeast side of Armstrong Hall.

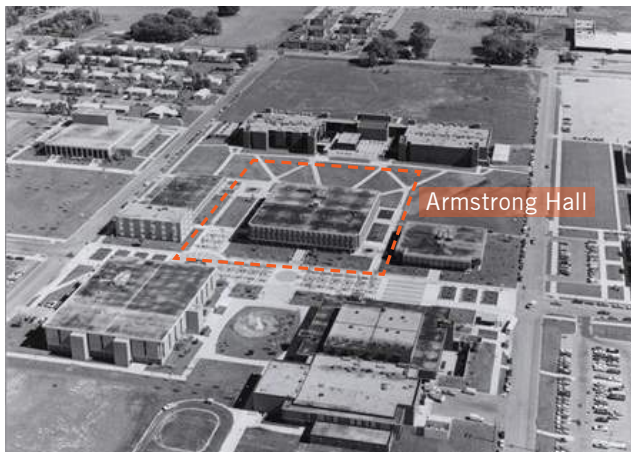


Figure 2.2-B. Aerial view (looking east) of the Upper Campus in the early 1970s, with Armstrong Hall visible in the center.

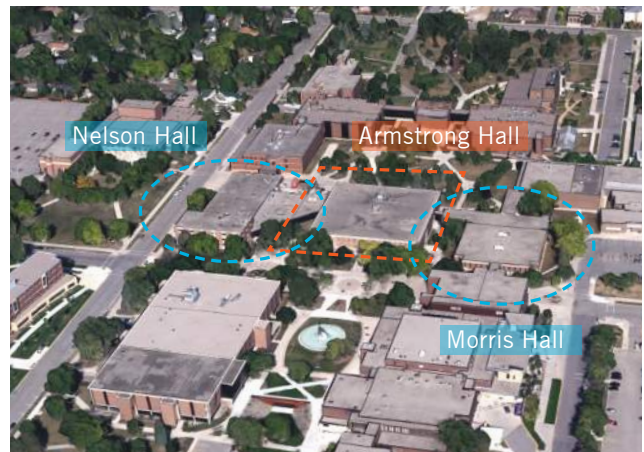


Figure 2.2-C. Aerial view (looking east) of the Upper Campus in 2016, with Armstrong Hall visible in the center.

These planning efforts have identified and focused on the challenge of phasing changes to a building that is central to the University's programmatic function and campus character. Below is a timeline of recent studies of Armstrong Hall:

- **2012 – 2014:** The MSU Mankato community underwent a comprehensive Facilities Master Plan Update that examined the existing site conditions and building conditions, and developed a proposed framework for site development, building development, and a Capital Budget Incremental Improvement Program. Within the Proposed Framework for Building Development, it was acknowledged that several growing programs located in Armstrong Hall required additional space. Campus stakeholders identify Armstrong as a key academic asset, but a space disliked as an uncomfortable and unpleasant building in its current condition. The master plan proposes expansion and reconfiguration/renewal of the building; pursuant to this, Armstrong Hall Predesign I is identified as an “Immediate and Short Term Building Opportunity.”
- **2014:** Armstrong Hall Predesign I was completed and called for a complete renovation of Armstrong Hall. The high cost of the project was prohibitive to successfully securing the funds for needed improvements.
- **2015 – 2018:** The University's Academic Master Plan established a set of shared principles, 16 strategic recommendations, and 12 overarching areas of distinction. While the focus is programmatic in nature, the Academic Master Plan articulates big ideas and aspirations that emerged from the 6 academic colleges and departments, that have implications for future decisions and policy on space use.
- **2016:** Armstrong Hall Predesign II was completed, with a reduced scope focused on deferred maintenance plus additional items triggered by code issues. These code issues included the need to add plumbing fixtures, drinking fountains, and the need to provide fully accessible restrooms throughout the building.
- **2016 – 2021:** In 2016, the University's Strategic Directions, 2016-2021 were announced. The Directions give guidance in 6 different areas, including “Enhancing Student Success & Completion,” “Leading Equity and Inclusive Excellence,” and Leveraging the Power of Partnerships and Collaboration.” Each of the 6 Directions speak to the culture of learning and connectedness on and off campus, and an enriching physical campus that complements the online experience.

2.1-2 SUMMARY OF DEFERRED MAINTENANCE: ARMSTRONG HALL

These past planning efforts positioned the campus to complete the enclosed comprehensive space inventory, space needs, utilization, and high-level space strategy to support future campus planning in coordination with capital improvements that address Armstrong Hall. Key to this process is an understanding of the significant deferred maintenance that has accrued for Armstrong Hall and other facilities on campus. Figure 2.1-C displays the administrative and academic facilities for which there is a backlog of deferred maintenance in 2017. Maintenance cost projections indicate that significant investment will have to be made to Armstrong Hall before the year 2020 for it to remain operational - taken in this context, Armstrong Hall represents the facility with the most acute need for capital improvement on the campus.

The Armstrong Hall sub-systems that are included in the backlog total include:

- Roofing
- Building Exterior
- HVAC - Controls, Equipment, Distribution
- Electrical Equipment
- Plumbing Fixtures
- Plumbing Rough-in
- Fire Detection Systems
- Built-in Equipment
- Interior Finishes

During Armstrong Hall Predesign II that focused on deferred maintenance in scope, it was determined that the total cost for restoration and renovations was \$43,571,000. This scope involved replacement of mechanical and electrical systems, replacement of domestic water and waste piping, wall painting and flooring replacement, renovation of restrooms to add plumbing fixtures to meet code requirements, asbestos abatement, and full renovation of limited areas in the Lower Level and First Level.

2.2-3 ARMSTRONG HALL: UTILIZATION BY DEPARTMENT & PATTERN OF USAGE

Beyond the challenges of deferred maintenance for Armstrong Hall, detailed in 2.1-2, the building is characterized by other physical challenges that were consistently noted by staff during stakeholder meetings and workshops.

First, Armstrong Hall is largely programmed with instructional space, but also hosts over 200 faculty offices. Its net to gross multiplier of 1.62 indicates a substantial amount of unassignable space which is primarily dedicated to primary and secondary corridors. Circulation corridors are narrow and poorly lit – navigating the facility interior is often confusing and wayfinding signage requires improvement, despite the simple ring layout of offices on Levels 2 and 3.

While the building is a hive of productivity and crossing paths, the corridors do not provide ample space for these interactions to occur, with little room to wait, meet, or have a conversation. Purposeful spaces for these informal activities could support greater interdisciplinary interaction and a setting for more meaningful connections between faculty and students.

In addition to greater circulation space and informal spaces, staff noted that the rigidity of classrooms, lack of daylight penetration, and small offices made it difficult to deliver curricula and to support a culture of academic advising. The qualitative testimony of staff and faculty supports the recommendation in Volume 1 for an increase in the average station area per student, to provide the type of learning environment that can support flexible configurations, furniture options, and technology installations.

Scenarios in which Armstrong Hall is remodeled in stages or demolished will have to address the reality that Armstrong is a true ‘generalist’ building. It accommodates programming of every College on campus and the non-assignment of classroom space suggests phased migration of scheduled sections to other classrooms or teaching labs across campus. Because Armstrong is characterized by a majority of ‘non-owned’ space, the analysis presented in Section 2.4 (Seat Fills and Capacity) begins to provide a more relevant picture of what rooms are ‘softer’ in terms of seat fill and what rooms may house sections that could be better fit in a smaller sized classroom elsewhere on

campus. The migration of office spaces pose a more College and department specific migration scheme, that will be dependent on office space policies for different user groups. As detailed in each scenario description, office spaces are replaced one-to-one in each scheme, but at a higher ASF that ensures the aspirations of staff are met over the long-term.

A spatial analysis of space distribution, utilization, and seat fill requires that the activity of instruction and learning be examined at a large scale and at a room by room scale. The following analysis begins with an overview of the spatial patterns of formal learning space and the academic core of the campus. The seat fill analysis and enrollment by section provides an understanding of the smaller moving pieces within this large scale picture, and how these smaller pieces may begin to move around should greater efficiencies be possible in other areas of campus. In particular, the seat fill diagrams suggest scheduling patterns that can be further examined to gain a greater understanding of right-sizing efficiencies for each College, each building, and each room.



Figure 2.2-D. Level 1 staircase and corridor



Figure 2.2-E. Basement Level



Figure 2.2-F. Level 1

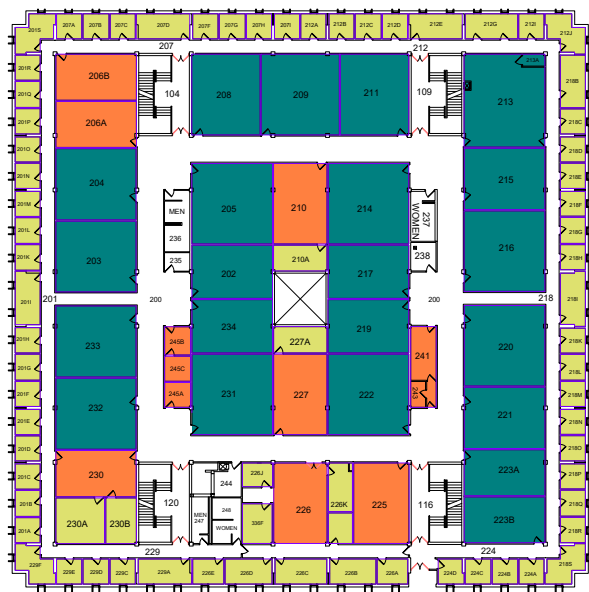


Figure 2.2-G. Level 2

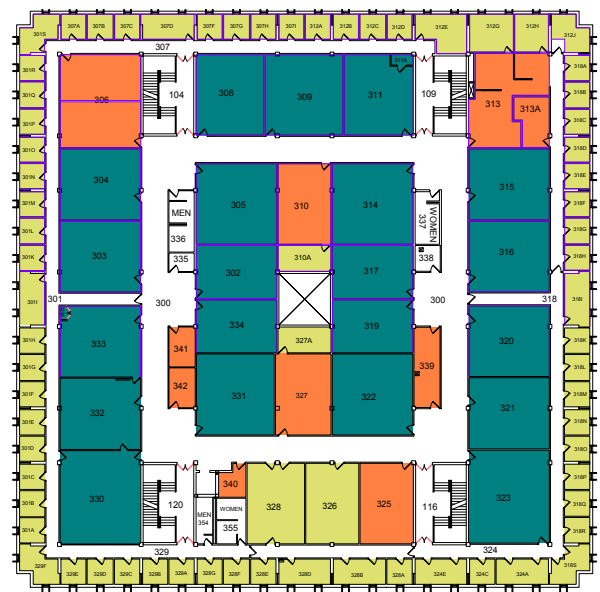


Figure 2.2-H. Level 3

Space typologies in Armstrong Hall (Fall 2016)

- Learning Environment (Classrooms & Teaching Labs)
- Office
- Support

2.3 SPACE DISTRIBUTION AND UTILIZATION

2.3-1 PATTERN & INTENSITY OF INSTRUCTION SPACE

As indicated in Volume 1, there are 5 major categories of academic and administrative space on campus and of these 5 space types, “Office and Service Space” is the most abundant type. This finding of the space inventory is consistent with higher education space conditions across the United States. As noted by APAA¹, office space consumes 20-30% of the total square footage on a campus, or approximately one quarter of the non-residential space on a campus. At MSU Mankato, Teaching Lab (and associated service space) space represents the second largest category of assignable space (105,406 ASF) and Classrooms represent the third largest category of assignable space (90,715 ASF). Both are critical resources for the mission of the University and for student success and experience on campus. The patterns and magnitude of student contact with these spaces help spatially identify the learning core and how concentrated or dispersed formal learning activities are across the campus.

The campus’ 101 Classrooms are housed in 15 different facilities across campus. Classroom spaces represent a diverse typology in terms of their range of size. Classrooms range from a high of 3,550 ASF (Room TC 0080, Taylor Center) to a low of 431 ASF (AH 0223B, Armstrong Hall); the median size is 754 ASF (AH 0322 in Armstrong Hall).

The campus’ 82 Teaching Labs are housed in 13 different facilities across campus. Similar to Classrooms, Teaching Labs represent a diverse typology in terms of the range of their sizes. Teaching Labs range from a high of 2,371 ASF (Ford Hall, FH 0110) to a low of 421 ASF (Armstrong Hall, AH 0223A Armstrong Hall); the median size is 945 ASF.

Spatially, the 15 facilities that house Classrooms and Teaching Labs are found clustered in the center of the campus, framing a clear classroom core around the quad. Figure 2.3-A provides a comparison of these facilities by

total Weekly Student Contact Hours (WSCH), combined for Classrooms and Teaching Labs. WSCH represents the number of hours faculty contacted students weekly in the classrooms, aggregated to the level of each building. Since WSCH is calculated from a relationship between class enrollment and weekly hours for each class, as well as weekly hours that vary class by class, the total WSCH of each facility should be interpreted in the context with other WSCH. The diagram can be understood as a high level intensity heat map of where students are most actively engaging in faculty class settings. However, other activities like advising and research are not graphically depicted and represent other forms of student-faculty contact across campus.

Armstrong Hall and Trafton Science Center (Center) rank as the facilities with the highest total WSCH for Classrooms and Teaching Labs. The graph in Figure 2.3-B displays the 15 facilities containing instructional spaces, providing the corresponding totals for the space categories show, in the campus intensity map above.

Given the intensity of student contact hours scheduled weekly in Armstrong Hall, future development and renovation scenarios must give significant consideration to the accommodation of scheduled sections for courses that depend on Classroom spaces in Armstrong Hall. The implications of this pattern suggest that staging may involve shifting student contact hours from Armstrong Hall to Classroom or Teaching Lab spaces that are underutilized elsewhere on campus or to spaces that are not currently in the academic core of the campus.

¹ APAA, Facilities Manager, Volume 21, Number 3, May/June 2005 (cited in the Minnesota State *Space Planning Guidelines*, 2009).

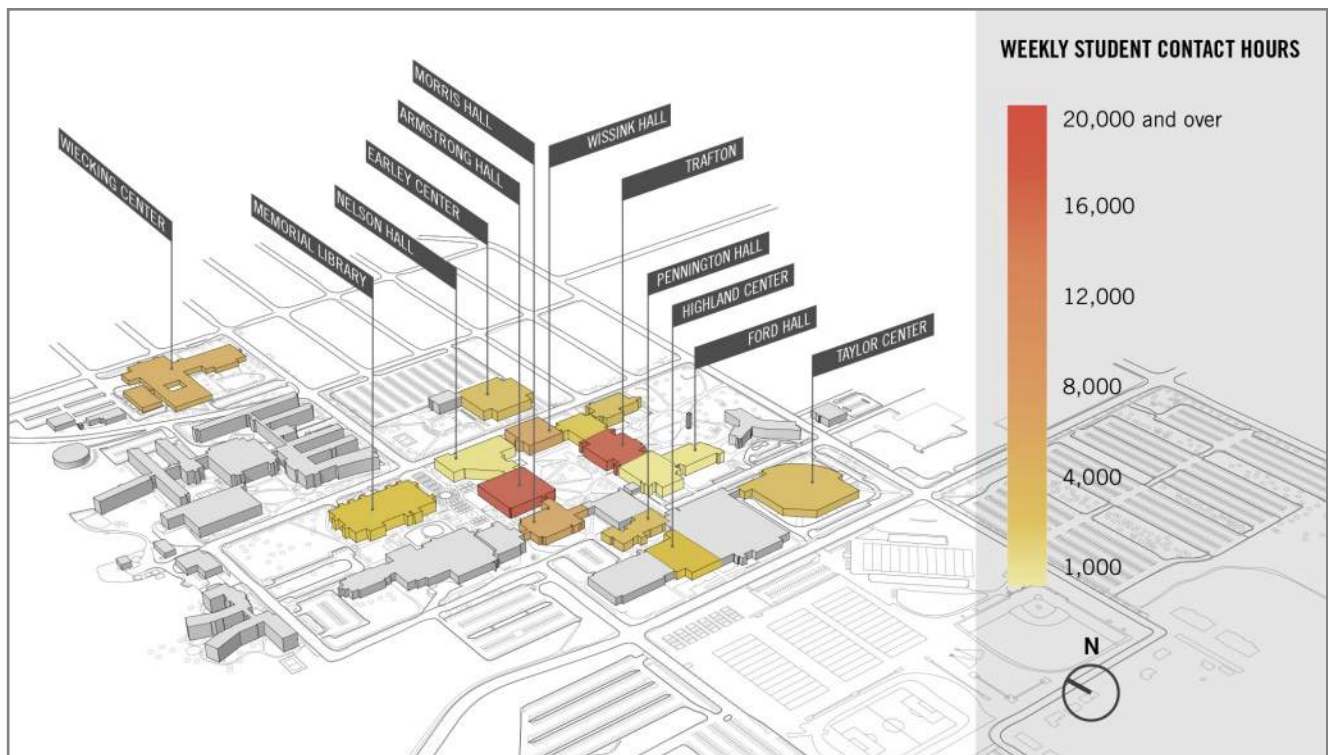


Figure 2.3-A. Weekly Student Contact Hours (WSCH) for instructional spaces (Classrooms and Teaching Labs combined)

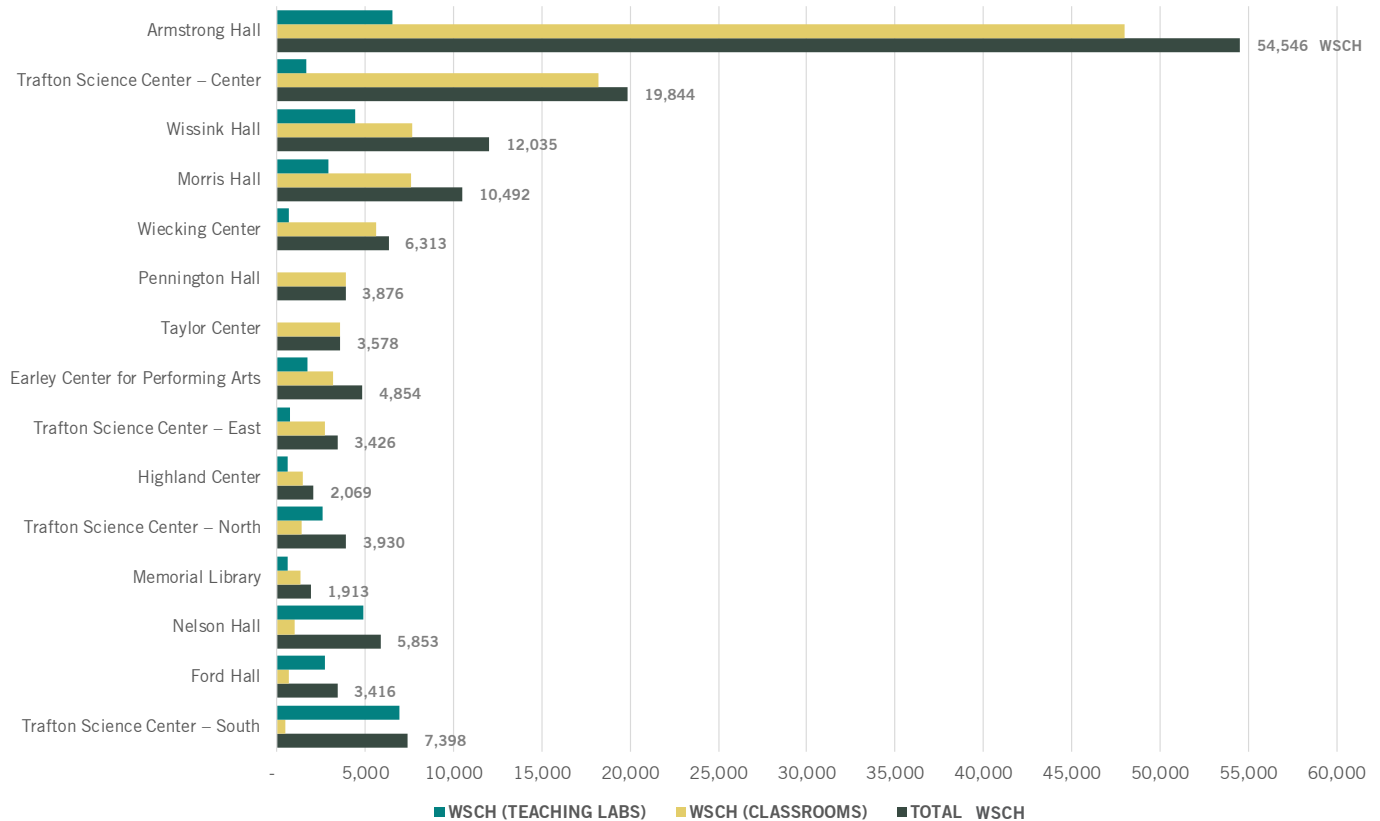
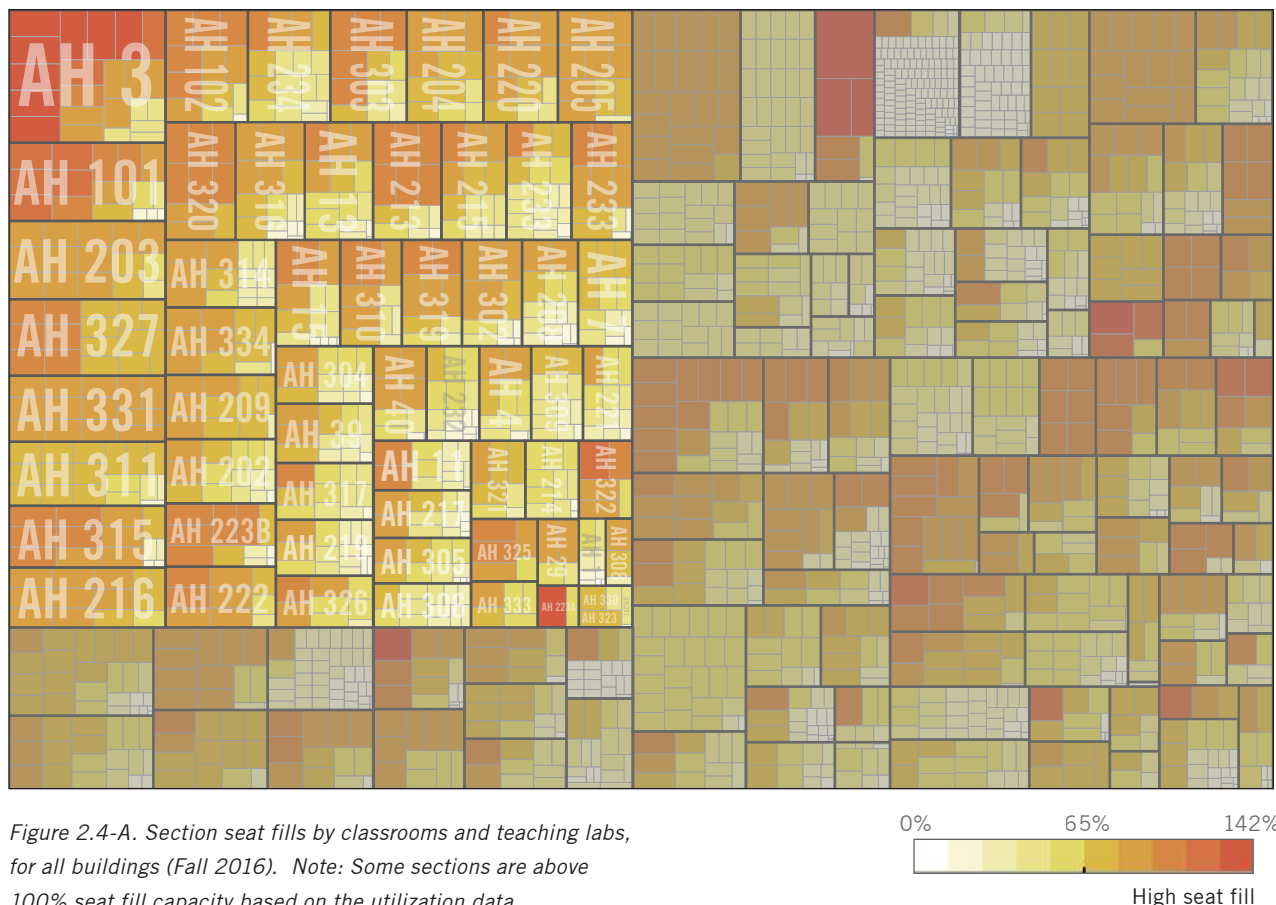


Figure 2.3-B. Weekly Student Contact Hours (WSCH) for instructional spaces (Classrooms and Teaching Labs combined)

2.4 SEAT FILLS & CAPACITY

2.4-1 CAMPUS SEAT FILLS & CAPACITY



Averaged across the campus, building seat fills meet the Minnesota State target of 65%. However, in looking closer at this data by section, there is a substantial number of sections that fall well above and well below that number. This potentially indicates the need for stronger “right sizing.” There may be room to reassign class spaces or reconfigure ASFs to better match enrollment sizes.

Looking at this same data type organized by college, it becomes clear that the College of Business as a whole, is higher than the campus average and higher than Minnesota State’s targeted seat fills by section. Art and Humanities is also at or above the Minnesota State guideline in a large number of its sections. The College of Science,

Engineering and Technology, the College of Behavioral Sciences, and the College of Education are all, on average, fairly balanced, but mirror the campus wide trend of having enrollment numbers that appear to be misaligned with stated classroom capacities.

Interpreting the graphic: This treemap shows a hierarchy of information for every instructional space on campus, each space displayed as one major rectangle. The size and color of the subdivisions display seat fill percentages by class section. For example, a larger red rectangle shows high seat fill. The number of subdivisions within a major rectangle indicates how many sections are scheduled in that space in a given semester; a classroom with more subdivisions in this map is more highly scheduled than one with fewer sections.

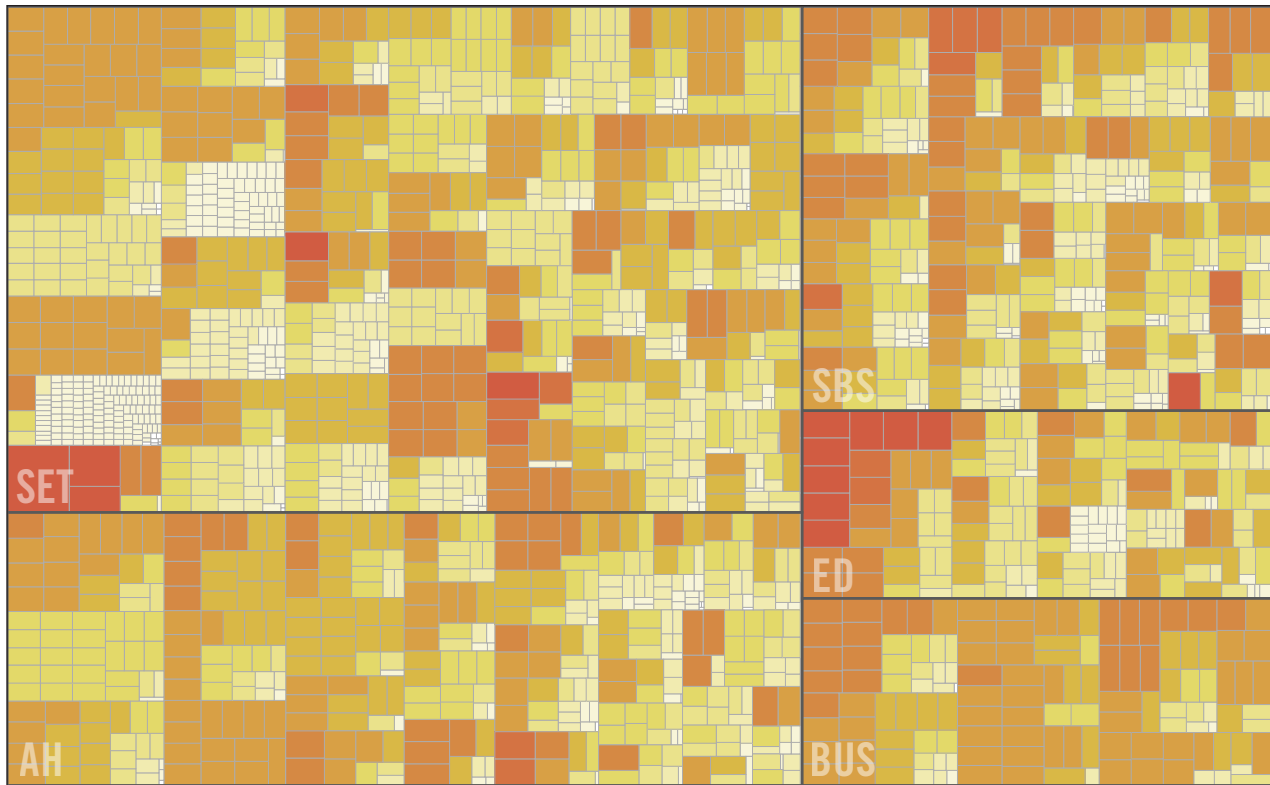
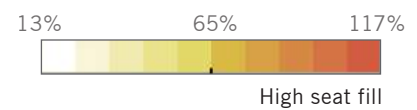


Figure 2.4-B. Section enrollment by room, by College. Note: Some sections are above 100% seat fill capacity based on the utilization data.



Interpreting the graphic: This version of the tree map highlights the number of sections taught within each college along with seat fill percentages for each of those sections. For general interpretations of treemaps, see description for 2.4-A.

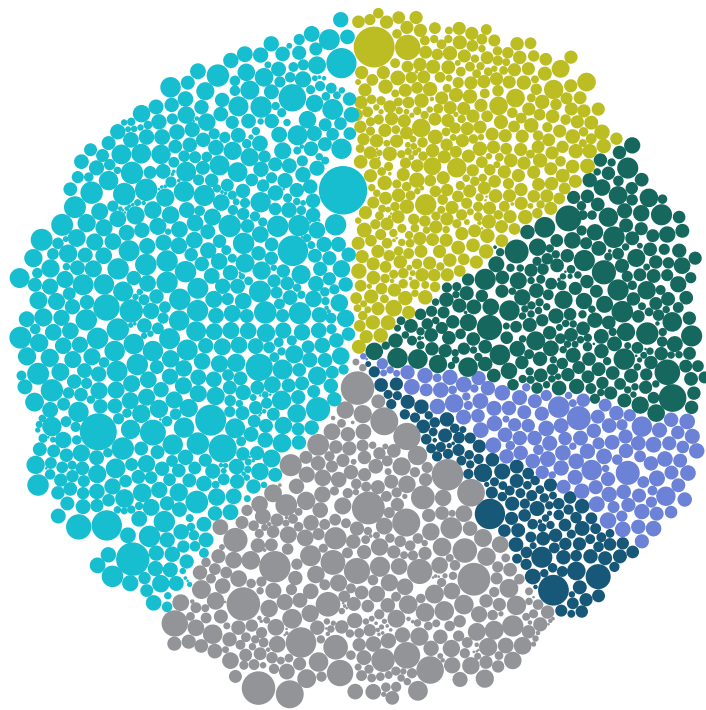
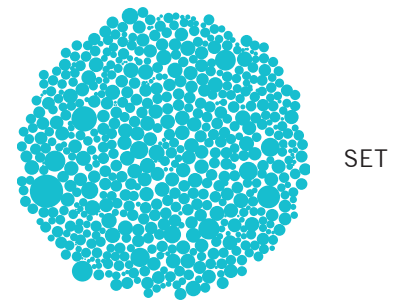


Figure 2.4-C. Enrollment by College and Section (Fall 2016)

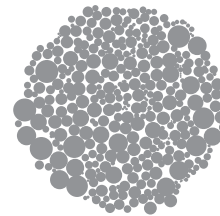
- College of Science, Engineering, and Technology (SET)
- College of Social & Behavioral Sciences (SBS)
- College of Arts & Humanities (AH)
- College of Allied Health & Nursing (AHN)
- College of Business (BUS)
- College of Education (ED)

These diagrams illustrate the relative size, by section enrollment, of each of the colleges at Minnesota State University, Mankato. The College of Science, Engineering and Technology is larger than any other college on campus both in terms of enrollment and by section offered. Smallest among the colleges is the College of Education.

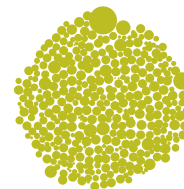
With the exclusion of the College of Allied Health and Nursing, the majority of sections are taught in classrooms rather than laboratories in all colleges.



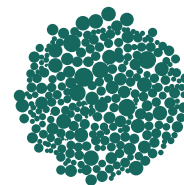
SET



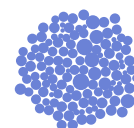
SBS



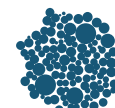
AH



AHN

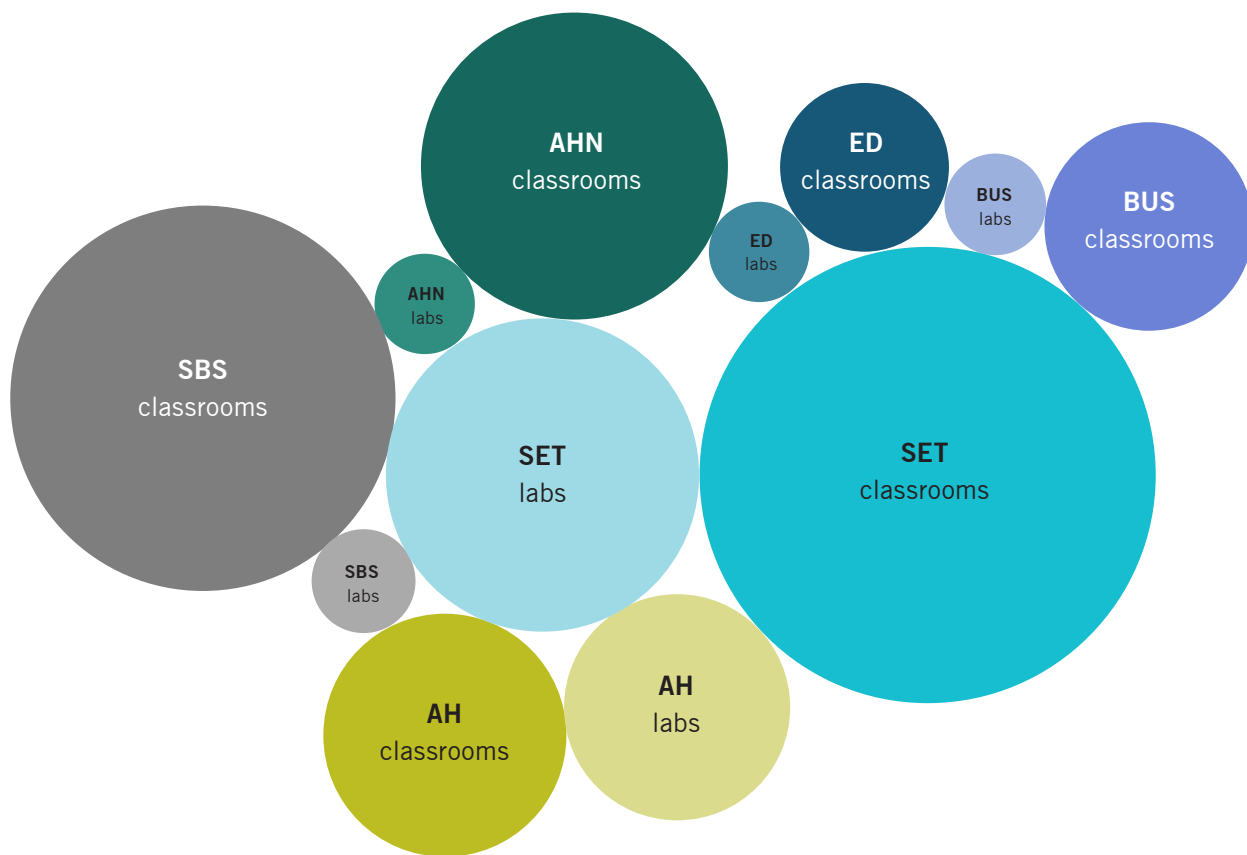


BUS



ED

Figure 2.4-D. (Right) Relative size of College by scale and quantity of sections (Fall 2016)



Interpreting the bubble graphics:

These bubble diagrams enrollment by college. In the diagrams on page 26, individual sections and their relative sizes are illustrated in order to give a sense of relative scale. This as a standalone is an important comparison, but can also be kept in mind when considering the impact of moving various departments in the schemes during the planning process.

In the diagram on this page (27) the relative scale of enrollment by college is broken down by lab versus classroom. The darker color in each case represents classroom enrollment, the lighter colors represent lab enrollments.

2.4-2 ARMSTRONG HALL

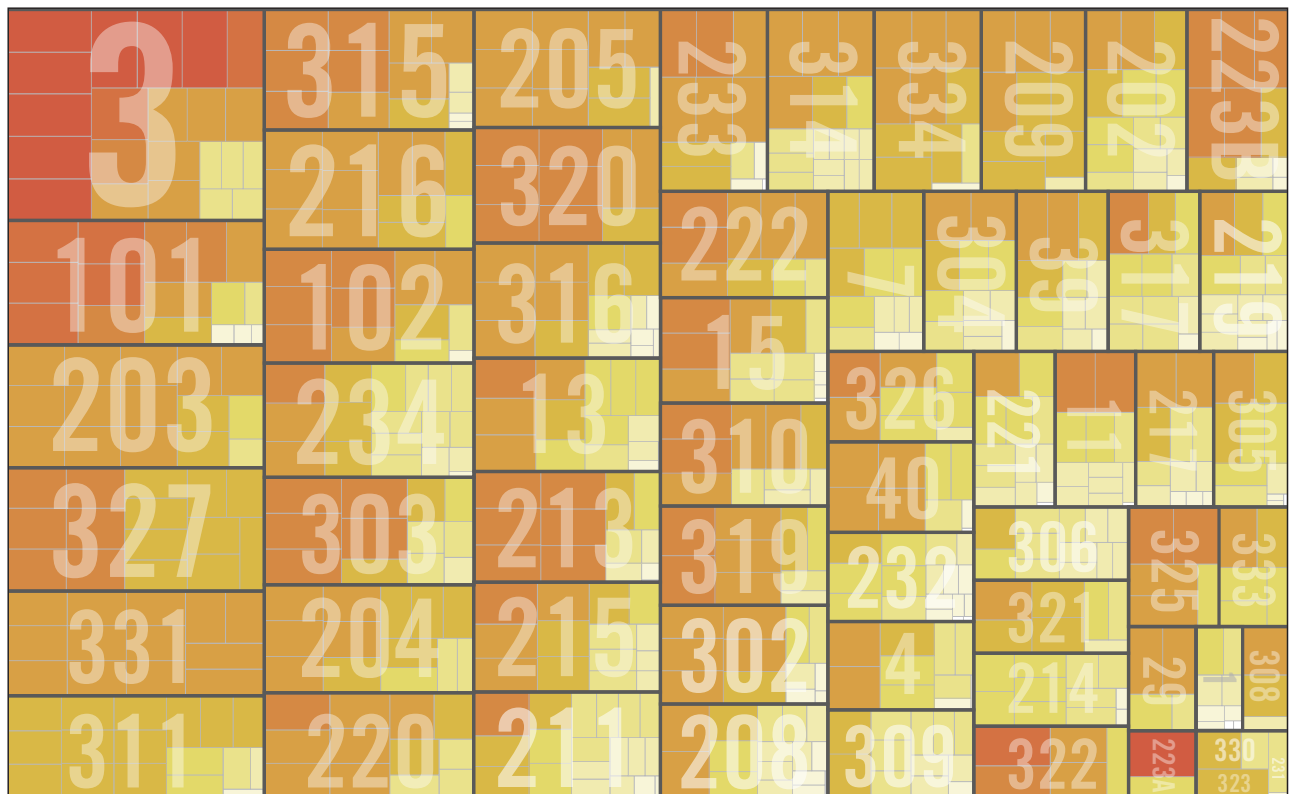
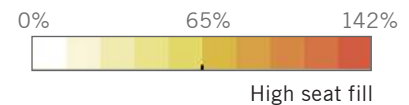


Figure 2.4-F. Seat fill average by room in Armstrong Hall (Fall 2016).

Note: Some sections are above 100% seat fill capacity based on the utilization data.



Armstrong hall shows an overall slightly higher seat fill average than the campus as a whole. Nonetheless, there are still a number of classrooms that host a substantial number of sections with enrollments significantly lower than the current stated capacity. When looking at these numbers, however, it is important to keep in mind that the SFS by room in Armstrong is generally lower than the Minnesota State standards. Further study would be necessary to determine the impact of reassigning room occupancies and section locations on seat fill averages.

Interpreting the heat map graphic: This version of the treemap highlights the number of sections taught within each room of Armstrong Hall along with seat fill percentages for each of those sections. For general interpretations of treemaps, see description for 2.4-A.

Room

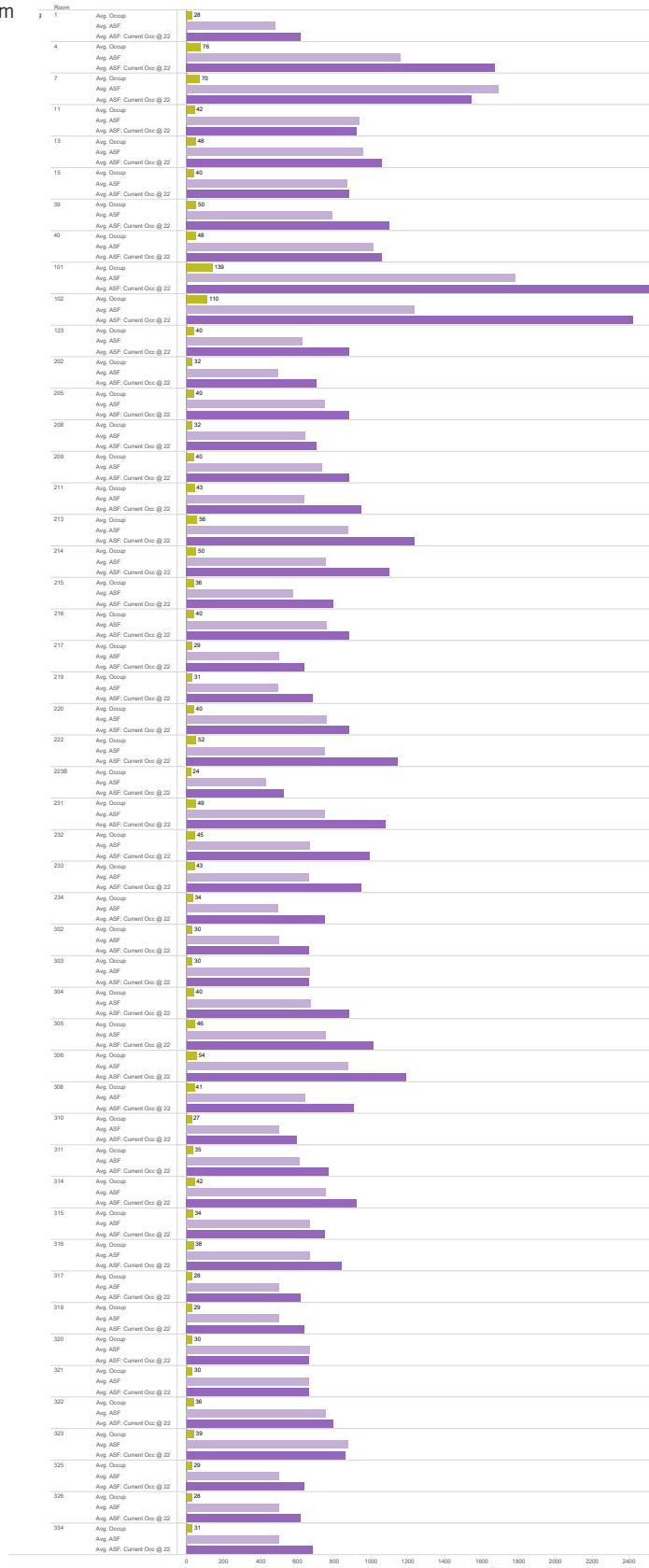


Figure 2.4-G. Current ASF vs Target, maintaining current seat count, Armstrong Hall (Fall 2016)

- Occupancy
- Current ASF
- Target ASF based on currently stated occupancy and the recommended average station area target of 22SF

The majority of instructional spaces in Armstrong Hall sit below the average station area target of 22SF for the campus (recommended in Volume 1), potentially a mark of change in teaching styles between when the building was built and current pedagogical styles. The largest discrepancies are found in rooms with larger stated occupancies.

Relationship between average seat fill and average occupancy in Armstrong: This table again highlights the fact that many rooms in Armstrong have registered enrollments that do not align well with room occupancies. Also evident from this graph is that both high and low occupancy room types demonstrated this misalignment. Future programming studies are necessary to determine how best to address these misalignments within Armstrong should remodeling be desired.

Interpreting the graph: This graph offers a comparison of existing classroom ASF versus that which would meet MSUM's 22 SFS benchmark. For reference, the currently stated occupancy can be seen in green for each room. While most classrooms sit below the benchmark, those with higher listed occupancies appear to show the greatest deficits. It should be noted, however, that moderate reductions in square footage per station could help narrow this discrepancy without unduly straining room function.

03 SCENARIOS FOR CAMPUS CHANGE

- 3.1 GUIDING PRINCIPLE WORKSHOP
- 3.2 OPPORTUNITIES FOR CAMPUS CHANGE
- 3.3 ASSUMPTIONS, STANDARDS, & BEST PRACTICES
- 3.4 SCENARIO ONE
- 3.5 SCENARIO TWO
- 3.6 SCENARIO THREE
- 3.7 PLANNING RECOMMENDATIONS



3.1 GUIDING PRINCIPLE WORKSHOP

In preparation for the development of different scenarios, a workshop was convened on October 26 (2017) with a representative group of stakeholders. The purpose of the workshop was to develop preliminary guiding principles that would assist the consultant team and campus during the evaluation of different programming scenarios for Armstrong Hall and the campus. The workshop participants were briefed on the main themes heard in past meetings with campus stakeholders. These themes were collaboration and integration; efficiency; and flexibility and responsiveness. Participants were grouped into three discussion teams and asked to explore and develop guiding principles under each theme – principles that could be applied to any scenario developed.

Feedback from stakeholders was then synthesized with the findings of the Paulien study in Volume 1, the Minnesota State Space Planning Guidelines (2009), and the MSU Mankato Academic Master Plan (2015-2018) - as listed in Figure 3.1-A.

Below is a list of the guiding principles that guided the development of the scenarios for Armstrong Hall. Appendix 2 provides a list of campus participants, workshop questions, and discussion team responses at each of the discussion tables.

The design scenarios for Armstrong Hall ensure that the following Guiding Principles are met:

1. A balance of neutral and hosted spaces across campus

- Department specific space is co-located where possible, but collaboration spaces are intentionally shared.
- Multidisciplinary collaboration space is centrally located on campus and supported by informal learning spaces close to teaching activities.
- Space is open and strategically branded, with improvements instilling a sense of campus-wide access and pride.

2. A mix of flexible space typologies that accommodate future learning, research, and work patterns

- A variety of learning space typologies are accommodated to support shared programmatic use, right-sized occupancy, and the use of classrooms outside of scheduled hours.
- A variety of workspace options are introduced for staff, to support different work styles and needs.

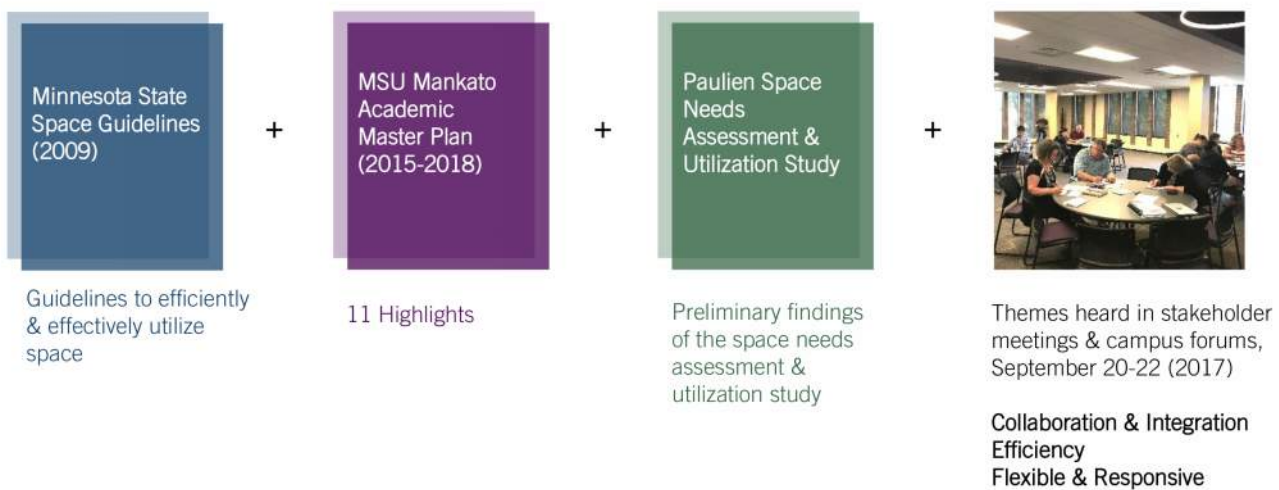


Figure 3.1-A. Resources used to synthesize guiding principles for scenario development

- An average student station area target of 22 ASF/station across the campus will support good classroom design, appropriate circulation, imbedded technologies, and a mix of active learning spaces.

3. Visible and interactive spaces that advance academic productivity

- Space includes features that bring people together (food, technology, comfortable furniture), while accommodating private interactions (tutoring, advising).
- Space engages both online and on-campus students for academic and advising purposes.
- Shared collaboration space supports and showcases the University's Areas of Distinction, by complementing department specific space.



Figure 3.1-B. Guiding principle workshop (October 2017)

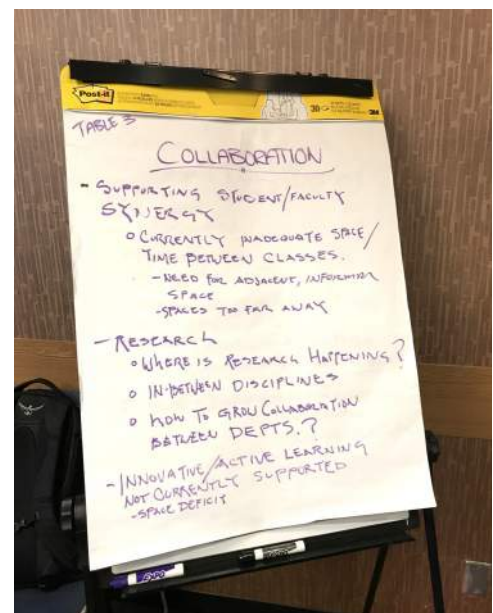


Figure 3.1-C. Guiding principle workshop (October 2017)

3.2 OPPORTUNITIES FOR CAMPUS CHANGE

The three scenarios presented in this section provide a side-by-side comparison of the impact and scale of different high-level strategies for capital improvement.

Complementary to the high-level moves considered in the scenarios, this section details the Minnesota State standards and other best practices for accommodating new styles of learning, research, and office environments. This section also provides examples – beyond the sizing and quality of interior spaces – of how change can be physically manifested at the scale of the campus, in terms of building placement and connection.

While detailed to the level of assignable square footage of large categories of academic and office space, the scenarios scale up to the perspective of the campus. As such, they should be contextualized as magnitudes of program change that can be continue to be augmented, supported, and further refined by further conversations on policies of space use, culture, and planning. The baseline scenarios can be further refined using this information in subsequent planning processes, to achieve the qualitative and quantitative space goals of the University.

3.3 ASSUMPTIONS, STANDARDS, & BEST PRACTICES

This exercise of scenario planning acknowledges that analyzing, managing, and planning for space use is a dynamic process. Valuable policy conversations continue to unfold at MSU Mankato that will have an important bearing on scheduling practices, sharing and collaboration opportunities, utilization, and the overall experience of a diverse staff and student body. While seemingly administrative, the impact of these policies will push upward and shape the development of the campus in terms of facility relationships, open space, and connectivity.

However, to establish a baseline from which to measure future policy change and capital improvements, the following assumptions apply to the three scenarios.

- A 1.5 assignable: gross efficiency ratio. For instructional space allotments, each scenario includes 22 SF per station in classrooms and 50 SF per station in teaching labs. In addition, each scenario assumes infill of the CSB basement at 50% classrooms and 50% offices per the code plans for that building.
- Informal learning space has been built into the assignable square footage as it is a large part of modern pedagogical strategies.
- The target for student station occupancy will be maintained at a minimum of 65%.
- All scenarios show some increase in seat counts and office space to accommodate flexibility over time (in most cases this is a 5% increase). While current enrollment is static, the facilities being proposed will be in use for many years and are shown to accommodate marginal growth.
- Future programming work will disaggregate teaching and research laboratory spaces into more fine-grained categories, based on function, energy, and equipment needs.
- Future programming work will refine office space policies on space configuration and user groups that meet Minnesota State standards, but tailored to the unique culture of Minnesota State University, Mankato.
- Scenario calculations do not build in the impacts of right-sizing, schedule changes (distribution over week or common hour), or centralized scheduling practices.

3.3-1 CLASSROOMS

The definition and categorization of classrooms is most relevant by enrollment capacity.				
	Source	Small	Medium	Large
Student Capacity	Minnesota State guideline (2009)	24 student capacity	40 student capacity	72 student capacity
	Paulien recommendation	20 and under capacity	21 - 60 capacity	61 and above capacity
ASF per station	Minnesota State guideline (2009)	20.8 ASF (500 SF / 24 students)	21.25 ASF (850 SF / 40 students)	16.6 - 19.5 ASF (1200 - 1400 SF / 72 students)
	Paulien recommendation (ASF per student listed is for face-forward instruction with minimal furniture movement)	26 - 32 ASF (20 and under capacity grouping)	22 - 26 ASF (21 - 60 capacity grouping)	18 - 24 ASF (61 and above capacity grouping)
Configuration Options & Best Practices	Minnesota State guideline (2009)	Traditional / lecture Discussion / conversational Collaborative / team Active learning, small groups	Traditional, long axis Traditional, short axis Horseshoe	Auditorium style (traditional and fan configuration)
	Perkins+Will recommendations	Traditional Lecture Technology enabled active learning hybrid (TEAL) *Figures 3.3-B to 3.3-G provide examples of flexible classrooms that support different configurations.		

Figure 3.3-A. Reference standards for future classroom programming (for more information on classroom utilization, see Volume 1)

[3.3-1 CLASSROOMS]



Figure 3.3-B. Corporate classroom



Figure 3.3-C. Corporate classroom



Figure 3.3-D. University at Albany, State University of New York (SUNY), School of Business



Figure 3.3-E. University of North Dakota



Figure 3.3-F. Ohlone College (California)



Figure 3.3-G. Miami Dade College (Florida)

3.3-2 TEACHING / ACADEMIC LABS

Teaching Labs can be defined by functional category and student capacity.

Depending on the level and purpose of the space programming exercise, functional categories for laboratory space may vary. For instance, the Council of Educational Facility Planners International (CEFPI) recognizes 3 different sub-categories of laboratory space: (1) Class Laboratory; (2) Open Laboratory; (3) Research / Non-class Laboratory. In accordance with these definitions, the Paulien study in Volume 1 also recognizes three different types of laboratory space (see page 20 of Volume 1): (1) Teaching Laboratories & Service; (2) Open Laboratories & Service; and (3) Research Laboratories & Service.

During a more refined level of space planning, additional functional categories may be defined, such as dry labs, wet labs, and specialized labs (e.g. computational labs, dance labs, etc.). This is because of the wide range of disciplines that make use of laboratory space for instruction and research purposes.

Student Capacity	Minnesota State guideline (2009)	24 student capacity
	Paulien recommendation	12 - 30 stations
ASF per station	Minnesota State guideline (2009)	41.7 - 50 ASF per station (1000 - 1200 / 24) Size the room width at 30 feet; provide a minimum of 30 square feet of lab space per student; provide a minimum of 3 lineal feet of bench space per student for introductory courses; provide a minimum of 6 desktop computer stations in each lab for specialized work; provide a minimum of 3 lineal feet of bench space per student for introductory courses.
	Paulien recommendation	Dry labs: 35 – 40 ASF Wet labs: 60 – 80 ASF Specialized labs (dance, engineering): 80+ ASF
	Perkins+Will recommendation	Dry labs: 35 – 50 ASF Wet labs: 55 – 75 ASF Specialized labs (dance, engineering): 75+ ASF
Configuration Options & Best Practices	Minnesota State guideline (2009)	Traditional (Single sided; Double sided) Cluster (Island) Pods (Peninsula; Floating)
	Perkins+Will recommendations	Traditional (Single sided; Double sided; Tiered) Active Learning Clusters (Island) Active Learning Pods (Peninsula; Floating) *Figures 3.3-I and 3.2-J on the next page are examples of flexible teaching labs that support different configurations and orientations. Figures 3.3-K to 3.3-N are examples of Active Learning that can be characterized as Technology Enabled Active Learning spaces (TEAL).

Figure 3.3-H. Reference standards for future classroom programming

[3.3-2 TEACHING / ACADEMIC LABS]



Figure 3.3-I. Foothill College (California)



Figure 3.3-J. University of Massachusetts, Amherst

Active Learning / TEAL Learning Spaces



Figure 3.3-K. University of North Dakota



Figure 3.3-L. University of North Dakota



Figure 3.3-M. Clemson University, Watt Family Innovation Center (South Carolina)



Figure 3.3-N. George Mason University (Virginia)

3.3-3 OFFICE SPACE

ACADEMIC OFFICE		
Office spaces (Academic and Support spaces) can be categorized by capacity (# of work spaces accommodated) or by potential user (Full-Time faculty, Part-Time faculty, Adjunct Faculty, Research/graduate students). This reference table provides capacity (number of work spaces accommodated) for the purposes of generating space guidelines for this programming exercise.		
Capacity	Minnesota State guideline (2009)	Open office / cubicle (1 work area, 48 SF) Private office (1 work area, 100 SF) Shared office space (2-3 work areas or 4-6 work areas; No SF guideline)
	Perkins+Will recommendation	Private office (1 work area, 100 - 120 SF) Shared office space (2 work areas, 140 SF; assuming that this is augmented with additional shared collaboration / huddle spaces to provide a balance of shared and private meeting space)
	Paulien standard	Private office (1 work area, 120 - 200 SF)
Configuration Options & Best Practices	Minnesota State guideline (2009)	Open office / cubicle Shared office space
	Perkins+Will recommendation	Space savings may be possible with configurations that minimize private office spaces and augment these with shared / collaborative meeting spaces and private huddle rooms.
OFFICE SUPPORT		
Student Capacity	Minnesota State guideline (2009)	Small Conference / Seminar Room (4 - 6 seats, 80 - 100 SF) Medium Conference / Seminar Room (12 - 16 seats, 150 - 300 SF) Large Conference / Seminar Room (30+ seats, 400+ SF)
	Perkins+Will recommendation	Small Meeting / Seminar Room (capacity of 6 work stations, NSF of 120 SF) Large Meeting / Conference Room (capacity of 16, NSF of 400 SF)
Configuration Options & Best Practices	Minnesota State guideline (2009)	Small Conference / Seminar Room - Round or rectangular table with wall mounted white board Medium Conference / Seminar Room - Modular table units with wall mounted white board Large Conference / Seminar Room 6+ modular tables, with mounted white board: cluster, U-shape, rectangular board room set-up [Other suggested configurations] ‘Hoteling’ stations ‘War rooms’ Large quantity of smaller meeting areas / rooms Personal alcoves
	Perkins+Will recommendation	Conference rooms that are sized so they can double as seminar spaces. Flexible meeting rooms and seminar rooms.

Figure 3.3-0. Reference standards for future Academic Office and Office Support space programming

[3.3-3 OFFICE SPACE]



Figure 3.3-P. Collaboration space



Figure 3.3-Q. Bentley University (Massachusetts)



Figure 3.3-R. (top left) Harvard Business School, Morgan Hall (Massachusetts)

Figure 3.3-S. (middle left) University at Albany, State University of New York (SUNY), School of Business

Figure 3.3-T. (bottom left) University of North Dakota, School of Medicine

Figure 3.3-U. (right) Corporate office huddle room

3.4 SCENARIO ONE: REPLACE ARMSTRONG HALL & STRENGTHEN CAMPUS EDGES

3.4-1 PHASING SUMMARY

Scenario One involves a conservative replacement of Armstrong Hall and accommodates spillover programming in the basement of the Clinical Sciences Building. This replacement is not a simple one-to-one replacement of square footage, as the replacement building and renovated CSB basement will accommodate more flexible learning and office spaces (including informal learning space) at higher average station and work areas. This scenario envisions phases subsequent to the renovation of the CSB basement and construction of new academic space, namely the removal of Armstrong Hall, and a connection between Morris and Nelson Halls. Figures 3.4-A and 3.4-B provide a graphic and numeric description of the square footage need to accommodate current space needs and program enhancements, towards achieving an average student station area of 22 ASF across the campus. Figure

3.4-C is an example of how Scenario One can be physically manifested in the context of the campus.

Below is a summary of the major phases:

1. Renovate the basement of the Clinical Sciences Building and construct a conservative / reduced size replacement building for Armstrong Hall that mitigates the current space deficits.
2. Demolish Armstrong Hall after construction work is complete.
3. Construct a skyway linkage between Nelson and Morris Halls.
4. Accommodate the space needs of the College of Business with a new privately funded building; this square footage is not included within the Armstrong Hall replacement facility as the timing of a College of Business facility is independent of the Armstrong Hall replacement project.

3.4-2 CHANGE MANAGEMENT

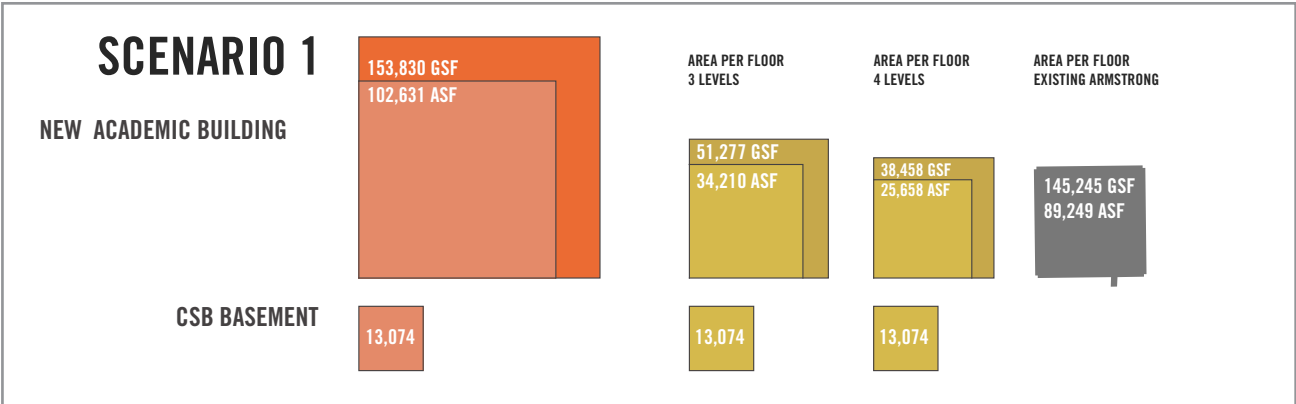


Figure 3.4-A. Graphic representation of Gross/Assignable square footage

The first diagram in the Figure 3.4-A set illustrates the full net:gross square footage of the scheme. The subsequent icons show the relative scale of the building footprint if 3 levels are built, if four levels are built, and the existing footprint of Armstrong Hall, respectively. Each illustration shows the assignable square footage available in the CSB as a discrete block. This scenario show a slight decrease in classroom seats from what currently exists in Armstrong, but increases the station area to modern MSU Mankato benchmarks and includes informal learning space that

allow for learning to happen in a wider diversity of settings. Office spaces also are brought up to current standards. For consistency and comparability, all the scenarios accommodate the full number of offices that currently exist in Armstrong Hall and a modest growth of approximately 5% (approximately 240 total offices), thereby allowing for some faculty growth and/or increased administration space to meeting modern needs. Informal learning space was accommodated as an additional 20% of the total ASF for learning space (total of classroom and teaching lab ASF).

SCENARIO 1			
New Building GSF (phase 2)			
<i>Gross SF</i>	<i>153,830</i>		
<i>Assignable SF</i>	<i>102,631</i>		
		Offices (Individual)	17,500
		Support	19,250
		Labs	15,150
		Classrooms	39,751
		Informal Learning	10,980
CSB Basement Infill (phase 1)			
<i>Assignable SF</i>	<i>13,074</i>		
		Offices	6,537
		Classrooms	6,537
<i>Total Assignable for Scenario 1</i>	<i>115,705</i>		
<i>Total Seats</i>	<i>2,104</i>		
<i>Total Offices</i>	<i>240</i>		

Figure 3.4-B. Summary of Square Footage

3.4-3 CAMPUS IMPACTS

The removal of Armstrong Hall in Scenario One has the potential to open the campus core, creating a new east-west open space dynamic and a more spacious campus heart. However, the scale of open space created would need to be considered in tandem with the Morris-Nelson Hall connector.

While stakeholders emphasized that collaboration and multidisciplinary space should be centrally located on campus, the replacement facility for Armstrong Hall has the potential to strengthen the outer ring of the traditional academic core. The large size of a replacement facility (3 or 4 levels) will be a significant new landmark for the campus and can be positioned to enliven campus gateways and corridors.

3.4-4 COST SUMMARY

The total project cost of Scenario One is estimated to be \$73,228,000 (no escalation) or \$87,442,000 with a 3% annual inflation factor, assuming the midpoint of construction at 2023. This figure is inclusive of design costs (9% of the total project); new construction costs for the replacement building for Armstrong Hall; the renovation costs associated with the CSB basement; the cost of demolishing Armstrong Hall; and the cost of a future skyway linkage between Nelson and Morris Halls. A construction contingency of 15% was factored into the estimate to accommodate additional costs associated with different investment tiers for furniture, fixtures, equipment, and technology in the space. See Appendix B for a full cost breakdown of Scenario One.

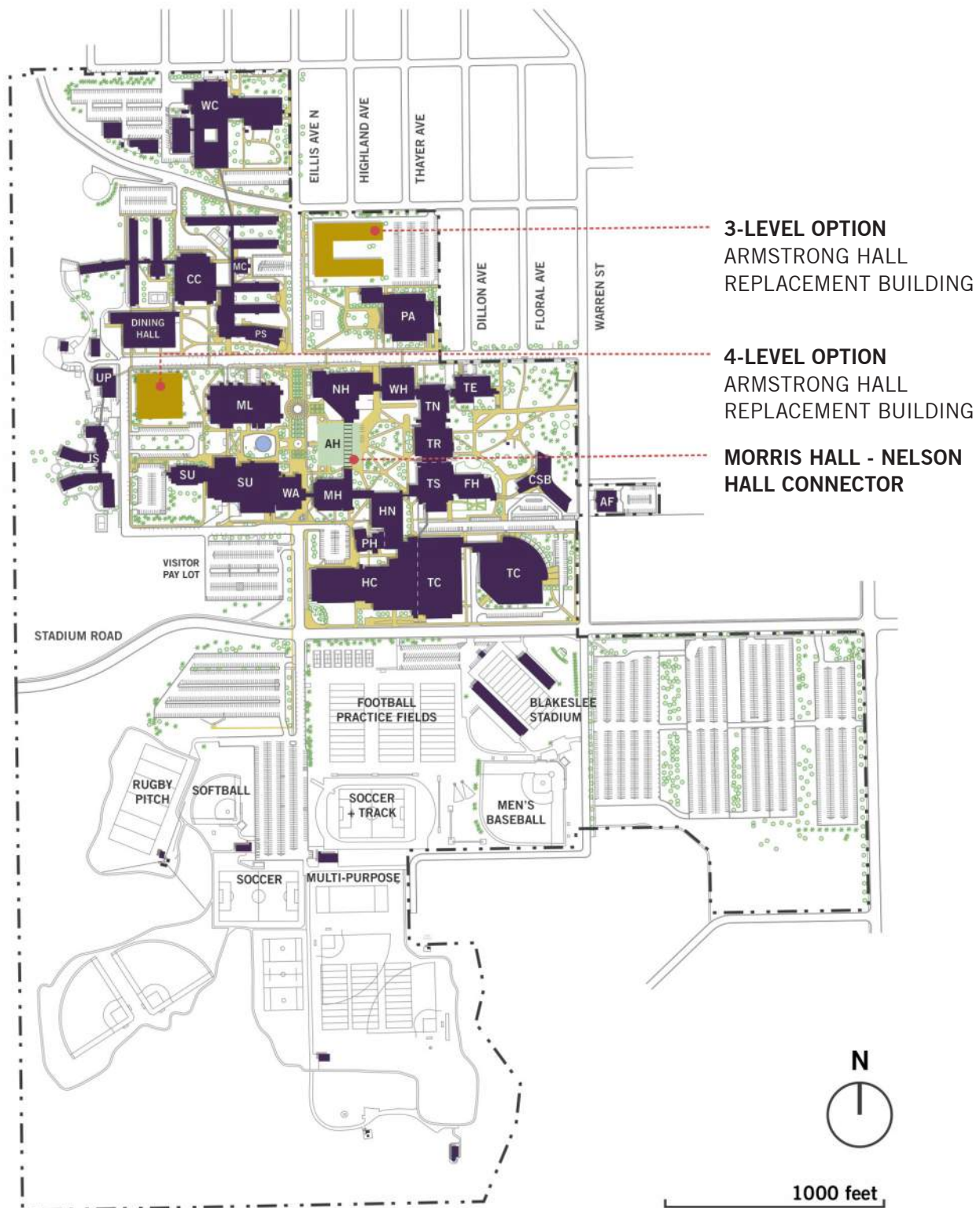


Figure 3.4-C. Example site impacts of Scenario One

3.5 SCENARIO TWO: RE-INVEST IN ARMSTRONG HALL & THE CAMPUS HEART

3.5-1 PHASING SUMMARY

Scenario Two involves renewing Armstrong Hall and accommodating spillover programming in the basement of the Clinical Sciences Building. Similar to Scenario One, this scheme assumes that renewed or renovated space will accommodate more flexible learning and office spaces, as well as informal learning space. Figures 3.5-A and 3.5-B provide a graphic description of the magnitude of square footage needed to accommodate current space needs and program enhancements, towards achieving an average student station area of 22 ASF.

Below is a summary of the major phases:

1. Renovate the basement of the Clinical Sciences Building.
2. Renew and renovate Armstrong Hall's learning spaces to accommodate an average student station area of 22 ASF and inclusive of informal learning spaces.
3. The space needs of the College of Business will be accommodated by a new privately funded building; this square footage is not included within the Armstrong Hall renewal. Similar to Scenario One, the timing of a College of Business facility is independent of the Armstrong Hall project.

3.5-2 CHANGE MANAGEMENT

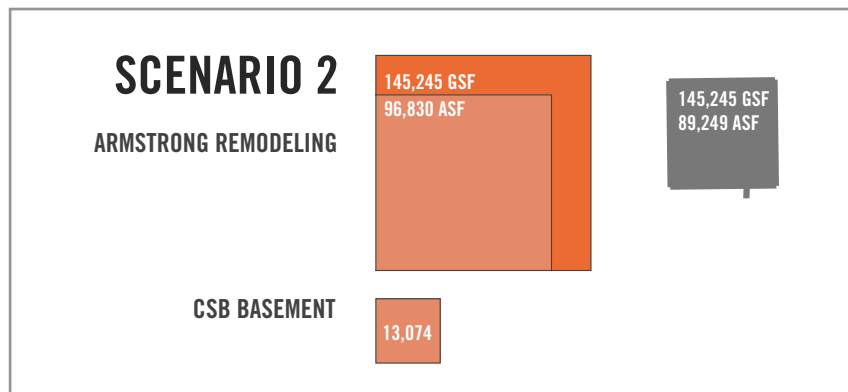


Figure 3.5-A. Graphic representation of Gross/Assignable square footage

The first diagram in Figure 3.5-A illustrates the full net: gross square footage of the scheme. The subsequent icon shows the existing footprint of Armstrong Hall. This scenario maintains the footprint of Armstrong, but shifts the building efficiency from 1.63 to 1.5. Armstrong has a large amount of unprogrammable corridor space and, reorganized, could increase its assignable square footage while simultaneously building in more flex space. For consistency and comparability, all the scenarios accommodate the full number of offices that currently exist in Armstrong Hall and a modest growth of approximately 5% (approximately 240 total offices), thereby allowing for some faculty growth and/or increased administration space to meeting modern needs.

3.5-3 IMPACTS

Scenario Two focuses on renewing Armstrong Hall as the heart of the campus, maintaining the close-knit feel of the academic core and the need to centralize the crossroads of collaborative activities. This scenario is the most conservative in terms of new construction and would result in the greatest need for efficiency gains through scheduling policy and shared office strategies. This scenario would likely achieve the least amount of informal learning space of the three scenarios. However, it offers unique opportunities for re-imagined facades on the east and west of Armstrong Hall, which would maintain the well-sized pockets of open space on either side (the fountain and the quad spaces).

SCENARIO 2			
Armstrong Renovation GSF (phase 1)			
<i>Gross SF</i>	<i>145,245</i>		
<i>Assignable SF</i>	<i>96,830</i>		
		Offices (Individual)	17,500
		Support	19,250
		Labs	15,350
		Classrooms	39,751
		Informal Learning	4,979
CSB Basement Infill (phase 1)			
<i>Assignable</i>	<i>13,074</i>		
		Offices	6,537
		Classrooms	6,537
<i>Total Assignable for Scenario 2</i>	<i>109,904</i>		
<i>Total Seats</i>	<i>2,104</i>		
<i>Total Offices</i>	<i>240</i>		

Figure 3.5-B. Summary of Square Footage

Strengthening the academic core and instructional activity in the center would enable the University to reserve other parcels on campus for future growth.

Scenario Two goes beyond deferred maintenance to suggest an innovative vision for a 1960s era facility. Future predesign studies are required to consider alternative entrance, façade, circulation, and floor relationships that will create a sense of place and academic gathering in the heart of the campus.

3.5-4 COST SUMMARY

The total project cost of Scenario Two is estimated to be \$49,745,000 (no escalation) or \$59,400,000 with a 3% annual inflation factor, assuming a midpoint of construction at 2023. This figure is inclusive of design costs (9% of the total project); the renovation costs associated with renovating and partitioning the CSB basement; and the cost of renewing Armstrong Hall to a higher standard of excellence for learning, research, and office space. A construction contingency of 15% was factored into the estimate to accommodate additional costs associated with

different investment tiers for furniture, fixtures, equipment, and technology in the space. See Appendix B for a full cost breakdown of Scenario Two.

A deep renovation and renewal of Armstrong Hall – that meets the space quality aspirations of the University – will require further structural study that will inform the phasing logistics of this strategy. It is likely that a phased renovation will involve a vertical interior approach, rather than a floor by floor schedule. Future study is needed on the migration implications, temporary space provisions, and the added cost of phasing construction over two or more semesters. However, an added phasing contingency of 2.5% has been built into the construction costs in the cost model for this scenario.

3.6 SCENARIO THREE: REPLACE ARMSTRONG HALL & EXPLORE FUTURE PUBLIC-PRIVATE PARTNERSHIPS

3.6-1 PHASING SUMMARY

Scenario Three involves a conservative replacement of Armstrong Hall and accommodates spillover programming in the basement of the Clinical Sciences Building. Similar to Scenario One’s replacement building, this is not a one-to-one replacement of square footage, as the replacement building and renovated CSB basement will accommodate more flexible learning and office spaces at higher average station and work areas.

This scenario assumes use of the basement space in the CSB and construction of a new privately funded academic facility for the College of Business. The scenario also includes the eventual removal of Armstrong Hall and provision for a future connection between Morris and Nelson Hall. This plan assumes the College of Business space in Morris Hall is to be reallocated to further solve Armstrong Hall space needs and reduce the size of the new building to replace Armstrong Hall.

Figure 3.6-A provides a graphic description of the magnitude of square footage to accommodate current space

needs and program enhancements, towards achieving an average station area of 22 ASF across the campus. Figure 3.6-B is an example of how Scenario Three may be physically manifested in the context of the campus.

Below is a summary of the major phases:

1. Utilize Basement of CSB and construct a conservative/reduced size replacement building for Armstrong Hall to serve as a new general academic building.
2. Demolish Armstrong Hall after construction work is complete.
3. Construct a skyway linkage between Nelson and Morris Halls.
4. The College of Business moves in its entirety to a new building in location south of Stadium Road. Factor in the College of Business space in Morris Hall to be reallocated to solve Armstrong Hall space needs and further reduce size of new replacement building.

3.6-2 CHANGE MANAGEMENT

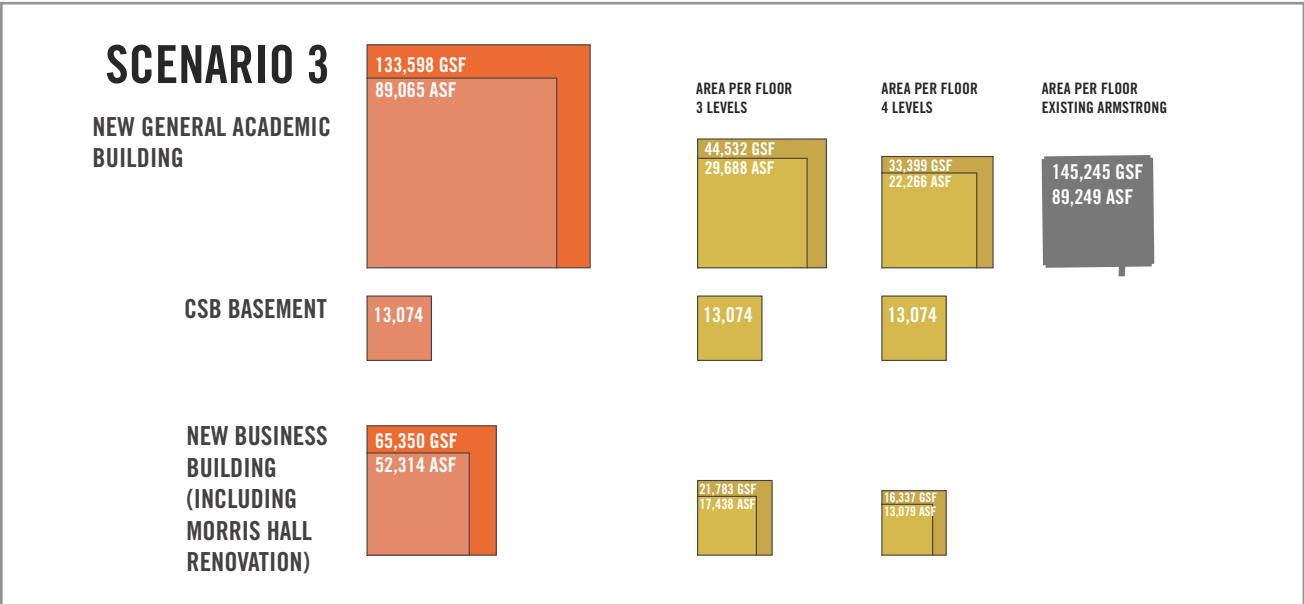


Figure 3.6-A. Graphic representation of Gross/Assignable square footage

The first diagram in Figure 3.6-A illustrates the full net:gross square footage of the scheme. From top to bottom, the relevant GSF/ASF for the an Armstrong replacement, the CSB basement, and a new building for the College of Business are laid out. The subsequent icons show the relative scale of the building footprints if 3 levels are built, if four levels are built, and the existing footprint of Armstrong Hall, respectively. Informal learning space was accommodated as an additional 20% of the total ASF for learning space (total of classroom and teaching lab ASF).

As this scenario assumes two new facilities are to be constructed concurrently, the square footage of Armstrong's replacement is smaller than in Scenario One, as seen in Figure 3.6-B. This scenario assumes that some of the program assigned to Armstrong's replacement in Scenario One would move to Morris Hall, which would use space vacated by the College of Business. The new College of Business building in this scenario draws from the space calculations of the 2012 study developed by Perkins+Will.

For consistency and comparability, all the scenarios accommodate the full number of offices that currently exist in Armstrong Hall and a modest growth of approximately 5%, thereby allowing for some faculty growth and/or increased administration space to meeting modern needs. This 5% growth includes all the faculty office spaces in Armstrong Hall along with 54 offices as described in the 2012 College of Business pre-design.

3.6-3 IMPACTS

Scenario Three is the most ambitious scheme in terms of new construction and the ability to address space deficits and the future of Armstrong Hall. While the most ambitious, it is the scheme that more fully accommodates aspirations for space parity between Colleges, and aspirations for collaboration and informal learning spaces, and aspirations. New facilities have the potential to frame gateways to the campus and face the surrounding land uses in a welcoming manner. Similar to Scenario One, the removal of Armstrong Hall in this scheme has the potential to open the campus core, creating a new east-west open space dynamic and a more spacious campus heart. However, the scale of open space created would need to be considered in tandem with the Morris-Nelson Hall connector.

SCENARIO 3			
New Armstrong Replacement Building (phase 1)			
Gross SF	133,598		
Assignable SF	89,065		
		Offices (Indiv)	17,463
		Support	19,209
		Labs	15,900
		Classrooms	27,761
		Informal Learning	8,732
CSB Basement Infill (phase 1)			
Assignable SF	13,074		
		Offices	6,537
		Classrooms	6,537
New Business Building (phase 1)			
Gross SF	65,350	Assumes 13,036 net SF in Morris per 2012 COB Predesign	
Assignable SF	52,314		
Total Assignable for Scenario 3			
Total Seats	2,410		
Total Offices	294		

Figure 3.6-B. Summary of Square Footage

3.6-4 COST SUMMARY

The total project cost of Scenario Three is estimated to be \$67,074,000 (no escalation) or \$80,093,000 with a 3% annual inflation factor, assuming a midpoint of construction at 2023. The total project cost for the separately funded College of Business building is estimated to be \$30,641,000 (no esclation) or \$36,588,000 with a 3% annual inflation factor. This figure is inclusive of design costs (9% of the total project); new construction costs for the replacement building for Armstrong Hall; the renovation costs associated with the CSB basement; the cost of renovating Morris Hall; the cost of demolishing Armstrong Hall; and the cost of a future skyway linkage between Nelson and Morris Halls. A construction contingency of 15% was factored into the estimate to accommodate additional costs associated with different investment tiers for furniture, fixtures, equipment, and technology in the space. See Appendix B for a full cost breakdown of Scenario Three.

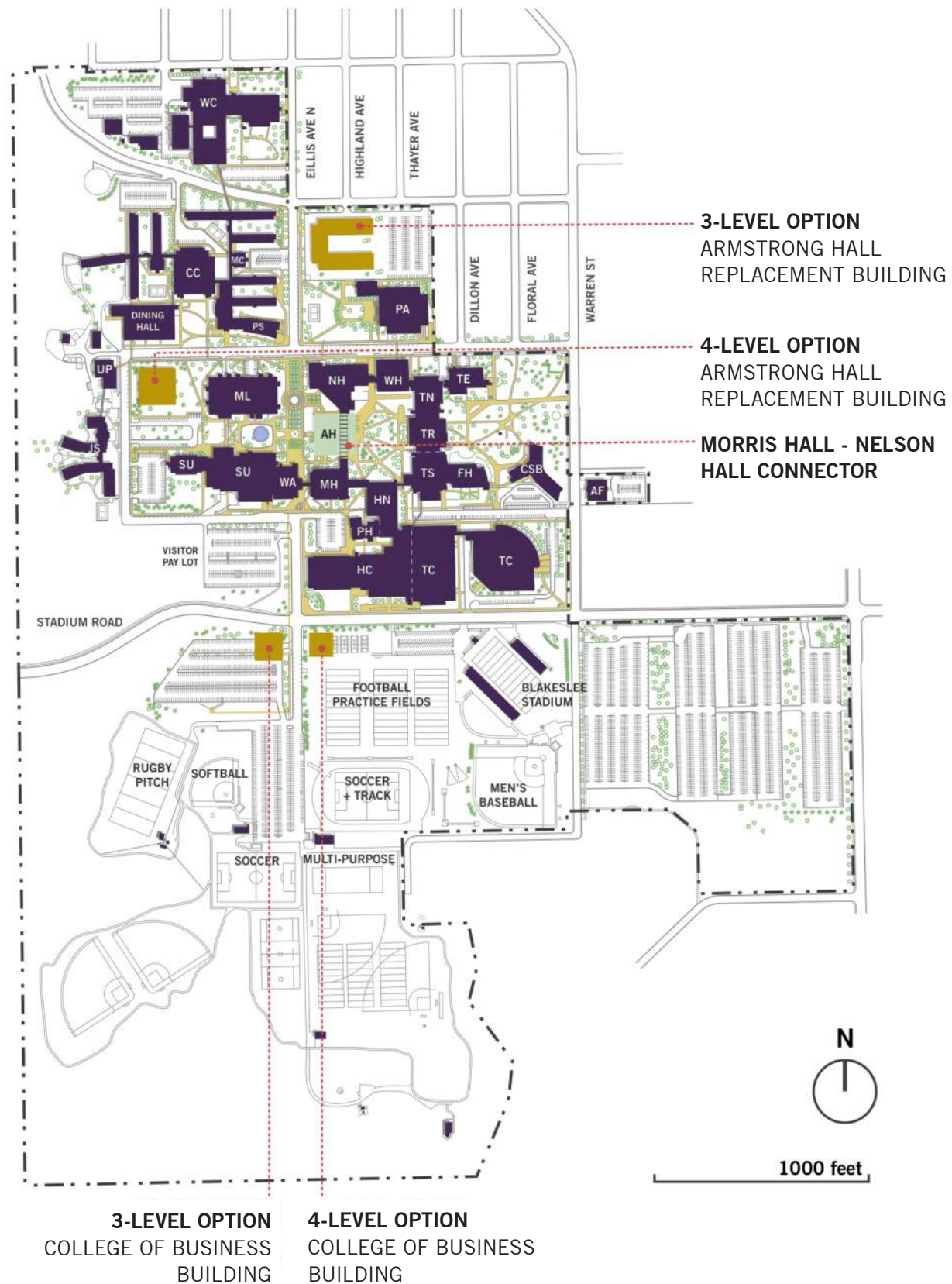


Figure 3.6-C: Example site impacts of Scenario Three

3.7 PLANNING RECOMMENDATIONS

While the scenarios provide insight into the magnitude of space change on the basis of different strategies, the ultimate scenario will have to balance cost considerations, space needs, aspirations, and academic planning now and beyond 2018. Working towards this ultimate scenario will involve understanding the space impacts of several policies and initiatives. Below is a list of the considerations that will have bearing on a comparison of the three scenarios and the finalized scenario.

- The implementation of the MSU Extended Education and Online Education initiatives may reduce the quantity and alter the type of spaces needed (fewer general classrooms; additional conference and tele-presence spaces). However, it may also introduce the need for specialized spaces such as a testing center and larger collaboration areas that provide a home base for online students visiting campus.
- The next Academic Master Plan process will be planning for 2019 and beyond. Changes to the growth projections for programs, departments, and Colleges may have particular impacts on the need for and management of “owned” space, such as teaching labs and private office space.
- Scenarios 1 and 2 are most likely to require efficiency gains through right-sizing, an increase in utilization, and scheduling practices (week distribution and common hour). While scheduling practices that utilize all weekdays would be most impactful in terms of efficiency, there are important student life and staff culture issues to consider with these changes. Namely, how the schedule change impacts student retention, course offerings, and on-time graduation and how to fairly incentivize instruction on Fridays for those who commute from outside Mankato or require Fridays for other productive activities (e.g. research). In general, scheduling practices and policy may be designed to exceed the 32 weekly room hours (as per the System Office space principles recommendation) and work towards achieving the aspirational utilization of 38 WRH. As noted in Volume 1, this aspirational target may create opportunities to both alleviate space needs, construct needed informal learning space, and realign department space.
- The Minnesota State Space Planning Guidelines (2009) are currently undergoing an update to include standards and direction on new categories of space, such as informal learning space. Future refinement of a preferred scenario will involve

adhering to or adjusting to new guidelines as they become available. However, in the interim, further development of space guidelines for office space and support spaces that are appropriate for the MSU Mankato campus are necessary. These policies will assist the University in determining the circumstances in which shared office spaces can be configured and what user groups would benefit from a shared setting.

- The development of a comprehensive space protocol will be an important step for the management of technology enabled active learning (TEAL) spaces, as future investments are made. Space protocols will need to accommodate the unique needs of different Colleges and departments. This space protocol can be informed by future pre-designs that will add specificity to migration and program adjacency priorities.
- Future consideration of satellite campuses (MSU Mankato at Edina) and downtown Mankato rental space, and the relationship of these spaces to program development on the Mankato campus.

Future master planning and program development initiatives will continue to inform what is important to achieve in capital projects over the next 10 years. However, the three scenarios presented in this Volume can be compared in cost, provision of needed space, phasing logistics, and relevance to the guiding principles developed as a part of this project. While Scenario 3 comes the closest to solving space deficits and meeting aspirations and Scenario 2 is the tightest, the guiding principles suggest that all three scenarios have features of merit.

Scenario 1

The Armstrong Hall replacement building has the potential to serve as a neutral and multidisciplinary space, but may need to be positioned in the outer ring of the academic core or along an active corridor. Special consideration would need to be given to the visibility of this space and how connections to the current academic core can be supported. A replacement building for Armstrong Hall represents an opportunity to reimagine a mix of flexible space typologies and work patterns, as suggested in the Guiding Principle workshops.

Scenario 2

The phasing of an Armstrong Hall remodel will necessitate greater efficiencies through scheduling and utilization. This scenario is likely to achieve the principle of a balance of neutral and hosted space, but unlikely to accommodate a sufficient mix of innovative learning, research, and work typologies. The risk inherent in this scenario is that an average station area of 22 ASF may not be achievable. However, the visibility of a remodeled Armstrong Hall in the campus core presents an opportunity to create an innovative, open showcase in the heart of the campus.

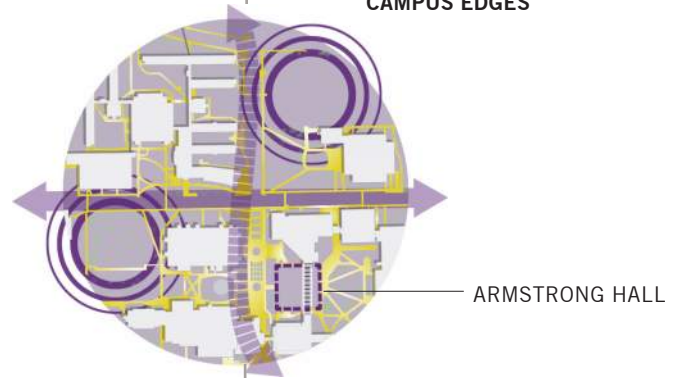
Focusing investment on the renewal of Armstrong Hall in phases will require a larger amount of swing space (office and classrooms) during summer and academic semester time periods. Although scheduling and utilization efficiencies will relieve some of this need for swing space, the logistics of this scenario will likely require a combination of on-campus space, temporary portable on-campus space, and off-campus space.

Scenario 3

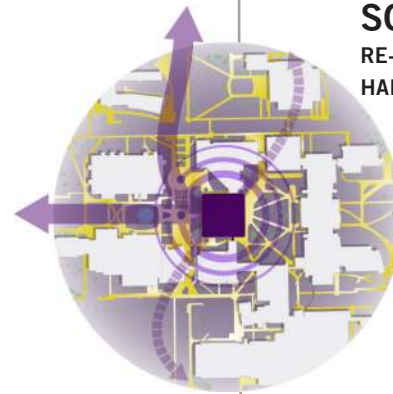
Scenario 3 involves the most new construction and potentially the longest schedule of all three scenarios. However, the space accommodations possible in this scheme provide long-range flexibility for the campus to explore informal learning, TEAL, and collaborative/shared work, learning, and researching models. It also provides the flexibility to re-purpose space for future needs – whether prompted by program growth or by a need for specialized hybrid-online spaces. In this scenario, the campus is most likely to achieve the average of 22 ASF for student station areas.

The siting of facilities south of Stadium Road will significantly alter the student circulation patterns on campus. This location will also impact the feasibility of collaboration and interdisciplinary activities with the College of Business and other academic areas.

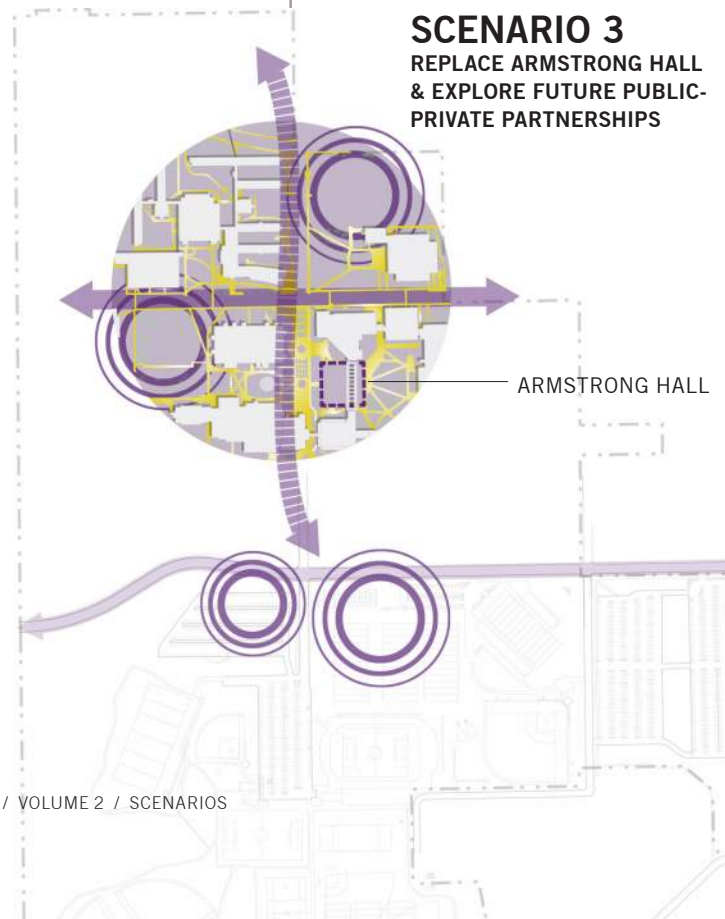
SCENARIO 1 REPLACE ARMSTRONG HALL & STRENGTHEN CAMPUS EDGES



SCENARIO 2 RE-INVEST IN ARMSTRONG HALL & THE CAMPUS HEART



SCENARIO 3 REPLACE ARMSTRONG HALL & EXPLORE FUTURE PUBLIC- PRIVATE PARTNERSHIPS





 MINNESOTA STATE UNIVERSITY MANKATO

CAMPUS SPACE ANALYSIS

MINNESOTA STATE UNIVERSITY, MANKATO
APPENDIX B: CAMPUS SPACE STRATEGY

DECEMBER 2017



MINNESOTA STATE UNIVERSITY MANKATO

Exploing and celebrating our past as
we look forward to our next 150 years



 MINNESOTA STATE UNIVERSITY MANKATO

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I. COST MODEL (VERSION 1)

This table presents a cost model for each campus space scenario presented in Volume 2. Inflation costs have been calculated in accordance with the Building Projects Inflation Schedule (Projected Rates for FY2017-2019).

Minnesota State Mankato - Campus Space Needs Analysis - Project Costs per Scenario			12/15/2017	
TOTAL PROJECT COSTS (Dollars in thousands)	Scenario 1	Scenario 2	Scenario 3	
			AH Replacement	*College of Business
1. Predesign (.5%-1% of total project cost)	470	319	430	197
2. Design Fees (6-12% of construction costs)				
2a) Schematic (20% of design fee)	1,128	766	1,033	472
2b) Design Development (20% of design fee)	1,128	766	1,033	472
2c) Contract Documents (30% of design fee)	1,691	1,149	1,549	708
2d) Construction Administration (20% of design fee)	1,128	766	1,033	472
2e) Bidding, Close out (10% of design fee)	564	383	516	236
SUBTOTAL	5,639	3,830	5,164	2,360
3. Project Management (3-10% constr. costs)				
3a) State Staff Project Management (.8% total project cost)	546	371	500	229
3b) Nonstate Construction Management (2-4% total project)	2,049	1,392	1,876	857
3c) Commissioning (.5% of construction cost)	313	213	287	131
3d) Testing/Quality Assurance (1-4% construction cost)	1,566	1,064	1,435	655
SUBTOTAL	4,474	3,040	4,098	1,872
4. Construction Costs				
4a) Demolition/Decommissioning	1,198	0	1,198	0
4b) Construction	45,778	33,122	41,580	20,912
4c) Phasing/Temp. Construction/Safety Allowance	0	828	0	0
4d) Morris/Nelson Hall Connection via Skyway	3,000	0	3,000	0
4e) Construction Contingency (15% of Construction)	7,496	5,093	6,867	3,137
SUBTOTAL	57,473	39,043	52,645	24,049
5. Art (1% of construction cost)	575	390	526	240
SUBTOTAL	575	390	526	240
6. Occupancy (4-10% of 4: Construction)				
6a) Furniture, Fixtures and Equipment (4-8% of construction)	3,448	2,343	3,159	1,443
6b) Telecommunications - Voice & Data (1% of construction)	575	390	526	240
6c) Security Equipment (1% of construction)	575	390	526	240
SUBTOTAL	4,598	3,123	4,211	1,923
TOTAL - PROJECT COSTS (rounded up to next \$1000, <i>No Escalation</i>)	73,228	49,745	67,074	30,641
Inflation				
Mid-Point of Construction	May-23	May-23	May-23	May-23
Multiplier	29.98%	29.98%	29.98%	29.98%
Inflation Cost	21,954	14,913	20,109	9,186
TOTAL - PROJECT COSTS WITH INFLATION	95,182	64,658	87,183	39,827
* In Scenario 3, the COB building will be privately funded but will be built in conjunction with the AH replacement building, cost estimate provided for reference				

II. COST MODEL (VERSION 2)

This table presents a cost model for each campus space scenario presented in Volume 2. Inflation costs have been calculated using an annual compounded inflation factor of 3%.

Minnesota State Mankato - Campus Space Needs Analysis - Project Costs per Scenario			12/15/2017	
TOTAL PROJECT COSTS (Dollars in thousands)	Scenario 1	Scenario 2	Scenario 3	
			AH Replacement	*College of Business
1. Predesign (.5%-1% of total project cost)	470	319	430	197
2. Design Fees (6-12% of construction costs)				
2a) Schematic (20% of design fee)	1,128	766	1,033	472
2b) Design Development (20% of design fee)	1,128	766	1,033	472
2c) Contract Documents (30% of design fee)	1,691	1,149	1,549	708
2d) Construction Administration (20% of design fee)	1,128	766	1,033	472
2e) Bidding, Close out (10% of design fee)	564	383	516	236
SUBTOTAL	5,639	3,830	5,164	2,360
3. Project Management (3-10% constr. costs)				
3a) State Staff Project Management (.8% total project cost)	546	371	500	229
3b) Nonstate Construction Management (2-4% total project)	2,049	1,392	1,876	857
3c) Commissioning (.5% of construction cost)	313	213	287	131
3d) Testing/Quality Assurance (1-4% construction cost)	1,566	1,064	1,435	655
SUBTOTAL	4,474	3,040	4,098	1,872
4. Construction Costs				
4a) Demolition/Decommissioning	1,198	0	1,198	0
4b) Construction	45,778	33,122	41,580	20,912
4c) Phasing/Temp. Construction/Safety Allowance	0	828	0	0
4d) Morris/Nelson Hall Connection via Skyway	3,000	0	3,000	0
4e) Construction Contingency (15% of Construction)	7,496	5,093	6,867	3,137
SUBTOTAL	57,473	39,043	52,645	24,049
5. Art (1% of construction cost)	575	390	526	240
SUBTOTAL	575	390	526	240
6. Occupancy (4-10% of 4: Construction)				
6a) Furniture, Fixtures and Equipment (4-8% of construction)	3,448	2,343	3,159	1,443
6b) Telecommunications - Voice & Data (1% of construction)	575	390	526	240
6c) Security Equipment (1% of construction)	575	390	526	240
SUBTOTAL	4,598	3,123	4,211	1,923
TOTAL - PROJECT COSTS (rounded up to next \$1000, <i>No Escalation</i>)	73,228	49,745	67,074	30,641
Inflation				
Mid-Point of Construction	May-23	May-23	May-23	May-23
Multiplier (3% Annually)	19.41%	19.41%	19.41%	19.41%
Inflation Cost	14,214	9,655	13,019	5,947
TOTAL - PROJECT COSTS WITH INFLATION	87,442	59,400	80,093	36,588
* In Scenario 3, the COB building will be privately funded but will be built in conjunction with the AH replacement building, cost estimate provided for reference				



 MINNESOTA STATE UNIVERSITY MANKATO



**REPORT OF:
ASBESTOS SURVEY UPDATE**

**ARMSTRONG HALL
MINNESOTA STATE UNIVERSITY, MANKATO
MANKATO, MN**

LEGEND No. 1203879

June 5, 2013

Submitted by:

LEGEND TECHNICAL SERVICES, INC.

**88 Empire Drive
St. Paul, MN 55103
651/642-1150**

Wisconsin Operations: 1324 West Clairmont Ave., Suite 12, Eau Claire, WI 54701, 715/955-4839

North Dakota Operations: 1128 Westrac Drive, Fargo, ND 58103, 701/271-6779

Arizona Operations: 17631 North 25th Avenue, Phoenix, AZ 85023, 602/324-6100

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88 Empire Drive
St. Paul, MN 55103
Tel: 651.642.1150
Fax: 651.642.1239

June 5, 2013

Mr. Chandler Holland
Minnesota State University, Mankato
415 Malin Street
Wiecking Center Room 111
Mankato, MN 56001

RE: Asbestos Survey Update
Armstrong Hall
LEGEND No. 1203879

Dear Mr. Holland:

The following is LEGEND TECHNICAL SERVICES, INC.'s (LEGEND) final report for the asbestos survey update that was performed within the Armstrong Hall building located on the Minnesota State University, Mankato campus. The sampling was performed in January, 2013 by Keith Giorgi and Corey Campbell of LEGEND.

If you should have any questions regarding this report, please feel free to contact me at 651/221-4069.

Cordially,

LEGEND TECHNICAL SERVICES, INC.

A handwritten signature in black ink, appearing to read "Keith Giorgi", is written over the printed name.

Keith Giorgi
Project Manager

/kg

LEGEND TECHNICAL SERVICES, INC.

**ASBESTOS SURVEY UPDATE
ARMSTRONG HALL
MINNESOTA STATE UNIVERSITY, MANKATO**

LEGEND No. 1203879

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NARRATIVE REPORT

1.0 INTRODUCTION

The following is the final report of the asbestos survey update performed within the Armstrong Hall located on the Minnesota State University, Mankato campus located in Mankato, MN. The sampling was performed between January 4 and January 31, 2013 by Keith Giorgi and Corey Campbell of LEGEND TECHNICAL SERVICES, INC. (LEGEND).

2.0 BACKGROUND INFORMATION

The building consists of three floors above grade and one basement level below grade. Renovations have been known to occur in the past where asbestos thermal system pipe insulations, floor coverings, and lay-in ceiling panels had been removed.

LEGEND was provided a copy of the original asbestos survey report prepared by Twin City Testing (TCT) dated June 1, 1987. The report identified that the following asbestos materials were present in the building:

- All Cementitious pipe fitting and straight run insulation in the building contained asbestos.
- Select vinyl floor tiles contained asbestos.
- Lay-in ceiling panels (have since been removed from the building).

3.0 METHODOLOGY

The samples were collected in accordance with the Minnesota Department of Health Rules 4620.3460. The samples were analyzed in LEGEND's laboratory for the presence of asbestos fibers using polarized light microscopy (PLM) and dispersion staining techniques. The analysis was performed using an Olympus BHSP microscope at 40-200X magnification in accordance with current U.S. Environmental Protection Agency (USEPA) protocols, "Method for the Determination of Asbestos in Bulk Building Materials", EPA 600/R-93/116, 1993. An asbestos containing material is defined as any material containing greater than one percent asbestos as analyzed by PLM techniques. The sampling was non-destructive in nature (i.e. wall cavities, ceiling cavities, etc. were not opened up for inspection/sampling). LEGEND did not perform destructive testing on the roof per client requirements.

4.0 RESULTS

A total of 135 samples were collected of pipe insulations, gypsum board, taping compound, ceiling panels, ceramic tiles, ceramic tile grouts, ceramic tile thin sets, window glazings, various caulks, floor tiles and mastics, duct seam sealants, cement boards, base cove adhesives, carpet adhesives, fireproofing, blackboard, wall adhesives, brick mortar, fire door insulation, textured ceiling spray, waterproofing materials, sink undercoatings, fiberglass duct insulation adhesive, and plasters in the areas of concern.

The results of the sampling indicate that the following items located within and on the exterior of the building contain asbestos:

4.1 Thermal System Pipe Insulations

The results show that all remaining hard packed (mudded) fittings found on both domestic and heating pipes are asbestos containing. There are minimal quantities remaining in the building with the majority that remain located in the basement.

4.2 Window Glazings

The window glazings associated with select interior windows on the basement level were determined to be asbestos containing. The glazing is present between the panes of window glass and metal frames on each side of the glass. The windows common to rooms 11 and 32C on the basement level have the asbestos glazing present.

4.3 Cement Board (Transite®) Panels

The cement board panels located on the exterior of the building beneath the second and third floor windows were determined to be asbestos containing. The panels are approximately two feet by three feet in size and located beneath all of the windows.

4.4 Caulk Above Suspended Ceiling Systems

The caulking present above the suspended ceilings in the majority of the rooms and corridors on the first, second, and third floors was determined to be asbestos containing. The caulk is tan or yellow in color and is located at the wall/deck joints and also, in some cases on the wall just above the suspended ceiling system (most likely was associated with the old ceiling system that was removed). The exact quantities are difficult to determine as in some areas, the caulk is missing. The quantities given in Table #2 are strictly estimates.

4.5 Floor Tile and/or Floor Tile Mastics

The 9"x9" floor tiles and associated mastic found in select rooms of the basement level were determined to be asbestos containing. The majority of the asbestos tiles and mastics in the basement level are covered with carpet.

There is a residual black floor tile mastic present throughout the second floor perimeter office area and office hallways. The floor tiles were previously removed and the asbestos mastic covered with carpet or new, non-asbestos floor tiles.

4.6 Textured Ceiling Spray

The textured ceiling spray (painted black) common to the basement level room 15 and storage room 15A was determined to be asbestos containing. There is approximately 900 total square feet of the spray present in the basement.

4.7 Waterproofing

The black wall waterproofing found on the west wall of room 14B in the basement was determined to be asbestos containing. There is approximately 100 square feet of the waterproofing material present on the wall.

4.8 Fire Door Core Insulation

The fire doors found on Rooms 14, 14B, and 16 are insulated with an asbestos core insulation. There are a total of four doors total with the asbestos insulation.

4.9 Pipe Gaskets

The pipe gaskets found between the flanges of select pipe valves are assumed to be asbestos containing. LEGEND was not able to sample the gaskets as they are inaccessible without dismantling the valve. Per client requirements, the gaskets are assumed to contain asbestos. LEGEND would estimate that there are approximately 25 valves with the asbestos gaskets present in the basement level Mechanical Room M1.

Refer to Table #1 located in Appendix A for complete sampling and analytical results and the diagrams in Appendix C for sampling and asbestos material locations.

5.0 REMARKS

The samples will be retained for thirty days past the date of this report.

Cordially,

LEGEND TECHNICAL SERVICES, INC.



Keith Giorgi
Asbestos Inspector AI2213



Corey Campbell
Asbestos Inspector AI3735



Todd Giorgi
Microscopist



**REPORT OF:
ASBESTOS SURVEY UPDATE**

**MEMORIAL LIBRARY
MINNESOTA STATE UNIVERSITY, MANKATO
MANKATO, MN**

LEGEND No. 1203879

January 15, 2013

Submitted by:

LEGEND TECHNICAL SERVICES, INC.

**88 Empire Drive
St. Paul, MN 55103
651/642-1150**

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**88 Empire Drive
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January 15, 2013

Mr. Chandler Holland
Minnesota State University, Mankato
415 Malin Street
Wiecking Center Room 111
Mankato, MN 56001

RE: Asbestos Survey Update
Memorial Library
LEGEND No. 1203879

Dear Mr. Holland:

The following is LEGEND TECHNICAL SERVICES, INC.'s (LEGEND) final report for the asbestos survey update that was performed within the Memorial Library building located on the Minnesota State University, Mankato campus. The sampling was performed in December, 2012 and January, 2013 by Keith Giorgi and Corey Campbell of LEGEND.

If you should have any questions regarding this report, please feel free to contact me at 651/221-4069.

Cordially,

LEGEND TECHNICAL SERVICES, INC.

A handwritten signature in black ink, appearing to read "Keith Giorgi", is written over the company name.

Keith Giorgi
Project Manager

/kg

LEGEND TECHNICAL SERVICES, INC.

**ASBESTOS SURVEY UPDATE
MEMORIAL LIBRARY
MINNESOTA STATE UNIVERSITY, MANKATO**

LEGEND No. 1203879

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ORIGINAL TWIN CITY TESTING REPORT

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NARRATIVE REPORT

1.0 INTRODUCTION

The following is the final report of the asbestos survey update performed within the Memorial Library located on the Minnesota State University, Mankato campus located in Mankato, MN. The sampling was performed between December 6 and January 18, 2013 by Keith Giorgi and Corey Campbell of LEGEND TECHNICAL SERVICES, INC. (LEGEND).

2.0 BACKGROUND INFORMATION

The building consists of four separate floors (basement plus three floors above grade) and was constructed what appears to be in two separate phases (years). The older portion of the building is located on the east side and the newer addition (constructed around 1991) is located on the west side of the building.

LEGEND was provided a copy of the original asbestos survey report prepared by Twin City Testing (TCT) dated March 27, 1987. The report identified that the following asbestos materials were present in the building:

- All Cementitious pipe fitting and straight run insulation in the building contained asbestos.
- All vinyl floor tile with the exception of the black/cream and red rubber matting contained asbestos.
- White powder ceiling spray contained asbestos.
- White powder/mineral ceiling spray contained asbestos.

It is to be noted that since TCT's survey report, all of the asbestos floor tiles and associated mastics have been removed from the building.

3.0 METHODOLOGY

The samples were collected in accordance with the Minnesota Department of Health Rules 4620.3460. The samples were analyzed in LEGEND's laboratory for the presence of asbestos fibers using polarized light microscopy (PLM) and dispersion staining techniques. The analysis was performed using an Olympus BHSP microscope at 40-200X magnification in accordance with current U.S. Environmental Protection Agency (USEPA) protocols, "Method for the Determination of Asbestos in Bulk Building Materials", EPA 600/R-93/116, 1993. An asbestos containing material is defined as any material containing greater than one percent asbestos as analyzed by PLM techniques. The sampling was non-destructive in nature (i.e. wall cavities, ceiling cavities, etc. were not opened up for inspection/sampling). LEGEND did not perform destructive testing on the roof per client requirements.

4.0 RESULTS

A total of 101 samples were collected of pipe insulations, gypsum board, taping compound, ceiling panels, plasters, ceiling tiles, ceiling tile adhesives, ceramic tiles, ceramic tile grouts, ceramic tile thin sets, window glazings, various caulks, floor tiles and mastics, duct seam sealants, sink undercoatings, base cove adhesives, carpet adhesives, acoustical spray, brick mortar, wall waterproofing, cooling tower panel caulk, residual roof tar, and plasters in the areas of concern.

The results of the sampling indicate that the following items located within the building contain asbestos:

4.1 Thermal System Pipe Insulations

The sampling results show that all hard-packed (mudded) fitting insulation is asbestos containing. The majority of the straight run insulation in the building was observed to be non-asbestos fiberglass or foam insulation. The asbestos fittings (elbows, tees, valves, etc.) were observed on all floors in various locations on heating pipes, domestic pipes, and on roof drain pipes. LEGEND would estimate that there are approximately 379 fittings in the building with the asbestos insulation that were observed.

The only asbestos straight run insulation observed was located on the basement level in a floor trench running from Mechanical Room 74 under the adjoining hallway to the east. The exact quantity of the straight run insulation is not known and is concealed beneath the floor in the trench.

4.2 Concrete Wall Waterproofing

The black mastic/waterproofing found on the concrete walls of the tunnel system (exposed in Mechanical Room 75) was determined to be asbestos containing. There is approximately 50 square feet of the waterproofing material present on the exposed walls.

4.3 Sink Undercoating

The purple sink undercoating found on the galvanized sink in Room 2043 was determined to be asbestos containing.

4.4 Acoustical Spray

There is approximately 500 square feet of asbestos acoustical spray present in the basement level of the building. The spray is located above the suspended ceilings along the east and south walls of the original building.

There is approximately 90 square feet of asbestos acoustical spray present on the second floor in Room 2057 above the suspended ceiling. The spray is present on the deck and wall along the south side exterior wall in the room.

There is residual asbestos acoustical spray present on the third floor of the building above a suspended ceiling in the corridor outside of the stairwell located on the north side of the building on the east end of the floor. It appears that a previous abatement had occurred in this area and the final cleaning was not adequately performed. The spray that remains is sporadic in this area and spans an approximate 20 foot length of the wall. There is less than one square foot of coverage along the length to the wall in this area.

4.5 Pipe Gaskets

The pipe gaskets found between the flanges of select pipe valves are assumed to be asbestos containing. LEGEND was not able to sample the gaskets as they are inaccessible without dismantling the valve. Per client requirements, the gaskets are assumed to contain asbestos. LEGEND observed gaskets in basement level mechanical rooms 0070, 0074, 0075. LEGEND would estimate that there are approximately 58 valves with the asbestos gaskets present.

Refer to Table #1 located in Appendix A for complete sampling and analytical results and the diagram in Appendix B for sampling locations.

5.0 **REMARKS**

The samples will be retained for thirty days past the date of this report.

Cordially,

LEGEND TECHNICAL SERVICES, INC.



Keith Giorgi
Asbestos Inspector AI2213



Corey Campbell
Asbestos Inspector AI



Todd Giorgi
Microscopist

Memorial Library

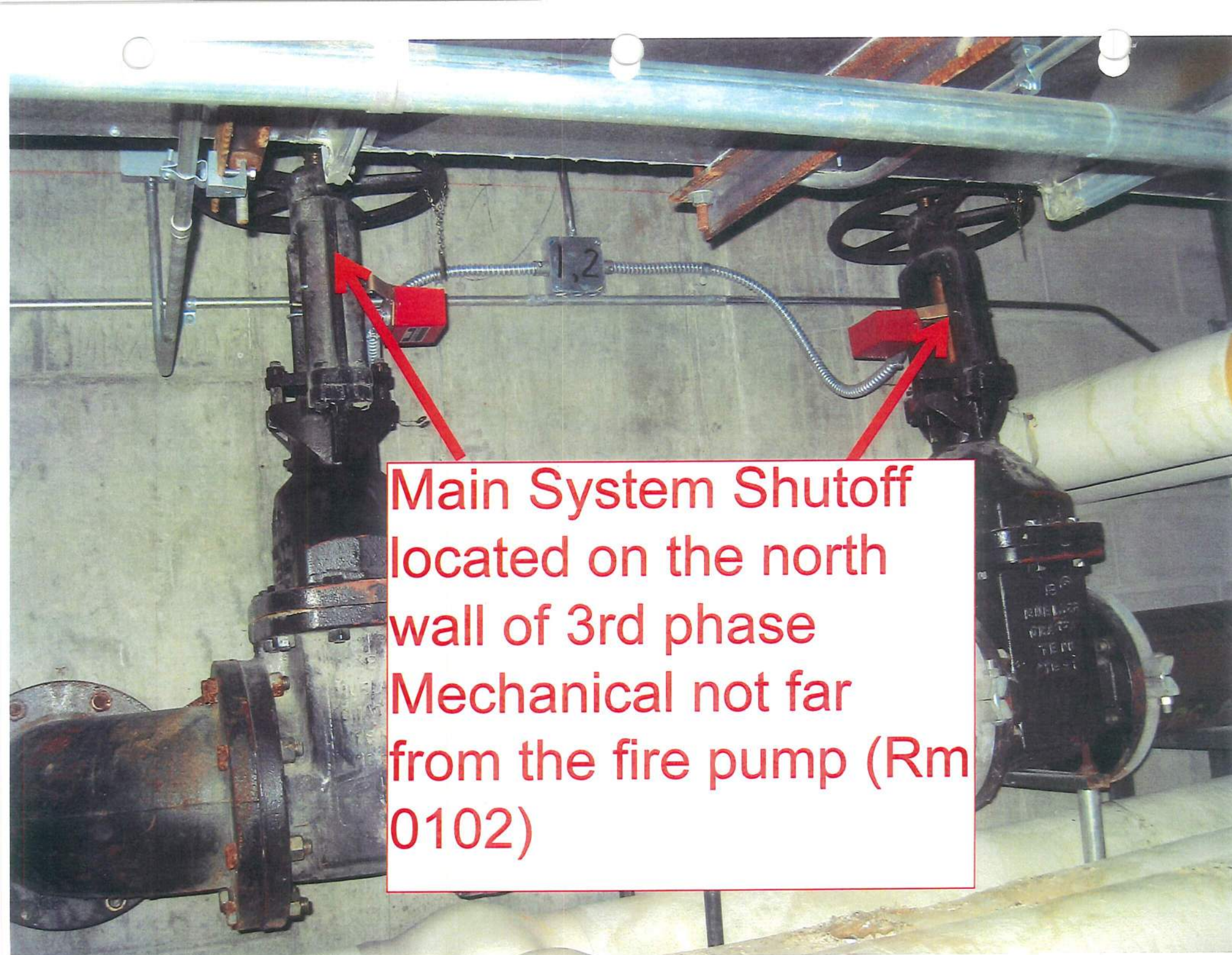
Valve in Red below will turn off water to all heads in the buildings: Valve in located in the lower mechanical room next to the elevator in the 3rd phase of the building.

Extra sprinkler head locations: Located in Room 102 next to the fire pump control panel

Fire panel location: Located in the electrical valet which is the room north of room 102 with doors entering from room 102

Enunciator panel location: There is two, one is on the north entry to 3ed phase and the other is in the south entry to 3rd phase.

Type of Valve	Location		Area Served	Tamper Yes/No	flow Alarm	Flow Test Location	
	Room	Directions				Room	Directions
Main valve	102 in the basement of 3rd phase	Main System Shutoff located on the north wall of 3rd phase Mechanical not far from the fire pump (Rm 102)	All				
Zone 1	102 in the basement of 3rd phase	Located on the south wall in the mechanical room 102. Zone 1 valve is the upper valve of the two on the branch of the tee.	Eastern zone of basement and stand pipe		Yes	Staircase	Southern most east staircase - basement
Zone 2	102 in the basement of 3rd phase	Located on the south wall of the mechanical room 102. Zone 2 valve is the lower valve inline with the tee.	Western zone of basement and stand Pipes		Yes	Staircase	Northern most west staircase - basement
Zone 3	Staircase	Located in the 3rd floor northern most east staircase	All of the eastern portion (3rd phase) except for 3097, 3094B, 3094A, 3095, 3094, 3104, 3132, 3133, 3111, 3109, 3110, 3107, 3106, 3105, 3104.		Yes	Staircase	Located in the 3rd floor northern most west staircase

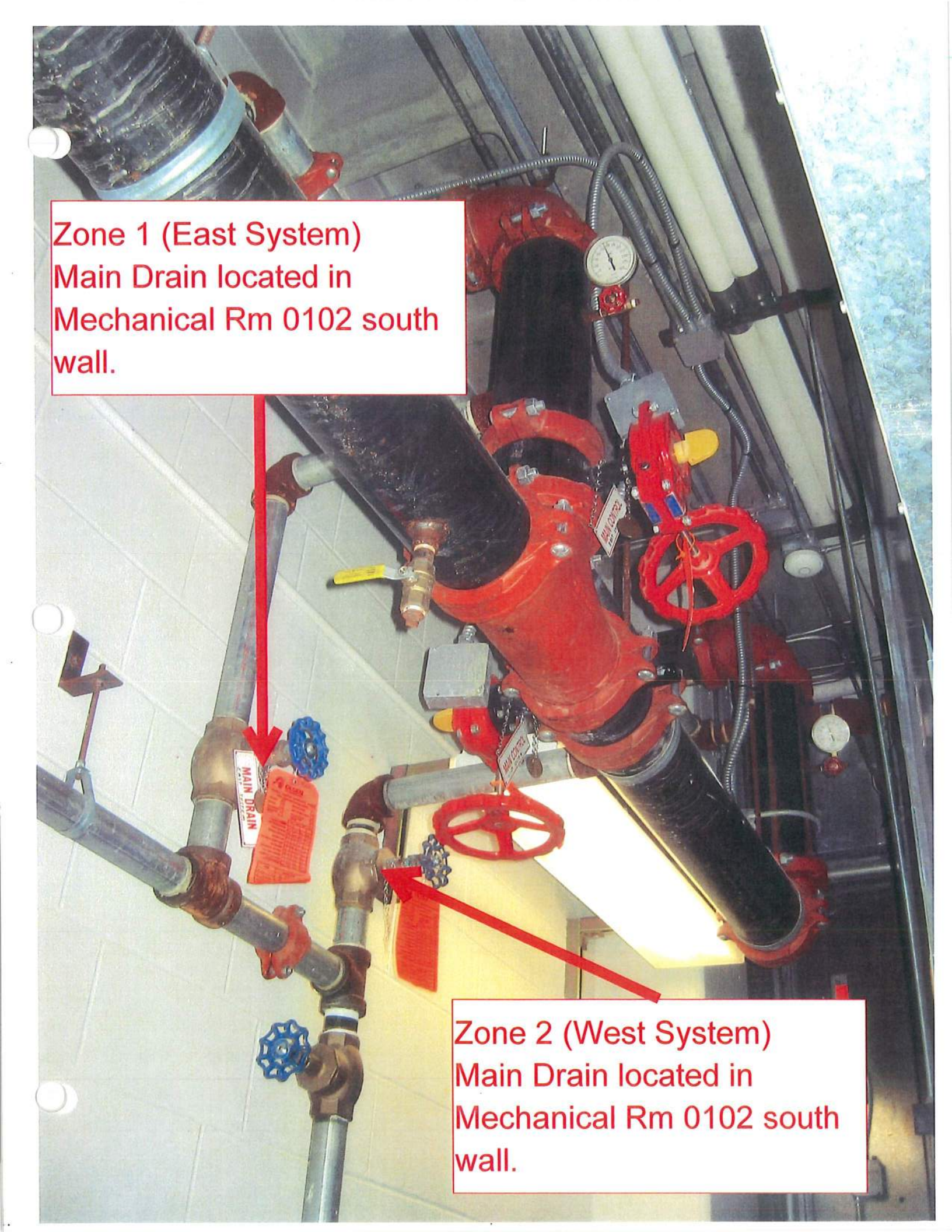


Main System Shutoff
located on the north
wall of 3rd phase
Mechanical not far
from the fire pump (Rm
0102)



Zone 2 (West System)
Control Valve
Located on the South wall of
3rd phase Mechanical Rm
0102

Zone 1 (East System)
Control Valve
Located on the South wall of
3rd phase Mechanical Rm
0102



Zone 1 (East System)
Main Drain located in
Mechanical Rm 0102 south
wall.

Zone 2 (West System)
Main Drain located in
Mechanical Rm 0102 south
wall.

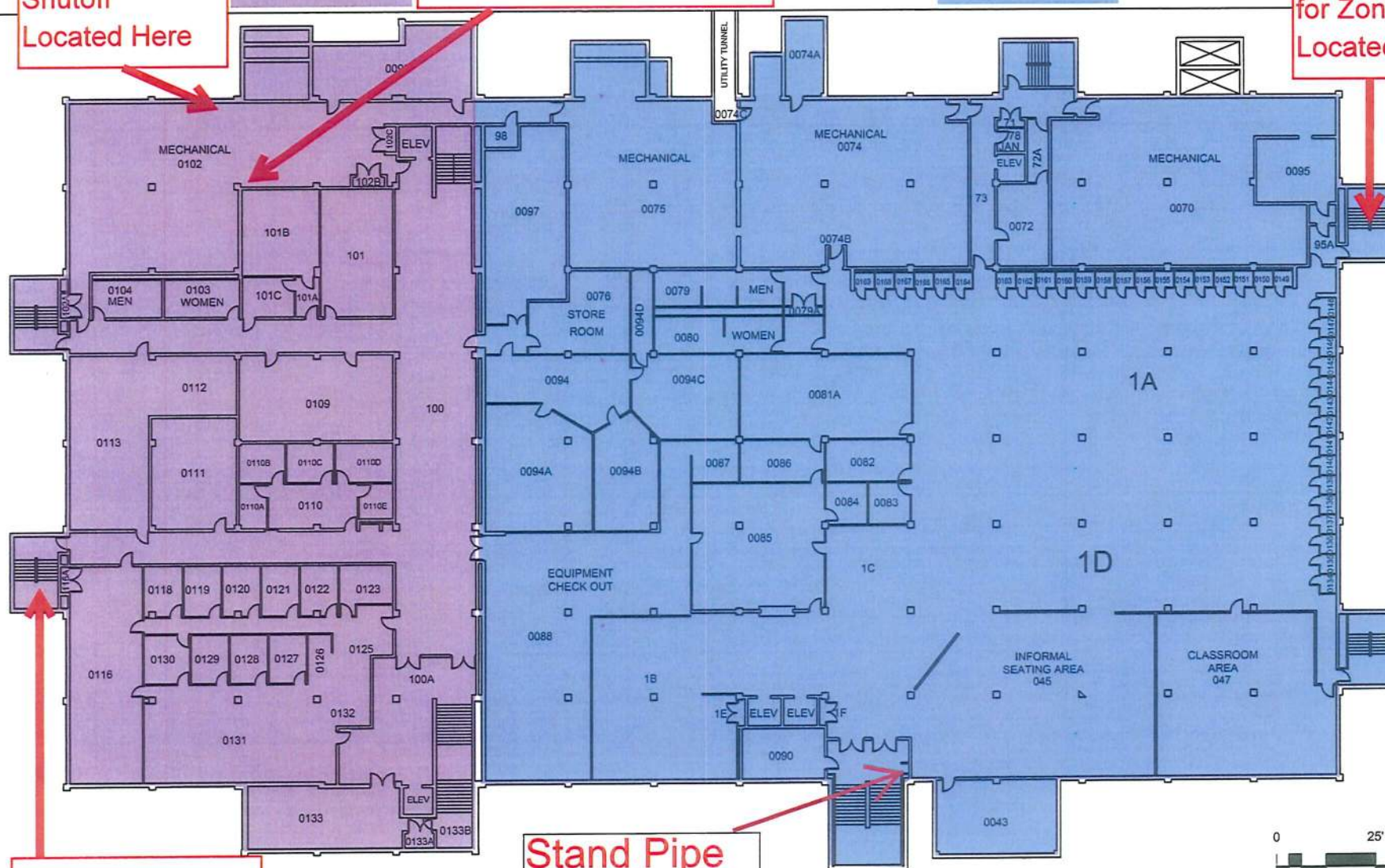
Main System
Shutoff
Located Here

Zone 2

Zone 1 and 2 valves
Located Here

Zone 1

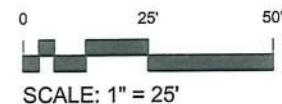
Inspectors Test
for Zone 1
Located Here



Inspectors Test for
Zone 2 Located
Here

Stand Pipe

BASEMENT



MINNESOTA STATE UNIVERSITY, MANKATO FACILITIES MANAGEMENT		Memorial Library Basement	
		Scale: 1" = 25'	Date: 5/23/2008
		Drawn By: Mike Lexvold	

A photograph of a staircase with a red arrow pointing to a small label on the wall. The staircase has a light-colored tiled floor and a dark metal handrail. The wall is dark and has two long, rectangular fluorescent light fixtures. A red arrow points from a text box on the right to a small, rectangular label on the wall. The label has the word "ELEVATION" written vertically on it. The text box contains the text "Inspectors Test Zone1 Northern Most Eastern Staircase".

Inspectors Test Zone1
Northern Most Eastern
Staircase

Stand Pipe

FDC

Stand pipe in stairs
is the only fire
protection on the
1st floor



0 25' 50'

SCALE: 1" = 25'

FDC - Fire Dept. Connection
F - Fire Panel
A - Annunciator Panel

FIRST FLOOR

Stand Pipe

MINNESOTA STATE UNIVERSITY,
MANKATO
FACILITIES MANAGEMENT



Memorial Library
First Floor

Scale: 1" = 25' Date: 1/3/2008
Drawn By: Mike Lexvold

Stand pipe

Stand pipes in the N/W and S/E stairs are the only fire protection on the 2nd floor

Stand Pipe

SECOND FLOOR

MINNESOTA STATE UNIVERSITY,
MANKATO

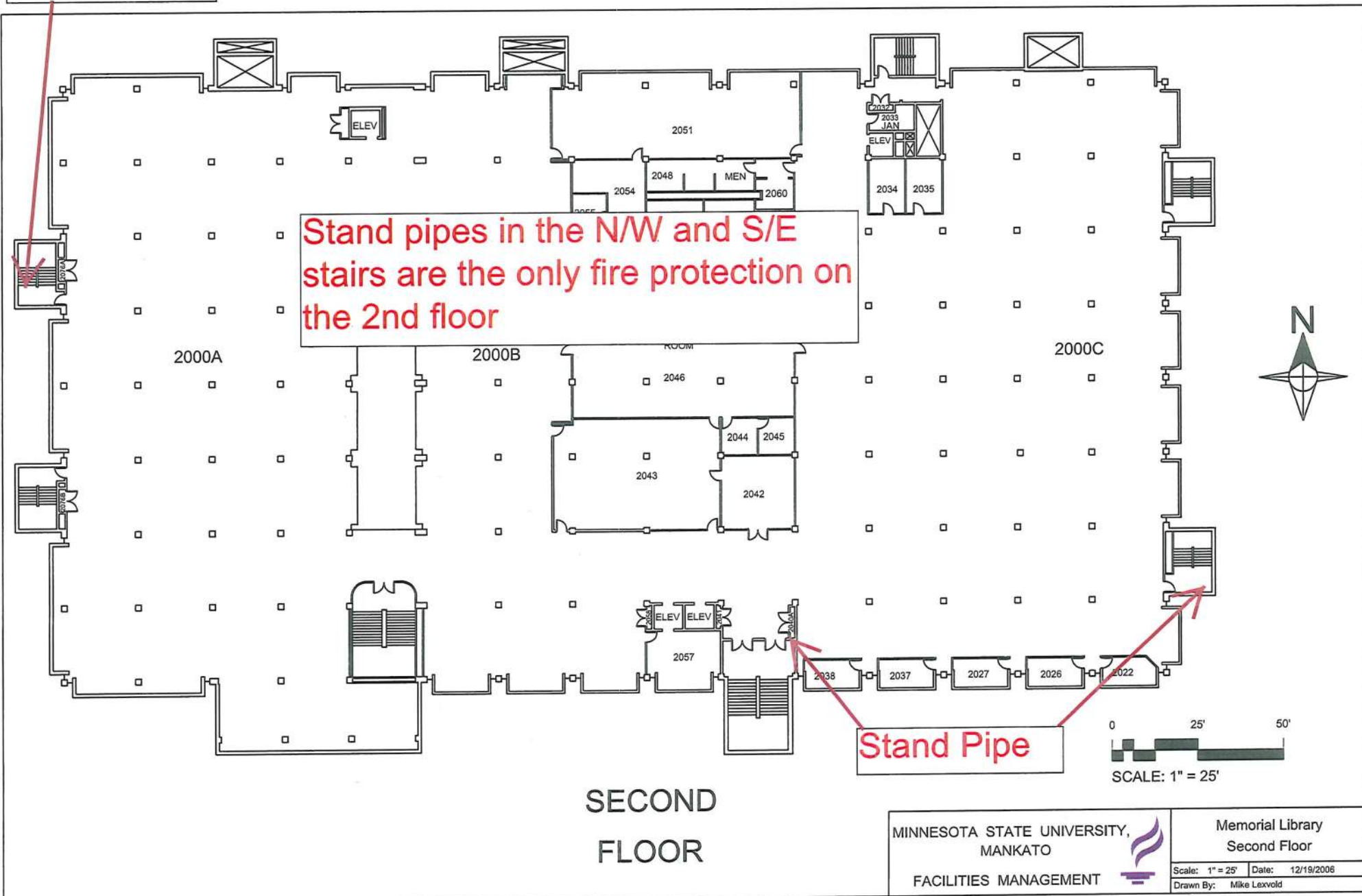
FACILITIES MANAGEMENT

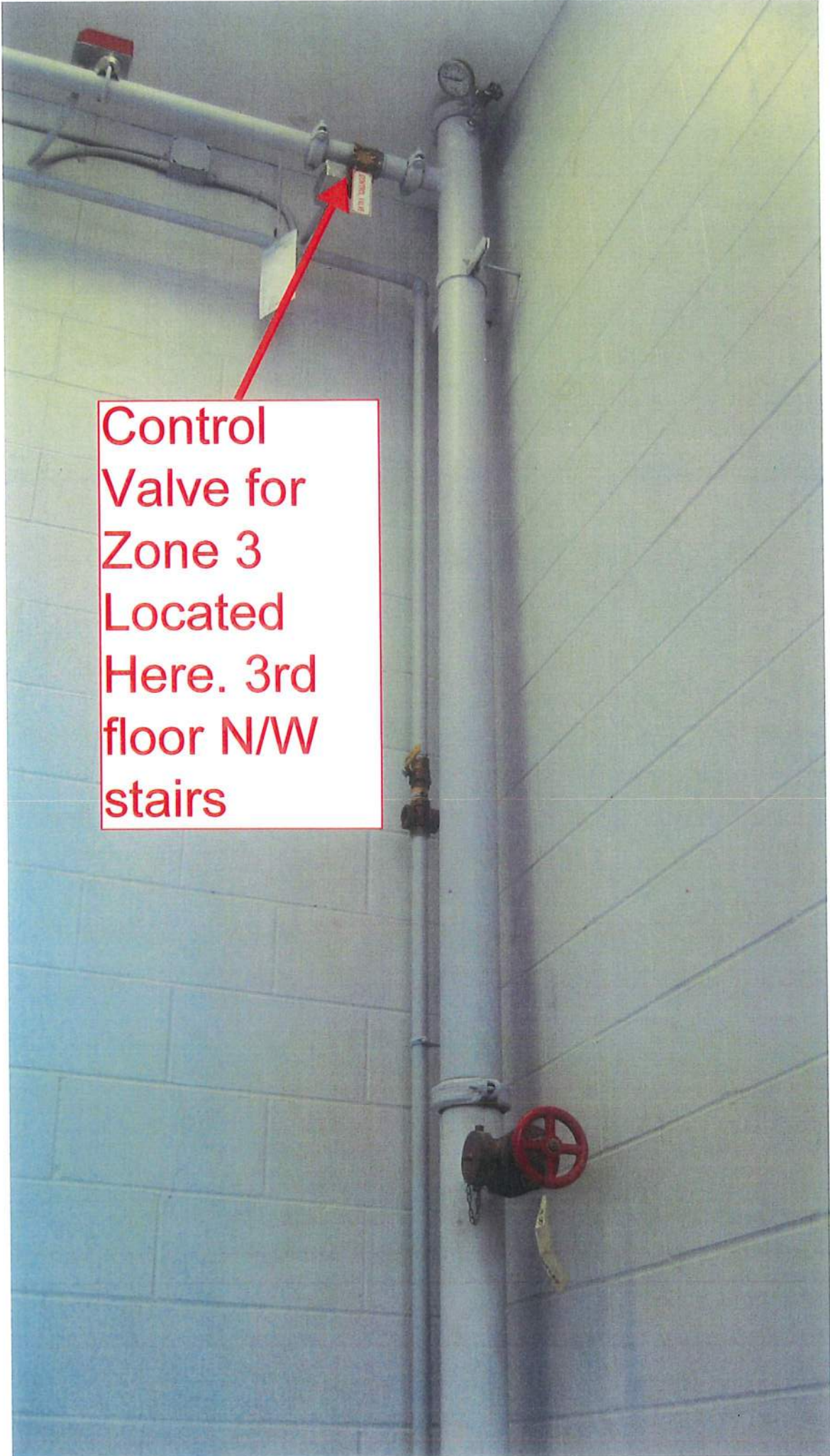


Memorial Library
Second Floor

Scale: 1" = 25' Date: 12/19/2006
Drawn By: Mike Lexvold

0 25' 50'
SCALE: 1" = 25'





Control
Valve for
Zone 3
Located
Here. 3rd
floor N/W
stairs



Scoring Team Name:	
Institution and Campus:	
Project Title:	

Instructions:

- For each scoring item, circle your team's chosen score.
- For some criteria, the likely location of the information is noted (e.g. See **Narrative**).
- You may write comments explaining your score, as well as suggestions to improve the project, within each section and at the end of the scoring form.
- If a project includes significant new net square footage, you will receive a *Supplemental Scoring Form* to fill out in addition to this form.

Core commitments in the Strategic Framework for capital planning in FY2020-2024:

SF1: Ensure access to an extraordinary education for all Minnesotans

SF2: Be the partner of choice to meet Minnesota's workforce and community needs

SF3: Deliver to students, employers, communities and taxpayers the highest value/most affordable higher education option

The applicable Strategic Framework commitment is indicated after each scoring item (e.g. **SF1**).

Bonus Points (applied separately by the system office):**1. Prior year funding bonus:**

The system office will add 10 points to a project's total score if the project received funding for design and/or construction in 2018 or a prior year.

2. Annual energy consumption reduction bonus:

The system office will add the following points to the total score of any project that will result in an annual reduction in *campus-wide* energy consumption (over current *campus-wide* consumption level) when completed:

Annual Energy Consumption Reduction	Bonus
2% – 4% reduction	3
4.1% – 6% reduction	5
More than 6.1% reduction	7

3. Net Gross Square Footage (GSF) reduction bonus:

The system office will add the following points to the total score of any project that will result in a net reduction in square footage when completed:

Net GSF Reduction	Bonus
1 GSF – 2% of campus total GSF	5
2.1% – 5% of campus total GSF	10
More than 5.1% of campus total GSF	15

1	Integrated planning										Guidance on Low – Avg – High score
The project aligns campus facilities, technology, and academic planning, and shows coordinated campus priorities.											
1.1	Academic priorities. Targets regional and state academic priorities. SF1	0 N/A	1 Low	2 Low	3 Avg	4 Avg	5 High	6 High	7 High	Low – Little to no evidence provided by campus that project aligns with academic, technology and facilities planning; little to no evidence that project meets academic or regional priorities Avg – project identified in comprehensive facilities plan, but little to no indication of coordination with academic or technology plans; project meets some academic and/or regional priorities	
1.2	Regional priorities. Meets long-term space requirements for programs on a regional and multi-regional basis for programs (including multiple campuses of a single institution). SF1	0 N/A	1 Low		2 Low		3 Avg		4 High		5 High



1.3	Project is described in the latest Comprehensive Facilities Plan (CFP) (See <i>Narrative.</i>) SF1	0 N/A	1 Low	2 Low	3 Avg	4 Avg	5 High	6 High	7 High	High - description of project makes clear that significant effort has been made to coordinate project with facilities, academic and technology plans; campus provides examples of process and how this project was determined to be a priority; project strongly addresses academic and/or regional priorities
1.4	Institution's CFP has been recently updated (See <i>Narrative.</i>) SF1	0 N/A	1 Low		2 Avg			3 High		Low - CFP was updated 8 or more years ago Avg - CFP updated 5-7 years ago High - CFP was updated within the past 4 years
1.5	Supports the institution's Technology Plan SF1	0 N/A	1 Low		2 Avg			3 High		Low - Campus does not have a Technology Plan or Tech. Plan was updated more than 5 years ago; or project does not include technology improvements that align with current Tech. Plan Avg - Tech. Plan has been updated within past 5 years and project includes new technology that aligns with Tech. Plan goals or guidelines High - Same features as Avg, but includes further description on how the project incorporates goals/guidelines from the Tech. Plan
1.6	Addresses specific community, workforce, or campus cultural needs. SF2	0 N/A	1 Low	2 Low	3 Avg	4 Avg	5 High	6 High	7 High	Low - Project has no direct connection to programs that address continuing or emerging workforce or community needs Avg - Project describes connections between space and programs that address a workforce or community need; identifies how the project meets those needs, such as space for classrooms that support workplace solutions, applied learning space, clinics and other spaces that have a direct training or learning component High - Project has many of the attributes of Avg. project, but includes additional statistics in support of program delivery and how they will address workforce needs
1.7	Includes space(s) that will be used to deliver programs that address continuing or emerging high demand fields SF2	0 N/A	1 Low	2 Low	3 Avg	4 Avg	5 High	6 High	7 High	Low - Project has no direct connection to programs that address continuing or emerging high-demand fields, or project does not indicate if affected programs are high-demand Avg - Project describes connections between space and programs that address a high-demand field; identifies how the project meets those needs, such as space for classrooms that support workplace solutions, applied learning space, clinics and other space that have a direct training or learning component High - Includes additional statistics in support of program delivery and how they will address workforce needs or has matching funds or other contributions (equipment) from non-state sources
1.8	Supports and enhances STEM (science, technology, engineering and math) programs SF2	0 N/A	1 Low	2 Low	3 Avg	4 Avg	5 High	6 High	7 High	Low - Project does not include STEM programs or space Avg - Project proposes renovation of space in support of STEM programs; includes data points on



										space utilization and backlog reduction High – Includes further description on how the project builds capacity, addresses specific need (e.g. reducing wait lists) and/or targets a need that cannot be met via other means
1.9	Supports and enhances Minnesota Transfer Curriculum / general or liberal education core requirements courses (humanities, writing/communications, etc.) SF2	0 N/A	1 Low	2 Low	3 Avg	4 Avg	5 High	6 High	7 High	Low – Project does not include space for MN Transf. Curric. or general/liberal education requirements courses Avg – Project proposes renovation of space in support of these courses; includes data points on space utilization and backlog reduction High – Same features as Avg, but includes further description on how the project builds capacity, addresses specific needs (e.g. reducing wait lists) and/or targets a need that cannot be met via other means
1.10	Promotes or increases retention and completion within the Minnesota State system SF2	0 N/A	1 Low	2 Low	3 Avg	4 Avg	5 High	6 High	7 High	Low – Project is not relevant toward increasing retention and completion or no documentation to support program targeting retention or completion Avg – Project adds student support space that is specifically targeted toward programs that enhance retention and completion (computer labs, student service areas for intrusive advising, etc.) High – Same attributes as Avg. project, but more comprehensive explanation and part of overall strategy for increasing retention rates; campus provides goals and data in support of retention, completion and success
1.11	Improves baccalaureate opportunities SF1	0 N/A	1 Low	2 Low	3 Avg	4 Avg	5 High	6 High	7 High	Low – Provides little to no documentation indicating project targets these opportunities Avg – Project adds academic space or student support space that is specifically targeted toward baccalaureate programs High – Same attributes as Avg. project, but more comprehensive explanation and part of overall strategy for increasing transferability; campus provides goals and data in support of baccalaureate program success
1.12	Advances cooperation among campuses to reduce costs and enables the sharing of administrative operations, academic programs, and academic support SF3	0 N/A	1 Low	2 Low	3 Avg	4 Avg	5 High	6 High	7 High	Low – recreates same or similar space within 10 miles of existing campus; space could be better accommodated using a technology solution or leased location Avg – leverages campus proximities and technology to consolidate space needs among 2 or more campuses in administrative, academic or academic support programs; project includes components that shares space (student support or other) with other institutions, resulting in direct student benefit and lower overall cost to the system as a whole



FY2020-2024 Capital Projects Review and Comments

Scoring Team Project Analysis

										High – Similar to Avg. project, but with additional detail among the campuses to explain the facilities and operational savings to be gained and how it will directly improve students' interaction with the campuses.
1.13	Incorporates more than one Minnesota State campus (including multiple campuses of a single institution). (See Narrative.) SF2	0 N/A	1 Low	2 Low	3 Avg	4 High	5 High	Low – little to no evidence that campus evaluated project with other campuses to determine whether combining/sharing programs and space is feasible Avg – provides evidence that campus evaluated project with other campuses to determine whether combining programs and space is feasible High – campus incorporated space utilization statistics and academic data demonstrating how project will be shared by more than one campus; project serves multiple institutions.		
TOTAL POINTS, SECTION 1: (Max: 79 points)										

2	Enrollment and demographics										Guidance on Low – Avg – High score Low – project may not be directly related to improve access or success of underserved students; or, no mention made of how project will improve success of underrepresented learners Avg – evidence provided (such as institutional research, student surveys, etc.) on how this project improves underrepresented students' access or success High – Many of the same features as Avg, but project highlights features that support underrepresented students, such as space for additional tutoring, advising, computer labs, or other features that are necessary to support programs that will enhance support of traditionally underrepresented students; project focuses on features to improve access and reduce barriers to student learning or interaction with the campus Low – Project shows no evidence of how it will improve enrollment Avg - Provides documentation that project is part of campus enrollment strategy or will have positive effects on enrollment High – same as Avg, and project strongly supports enrollment strategy.
The project includes spaces that take into account student demographics around diversity, age, life experience, and exposure to higher education.											
2.1	Improves areas for student services, academic advising, and tutoring SF1	0 N/A	1 Low	2 Low	3 Avg	4 Avg	5 High	6 High	7 High		
2.2	Targets individualized learning SF1	0 N/A	1 Low		2 Avg		3 High				
2.3	Project is intended to improve diversity of student body SF1	0 N/A	1 Low	2 Low	3 Avg	4 High	5 High				
2.4	Uses technology to make courses and services more accessible to a wide range of students SF1	0 N/A	1 Low		2 Avg		3 High				
2.5	Project is intended to improve campus enrollment SF3	0 N/A	1 Low		2 Avg		3 High				
TOTAL POINTS, SECTION 2: (Max: 21 points)											



3		Flexibility, adaptability									
		The project scope describes features that promote adaptability of spaces to future program needs.									
		Guidance on Low – Avg – High score									
3.1	Includes features that yield informal learning spaces and help the campus transition from traditional classroom learning to collaborative, group learning methods SF1	0 N/A	1 Low	2 Low	3 Avg	4 High	5 High	Low – project does not include this type of space or promotes traditional, tiered classroom or has limited informal space Avg – incorporates features that support informal learning or “drop in” space; incorporates flexible furniture High – same features as Avg, but features address future teaching methodologies, such as active learning and/or technology rich classrooms; includes modular, flexible furnishings; may be a blended project (classroom or labs) that adds drop in space or group study space.			
3.2	Establishes the space as a shared campus asset, not owned by any one department SF1	0 N/A	1 Low	2 Low	3 Avg	4 High	5 High	Low –project does not describe any plans for establishing shared spaces Avg – establishes project spaces as shared; provides some documentation of how users will be trained to use the space High – Many of the same features as Avg, but project highlights how the spaces will be shared by multiple departments or user groups; detailed plans for how faculty/users will be trained on using features of the new spaces.			
3.3	Project is expected to improve hourly space utilization. (See <i>Narrative.</i>) SF3	0 N/A	1 Low	2 Low	3 Avg	4 Avg	5 High	6 High	7 High	Low – Project requests new square footage, no or limited renovation; does not meet 75% utilization goal Avg. – renovation and renewal project; uses enrollment and space utilization data to support project request; meets or slightly exceeds 75% utilization goal High – renovation project with some demolition embedded in work; targets classrooms or labs for enhancements that will improve space utilization, even if capacity is lowered; significantly exceeds 75% utilization goal	
3.4	Produces space for applied learning to occur on campus SF2	0 N/A	1 Low	2 Low	3 Avg	4 Avg	5 High	6 High	7 High	Low – project has small applied learning component, such as a simulator Avg – project has clinic or other space that allows students to participate in specific training on campus solving real world problems High – same features as Avg., but project incorporates a third party in project; third party contributes capital or other matching funds to the project; identifies private use component, if relevant	
3.5	Campus follows a written academic scheduling policy and uses it to maximize current space utilization. (See <i>Narrative.</i>) SF3	0 N/A	1 Low	2 Low	3 Avg	4 High	5 High	Low – Campus does not have a written academic scheduling policy or does not use the policy to optimize utilization Avg. – Campus has a written scheduling policy and uses it to maximize space utilization: or			



								campus documents how it is currently creating a scheduling policy High – same as Avg., but describes in detail how campus has used scheduling policy to optimize space use
3.6	Builds in flexible and adaptable features, including room types and furnishings, that allow for cost effective adaptability for future programs SF3	0 N/A	1 Low	2 Low	3 Avg	4 High	5 High	Low – Special purpose space or tiered classroom limiting the ability of the space to be used for other purposes; space with fixed furniture is not preferred Avg – Allows for adaptable furnishings High -- Describes how flexible furnishings will be used to provide adaptable spaces
3.7	Uses technology to create flexible/adaptable spaces or to improve the utilization of space SF3	0 N/A	1 Low	2 Avg	3 High			Low – Little to no evidence of technology solutions that affect project spaces Avg – Technology is used to reduce the size/number of needed spaces; for example, telepresence rooms for sharing courses across campuses High – Technology solutions significantly reduce space needs or provide flexible space; for example, digitizing library content so less space is needed for stacks and more space provided for study areas
TOTAL POINTS, SECTION 3: (Max: 37 points)								

4	Infrastructure, sustainability, and energy efficiency <i>Project reduces energy consumption, reuses or revamps existing infrastructure, and promotes sustainability on campus.</i>									
										Guidance on Low – Avg – High score
4.1	Project reduces deferred maintenance backlog on campus and improves campus FCI (See <i>Narrative.</i>) SF3	0 N/A	1 Low	2 Low	3 Avg	4 Avg	5 High	6 High	7 High	Low – Project does not address deferred maintenance level Avg – Renovation. Addresses highest-FCI building or area; reduces backlog for a campus building at least 10% High – same as Avg; reduces backlog by at least 20% on campus-wide basis (i.e. roof, campus-wide HVAC or electrical, etc.)
4.2	Project prioritizes renovation and repurposed space SF3	0 N/A	1 Low	2 Low	3 Avg	4 Avg	5 High	6 High	7 High	Low – Project requests new square footage, no or limited renovation Avg. – renovation and renewal project; uses enrollment and space utilization trends to support project request High – renovation project with some demolition embedded in work; targets classrooms or labs for enhancements that will improve space utilization, even if capacity is lowered
4.3	Project addresses “adjacent needs” in, or near to, the project area, such as HEAPR-like work (roofs, HVAC, ADA accessibility improvements, etc.) or COPE issue SF3	0 N/A	1 Low	2 Avg	3 High					Low – little to no work addressing non-project needs for HEAPR or COPE issues Avg - project includes some HEAPR-like work or addresses minor COPE or ADA issues High – project includes significant work addressing HEAPR needs or COPE issues



4.4	Incorporates renewable energy systems in project for either academic or production purposes (See <i>Narrative.</i>) SF3	0 N/A	1 Low	2 Low	3 Avg	4 High	5 High	Low – little to no mention in documentation of renewable energy incorporated in project Avg - project analyzes renewable energy possibilities, but analysis concludes that renewable energy is not cost effective High – same as Avg, but project includes renewable energy in part of project (can be for production or for academic program)
4.5	Is supported by the campus's existing campus infrastructure, utilities, technology and transportation (See <i>Narrative.</i>) SF1	0 N/A	1 Low		2 Avg		3 High	Low – Little to no evidence that project is supported by existing facilities/infrastructure Avg – project is somewhat supported by existing facilities/ infrastructure High - strong evidence of existing campus facilities/ infrastructure support
TOTAL POINTS, SECTION 4: (Max: 25 points)								

5	Financial impact <i>Project uses outside funding to minimize the financial impact on campus; project is financially viable for the campus; project accounts for and anticipates all project costs.</i>								Guidance on Low – Avg – High score
5.1	Offers opportunities for the college or university to leverage employers' or other supporters' contributions to build out space SF2	0 N/A	1 Low	2 Low	3 Avg	4 High	5 High	Low – not included or no mention of supporting contributions to the project Avg – identifies contributed funds or equipment, but not expected to provide any more than 5% - 15% of total project cost High – project incorporates significant (more than 15% of total project cost) supporting financial and/or equipment contributions.	
5.2	Identifies and leverages alternative financing, such as the state's Guaranteed Energy Savings Program, in addressing backlog and renewal needs in lieu of seeking capital bonding (See Narrative.) SF3	0 N/A	1 Low	2 Low	3 Avg	4 High	5 High	Low – not included or no mention of alternative financing/matching funds Avg – identifies matched funds, but not expected to provide any more than 5% - 15% of total project cost High – project incorporates alternative financing	
5.3	Support is evidenced by campus local investment in terms of sustained R&R rates (See Fact Sheets.) SF3	0 N/A	1 Low	2 Avg		3 High		Low – Campus invested less than \$1.00/s.f. for last 2-3 years Avg – Investment averaged \$1.00/s.f. for the past 2-3 years High – investment above \$1.00/s.f. for past 2-3 years	

5.4	Identifies and minimizes total operating costs required (including new staff, anticipated utility costs, and any additional specialized costs required as a result of the project) (See Workbook.) SF3	0 N/A	1 Low	2 Low	3 Avg	4 High	5 High	Low – no description of new faculty, staff additions; energy costs or ongoing operational costs required for project Avg – describes and outlines projected operating costs (specific FTE); energy consumption expectation and reductions High – No new operating costs or reduced operating costs expected over the long term
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5.5	Project cost does not represent a significant portion of existing building Current Replacement Value (CRV) (See <i>Narrative.</i>) SF3	0 N/A	1 Low	2 Avg	3 High	Low – Project requests new square footage, no or limited renovation; or total project cost is more than 50% of existing building CRV Avg. – Total project cost is less than 50%, but more than 30%, of the existing building CRV High – Total project cost is less than 30% of existing building CRV
5.6	Annual debt service for the project is supported by campus revenue SF3	0 N/A	1 Low	2 Avg	3 High	Low – New annual debt service from project will bring total campus debt service to more than 3% of total revenue Avg. – Total debt service will be 1.5%-3% of total revenue High – Total debt service will be less than 1.5% of total revenue
5.7	Project accounts for special expenses relating to operations of new equipment or technology SF3	0 N/A	1 Low	2 Avg	3 High	Low – no description included Avg – describes and outlines projected special operating costs High – New equipment not expected to cause new special operating costs, or new equipment will lead to reduced operating costs over the long term
TOTAL POINTS, SECTION 5: (Max: 27 points)						

PROJECT POINT TOTAL SUMMARY

1. Integrated Planning (79 points max)	
2. Enrollment and Demographics (21 points max)	
3. Flexibility and Adaptability (37 points max)	
4. Infrastructure, Sustainability, and Energy Efficiency (25 points max)	
5. Financial Impact (27 points max)	
Project Total Points: (Max: 189 points)	



FY2020-2024 Capital Projects Review and Comments

Scoring Team Project Analysis

Additional Suggestions to Improve Project:

[illegible]

FY 2020-2024 Capital Project Analysis for Scoring Teams

Section 1 Integrated Planning

1.1 Academic priorities. Targets regional and state academic priorities.

Answer: This project is coordinated with the campus Academic Plan and the Strategic Budget Planning process with classroom and instructional space room numbers and sizes as anticipated to be needed once the plans have been fully implemented. Total number of classrooms reflects the campus goal to raise the classroom weekly room use hours from the current average of just 32 WRH to 38 WRH. This will result in a net reduction of classrooms from the current inventory of 101 to 88.

1.2 Regional priorities. Meets long-term space requirements for programs on a regional and multi-regional basis for programs (including multiple campuses of a single institution).

Answer:

1.3 Project is described in the latest Comprehensive Facilities Plan (CFP)

Answer: Yes. The 2013 Masterplan presented to the System Office 2014 has the Armstrong Hall pre-design as the number 1 immediate term projects need. The selected site is shown in the master plan as one of the preferred locations for a future academic building. It should be noted that the master plan suggests a building addition to Armstrong Hall and then renovation of the existing building. This concept was considered during a 2016 pre-design document and determined to be undesirable due to the amount of square footage added and total cost of the project - in addition to difficult logistics to overcome. Simply renovating the existing Armstrong Hall was also considered in a 2018 predesign and deemed impractical due to logistics of taking half of the campus general classroom space offline at one time and inflexible structural design of the existing building. This current request is the culmination of completing these other pre-designs and completing a campus wide space use analysis and study to replace Armstrong Hall with a smaller building.

1.4 Institutions CFP has been recently updated

Answer: Yes, MSU Mankato has completed their CFP updates on the schedule recommended by the System Office. We are in-process this academic year for the 2018 CFP update to be presented at the end of the academic year. While we are on the last year of the current 5 year plan our schedule will have this update completed the update before end of the 5th year.

1.5 Supports the institutions Technology Plan

Answer: Our campus has a full division dedicated to instructional technology and technology infrastructure. IT Solutions provides technology planning and design for all campus installations and has participated in the development of this pre-design document. Their robust list of services includes classroom technology design and update replacement planning as well as infrastructure planning to extend services to new locations. The pre-design plan is strongly supported by our IT Solutions design and planning group.

1.6 Addresses specific community, workforce, or campus cultural needs.

Answer: Student success is the primary goal of all our work. This project replaces Armstrong Hall with a new smaller building with ample student collaboration space and will provide both formal and informal learning space for student success. One of the most predominate student complaints about the existing Armstrong Hall is the lack of any place to sit or study between classes. There is also very little opportunity for students to plug into power.

1.7 Includes space(s) that will be used to deliver programs that address continuing or emerging high demand fields.

Answer: This project supports all of the academic programs on campus either directly or indirectly with a large number of the general education requirements for graduation. It would be fair to say that almost every student that attends MSU Mankato will have had at least one class in Armstrong Hall. Examples of growing programs with direct impact are Special Education and Counseling and Student Personnel programs in the College of Education. Five of the six Colleges make use of the general classrooms in Armstrong Hall and the upgrade and redesign of these spaces into more active learning spaces will support all of the emerging and high demand fields with the focus on student success.

1.8 Supports and enhances STEM (science, technology, engineering and math) programs

Answer: Math, Electrical Engineering, Electrical Engineering technology all utilize classrooms in Armstrong Hall however, as stated above, a more profound impact are the general education classes that all students need to graduate will be supported with this request.

1.9 Supports and enhances Minnesota Transfer Curriculum / general or liberal education core requirements courses (humanities, writing/communications, etc.)

Answer: This project strongly supports Minnesota Transfer Curriculum with the College of Arts and Humanities, Education and Social and Behavior Studies all housed in Armstrong Hall. This building and project will be upgrading both the general classrooms and teaching labs for the departments and programs most responsible for providing the general education requirements for graduation. It is fair to say almost every student who attends MSU, Mankato will have at least one class in Armstrong Hall.

1.10 Promotes or increases retention and completion within the Minnesota State system.

Answer: The project design will place a high importance on active classroom design and space for flexible and movable furniture to allow both lecture and project based activities. This has become a much more prominent teaching style and has shown to engage students for better focus on the activities. The project also includes more informal study space for students. Informal study space is severely lacking in Armstrong Hall and some of our other older buildings. These informal learning spaces allow students to develop program affinity and collaboration and support student retention and success.

1.11 Improves baccalaureate opportunities

Answer: Similar to question 1.8 the most significant impact on degree opportunity is the support this project will have on the general education requirements of the campus. This project strongly supports Minnesota Transfer Curriculum with the College of Arts and Humanities, Education and Social and Behavior Studies all housed in Armstrong Hall. This building and project will be upgrading both the general classrooms and teaching labs for the departments and programs most responsible for providing

the general education requirements for graduation. It is fair to say almost every student who attends MSU, Mankato will have at least one class in Armstrong Hall.

1.12 Advances cooperation among campuses to reduce costs and enables the sharing of administrative operations, academic programs, and academic support

Answer: While the focus of this project is for the MSU Mankato campus, given the size and number of Colleges and Departments impacted we would like to suggest some credit for the reduction in administrative space achieved by the three of the college dean's administrative offices agreeing to the concept of shared space to reduce redundant office functions such as copy rooms, work rooms and possibly reception space. It should also be noted that this project will incorporate open office and hoteling concepts for adjunct teachers, GA's and TA's to reduce the total amount of office space square footage.

1.13 Incorporates more than one Minnesota State campus (including multiple campuses of a single institution).

Answer: College of Education produced 971 credit hours at the Edina campus in the 2016/17 academic year. This project will be looking at appropriate classroom design for capacity to support telepresence technology in a select number of rooms. The academic masterplan and campus strategic plans will be taken into account for these extended learning opportunities and ability to support those initiatives in the design for the replacement of Armstrong Hall.

Section 2 Enrollment and demographics

2.1 Improves areas for student services, academic advising, and tutoring

Answer: Project is very strong in this area. The existing Armstrong Hall has a net to gross area factor of about 25% with poor circulation space and no between class queuing/seating areas or informal study space. This was noted in the 2017 campus space study that indicated our campus was over 17,500 GSF deficient in student informal learning space. This project corrects that deficiency and will integrate several different student collaboration spaces of different styles and sizes into the design to support this important need. The project consolidates several academic advising office areas to one area for improvement of space and delivery efficiencies.

2.2 Targets individualized learning

Answer: The active learning classroom design allows the class to breakout into small groups after a lecture for project work and individual instruction to each group.

2.3 Project is intended to improve diversity of student body

Answer: This project incorporates the consolidation of advising services and includes new student collaboration and informal learning spaces. These spaces enhance student retention and success for all students.

2.4 Uses technology to make courses and services more accessible to a wide range of students

Answer: A variety of assistive technology is available for student use on the MSU Mankato Campus. FM System—This device is available for students who are hard of hearing or have a central auditory processing disorder. It includes a microphone for the instructor and headphone speakers for the student. Speech to Text Technology--Accessibility Resources has a web license for software (Kurzweil) that enables users to have text on their personal computer read to them. Text to Speech Technology — Accessibility Resources has dictation software (Dragon Naturally Speaking) that allows students to verbally dictate their course work and the computer types the dictation into text.

2.5 Project is intended to improve campus enrollment

Answer: We have confidence the new and renovated facilities which include active learning classrooms, student collaboration and informal learning space will set the new standard in the system for modern program delivery and on-campus learning experience. It is our expectation that these student focused initiatives will encourage both enrollment and retention.

Section 3 Flexibility, adaptability

3.1 Includes features that yield informal learning spaces and help the campus transition from traditional classroom learning to collaborative, group learning methods

Answer: This is a primary focus of the project – to replace the inflexible Armstrong Hall classroom spaces with a new variety of classrooms to support active learning rooms with moveable furniture and technology features to support breakout group work. Furthermore, the informal learning spaces will also incorporate technology for students to share work informally during study outside the classroom.

3.2 Establishes the space as a shared campus asset, not owned by any one department

Answer: The campus has made a commitment to implement space scheduling principles that include shared general classrooms and a number of shared teaching labs as part of this project. With the reduction of 44,000 GSF we recognized the need to dramatically increase space utilization through establishing space scheduling principles that require the sharing of space. Note that this project reduces the number of general classrooms by 16 by making use of shared space and scheduling principles such as common bell.

3.3 Project is expected to improve hourly space utilization.

Answer: This project reduces campus space by 44,000 GSF and expected to increase the classroom weekly room use hours from the current 32 weekly room hours to 38 weekly room hours. The campus completed a comprehensive space analysis in 2017. This study looked at every academic and administrative department and inventoried all existing campus space. The results of the study are the basis of the architectural program development for this project. It has been a sometimes controversial and challenging campus discussion but with the implementation of these space and classroom scheduling principles we expect MSU Mankato to exceed all System Office space use efficiency metrics. With the completion of this project we have confidence MSU Mankato will be the most space efficient campus in the system.

3.4 Produces space for applied learning to occur on campus

Answer: The new active learning classroom design with movable furniture and well distributed technology will allow the flexibility for classroom breakout sessions and project based group work.

3.5 Campus follows a written academic scheduling policy and uses it to maximize current space utilization

Answer: In preparation for this project, the administration has create space scheduling principles policy work group to develop the policies next academic year. These are the space and scheduling principles the President's cabinet has approved to date and applied to the design of this project:

- Design assumes MSU Mankato scheduling principles to increase utilization to 38 weekly room hours and 75% average seat utilization.
- Fulltime faculty will get private offices 80 to 90 sq.ft. and all Adjunct, GA and TA will have hoteling space in open offices.
- Academic Affairs to implement class size policies by 2024
- Common Bell for all class periods to ensure rooms not left empty due to small overlaps of schedule

3.6 Builds in flexible and adaptable features, including room types and furnishings, that allow for cost effective adaptability for future programs

Answer: As stated in several other answers, this project will provide a variety of differently sized classrooms with an approach for active learning and flexible, movable furniture and technology distributed throughout the space. Power plug-in will be strategically placed and abundant throughout the learning spaces (both formal and informal).

3.7 Uses technology to create flexible/adaptable spaces or to improve the utilization of space

Answer: The proposed project will greatly improve the integration of technology into pedagogy. The project will integrate technology as a critical component of the design. For example, a majority of existing technology throughout Armstrong was installed compromising sight lines, power connections, and accessibility. A new building will allow the University to create much better learning environments with designed with technology in mind, based on the higher education best practices. New lighting systems will enable variable settings in support of technology and classroom teaching methods.

The storage requirements for paper documents will be reduced by the increased use of digital scans and electronic storage.

Section 4 Infrastructure, sustainability, and energy efficiency

4.1 Project reduces deferred maintenance backlog on campus and improves campus FCI

Answer: Armstrong Hall currently has an FCI of .46 and over \$24 million of identified deferred maintenance backlog. This large 144,000 GSF building has the most deferred of all buildings in our campus inventory. Pre-design work to repair or renovate or replace Armstrong Hall has be in the works since 2014 and the campus has not been successful in secure major capital project funding to renew systems or replace the building. There have been several small scale HEAPR projects in the past to patch together some of the worst problems and keep the old system running (such as rusting AHU sidewalls).

However, the large infrastructure systems (HVAC, roof, electrical gear and distribution) have not been replaced with new systems with the longer term vision of replacing this building. This project also includes correcting the deferred maintenance in Memorial Library with an FCI of .14 and \$8.6 million of deferred maintenance (mostly in HVAC) and the Library Addition, FCI .10 and \$3 million deferred maintenance (mostly in fire protection HVAC controls). Armstrong Hall will be demolished as part of this project and the goal is to bring the library facilities up to date with almost all systems and have an FCI close to zero (.02 and .015 main building and addition respectfully). The completion of this project will remove over \$30 million from the deferred maintenance backlog and eliminate another \$3.2 million of anticipated need at Armstrong Hall in the ten-year forecast. Overall campus deferred maintenance reduced from \$82.5 million to \$52.3 million and campus FCI reduced from current .08 to .05.

4.2 Project prioritizes renovation and repurposed space

Answer: This project renovates and repurposes close to 70,000 GSF of existing campus building space to minimize the amount of new construction required to replace Armstrong Hall which will be demolished. With the demolition of Armstrong Hall there will be a reduction of 44,000 GSF of campus building space.

4.3 Project addresses “adjacent needs” in, or near to, the project area, such as HEAPR-like work (roofs, HVAC, ADA accessibility improvements, etc.) or COPE issue

Answer: The renovation work in the repurposed existing space will renew those areas and remove backlogged deferred maintenance for those areas. However, in addition to that work we have included upgrading HVAC and life safety systems for all of Memorial Library. This project will correct an additional \$6 million of backlogged deferred maintenance. This is in addition to the directly impacted repurposed space for program from Armstrong Hall. The library roof and exterior envelop have already been repaired with prior HEAPR dollars within the last decade and this requested project will position the library building to provide good service for 15 to 20 years without need of major system update.

4.4 Incorporates renewable energy systems in project for either academic or production purposes

Answer: This project pre-design includes a 35kW solar capacity to provide the 2% renewable requirement and anticipates a 3 year simple payback. This installation will primarily be for production purposes but may be used as an example for select CSET and environmental classes.

4.5 Is supported by the campus’s existing campus infrastructure, utilities, technology and transportation

Answer: The proposed site for the new building is within a few feet of the existing campus utility tunnel system and chilled water loop making it a convenient and low cost option to connect to the campus central distribution systems for steam heat, primary electrical service, telecom, and chilled water for cooling. Preliminary calculations indicate the new and renovated areas to replace Armstrong Hall will consume 45% less energy than the current building and reduce total load on the central systems may reduce the campus energy consumption up to 2.5%. Calculations will be refined during the schematic design and participation in the B3 State of Minnesota Sustainable Buildings 2030 process.

5.0 Financial Impact

5.1 Offers opportunities for the college or university to leverage employers' or other supporters' contributions to build out space

Answer: Our campus has made good use of the leveraged equipment process in the past and expect outfitting these new facilities may present a good

5.2 Identifies and leverages alternative financing, such as the state's Guaranteed Energy Savings Program, in addressing backlog and renewal needs in lieu of seeking capital bonding

Answer: MSU Mankato recently completed a \$7 million GESP project that provided lighting retrofits to LED for approximately 2 million GSF of our buildings. The project also updated chilled water and boiler controls. The lighting retrofit kits will be re-used where applicable. Armstrong Hall was retrofitted with LED tubes only in recognition of the impending plans for demolition. These LED tubes provided a 6 year simple payback and we anticipate salvaging the tubes for surplus and use as replacements in other buildings.

5.3 Support is evidenced by campus local investment in terms of sustained R&R rates

Answer: The campus has committed a separate repair and replacement budget of \$1 per square foot (\$1.8 million) under the direction of the Facilities Management to address the campuses highest priority asset preservation needs. For larger emergency/urgent needs the campus has allocated central reserve funds to cover the additional R&R work. Year to year spending varies in part due to the end of the fiscal year on June 30 and when summer project final bills are paid, but our historic average of about \$1.7/SF shows good commitment towards stewardship.

5.4 Identifies and minimizes total operating costs required (including new staff, anticipated utility costs, and any additional specialized costs

Answer: Facilities Management has experienced several budget cuts over the last decade and despite a growth in campus square footage there has not been any corresponding increase in staff. We have maintained a good level of service primarily with the use of more efficient cleaning equipment and updating of buildings controls with central monitoring. The campus makes use of a computerized maintenance management system (TMA Systems) to assist in managing worker requests and preventative maintenance program. In addition to the \$7 million GESP project completed in 2018, we also maintain a steam traps maintenance program and boiler tuning efficiency program for energy efficiency and rebates from the utilities. We work closely with the utility representatives to collect every rebate possible with any campus upgrades. The campus has collected over \$200,000 in rebates over the last few years in addition to the GESP rebate of over \$500,000. These funds are then used to repair and replace other worn out or inefficient systems on campus. The building automation system is used in for HVAC scheduling to match the class schedule and events scheduled with reports generated from the event management system.

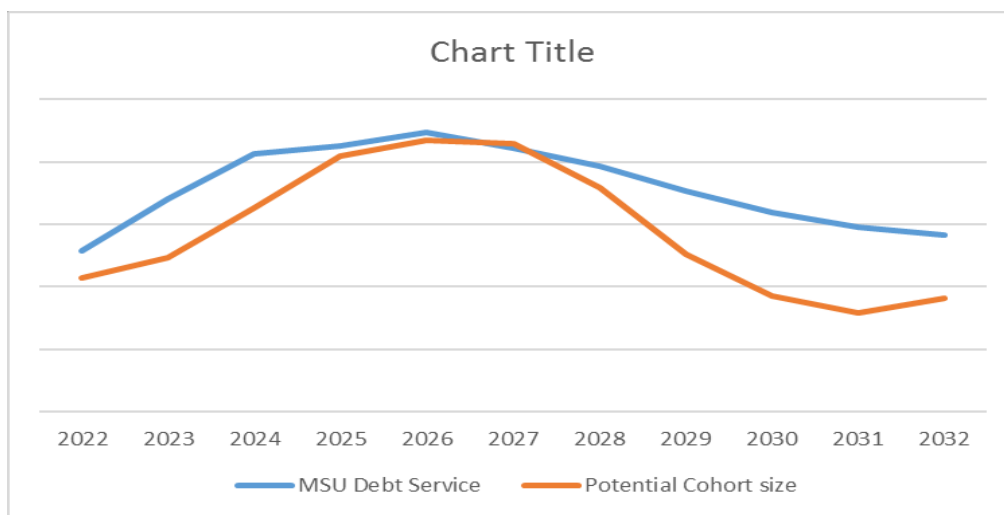
5.5 Project cost does not represent a significant portion of existing building Current Replacement Value (CRV)

Answer: This project results in a net loss of square footage (-44,000) but the replacement square footage is expected to be a higher quality and value than the old Armstrong Hall thus increasing campus CRV about \$7 million despite the reduction. This represents less than 1% (0.6%) increase in the campus

nearly \$1.1 billion dollar CRV. Total project cost of all 3 phases of the project (with escalation is about 8.7% of CRV but we would also like to stress that this project is expected to take close to \$30 million of deferred maintenance backlog off the books.

5.6 Annual debt service for the project is supported by campus revenue.

Answer: This project adds an overall average of about \$904,000 per year over the life of the bonds and peaks at about \$1.3 million in FY2016. Should be noted that the campus also has a number of older loans that will be phasing out starting in 2026 to 2032 with annual debt service projected to return to current levels in 2034. A study done in 2016 indicates some growth in Minnesota high school graduates 2021 through 2025 that we expect will add to campus enrollment with a larger cohort through the peak debt service years for our campus. Financial planning will also be done to allow the reserve to help cover a portion of the peak debt years until other debt drops off.



5.7 Project accounts for special expenses relating to operations of new equipment or technology

Answer: Our instructional technology division within IT Solutions has provided a preliminary analysis and budget for the needs of this facility which is included in the FFE budget. The planning for this project anticipates the need for fewer classrooms through the implementation of scheduling practices and principles. Classrooms will be reduced by 13 and the instructional technology replacement cycle for the classrooms will be adjusted accordingly. The IT department plans 7 years out in advance for budgetary purposes but recognizes that type and cost of equipment rapidly changes in this area.