Campus Comprehensive Plan
August 26, 2010
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Mr Brian D. Yolitz  
Wells Fargo Place  
307th St E, Suite 350  
St Paul, NM 55101-7804

Dear Mr Yolitz:

I am pleased to submit the recently completed Campus Comprehensive Plan for Winona State University.

Constructing a plan to support the university mission required a process which was open, collaborative and inclusive. To that end, over the last year, university planners conducted an extensive series of interviews and feedback sessions to solicit the best ideas of our internal and external stakeholders. For the on-campus portion of this effort, planners held open meetings with each of the colleges and with the membership of the various campus constituency groups. The planners also conducted interviews with university senior administrators and updates were provided to the Dean’s Council and the university’s Council of Administrators.

Externally, particular attention was directed toward neighborhood groups from the communities adjacent to the main and west campuses as well the Wabasha Hall area and the East Lake campus housing complex. Additional meetings were held with members of the Winona Housing Association as well as officials from the City of Winona and Winona County.

Oversight of the entire process was provided by the All-University Facilities and Finance Committee whose membership includes representatives from all campus constituency groups. In the course of the plan development the committee conducted five progress reviews and provided valuable “mid-course” corrections which improved the final product.

From these interviews a consensus emerged on a number of themes which stakeholders identified as being crucial to supporting WSU’s mission and values. Our plan therefore looks to achieve a campus infrastructure which builds on the following themes: promoting student success, pursuing academic excellence, creating a sustainable campus and increasing community partnership.

In summary our comprehensive master plan provides a 50-year blueprint for brick and mortar projects which support not only the university, but also our community partners and the State of Minnesota.

Sincerely yours,

Judith A. Ramaley  
President
August 26, 2010

Kurt Lohide, Vice-President for Finance and Administrative Services
Winona State University
P.O. Box 5838
Winona, MN  55987-5838

Re:  Campus Comprehensive Plan
Winona State University
CDG Project # 09092.00

Dear Kurt:

It is with delight that Collaborative Design Group submits Winona State University’s completed Campus Comprehensive Plan. The great collaborative efforts between you, Winona State’s staff and faculty, and the community have resulted in a compelling vision, and a document that is clear, concise, and full of promise for the University’s future.

WSU has a distinguished history of innovative, sustainable planning and of strategic development responsive to the academic needs of the University. In light of this tradition, we are especially pleased to have received such positive and constructive response during our interactive presentations to Campus on the planning and development goals of the Plan.

As always, we are at your call for any additional details or presentations. We would be pleased to assist Winona State University during any MNSCU or Legislative functions. This has been a rewarding and exciting project for Collaborative Design Group (and for me personally), and we look forward to assisting you in the future.

Very truly yours,
Collaborative Design Group, Inc.

William D. Hickey, AIA, LEED AP
Principal

I hereby certify that this plan, specification, or report was prepared by me or under my direct supervision and that I am a duly Licensed Architect under the laws of the State of Minnesota.

William D. Hickey, AIA  License #20111

Date 8/26/10
Mission

Winona State University (WSU), located in southeast Minnesota, is a public institution that offers unique, innovative, educational experiences for the people of Minnesota, the region, and the world. WSU can be identified as the public’s institution—a university that is courageous and visionary and that embodies the philosophies, goals, ambitions, and traditions of a university that exists to advance the common good.

Mission Statement

The mission of Winona State University is to enhance the intellectual, social, cultural and economic vitality of the people and communities we serve. We offer undergraduate programs based on the traditions and values of the arts and sciences and an array of graduate and professional programs that are especially responsive to the needs of the Upper Midwest. We prepare our graduates to serve generously, lead responsibly and respond imaginatively and creatively to the challenges of their work, their lives and their communities.

*Winona State University is a community of learners improving our world.*

WSU Vision Statement

Winona State University aspires to be known for academic excellence, our commitment to promoting the health and well-being of our community and our success in making our university a model of environmental sustainability. We will be a wise steward of the distinctive environment in which we live, study and work and the resources entrusted to our use. Our graduates will be involved, well-educated citizens who make a difference in the changing context of professional practice and community life.
Acknowledgments

Thanks to the following groups and individuals who helped develop this Comprehensive Campus Plan:

Dr. Judith A. Ramaley, President
Kurt Lohide, Vice President for Finance and Administrative Services
Dr. Jim Schmidt, Vice President for University Advancement
Dr. Connie Gores, Vice President for Student Life and Development
Dr. Sally Johnstone, Vice President for Academic Affairs
Dr. Nancy Jannik, Associate Vice President for Research, Graduate Studies and Assessment
Jay McHenry, Campus Planner
Scott Ellinghuysen, Chief Financial Officer
Richard Lande, Facilities Manager
Vicki Englich, Community Liaison
Cristeen Custer, Assistant Vice President for Marketing and Communications
Minnesota State Colleges and Universities, Office of the Chancellor
All-University Facilities and Finance Committee
Winona City Center Neighborhood Association
City of Winona
George Bolon, Aerial Photography
Chops Hancock, Aerial Photography
Consultants:
  Collaborative Design Group: William D. Hickey, Elizabeth A. McCollough & Johona Harris,
  Biko Associates: William Smith & Harold Skjelbostad
# Table of Contents

## Introduction

1 **Summary**  
   Executive Summary  
   Academic Goals  
   Current Profile  
   Planning Process  
   Emerging Priorities  
   Prior Comprehensive, Strategic, Technology & Climate Action Plans  
   Unique Aspects of the Campus  
   Campus History  
   Demographics

2 **Existing Site Conditions**  
   Property Boundaries  
   Campus Use/Programmatic Zoning  
   Site Assessment

3 **Existing Building Conditions**  
   Building Utilization, Analysis & Summary  
   Condition Assessment  
   Academic Building Usage  
   Student Housing Analysis  
   Sustainability and Energy Efficiencies

4 **Framework for Site Development**  
   Planning Priorities  
   Existing Conditions & Future Opportunities

5 **Framework for Building Development**  
   Planning Priorities  
   Energy Conservation/Sustainability  
   Historical Asset Preservation  
   Regional Opportunities

6 **Capital Budget Improvement Program**  
   Priorities/Funding

7 **Appendix**  
   2. FCI Summary Report  
   3. Citations  
   4. Bush Grant  
   5. Climate Action Plan, September 2009  
   6. Technology Master Plan - Draft  
   7. Watkins Hall Feasibility Study - Draft  
   8. The Princeton Review “Guide to 286 Green Colleges”  
   9. Biko Associates’ Detailed Transportation Plan  
   10. Parking Information  
Introduction

A comprehensive master plan largely manifests itself in brick and mortar projects, but its fundamental purpose is the creation of an environment which reflects, promotes and strengthens the institution. This master plan focuses closely on aligning physical plant development with the university mission and core values. The result is a 50-year blueprint for developing an enduring and vibrant campus environment designed to support Winona State’s community of learners.

Constructing a plan to support the university mission required a process which was open, collaborative and inclusive. To that end university planners conducted an extensive series of interviews and feedback sessions over six months to solicit the best ideas of our internal and external stakeholders. For the on-campus portion of this effort, planners held open meetings with each of the colleges and with the membership of the various campus constituency groups. The planners also conducted interviews with university senior administrators and updates were provided to the Dean’s Council and the university’s Council of Administrators.

Externally, particular attention was directed toward neighborhood groups from the communities adjacent to the main and west campuses as well the Wabasha Hall area and the East Lake campus housing complex. Planners met with those groups or their representatives five times during the plan’s development. Additional meetings were held with members of the Winona Housing Association as well as officials from the City of Winona and Winona County.

Oversight of the entire process was provided by the All-University Facilities and Finance Committee whose membership includes representatives from all campus constituency groups. In the course of the plan development the committee conducted five progress reviews of the plan and provided valuable “mid-course” corrections which improved the final product. Collaborative Design Group representatives also conducted individual or small group interviews with committee members as part of their effort to gain end user perspective.

From these interviews a consensus emerged on a number of themes which stakeholders identified as being crucial to supporting WSU’s mission and values. The plan that follows looks to achieve a campus infrastructure which builds on these themes which are discussed in more detail in the summary:

- Promoting student success
- Pursuing academic excellence
- Creating a sustainable campus
- Increasing community partnership

Overall this update to the Winona State University comprehensive plan seeks to continue building a physical space which reflects who we are:

*A community of learners improving our world.*
1. Summary

Executive Summary

In the fall of 2009, Winona State University commenced the Comprehensive Planning process for the Campus. Winona State University’s goals for the planning process included establishing a very open, interactive dialog with a wide variety of stakeholders, and many opportunities for their input. In particular, community participation and support was identified as a key factor in the Comprehensive Plan.

From these stakeholder discussions a consensus developed on four central themes which were identified as being crucial to supporting WSU’s mission and values:

- Promoting Student Success
- Pursuing Academic Excellence
- Creating a Sustainable Campus
- Increasing Community Partnerships

The collaborative process used in developing this Plan has provided an opportunity for substantial engagement with both the external stakeholder groups and the Campus community. This has been an essential ingredient in the success of the effort, and provides a basis for continuing dialog and ever-strengthening relationships.

This Plan’s fifty-year timeframe extends to Winona State University’s Bicentennial year of 2058.
Academic Goals

All members of the Winona State University will be supported in their work, and encouraged to seek and design experiences that expand knowledge, develop skills and allow scholarship to flourish. Increased connections beyond our campus boundaries will empower us to reap the rewards of mutually beneficial partnerships.

Winona State University graduates will be competent, adaptable, and flexible. They will have realized their full collegiate potential and will leave WSU with the skills and knowledge to maximize lifelong learning and improve our world.

Our academic goals start with coherently designed curriculum, with connections that are obvious—between and within courses, between people, between learning and community, between graduates and the world. Deep knowledge will come through purposefully designed learning experiences such that all students will be able to truly understand how they learn and to apply their knowledge.

Principles

Commonly-held principles help undergraduate and graduate students be successful in the academic setting and give them a foundation that fosters success for a lifetime. Winona State University sets out these principles which often are the basis for university-wide themes:

- An education anchored in the liberal arts tradition.
- An abiding concern for the environment, health and wellness.
- A deep sense of place and purpose and a commitment to making a difference through our approach to education, our stewardship of our own institutional resources and our relationships with the broader community we serve.
- A strong commitment to diversity, multiculturalism and global competence.
- A willingness to address difficult societal issues with honesty, civility, and practicality.

Our Academic Goals provide a common focus for our core university studies offerings, undergraduate majors, graduate degree programs, teaching certification programs, and informal enrichment opportunities. It is strategic to attend to the renewal of core academic strengths and core facilities as our foundations. In parallel, it is strategic to ensure that new facilities achieve their programmatic goals, newly created programs achieve their potential, and we continue to invest in new projects that have flexible and adaptable learning and living spaces. Finally, it is strategic to move into carefully chosen new fields of inquiry and teaching with high academic promise and social relevance. Investing our energies and resources along these lines will enable us to reach a new level of sustained excellence that further and distinctively defines the mission of Winona State University.

The university shall pursue the following academic goals to sustain and strengthen our programmatic excellence and our position as an institution of choice in Minnesota:

- Develop in students a passion to learn differently, work together differently, lead differently and to generously commit to making a difference in the world.
• Attract, retain and support a diverse faculty who are strong teachers, scholars and participants-advocates in the life of the University and in the wider community.
• Develop critical thinking, multi-media communication, and quantitative and qualitative analysis as well as a commitment to lifelong learning and global perspectives.
• Provide an environment that helps prepares an informed citizen for our democracy.
• Offer undergraduate and graduate students relevant, applied professional training and preparation integrated in their studies, with a current special emphasis on the preparation of teachers and health care professionals.
• Encourage and support scholarship, including the creative and performing arts, by all members of our community of learners.

Attributes

Winona State University will prepare well-educated citizens for life, work and leadership in a rapidly changing, complex, but inter-connected global community. A university that is a leader in the 21st century will exhibit the very characteristics they seek in their own community and in their graduates. The university must be flexible, adaptable, scholarly, focused, accountable, able to solve multi-layered and cross-disciplinary problems, and must have a heart and soul as if a living entity. Our strengths reflect values that are fundamental to our success:

• We practice civility, mutual respect, integrity, innovation, social justice, and individual responsibility.
• We embrace and include diversity, multiculturalism, and global competence.
• We foster a deep sense of place and purpose and a commitment to solving real problems.
• We respect the collective contributions and dedication of faculty, staff and students.
• We are accountable - to each other, to our mission, to our claims, and to the public good. We make data-driven decisions.
Current Profile

Programs

Enrollees may choose to pursue studies in 42 academic departments and programs offered through five colleges: Business, Education, Liberal Arts, Nursing and Health Sciences, and Science and Engineering. The University offers 65 undergraduate (associate and baccalaureate) degree programs, 12 Master’s degree programs, a Doctor of Nursing Practice degree and several licensure and specialist degree programs.

Unique Characteristics

WSU embodies tradition and embraces the future. It treasures its roots as the first public higher education institution school west of the Mississippi River. It was also the first in the nation to offer a degree program in Composite Materials Engineering. Today it is an acknowledged leader in the field of developing, designing and delivering curriculum enhanced by technology. Entering students are provided laptops, software, e-mail and technical support services and wireless access is available in every building on campus.

Winona State University frequently receives national recognition:

- Institutional Research and Evaluation (IRE) has named WSU as one of “America’s 100 Best College Buys” for 14 consecutive years.
- The Princeton Review has named WSU among the “Best in the Midwest” for five consecutive years.
- Winona State is the only campus in the Minnesota State Colleges and Universities system on the Princeton Review’s “Guide to Green Colleges” list of exemplary sustainable institutions.
- The University is the top ranked MnSCU institution and the second ranked public institution according to the 2010-11 listing of America’s Best Colleges published by U.S. News and World Report (see Appendix 11).
- WSU was ranked 47th among the institutions in the top tier of “Best Universities—Masters” for the Midwest region.
- The University ranks 11th on a list of the top 25 safest campuses in the United States by The Daily Beast.

The University recognizes its debt to the City that supported its establishment. WSU is an active contributor to the Winona area community, providing numerous artistic and educational presentations open to the general public. The Krueger Library allows members of the general public to apply for circulation privileges and provides public access to computers with an internet connection and a word processing program.

There has been tremendous change. Curricular changes focused on interdisciplinary offerings, team teaching, experiential learning, and out-of-classroom experiences such as internships and travel study, study abroad and service learning. In tandem with curricular change, there is a heightened interest in research on campus, and the university now sponsors an annual spring student-faculty symposium.

The Center for Mississippi River Studies and the Residential College themed living and learning communities promote interdisciplinary work. The new community liaison officer and the Center for Engaged Teaching and Scholarship continue to expand and promote civic involvement and service learning. The new faculty development program will encourage a growing commitment to experiential learning.
Winona State continues to explore and enhance ties and engagement with the community. Partnerships with area schools have expanded. Internships and service learning projects have strengthened or established new relationships with area businesses and service agencies. Outreach and Continuing Education (OCED) has expanded contacts with businesses and agencies through a variety of initiatives. A larger University Advancement staff is securing increased external funding, and in 2008, they launched the public phase of WSU’s first comprehensive capital campaign, “Light the Way,” with a $10 million goal.

WSU has made a concerted effort to expand extracurricular programming on campus. Current activities include:

- The annual Great River Shakespeare Festival, and a Front Porch Series of lectures and performances complementing the festival.
- The Krueger Library Athenaeum Series, a weekly series of lectures and performances by university employees.
- The annual Celebration of the Book series.
- The Frozen River Film Festival, a week-long, dead-of-winter event begun in 2006.
- The Consortium for Liberal Arts and Science Promotion (CLASP) hosts evening colloquia and seminars around topics of general interest.
- WSU also cosponsors the Minnesota Beethoven Festival which was established in 2007.
- The annual Lyceum Series supports a wide variety of cultural enrichment and educational activities open to the public, including lectures, readings, performances, events, concerts, and residencies and film series presentations.
- A wide range of men’s and women’s athletic sporting events are popular with area citizens.
- Numerous arts and sciences programs for area youth, such as the Children’s Theatre and Biology Day.

**Bush Foundation Partnership**

Winona State University is one of 14 institutions partnering with the Bush Foundation to transform teacher-preparation programs in Minnesota, North Dakota and South Dakota. The University currently graduates 250 teachers annually and will endeavor to attract a greater number of students to high-demand and value-added licensure areas.

WSU’s approach to this transformation will include: targeted recruitment, effective training, specialized placement, and ongoing support. The project will involve teacher preparation programs on both the Winona and Rochester campuses. Several school districts in southeast Minnesota will play a key role in this effort. The approach includes a residential learning program, additional clinical opportunities, revised curriculum and new data tracking mechanisms. Efforts will be based on the model that was developed and is currently in practice on the WSU Rochester campus.

WSU will offer a progression of clinical experiences beginning in the student’s freshman year. Using a new Clinical Experiences Transcript, data will be captured and assessed to align K-12 school needs with graduates’ experiences. The result is expected to improve placements and more accurately predict success. To assist
graduates, WSU will develop an induction program for supporting teachers in the field. The university will partner with a local district that has implemented a successful mentoring program. Online-mentoring options will also be evaluated in the development of the new induction program.

**Academic Collaborations**

**Winona State University - Rochester**

Known as the Path to Purple Programs, WSU-Rochester in conjunction with WSU, offers upper-division (junior/senior level) courses to provide transfer students with the opportunity to complete a number of WSU baccalaureate degree programs. Students can transfer credits from Rochester Community and Technical College (RCTC) to WSU through individual transcript evaluation and/or through official articulated agreements with RCTC. Through these special agreements, students may complete a number of courses and baccalaureate degree programs by transferring their lower-division credits from RCTC to apply toward course requirements for baccalaureate programs offered by Winona State University.

Listed below are the baccalaureate programs for which advisement guides have been developed for specific articulated programs:

- Accounting
- Business Administration
- Computer Information Systems
- Computer Science
- Computer Science - Bioinformatics
- Early Childhood Special Education
- Elementary Education K-6 w/Middle Level Communication Arts & Literature 5-8 Specialty
- Elementary Education K-6 w/Middle Level Social Studies 5-8 Specialty
- Nursing - Baccalaureate: Nursing
- Nursing - Baccalaureate: RN Completion
- Professional Studies

**Other Collaborations**

WSU has articulation or transfer agreements with many MnSCU institutions. For example, our work with 2-yr colleges includes collaborations in areas such as nursing and allied health (e.g. SE Tech, Pine Tech, and MCTC). An example of working with another university is a new program in allied health where Bemidji will provide many of the gen ed courses on line. Outreach is developing new certificate programs that can be integrated into degree programs by other universities such as the Energy Resource Advisor Certificate. At the graduate level we collaborate with Metro, Moorhead, and Mankato on the Doctorate of Nursing Practice. Our new Lean in Higher Education program has been offered at 12 campuses. This is evolving into a graduate certificate that can be used by many graduate programs across the state. Finally, we will be planning a Professional Science Masters program at the system level with Bemidji, Moorhead, Mankato, and Metro.
Community Engagement

WSU actively supports students’ civic involvement in the Winona community. Community Service is encouraged by a recently established Community Liaison Office and the Center for Engaged Teaching and Scholarship. Both volunteer activities and integrating service-learning projects into the curriculum are promoted.

WSU has established numerous partnerships with other organizations:

- HealthForceMN, a Center of Excellence established in fall 2005, has over 24 statewide collaborative partnerships with educational institutions and industries.
- The WSU Campus-wide Climate Commitment Committee aligns its efforts with those of Sustain Winona, a multi-partner collaborative of public and private entities addressing sustainability and climate commitment.

With the employment of a full-time Director of the Office of Outreach Continuing Education in July 2008, the potential for expansion in number of partnerships significantly increased.

Campus and Facilities

The core campus at Winona has grown to 38 buildings spread over some 24 square blocks. In addition, the university owns an Alumni House, a three-building Residential College campus, an East Lake Apartments complex and Wabasha Hall (which houses the Child Care Center, art classes and other courses). In Rochester, Minnesota, 45 miles to the west, WSU shares the facilities of the University Center-Rochester with Rochester Community & Technical College.

WSU has made significant investments in its science facilities in the last ten years. A $30 million Science Laboratory Center opened in 2004 and now houses the four natural sciences – biology, chemistry, geosciences and physics. The previous science building, Pasteur Hall, was completely remodeled in 2005-2006 and now is home to science faculty offices, classrooms and “dry” labs.

Extensive re-modeling of Minné Hall and upgrading of the Performing Arts Center in 2005 improved the environment for the Liberal Arts on campus. In 2008, the University purchased a former school building on Wabasha Street, two blocks from the main campus, which provided studio space for the Art Department and an expanded facility for the Child Care Center. Additionally, Wabasha Hall provided swing space while departments were displaced due to capital projects such as the recent Maxwell Hall renovations.
Student housing and student facilities have expanded.

- On the West Campus, the Tau Center was acquired in 2003.
- Maria Hall, which had been leased for several years, was purchased outright in 2007.
- East Lake Apartments, which opened in 2003, house 360 students in one- to four-bedroom apartments with kitchen facilities.
- A new residence hall with space for 408 opened on the main campus in fall 2010.
- Kryzsko Commons was expanded in 2006 to add a Solarium and enlarge East Hall.
- Also in fall 2010, the new Wellness Complex opened, housing Fitness Services, Health Services, the Counseling Center, and Intramurals.

Beautification of the campus grounds have continued over the last ten years with the addition of more landscaping, an antique clock tower, a pond and a fountain. In 2003, the campus became home to every tree species native to Minnesota.

**Living and Learning Spaces**

Although the campus has grown to 26 buildings, it still retains an intimate feeling by putting an emphasis on student life. WSU continues to develop academic programs, as well as physical space that encourages and promotes student success. Included in these efforts are:

- Increased emphasis on student learning and success, including a focus on student support. Co-curricular activities have grown in significance with the emphasis on student learning in a holistic sense, across the University - in the classroom as well as outside the classroom and in the Winona community.
- Growing focus on student leadership and developing student leaders. During the inaugural year of the Warriors LEAD Program, as an example, each of the three levels of the leadership program were oversubscribed by students who volunteered to participate in the program.
- There has been a shift in how students use spaces, especially their Residence Hall and student commons areas. Whereas previous generations of students congregated in student lounges of residence halls to watch television and hangout, students nowadays bring their own televisions and have numerous amenities in their rooms. As such, their gathering spaces have changed. Now if they gather in a shared space of a residence hall, it is to watch a movie on a big screen television or to cook together in the kitchen.
- Students have formed many more clubs and organizations on campus over the past several years. This has meant a significant increase in the need for more spaces to gather and meet as a club or as a group with shared interests.
- At the same time there has been a growing need for student study space. The student spaces in the library (especially the small group study spaces) are crowded and over capacity most of the time. With the recent growth in students and the increased emphasis on group projects and team assignments students need more spaces to study and informally socialize.
Planning Process

Presentations
Beginning in January 2010, the Campus Comprehensive Plan was presented in its evolving draft form to Campus and interested members of the community. These on-going meetings/presentation have allowed for the community to give important feedback to the University.

Campus Priorities

As the planning progressed, several key themes emerged. These include:

Promoting Student Success
Residence Life / On-Campus Capacity
A major tenent of this plan is a commitment to gradually increase the percentage of students living on campus from the current 38% to 50%, since student success, as expressed in high graduation rates, improves the longer a student remains in university housing. As the plan indicates, this goal can be achieved through a combination of new resident hall construction, renovations of existing residence halls, a move to non-traditional housing and possible partnership with the private sector. Two new residence halls open in the Fall of 2010 and two existing halls are being taken off-line. The on-going question remains where to find space to build new housing stock and how to renovate the existing stock so that it meets student expectations as well as life-safety concerns.

In addition to increasing on-campus housing, the Comprehensive Plan introduces a strategy for using capital funds to better serve non-traditional students by creating a Center for Adult and Continuing Education and Graduate Studies.

Pursuing Academic Excellence
Academic Buildings: College of Business, College of Education and Performing Arts Center
The Comprehensive Plan also proposes a capital building program heavily focused on creating innovative instructional spaces. Each of the three high-priority capital projects called out in the plan, and detailed below, devote substantial resources toward the renovation of obsolete classrooms as well as converting administrative space into new classrooms and learning laboratories. The result will be a net gain of multifunctional instructional spaces that allow faculty to fully leverage state-of-the art instructional delivery methods.

The College of Business, the College of Education and Performing Arts Center (PAC) have all significantly outgrown their current facilities. Under the Planning Priorities, these three projects are all Short Term Priorities. These programs are located in Somsen Hall, Gildemeister Hall and PAC respectively. These buildings have repair / lifecycle / upgrade issues that need to be addressed. Along with maintenance issues, there is a substantial need for spaces that are flexible and function more appropriately. In the case of Somsen’s 4th floor, meeting accessibility (ADA) requirements is also necessary.
Creating a Sustainable Campus

Sustainability

As an early signatory to the American College & University Presidents Climate Commitment and a partner in Sustain Winona, WSU declared its intention to be a signature institution for environmental stewardship in the southeast Minnesota region. Partnering in the University’s efforts are the City of Winona, the County of Winona and other area schools. This Comprehensive Plan includes numerous initiatives intended to underwrite the University’s commitment to creating a sustainable environment. Much effort was dedicated to exploring improvements such as streetscapes, crosswalk safety and campus entry points aimed at making the campus more pedestrian friendly. Likewise the Plan looks to create campus infrastructure conducive to transportation alternatives such as bicycles, busses and commuter rail. The Plan also incorporates new and proven techniques for storm water management, subsurface water treatment and storm surge holding areas. Finally, any new capital projects envisioned by the Plan will be designed to meet the United States Green Building Council’s Leadership in Energy and Environmental Design (LEED) Silver or the equivalent MnSCU B3 standard.

Through its efforts to become a “green” campus and climate neutral, the University has found a way to increase its community connections, involving its neighborhood and the region in campus activities and efforts.

Increasing Community Partnerships

Community Connections

With its location near downtown Winona, and centered in the heart of a vibrant neighborhood, the University continues to seek opportunities to engage the community and area. This document reflects a number of initiatives designed to develop the campus in a manner which helps resolve campus/community challenges in a mutually beneficial manner. Better defined campus entry points and signage will channel traffic more efficiently onto the Campus. Architecturally compatible themed or shared-interest housing and appropriate streetscape applications will help restore and maintain the character of those community areas that border Campus properties. Increased Campus infill and a priority to renovate existing properties, as opposed to building new square footage, will also lessen the need for the Campus to expand into adjacent properties. The Plan also highlights areas, such as Garvin Heights, which present increased opportunities for University/community cooperation. These initiatives, along with others in the plan, signal intent to increase the partnership between the University and surrounding neighborhoods in a cooperative manner that respects and promotes the values of both.

Along with the physical development of the campus, the individual Colleges take every opportunity to encourage interaction with the community through both in-class lectures by local professionals as well as outreach programs such as the University’s children’s theatre. These connections continue to promote and
encourage positive community / University interaction both on and off campus. Together with its academic endeavors, the University’s clubs, teams, and services groups are active participants in community life. To support and strengthen these partnerships this plan calls for expansion and renovation of performing arts spaces, formal and informal gathering spaces, as well as areas devoted to business incubation.

Previous Comprehensive, Strategic, Technology & Climate Action Plans

Prior Comprehensive Plan Analysis

WSU has been careful in strategic planning and diligent in seeing the resulting visions to fruition. The Framework for Campus Development is in response to projects that are either continuing from the 1998 Plan and 2004 Update, or that have been completed during the time between those plans and this Comprehensive Update.

Completed Projects:

- Science Laboratory Building
- Pasteur Hall renovation, as part of the Science Laboratory Building
- Maxwell Hall renovation
- Maxwell Field Press Box addition
- Howell Hall demolition
- Kryzsko Commons addition
- Establishment of Campus Mall through the vacating of streets

In-Progress Projects:

- Integrated Wellness Complex construction - completion Fall of 2010
- New Residence Halls - completion Fall of 2010

Previously Identified Projects not yet addressed:

- College of Business’ new facility
- Continuing rolling upgrades of residential facilities, including renovation or replacement of Richards, Morey, Shepard and Conway Halls as part of the new residence hall strategy
- Lourdes Hall renovation
- Performing Arts Center
Strategic Plan
Winona State University believes the goals and objectives as presented in our University Work Plan, which delineates the planning and actions for Facilities, Human Resources, Student Resources, Academic Programs, Academic Support Providers, Administrative and Instructional Technology and Philanthropy will create a vital, successful and distinctive University.

**Winona State University Goals:**
- Invest in academic excellence by supporting innovation and distinctive programming.
- Invest in support for student learning and success by enriching the student experience.
- Build capacity to support our mission.
- Make the University a working model of scholarship and creative solution-finding in action as well as a laboratory for the practice of contemporary democracy.
- Develop a clear vision for WSU programs in Rochester and continue to work with RCTC and UM-R to integrate student support services and develop career pathways and programmatic collaboration to serve the needs of the Rochester community.

In addition to these institutional goals, WSU has strong alignment with, and evidence for, the following MnSCU Strategic Plan goals: (see WSU Work Plan)

**Economic Competitiveness:**
- Be the state's leader in identifying workforce education and training opportunities and seizing them.
- Support regional vitality by contributing artistic, cultural and civic assets that attract employees and other residents seeking a high quality of life.
- Develop each institution's capacity to be engaged in and add value to its region and meet the needs of employers in its region.

**Excellence and Innovation:**
- Build organizational capacity for change to meet future challenges and remove barriers to innovation and responsiveness.
- Reward and support institutions, administrators, faculty, and staff for innovations that advance excellence and efficiency.
- Hire and develop leaders who will initiate and support innovation throughout the system.

Technology Plan
The Winona State University 2010 Technology Master Plan was completed and approved June 2010. There are five Cornerstones of this plan:

**Engaging Student Learning Environments**
- Develop, support, and foster technology enriched student-learning environments, which inspire and teach learners to acquire, apply, and extend knowledge; to think critically; and to solve challenges imaginatively.
Ubiquitous and Reliable Technology Infrastructure

- Plan and provide for the current and future technology infrastructure needs of the University. This cornerstone includes these subcategories:

Sustainability

- Support the University’s commitment to sustainability through information technology operating practices that promote responsible management of time, money, energy, paper, and waste.

Alumni and Community Collaboration

- As a community of learners improving our world, work with the extended communities of the University to enhance the technology environment that supports business and industry partnerships, provides workforce training and professional development for adult learners, and strengthens relationship with our friends and alumni.

Professional Development and Preparedness

- Employ professional development strategies and activities that address the needs of current and future faculty, staff, and students that contribute to academic and professional success in the application of information technology.

For the complete Technology Master Plan refer to Appendix 6.

Climate Action Plan

Mission Statement:

The environmental and economic consequences of climate change compel Winona State University, the City and County of Winona, and the Winona Public School District to commit to reduce greenhouse gas emissions and to promote low carbon technologies. WSU and its community partners recognize the linkages between climate change, energy security, environmental health, and robust economic growth. Working together, WSU and its community partners commit to build upon current efforts, share experiences, fund new solutions, and educate the public on the need for aggressive action to address climate change and energy diversity.

As a signatory to the American College and University Presidents Climate Commitment (ACUPCC), the University has demonstrated its commitment to address the issue of climate change, reducing and, ultimately, neutralizing its greenhouse gas (GHG) emissions. In other words, Winona State University is committed to becoming “climate neutral.” Climate neutrality “means that the University will have zero impact on the Earth’s climate, and will be achieved by minimizing GHG emissions as much as possible and using carbon offsets or other measures to mitigate the remaining GHG emissions.”

WSU has also agreed to increase research on climate change and to expand the educational curriculum
focused on sustainability. Moreover, the University has agreed to submit a *Climate Action Plan* to ACUPCC organizers by September 2009. The University further commits to conduct greenhouse gas inventory updates every two years and to conduct milestone reporting in the off-years.

With the help from the University administration, the Sustainability Team completed the following initiatives:

- Strengthen its alliance with *Sustain Winona*, an organization of seven community-based partner institutions.
- Completed inventory of WSU’s greenhouse gas emissions from electricity and heating to establish the University’s carbon footprint.
- Established a policy requiring that all new campus construction to meet at least the U.S. Green Building Council’s LEED silver standard or equivalent.
- Drafted a proposed policy requiring purchase of Energy Star-certified products in all areas for which such rating exist or whenever financially feasible.
- Establish a comprehensive Recycling Plan, using 72 new recycling stations across the campus and participated in the national RecycleMania program. RecycleMania is a benchmarking tool and national competition among universities to promote waste reduction and recycling in campus communities.
- In April 2009, WSU broke ground on an $18 million dollar Integrated Wellness Complex, which will be the first LEED Silver certified structure in Winona County.
- In June 2009, an independent audit group sponsored by Purdue University certified WSU’s Environmental Management System to be in compliance with international standards to support environmental protection.
- September 2009, WSU initiated car sharing (Zipcars arrived on campus September 1st) and bike sharing programs aimed at encouraging students and employees to explore modes of alternative transportation.
- Launched *WSU Goes Green* website (June 2008), which documents Sustainability work efforts and strategies and highlights a broad range of sustainability topics.

The complete Climate Action Plan can be found in Appendix 5.
Winona State University
Comprehensive Campus Plan

Unique Aspects of Campus

Winona State’s campus has long been noted for its beauty and pleasant scale. It has many unique features:

Features of the Winona State Campus

- Located in the heart of Winona, the Campus is close to downtown, the historic riverfront and to the remarkable lakeside park surrounding Lake Winona.
- Campus’s scale is modest; though it has a number of large buildings, the setting and surrounding combine to create pleasant, human-scale spaces. These spaces are emphasized at the center of campus where pedestrian paths are enhanced with small seating and gathering areas.
- Access to Campus is convenient for autos, bicycles, and pedestrians.
- The layout of Campus buildings is in zones of use; athletics, academics, and housing.
- There is less than a five minute walk between any of the Main Campus buildings.
- As the oldest campus in the MNSCU system, WSU has a pleasant blend of historic, mid-century, and modern construction.
- With its commitment to sustainability, the University has not only implemented recycling initiatives and a smoke-free campus, but continues to ‘green’ campus by making the outdoor spaces more inviting with plantings, fountains, and artwork.
- The Mall area with its green space, plantings and seating areas is treasured by the entire campus and surrounding Winona community.
- This is a fully wireless campus.

Challenges

- The Campus is surrounded by central Winona’s residential neighborhood, which includes some of the City’s most historic homes. While this provides an attractive setting, the Campus does not have significant opportunity to expand in place.
- The impact of commuting and resident students on the surrounding neighborhoods can be significant. While this can cause friction, it has recently been the focus of a significant effort to develop better relations and more collaborative planning processes.
- The on-campus housing shortage continues to be an area of concern for the University and its students. Stabilization of the on-campus proportion of the student population will hinge on the University’s ability to provide housing. This is made more difficult by the limited ability to expand in place. Similarly, to attract and retain students, it will be necessary to provide a variety of housing options for students (residence halls, suite options, apartments, shared interest housing, etc.).
- With Main Campus, West Campus and the Wabasha buildings, the University has the potential to grow and expand its educational offerings. A continuing struggle is how to connect these three sites in a way that enhances and creates new opportunities.
- With the configuration of the older buildings on campus there are few outdoor gathering spaces, either small scale, for incidental gathering, or large. These types of spaces would serve multiple functions and have the opportunity to be used by both the Campus and the community.
Winona State University

Comprehensive Campus Plan

Campus History

In 2008 Winona State University celebrated 150 years of providing higher education opportunities to the community and the state. From its humble beginnings WSU has grown to a full-fledged University with a comprehensive base of studies in the arts, humanities, and sciences as well as specialized professional, technical, and occupational degrees. Enrollment at Winona State is currently 8,600 which includes undergraduate and graduate students. The University is divided into 5 distinctive colleges and offers 12 masters' degree programs, 65 undergraduate programs, 11 pre-professional programs, and several licensure and specialist degree programs.

Just over 150 years ago, in 1858 the Minnesota State Legislature passed a bill establishing normal schools “to prepare teachers for the common schools of the state.”

In 1859 a legislative board agreed to establish the first normal school at Winona, making it the first tax-supported school west of the Mississippi River dedicated to training teachers for the new frontier. The citizens of Winona reacted quickly to support the school and donated more than $7,000 in money and land.

In 1860 classes began in a building provided by agreement with the City of Winona. Although there was not as yet a graduating class, end-of-term exercises were held in June 1861. The school closed for nearly three years during the Civil War, and reopened in November 1864 and continued its mission -- preparing teachers for the new State of Minnesota.

Still recovering from effects of a civil war and forging new inroads into teacher education, in 1866 the Normal School held public examinations for the graduates. During three days of exercises in a public forum, students had to answer questions on English language, mathematics, physical and natural sciences, graphics (drawing and penmanship), political economy, and the theories and practices of teaching all these subjects.

Also, in 1866, the Legislature approved construction of the school’s first building and by 1869, Main Hall was completed. (Classes had been held in a community building and ceremonies in churches prior to this.)

Until 1895, students could receive a teaching certificate with just one year of normal school if they had a high school diploma. Without the high school education, three years of normal school were required for certification. By 1904, four more normal schools

Old Main, circa 1869
were opened in Minnesota.

In 1909, Phelps Hall was constructed as the second building and housing a kindergarten (as a teaching lab), a gymnasium, and library.

In 1921 the State Normal School became Winona State Teachers College and was authorized to grant the bachelor’s degree. In 1926, four students -- two men and two women -- graduated with a four-year teaching degree. A fire destroyed old Main Hall in 1922 and construction was started immediately on a new building, now Somsen Hall which has seen several remodelings, renovations and two expansions.

During the 1920s until World War II, significant curriculum changes enhanced the academic quality of educating teachers. New courses were added yearly and “departments” began to emerge to handle the internal organization of a growing institution. Intramural and extramural athletics enjoyed a boom as did social organizations and co-curricular activities during the years from 1900.

Surviving the Depression years provided strength to meet new challenges still ahead. The country entered into World War II which again had a dramatic effect on enrollment and ultimately on the nature of the student body as veterans returned home and went to college under the GI Bill. The early age of the “non-traditional” student had begun.

In 1975 the College received the designation to full university status and in 1995 became part of Minnesota State Colleges and Universities, a system of 32 colleges and universities and campuses throughout the state of Minnesota. Today, Winona State University is structured into five colleges: Business, Education, Liberal Arts, Nursing and Health Services, and Science and Engineering. Winona State University has the original location in Winona which primarily serves the traditional-age student, and WSU-Rochester campus which focuses on non-traditional students, graduate programs, and outreach programs to serve the communities of southeast Minnesota.

Finally in 2007 Winona State University achieved the status of an Applied Doctorate granting institution.
Distance to MNSCU System Universities

<table>
<thead>
<tr>
<th>University</th>
<th>Distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metropolitan State University</td>
<td>129 miles</td>
</tr>
<tr>
<td>Southwest Minnesota State University</td>
<td>247 miles</td>
</tr>
<tr>
<td>Minnesota State University Mankato</td>
<td>139 miles</td>
</tr>
<tr>
<td>Bemidji State University</td>
<td>358 miles</td>
</tr>
<tr>
<td>St. Cloud State University</td>
<td>207 miles</td>
</tr>
<tr>
<td>Minnesota State University Moorhead</td>
<td>374 miles</td>
</tr>
</tbody>
</table>
Regional Distances

Winona north to Minneapolis  
136 miles

Winona west to Rochester  
54 miles

Winona east to Madison, WI  
166 miles

Winona south to Iowa Border  
63 miles
City Location

- Campus Properties
- Downtown Commercial District
- City Parks
- Highways

### Campus Walking Distances
- Main Campus to West Campus: 35 minutes
- Main Campus to East Lake Apt.: 20 minutes
- Main Campus to Downtown: 15 minutes
- Main Campus to Lake Winona: 15 minutes
Main Campus Map

City Key Map

- Academic Buildings
- Event Centers
- Student Resources
- Residence Buildings
- Other
- --- Campus Boundaries
University Leased Facilities and Partnering

Rochester Campus

In addition to its two principal locations in Winona (Main and West Campuses), WSU has a long-standing presence in Rochester. This campus is co-located with Rochester Community and Technical College and is predominately oriented to the Nursing and Graduate programs. Approximately 600 WSU students attend classes at this site.

The location of the campus in the growing city of Rochester provides WSU-Rochester with unique opportunities for specialized classes and programs aimed at key industries in the area, including computer science, healthcare, business and education.

Winona State University-Rochester supports the University’s commitment to community, evidenced by its relationships with many organizations and businesses, where students, faculty and staff engage not only in experiential learning activities, but also provide valued community service.

MNSCU Neighbor

In addition to its relationship with RCTC, Winona State University’s MNSCU neighbor, Minnesota State College - Southeast Technical (SET), has two locations in Winona. The institutions coordinate security services and IT/telecommunications services. WSU currently has specific articulation agreements and arrangements with SET.
Demographics

Enrollment Statistics

<table>
<thead>
<tr>
<th>Full/Part Time</th>
<th>Number</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>7,274</td>
<td>93%</td>
</tr>
<tr>
<td>Part Time</td>
<td>550</td>
<td>7%</td>
</tr>
</tbody>
</table>

| Traditional/Non-Traditional (traditional being students entering at 18-21 years of age) | | |
|--------------------------------------------------------------------------------------------|
| Traditional                                                | 7,196 | 92% |
| Non-Traditional                                            | 628   | 8%  |

<table>
<thead>
<tr>
<th>Ethnicity</th>
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<tr>
<td>African American</td>
<td>118</td>
<td>1.51%</td>
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<tr>
<td>American Indian</td>
<td>25</td>
<td>0.32%</td>
</tr>
<tr>
<td>Asian/Pacific</td>
<td>156</td>
<td>1.99%</td>
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<tr>
<td>Caucasian</td>
<td>6,890</td>
<td>88.06%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>57</td>
<td>0.73%</td>
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<tr>
<td>International</td>
<td>258</td>
<td>3.30%</td>
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<tr>
<td>Unknown</td>
<td>320</td>
<td>4.09%</td>
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<table>
<thead>
<tr>
<th>Gender</th>
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<tr>
<td>Female</td>
<td>4,792</td>
<td>62%</td>
</tr>
<tr>
<td>Male</td>
<td>2,994</td>
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<tr>
<td>Residence Halls</td>
<td>2,625</td>
<td>34%</td>
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<tr>
<td>Off Campus</td>
<td>5,199</td>
<td>66%</td>
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</table>

<table>
<thead>
<tr>
<th>Freshmen Enrollment by Region</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Southeast MN</td>
<td>333</td>
<td>28%</td>
</tr>
<tr>
<td>Twin Cities</td>
<td>658</td>
<td>56%</td>
</tr>
<tr>
<td>Other MN</td>
<td>194</td>
<td>16%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Freshmen Enrollment by State</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Illinois</td>
<td>79</td>
<td>4%</td>
</tr>
<tr>
<td>Iowa</td>
<td>20</td>
<td>1%</td>
</tr>
<tr>
<td>Minnesota</td>
<td>1,186</td>
<td>63%</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>566</td>
<td>30%</td>
</tr>
<tr>
<td>Other States</td>
<td>26</td>
<td>2%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Resident/Non-Resident</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Resident</td>
<td>5,002</td>
<td>64%</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>2,820</td>
<td>36%</td>
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<table>
<thead>
<tr>
<th>Enrollment by Class</th>
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</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>2,421</td>
<td>32%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>1,609</td>
<td>21%</td>
</tr>
<tr>
<td>Junior</td>
<td>1,466</td>
<td>19%</td>
</tr>
<tr>
<td>Senior</td>
<td>2,059</td>
<td>27%</td>
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<table>
<thead>
<tr>
<th>2009/2010 Quick Facts</th>
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<tbody>
<tr>
<td>Enrollment:</td>
<td>8,600</td>
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<td>Undergraduate Programs:</td>
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<td>Graduate Programs:</td>
<td>12</td>
<td></td>
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<tr>
<td>Doctorate Programs:</td>
<td>1</td>
<td></td>
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<tr>
<td>States Represented:</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Countries Represented:</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>Average Class Size:</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Student to Faculty Ratio:</td>
<td>19:1</td>
<td></td>
</tr>
</tbody>
</table>

All information is for Undergraduate Students unless noted otherwise. All information is from Fall 2008 enrollment statistics.
### Learner Types

#### Student Count by Degree

<table>
<thead>
<tr>
<th>Degree</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td>1,373</td>
<td>1,415</td>
<td>1,401</td>
<td>1,496</td>
<td>1,419</td>
</tr>
<tr>
<td>Minor</td>
<td>430</td>
<td>456</td>
<td>371</td>
<td>475</td>
<td>452</td>
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<tr>
<td>Total</td>
<td>1,803</td>
<td>1,871</td>
<td>1,772</td>
<td>1,971</td>
<td>1,871</td>
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<tr>
<td>College of Education</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td>1,710</td>
<td>1,600</td>
<td>1,494</td>
<td>1,367</td>
<td>1,413</td>
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<tr>
<td>Minor</td>
<td>280</td>
<td>308</td>
<td>239</td>
<td>300</td>
<td>307</td>
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<tr>
<td>Total</td>
<td>1,990</td>
<td>1,908</td>
<td>1,733</td>
<td>1,667</td>
<td>1,720</td>
</tr>
<tr>
<td>College of Liberal Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td>2,344</td>
<td>2,260</td>
<td>2,374</td>
<td>2,377</td>
<td>2,178</td>
</tr>
<tr>
<td>Minor</td>
<td>964</td>
<td>953</td>
<td>796</td>
<td>929</td>
<td>982</td>
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<tr>
<td>Total</td>
<td>3,308</td>
<td>3,213</td>
<td>3,170</td>
<td>3,306</td>
<td>3,160</td>
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<tr>
<td>College of Nursing &amp; Health Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Major</td>
<td>1213</td>
<td>1,256</td>
<td>1,343</td>
<td>1,408</td>
<td>1,544</td>
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<tr>
<td>Minor</td>
<td>31</td>
<td>24</td>
<td>38</td>
<td>43</td>
<td>56</td>
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<tr>
<td>Total</td>
<td>1,244</td>
<td>1,280</td>
<td>1,381</td>
<td>1,451</td>
<td>1,600</td>
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<tr>
<td>College of Science &amp; Engineering</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td>987</td>
<td>1,146</td>
<td>1,182</td>
<td>1,228</td>
<td>1,259</td>
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<tr>
<td>Minor</td>
<td>149</td>
<td>165</td>
<td>133</td>
<td>190</td>
<td>182</td>
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<tr>
<td>Total</td>
<td>1,136</td>
<td>1,311</td>
<td>1,315</td>
<td>1,418</td>
<td>1,441</td>
</tr>
</tbody>
</table>

#### Degree Count

<table>
<thead>
<tr>
<th>Degree</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Business</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>234</td>
<td>277</td>
<td>283</td>
<td>321</td>
<td>285</td>
</tr>
<tr>
<td>College of Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>384</td>
<td>329</td>
<td>329</td>
<td>280</td>
<td>236</td>
</tr>
<tr>
<td>College of Liberal Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>458</td>
<td>490</td>
<td>480</td>
<td>509</td>
<td>503</td>
</tr>
<tr>
<td>College of Nursing &amp; Health Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>126</td>
<td>122</td>
<td>105</td>
<td>129</td>
<td>166</td>
</tr>
<tr>
<td>College of Science &amp; Engineering</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>166</td>
<td>119</td>
<td>162</td>
<td>173</td>
<td>174</td>
</tr>
</tbody>
</table>
2. Existing Site Conditions

Property Boundaries

**Main Campus**

The Winona State Main Campus is situated south of Historic Downtown Winona. To the north the Campus starts between Wabasha Street and Sanborn Street and extends as far south as Sarnia Street, with the contract parking lot extending to 14th Street. The western boundary is Huff Street and the eastern boundary is Main Street.

The Wabasha Properties consists of two parcels located either side of Layfayette Street on the south side of Wabasha.

The four buildings which make up the East Lake Apartment property are located east of the Main Campus at Sarnia and Franklin Streets.

**West Campus**

The West Campus is located approximately 1.5 miles west of the main campus. Gilmore Avenue forms the southern boundary and the Campus runs north from there to Wabasha Street. The western boundary is irregular and the eastern boundary runs down Gould and Gilmore Streets.

**Leased Properties**

Winona State University has no commercially leased space, as mentioned in Section 1. The University does have an on-going tenant/shared space relationship with Rochester Community and Technical College.
Main Campus Land Use Zoning

- Residence / Student Life
- Academic Zone Zone
- Athletic Zone
- Infrastructure / Support Zone
- Campus Boundaries

Winona State University Comprehensive Campus Plan
Main Campus Existing Conditions

- Campus is convenient to downtown Winona.
- Established residential/institutional context limits expansion potential.
- Campus/neighborhood relations have been uneven but are improving.
- Parking in neighborhoods is an issue.
- Campus is close to Lake Winona Park and trail system.
- Campus is adjacent to AmTrak terminal.

- Campus/Neighborhood Relations
- Off-Campus Parking Zone
- Campus/Recreation Connections
- Residential / Institutional Context Limits
- Campus/Downtown Connection
- AmTrak
- Campus Boundaries
West Campus Existing Conditions

Because of other large (non-WSU) institutional buildings in the area, West Campus lacks apparent large scale identity/definition.

The intersection of Vila Street and Hwy 61 lacks WSU directional signage.

West campus lacks identity signage at principal public view.

- Non-University Institutional Buildings
- Alternate Signage/Gateway
- Gateways
- Campus Boundaries
Site Assessment

Site Access and Circulation

There are four major campus access points on the Main Campus, occurring along Huff Street, Main Street, Wabasha Street and Sarnia Street. These locations offer opportunities to welcome as well as orientate visitors and students alike. On the West Campus there are two major access points, Wabasha Street and Gould Street. Neither of these two locations is currently demarcated. Expansion and incorporation of the well-designed and established signage and wayfinding elements being used on the interior of the Campus to campus edges and major campus-identity intersections will further the community feel of the Campus.

Review of transit services and facilities indicated that the services meet the current needs, but a continued planning effort will insure future campus needs continue to be met. These efforts will include the needs of Main and West Campuses and most importantly the connection between the two.

Discussions with City staff and MnDOT planners indicate that although Huff Street alignment is a probable candidate for a new river crossing alignment, increased commercial traffic on Huff Street is not anticipated. New river crossing traffic will be directed to established travel routes through Winona that do not rely on Huff Street.

Reinforcement of the pedestrian and bicycle links to downtown, the river and Lake Winona will create a stronger community / University connection. Two new pedestrian underpasses under the railroad tracks will improve pedestrian safety and help with links to the south.

Parking

The University is placing a high priority on transportation alternatives with a goal of decreasing the number of cars on campus and in the surrounding neighborhoods. The Purple Bikes and Zipcar initiatives are major components of this goal.

Currently, WSU has 1546 surface parking spaces. This number includes Main Campus, West Campus and East Lake. For all lots the parking permits sold are between 10%-20% over the available spaces. For more information see Appendix 10.

New parking opportunities on campus should focus on parking structures that can solve more than the need for parking by mixing parking with student / visitor services or other facilities that require frequent, short term uses. New parking should be located to address the needs of all campus users with a focus on residents, visitors, athletic events and arts performances. The location should not to distract from current circulation patterns, views and entries on campus, and should act as a front door for all campus users.
Main Campus Existing Transportation

- AmTrak
- Parking
- WSU Shuttle Stops
- WSU Shuttle Route
- City Bus Line - Red Route
- City Bus Line - Green Route
- Campus Boundaries

Lake Winona
Main Campus Circulation

- Principle Vehicle Routes
- Rail
- Significant Pedestrian Routes
- Potentially Increasing Passenger Rail Travel from Terminal
- Campus Boundaries
Campus/neighborhood relations have been uneven but are improving.

Established residential and institutional context limits expansion potential.

West Campus is close to commercial areas.

City Key Map

- Campus/Neighborhood Relations
- Residential / Institutional Context Limits
- Campus/Commercial Areas Connection
- Indistinct Boundaries
- Campus Boundaries

West Campus
Main Campus
Commercial Area
Spaces
Past planning directives that resulted in eliminating streets in the campus core have served WSU well. The resultant pedestrian-friendly spaces area essential to the character of WSU and promote a walkable, safe campus environment.

The Campus Mall needs continued protection. The ‘center of campus’ is experiencing growth trends that threaten the character of this unique space. In interviews with faculty, staff and students the Mall was overwhelmingly noted as one of the best areas of Campus.

Current and planned campus improvements can be reinforced by careful space planning along an east-west axis that is a projection of Howard Street from the new Wellness Center to the revitalized Kryzsko Commons.

The campus generally lacks intimate, weather-protected exterior spaces that are conducive to informal gatherings or outside study. The Gazebo is an outstanding, popular example of the sort of space that should be emulated.

Site Elements
WSU has successfully implemented a signage and wayfinding system. Exterior signage is being modified to reflect the University's commitment to a tobacco free environment.

Site furniture, such as benches are well designed and placed, allowing for informal gathering all over Campus, especially along the Mall.

Trash receptacles adhere to the overall design standard and are well placed. WSU is actively seeking funding for exterior recycling receptacles.

Current and future bicycle parking areas and facilities need improvement in both capacities and location/distribution.

Energy and the Environment
The style, type and energy efficiency of campus exterior lighting is under review as part of the Guaranteed Energy Savings Contract for potential energy savings and improved lighting characteristics. This is also part of WSU commitment to going “green”.

Storm water management will be investigated as part of both the Capital and HEAPR projects to determine potential modifications that can address green management trends and techniques.

Branding
WSU should continue to build on the well established and successful branding for the University.
Main Campus Existing Environmental Conditions

- Open Space
- Pedestrian Node
- Pedestrian Link
- Pedestrian Circulation
- Campus Boundaries

Main Campus pedestrian connection to Wasbasha
Campus Mall, open space
Gazebo location at Mall center
Signage
Campus signage is consistent and well placed, insuring that visitors and new students can easily navigate the campus.

Security and Emergency Services
WSU has several security/emergency procedures activated on campus, two of the most prominent are the “code blues” poles and the defibulators. Both items are strategically located across campus (exact locations can be found of the WSU web site).

Campus Beautification
Along with its “greening” of the campus by planting varying species of trees, the University has several pieces of art that grace the mall area, making it an even more inviting gathering location.

Site Furnishings
Outdoor gathering spaces on campus include metal benches, stone retaining walls and the iconic gazebo.
### 3. Existing Building Conditions

#### Building Utilization, Analysis and Summary

The following Space Utilization Summary reflects data provided by the University.

*Figure 1 - Space Utilization Summary, Fall 2009*

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Room Type</th>
<th>Number of Rooms Used</th>
<th>Total Room Capacity</th>
<th>Hours in Use per Week</th>
<th>Room Utilization Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gildemeister Hall</td>
<td>C</td>
<td>14</td>
<td>549</td>
<td>576</td>
<td>105%</td>
</tr>
<tr>
<td></td>
<td>L</td>
<td>1</td>
<td>24</td>
<td>12</td>
<td>38%</td>
</tr>
<tr>
<td>Lourdes Hall</td>
<td>C</td>
<td>4</td>
<td>190</td>
<td>134</td>
<td>105%</td>
</tr>
<tr>
<td>Maxwell Hall</td>
<td>C</td>
<td>6</td>
<td>219</td>
<td>160</td>
<td>83%</td>
</tr>
<tr>
<td></td>
<td>L</td>
<td>2</td>
<td>52</td>
<td>31</td>
<td>48%</td>
</tr>
<tr>
<td>Memorial Hall</td>
<td>C</td>
<td>4</td>
<td>165</td>
<td>127</td>
<td>99%</td>
</tr>
<tr>
<td>Minné Hall</td>
<td>C</td>
<td>25</td>
<td>935</td>
<td>933</td>
<td>117%</td>
</tr>
<tr>
<td></td>
<td>L</td>
<td>1</td>
<td>16</td>
<td>10</td>
<td>31%</td>
</tr>
<tr>
<td>Pasteur Hall</td>
<td>C</td>
<td>6</td>
<td>358</td>
<td>201</td>
<td>105%</td>
</tr>
<tr>
<td></td>
<td>L</td>
<td>5</td>
<td>164</td>
<td>119</td>
<td>74%</td>
</tr>
<tr>
<td>Performing Arts Center</td>
<td>C</td>
<td>5</td>
<td>140</td>
<td>160</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>L</td>
<td>2</td>
<td>110</td>
<td>70</td>
<td>109%</td>
</tr>
<tr>
<td>Phelps Hall</td>
<td>C</td>
<td>3</td>
<td>140</td>
<td>76</td>
<td>79%</td>
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<td>L</td>
<td>2</td>
<td>46</td>
<td>36</td>
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<tr>
<td>Science Laboratory Center</td>
<td>L</td>
<td>20</td>
<td>444</td>
<td>286</td>
<td>45%</td>
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<tr>
<td>Somsen Hall</td>
<td>C</td>
<td>15</td>
<td>581</td>
<td>558</td>
<td>116%</td>
</tr>
<tr>
<td></td>
<td>L</td>
<td>1</td>
<td>55</td>
<td>44</td>
<td>138%</td>
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<tr>
<td>Stark Hall</td>
<td>C</td>
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<td>480</td>
<td>186</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>L</td>
<td>3</td>
<td>55</td>
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<tr>
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<td>1</td>
<td>30</td>
<td>37</td>
<td>116%</td>
</tr>
<tr>
<td></td>
<td>L</td>
<td>7</td>
<td>140</td>
<td>118</td>
<td>53%</td>
</tr>
<tr>
<td>Wabasha Hall</td>
<td>C</td>
<td>1</td>
<td>20</td>
<td>8</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>136</strong></td>
<td><strong>3,866</strong></td>
<td></td>
<td><strong>89%</strong></td>
</tr>
</tbody>
</table>

*C = Lecture Classroom
L = Teaching Lab*
The data represented in Figure 1 and Figure 2 was provided by the University and reflects classroom utilization across campus based upon figures from Fall 2009. This data along with further information provided by building assessments and department interviews is analyzed to assess where deficiencies exist and indicate what areas are functioning well. The summary report is broken down by thirteen classroom buildings that house 136 classroom and teaching labs with less than 100 occupants. Additional classrooms or lecture halls on campus with greater than 100 occupants are not included in this analysis. Intensity of use is measured by the number of hours per week the room is used compared to the MnSCU week, which is based on a 32 hour average week. The “total hours used percentage” of 89% exceeds the MnSCU standard utilization rate of 85%. This is an indication that classrooms across campus are being utilized fully and additional classrooms may be required for future growth.

Although the overall average room utilization rate across Campus is 89%, preliminary findings have indicated that there is a particular need for larger multi-functional classrooms. Many classrooms are scheduled for more than 32 hours a week operating at a much higher utilization rate than the campus average. The average rate for teaching labs across campus is lower and therefore distorts the overall campus average. A lower figure for teaching labs is common, as most have a designated purpose that limits the times which they can be scheduled for other uses.

Notes & Highlights

Somsen Hall is highlighted as the building with the highest utilization rates on campus at 116% for classrooms and 138% for teaching labs. These are all mid-size classrooms ranging from 35 to 50 seats, primarily used by the College of Business. As the College of Business expands enrollment, additional classroom space and need for flexibility of classroom use is highly recommended. The ability to combine classrooms to accommodate larger class sizes for general instruction is also needed.

To address the shortage of large, multi-purpose classrooms, the university will submit a 2012 capital project calling for a renovation of Somsen Hall with the intent of converting current administrative space to instructional space. The project predesign lays out a project which could add approximately 10,000 sq/ft of instructional space to include two 100 seat multipurpose classrooms, a 190 seat classroom and potentially a 240 seat auditorium.

Figure 2 - Overall Utilization Summary

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Seats Available</td>
<td>157,216</td>
</tr>
<tr>
<td>Seats Used</td>
<td>119,135</td>
</tr>
<tr>
<td>Average Seat Usage Percentage</td>
<td>76%</td>
</tr>
<tr>
<td>Total hours available (classrooms x 32 hour week)</td>
<td>4,352</td>
</tr>
<tr>
<td>Actual hours used in one week</td>
<td>3,866</td>
</tr>
<tr>
<td>Total hours used percentage</td>
<td>89%</td>
</tr>
</tbody>
</table>

Wabasha Hall shows the lowest utilization rate, however only one classroom is currently scheduled in this building. This is due to the fact that this building’s overall use and/or assignment to a college is under discussion and is thus not utilized to its full potential. The separation of Wabasha Hall from Main Campus...
also plays a role in the building’s lack of use at this time. Although Wabasha Hall is currently used as swing space while other campus buildings are under construction, there is great potential for its future use and integration into campus.

**Classroom Breakdown**

Classrooms were broken down by station size for further analysis. To summarize:

**0-19 Seat Classrooms and Teaching Labs**

This smaller classroom size is not very common on campus with only seventeen rooms that seat between ten and nineteen students. Most rooms of this size are teaching labs typically designed for very specialized uses. Exceptions to this are two small classrooms each in Stark Hall and Minne Hall. Therefore this classroom and lab size operates at a very low utilization rate average at only 37%, compared to the overall campus average of 89%.

**20-34 Seat Classrooms and Teaching Labs**

This small to mid-size classroom is the most common on campus for both classroom space and teaching labs and exists within several academic buildings on campus. Sixty-one rooms fall into this category, operating at a very high average utilization rate of 82%. Most classrooms of this size operate above a 100% utilization rate, making the average rate very acceptable. Currently classroom enrollment numbers seem to target this size classroom, playing on the appeal of Winona State University's small campus atmosphere which is very attractive to perspective students. This may support the need for additional classrooms of this size, however as enrollment numbers and budget pressures force larger class sizes, larger classrooms may be more desirable with the flexibility to break up into smaller groups within one room to meet scheduling demands.

**35-49 Seat Classrooms and Teaching Labs**

Only a small number of classrooms of this seat range are currently on campus, with thirty total. Only three teaching labs are included in this category. Most rooms of this size operate at a very high utilization rate with the average rate at 103%. Several of these highly used classrooms are in Gildemeister Hall, Minne Hall, and Somsen Hall. Again, with increasing enrollments and decreasing budget projections, additional classrooms of this size may be required to accommodate larger class sizes. They should be designed for flexible space and general purpose use.

**50-74 Seat Classrooms and Teaching Labs**

Twenty-five classrooms of this size are on campus. Two of these classrooms are within the Performing Arts Center and used as rehearsal space as well as for general instruction. This size classroom has the highest average utilization rate at 114% and seems to be very desirable. Classrooms of this size are scattered across campus in many buildings including, Minne Hall, Phelps Hall, Somsen Hall, Stark Hall, Lourdes Hall, and Pasteur Hall. Memorial, Maxwell and Gildemeister Halls all have only one room of this size.
75-100 Seat Classrooms and Teaching Labs

The category of large scale classrooms is lacking on campus with only four classrooms total. All four classrooms are for general lectures and operate at very high utilization rates with an average of 130%. This category does not include larger auditorium spaces on campus. The four classrooms are only within three buildings on campus and scheduling is limited for some Colleges. There is a great need and desire for more classrooms of this size on campus, however space is limited within existing buildings and additional space would be required.

There are three additional large lecture classrooms on campus that contain over 180 seats, Stark Hall 103, Science Lab Center 120, and Performing Arts Center 154. Cross campus use of these lecture halls is not common as the designated college of each building dominates scheduling for these rooms. Although all three lecture classrooms operate at a very high utilization rate, their data was not included into this summary.

To summarize the collected classroom data, Figure 3 shows an overall comparison of classroom sizes to average utilization rates for that size category. It also represents the percentage of classrooms available for scheduling in each size category.
Condition Assessment

Information on building repair backlog and facilities condition index (FCI) is taken from the Facility Condition Spreadsheet located in Appendix 2. All buildings are WSU owned unless noted otherwise.
FACILITY NAME: Alumni House

DATE OF CONSTRUCTION: 1930

CURRENT USE: Alumni functions, hosting of events

SUITABILITY FOR CURRENT USE: Adequate - becoming obsolete

TECHNOLOGY & EQUIPMENT: Limited.

ROOM CONFIGURATION ISSUES: As a former house, its rooms are small and limit flexible use.

CURRENT & FUTURE PROGRAM GROWTH: Alumni involvement on Campus is strong and growing. Events often take place elsewhere due to space limitations.

BUILDING DEFICIENCIES/ISSUES: Building use is limited by its size. Location on a residential street places significant limitations on visibility to students and community.

SPECIAL CONSIDERATIONS: N/A

Building Summary

Gross Sq. Ft. 6,358
Cost Replacement Value ($ 000’s) $1,409
Building Repair Backlog ($ 000’s) $231
Facilities Condition Index (FCI) 0.16

Utilization Summary

Total Number of Classrooms N/A
Total Assignable Sq. Ft. N/A
Average Assignable Sq. Ft. per Classroom N/A
Average Number of Stations per Classroom N/A
Assignable Sq. Ft. per Station N/A
Average Weekly Room Hours in Use N/A
Hours in Use Student Station Occupancy N/A

COMPREHENSIVE PLAN RECOMMENDATION:
None at this time.
FACILITY NAME: Conway Hall

DATE OF CONSTRUCTION: 1959

CURRENT USE: Residence Hall

SUITABILITY FOR CURRENT USE: Poor

TECHNOLOGY & EQUIPMENT: Poor

ROOM CONFIGURATION ISSUES: Poor

CURRENT & FUTURE PROGRAM GROWTH: None

BUILDING DEFICIENCIES/ISSUES: Significant

SPECIAL CONSIDERATIONS: Conway Hall is being taken “off line” when the new Residence Halls open in Fall 2010. It is slated to receive limited renovations to allow use as swing space while other Residence Halls are renovated. Conway’s constrained structure will preclude adaptation to other uses or modernization for student housing. Once Conway is no longer needed for swing space, the University would prefer to demolish the structure.

COMPREHENSIVE PLAN RECOMMENDATION:
Conway Hall has been identified for replacement or removal under the Medium Term Implementation Time Frame. See Project #40.
FACILITY NAME: Darrell W. Krueger Library

DATE OF CONSTRUCTION: 2005

CURRENT USE: University Library

SUITABILITY FOR CURRENT USE: Excellent

TECHNOLOGY & EQUIPMENT: Good to Excellent

ROOM CONFIGURATION ISSUES: Meeting, study, and related spaces are heavily used and tend to become crowded.

CURRENT & FUTURE PROGRAM GROWTH: Will need continuing adaptation for evolving technologies.

BUILDING DEFICIENCIES/ISSUES: Lack of study space elsewhere on Campus puts significant pressure on Krueger Library. Spaces are not large enough to accommodate demand for individual or group study, or collaborative work. Bringing the rest of campus back to balance will relieve pressure on the library.

SPECIAL CONSIDERATIONS: Library staff continues to innovate and adapt to changing circumstances. The Bean Bag Chair program is an excellent example of this.

COMPREHENSIVE PLAN RECOMMENDATION: None at this time.

Building Summary

<table>
<thead>
<tr>
<th>Property</th>
<th>Value</th>
</tr>
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<td>Building Repair Backlog ($ 000's)</td>
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<td>Facilities Condition Index (FCI)</td>
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Utilization Summary

<table>
<thead>
<tr>
<th>Property</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Classrooms</td>
<td>N/A</td>
</tr>
<tr>
<td>Total Assignable Sq. Ft.</td>
<td>N/A</td>
</tr>
<tr>
<td>Average Assignable Sq. Ft. per Classroom</td>
<td>N/A</td>
</tr>
<tr>
<td>Average Number of Stations per Classroom</td>
<td>N/A</td>
</tr>
<tr>
<td>Assignable Sq. Ft. per Station</td>
<td>N/A</td>
</tr>
<tr>
<td>Average Weekly Room Hours in Use</td>
<td>N/A</td>
</tr>
<tr>
<td>Hours in Use Student Station Occupancy</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### FACILITY NAME: East Lake Apartments

**DATE OF CONSTRUCTION:** N/A

**DATE OF CONSTRUCTION:** University Foundation

**CURRENT USE:** Student Housing

**SUITABILITY FOR CURRENT USE:** Adequate

**TECHNOLOGY & EQUIPMENT:** N/A

**ROOM CONFIGURATION ISSUES:** Good. These buildings have an Apartment Style configuration.

**CURRENT & FUTURE PROGRAM GROWTH:** N/A

**BUILDING DEFICIENCIES/ISSUES:** N/A

**SPECIAL CONSIDERATIONS:** None at this time

#### Utilization Summary

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Classrooms</td>
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</tr>
<tr>
<td>Total Assignable Sq. Ft.</td>
<td>N/A</td>
</tr>
<tr>
<td>Average Assignable Sq. Ft. per Classroom</td>
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</tr>
<tr>
<td>Average Number of Stations per Classroom</td>
<td>N/A</td>
</tr>
<tr>
<td>Assignable Sq. Ft. per Station</td>
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<tr>
<td>Average Weekly Room Hours in Use</td>
<td>N/A</td>
</tr>
<tr>
<td>Hours in Use Student Station Occupancy</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Building Summary - Apartment A

- **Gross Sq. Ft.:** 40,824
- **Cost Replacement Value ($ 000’s):** $8,837
- **Building Repair Backlog ($ 000’s):** $0
- **Facilities Condition Index (FCI):** 0.00

#### Building Summary - Apartment B

- **Gross Sq. Ft.:** 40,824
- **Cost Replacement Value ($ 000’s):** $8,837
- **Building Repair Backlog ($ 000’s):** $0
- **Facilities Condition Index (FCI):** 0.00

#### Building Summary - Apartment C

- **Gross Sq. Ft.:** 41,342
- **Cost Replacement Value ($ 000’s):** $8,949
- **Building Repair Backlog ($ 000’s):** $0
- **Facilities Condition Index (FCI):** 0.00

#### Building Summary - Apartment D

- **Gross Sq. Ft.:** 41,342
- **Cost Replacement Value ($ 000’s):** $8,949
- **Building Repair Backlog ($ 000’s):** $0
- **Facilities Condition Index (FCI):** 0.00

---

### COMPREHENSIVE PLAN RECOMMENDATION:

East Lake Apartments are part of the overall residence life maintenance/improvements.
FACILITY NAME: Facilities Services

DATE OF CONSTRUCTION: 1964

CURRENT USE: Facilities Services

TECHNOLOGY AND EQUIPMENT: N/A

ROOM CONFIGURATION ISSUES: N/A

CURRENT AND FUTURE PROGRAM GROWTH: N/A

BUILDING DEFICIENCIES/ISSUES: N/A

SPECIAL CONSIDERATIONS: N/A

COMPREHENSIVE PLAN RECOMMENDATION: None at this time.

Building Summary

<table>
<thead>
<tr>
<th>Metric</th>
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<td>Building Repair Backlog ($ 000's)</td>
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<td>Facilities Condition Index (FCI)</td>
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Utilization Summary

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</thead>
<tbody>
<tr>
<td>Total Number of Classrooms</td>
<td>N/A</td>
</tr>
<tr>
<td>Total Assignable Sq. Ft.</td>
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</tr>
<tr>
<td>Average Assignable Sq. Ft. per Classroom</td>
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</tr>
<tr>
<td>Average Number of Stations per Classroom</td>
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</tr>
<tr>
<td>Assignable Sq. Ft. per Station</td>
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</tr>
<tr>
<td>Average Weekly Room Hours in Use</td>
<td>N/A</td>
</tr>
<tr>
<td>Hours in Use Student Station Occupancy</td>
<td>N/A</td>
</tr>
</tbody>
</table>
FACILITY NAME: Gildemeister Hall

DATE OF CONSTRUCTION: 1964

CURRENT USE: College of Education Instruction and Support Spaces

SUITABILITY FOR CURRENT USE: Poor

TECHNOLOGY & EQUIPMENT: Limited / Poor

ROOM CONFIGURATION ISSUES: Limited flexibility and accessibility

CURRENT & FUTURE PROGRAM GROWTH: The College of Education is expected to remain one of WSU’s largest. Gildemeister does not have adequate space to support this continued success.

BUILDING DEFICIENCIES/ISSUES: Accessibility, technology, flexibility, and capacity are all inadequate.

SPECIAL CONSIDERATIONS: A significant renovation and addition are planned for Gildemeister.

Building Summary

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
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Utilization Summary

<table>
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<tr>
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<th>Value</th>
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</thead>
<tbody>
<tr>
<td>Total Number of Classrooms</td>
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</tr>
<tr>
<td>Total Assignable Sq. Ft.</td>
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<tr>
<td>Average Assignable Sq. Ft. per Classroom</td>
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<td>Average Number of Stations per Classroom</td>
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<td>Assignable Sq. Ft. per Station</td>
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<td>Average Weekly Room Hours in Use</td>
<td>33</td>
</tr>
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<td>Hours in Use Student Station Occupancy</td>
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</tbody>
</table>

COMPREHENSIVE PLAN RECOMMENDATION:
The Gildemeister Hall has been identified for repair / upgrade under the Short Term Implementation Time Frame. See Project #3.
FACILITY NAME: *Greenhouse Complex*

DATE OF CONSTRUCTION: 1998

CURRENT USE: Greenhouse and grounds equipment storage

SUITABILITY FOR CURRENT USE: Adequate

TECHNOLOGY & EQUIPMENT: N/A

ROOM CONFIGURATION ISSUES: N/A

CURRENT & FUTURE PROGRAM GROWTH: N/A

BUILDING DEFICIENCIES/ISSUES: N/A

SPECIAL CONSIDERATIONS:

COMPREHENSIVE PLAN RECOMMENDATION:
The Greenhouse Complex is part of the overall grounds and infrastructure improvements.

**Building Summary**

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
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**Utilization Summary**

<table>
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<tr>
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<tr>
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<tr>
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</tr>
<tr>
<td>Hours in Use Student Station Occupancy</td>
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</table>
FACILITY NAME: Integrated Wellness Complex

DATE OF CONSTRUCTION: Completion Fall 2010

CURRENT USE: Under Construction

SUITABILITY FOR CURRENT USE: Excellent

TECHNOLOGY & EQUIPMENT: Excellent

ROOM CONFIGURATION ISSUES: Excellent

CURRENT & FUTURE PROGRAM GROWTH: N/A

BUILDING DEFICIENCIES/ISSUES: New Construction

SPECIAL CONSIDERATIONS: Open Fall 2010

Building Summary

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Utilization Summary

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</table>

COMPREHENSIVE PLAN RECOMMENDATION: The Integrated Wellness Complex is under construction, so no recommendations at this time.
FACILITY NAME: Kryzsko Commons & College Center


CURRENT USE: Student Center, Bookstore, events, food service

SUITABILITY FOR CURRENT USE: Adequate/Poor

TECHNOLOGY & EQUIPMENT: Adequate

ROOM CONFIGURATION ISSUES: Adequate

CURRENT & FUTURE PROGRAM GROWTH: Present space is inadequate and has limited flexibility.

BUILDING DEFICIENCIES/ISSUES: Building is at capacity for food service. There is not sufficient space for more than 4 of the 92 student Organizations. Kryzsko does not have adequate study space or informal gathering spaces outside of the dining areas.

SPECIAL CONSIDERATIONS:

COMPREHENSIVE PLAN RECOMMENDATION: The Kryzsko Commons & College Center has been identified for renovation under the Short Term Implementation Time Frame. See Project #16.
FACILITY NAME: Loughrey Field

DATE OF CONSTRUCTION: N/A

CURRENT USE: Athletic Field

SUITABILITY FOR CURRENT USE: Adequate

TECHNOLOGY & EQUIPMENT: N/A

ROOM CONFIGURATION ISSUES: N/A

CURRENT & FUTURE PROGRAM GROWTH: N/A

BUILDING DEFICIENCIES/ISSUES: N/A

SPECIAL CONSIDERATIONS:

Building Summary

Gross Sq. Ft. 550
Cost Replacement Value ($ 000's) $142
Building Repair Backlog ($ 000's) $0
Facilities Condition Index (FCI) 0.00

Utilization Summary

Total Number of Classrooms N/A
Total Assignable Sq. Ft. N/A
Average Assignable Sq. Ft. per Classroom N/A
Average Number of Stations per Classroom N/A
Assignable Sq. Ft. per Station N/A
Average Weekly Room Hours in Use N/A
Hours in Use Student Station Occupancy N/A

COMPREHENSIVE PLAN RECOMMENDATION:
None at this time.
FACILITY NAME: **Lourdes Hall**

DATE OF CONSTRUCTION: 1929

CURRENT USE: Residence Hall, Classrooms for Residential College

SUITABILITY FOR CURRENT USE: Good

TECHNOLOGY & EQUIPMENT: Classroom technology is limited

ROOM CONFIGURATION ISSUES: Traditional dorm-style residential units.

CURRENT & FUTURE PROGRAM GROWTH: Demand for Residential College use of classrooms remains high. Better technology and acoustics would allow more use.

BUILDING DEFICIENCIES/ISSUES: Classrooms have significant acoustic issues. Building needs normal ongoing repairs and renovations including exterior stone repairs, sundeck resurfacing, etc. commensurate with a structure of its age.

SPECIAL CONSIDERATIONS: Significant historic structure, and one of WSU’s largest buildings. Lourdes is an exceptional and distinctive resource for the University.

**COMPREHENSIVE PLAN RECOMMENDATION:** The Lourdes Hall has been identified for deferred maintenance under the Medium Term Implementation Time Frame. See Project #36.

![Main Entrance](image1)

![Typical Rooms](image2)

**Building Summary**

- Gross Sq. Ft. 217,000
- Cost Replacement Value ($ 000's) $49,232
- Building Repair Backlog ($ 000's) $19,188
- Facilities Condition Index (FCI) 0.39

**Utilization Summary**

- Total Number of Classrooms 4
- Total Assignable Sq. Ft. 6,506
- Average Assignable Sq. Ft. per Classroom 1,626
- Average Number of Stations per Classroom 47.5
- Assignable Sq. Ft. per Station 31.3
- Average Weekly Room Hours in Use 33.5
- Hours in Use Student Station Occupancy 105%
- Total Number of Beds Available 450
FACILITY NAME: Lucas Hall / Prentiss Hall

DATE OF CONSTRUCTION: Lucas Hall 1964, Prentiss Hall 1965

CURRENT USE: Residence Hall

SUITABILITY FOR CURRENT USE: Adequate

TECHNOLOGY & EQUIPMENT: N/A

ROOM CONFIGURATION ISSUES: Traditional dorm-style residential unit.

CURRENT & FUTURE PROGRAM GROWTH: N/A

BUILDING DEFICIENCIES/ISSUES: Traditional dorm-style residential units

SPECIAL CONSIDERATIONS: Rolling replacement or renovations of existing hall to gain additional beds and modernize housing stock.

Lucas Hall Building Summary
Gross Sq. Ft. 39,991
Cost Replacement Value ($ 000’s) $8,657
Building Repair Backlog ($ 000’s) $1,916
Facilities Condition Index (FCI) 0.22

Prentiss Hall Building Summary
Gross Sq. Ft. 45,503
Cost Replacement Value ($ 000’s) $9,850
Building Repair Backlog ($ 000’s) $1,514
Facilities Condition Index (FCI) 0.15

COMPREHENSIVE PLAN RECOMMENDATION:
The Lucas Hall has been identified for replacement or renovation under the Short Term Implementation Time Frame. See Project #17.
FACILITY NAME: Main Street House

DATE OF CONSTRUCTION: N/A

CURRENT USE: Temporary swing space for various campus users

SUITABILITY FOR CURRENT USE: Poor

TECHNOLOGY & EQUIPMENT: Adequate

ROOM CONFIGURATION ISSUES: Building has not been reconfigured for offices or as study center, retaining it’s original housing layout.

CURRENT & FUTURE PROGRAM GROWTH: Given the building configuration it will be difficult to adapt this building for classroom use. Continued swing space and small space user accommodation is likely.

BUILDING DEFICIENCIES/ISSUES: Building needs normal ongoing repairs and renovations including exterior siding and roof repairs. Interior issues include paint, flooring and lighting. This building is not ADA compliant.

SPECIAL CONSIDERATIONS: Used as institutional swing space. No long term investment is planned.

Building Summary

Gross Sq. Ft. 4,983
Cost Replacement Value ($ 000's) $1,079
Building Repair Backlog ($ 000's) $194
Facilities Condition Index (FCI) 0.18

Utilization Summary

Total Number of Classrooms N/A
Total Assignable Sq. Ft. N/A
Average Assignable Sq. Ft. per Classroom N/A
Average Number of Stations per Classroom N/A
Assignable Sq. Ft. per Station N/A
Average Weekly Room Hours in Use N/A
Hours in Use Student Station Occupancy N/A

COMPREHENSIVE PLAN RECOMMENDATION: None at this time.
FACILITY NAME: Maria Hall

DATE OF CONSTRUCTION: 1926

CURRENT USE: Residence Hall

SUITABILITY FOR CURRENT USE: Good

TECHNOLOGY & EQUIPMENT: N/A

ROOM CONFIGURATION ISSUES: Traditional dorm-style residential units

CURRENT & FUTURE PROGRAM GROWTH: N/A

BUILDING DEFICIENCIES/ISSUES: Traditional dorm-style residential units

SPECIAL CONSIDERATIONS: Rolling replacement or renovations of existing hall to gain additional beds and modernize housing stock.

COMPREHENSIVE PLAN RECOMMENDATION: The Maria Hall has been identified for replacement or renovation under the Short Term Implementation Time Frame. See Project #17.
FACILITY NAME: Maxwell Hall


CURRENT USE: Student Services

SUITABILITY FOR CURRENT USE: Good

TECHNOLOGY & EQUIPMENT: Good

ROOM CONFIGURATION ISSUES: Adequate

CURRENT & FUTURE PROGRAM GROWTH: N/A

BUILDING DEFICIENCIES/ISSUES: N/A

SPECIAL CONSIDERATIONS: Not at this time

Comprehensive Plan Recommendation: None at this time.

Building Summary

- Gross Sq. Ft.: 87,567
- Cost Replacement Value ($ 000’s): $26,725
- Building Repair Backlog ($ 000’s): $0
- Facilities Condition Index (FCI): 0.00

Utilization Summary

- Total Number of Classrooms: 8
- Total Assignable Sq. Ft.: 4,940
- Average Assignable Sq. Ft. per Classroom: 823
- Average Number of Stations per Classroom: 34
- Assignable Sq. Ft. per Station: 23
- Average Weekly Room Hours in Use: 24
- Hours in Use Student Station Occupancy: 75%

Old and New Entrances

Main Stair
FACILITY NAME: Maxwell Stadium & Press Box

DATE OF CONSTRUCTION: 1947

CURRENT USE: Athletic Fields and Press Box

SUITABILITY FOR CURRENT USE: Adequate

TECHNOLOGY & EQUIPMENT: N/A

ROOM CONFIGURATION ISSUES: N/A

CURRENT & FUTURE PROGRAM GROWTH: N/A

BUILDING DEFICIENCIES/ISSUES: N/A

SPECIAL CONSIDERATIONS: Nothing at this time

Stadium Building Summary
Gross Sq. Ft. 5,320
Cost Replacement Value ($000's) $1,376
Building Repair Backlog ($000's) $86
Facilities Condition Index (FCI) 0.06

Press Box Building Summary
Gross Sq. Ft. 9,843
Cost Replacement Value ($000's) $2,606
Building Repair Backlog ($000's) $0
Facilities Condition Index (FCI) 0.00

Press Box Utilization Summary
Total Number of Classrooms N/A
Total Assignable Sq. Ft. N/A
Average Assignable Sq. Ft. per Classroom N/A
Average Number of Stations per Classroom N/A
Assignable Sq. Ft. per Station N/A
Average Weekly Room Hours in Use N/A
Hours in Use Student Station Occupancy N/A

COMPREHENSIVE PLAN RECOMMENDATION:
None at this time.
FACILITY NAME: New Memorial Hall

DATE OF CONSTRUCTION: 1972

CURRENT USE: Classrooms, offices and pool

SUITABILITY FOR CURRENT USE: Adequate

TECHNOLOGY & EQUIPMENT: Adequate

ROOM CONFIGURATION ISSUES: Adequate

CURRENT & FUTURE PROGRAM GROWTH: N/A

BUILDING DEFICIENCIES/ISSUES: Building needs normal ongoing repairs and renovations including exterior brick repairs.

SPECIAL CONSIDERATIONS: This building is in a prime location creating a “wall” between the neighborhood and the campus. Consider signage and other interactive features in addition to landscaping possibilities.

COMPREHENSIVE PLAN RECOMMENDATION: New Memorial Hall is part of the overall facilities maintenance/improvement. Grounds and Infrastructure work see Project #26.

Building Summary

Gross Sq. Ft. 72,017
Cost Replacement Value ($ 000's) $18,620
Building Repair Backlog ($ 000's) $3,551
Facilities Condition Index (FCI) 0.19

Utilization Summary

Total Number of Classrooms 4
Total Assignable Sq. Ft. 2,685
Average Assignable Sq. Ft. per Classroom 671
Average Number of Stations per Classroom 41.25
Assignable Sq. Ft. per Station 21.45
Average Weekly Room Hours in Use 31.75
Hours in Use Student Station Occupancy 99%
FACILITY NAME: Old Memorial Hall

DATE OF CONSTRUCTION: 1953

CURRENT USE: Classrooms and gym

SUITABILITY FOR CURRENT USE: Adequate

TECHNOLOGY & EQUIPMENT: Adequate/Poor

ROOM CONFIGURATION ISSUES: Adequate/Poor

CURRENT & FUTURE PROGRAM GROWTH: N/A

BUILDING DEFICIENCIES/ISSUES: Building needs normal ongoing repairs and renovations including exterior brick repairs.

SPECIAL CONSIDERATIONS: Use and suitability will need to be evaluated over the next few years as the new Integrated Wellness Complex comes on line effecting Memorial Halls usage.

Building Summary

Gross Sq. Ft. 70,224
Cost Replacement Value ($ 000's) $18,157
Building Repair Backlog ($ 000's) $4,161
Facilities Condition Index (FCI) 0.23

Utilization Summary

Total Number of Classrooms N/A
Total Assignable Sq. Ft. N/A
Average Assignable Sq. Ft. per Classroom N/A
Average Number of Stations per Classroom N/A
Assignable Sq. Ft. per Station N/A
Average Weekly Room Hours in Use N/A
Hours in Use Student Station Occupancy N/A

COMPREHENSIVE PLAN RECOMMENDATION: Old Memorial Hall is part of the overall facilities maintenance/improvements.
FACILITY NAME: Minné Hall
CURRENT USE: Classrooms
SUITABILITY FOR CURRENT USE: Adequate
TECHNOLOGY & EQUIPMENT: Adequate
ROOM CONFIGURATION ISSUES: N/A
CURRENT & FUTURE PROGRAM GROWTH: N/A
BUILDING DEFICIENCIES/ISSUES: N/A
SPECIAL CONSIDERATIONS: Nothing at this time

BUILDING SUMMARY
Gross Sq. Ft. 56,182
Cost Replacement Value ($ 000's) $14,526
Building Repair Backlog ($ 000's) $0
Facilities Condition Index (FCI) 0.00

Utilization Summary
Total Number of Classrooms 26
Total Assignable Sq. Ft. 16,627
Average Assignable Sq. Ft. per Classroom 639.5
Average Number of Stations per Classroom 36
Assignable Sq. Ft. per Station 18
Average Weekly Room Hours in Use 33
Hours in Use Student Station Occupancy 113%

COMPREHENSIVE PLAN RECOMMENDATION:
The Minné Hall is part of the overall facilities maintenance/improvements.
FACILITY NAME: Morey Hall

DATE OF CONSTRUCTION: 1912, renovated in 1969

CURRENT USE: Residence Hall

SUITABILITY FOR CURRENT USE: Poor

TECHNOLOGY & EQUIPMENT:

ROOM CONFIGURATION ISSUES: Traditional dorm-style residential units

CURRENT & FUTURE PROGRAM GROWTH: N/A

BUILDING DEFICIENCIES/ISSUES: Traditional dorm-style residential units

SPECIAL CONSIDERATIONS: Rolling replacement or renovations of existing hall to gain additional beds and modernize housing stock.

COMPREHENSIVE PLAN RECOMMENDATION: The Morey Hall has been identified for replacement or renovation under the Short Term Implementation Time Frame. See Project #17.
FACILITY NAME: New Residence Hall A

DATE OF CONSTRUCTION: Completion Fall 2010

FUTURE USE: Residence Hall

SUITABILITY FOR CURRENT USE: Excellent

TECHNOLOGY & EQUIPMENT: Excellent

ROOM CONFIGURATION ISSUES: Suite Style

CURRENT & FUTURE PROGRAM GROWTH: N/A

BUILDING DEFICIENCIES/ISSUES: N/A

SPECIAL CONSIDERATIONS: Nothing at this time, new construction

COMPREHENSIVE PLAN RECOMMENDATION: The New Residence Hall A is new construction, none at this time.

Building Summary
Gross Sq. Ft. N/A
Cost Replacement Value ($ 000's) N/A
Building Repair Backlog ($ 000's) N/A
Facilities Condition Index (FCI) N/A

Utilization Summary
Total Number of Classrooms N/A
Total Assignable Sq. Ft. N/A
Average Assignable Sq. Ft. per Classroom N/A
Average Number of Stations per Classroom N/A
Assignable Sq. Ft. per Station N/A
Average Weekly Room Hours in Use N/A
Hours in Use Student Station Occupancy N/A
Total Number of Beds Available 204
FACILITY NAME: New Residence Hall B

DATE OF CONSTRUCTION: Completion Fall 2010

FUTURE USE: Residence Hall

SUITABILITY FOR CURRENT USE: Excellent

TECHNOLOGY & EQUIPMENT: Excellent

ROOM CONFIGURATION ISSUES: Suite Style

CURRENT & FUTURE PROGRAM GROWTH: N/A

BUILDING DEFICIENCIES/ISSUES: N/A

SPECIAL CONSIDERATIONS: Nothing at this time, new construction

Building Summary

Gross Sq. Ft. N/A
Cost Replacement Value ($ 000's) N/A
Building Repair Backlog ($ 000's) N/A
Facilities Condition Index (FCI) N/A

Utilization Summary

Total Number of Classrooms N/A
Total Assignable Sq. Ft. N/A
Average Assignable Sq. Ft. per Classroom N/A
Average Number of Stations per Classroom N/A
Assignable Sq. Ft. per Station N/A
Average Weekly Room Hours in Use N/A
Hours in Use Student Station Occupancy N/A
Total Number of Beds Available 204

COMPREHENSIVE PLAN RECOMMENDATION:
The New Residence Hall B is new construction, none at this time.
FACILITY NAME: Pasteur Hall

DATE OF CONSTRUCTION: 1962, renovated in 2005

CURRENT USE: Offices and classrooms

SUITABILITY FOR CURRENT USE: Good

TECHNOLOGY & EQUIPMENT: Good

ROOM CONFIGURATION ISSUES: Good

CURRENT & FUTURE PROGRAM GROWTH: N/A

BUILDING DEFICIENCIES/ISSUES: N/A

SPECIAL CONSIDERATIONS: Nothing at this time, newly renovated

**Building Summary**

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**Utilization Summary**

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<td>Hours in Use Student Station Occupancy</td>
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FACILITY NAME: **Performing Arts Center**

DATE OF CONSTRUCTION: 1971, renovated 2005

CURRENT USE: Performance Space and Classrooms

SUITABILITY FOR CURRENT USE: Good to Poor

TECHNOLOGY & EQUIPMENT: Poor

ROOM CONFIGURATION ISSUES: Limited

CURRENT & FUTURE PROGRAM GROWTH: Limited

BUILDING DEFICIENCIES/ISSUES: Main auditorium needs renovation. Black box theater is undersized and lacks needed support space. Facility is well short of the needed practice and support rooms. Restrooms are badly undersized.

SPECIAL CONSIDERATIONS: The existing PAC is in an ideal location near other high-profile uses (the library and Memorial Hall, both high volume destinations for parents, visitors, and students). Its site allows for graceful additions that will enrich the surrounding Mall and campus.

The Performing and Studio Arts are both high profile programs that have great outreach potential, as they often bring parents, local residents, and prospective students to campus for their various activities. Co-locating will provide great opportunities for interactive programs.

Recognizing the nature of the visitor traffic, and the opportunities presented by the Arts programs, developing a University Gallery as part of the complex is a spectacular prospect as is creating a new “front door” which welcomes visitors to the site.

**COMPREHENSIVE PLAN RECOMMENDATION:** The Performing Arts Center has been identified for renovation under the Short Term Implementation Time Frame. See Project #4.
FACILITY NAME: Phelps Hall

DATE OF CONSTRUCTION: 1916

CURRENT USE: Classrooms

SUITABILITY FOR CURRENT USE: Adequate

TECHNOLOGY & EQUIPMENT: Adequate

ROOM CONFIGURATION ISSUES: Adequate

CURRENT & FUTURE PROGRAM GROWTH:

BUILDING DEFICIENCIES/ISSUES: Building is need of exterior repair and restoration work.

SPECIAL CONSIDERATIONS: This is the oldest building currently on campus. Interior renovations my be required in the future as part of future academic needs.

COMPREHENSIVE PLAN RECOMMENDATION:

The Phelps Hall has been identified for exterior repair and renovation under the Short Term Implementation Time Frame. See Project #5.
FACILITY NAME: Richards Hall

DATE OF CONSTRUCTION: 1957

CURRENT USE: Residence Hall

SUITABILITY FOR CURRENT USE: Poor

TECHNOLOGY & EQUIPMENT: Poor

ROOM CONFIGURATION ISSUES: Traditional dorm-style residential units

CURRENT & FUTURE PROGRAM GROWTH:

BUILDING DEFICIENCIES/ISSUES: Traditional dorm-style residential units

SPECIAL CONSIDERATIONS: Richards Hall is being taken “offline” when the new Residence Halls open in Fall 2010. It is slated to receive limited renovations to allow use as swing space while other Residence Halls are renovated. Richard’s constrained structure will preclude adaptation to other use as well as modernization for student housing. Once Richards is no longer needed for swing space, the University intends to remove the structure.

COMPREHENSIVE PLAN RECOMMENDATION: The Richards Hall has been identified for replacement or removal under the Medium Term Implementation Time Frame. See Project #40.

Building Summary

Gross Sq. Ft. 41,387
Cost Replacement Value ($ 000’s) $8,959
Building Repair Backlog ($ 000’s) $2,583
Facilities Condition Index (FCI) 0.29

Utilization Summary

Total Number of Classrooms N/A
Total Assignable Sq. Ft. N/A
Average Assignable Sq. Ft. per Classroom N/A
Average Number of Stations per Classroom N/A
Assignable Sq. Ft. per Station N/A
Average Weekly Room Hours in Use N/A
Hours in Use Student Station Occupancy N/A
Total Number of Beds Available 137
FACILITY NAME: Science Laboratory Center

DATE OF CONSTRUCTION: 2005

CURRENT USE: Labs and Classrooms

SUITABILITY FOR CURRENT USE: Excellent

TEchnology & Equipment: Excellent

Room Configuration Issues: N/A

Current & Future Program Growth: N/A

Building Deficiencies/Issues: Recently constructed

Special Considerations: Nothing at this time, new construction

Building Summary

Gross Sq. Ft. 112,514
Cost Replacement Value ($000's) $41,568
Building Repair Backlog ($000's) $0
Facilities Condition Index (FCI) 0.00

Utilization Summary

Total Number of Classrooms 20
TotalAssignable Sq. Ft. 22,530
Average Assignable Sq. Ft. per Classroom 1,126.5
Average Number of Stations per Classroom 22
Assignable Sq. Ft. per Station 53
Average Weekly Room Hours in Use 14
Hours in Use Student Station Occupancy 45%

Comprehensive Plan Recommendation:
The Science Laboratory Center is recent construction, none at this time.
FACILITY NAME: Sheehan Hall

DATE OF CONSTRUCTION: 1967

CURRENT USE: Residence Hall

SUITABILITY FOR CURRENT USE: Adequate to Poor

TECHNOLOGY & EQUIPMENT: N/A

ROOM CONFIGURATION ISSUES: Traditional dorm-style residential units

CURRENT & FUTURE PROGRAM GROWTH: N/A

BUILDING DEFICIENCIES/ISSUES: Traditional dorm-style residential units

SPECIAL CONSIDERATIONS: Rolling replacement or renovations of existing hall to gain additional beds and modernize housing stock.

**Building Summary**

- Gross Sq. Ft.: 74,284
- Cost Replacement Value ($ 000’s): $19,947
- Building Repair Backlog ($ 000’s): $2,364
- Facilities Condition Index (FCI): 0.12

**Utilization Summary**

- Total Number of Classrooms: N/A
- TotalAssignable Sq. Ft.: N/A
- AverageAssignable Sq. Ft. per Classroom: N/A
- Average Number of Stations per Classroom: N/A
- Assignable Sq. Ft. per Station: N/A
- Average Weekly Room Hours in Use: N/A
- Hours in Use Student Station Occupancy: N/A

**COMPREHENSIVE PLAN RECOMMENDATION:**
The Sheehan Hall has been identified for renovation under the Short Term Implementation Time Frame. See Project #17.
FACILITY NAME: Shepard Hall

DATE OF CONSTRUCTION: N/A

CURRENT USE: Residence Hall

SUITABILITY FOR CURRENT USE: Poor

TECHNOLOGY & EQUIPMENT: N/A

ROOM CONFIGURATION ISSUES: Traditional dorm-style residential units

CURRENT & FUTURE PROGRAM GROWTH:

BUILDING DEFICIENCIES/ISSUES: Traditional dorm-style residential units

SPECIAL CONSIDERATIONS: Rolling replacement or renovations of existing hall to gain additional beds and modernize housing stock.

COMPREHENSIVE PLAN RECOMMENDATION: The Shepard Hall has been identified for replacement or renovation under the Short Term Implementation Time Frame. See Project #17.

Building Summary

<table>
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Utilization Summary

<table>
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<tr>
<th>Description</th>
<th>Value</th>
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<tbody>
<tr>
<td>Total Number of Classrooms</td>
<td>N/A</td>
</tr>
<tr>
<td>Total Assignable Sq. Ft.</td>
<td>N/A</td>
</tr>
<tr>
<td>Average Assignable Sq. Ft. per Classroom</td>
<td>N/A</td>
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<tr>
<td>Average Number of Stations per Classroom</td>
<td>N/A</td>
</tr>
<tr>
<td>Assignable Sq. Ft. per Station</td>
<td>N/A</td>
</tr>
<tr>
<td>Average Weekly Room Hours in Use</td>
<td>N/A</td>
</tr>
<tr>
<td>Hours in Use Student Station Occupancy</td>
<td>N/A</td>
</tr>
<tr>
<td>Total Number of Beds Available</td>
<td>137</td>
</tr>
</tbody>
</table>
FACILITY NAME: Somsen Hall

DATE OF CONSTRUCTION: 1924, renovated in 1988

CURRENT GSF: 176,221

CURRENT USE: Classrooms and Offices

SUITABILITY FOR CURRENT USE: Poor

TECHNOLOGY & EQUIPMENT: Adequate

ROOM CONFIGURATION ISSUES: Poor

CURRENT & FUTURE PROGRAM GROWTH: College of Business needs substantially more room.

BUILDING DEFICIENCIES/ISSUES: The traditional classroom layout is no longer appropriate for the style of teaching/learning that is taking place. The auditorium, although large enough is not lit or appointed with desks that would allow for lectures to occur in the space.

SPECIAL CONSIDERATIONS: In addition to being the primary administrative building on campus, Somsen Hall also houses the College of Business. To facilitate future growth of the College of Business and to create much needed classroom space on the main campus, a proposed capital project for Somsen would transition administrative space to instructional space by moving some administrative offices and the Office of Continuing Education from Somsen Hall to Wabasha Hall. As of Fall 2010, Wabasha Hall has excess capacity due to the relocation of student health services and student counseling services to the University’s new Integrated Wellness Complex. Additionally, although Somsen currently has a relatively low FCI of .10, the Facilities Renewal Resource Model (FRRM) forecasts that the building will require an additional $12 million in infrastructure maintenance by 2014 which, if not accomplished, will cause the FCI to balloon to .30. The proposed project would provide funding to address this need for the required near term maintenance.

COMPREHENSIVE PLAN RECOMMENDATION: The Somsen Hall has been identified for renovation and upgrades under the Short Term Implementation Time Frame. See Project #2.
FACILITY NAME: Stark Hall

DATE OF CONSTRUCTION: 1992

CURRENT USE: Classrooms

SUITABILITY FOR CURRENT USE: Good

TECHNOLOGY & EQUIPMENT: Good

ROOM CONFIGURATION ISSUES: Adequate

CURRENT & FUTURE PROGRAM GROWTH:
Nursing classrooms are limited in flexibility and type.

BUILDING DEFICIENCIES/ISSUES: N/A

SPECIAL CONSIDERATIONS: Nothing at this time

Building Summary

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Sq. Ft.</td>
<td>91,000</td>
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<tr>
<td>Cost Replacement Value ($ 000’s)</td>
<td>$23,528</td>
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<tr>
<td>Building Repair Backlog ($ 000’s)</td>
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<tr>
<td>Facilities Condition Index (FCI)</td>
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</table>

Utilization Summary

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Classrooms</td>
<td>11</td>
</tr>
<tr>
<td>Total Assignable Sq. Ft.</td>
<td>11,267</td>
</tr>
<tr>
<td>Average Assignable Sq. Ft. per Classroom</td>
<td>1,126</td>
</tr>
<tr>
<td>Average Number of Stations per Classroom</td>
<td>49</td>
</tr>
<tr>
<td>Assignable Sq. Ft. per Station</td>
<td>30</td>
</tr>
<tr>
<td>Average Weekly Room Hours in Use</td>
<td>23.5</td>
</tr>
<tr>
<td>Hours in Use Student Station Occupancy</td>
<td>73%</td>
</tr>
</tbody>
</table>
FACILITY NAME: Tau Center

DATE OF CONSTRUCTION: N/A

CURRENT USE: Classrooms and Conference Center

SUITABILITY FOR CURRENT USE: Poor

TECHNOLOGY & EQUIPMENT: Poor

ROOM CONFIGURATION ISSUES: Traditional dorm-style residential units

CURRENT & FUTURE PROGRAM GROWTH:

BUILDING DEFICIENCIES/ISSUES: Traditional dorm-style residential units

SPECIAL CONSIDERATIONS: Rolling replacement or renovations of existing hall to gain additional beds and modernize housing stock.

COMPREHENSIVE PLAN RECOMMENDATION:
The Tau Center has been identified for replacement or renovation under the Short Term Implementation Time Frame. See Project #17.
FACILITY NAME: **Utility Plant**

DATE OF CONSTRUCTION: 1962

CURRENT USE: Utility Plant

SUITABILITY FOR CURRENT USE: Adequate

TECHNOLOGY & EQUIPMENT: N/A

ROOM CONFIGURATION ISSUES: N/A

CURRENT & FUTURE PROGRAM GROWTH: N/A

BUILDING DEFICIENCIES/ISSUES: N/A

SPECIAL CONSIDERATIONS:

**Building Summary**
- Gross Sq. Ft. 12,697
- Cost Replacement Value ($ 000’s) $3,441
- Building Repair Backlog ($ 000’s) $0
- Facilities Condition Index (FCI) 0.00

**Utilization Summary**
- Total Number of Classrooms N/A
- Total Assignable Sq. Ft. N/A
- Average Assignable Sq. Ft. per Classroom N/A
- Average Number of Stations per Classroom N/A
- Assignable Sq. Ft. per Station N/A
- Average Weekly Room Hours in Use N/A
- Hours in Use Student Station Occupancy N/A

**COMPREHENSIVE PLAN RECOMMENDATION:** None at this time.
FACILITY NAME: Wabasha Hall

DATE OF CONSTRUCTION: 1953

CURRENT USE: Classrooms and Childcare

SUITABILITY FOR CURRENT USE: Poor

TECHNOLOGY & EQUIPMENT: Poor

ROOM CONFIGURATION ISSUES: Adequate

CURRENT & FUTURE PROGRAM GROWTH: N/A

BUILDING DEFICIENCIES/ISSUES: Renovation, deferred maintenance, life safety and building upgrades, and general refresh.

SPECIAL CONSIDERATIONS: In association with a capital project to expand the College of Business within Somsen Hall, the University will develop Wabasha Hall as the University Center of Continuing Education, and graduate programs. Project includes establishing streetscape along Sanborn street to emphasize connection to Campus, and minor acquisition allowance to support parking.

Building Summary
Gross Sq. Ft. 83,255
Cost Replacement Value ($ 000's) $22,561
Building Repair Backlog ($ 000's) $6,614
Facilities Condition Index (FCI) 0.29

Utilization Summary
Total Number of Classrooms 1
Total Assignable Sq. Ft. 300
Average Assignable Sq. Ft. per Classroom 300
Average Number of Stations per Classroom 20
Assignable Sq. Ft. per Station 15
Average Weekly Room Hours in Use 8
Hours in Use Student Station Occupancy 25%

COMPREHENSIVE PLAN RECOMMENDATION: The Wabasha Hall has been identified for renovation and upgrades under the Short Term Implementation Time Frame. See Project #1.
FACILITY NAME: Wabasha Recreation Center

DATE OF CONSTRUCTION: 1953

CURRENT USE: Athletics, Intramural Sports and Office Space

SUITABILITY FOR CURRENT USE: N/A

TECHNOLOGY & EQUIPMENT: N/A

ROOM CONFIGURATION ISSUES: N/A

CURRENT & FUTURE PROGRAM GROWTH: N/A

BUILDING DEFICIENCIES/ISSUES: Renovation, deferred maintenance, life safety and building upgrades.

SPECIAL CONSIDERATIONS: As use of the building evolves a building usage study may be advised.

COMPREHENSIVE PLAN RECOMMENDATION: None at this time.

Building Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Sq. Ft.</td>
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</tr>
<tr>
<td>Cost Replacement Value ($ 000’s)</td>
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<tr>
<td>Building Repair Backlog ($ 000’s)</td>
<td>$144</td>
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<tr>
<td>Facilities Condition Index (FCI)</td>
<td>0.02</td>
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</table>

Utilization Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Classrooms</td>
<td>N/A</td>
</tr>
<tr>
<td>Total Assignable Sq. Ft.</td>
<td>N/A</td>
</tr>
<tr>
<td>Average Assignable Sq. Ft. per Classroom</td>
<td>N/A</td>
</tr>
<tr>
<td>Average Number of Stations per Classroom</td>
<td>N/A</td>
</tr>
<tr>
<td>Assignable Sq. Ft. per Station</td>
<td>N/A</td>
</tr>
<tr>
<td>Average Weekly Room Hours in Use</td>
<td>N/A</td>
</tr>
<tr>
<td>Hours in Use Student Station Occupancy</td>
<td>N/A</td>
</tr>
</tbody>
</table>
COMPREHENSIVE PLAN RECOMMENDATION:
The Watkins Hall have been identified for renovation and upgrades under the Medium Term Implementation Time Frame. See Project #25.

FACILITY NAME: Watkins Hall

DATE OF CONSTRUCTION: 1964

CURRENT USE: Computer Science and Studio Art

SUITABILITY FOR CURRENT USE: Poor

TECHNOLOGY & EQUIPMENT: Poor

ROOM CONFIGURATION ISSUES: N/A (limited flexibility)

CURRENT & FUTURE PROGRAM GROWTH: Inadequate

BUILDING DEFICIENCIES/ISSUES: Repairs, upgrades and HVAC work required

SPECIAL CONSIDERATIONS: None beyond the noted renovations

Building Summary

Gross Sq. Ft. 35,805
Cost Replacement Value ($ 000's) $9,258
Building Repair Backlog ($ 000's) $3,215
Facilities Condition Index (FCI) 0.35

Utilization Summary

Total Number of Classrooms/Labs 8
Total Assignable Sq. Ft. 9,369
Average Assignable Sq. Ft. per Classroom 1,171
Average Number of Stations per Classroom 21
Assignable Sq. Ft. per Station 65
Average Weekly Room Hours in Use 19
Hours in Use Student Station Occupancy 61%
Academic Building Usage
Gildemeister Hall

Basement Level - Classroom Utilization Plan

Classroom Data

There are no classrooms on this floor.

Plan Color Key

- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Dorms

- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)
Gildemeister Hall
First Floor - Classroom Utilization Plan

Plan Color Key

- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)
- More than 48 Hours Used
- Dorms

Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity in Seats</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>155</td>
<td>80</td>
<td>56</td>
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<tr>
<td>156</td>
<td>60</td>
<td>38</td>
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<tr>
<td>161</td>
<td>35</td>
<td>48</td>
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</tbody>
</table>

Winona State University Comprehensive Campus Plan
Gildemeister Hall
Second Floor - Classroom Utilization Plan

Plan Color Key
- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Dorms
- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)

Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity in Seats</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>201</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>223</td>
<td>40</td>
<td>108</td>
</tr>
<tr>
<td>224</td>
<td>35</td>
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<td>226</td>
<td>40</td>
<td>28</td>
</tr>
<tr>
<td>227</td>
<td>24</td>
<td>12</td>
</tr>
</tbody>
</table>
Plan Color Key
- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Dorms
- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)

Gildemeister Hall
Third Floor - Classroom Utilization Plan

Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity in Seats</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>302</td>
<td>40</td>
<td>67</td>
</tr>
<tr>
<td>324</td>
<td>30</td>
<td>46</td>
</tr>
<tr>
<td>325</td>
<td>40</td>
<td>49</td>
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<tr>
<td>326</td>
<td>40</td>
<td>34</td>
</tr>
<tr>
<td>327</td>
<td>20</td>
<td>31</td>
</tr>
</tbody>
</table>
Lourdes Hall
First Floor, Partial Plan - Classroom Utilization Plan

Plan Color Key
- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Dorms
- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)

Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity in Seats</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>153</td>
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<tr>
<td>155</td>
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<tr>
<td>157</td>
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<td>41</td>
</tr>
<tr>
<td>159</td>
<td>30</td>
<td>24</td>
</tr>
</tbody>
</table>
Maxwell Hall
First Floor - Classroom Utilization Plan

Classroom Data

There are no classrooms on this floor.
Maxwell Hall
Second Floor - Classroom Utilization Plan

Plan Color Key
- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Dorms
- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)

Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity in Seats</th>
<th>Hours Used Per Week</th>
</tr>
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<tbody>
<tr>
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</table>
**Maxwell Hall**

**Third Floor - Classroom Utilization Plan**

### Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity in Seats</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>355</td>
<td>N/A</td>
<td>16</td>
</tr>
<tr>
<td>369</td>
<td>55</td>
<td>14</td>
</tr>
<tr>
<td>376</td>
<td>N/A</td>
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</tr>
<tr>
<td>377</td>
<td>32</td>
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<td>378</td>
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</tr>
<tr>
<td>379</td>
<td>32</td>
<td>41</td>
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</tbody>
</table>

### Plan Color Key

- **0-23 Hours Used**
- **24-30 Hours Used**
- **31-48 Hours Used**
- **More Than 48 Hours Used**
- **Dorms**
- **Circulation, Lobby**
- **Offices and Associated Uses**
- **Utility / Other Uses**
- **Labs (Non-scheduled)**
Maxwell Hall
Fourth Floor - Classroom Utilization Plan

Plan Color Key
- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Dorms
- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)

Classroom Data
There are no classrooms on this floor.
Memorial Hall
Basement Floor - Classroom Utilization Plan

Plan Color Key
- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Dorms
- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)

Classroom Data
There are no classrooms on this floor.
Memorial Hall
First Floor - Classroom Utilization Plan

Plan Color Key
- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)
- Dorms

Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity in Seats</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>G1 &amp; 2</td>
<td>N/A</td>
<td>15</td>
</tr>
</tbody>
</table>
Memorial Hall
Second Floor - Classroom Utilization Plan

Plan Color Key
- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Dorms

□ Circulation, Lobby
□ Offices and Associated Uses
□ Utility / Other Uses
□ Labs (Non-scheduled)

Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity in Seats</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>209</td>
<td>40</td>
<td>37</td>
</tr>
<tr>
<td>210</td>
<td>40</td>
<td>57</td>
</tr>
<tr>
<td>211</td>
<td>35</td>
<td>18</td>
</tr>
</tbody>
</table>
Minné Hall

Basement Floor - Classroom Utilization Plan

Plan Color Key
- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Dorms
- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)

Classroom Data
There are no classrooms on this floor.
First Floor - Classroom Utilization Plan

### Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>102</td>
<td>40</td>
<td>45</td>
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<tr>
<td>103</td>
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</tr>
<tr>
<td>111</td>
<td>35</td>
<td>37</td>
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</tbody>
</table>

### Plan Color Key
- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)
- Dorms

### Minné Hall

- Hours Used
  - 0-23 Hours Used
  - 24-30 Hours Used
  - 31-48 Hours Used
  - More than 48 Hours Used
Minné Hall
Second Floor - Classroom Utilization Plan

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity in Seats</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>234</td>
<td>60</td>
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<tr>
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<tr>
<td>240</td>
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</tr>
<tr>
<td>244</td>
<td>32</td>
<td>33</td>
</tr>
</tbody>
</table>

Plan Color Key
- □ Circulation, Lobby
- □ Offices and Associated Uses
- □ Utility / Other Uses
- □ Labs (Non-scheduled)
- Dorms
- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
Minné Hall

Third & Fourth Floor - Classroom Utilization Plan

Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity in Seats</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>334</td>
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</tr>
<tr>
<td>350</td>
<td>30</td>
<td>45</td>
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</tr>
<tr>
<td>364</td>
<td>24</td>
<td>40</td>
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</table>

Plan Color Key

- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Dorms
- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)
Pasteur Hall

Basement Floor - Classroom Utilization Plan

Plan Color Key
- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Dorms
- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)

Classroom Data
There are no classrooms on this floor.
Pasteur Hall
First Floor - Classroom Utilization Plan

Plan Color Key
- Yellow: 0-23 Hours Used
- Brown: 24-30 Hours Used
- Green: 31-48 Hours Used
- Blue: More Than 48 Hours Used
- Red: Dorms
- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)

Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity in Seats</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>121</td>
<td>32</td>
<td>34</td>
</tr>
<tr>
<td>129</td>
<td>30</td>
<td>28</td>
</tr>
<tr>
<td>133</td>
<td>72</td>
<td>39</td>
</tr>
</tbody>
</table>
Pasteur Hall
Second Floor - Classroom Utilization Plan

Plan Color Key
- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Dorms
- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)

Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity in Seats</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>213</td>
<td>30</td>
<td>24</td>
</tr>
<tr>
<td>225</td>
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<tr>
<td>229</td>
<td>40</td>
<td>37</td>
</tr>
<tr>
<td>237</td>
<td>72</td>
<td>39</td>
</tr>
</tbody>
</table>
Pasteur Hall
Third Floor - Classroom Utilization Plan

Plan Color Key
- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Dorms
- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)

Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td>42</td>
<td>23</td>
</tr>
<tr>
<td>307</td>
<td>30</td>
<td>23</td>
</tr>
<tr>
<td>329</td>
<td>72</td>
<td>40</td>
</tr>
<tr>
<td>337</td>
<td>72</td>
<td>23</td>
</tr>
</tbody>
</table>
Performing Arts Center
Basement Floor - Classroom Utilization Plan

Classroom Data

There are no classrooms on this floor.

Plan Color Key

- Circulation, Lobby Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)
- More Than 48 Hours Used
- Dorms

Classroom Data

There are no classrooms on this floor.

Plan Color Key

- Circulation, Lobby Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)
- More Than 48 Hours Used
- Dorms

Classroom Data

There are no classrooms on this floor.

Plan Color Key

- Circulation, Lobby Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)
- More Than 48 Hours Used
- Dorms

Classroom Data

There are no classrooms on this floor.

Plan Color Key

- Circulation, Lobby Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)
- More Than 48 Hours Used
- Dorms

Classroom Data

There are no classrooms on this floor.

Plan Color Key

- Circulation, Lobby Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)
- More Than 48 Hours Used
- Dorms

Classroom Data

There are no classrooms on this floor.

Plan Color Key

- Circulation, Lobby Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)
- More Than 48 Hours Used
- Dorms

Classroom Data

There are no classrooms on this floor.

Plan Color Key

- Circulation, Lobby Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)
- More Than 48 Hours Used
- Dorms

Classroom Data

There are no classrooms on this floor.

Plan Color Key

- Circulation, Lobby Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)
- More Than 48 Hours Used
- Dorms

Classroom Data

There are no classrooms on this floor.

Plan Color Key

- Circulation, Lobby Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)
- More Than 48 Hours Used
- Dorms

Classroom Data

There are no classrooms on this floor.

Plan Color Key

- Circulation, Lobby Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)
- More Than 48 Hours Used
- Dorms

Classroom Data

There are no classrooms on this floor.

Plan Color Key

- Circulation, Lobby Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)
- More Than 48 Hours Used
- Dorms

Classroom Data

There are no classrooms on this floor.

Plan Color Key

- Circulation, Lobby Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)
- More Than 48 Hours Used
- Dorms

Classroom Data

There are no classrooms on this floor.

Plan Color Key

- Circulation, Lobby Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)
- More Than 48 Hours Used
- Dorms

Classroom Data

There are no classrooms on this floor.

Plan Color Key

- Circulation, Lobby Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)
- More Than 48 Hours Used
- Dorms

Classroom Data

There are no classrooms on this floor.

Plan Color Key

- Circulation, Lobby Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)
- More Than 48 Hours Used
- Dorms

Classroom Data

There are no classrooms on this floor.

Plan Color Key

- Circulation, Lobby Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)
- More Than 48 Hours Used
- Dorms

Classroom Data

There are no classrooms on this floor.
Performing Arts Center
First Floor - Classroom Utilization Plan

Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity in Seats</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>112</td>
<td>25</td>
<td>20</td>
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<tr>
<td>113</td>
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<tr>
<td>124</td>
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<td>156</td>
<td>60</td>
<td>31</td>
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<tr>
<td>159</td>
<td>50</td>
<td>39</td>
</tr>
</tbody>
</table>
Performing Arts Center
Second Floor - Classroom Utilization Plan

Plan Color Key
- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Dorms
- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)

Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity in Seats</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>221</td>
<td>30</td>
<td>41</td>
</tr>
<tr>
<td>224</td>
<td>30</td>
<td>34</td>
</tr>
</tbody>
</table>
Phelps Hall

Basement Floor - Classroom Utilization Plan

Plan Color Key

- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Dorms
- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)

Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity in Seats</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>B5</td>
<td>45</td>
<td>25</td>
</tr>
</tbody>
</table>
Phelps Hall
First Floor - Classroom Utilization Plan

Plan Color Key
- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Dorms
- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)

Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity in Seats</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>109</td>
<td>24</td>
<td>27</td>
</tr>
</tbody>
</table>
Winona State University Comprehensive Campus Plan

Plan Color Key

- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)
- Dorms

### Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Capacity in Seats</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>206</td>
<td>22</td>
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<tr>
<td>219B</td>
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<td>21</td>
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<tr>
<td>215</td>
<td>50</td>
<td>30</td>
</tr>
<tr>
<td>219B</td>
<td>45</td>
<td>21</td>
</tr>
</tbody>
</table>

Phelps Hall
Second Floor - Classroom Utilization Plan

0-23 Hours Used
24-30 Hours Used
31-48 Hours Used
More than 48 Hours Used
Science Laboratory Center
First Floor - Classroom Utilization Plan

Plan Color Key
- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Dorms
- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)

Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity in Seats</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>132</td>
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<tr>
<td>134</td>
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<td>170</td>
<td>70</td>
<td>19</td>
</tr>
<tr>
<td>178</td>
<td>48</td>
<td>6</td>
</tr>
</tbody>
</table>
Science Laboratory Center
Second Floor - Classroom Utilization Plan

Plan Color Key
- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Dorms
- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)

Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity in Seats</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>232</td>
<td>24</td>
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<tr>
<td>233</td>
<td>24</td>
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<tr>
<td>242</td>
<td>16</td>
<td>2</td>
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<td>268</td>
<td>24</td>
<td>20</td>
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<td>274</td>
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<td>6</td>
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<td>284</td>
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<tr>
<td>288</td>
<td>24</td>
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<tr>
<td>291</td>
<td>18</td>
<td>4</td>
</tr>
</tbody>
</table>
Science Laboratory Center
Third Floor - Classroom Utilization Plan

Plan Color Key
- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Dorms
- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)

Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity in Seats</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>333</td>
<td>16</td>
<td>21</td>
</tr>
<tr>
<td>337</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>364</td>
<td>18</td>
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<td>374</td>
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<td>375</td>
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<td>382</td>
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<td>23</td>
</tr>
<tr>
<td>386</td>
<td>24</td>
<td>26</td>
</tr>
</tbody>
</table>
Plan Color Key

- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Dorms
- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)

Classroom Data

There are no classrooms on this floor.

Somsen Hall
Basement Floor - Classroom Utilization Plan

There are no classrooms on this floor.
## Somsen Hall

### First Floor - Classroom Utilization Plan

#### Plan Color Key
- **0-23 Hours Used**
- **24-30 Hours Used**
- **31-48 Hours Used**
- **More Than 48 Hours Used**
- **Dorms**
- **Circulation, Lobby**
- **Offices and Associated Uses**
- **Utility / Other Uses**
- **Labs (Non-scheduled)**

#### Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity in Seats</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>113</td>
<td>36</td>
<td>43</td>
</tr>
</tbody>
</table>
Somsen Hall
Second Floor - Classroom Utilization Plan

Classroom Data
There are no classrooms on this floor.
### Somsen Hall

#### Third Floor - Classroom Utilization Plan

#### Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity in Seats</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td>40</td>
<td>38</td>
</tr>
<tr>
<td>304</td>
<td>35</td>
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<td>306</td>
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<td>316A</td>
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<td>316B</td>
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<tr>
<td>317</td>
<td>40</td>
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<tr>
<td>321</td>
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</tr>
<tr>
<td>326</td>
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<td>330</td>
<td>30</td>
<td>37</td>
</tr>
<tr>
<td>331</td>
<td>50</td>
<td>38</td>
</tr>
</tbody>
</table>

#### Plan Color Key

- **Yellow**: 0-23 Hours Used
- **Orange**: 24-30 Hours Used
- **Green**: 31-48 Hours Used
- **Blue**: More Than 48 Hours Used
- **Red**: Dorms
- **White**: Circulation, Lobby
- **Pink**: Offices and Associated Uses
- **Light Purple**: Utility / Other Uses
- **Light Grey**: Labs (Non-scheduled)
There are no classrooms on this floor.
Stark Hall
Basement Floor - Classroom Utilization Plan

Plan Color Key
- □ 0-23 Hours Used
- □ 24-30 Hours Used
- □ 31-48 Hours Used
- □ More Than 48 Hours Used
- □ Dorms
- □ Circulation, Lobby
- □ Offices and Associated Uses
- □ Utility / Other Uses
- □ Labs (Non-scheduled)

Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity in Seats</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>B5</td>
<td>20</td>
<td>6</td>
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<tr>
<td>B6</td>
<td>59</td>
<td>21</td>
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<tr>
<td>B8</td>
<td>49</td>
<td>25</td>
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</table>
Stark Hall
First Floor - Classroom Utilization Plan

Plan Color Key
- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Dorms
- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)

Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity in Seats</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>103</td>
<td>186</td>
<td>32</td>
</tr>
<tr>
<td>106</td>
<td>80</td>
<td>46</td>
</tr>
<tr>
<td>108</td>
<td>65</td>
<td>39</td>
</tr>
</tbody>
</table>
Stark Hall
Second Floor - Classroom Utilization Plan

Plan Color Key
- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Dorms

Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity in Seats</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>205</td>
<td>30</td>
<td>12</td>
</tr>
<tr>
<td>217</td>
<td>24</td>
<td>44</td>
</tr>
</tbody>
</table>
Stark Hall
Third Floor - Classroom Utilization Plan

Plan Color Key
- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Dorms
- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)

Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity in Seats</th>
<th>Hours Used Per Week</th>
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</thead>
<tbody>
<tr>
<td>306</td>
<td>N/A</td>
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<td>306B</td>
<td>10</td>
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</table>
Wabasha Hall
Basement Floor - Classroom Utilization Plan

Plan Color Key
- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)
- Dorms

Classroom Data
There are no classrooms on this floor.
Wabasha Hall
First Floor - Classroom Utilization Plan

Plan Color Key
- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Dorms
- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)

Classroom Data
There are no classrooms on this floor.
There are no classrooms on this floor.
Wabasha Hall
Third Floor - Classroom Utilization Plan

Plan Color Key
- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Dorms
- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)

Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity in Seats</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>310</td>
<td>23</td>
<td>8</td>
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</table>
Watkins Hall
Basement Floor - Classroom Utilization Plan

Plan Color Key
- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Dorms
- Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)

Classroom Data
There are no classrooms on this floor.
Watkins Hall
First Floor - Classroom Utilization Plan

Plan Color Key
- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Dorms

Circulation, Lobby
Offices and Associated Uses
Utility / Other Uses
Labs (Non-scheduled)

Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity in Seats</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>105</td>
<td>30</td>
<td>37</td>
</tr>
<tr>
<td>109</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>114</td>
<td>20</td>
<td>14</td>
</tr>
</tbody>
</table>
Watkins Hall
Second Floor - Classroom Utilization Plan

Plan Color Key
- 0-23 Hours Used
- 24-30 Hours Used
- 31-48 Hours Used
- More Than 48 Hours Used
- Dorms

Circulation, Lobby
- Offices and Associated Uses
- Utility / Other Uses
- Labs (Non-scheduled)

Classroom Data

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Room Capacity in Seats</th>
<th>Hours Used Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>202</td>
<td>20</td>
<td>12</td>
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<tr>
<td>210</td>
<td>16</td>
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<td>211</td>
<td>42</td>
<td>28</td>
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<tr>
<td>212</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>213</td>
<td>15</td>
<td>20</td>
</tr>
</tbody>
</table>
Winona State presently houses 38% of the student body on its Winona campuses in a variety of residence halls. Assessing the ongoing and growing demand for living on campus, and mindful of the academic and cultural benefits of offering this option to its students, WSU plans to increase the number of students living on-campus to 50%. This increase is in line with the growth that has been shown over the last 5 years. During that time the occupancy rate has been consistently over 100%.

Currently, students have the option to live on the main campus in traditional residence halls (Sheehan, Prentiss/Lucas, Morey, and Shepard Halls). Richards and Conway Halls were occupied through spring of 2010 and have been taken off-line when the new residence halls south of Sheehan opened in the fall of 2010. These new facilities will offer a more contemporary unit layout and style.

A constraining factor for housing on the main campus has been the centralized nature of food service; all meals for the Main Campus are provided in Kryzsko (students on the West Campus eat in Lourdes Hall). This arrangement has some significant advantages (centralized, efficient facility; broader community interaction; etc.) but may be reaching its logistical limits within its present capacity. Increasing the number of students on the main campus will require improvements to the present facility or an adjustment in strategy to a multi-site delivery model.

Winona State’s unique West Campus provides another option for student housing. Home to the Residential College program, Lourdes Hall, Maria

### Housing Quick Facts

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of student assignments/agreements</td>
<td>2,715</td>
</tr>
<tr>
<td>Current total number of students housed</td>
<td>2,353</td>
</tr>
<tr>
<td>Architectural capacity of East Lake</td>
<td>372</td>
</tr>
<tr>
<td>Architectural capacity of Tau Center</td>
<td>121</td>
</tr>
<tr>
<td>Years that East Lake and Tau Center remained</td>
<td>100% +</td>
</tr>
</tbody>
</table>
Hall, and the Tau Center offer a distinctive social experience with strong esprit de corps. These facilities offer traditional dorm-style units.

If the University-housed population is to grow, it is important for the University to be able to offer more options for students who do not fit the traditional freshmen model. This includes developing a range of options, from traditional residence halls to apartment style and house-based facilities. To meet the goal of housing 50% of the student body on campus, the Comprehensive Planning team has developed a four-pronged strategy:

- Rolling renovations of existing residence halls to keep the facilities up to date and in compliance with modern codes, keeping demand for these halls strong. To accomplish this, Richards and Conway Halls will be retained for the short term and used as swing space during renovations.
- Development of a new residence hall on Main Campus. This facility will contain between 400 and 500 beds and must meet city code for associated parking.
- Development of a small-scale “infill” strategy. A smaller scale residential facility, modeled on a traditional urban apartment house. This would allow WSU to support the surrounding areas with small-scale housing that will infill present vacant or under utilized sites.
- Development of “theme houses” built around shared interest groups. The University will acquire suitable existing residential properties for use as University-owned and managed houses for students sharing common academic interests – e.g. a “Math House” or a “World Language House”. Students would compete for placement in these facilities. Acquisition will be only of properties offered on the open market. Two examples of University/Colleges that include “theme housing” as part of their residential housing stock are Wheaton College and Amherst College.

These strategies are reflected in the Planning Priorities, Section 5 and Capital Priorities, Section 6.
Sustainability and Energy Efficiencies

Sustain Winona: A Community Sustainability Collaboration

Winona’s largest public and private institutions - Winona State University, the City of Winona, the County of Winona, Winona Area Public Schools, Minnesota State College - Southeast Technical, and Saint Mary’s University of Minnesota - have all committed to partnering together to “walk the talk” in implementing sustainable environmental practices.

This public and private, government and education collaboration is believed to be unique in the nation. The seven local organizations will work together in coming months and years to achieve certification as an ISO 14001 community. That means all of the organizations will eventually meet international standards for energy-efficient and environment-friendly operations.

WSU is taking its “green” initiatives to the next level by creating a tobacco free Campus. As part of this effort exterior signage has been modified to reflect the universities commitment to a tobacco free environment.

The American College and University Presidents Climate Control Commitment

In May, 2007, Winona State’s President, Dr. Judith Ramaley, signed the American College and University Presidents Climate Control Commitment which provides a framework for sustainability and climate action. The University holds the distinction of the being the first university in Minnesota to enact this policy. Winona State’s Climate Action Plan commits the University to “climate neutrality”, meaning the University will have zero impact on the Earth’s climate and this neutrality will be achieved by minimizing Green House Gas (GHG) emissions. A Sustainability Coordinator and a Campus-wide Climate Commitment Committee serve as institutional structures within WSU.

With the support of the Administration, the Sustainability team has completed an inventory of WSU’s GHG emissions from electricity and heating. This inventory is updated every two years.

WSU, as a partner in Sustain Winona, selected ISO 14001 as a goal-and-action oriented structured tracking mechanism. In 2009, the Sustain Winona Environmental Management System plan was approved by an outside auditor from Purdue University.

Winona State University’s efforts toward climate neutrality are organized in twelve areas of focus:

- Energy Conservation & Efficiency
- Recycling / Zero Waste
- Research & Development
- Purchasing
- Renewable Power
- Campus Food Systems
- Education & Outreach
- Restoration & Campus Environment
- Transportation
- Climate Solutions
- Partnerships
- Curricula

Additional documentation can be found in Appendix 5.
4. Framework for Site Development

Planning Opportunities

Site Access and Circulation
Campus corners should be reinforced along Huff Street, Main Street, Wabasha Street and Sarnia Street through established signage systems.

Reinforce Huff and Main Streets access for autos, transit, bikes and pedestrians.

Ensure adequate planning for current and future campus needs. This includes the ‘four corners’ of campus and new major entry points such on Huff, Howard and Johnson Street between Mark and King Streets that would reinforce potential campus building and site area reuse, and the intersection of Main and Howard Streets that would reinforce new and planned improvements to the Wellness Center, Performing Arts and Somsen Hall.

The possibility of a Huff Street Bridge landing could present an opportunity to provide a designated, aesthetic, safe link between campus and downtown. Through programs like Context-Based Design and Aesthetic Corridor Improvements promoted by MnDOT, it may be possible to leverage a streetscape treatment of Huff Street that address civic and campus issues and concerns.

The Campus Edge and Future Growth
WSU, adjacent neighborhoods and the city need to successfully identify and monitor growth patterns and develop proactive strategies. Critical to their decision making will be positively addressing how much growth the campus proper can withstand given current edges, how much future growth or change can be accommodated on the east and west campuses and where the future campus edges will be located.

Parking
Campus needs and abilities to provide parking must be balanced with neighborhood concerns and budgetary realities. The developing relationship with WCCNA will help address this evolving need.

WSU should look to new parking structures as an opportunity to enhance campus entry experiences, provide ease of access and orientation and provide a mix of uses not just parking.

Spaces
Investigations into the possibility of closing unneeded internal streets or converting needed streets to a plaza-style design treatment should continue, building upon the success of the last twenty years.

Care must be taken to ensure that the Mall space, with views to and out of campus, is preserved by judicious placement of future buildings, site elements and planting.
Consider site planning activities that positively respond to proposed facility modifications and additions. Johnson Street between Performing Arts and the Wellness Center could act as an expansion of mall-style site improvements to reinforce a new front door for Performing Arts and a reorganized Somsen Hall entry will still maintaining service and delivery functions

- Locate exterior gathering spaces that respond to pleasant microclimate areas and student travel routes as well as student residential areas on campus.
- Transportation alternatives include Zipcar, Purple Bike Program, Ride Sharing, Busses and Shuttles, and AmTrak.

**Zipcar**

Winona State University is the first institution in Minnesota to join the burgeoning Zipcar Program. All WSU faculty, staff and students are eligible for Zipcar membership, which allows 24/7 access to Zipcars parked in front of Kryzsko Commons. Members reserve a car through a simple online process, get into the car with the Zipcar card and drive. Membership also allows access to Zipcar fleets located in hundreds of cities and campuses around the country. Cost of annual membership at WSU is presently $35 per year, with a nominal per hour or daily charge per use.

Zipcar is an alternative for individuals who only need a car for occasional trips and would like to forgo the expense of owning and maintaining a car on Campus. Additionally, the WSU Zipcar stock includes a number of hybrid vehicles, further leveraging the environmental benefits of the program.

The program is just one of many sustainability initiatives WSU offers as part of the climate commitment goal of achieving carbon neutrality. Additionally, the program supports the continuing development of a Campus culture that is less dependent on automobiles, freeing up land that would otherwise be needed for parking and reducing traffic stresses in the surrounding neighborhoods.

**Site Elements**

As campus modifications occur, WSU’s newly implemented signage and wayfinding system must keep pace. Included in this implementation is a focus new furniture placement in coordination with improved outdoor gathering areas.

Bike use has grown and well-designed facilities need to respond to this demand. Placement of bicycle racks and a new bicycle lane will help encourage usage.

**Energy and the Environment**

Established design styles of the campus’ exterior lighting will not be altered while improving their energy efficiencies.

As part of both the Capital and HEAPR projects storm water management like rain gardens, infiltration trenches, subsurface water treatment and storm surge holding areas should be investigated.
Transportation
The transportation element of the Winona State University Comprehensive Plan Update addresses the Campus’ seven major modes of travel:

- Transit
- Bicycles
- Scooters
- Pedestrian
- Commuter train
- Zipcar (a subscriber-based system of private automobiles)
- Private automobiles

Key topics covered in this element of the plan are:

- Parking
- Movement to/from the campus
- Circulation between campuses
- Circulation on the campus
- Transportation infrastructure (street and path) design and location

Recommended Actions
The transportation system that the University’s students, faculty, staff, and visitors use is multi-modal and consists of many elements. Some modes and elements of the system are owned and managed by the University. With its urban-based location, some modes and elements fall under the jurisdiction of Mn/DOT, Winona County, and the City of Winona. As the Comprehensive Plan was being prepared, it became apparent that development of the desired transportation system will require continuation (and enhancement) of already-established coordination activities with these agencies.

In the process of developing the recommended actions, steps were made to coordinate with Mn/DOT, Winona County, and the City of Winona. Initial agreement to cooperate with the University in the implementation of the recommended actions was given by each of these jurisdictions.

- Increase the availability of transit services to students, faculty, and staff.
  - Coordinate with the Winona City Transit to develop a program where students, faculty, and staff can pay a pre-determined fare each semester and ride City Transit buses on an unlimited basis.
  - Establish remote, off-campus park-and-ride lot(s) and provide transit services between the lots and the campus.
- Improve accessibility and parking opportunities for cyclists.
  - Coordinate with the City of Winona and Mn/DOT to ensure that striping for bike lanes is provided on Main Street and Huff Street.
Identify locations on the southern, western, northern, and eastern borders of the Main Campus where bicycles can be parked.

- Provide accessibility to the campus and parking for scooters.
  - For the short-term, allow scooters to be parked in the same areas as bicycles.

- Improve the pedestrian circulation system along major streets serving the Main Campus.
  - Coordinate with Mn/DOT to construct bumpouts along Main Street from Wabasha Street to Mark Street and to improve signage for pedestrians crossing the street.
  - Coordinate with the City of Winona to construct bumpouts along Huff Street at selected intersections between Wabasha and Mark Streets.

- Coordinate with rail planning agencies and AmTrak to provide commuter service to the existing station adjacent to Winona State University.
  - An alignment alternative for the potential future high speed rail line between the Twin Cities and Chicago would follow the existing AmTrak right-of-way. LaCrosse, Wisconsin has been identified as a potential station site along the high speed rail alignment. If high speed rail were implemented, it is likely that the existing passenger rail service, with comparatively more stations, would continue to operate. With the AmTrak right-of-way running along the southern edge of the Main Campus, the existing, historic station located just east of Mark and Main Streets could be reinvigorated and provide students commuting from surrounding communities with convenient rail service.

- Continue to operate and expand the Zipcar program.
  - Implement an aggressive advertising program. Include information about the Zipcar program in orientation packages that go out to students in the weeks and months preceding the beginning of classes so that they can make informed decisions about the need to bring a car to campus.
  - Consistent with increases in enrollment, increase the pool of Zipcars.

- Initiate a comprehensive approach to providing additional on-campus parking that considers regulatory conditions and pricing strategies.
  - The University should conduct an internal review of its parking policies, regulations, regulatory signage, and fines to determine how they affect parking behavior. Findings from the analysis should then be used to inform decisions about which parking policies, regulations, signs, and fines should be modified in order to achieve desired effects.
  - The University should coordinate with the City to identify new approaches for calculating the required parking supply for its future on-campus and near-campus developments. The University and City should consider the development of an overlay zone for the University and identify use-specific, parking supply minimums and maximums that would be applied within the zone. If adopted, the University would prepare a parking study for each proposed development that would be submitted to the City as part of the development review/approval process. The parking study would, within limits set by the use-specific, parking supply minimum and maximum, quantify the required parking supply for each new development.
The University's Transportation Future

Overarching Vision

Sound planning always begins with issue identification and the development of a vision. Goals are then developed to guide responses to the identified issues within the context of the larger vision. During the initial, one-on-one interviews that were conducted with the University's stakeholders (Facilities and Finance Committee and others), it was quickly learned that transportation issues, particularly those concerning parking, are among the most critical.

Input received during the initial interviews and through ongoing consultation with the stakeholders also helped shape an overarching vision for the University. Two elements of that vision that directly bear on transportation are:

- The University's growth in strategic areas:
  - Student population, especially at the post-freshman and graduate levels,
  - Number of academic programs and courses,
  - Academic buildings and facilities, and residence halls.

- The University's leadership in sustainability:
  - Statewide and national leadership as a 21st Century academic institution
  - Incorporate principles of sustainability and environmental sensitivity in every facet of the University’s growth and development:
    - Administration/fiscal management and operations,
    - Academic program development and operations,
    - Space development, utilization and operations, etc.

Transportation Vision

These two elements of the University’s overarching vision can be easily transferred to a transportation vision.

Winona State University’s transportation future is envisioned to consist of a transportation system that will be implemented over time to accommodate the institution’s overall growth in: a) student population, b) number of academic programs and courses, and c) academic buildings and facilities, and residence halls.

The future transportation system is envisioned to be safe, efficient, and cost effective and will, to the extent possible, be environmentally friendly, enabling its users to travel to/from, between, and within the University's campuses in a sustainable manner.

It is envisioned that even as the University grows, its future transportation system will result in reduced or disproportionately smaller increases in impacts associated with transportation in the following areas:

- Environmental -- reduction in exhaust pipe emissions, odors, and noise
Safety -- reduction in high traffic volumes on streets that serve the campus and conflicts between private automobiles and other travel modes
Social -- reduction in on-street parking demand in neighborhoods adjacent to the campuses
Land use -- reduced need to set aside land for off-street parking instead of other purposes, e.g., lecture halls, learning resource centers, or residence halls
Costs -- reduced use of University resources to finance off-street parking facilities and reduced user costs for students, faculty and staff to pay for parking and operate/maintain private vehicles

Recognizing that private automobiles are but one of many transportation modes and that they, depending on setting and circumstances, can be the least safe, efficient, cost effective, and environmentally friendly, the future transportation system will consist of mode-specific, transportation sub-systems. It is envisioned that the sub-systems will be coordinated and integrated to: a) provide modal choices to students, faculty, staff, and visitors and b) allow for convenient and efficient transfers across modes.

Chief among the future system’s available, alternative modes will be:

- Transit buses
- Bicycles
- Scooters
- Pedestrian
- Commuter train
- Zipcar

It is recognized that use of alternative modes (modal shifts and mode share) can be directly related to:

- Provision of information and education
- Provision and maintenance of facilities (infrastructure) and services
- Comparable travel times
- Competitive cost savings

Identified Transportation Issue
Issue Overview and Significance:

University-generated parking demand was identified as the key transportation-related issue to be addressed in the plan. Both stakeholders who were interviewed and residents of the Center City Neighborhood Association identified this issue as a high priority concern.

A total of 1,512 parking stalls are located on the Main and West Campuses and at the East Lake Apartments, and 1,821 parking registrations have been issued. Analysis conducted by the University shows that because all users of the parking stalls are not in need of a parking stall at the same time of day or during the same day of the week. Counts taken at the beginning of the spring semester 2010 showed that during the peak demand period on an average weekday, 1,430 parking stalls were occupied. This indicates a 95 percent occupancy rate and a surplus supply of 82 unoccupied stalls.
Two recent studies have been conducted to investigate University-related parking characteristics. The first was conducted by the City of Winona in spring 2009, and the other was conducted in spring 2010, by the University’s Institutional Planning Assessment and Research Department. The city’s study consisted of two parking occupancy counts that were taken on a given day. The first count was taken while classes were in session (between 8 AM and 4 PM). The second count was taken in the evening, after classes were over. The data showed that within a two-block radius of the Main Campus, there were approximately 1,115 on-street parking spaces. The parking occupancy count that was taken during the time classes were in session showed that nearly all the parking spaces were occupied. The count taken after classes were over showed that 742 spaces were occupied. The difference between the two counts, 373 parking spaces, was identified as demand generated by commuters (student, faculty, staff, and visitors). These data indicate that of the 1,115 available spaces, approximately 33 percent were occupied by University-related parkers.

The University’s study consisted of a survey that was administered to all students. Faculty, staff, and visitors were not included. In total 2,730 responses were received; a response rate of 35 percent.

Survey results showed that:

- Almost 70 percent of students have a car in Winona.
- If, by City Ordinance, a fee were imposed to allow legal parking on residential streets surrounding the campus, 40 percent of students would not park at an off-campus location (e.g., Lake Winona parking lots), and 55 percent of students would.
- If transportation (a shuttle bus) were provided between a remote parking lot and the campus, 49 percent of students would not use the remote lot, and 45 percent would.
- 47 percent of students do not drive their cars to campus, and 53 percent do drive to campus. (No information was provided in the survey to indicate how frequently the students drive to campus or how long they stay on campus when they drive.)
- On occasions when students drive to campus, 25 percent of them (25 percent of 53 percent) park off campus, presumably in adjacent neighborhoods.
- 22 percent of students park on the campus in University-owned/managed parking lots.

The table that follows presents primary data on the driving and parking characteristics of 2,730 students and extrapolates these findings to provide secondary data that might help explain the driving and parking behaviors of 7,700 students (current enrollment). It should be mentioned that the data in the table do not take into account:

- The frequency of students’ driving to the campus (e.g., everyday, five days each week; everyday, four days each week; etc.)
- The length of time they typically occupy a parking space (e.g., eight hours, five hours, three hours, etc.).
- Variations in the responses that can be attributed to class (i.e., freshmen, sophomores, juniors, and seniors).

Nevertheless, the data do provide, at a macro-level, information that can help explain driving and parking behaviors.
**Findings from Parking Survey Administered to Students in Spring 2010**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Response from 2,730 Students</th>
<th>Percent</th>
<th>Responses extrapolated to 7,700 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have a car in Winona?</td>
<td>No</td>
<td>803</td>
<td>29.4</td>
<td>2,265</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>1,880</td>
<td>68.9</td>
<td>5,303</td>
</tr>
<tr>
<td></td>
<td>No Data</td>
<td>47</td>
<td>1.7</td>
<td>133</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2,730</td>
<td>100.0</td>
<td>7,700</td>
</tr>
<tr>
<td>If a Residential Parking System were passed by the City, and there was a fee charged to park on residential streets, would you park in an off-campus, remote parking lot?</td>
<td>No</td>
<td>1,109</td>
<td>40.6</td>
<td>3,128</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>1,468</td>
<td>53.8</td>
<td>4,141</td>
</tr>
<tr>
<td></td>
<td>No Data</td>
<td>153</td>
<td>5.6</td>
<td>432</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2,730</td>
<td>100.0</td>
<td>7,700</td>
</tr>
<tr>
<td>If transportation were provided, would you park in an off-campus, remote parking lot?</td>
<td>No</td>
<td>1,337</td>
<td>49.0</td>
<td>3,771</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>1,243</td>
<td>45.5</td>
<td>3,506</td>
</tr>
<tr>
<td></td>
<td>No Data</td>
<td>150</td>
<td>5.5</td>
<td>423</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2,730</td>
<td>100.0</td>
<td>7,700</td>
</tr>
<tr>
<td>When you drive to campus, where do you park?</td>
<td>I do not drive to campus</td>
<td>1,271</td>
<td>46.6</td>
<td>3,585</td>
</tr>
<tr>
<td></td>
<td>Off campus</td>
<td>703</td>
<td>25.8</td>
<td>1,983</td>
</tr>
<tr>
<td></td>
<td>On Campus</td>
<td>609</td>
<td>22.3</td>
<td>1,718</td>
</tr>
<tr>
<td></td>
<td>No response</td>
<td>147</td>
<td>5.4</td>
<td>415</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2,730</td>
<td>100.0</td>
<td>7,700</td>
</tr>
</tbody>
</table>

**Findings in the table should not be misinterpreted to state that 1,983 students park off campus each day, all at one time. Likewise the data does not imply that 1,718 students park on campus each day, all at one time. Instead, the data indicates that an extrapolated total of 1,983 students park off campus when they drive to the campus. No information is given to indicate how often they drive to campus, and no information is given to indicate how long a period of time they occupy off campus parking spaces.**

The two most significant findings from the University’s study are:

- While nearly 70 percent of students claim to have a car in Winona, almost 50 percent of students do not drive their cars to campus. This is an indication that the University’s current efforts to encourage use of alternative transportation modes is having a positive effect.

- Approximately 45 percent of students claimed they would park in an off-campus, remote parking lot, if transportation (a shuttle bus) were provided. This indicates that at least one other measure would be effective if implemented.

**Need for Strategic Action**

The costs of providing single-purpose parking, whether in surface lots or structured ramps, are very high,
Campus Streetscape

A campus streetscape system is intended to identify and reinforce a difference between streets on the edge of campus and other city streets.

Streetscape elements include:

- Campus-specific paving materials and patterns including tactile and color changes at pathway intersections and pathway/vehicle contact points
- Campus-specific intersection treatment including sidewalk extensions, painted crosswalks and crosswalk signage
- Signage and lighting systems specific to the campus edge adjacent to city streets
- Street tree selection to reinforce the campus edge through consistent color, texture, size and shape of trees

Campus Gathering Areas

Campus gathering areas are intended to provide safe and comfortable seating areas to foster informal academic and social meetings.

Campus gatherings areas include:

- Special pavement to differentiate gathering areas from campus walkways
- Comfortable, intimate seating arrangements that reinforce academic and social conversations
- Comfortable microclimate features to reduce wind, block sun glare and extend the outdoor seating season
- Campus-compatible lighting on a scale that reinforces smaller gathering areas
- Planting to screen adjacent circulation ways but not so excessive as to reduce security surveillance
Major Campus Entry Points
Two new major campus entry points are identified. The first at Huff Street and Howard Street reinforces an established campus entry by proposing a vehicular drop-off crescent to serve as a more formal location for visitor and student arrival. This site corresponds with established campus circulation directed toward Kryzsko Commons and the Mall. An east-west spine is indicated that begins at this location and proceeds west to the second major new campus entry point.

The second new major entry point corresponds to the new Wellness Center, proposed redesign of the Performing Arts Center/Somsen Hall and the potential for a new parking facility at the intersection of Main Street and Howard Street. A similar crescent drop-off is illustrated to bookend the proposed east-west campus pedestrian circulation.

Campus streetscape features would figure prominently at these new campus entry points. Scale appropriate campus identity signage and monuments would be included together with lighting, special pavement and campus directories and maps.

Bicycle Parking Areas
Campus bicycle parking needs coordinated design and implementation to reinforce use of bicycles, to promote easy identification of bicycle parking areas and to ensure bicycle security. Bicycle parking areas would be expanded on the perimeter of campus where major bicycle routes and bicycle boulevards meet the edge of campus. Major building entries would also receive redesigned parking facilities to match established site element materials, colors and lighting.

Bicycle Boulevards
Bicycle boulevards are recognized as low traffic volume city streets that equally reinforce safe and convenient bicycle and vehicular movement on shared pavement. Bicycle boulevards give priority to bicycles by incorporating simple signing solutions to identify routes as bicycle boulevards and stopping cross-traffic. Signing solutions include regulatory signs mounted on posts that inform all users that bicycles have the right-of-way and painted bicycle symbols on the street pavement. All cross-traffic would be controlled by stop signs or lights to give priority to bicycle movement.

Bicycle boulevards include:
- Uniformly colored bicycle boulevard signs
- Bold colored bicycle symbols painted on street pavement
- Cross-street traffic regulations
- Coordinated bicycle boulevard mapping incorporated with campus maps
Existing Conditions and Future Opportunities
Main Campus Current Land Use

- Residence / Student Life Zone
- Academic Zone
- Athletic Zone
- Infrastructure / Support Zone
- Campus Boundaries
Main Campus Existing Conditions

Campus is convenient to downtown Winona.

Established residential / institutional context limits expansion potential.

Campus/neighborhood relations have been uneven but are improving.

Parking in neighborhoods is an issue.

Campus is close to Lake Winona Park and trail system.

Campus is adjacent to AmTrak terminal.

Campus/Neighborhood Relations

Off-Campus Parking Zone

Campus/Recreation Connections

Residential / Institutional Context Limits

Campus/Downtown Connection

AmTrak

Campus Boundaries
Main Campus Opportunities

- **Create a strong entry at Wabasha.**
- **Strengthen Wabasha’s connection to Main Campus.**
- **Gazebo is popular landmark and multi-use casual space.**
- **Blank side of Memorial Hall faces neighborhood.**
- **Entry sequence at railroad crossing - use streetscape to minimize interruption.**

Gateway points with corner treatments extend to create stronger impression.

- Significant outreach/public destination
- Key Parking area for events
- Gateways
- Railroad Crossings
- Gazebo
- Areas of interest
- Campus Boundaries
Main Campus Open Space and Circulation Improvements

- Bicycle Boulevard
- Bicycle Parking
- Streetscape Improvements
- Perceived Campus Entries
- Actual Campus Entries
- Drop Off Areas
- Campus Boundaries
Main Campus Property Considerations

If property is marketed, consider for acquisition to fill in boundary gap. Likely uses could include Theme Housing or surface parking.

Consider promotion of private redevelopment for housing. Consider public/private partnership or other models.

If property is marketed, consider for acquisition to fill in boundary gap. Likely uses could include Theme Housing or greenhouse expansion.

Areas For Consideration or Acquisition if Available
Areas For of Private Redevelopment for Housing
Campus Boundaries
**Main Campus Future Land Use**

- **Gold Lot**: Due to location near event centers (PAC, Athletics) and Library, will need to continue as significant parking resource for foreseeable future. Long term potential for mixed use development with parking.

- **Access to Kryzsko Dining**: Future residential facilities will need to be located within convenient access to dining facility. Future residence hall population size may require upgrade to Kryzsko capacity, or may prompt global assessment of one-facility strategy.

- **Lincoln Block**: Will need to continue as parking resource for foreseeable future. Significant visibility and role as Campus entry landmark.

- **Sarnia / Main Street**: Long term redevelopment potential as service / infrastructure or amenity / academic use. Significant visibility and role as Campus entry landmark.

- **Dining**
- Potential Academic Services or Student Life Buildings
- Potential Residential Infill Areas
- Campus Boundaries
Main Campus Renovations and HEAPR Projects

- Residence Hall Renovation
- Academic Renovation
- HEAPR *HEAPR Work on tunnels not shown
- Campus Boundaries

Lake Winona
Winona State University  Comprehensive Campus Plan

4.20  Collaborative Design Group  •  Biko Associates

Main Campus Open Space Land Use

- Link campus to the Winona business district and the river.
- Current campus entry icon location.
- Remodeling Somsen and PAC will result in a need for increased entry treatments.
- Outdoor gathering spaces are needed.
- Existing campus open spaces need refinement and enhancement.
- Expand East-West open space links.
- Link campus core and athletic fields.
- Existing railroad tracks are a safety hazard.
- Proposed pedestrian underpasses at Winona and Johnson Streets.

Points of Interest / Outdoor Gathering Spaces
- Pedestrian Links
- Proposed Pedestrian Underpasses
- Safety Hazard
- Campus Orientation Icons
- Campus Boundaries
Main Campus Short Term Project Priorities

- Morey and Shepard Hall Renovations
- Gildemeister Hall Renovation and Expansion
- Wabasha Hall Renovation and Upgrades
- Phelps Hall Renovation and Restoration
- Somsen Hall Renovation and Expansion
- Performing Arts Center Renovation
- Classroom Renovation, multi-site
- Sheehan Hall Renovation
- Prentiss and Lucas Hall Renovations or Replacement
- Migration Planning:
  - OCED and IT Programmers will relocate to renovated Wabasha Hall

Legend:
- Building Renovations
- New Building / Facilities
- Building Additions
- Work by Others
- Replacement or Removal
- Campus Boundaries
Main Campus Medium Term Project Priorities

- Building Renovations
- New Building / Facilities
- Building Additions
- Migration
- Replacement or Removal
- Campus Boundaries

Projects Requiring Site Identification:
- Campus Center including Campus Bookstore (if relocated)
- New Residence Hall
- Student Organization Space
Main Campus Long Term Project Priorities

Building Renovations
New Building / Facilities
Additions
Migration
Replacement or Removal
Campus Boundaries
West Campus Existing Conditions

West campus lacks identity signage at principal public view.

Because of other large (non-WSU) institutional buildings in the area, West Campus lacks apparent large scale identity/definition.

If Hilbert can not be reopened, WSU directional signage at the intersection of Vila Street and Hwy 61 is desirable.

Non-University Institutional Buildings
Alternate Signage/Gateway
Gateways
Campus Boundaries
Campus/neighborhood relations have been uneven but are improving.

Established residential and institutional context limits expansion potential.

West Campus is close to commercial areas.

City Key Map

- Campus/Neighborhood Relations
- Residential / Institutional Context Limits
- Campus/Commercial Areas Connection
- Indistinct Boundaries
- Campus Boundaries
West Campus Property Considerations and Circulation

Create stronger identity at boundary.

Coordinate with City to create Bicycle Boulevard to Main Campus.

Create identity at principle view.

Re-open Hilbert Street for right-in, right-out.

Legend:
- Bicycle Boulevard
- Bicycle Parking
- Principle WSU Vehicular Traffic Routes
- Parking Destinations
- Identity Icon
- Campus Buildings
- Open Space
- Present Fence Line
- Restore Direct Access & Signage
- Campus Boundaries
**West Campus Short and Medium Term Project Priorities**
*no Long Term Projects at this time*

- **Building Renovations - Short Term**
- **Building Renovations - Medium Term**
- **New Building / Facilities**
- **Additions**
- **Migration**
- **Bike Boulevard**
- **Campus Boundaries**

- **Lourdes Hall** Renovation and Upgrades, Medium Term.
- **Continued coordination with the City to create Bicycle Boulevard to Main Campus.**
- **Maria Hall And Tau Center** Renovations and Upgrades, Short Term.
5. Framework for Building Development
Planning Priorities

Short Term Projects (0-5 Years)

<table>
<thead>
<tr>
<th>No.</th>
<th>Identified Need or Goal</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>ACADEMIC NEEDS</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Wabasha Hall</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Rationale / Current</strong></td>
<td>Required to free space in Somsen for College of Business expansion. OCED and IT Programmers relocate here to renovated appropriate space. Also included are renovations to establish limited number of general-use classrooms, and the establishment of a flexible-use space for Business incubator ventures with COB and community entrepreneurs.</td>
</tr>
<tr>
<td></td>
<td><strong>Comments</strong></td>
<td>Required first precursor to COB/Somsen project. Building upgrades needed; Child Care envisioned to remain here. Project includes establishing streetscape to emphasize connection to Campus, and minor acquisition allowance to support parking.</td>
</tr>
<tr>
<td>2</td>
<td>Somsen Hall / College of Business</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Rationale / Current</strong></td>
<td>College of Business is expanding and needs appropriate and flexible space. Location in upper levels of Somsen prevents establishing College identity, a critical limitation in recruiting and retention.</td>
</tr>
<tr>
<td></td>
<td><strong>Comments</strong></td>
<td>Somsen Hall West Entry concept will provided much needed identity and appropriate function, as well as better presence toward new Wellness Center, Library, and PAC entry. Will require enclosing of loading dock area. Requires relocation of some administrative functions from Somsen.</td>
</tr>
<tr>
<td>3</td>
<td>Gildemeister Hall</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Rationale / Current</strong></td>
<td>College of Education is in need of additional space. Building has repair/upgrade/lifecycle issues and is in need of accessibility upgrades.</td>
</tr>
<tr>
<td></td>
<td><strong>Comments</strong></td>
<td>Consider options for revitalizing. Consider removal of northern (low-rise) wing with replacement by larger structure with more College of Education space and more general classrooms.</td>
</tr>
<tr>
<td></td>
<td>Performing Arts Center Renewal</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Rationale / Current Situation</strong></td>
<td>PAC main auditorium needs renovation. Black box theater is undersized and lacks needed support spaces. Facility is well short of needed practice and support rooms. No pre/post-function space is present and could be part of a Performing Arts Gallery. Restrooms are badly undersized. Building &quot;front door&quot; faces the Mall, away from parking and the most common approach from evolving Wellness / Memorial / Library area.</td>
<td></td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td>Consider pre/post-function spaces as dual-use.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phelps Hall</td>
<td></td>
</tr>
<tr>
<td><strong>Rationale / Current Situation</strong></td>
<td>Building is in need of exterior repair and restoration work. Recent HVAC work in interior.</td>
<td></td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td>Project could include grounds component to address adjoining area formerly occupied by Howell Hall.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multiple-site classroom renovations - right size/right tech</td>
<td></td>
</tr>
<tr>
<td><strong>Rationale / Current Situation</strong></td>
<td>Limited &quot;Right-sizing&quot; of rooms combined with creation of new classroom stock, reconcile utilization needs with resources while maintaining flexibility.</td>
<td></td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td>Present Campus average of 88.8% utilization is above standard and indicates likely lack of flexibility. Early feedback indicates lack of mid size and large classrooms is an issue.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plan and begin implementation of infrastructure support for electric and other alternative-fuel vehicles.</td>
<td></td>
</tr>
<tr>
<td><strong>Rationale / Current Situation</strong></td>
<td>Could assist with University’s larger Sustainability goals and Academic programs.</td>
<td></td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td>Develop strategy and implementation plan for determining which technologies should be supported; focus on market-driven needs (e.g. metered electric car charging). Coordinate and build from present Zip Car program.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Landscape, pedestrian, and traffic improvement program</strong></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Rationale / Current Situation</strong></td>
<td>Improve user experience and safety. Coordinate with Campus identity and boundary improvement efforts</td>
</tr>
<tr>
<td></td>
<td><strong>Comments</strong></td>
<td>Campus wide improvements adding designated / separated bikeways, increase bike and scooter parking areas</td>
</tr>
<tr>
<td></td>
<td><strong>Landscape, pedestrian, and traffic improvement program</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Rationale / Current Situation</strong></td>
<td>Improve user experience and safety.</td>
</tr>
<tr>
<td></td>
<td><strong>Comments</strong></td>
<td>Resolve service vehicle / pedestrian conflicts (e.g. Somsen loading dock)</td>
</tr>
<tr>
<td></td>
<td><strong>Campus-wide Sustainability improvements – micro-scale</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Rationale / Current Situation</strong></td>
<td>Build on and improve WSU culture of, and reputation for, sustainability. Continue to implement 2009&quot; Climate Action Plan&quot;</td>
</tr>
<tr>
<td></td>
<td><strong>Comments</strong></td>
<td>Landscape improvements for stormwater management in rain gardens and swales – develop as amenities in coordination with paths and seating. * Funded via operational savings / contracts, some HEAPR or GO</td>
</tr>
<tr>
<td></td>
<td><strong>Campus-wide Sustainability improvements – micro-scale</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Rationale / Current Situation</strong></td>
<td>Build on and improve WSU culture of, and reputation for, sustainability</td>
</tr>
<tr>
<td></td>
<td><strong>Comments</strong></td>
<td>Establish and improve microhabitats independently or in conjunction with other development</td>
</tr>
<tr>
<td>Rationale / Current Situation</td>
<td>Build on and improve WSU culture of, and reputation for, sustainability</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td>Promote existing efforts more strongly with “foreground” elements – e.g. recycling centers along student paths. Continue to implement 2009 “Climate Action Plan”</td>
<td></td>
</tr>
</tbody>
</table>

### Campus-wide Sustainability Initiatives – macro-scale

<table>
<thead>
<tr>
<th>Rationale / Current Situation</th>
<th>Build on and improve WSU culture of, and reputation for, sustainability</th>
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<tbody>
<tr>
<td>Comments</td>
<td>Develop academic ties to new construction projects for “live” monitoring of process – embodied energy, waste management, before / after biodiversity, etc. Could include displays in each building or summary display in Kryzco - live energy and material use metering etc.</td>
</tr>
</tbody>
</table>

### "Human Sustainability" Initiative

<table>
<thead>
<tr>
<th>Rationale / Current Situation</th>
<th>Focus on improving community viability and relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td>Develop cultural and social activities that build and reinforce vibrant adjoining communities and downtown.</td>
</tr>
</tbody>
</table>

### Develop infrastructure for scooter / motorcycle riders

<table>
<thead>
<tr>
<th>Rationale / Current Situation</th>
<th>Provide appropriate parking and adequate traffic separation. Parking resources should include pay permit options.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td>Develop implementation plan and cost model.</td>
</tr>
</tbody>
</table>
## STUDENT LIFE

### 16 Kryzco Commons - Dining

<table>
<thead>
<tr>
<th>Rationale / Current Situation</th>
<th>Construction start 10 May 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td><strong>Part of Chartwell contract.</strong></td>
</tr>
</tbody>
</table>

### 17 Rolling replacement or renovations of existing Residence Halls to gain additional beds and modernize housing stock

<table>
<thead>
<tr>
<th>Rationale / Current Situation</th>
<th>Morey, Sheppard, Prentiss, Lucas, Sheehan, Maria Halls and Tau Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td>Shift housing occupancies to allow replacement or upgrading and modernization of existing facilities. Coordinate with Parking Plan and community issues.</td>
</tr>
</tbody>
</table>

## PEDESTRIAN CIRCULATION

### 18 Sanborn Street Streetscape

<table>
<thead>
<tr>
<th>Rationale / Current Situation</th>
<th>Enhance existing streetscape to emphasize connection to Campus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td>Necessary to maximize University identity and connectedness of Wabasha Hall. Will improve pedestrian experience, safety, and ease of wayfinding.</td>
</tr>
</tbody>
</table>

### 19 Create a hierarchy for pedestrian circulation

<table>
<thead>
<tr>
<th>Rationale / Current Situation</th>
<th>Improve pedestrian experience and safety and ease of wayfinding.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td>Emphasize pedestrian circulation</td>
</tr>
<tr>
<td>Rationale / Current Situation</td>
<td>Comments</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Improve pedestrian experience and safety</td>
<td>Also can be developed as part of identity program.</td>
</tr>
</tbody>
</table>

21 Create a system of pedestrian scale lighting

<table>
<thead>
<tr>
<th>Rationale / Current Situation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve pedestrian experience and safety</td>
<td>Incremental implementation as projects occur.</td>
</tr>
</tbody>
</table>

22 Create a system of pedestrian scale signage

<table>
<thead>
<tr>
<th>Rationale / Current Situation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ease of wayfinding</td>
<td>Incremental implementation as projects occur.</td>
</tr>
</tbody>
</table>

23 Comprehensive WSU Identity Program

<table>
<thead>
<tr>
<th>Rationale / Current Situation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistent, appropriate WSU Identity Program has begun.</td>
<td>Convene working group to develop signage and iconography program based on strong WSU brand. Develop Standards for application and include with all new work - establish retrofit program to cover existing facilities.</td>
</tr>
<tr>
<td>24</td>
<td>West Campus, East Lake, and Wabasha Hall identity improvements</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Rationale / Current Situation</strong></td>
<td>Identity program should be in scale appropriate to location</td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td>Establish strong and consistent signage and identity program for West Campus, East Lake, and Wabasha Hall.</td>
</tr>
</tbody>
</table>
## Planning Priorities

### Medium Term Projects (6-15 Years)

<table>
<thead>
<tr>
<th>No.</th>
<th>Identified Need or Goal</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>ACADEMIC NEEDS</strong></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Watkins Hall</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Rationale / Current Situation</strong></td>
<td>Currently housing Studio Art and Computer Science. Operational issues (art dust vs. computers etc.) as well as space constraints. Building is in need of repairs, upgrades, and HVAC work.</td>
</tr>
<tr>
<td></td>
<td><strong>Comments</strong></td>
<td>Art will remain in Watkins. Building improvements will improve usability of space.</td>
</tr>
<tr>
<td></td>
<td><strong>GROUNDS AND INFRASTRUCTURE</strong></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Memorial Hall - Main Street Grounds</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Rationale / Current Situation</strong></td>
<td>“Memorial Wall” is large blank face to neighbors and to visitors. Need to improve grounds (and potentially the structure itself) to make this key point more welcoming and less intimidating to neighbors and visitors.</td>
</tr>
<tr>
<td></td>
<td><strong>Comments</strong></td>
<td>Consider signage and other interactive features in addition to landscaping possibilities. &quot;Reader&quot; sign formerly adjacent to Memorial was removed for Wellness Center construction - replace function here?</td>
</tr>
<tr>
<td>27</td>
<td>Landscape, pedestrian, and traffic improvement program</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Rationale / Current Situation</strong></td>
<td>Improve user experience and safety. Coordinate with Campus identity and boundary improvement efforts</td>
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<td><strong>Comments</strong></td>
<td>Campus wide improvements adding designated / separated bikeways, increase bike and scooter parking areas</td>
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<td>Rationale / Current Situation</td>
<td>Comments</td>
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<td>-----</td>
<td>-------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>28</strong></td>
<td>Landscape, pedestrian, and traffic improvement program</td>
<td>Improve user experience and safety.</td>
</tr>
<tr>
<td><strong>29</strong></td>
<td>Green Space Initiative</td>
<td>Increase open green spaces suitable for active and passive recreational use, incidental social gatherings, community outreach etc.</td>
</tr>
<tr>
<td><strong>30</strong></td>
<td>Campus-wide Sustainability improvements – micro-scale</td>
<td>Build on and improve WSU culture of, and reputation for, sustainability. Continue to implement 2009 Climate Action Plan</td>
</tr>
<tr>
<td><strong>31</strong></td>
<td>Campus-wide Sustainability improvements – micro-scale</td>
<td>Build on and improve WSU culture of, and reputation for, sustainability</td>
</tr>
</tbody>
</table>
### 32 Campus-wide Sustainability Initiatives – macro-scale

<table>
<thead>
<tr>
<th>Rationale / Current Situation</th>
<th>Build on and improve WSU culture of, and reputation for, sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td>Promote existing efforts more strongly with “foreground” elements – e.g. recycling centers along student paths. Continue to implement 2009 &quot;Climate Action Plan&quot;</td>
</tr>
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</table>

### 33 Campus-wide Sustainability Initiatives – macro-scale

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<th>Build on and improve WSU culture of, and reputation for, sustainability</th>
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<td>Comments</td>
<td>Develop academic ties to new construction projects for “live” monitoring of process – embodied energy, waste management, before / after biodiversity, etc. Could include displays in each building or summary display in Kryzco - live energy and material use metering etc.</td>
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</table>

### 34 "Human Sustainability" Initiative

<table>
<thead>
<tr>
<th>Rationale / Current Situation</th>
<th>Focus on improving community viability and relationships</th>
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</thead>
<tbody>
<tr>
<td>Comments</td>
<td>Develop cultural and social activities that build and reinforce vibrant adjoining communities and downtown.</td>
</tr>
</tbody>
</table>

### 35 Develop infrastructure for scooter / motorcycle riders

<table>
<thead>
<tr>
<th>Rationale / Current Situation</th>
<th>Provide appropriate parking and adequate traffic separation. Parking resources should include pay permit options.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td>Develop implementation plan and cost model.</td>
</tr>
<tr>
<td>STUDENT LIFE</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>36 Lourdes Hall</td>
<td></td>
</tr>
<tr>
<td><strong>Rationale / Current Situation</strong></td>
<td>Focus of West Campus and one of the University's largest buildings. Currently has deferred maintenance issues.</td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td>Residential College use also will require improvements to existing classrooms.</td>
</tr>
<tr>
<td>37 Campus Center</td>
<td></td>
</tr>
<tr>
<td><strong>Rationale / Current Situation</strong></td>
<td>Mixed-use facility with internal parking. Would provide highly visible location for Welcome Center, Bookstore, and other Student-oriented spaces.</td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td>Student, Staff, and Visitor parking is currently a major source of stress with the surrounding neighborhoods. City is considering a permit-only parking district surrounding campus. Additional on-Campus housing will require more parking. Structured parking would allow land to be freed for academic or residential use.</td>
</tr>
<tr>
<td>38 Campus Bookstore</td>
<td></td>
</tr>
<tr>
<td><strong>Rationale / Current Situation</strong></td>
<td>Bookstore is undersized (sales floor) and has little/ no inventory storage area. Lower level location causes significant logistical issues and is not conducive to retail visibility.</td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td>Bookstore could be very significant &quot;public face&quot; for the University. Larger facility with better visibility / presence could serve as Campus / Civic landmark. Consider as part of mixed-use Campus Hub initiative.</td>
</tr>
<tr>
<td>39 New Residence Hall</td>
<td></td>
</tr>
<tr>
<td><strong>Rationale / Current Situation</strong></td>
<td>New 400 - 500 bed facility with integral parking.</td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td>Necessary to attain University goal of 50% of students living on Campus. Site to be determined.</td>
</tr>
</tbody>
</table>
### 40 Replacement or removal of existing obsolete Residence Halls with very high deferred maintenance and limit potential for reuse.

<table>
<thead>
<tr>
<th>Rationale / Current Situation</th>
<th>Richards &amp; Conway Halls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td>Consider as likely site for future residence hall, or possible future academic building.</td>
</tr>
</tbody>
</table>

### 41 Student Organization space

<table>
<thead>
<tr>
<th>Rationale / Current Situation</th>
<th>98 Student Organizations currently on Campus. Few have space and this limits their activity and outreach ability.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td>Consider capturing present Bookstore space if Bookstore relocates.</td>
</tr>
</tbody>
</table>

### PEDESTRIAN CIRCULATION

### 42 Create a hierarchy for pedestrian circulation

<table>
<thead>
<tr>
<th>Rationale / Current Situation</th>
<th>Improve pedestrian experience and safety and ease of wayfinding.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td>Emphasize pedestrian circulation</td>
</tr>
</tbody>
</table>

### 43 Reduce pedestrian/vehicular conflict points

<table>
<thead>
<tr>
<th>Rationale / Current Situation</th>
<th>Improve pedestrian experience and safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td>Also can be developed as part of identity program.</td>
</tr>
</tbody>
</table>
### Create a system of pedestrian scale lighting

<table>
<thead>
<tr>
<th>Rationale / Current Situation</th>
<th>Improve pedestrian experience and safety. Include ease of wayfinding.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td>Incremental implementation as projects occur.</td>
</tr>
</tbody>
</table>

### TRAFFIC MANAGEMENT

<table>
<thead>
<tr>
<th>Rationale / Current Situation</th>
<th>Allow land currently used for surface parking lots to be developed for other purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td>Develop park-and-ride lot network in concert with City and Transit partners. Financial modeling to be studied as part of implementation planning.</td>
</tr>
</tbody>
</table>

### CAMPUS IDENTITY PROGRAM

<table>
<thead>
<tr>
<th>Rationale / Current Situation</th>
<th>Consistent, appropriate WSU Identity Program has begun.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td>Convene working group to develop signage and iconography program based on strong WSU brand. Develop Standards for application and include with all new work - establish retrofit program to cover existing facilities.</td>
</tr>
<tr>
<td>47</td>
<td>Create a definitive campus edge treatment</td>
</tr>
<tr>
<td>-----</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Rationale / Current Situation</td>
<td>Respect campus/community interfaces</td>
</tr>
<tr>
<td>Comments</td>
<td>Improve campus identity and visibility, sense of place, and relations with neighbors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>48</th>
<th>Create a campus-specific lighting system</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale / Current Situation</td>
<td>Improved campus identity and visibility</td>
</tr>
<tr>
<td>Comments</td>
<td>Develop standard set of fixtures that meet Dark Skies and other cut-off criteria. Coordinate with building signage needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>49</th>
<th>Create a hierarchy of campus entry signage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale / Current Situation</td>
<td>Improve campus identity and ease of wayfinding.</td>
</tr>
<tr>
<td>Comments</td>
<td>Reinforce multiple entry points</td>
</tr>
</tbody>
</table>
## Planning Priorities

### Long Term Projects (16-50 Years)

<table>
<thead>
<tr>
<th>No.</th>
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<tbody>
<tr>
<td><strong>ACADEMIC NEEDS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>50</strong></td>
<td>Lincoln site</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Rationale / Current Situation</strong></td>
<td>Presently surface parking. Has Campus entry landmark but requires additional identity reinforcement.</td>
</tr>
<tr>
<td></td>
<td><strong>Comments</strong></td>
<td>Needs long term plan for use. Agreement with neighbors at time of acquisition was that it would not be used for residential development.</td>
</tr>
<tr>
<td><strong>51</strong></td>
<td>Landscape, pedestrian, and traffic improvement program</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Rationale / Current Situation</strong></td>
<td>Improve user experience and safety. Coordinate with Campus identity and boundary improvement efforts</td>
</tr>
<tr>
<td></td>
<td><strong>Comments</strong></td>
<td>Campus wide improvements adding designated / separated bikeways, increase bike and scooter parking areas</td>
</tr>
<tr>
<td><strong>52</strong></td>
<td>Landscape, pedestrian, and traffic improvement program</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Rationale / Current Situation</strong></td>
<td>Improve user experience and safety.</td>
</tr>
<tr>
<td></td>
<td><strong>Comments</strong></td>
<td>Resolve service vehicle / pedestrian conflicts (e.g. Somsen loading dock)</td>
</tr>
<tr>
<td>53</td>
<td><strong>Campus-wide Sustainability improvements – micro-scale</strong></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Rationale / Current Situation</strong></td>
<td>Build on and improve WSU culture of, and reputation for, sustainability. Continue to implement 2009&quot; Climate Action Plan&quot;</td>
<td></td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td>Landscape improvements for stormwater management in rain gardens and swales – develop as amenities in coordination with paths and seating. * Funded via operational savings / contracts, some HEAPR or GO</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>54</th>
<th><strong>Campus-wide Sustainability improvements – micro-scale</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale / Current Situation</strong></td>
<td>Build on and improve WSU culture of, and reputation for, sustainability</td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td>Establish and improve microhabitats independently or in conjunction with other development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>55</th>
<th><strong>Campus-wide Sustainability Initiatives – macro-scale</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale / Current Situation</strong></td>
<td>Build on and improve WSU culture of, and reputation for, sustainability</td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td>Promote existing efforts more strongly with “foreground” elements – e.g. recycling centers along student paths. Continue to implement 2009 &quot;Climate Action Plan&quot;</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>56</th>
<th><strong>Campus-wide Sustainability Initiatives – macro-scale</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale / Current Situation</strong></td>
<td>Build on and improve WSU culture of, and reputation for, sustainability</td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td>Develop academic ties to new construction projects for “live” monitoring of process – embodied energy, waste management, before / after biodiversity, etc. Could include displays in each building or summary display in Kryzco - live energy and material use metering etc.</td>
</tr>
</tbody>
</table>
57  "Human Sustainability" Initiative

Rationale / Current Situation
Focus on improving community viability and relationships

Comments
Develop cultural and social activities that build and reinforce vibrant adjoining communities and downtown.

58  Develop infrastructure for scooter / motorcycle riders

Rationale / Current Situation
Provide appropriate parking and adequate traffic separation. Parking resources should include pay permit options.

Comments
Develop implementation plan and cost model.

59  Acquisition

Rationale / Current Situation
Consolidation of Campus within present overall boundaries; compatibility of uses.

Comments
Acquisition (or land swaps) with landowners within larger Campus boundary - acquisition only on an as-available basis.

STUDENT LIFE

PEDESTRIAN CIRCULATION

60  Create a hierarchy for pedestrian circulation

Rationale / Current Situation
Improve pedestrian experience and safety and ease of wayfinding.

Comments
Emphasize pedestrian circulation
<table>
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<tr>
<th>#</th>
<th>Rationale / Current Situation</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>61</td>
<td>Improve pedestrian experience and safety</td>
<td>Also can be developed as part of identity program.</td>
</tr>
<tr>
<td>62</td>
<td>Improve pedestrian experience and safety</td>
<td>Incremental implementation as projects occur.</td>
</tr>
<tr>
<td>63</td>
<td>Ease of wayfinding</td>
<td>Incremental implementation as projects occur.</td>
</tr>
<tr>
<td>64</td>
<td>Improve University amenities and neighborhood connections to the larger community.</td>
<td>Incremental implementation as projects occur.</td>
</tr>
</tbody>
</table>
## CAMPUS IDENTIITY PROGRAM

<table>
<thead>
<tr>
<th>65</th>
<th>Comprehensive WSU Identity Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale / Current Situation</strong></td>
<td>Consistent, appropriate WSU Identity Program has begun.</td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td>Convene working group to develop signage and iconography program based on strong WSU brand. Develop Standards for application and include with all new work - establish retrofit program to cover existing facilities.</td>
</tr>
</tbody>
</table>
Energy Conservation/Sustainability

Winona State is a National leader in sustainable building and operations. Consideration of best practices and long-term strategies is given on many levels. The University is attracting National recognition for the success of its efforts; WSU was recently noted as one of the top Sustainable Campuses in America by The Princeton Review, and is the only institution in the MNSCU system to achieve this honor.

WSU is a signatory to the President’s Climate Action Plan. The University is also a founding member of Sustain Winona, the innovative joint effort between the City, University, the County, Area Public Schools, Southeast Technical, the Cotter High School and St. Mary’s University. WSU’s Facilities Department has made extensive efforts over the years to create and maintain a highly efficient building stock. In common with normal sustainable planning practices, Winona State’s work to date has focused on energy and technology; this is appropriate, in that buildings and operations consume the vast majority of energy and generate the majority of greenhouse gases. These efforts will continue and are reflected in the Capital Plan and Planning Priorities.

The University is also expanding its sustainability considerations holistically into “Human Sustainability”. WSU recognizes that the vitality of the surrounding neighborhoods and City are deeply intertwined with that of the University. With increasing focus on consultation, and interest in finding opportunities for mutual benefit, a strong University can help its surroundings thrive.

Historical Asset Preservation

As the oldest MNSCU institution, Winona State University is fortunate to have a Campus with buildings of a wide variety of vintages. This diverse stock includes several historic buildings whose distinctive character is a key part of the rich Campus environment. They include:

- Phelps Hall (built 1916).
- Lourdes Hall (built 1928).
- Somsen Hall (built 1924, renovated 1988).
- Morey Hall (built 1912, renovated 1969).
- Portions of Maxwell Hall (built 1939, renovated 2007).

The University’s program of ongoing maintenance and repair has kept these facilities in generally good repair; however, like all older structures they are in need of periodic investment to keep in sound condition. Several of these buildings are identified for restorative or life-cycle-related work in the Capital Plan and in the Planning Priorities matrices.

Campus also has several classic mid-century buildings that, while not conventionally “historic” are approaching 50 years old. They have been well maintained and upgraded through the years and are expected to continue to provide an ongoing resource to the University. Some, such as Pasteur Hall, have recently been renovated and are in superb condition. Others, such as Gildemeister, are identified as priorities for new work in the Capital Plan.
Regional Opportunities

Partnerships

Winona State University is committed to collaborative partnerships with organizations, educational institutions and businesses to provide service learning opportunities for WSU students and to apply university and campus resources that contribute to the greater good of Winona and its surrounding communities.

As we partner with educational institutions, non-profits, businesses and governments, we will increase access and develop lifelong learning resources. These partnerships will be formed and nurtured through the development of selected and strategic external relationships. In the partnership model we envision, students provide services to the partners, and partners provide problem-solving and service opportunities to students, faculty and staff. Such partnerships will be win-win, mutually beneficial relationships for all involved; they will form the basis for community and collaborative support of learning. New and existing partnerships should support four major goals:

- Provide service and support
- Encourage partnerships
- Recognize successful partnering ventures
- Seek and evaluate partnership opportunities

In the 2004 Winona State Master Plan Update there were several initiatives proposed. One of those initiatives was the creation of an Emeriti and Retiree Center to integrate retired personnel into the Winona Experience. This initiative was undertaken, and has become a reality at the Alumni House on the Winona campus.
Opportunities for Increased University/City Collaboration

If the University is to grow, it is important that strong University/City collaboration occur. Three distinct opportunities have been identified: the Historic Riverfront and Downtown, Lake Winona and Garvin Heights. These sites, shown on the adjacent graph present the strong potential for collaboration:

A) Historic Riverfront and Downtown:

Winona State University has exceptional River Ecology and related programs that deal with the natural resources aspect of Winona’s location on the Mississippi. This should be complimented with consideration of the potentials for viable urban / river interfaces – i.e. how does an historic river town transition to modern economic activities, and continue to prosper, while respecting and leveraging the river? Consider opportunities to work with the City to use downtown riverfront / historic district as both subject for research and location for visible community service. Riverfront is presently largely remnant-industrial in character and economic activity in adjacent downtown is uneven. WSU should seek opportunities for collaboration with the City for directed research in Policy, Economic Development Planning, Resource Management, Marketing, and other topics that would enrich academic programs by offering an immediate and practical application.

The Mississippi riverfront also offers an opportunity to engage with the City for community service activities. With the coming of the new interstate bridge, the City’s attention to the riverfront is increasing. University organizations and groups seeking opportunities for highly visible participation in service projects should consider coordination with other City groups and activities here.

B) Lake Winona:

WSU should explore joint efforts with the City to create a rowing (crew) course in the eastern basin of Lake Winona. WSU has informal groups interested in rowing, and availability of a marked course could allow establishment of a club-level organization. WSU’s intercollegiate connections would offer promotion of meets; the City would need to provide marking buoys and appropriate dock / landing for shells. The highly scenic location, under Sugarloaf and in the middle of Winona’s signature park, would offer substantial promotional benefit to both WSU and to the City. Meets and events would bring significant economic impact to the City. The lake reach from Huff Street causeway (start) to bay near Hospital (finish) offers appropriate Olympic-standard distance and space for spectators and logistics, and the lake’s “flat water” would provide an excellent course.

Note that City of Winona would provide any facilities (boathouses (if any) etc.) as improvements to the established City park. City Staff has expressed interest in discussing this potential opportunity.
Opportunities for Increased University/City Collaboration

A Historic Riverfront and Downtown

B Lake Winona

C Garvin Heights

WSU Campus Properties

Parks / Recreation
C) Garvin Heights:

Garvin Heights is “The” scenic overlook in central Winona, offering broad views of the Campus, central city, the river valley, and surrounding bluffs. WSU already collaborates with the City to maintain public access to the adjoining WSU and City properties in this area. The University has a low-key but good working relationship with the City for the management of the (University-owned) Garvin Heights overlook. WSU is making increasing use of the adjacent (City-owned) savanna for academic purposes – class visits and studies, etc. WSU’s active use of this area is driven by academic program goals, but is expected to be consistent or increasing over time. This academic use should be monitored and evaluated for adequacy of parking and other service needs in order to maintain an appropriate level of appearance and function.

A key goal for this area is to increase the University’s presence through signage, in order to “get credit” by letting visitors know that the amenity is in part courtesy of WSU. Signs could be both interpretive – offering historic information or a guide to visible landmarks such as Campus – or a more simple Welcome-to-Winona from WSU approach.
6. Capital Plan Improvement Program
## Proposed Comprehensive Plan Implementation

<table>
<thead>
<tr>
<th>Project</th>
<th>Description</th>
<th>Funding Source</th>
<th>Probable Cost</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1a</strong></td>
<td>Wabasha Hall</td>
<td></td>
<td>$7M - $10M</td>
<td>Required first precursor to COB/Somsen project. Building upgrades needed; Child Care envisioned to remain here.</td>
</tr>
<tr>
<td><strong>1b</strong></td>
<td>Somsen Hall Renovation - College of Business</td>
<td></td>
<td>$20M - $25M</td>
<td>Project is important to accreditation process. Predesign Study in process.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Gildemeister Hall Renovation and Expansion</td>
<td></td>
<td>$11.5M - $14.7M</td>
<td>Winona State has received a significant Bush Foundation grant to pursue the complete redesign of the delivery of Teacher Education. Repurposing, renovating, and expanding Gildemeister is critical to the successful realization of this innovative program.</td>
</tr>
<tr>
<td>Project</td>
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<td>Notes</td>
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<tr>
<td>3</td>
<td>Performing Arts Center Renewal</td>
<td>PAC main auditorium needs renovation. Black box theater is undersized and lacks needed support spaces. Facility is well short of needed general classrooms, practice, and support rooms. No pre/post-function space is present, and restrooms are badly undersized. Building &quot;front door&quot; faces the Mall, away from parking and the most common approach from evolving Wellness / Memorial / Library area.</td>
<td>HEAPR</td>
<td>$2.3M - $3.3M</td>
</tr>
<tr>
<td>4</td>
<td>Phelps Hall</td>
<td>Building is in need of exterior repair and restoration work. Recent HVAC work in interior.</td>
<td></td>
<td>$1.3M - $1.8M</td>
</tr>
<tr>
<td>5</td>
<td>Multiple-site classroom renovations - right size/right tech</td>
<td>Limited &quot;Right-sizing&quot; of rooms combined with creation of new classroom stock, reconcile utilization needs with resources while maintaining flexibility.</td>
<td>HEAPR</td>
<td>$230,000 - $300,000</td>
</tr>
<tr>
<td>6</td>
<td>Rolling renovations of existing Residence Halls to gain additional beds and modernize housing stock</td>
<td>Morey and Shepard Halls - deferred maintenance, life safety upgrades, and general refresh (cost reflects both Halls as one project).</td>
<td></td>
<td>$3.6 M - $5M</td>
</tr>
<tr>
<td>7</td>
<td>Removal of existing obsolete Residence Halls with very high deferred maintenance and limited potential for reuse.</td>
<td>Richards and Conway Halls - removal, site repair, construction of interim surface parking or open green space on former site.</td>
<td></td>
<td>$450,000 - $650,000</td>
</tr>
<tr>
<td>Project</td>
<td>Description</td>
<td>Probable Cost</td>
<td>Notes</td>
<td></td>
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<tr>
<td>8 Campus Center (mixed use)</td>
<td>Includes Campus Welcome Center, Relocated Bookstore, and structured parking (+/-150). Bookstore is undersized (sales floor) and has little / no inventory storage area. Lower level location causes significant logistical issues and is not conducive to retail visibility. Student, Staff, and Visitor parking is currently a major source of stress with the surrounding neighborhoods. City is considering a permit-only parking district surrounding campus.</td>
<td>$18M - $22M</td>
<td>Locate on Huff Street, adjacent to and connected to Kryzco. Consider skyway across Huff Street from potential University development to increase pedestrian safety and University presence.</td>
<td></td>
</tr>
<tr>
<td>9 Student Organization space</td>
<td>98 Student Organizations currently on Campus. Few have space and this limits their activity and outreach ability.</td>
<td>$225,000 - $300,000</td>
<td>Locate in (renovated) present bookstore space in Kryzco after Campus Center is constructed.</td>
<td></td>
</tr>
<tr>
<td>10a Lourdes Hall</td>
<td>Building exterior deferred maintenance, grounds improvement, and deck repair / replacement. Renovations to Mechanical Plant.</td>
<td>$1.1M - $1.6M</td>
<td>Focus of West Campus and one of the University's largest buildings.</td>
<td></td>
</tr>
<tr>
<td>10b Lourdes Hall</td>
<td>Acoustic treatments and technology upgrades for classrooms</td>
<td>$145,000 - $220,000</td>
<td>Important resources for Residential College / West Campus.</td>
<td></td>
</tr>
<tr>
<td>10c Lourdes Hall</td>
<td>Improvements to restrooms and common areas</td>
<td>$275,000 - $650,000</td>
<td>Scope highly flexible.</td>
<td></td>
</tr>
<tr>
<td>11 New Residence Hall</td>
<td>New 400 bed facility with integral parking.</td>
<td>$33M - $36M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>Description</td>
<td>Funding Source</td>
<td>Probable Cost</td>
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<td>---------</td>
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<tr>
<td>12 Watkins Hall</td>
<td>Currently housing Studio Art and Computer Science. Operational issues (art dust vs. computers etc.) as well as space constraints. Building is in need of repairs, upgrades, and HVAC work to provide appropriate facilities.</td>
<td>MEAPR</td>
<td>$2.7 - $3.2M</td>
<td></td>
</tr>
<tr>
<td>13a Grounds Improvements: Memorial Hall Main Street Grounds</td>
<td>Main Street elevation - AKA &quot;Memorial Wall&quot; - is large blank face to neighbors and to visitors. Need to improve grounds (and potentially the structure itself) to make this key point more welcoming and less intimidating to neighbors and visitors.</td>
<td>WSU Internal</td>
<td>$200,000 - $400,000</td>
<td>Consider grounds improvements / public art installations, or built spaces with high display / active quality (e.g. indoor climbing wall with glass facade).</td>
</tr>
<tr>
<td>13b Grounds Improvements: Green Space Initiative</td>
<td>Increase open green spaces suitable for active and passive recreational use, incidental social gatherings, community outreach etc.</td>
<td>Private</td>
<td>$230,000 - $375,000</td>
<td></td>
</tr>
<tr>
<td>13c Grounds Improvements: Develop infrastructure for scooter / motorcycle riders</td>
<td>Provide appropriate parking and adequate traffic separation. Parking resources should include pay permit options.</td>
<td>Revenue Bonding</td>
<td>$275,000 - $350,000</td>
<td>Scooter and motorcycle use is growing. Increased use helps with parking and sustainability goals and should be encouraged.</td>
</tr>
<tr>
<td>Project</td>
<td>Description</td>
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</tr>
<tr>
<td>13d</td>
<td>Grounds Improvements: Improvements to existing small surface parking lots - Main and West Campuses</td>
<td>HEAPR</td>
<td>$135,000 - $215,000</td>
<td>These lots interface with the neighboring residents and with visitors to Campus - need to be uniform standard and appropriate level of finish.</td>
</tr>
<tr>
<td>13e</td>
<td>Grounds Improvements: Campus Pedestrian Environment Improvements</td>
<td>HEAPR</td>
<td>$330,000 - $400,000</td>
<td>Streetscape connection to Wabasha Hall established as part of this item.</td>
</tr>
<tr>
<td></td>
<td>Campus Infrastructure Projects</td>
<td>HEAPR</td>
<td>$250,000</td>
<td>Annual allowance.</td>
</tr>
<tr>
<td></td>
<td>Acquisition</td>
<td>HEAPR</td>
<td>$300,000</td>
<td>Annual allowance. Need discussion regarding Loretto Hall in context of housing strategy.</td>
</tr>
</tbody>
</table>
7. Appendix

1. Biko Associates' Status Report on Transportation Planning Elements 7.2
2. FCI Summary Report 7.19
3. Citations 7.37
4. Bush Grant 7.39
5. Climate Action Plan, September 2009 7.41
6. Technology Master Plan 7.90
7. Watkins Hall Feasibility Study - Draft 7.112
10. Parking Information 7.134
Memorandum

DATE: February 16, 2010
TO: Winona State University Comprehensive Plan Committee
FROM: William Smith, AICP
RE: Winona State University Comprehensive Facilities Master Plan
     Status Report on Transportation Planning Elements

Introduction

This memorandum presents the status of work that is underway on transportation planning elements of the Comprehensive Facilities Master Plan. These elements include:

- Transportation vision
- Alternative transportation modes:
  - WSU Zipcar Program
  - WSU Shuttle Service
  - City of Winona Transit Service
  - Bicycle/Pedestrian
- Traffic congestion
- Parking
- TH 43 Bridge

Transportation Vision

Recognizing challenges facing society in the 21st Century, a majority of people interviewed described a vision for Winona State University (WSU) as the state’s leading academic institution in the areas of sustainability and innovation. Almost to a person, as the interviewees discussed their particular areas of expertise, they used a consistent language that focused on themes such as:

- Reduced long-term costs
- Reduced waste
Winona State University Comprehensive Plan Committee  
February 16, 2010  
Page 2

- Sustainable use of resources and infill before expansion  
- Improved efficiency  
- Environmentally friendly  
- Reduced carbon footprint  
- Creative approaches that build on past successes

These themes are elements of a vision for WSU. Applying these themes to transportation, one can envision a campus where:

1. Alternative modes of transportation are available for students, faculty, staff, and visitors  
2. Reliance on private automobiles is reduced  
3. Traffic congestion is reduced  
4. Parking demand is reduced  
5. Transportation-related costs are reduced for individuals (students, faculty, and staff) and the University

Alternative Transportation Modes

The private automobile is overwhelmingly the preferred mode of transportation for a significant percentage of individuals who learn and work at the University. Available alternatives include WSU-sponsored Shuttle Service, City of Winona Transit Service, WSU-sponsored Zipcar program, biking, and walking. Studies have consistently shown that the travelling public will use alternative modes if they compare favorably (or near favorably) for the following characteristics:

- Operating cost  
- Travel time  
- Accessibility to trip origins and destinations  
- Convenience of use

WSU Zipcar Program

The Zipcar Program is available to students, faculty, and staff and is designed to Zipcar provide subscribers freedom of car ownership for any trip purpose, 24 hours a day, seven days a week. Subscribers in the program must at least be 18 years of age. WSU’s Zipcar Program has two Toyota Matrixes and a Toyota Prius, which are parked near Kryzsko Commons and Sheehan Hall.

The subscription fee is $35 per year. Subscribers receive a $35 driving credit for the first month of their membership. The usage cost is as little as $8 per hour or $66 per day on weekdays and $9 per hour or $72 per day on weekends. The program is also available to local Winona residents, ages 18 and older, who can join for $75 ($25 one-time application fee and $50 annual fee).

Subscribers’ utilization of the Zipcar Program should be assessed to determine if the program should be expanded to include additional vehicles.
WSU Shuttle Service
The Shuttle Service operates between three campus locations, Main Campus, West Campus (Lourdes and Tau), and East Lake Apartments. Days and times of operation are posted on WSU’s web site.

Analysis will be conducted to evaluate the Shuttle Service and determine the extent to which it is being used. If the analysis shows that ridership is less than desirable or expected, further analysis will be conducted to determine reasons for low utilization. Recommendations to improve utilization will consider any number of factors including:

- Schedule
- Headway
- Pick-up and drop-off points
- Size of vehicles

The Shuttle Service route map is shown on the following page.
WSU Shuttle Routes

WSU Shuttle Routes:
- Orange: East
- Purple: West
- Black: Weekend
City of Winona Transit Service
The City bus service is operated by City of Winona Transit Service. Maps for the five routes are shown on the following pages. The five routes are:

- Safe Ride Route
- Blue Route
- Green West Route
- Red Route
- Green East Route

Of the five routes, only one (Safe Ride Route) directly serves all campus locations. The Blue Route directly serves the Main Campus and the West Campus, and the Green West Route directly serves the West Campus. The Red Route directly serves the East Lake Apartments.

The Green East Route does not directly serve any campus location. Transfers, however, can be made between routes, so even the Green East Route can be used by students, faculty, and staff, as all routes overlap at 3rd Street/Center Street.

Other institutions in the Mn/SCU system and the University of Minnesota have entered into agreements with local transit service providers to obtain year-long bus passes for students, faculty, and staff. St. Cloud State University (SCSU) and the University of Minnesota (UofM) refer to their program as “U-Pass.” The exact details of these agreements will be investigated at part of the planning process to determine if terms of the agreements would be suitable to WSU and the Winona Transit Service.

It is believed that faculty and staff can opt out of participating in the SCSU and UofM programs. Student participation, however, is mandatory. The program is funded by a subscription fee for faculty and staff and a mandatory tuition fee for students.

The benefits of the program are enjoyed by:

- subscribers who, with an identification card, have unlimited access to city buses for an entire year;
- the local transit service provider, through increased revenues and higher utilization of buses; and
- the academic institution and adjacent neighborhoods, through reduced parking demand; and
- the community at-large through reduced carbon monoxide emissions.

It is recommended that the “U-Pass” Program should be considered for WSU.

---

1 The Safe Ride Route is jointly provided by City of Winona Transit Service, Winona State University, and St. Mary’s University.
Winona State University Comprehensive Plan Committee
February 16, 2010
Page 9

RED ROUTE

Mississippi River

1. 3rd & Center
2. 3rd & Mankato
3. Mark & Center (Amtrak)
4. Sanborn & Buchanan
5. Winona CRC
6. Menards
7. Old Winona Clinic
8. Frontenac

Lake Winona

East Lake Apartments
Winona State University Comprehensive Plan Committee
February 16, 2010
Page 10

GREEN EAST ROUTE

1. 3rd & Center
2. Broadway & Hamilton
3. Community Memorial Hospital
4. Winona Clinic
5. Target
6. Fleet Farm
7. Morningside Apartments
8. MSC - Southeast Technical
9. Fairway Woods Apartments
10. Winona Middle School
Biking and Walking
WSU implemented a bike-sharing program fall 2009. The Purple Bike Rental Program makes bikes available to students and employees, who are able to check out bikes, helmets and locks free of charge.

While students do ride their bikes across the campus, there are no official bike paths on the Main Campus. During the interviews there were a few complaints about pedestrian/bike crashes, but not many. Because the number of incidents is believed to be low and the dense organization of the Main Campus, it is not felt that official bike paths across the campus will be necessary. At the same time, however, attention should be given to the fact that a competitive advantage with automobiles is necessary in order for there to be a mode shift to bikes. For this reason, it is recommended that a comprehensive strategy should be developed that will allow bikers to: a) access their on-campus destinations conveniently, efficiently and safely and b) enjoy a level of priority treatment in terms of secure bike parking.

More will be described about elements of this comprehensive strategy in the report on campus facilities. The strategy should, however, include bike connections to the City of Winona system of bike paths and trails. As shown on the following page, these facilities completely surround the Main Campus, and bike riders should be able to utilize these to access the Main Campus from all four sides.

Traffic Congestion
The severity of traffic congestion on streets that border the Main Campus can be attributed to several factors. Already mentioned was the level of automobile use for students, faculty, and staff. Exacerbating this condition is the configuration of the City of Winona's street system, where streets used by local and regional traffic border (or are within close proximity to) the Main Campus. Finally the Canadian Pacific Railroad, with mile-long trains can cause traffic to back up on the north/south streets that border the east and west sides of the Main Campus.

2 Future traffic congestion on these streets cannot be attributed to the fact that a new bridge will be constructed. Whether the existing bridge remains in place or a new bridge is constructed, there will be an increase in daily and peak hour traffic on Huff Street and Main Street because of general traffic growth due to growth in population, growth in the economy, and the expansion of land uses.
Figure 6
Future Trails and Bikeways Plan
June 2007

Legend
- Bike Access
- Greenway
- Open Space
- School

Existing Trails
- Multi-Purpose Trail
- Bikeway/Lane
- Shared Shoulder
- Signed Bicycle Route
- Signed Bicycle Route
- Signed Bicycle Route
- Multi-Trail

Proposed Trails
- Multi-Purpose Trail
- Bikeway/Lane
- Shared Shoulder
- Signed Bicycle Route
- Signed Bicycle Route
- Signed Bicycle Route
- Multi-Trail

Data Sources: City of Winona, MnDOT, ESRI, URS

Main Campus
West Campus

Winona State University Comprehensive Plan Committee
February 16, 2010
Page 12
Given the geography of the City of Winona, the location of US Highway (US Hwy) 61, Trunk Highway (TH) 43, and Huff Street, there is not a lot of hope that traffic congestion will ever not be an issue. There are strategies, however, that will be considered to ameliorate the severity of the congestion. These include consideration of intersection treatments that enhance capacity at key intersections:

- Huff Street/Mark Street and Main Street/Mark Street in the immediate to near term and
- Huff Street/Sarnia Street and Main Street/Sarnia Street in the future, consistent with any potential expansion of WSU facilities toward the south.

The suggested intersection improvements should not be considered in isolation but as part of a comprehensive strategy that includes traffic operations, land use improvements (potential facility expansion), and urban design to establish gateways to the campus.

Daily traffic volumes taken by Mn/DOT in 2006 and 2007 are shown on the figure that follows on the next page.

**Parking**

Parking facilities are expensive. Parking ramps can cost as much as $17,000 per stall. Even a no frills, less expensive surface parking lot, where an acre of land is needed to accommodate a mere 125 parked cars, comes with an opportunity cost when one considers other potential uses that could occupy the site.

Coupling cost considerations with comments from interviewees that spoke to a sustainable, 21st Century campus, it is recommended that the Facilities Master Plan should include strategies aimed at reducing the rate by which parking demand grows on and near the Main Campus. These strategies would directly oppose conventional wisdom, which is focused on providing everyone who wants to park a parking stall.

The success of these strategies is absolutely dependent on the provision of alternative transportation modes. Pricing modifications may also be needed to account for the full costs WSU incurs in the provision of parking supplies.

Three areas of parking will be addressed in the Facilities Master Plan:

1. On-campus
2. Off campus in neighborhoods adjacent to the campus
3. Off-campus in remote areas

*On-Campus Parking*

Parking-related data will be needed in order that an assessment can be conducted to determine the level of parking demand WSU can reasonably expect to meet. These assessments should take into account any future changes in student population and expansions of the academic programs.
Winona State University Comprehensive Plan Committee
February 16, 2010
Page 14

18500  Highway Routes, 2006 Average Annual Daily Traffic Volume
3200   County System, 2007 Average Annual Daily Traffic Volume
9800   Municipal Street System, 2007 Average Annual Daily Traffic Volume
As a means of addressing future on-campus parking demand, a strategy should be developed that includes: 1) provision of alternative modes of travel, 2) demonstrating proven reductions in vehicle use and parking demand, and 3) discussions with city staff to identify WSU-specific, parking ratios. Current City of Winona parking ratios are applied across the city and do not take into account WSU’s unique position where it can potentially exert control over the number of cars that are brought to campus.

As in other university cities, it may be possible to demonstrate that mode shifts do occur when alternative modes of travel are provided and pricing increases for parking are put into effect. These conditions may encourage the City to reduce its current parking ratio to reflect positive changes at WSU and enable the university to reduce the number of parking stalls it is required to build when new facilities (particularly residence halls) are constructed on the campus.

Off-Campus Parking
This past December, the Winona City Council voted not to establish “Critical Parking Areas” in the neighborhoods adjacent to the Main Campus. Therefore, the issue created by students’ (and to some degree faculty and staff) parking on neighborhood streets adjacent to the campus will not ever be completely resolved. It can, however, be ameliorated through the provision of alternative travel modes.

The benefits of alternative modes on off-campus parking will be evaluated to determine likely outcomes.

Remote Parking
A strategy that may assist in the reduction of cars on campus and the reduction of on-campus and off-campus parking demand is one that includes the provision of remote parking lots. The remote lots would ideally be located where regional roadways enter the city. The remote parking lots would allow commuters from outlying communities to park and catch a shuttle bus or a regular route bus to campus. A likely spot might be in the vicinity of the TH 14/US Hwy 61 intersection so that commuters approaching Winona from the south and the west would not have to drive all the way in to the campus.

In addition to students, faculty and staff, others commuting to Winona could also benefit from the development of remote parking lots.

TH 43 Bridge
The TH 43 Bridge was originally scheduled to be reconstructed in 2017. Because of its condition as a fracture critical structure, the anticipated bid letting date has been moved forward to 2014, with an anticipated completed construction in 2017/2018. Regarding the TH 43 Bridge, discussions have already taken place with city staff and Mr. Jai Kalsy, the Mn/DOT project manager for the reconstruction project, and a review of previous studies conducted by Mn/DOT and its consulting engineers (SHE, Inc. and SRF Consulting Group) has begun.
Winona State University Comprehensive Plan Committee  
February 16, 2010  
Page 16

It is understood that WSU’s major concern is increased traffic utilizing Huff Street and/or Main Street. To the extent that future traffic using the bridge (whether it is a new bridge or the existing bridge) is forecast to increase, there will be an inevitable increase in traffic on Huff Street and Main Street. According to the studies conducted thus far, whether the new bridge touches down at Huff Street/4th Street or Winona Street/4th Street is almost inconsequential, as traffic will quickly disperse once it is south of 4th Street. Based on an origin/destination study conducted in 2008, southbound traffic crossing the bridge disperses in the following manner:

- 30 percent to the west along 4th Street
- 42 percent to the east along 4th Street
- 38 percent southbound from 4th Street, with 12 percent on Huff Street, 15 percent on Main Street, and 10 percent on Mankato Avenue (destined for eastbound TH 14, eastbound US Hwy 61, and southbound TH 43.

An additional concern is the volume of trucks that will find their way to Huff Street in order to complete a southbound to westbound turn from Huff Street to US Hwy 61. To this point, analyses conducted by Mn/DOT’s consulting engineers indicated that the vast majority of trucks observed during the origin/destination study obeyed the current Truck Route signage, and only a small percentage did not. According to Mn/DOT this is an indication that they will continue to do so in the future. Mn/DOT further noted that all the remaining alternative bridge designs include Truck Route signage to direct trucks destined for southbound TH 14 and westbound US Hwy 61 to Riverview Drive. Following Riverview Drive to the west, truck traffic would be able to access Pelzer Street and then TH 14 or US Hwy 61.

With the two remaining alternative touchdown points (either Huff Street/4th Street or Winona Street/4th Street) only three blocks north of WSU’s northern border at 7th Street (aka Wabasha Street), there may be opportunities to enhance the design and appearance of either Huff Street or Winona Street to reflect their prominence and importance as gateways from Wisconsin to the City of Winona and the WSU Main Campus. These opportunities will be discussed in more detail in facilities report.

The following figure illustrates TH 43 Bridge alignment alternatives. The dashed alignment alternatives are no longer under consideration. As shown, six alignment/design alternatives are being considered. The design alternatives consist of three options:

1. Build a new bridge
2. Build one new bridge and rehabilitate the existing bridge
3. Rehabilitate the existing bridge

---

3 Truck Route signage is not a suggestion for truck drivers. This signage is a directive. Truckers not obeying Truck Route signage are in violation of the law and are subject to fines.
## FCI Summary by Building (Grouped by location)

<table>
<thead>
<tr>
<th>Campus</th>
<th>Location</th>
<th>Building</th>
<th>Bldg. No.</th>
<th>GSF</th>
<th>CRV (000's)</th>
<th>Backlog (000's)</th>
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|          |          | **Main TOTAL**            | 2,133,636 | $534,498 | $72,292     | 0.14  |
|          |          | **Winona SU TOTAL**       | 2,133,636 | $534,498 | $72,292     | 0.14  |
|          |          | **GRAND TOTAL**           | 2,133,636 | $534,498 | $72,292     | 0.14  |

Source: Reference Data - 2010
Subusage: 'GF','Leased','Mothballed','Other','Revenue'
2/26/2010
9.3
### Backlog & 5 YR Forecast by Subsystem

**Campus Name:** Winona SU  
**Building Name:** 377 Main

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<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>Total</th>
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**TOTAL BY BUILDING**  
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$18  
$0  
$0  
$22  
$234

**Building Name:** Alumni House (Winona SU)  
**CRV(000's):** $1,409  
**Building No.:** 074S5830  
**GSF:** 6,358  
**Year Built:** 1930  
**FCI:** 0.16

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**TOTAL BY BUILDING**  
$231  
$0  
$324  
$0  
$0  
$0  
$554

**Building Name:** Conway Hall  
**CRV(000's):** $5,164  
**Building No.:** 074S5459  
**GSF:** 23,858  
**Year Built:** 1959  
**FCI:** 0.28

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**TOTAL BY BUILDING**  
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$0  
$0  
$0  
$1,425
### Backlog & 5 YR Forecast by Subsystem

#### Building Name: Darrell W Krueger Library

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#### Building Name: Gildemeister Hall

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#### Building Name: Heating/Chiller Plant

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#### Building Name: Kryzsko Commons

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Source: Reference Data - 2010
Subusage: 'GF','Leased','Mothballed','Other','Revenue'

CRV(000's): $28,050 Building No.: 074S1599 GSF: 108,490 Year Built: 1999 FCI: 0.00
CRV(000's): $9,747 Building No.: 074S1164 GSF: 37,099 Year Built: 1964 FCI: 0.19
CRV(000's): $1,370 Building No.: 074S1898 GSF: 5,300 Year Built: 1998 FCI: 0.00
CRV(000's): $9,747 Building No.: 074S1164 GSF: 37,099 Year Built: 1964 FCI: 0.19
CRV(000's): $2,583 Building No.: 074S1599 GSF: 122,207 Year Built: 1999 FCI: 0.00
CRV(000's): $1,370 Building No.: 074S1898 GSF: 5,300 Year Built: 1998 FCI: 0.00
CRV(000's): $2,583 Building No.: 074S1599 GSF: 122,207 Year Built: 1999 FCI: 0.00
CRV(000's): $1,370 Building No.: 074S1898 GSF: 5,300 Year Built: 1998 FCI: 0.00
CRV(000's): $2,583 Building No.: 074S1599 GSF: 122,207 Year Built: 1999 FCI: 0.00
CRV(000's): $1,370 Building No.: 074S1898 GSF: 5,300 Year Built: 1998 FCI: 0.00
### Backlog & 5 YR Forecast by Subsystem

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<th>2014</th>
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**Building Name: Lourdes Hall**

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**Building Name: Lucas Hall**

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**Building Name: Maintenance Bldg**

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<thead>
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<th>Subsystem Name</th>
<th>Backlog</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
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</table>

Source: Reference Data - 2010

Subusage: "GF","Leased","Mothballed","Other","Revenue"
### Backlog & 5 YR Forecast by Subsystem

**Building Name: Maria Hall**

<table>
<thead>
<tr>
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<td>$134</td>
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<td>l.2. Interior Finishes</td>
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**CRV(000's): $10,085**  **Building No.: 00834009**  **GSF: 44,540**  **Year Built: 1965**  **FCI: 0.20**

### Building Name: Maxwell Hall

**CRV(000's): $26,725**  **Building No.: 074S0339**  **GSF: 87,567**  **Year Built: 1939**  **FCI: 0.00**

<table>
<thead>
<tr>
<th>Subsystem Name</th>
<th>Backlog</th>
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<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>Total</th>
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<tbody>
<tr>
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**CRV(000's): $1,376**  **Building No.: 074S0447**  **GSF: 5,320**  **Year Built: 1947**  **FCI: 0.06**

### Building Name: Maxwell Stadium

**CRV(000's): $1,176**  **Building No.: 074S0447**  **GSF: 5,320**  **Year Built: 1947**  **FCI: 0.06**

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<th>2013</th>
<th>2014</th>
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**CRV(000's): $10,085**  **Building No.: 00834009**  **GSF: 44,540**  **Year Built: 1965**  **FCI: 0.20**

### Building Name: Memorial Hall (1953)

**CRV(000's): $18,157**  **Building No.: 074S0339**  **GSF: 87,567**  **Year Built: 1939**  **FCI: 0.00**

<table>
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<th>Subsystem Name</th>
<th>Backlog</th>
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<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.1. Building Exteriors (Hard)</td>
<td>$0</td>
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<td>c.1. Elevators</td>
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<td>$190</td>
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<td>d.2. HVAC - Controls</td>
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**CRV(000's): $10,085**  **Building No.: 00834009**  **GSF: 44,540**  **Year Built: 1965**  **FCI: 0.20**

Source: Reference Data - 2010
Subusage: 'GF','Leased','Mothballed','Other','Revenue'

2/26/2010  5.1.1
### Backlog & 5 YR Forecast by Subsystem

<table>
<thead>
<tr>
<th>Subsystem Name</th>
<th>Backlog</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>Total</th>
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<tbody>
<tr>
<td>a.4. Roofing - MnSCU Standard</td>
<td>$1,097</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$2,197</td>
<td>$0</td>
<td>$3,293</td>
</tr>
<tr>
<td>c.1. Elevators</td>
<td>$206</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$206</td>
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<tr>
<td>d.1. HVAC - Equipment</td>
<td>$346</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$346</td>
</tr>
<tr>
<td>e.1. HVAC - Distribution</td>
<td>$0</td>
<td>$0</td>
<td>$1,472</td>
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<td>$0</td>
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<td>$1,472</td>
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<tr>
<td>f.1. Electrical Equipment</td>
<td>$931</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$931</td>
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<tr>
<td>g.1. Plumbing Fixtures</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$95</td>
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<td>k.1. Built-in Equipment</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$445</td>
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<tr>
<td>l.2. Interior Finishes</td>
<td>$464</td>
<td>$0</td>
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<td>$0</td>
<td>$0</td>
<td>$464</td>
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<tr>
<td><strong>TOTAL BY BUILDING</strong></td>
<td>$3,551</td>
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<td>$1,472</td>
<td>$0</td>
<td>$2,197</td>
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</table>

### Building Name: Memorial Hall (1972)

**Backlog and 5 year Renewal Forecast by Building (000's)**

<table>
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<th>Backlog</th>
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<th>2012</th>
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<td>$3,293</td>
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<tr>
<td>c.1. Elevators</td>
<td>$206</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$206</td>
</tr>
<tr>
<td>d.1. HVAC - Equipment</td>
<td>$346</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$346</td>
</tr>
<tr>
<td>e.1. HVAC - Distribution</td>
<td>$0</td>
<td>$0</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$1,472</td>
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<tr>
<td>f.1. Electrical Equipment</td>
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<td>g.1. Plumbing Fixtures</td>
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<td>$0</td>
<td>$0</td>
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<tr>
<td>l.2. Interior Finishes</td>
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<td>$0</td>
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<td>$464</td>
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<td>$3,551</td>
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<td>$1,472</td>
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</table>

### Building Name: Minne Hall

**Backlog and 5 year Renewal Forecast by Building (000's)**

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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$346</td>
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<td>$0</td>
<td>$0</td>
<td>$1,472</td>
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<tr>
<td>f.1. Electrical Equipment</td>
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<td>$0</td>
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<td>$0</td>
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<td>$0</td>
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<td>$0</td>
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<tr>
<td>l.2. Interior Finishes</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$464</td>
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<tr>
<td><strong>TOTAL BY BUILDING</strong></td>
<td>$3,551</td>
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<td>$1,472</td>
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### Building Name: Morey Hall

**Backlog and 5 year Renewal Forecast by Building (000's)**

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<th>2012</th>
<th>2013</th>
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<th>2015</th>
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<tr>
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<td>$0</td>
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<td>$0</td>
<td>$0</td>
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<td>d.1. HVAC - Equipment</td>
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<td>$0</td>
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<td>$0</td>
<td>$346</td>
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<tr>
<td>e.1. HVAC - Distribution</td>
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<td>$0</td>
<td>$1,472</td>
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<tr>
<td>f.1. Electrical Equipment</td>
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<td>$0</td>
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<tr>
<td>g.1. Plumbing Fixtures</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$95</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$445</td>
</tr>
<tr>
<td>l.2. Interior Finishes</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$464</td>
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<tr>
<td><strong>TOTAL BY BUILDING</strong></td>
<td>$3,551</td>
<td>$0</td>
<td>$1,472</td>
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<td>$2,197</td>
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### Building Name: Pasteur Hall

**Backlog and 5 year Renewal Forecast by Building (000's)**

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<th>Backlog</th>
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<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>Total</th>
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<tbody>
<tr>
<td>a.4. Roofing - MnSCU Standard</td>
<td>$1,097</td>
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<td>$2,197</td>
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<td>$0</td>
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<td>$0</td>
<td>$0</td>
<td>$206</td>
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<td>$0</td>
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<td>$0</td>
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<tr>
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<td>$1,472</td>
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<tr>
<td>f.1. Electrical Equipment</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$931</td>
</tr>
<tr>
<td>g.1. Plumbing Fixtures</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
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### Backlog & 5 YR Forecast by Subsystem

#### Backlog and 5 year Renewal Forecast by Building (000's)

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#### Building Name: Performing Arts Ctr

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#### Building Name: Phelps Hall

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#### Building Name: Prentiss Hall

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Source: Reference Data - 2010

Subusage: 'GF','Leased','Mothballed','Other','Revenue'

2/28/2010

5.1.1
## Backlog & 5 YR Forecast by Subsystem

### Richards Hall

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<thead>
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**TOTAL BY BUILDING**: $2,583

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### Sheehan Hall

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**TOTAL BY BUILDING**: $2,364

### Shepard Hall

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**TOTAL BY BUILDING**: $2,364

### Backlog and 5 year Renewal Forecast by Building (000's)

#### Richards Hall

- CRV(000's): $8,959
- Building No.: 074S535
- GSF: 41,387
- Year Built: 1957
- FCI: 0.29

#### Sheehan Hall

- CRV(000's): $19,947
- Building No.: 074S5767
- GSF: 74,284
- Year Built: 1967
- FCI: 0.12

#### Shepard Hall

- CRV(000's): $6,116
- Building No.: 074S5121
- GSF: 28,252
- Year Built: 1921
- FCI: 0.29

**Source:** Reference Data - 2010

**Subusage:** "GF", 'Leased', 'Mothballed', 'Other', 'Revenue"
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Building Name: Stark Hall
CRV(000's): $23,528    Building No.: 074S1492    GSF: 91,000    Year Built: 1992    FCI: 0.00

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Building Name: Tau Center
CRV(000's): $13,876    Building No.: 074S5926    GSF: 61,160    Year Built: 1963    FCI: 0.17

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## Backlog & 5 YR Forecast by Subsystem

### Building Name: Utility Tunnels

**CRV(000's):** $2,536  
**Building No.:** 074S1764  
**GSF:** 26,359  
**Year Built:** 1962  
**FCI:** 0.06

#### Backlog and 5 year Renewal Forecast by Building (000's)

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### Building Name: Wabasha Hall

**CRV(000's):** $22,611  
**Building No.:** 00929040  
**GSF:** 83,255  
**Year Built:** 1953  
**FCI:** 0.29

#### Backlog and 5 year Renewal Forecast by Building (000's)

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### Building Name: Wabasha Rec Center

**CRV(000's):** $7,317  
**Building No.:** 00929915  
**GSF:** 27,000  
**Year Built:** 1925  
**FCI:** 0.02

#### Backlog and 5 year Renewal Forecast by Building (000's)

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### Building Name: Watkins Hall

**CRV(000's):** $9,258  
**Building No.:** 074S1064  
**GSF:** 35,805  
**Year Built:** 1962  
**FCI:** 0.35

#### Backlog and 5 year Renewal Forecast by Building (000's)

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*Source: Reference Data - 2010  
Subusage: 'GF','Leased','Mothballed','Other','Revenue*
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<td>GRAND TOTAL</td>
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</table>

Source: Reference Data - 2010
### Backlog & 10 YR Forecast by Subsystem

**Campus Name:** Winona SU  
**Building Name:** Conway Hall  
**CRV(000's):** $5,164  
**Building No.:** 07455459  
**GSF:** 23,858  
**Year Built:** 1959  
**FCI:** 0.28

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**Campus Name:** Winona SU  
**Building Name:** Darrell W Krueger Library  
**CRV(000's):** $28,050  
**Building No.:** 07451599  
**GSF:** 108,490  
**Year Built:** 1999  
**FCI:** 0.00

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**Campus Name:** Winona SU  
**Building Name:** East Lake A  
**CRV(000's):** $8,837  
**Building No.:** 00003  
**GSF:** 40,824  
**Year Built:** 2003  
**FCI:** 0.00

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**Campus Name:** Winona SU  
**Building Name:** East Lake B  
**CRV(000's):** $8,837  
**Building No.:** 00001  
**GSF:** 40,824  
**Year Built:** 2003  
**FCI:** 0.00

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**Campus Name:** Winona SU  
**Building Name:** East Lake C  
**CRV(000's):** $8,949  
**Building No.:** 00002  
**GSF:** 41,342  
**Year Built:** 2003  
**FCI:** 0.00

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**Campus Name:** Winona SU  
**Building Name:** East Lake D  
**CRV(000's):** $8,949  
**Building No.:** 00004  
**GSF:** 41,342  
**Year Built:** 2003  
**FCI:** 0.00

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Source: Reference Data - 2010  
Subusage: "GF":"Leased","Mothballed","Other","Revenue"
Winona State University Comprehensive Campus Plan

Backlog & 10 YR Forecast by Subsystem
Building Name: Gildemeister Hall
Backlog and 10 year Renewal Forecast by Building (000's)
Subsystem Name
d.2. HVAC - Controls
d.1. HVAC - Equipment
e.1. HVAC - Distribution
f.1. Electrical Equipment
g.1. Plumbing Fixtures
g.2. Plumbing Rough-in
k.1. Built-in Equipment
l.2. Interior Finishes
TOTAL BY BUILDING
Building Name: Greenhouse Complex
Backlog and 10 year Renewal Forecast by Building (000's)
Subsystem Name
d.2. HVAC - Controls
l.2. Interior Finishes
TOTAL BY BUILDING
Building Name: Heating/Chiller Plant
Backlog and 10 year Renewal Forecast by Building (000's)
Subsystem Name
e.1. HVAC - Distribution
g.2. Plumbing Rough-in
k.1. Built-in Equipment
l.2. Interior Finishes
TOTAL BY BUILDING
Building Name: Kryzsko Commons
Backlog and 10 year Renewal Forecast by Building (000's)
Subsystem Name
a.5. Roofing - Builit-up, Membrane, Cedar
c.1. Elevators
d.2. HVAC - Controls
d.1. HVAC - Equipment
g.1. Plumbing Fixtures
g.2. Plumbing Rough-in
k.2 Kitchen
j.1. Fire Detection Systems
k.1. Built-in Equipment
l.2. Interior Finishes
TOTAL BY BUILDING
Building Name: Loughrey Field Press Box
Backlog and 10 year Renewal Forecast by Building (000's)
Subsystem Name
l.2. Interior Finishes
TOTAL BY BUILDING
Building Name: Lourdes Hall
Backlog and 10 year Renewal Forecast by Building (000's)
Subsystem Name
a.1. Roofing - Tile
a.3. Roofing - Metal, Concrete
a.5. Roofing - Builit-up, Membrane, Cedar
b.1. Building Exteriors (Hard)
c.1. Elevators
d.2. HVAC - Controls
d.1. HVAC - Equipment
e.1. HVAC - Distribution
f.1. Electrical Equipment
g.1. Plumbing Fixtures
g.2. Plumbing Rough-in
k.1. Built-in Equipment
l.2. Interior Finishes
TOTAL BY BUILDING
Building Name: Lucas Hall
Backlog and 10 year Renewal Forecast by Building (000's)
Subsystem Name
a.4. Roofing - MnSCU Standard
b.1. Building Exteriors (Hard)
d.2. HVAC - Controls
d.1. HVAC - Equipment
e.1. HVAC - Distribution
f.1. Electrical Equipment
g.1. Plumbing Fixtures
g.2. Plumbing Rough-in

Page 2 Of 2
CRV(000's): $9,747
Backlog
$215
$363
$771
$0
$125
$0
$0
$337
$1,810

Building No.: 074S1164

2011

CRV(000's): $1,370
Backlog
$0
$0
$0

2011

$0
$0
$0
$0
$0

2011

2012
$260
$122
$73
$0
$454

2012
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0

2011

2012
$0
$0

$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0

2013
$0
$0

2012
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0

2012
$0
$0
$0
$0
$0
$0
$0
$0

$0
$0
$0
$0
$0
$0
$0
$0

2013
$268
$0
$0
$0
$0
$0
$0
$0

GSF: 39,991
2014
$0
$0
$0
$0
$577
$0
$0
$385

2016

2019

2018

Total
$260
$122
$73
$126
$580

Total
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0

$36
$62
$441
$353
$470
$941
$349
$147
$735
$970
$4,504

2020
$0
$0

$5
$5

Total
$0
$0

$5
$5

$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0

Total
$2,482
$123
$1,137
$1,566
$326
$2,777
$3,190
$2,818
$1,044
$418
$835
$1,292
$1,507
$19,514

$0
$0
$0
$0
$0
$0
$0
$0

Total
$745
$260
$144
$289
$577
$385
$67
$385

FCI: 0.39
2019

2018

$0
$0
$0
$0
$326
$0
$0
$0
$0
$0
$0
$0
$0
$326

2020
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0

$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0

FCI: 0.22
2017

$0
$0
$0
$0
$0
$0
$0
$0

$0
$0
$0
$0
$0

2020
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0

$0
$62
$0
$0
$0
$0
$0
$0
$0
$0
$62

$0
$0

2017
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0

Year Built: 1964

$0
$0
$0
$0
$0
$0
$0
$0

$30
$53
$83

2020
$0
$0
$0
$0
$0

2019

2018

2017

2016

2015

Total
$0
$0
$0

FCI: 0.00

$0
$0

$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0

2020
$0
$0
$0

$0
$0
$0
$0
$0

$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0

Year Built: 1929

2015

2019

2019

2018

2017

2016

GSF: 217,000

Total
$215
$363
$771
$317
$125
$363
$215
$337
$2,705

FCI: 0.05

$0
$0
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$0
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2018
$30
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$0
$0
$0
$0
$0

2016

$0
$0
$0
$0
$0
$0
$0
$0
$0

FCI: 0.00
2017

Year Built: 2003

$0
$0
$0
$0
$0
$0
$0
$0
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$0
$0
$0
$0

$0
$0
$0

$0
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$0
$126
$126

$0
$0
$0
$0
$0
$941
$349
$0
$735
$0
$2,024

2015

2014

2017

Year Built: 1965

2015

$0
$0

$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0

Building No.: 074S5564

2011

GSF: 550
2014

2013
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0

GSF: 122,207

2020
$0
$0
$0
$0
$0
$0
$0
$0
$0

$0
$0
$0
$0
$0
$0
$0
$0
$0

FCI: 0.00

$0
$0
$0

2016
$0
$0
$0
$0
$0

2019

2018

$0
$0
$0
$122
$0
$0
$0
$0
$122

Year Built: 1962

2015
$0
$0
$0
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$0

2014
$36
$0
$0
$0
$0
$0
$0
$147
$0
$0
$183

2017

2016
$0
$0
$0

GSF: 12,697

$0
$0

Building No.: 074S5229

2011

2015

FCI: 0.19

$0
$0
$0
$0
$0
$0
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$0

Year Built: 1998

$0
$0
$0

2014

2013

2016
$0
$0
$0
$0
$0
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$0
$0

GSF: 5,300

$0
$0
$0
$0
$0

$0
$0
$441
$353
$0
$0
$0
$0
$0
$0
$794

2015

2014

2013

Year Built: 1964

$0
$0
$0
$0
$0
$363
$215
$0
$578

$0
$53
$53

Building No.: 074S1906

CRV(000's): $8,657
Backlog
$477
$260
$0
$289
$0
$385
$67
$0

2013
$0
$0
$0

Building No.: 074S8065

CRV(000's): $49,232
Backlog
$2,482
$123
$1,137
$1,566
$0
$2,777
$3,190
$2,818
$1,044
$418
$835
$1,292
$1,507
$19,188

2014
$0
$0
$0
$0
$0
$0
$0
$0
$0

Building No.: 074S0862

2011

CRV(000's): $142
Backlog
$0
$0

2012
$0
$0
$0

CRV(000's): $26,453
Backlog
$0
$0
$0
$0
$470
$0
$0
$0
$0
$970
$1,440

2013

$0
$0
$0
$195
$0
$0
$0
$0
$195

Building No.: 074S1898

CRV(000's): $3,441
Backlog
$0
$0
$0
$0
$0

2012
$0
$0
$0
$0
$0
$0
$0
$0
$0

GSF: 37,699

$0
$0
$144
$0
$0
$0
$0
$0

2019

2018
$0
$0
$0
$0
$0
$0
$0
$0

2020
$0
$0
$0
$0
$0
$0
$0
$0

Source: Reference Data - 2010
Subusage: 'GF','Leased','Mothballed','Other','Revenue'

Collaborative Design Group • Biko Associates

7.31


<table>
<thead>
<tr>
<th>Building Name: Minne Hall</th>
<th>CRV(000's): $5,579</th>
<th>Building No.: 07450964</th>
<th>GSF: 21,579</th>
<th>Year Built: 1964</th>
<th>FCI: 0.01</th>
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<td>1. Built-in Equipment</td>
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<th>Building Name: Memorial Hall (1953)</th>
<th>CRV(000's): $10,085</th>
<th>Building No.: 00834009</th>
<th>GSF: 44,450</th>
<th>Year Built: 1939</th>
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<tr>
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<tr>
<td>3. HVAC - Equipment</td>
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<td>5. Electrical Equipment</td>
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<td>7. Plumbing Rough-in</td>
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<td>$1,979</td>
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<tr>
<th>Building Name: Maxwell Stadium</th>
<th>CRV(000's): $1,376</th>
<th>Building No.: 07450447</th>
<th>GSF: 5,320</th>
<th>Year Built: 1947</th>
<th>FCI: 0.06</th>
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<tbody>
<tr>
<td>1. Built-in Equipment</td>
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<td>2. HVAC - Equipment</td>
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<th>CRV(000's): $26,725</th>
<th>Building No.: 07450339</th>
<th>GSF: 87,567</th>
<th>Year Built: 1939</th>
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<td>2. HVAC - Equipment</td>
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<td>$0</td>
<td>$0</td>
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<tr>
<td>TOTAL BY BUILDING</td>
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<th>CRV(000's): $18,157</th>
<th>Building No.: 07450553</th>
<th>GSF: 50,724</th>
<th>Year Built: 1953</th>
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<tr>
<td>TOTAL BY BUILDING</td>
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<thead>
<tr>
<th>Building Name: Memorial Hall (1972)</th>
<th>CRV(000's): $18,620</th>
<th>Building No.: 07450447</th>
<th>GSF: 5,320</th>
<th>Year Built: 1947</th>
<th>FCI: 0.06</th>
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<tbody>
<tr>
<td>1. Built-in Equipment</td>
<td>$19</td>
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<tr>
<td>2. HVAC - Equipment</td>
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<td>$0</td>
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<tr>
<td>TOTAL BY BUILDING</td>
<td>$86</td>
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<th>Building Name: Minne Hall</th>
<th>CRV(000's): $14,526</th>
<th>Building No.: 07451373</th>
<th>GSF: 56,182</th>
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</table>

Source: Reference Data - 2010
Subusage: "GF","Leased","Mothballed","Other","Revenue"

7.32 Collaborative Design Group  •  Biko Associates
### Backlog & 10 YR Forecast by Subsystem

#### Backlog and 10 year Renewal Forecast by Building (000's)

<table>
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<td>$1,423</td>
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<td>$1,423</td>
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<td>c.1. Elevators</td>
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#### Backlog and 10 year Renewal Forecast by Building (000's)

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#### Backlog and 10 year Renewal Forecast by Building (000's)

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#### Building Name: Morey Hall

CRV(000's): $7,796  Building No.: 07455012  GSF: 36,015  Year Built: 1912  FCI: 0.20

#### Building Name: Prentiss Hall

CRV(000's): $14,708  Building No.: 07455012  GSF: 36,015  Year Built: 1912  FCI: 0.00

#### Building Name: Phelps Hall

CRV(000's): $10,616  Building No.: 07455012  GSF: 41,058  Year Built: 1916  FCI: 0.33

#### Building Name: Performing Arts Ctr

CRV(000's): $22,311  Building No.: 07455012  GSF: 41,058  Year Built: 1916  FCI: 0.28

#### Building Name: Pasteur Hall

CRV(000's): $9,850  Building No.: 07455012  GSF: 41,058  Year Built: 1916  FCI: 0.15

#### Building Name: Richards Hall

CRV(000's): $8,959  Building No.: 07455012  GSF: 41,058  Year Built: 1916  FCI: 0.29
### Backlog & 10 YR Forecast by Subsystem

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<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
<td><strong>$1,116</strong></td>
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<td><strong>$5,672</strong></td>
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### Backlog & 10 YR Forecast by Building (000's)

<table>
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<tr>
<th>Building Name</th>
<th>CRV(000's)</th>
<th>Building No.</th>
<th>GSF:</th>
<th>Year Built:</th>
<th>FCI:</th>
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<tbody>
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Source: Reference Data - 2010
Subusage: 'GF','Leased','Mothballed','Other','Revenue'
### Backlog & 10 YR Forecast by Subsystem

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<td>$0</td>
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<td>$0</td>
<td>$0</td>
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<td>$0</td>
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<td>f.1. Electrical Equipment</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
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<td>$0</td>
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<td>$0</td>
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<td>$0</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
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<td>$0</td>
<td>$0</td>
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Source: Reference Data - 2010  
Subusage: 'GF', 'Leased', 'Mothballed', 'Other', 'Revenue'

### Building Name: Watkins Hall

<table>
<thead>
<tr>
<th>CRV(000's): $2,536</th>
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<th>GSF: 26,359</th>
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<th>FCI: 0.06</th>
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### Building Name: Wabasha Rec Center

<table>
<thead>
<tr>
<th>CRV(000's): $22,561</th>
<th>Building No.: 00929040</th>
<th>GSF: 83,255</th>
<th>Year Built: 1953</th>
<th>FCI: 0.29</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL BY BUILDING</strong></td>
<td>$6,614</td>
<td>$165</td>
<td>$0</td>
<td>$0</td>
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### Building Name: Wabasha Hall

<table>
<thead>
<tr>
<th>CRV(000's): $9,258</th>
<th>Building No.: 074S1064</th>
<th>GSF: 35,805</th>
<th>Year Built: 1964</th>
<th>FCI: 0.35</th>
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</thead>
<tbody>
<tr>
<td><strong>TOTAL BY BUILDING</strong></td>
<td>$2,299</td>
<td>$579</td>
<td>$127</td>
<td>$0</td>
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### Building Name: Watkins Hall

<table>
<thead>
<tr>
<th>CRV(000's): $9,258</th>
<th>Building No.: 074S1064</th>
<th>GSF: 35,805</th>
<th>Year Built: 1964</th>
<th>FCI: 0.35</th>
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</thead>
<tbody>
<tr>
<td><strong>TOTAL BY BUILDING</strong></td>
<td>$3,215</td>
<td>$0</td>
<td>$127</td>
<td>$549</td>
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### Grand Total

| **GRAND TOTAL** | $72,292 | $5,069 | $7,269 | $4,802 | $19,241 | $5,295 | $894 | $5,406 | $2,868 | $579 | $126,015 |
### SOMSEN HALL

**Building Name:** Somsen Hall  
**CRV (000's):** $45,563  
**Building No.:** 074S0224  
**GSF:** 176,221  
**Year Built:** 1924  
**FCI:** 0.10

#### Backlog and 10 year Renewal Forecast by Building (000's)

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### WABASHA HALL

**Building Name:** Wabasha Hall  
**CRV (000's):** $22,561  
**Building No.:** 00929040  
**GSF:** 83,255  
**Year Built:** 1953  
**FCI:** 0.29

#### Backlog and 10 year Renewal Forecast by Building (000's)

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Winona State University  Comprehensive Campus Plan

City Street-NW 3rd                 52,702.88
City St-State St                 62,604.20
City St-State St                  162,228.20
City St-State St                   68,939.98
City St-State St                   97,639.88
East Lake Lot 294                1,930.68
Gold Cathedrall Lot 4            73.00
Gold Congregational Lot 33        493.00
Gold Easton Street Lot 44         602.00
Gold King Street Lot 128         579.08
Gold Library Lot 1               15.00
Gold Lutheran Church Lot 6       590.00
Gold Main Lot 727                 3,188.88
Gold McCain Lot 7                 182.00
Gold Memorial Lot 78             1,349.20
Gold Minness Lot 419              5,383.88
Gold North Lot 6                 1,288.88
Gold P L Tower Lot 2533          26,440.00
Gold University Lot 23          413.00
Gold Winona Street Lot 54        893.00
Lemba Lot 201 Lot 23             373.00
Gomez Locust Lot 25             379.00
Gomez Martin Lot 82              2,250.00
Motor Parking 801                 8,508.88
Miscellaneous                     1,356.00
Municipal Lot 4                   40.00
Yellowstone Lot 5                 120.00
Phoenix Boulevard Lot 63         673.00
Pops Place Lot 12                 128.88
Pops Place Lot 13                 325.00
Pops Place Lot 11                1,180.00
Silver King Street Lot 8          1,293.88
Silver Spruce Lot 166             2,260.00
Silver Maintenance Lot 181        1,070.00
Silver Madison South Lot 185     1,620.88
Silver Winona Street Lot 24      430.00
Ten Ten Center Lot 46             464.00
Grand Total:                         2,505,389.88

© 738 Systems, Inc. Page 1 of 1

Citizens 5,388 Fall Semester 08
Citizens 2,505 Spring Semester 09

Total 5,871 Fall & Spr. '08 - '09 divided by 31 weeks (two semesters) = 192 divided by 5 (days during the week tickets is open) = 38.3 per day.
WSU is set to receive up to $? million over the next decade. The Bush Foundation plans to invest more than $40 million to increase educational achievement in the United States.

“Our nation’s ability to lead in the global arena hinges upon how well we educate our youth—and that effort depends largely on the strength of our teachers,” said Judith Ramaley, president of Winona State University. “Regional universities are the backbone of education. With these resources, we can drive teacher preparation to a new level.”

Together with the Bush Foundation and the other institutions, WSU will work to produce at least 25,000 new teachers in the next 10 years and will guarantee the teachers’ effectiveness. The university currently graduates 250 teachers annually and will endeavor to attract a greater number of students to high-demand and value-added licensure areas.

WSU’s approach to this transformation will include: targeted recruitment, effective training, specialized placement, and ongoing support.

The project will involve teacher preparation programs on both the Winona and Rochester campuses. Several school districts in southeast Minnesota will play a key role in this effort.

“We are developing a new model of university and K-12 collaboration to prepare teachers for the challenges being faced in the 21st century classroom,” said Sally Standiford, dean of education at WSU.

The approach includes a residential learning program, additional clinical opportunities, revised curriculum and new data tracking mechanisms. Efforts will be based on the model that was developed and is currently in practice on the WSU Rochester campus.

WSU will offer a progression of clinical experiences beginning in the student’s freshman year. Using a new Clinical Experiences Transcript, data will be captured and assessed to align K-12 school needs with graduates’ experiences. The result is expected to improve placements and more accurately predict success.

To assist graduates, WSU will develop an induction program for supporting teachers in the field. The university will partner with a local district that has implemented a successful mentoring program. Online-mentoring options will also be evaluated in the development of the new induction program.
Winona State University

Summary

Winona State University (WSU) will transform teacher education in Southeast Minnesota through an approach that links research, education and practice, and immerses students in the working context of schools and communities. The approach includes a residential learning program, additional clinical opportunities, revised curriculum and new data tracking mechanisms supported by an education-community partnership model. Efforts will be based on the partnership model that was developed and is currently in practice on the WSU Rochester campus.

Recruit

To focus recruiting activities WSU has clearly defined target groups.

- WSU will actively recruit students displaying several characteristics, including a passion for learning and teaching, reflection and adaptation to changing circumstances, and a willingness to express themselves thoughtfully, with an emphasis on recruiting candidates from underrepresented groups and recruiting for high-demand teaching fields.

- Individuals with these characteristics will be targeted by the Winona campus as high school students while the Rochester campus will target community college students and mid-career professionals.

Prepare

WSU Winona is launching a new residential program for high-performing students. This program will allow education majors to live and learn together fully immersed in teacher preparation as well as provide early exposure to the community educational environment.

WSU Rochester will partner with community college faculty to facilitate a redesign of the degree pathway to provide fundamental content for pre-education students.

WSU’s overall approach includes engaging faculty throughout the university in designing courses specifically for teacher preparation students in areas such as communication studies, mathematics and sciences.

Place

WSU will offer a progression of clinical experiences beginning in the student’s freshman year. Using a new Clinical Experiences Transcript, data will be captured and assessed to align K-12 school needs with graduates’ experiences. The result is expected to improve placements and more accurately predict success.

Support

WSU will develop an induction program based on research indicators of effective practices for supporting teachers. WSU will partner with a local district that has implemented a successful mentoring program. Online-mentoring options will also be evaluated in the development of the new induction program.

For More Information – Media Contact

Andrea Mikkelsen
(507) 457-5024
5.

CLIMATE ACTION PLAN

prepared by the
OFFICE OF SUSTAINABILITY
September 2009

Page 1 of 49
CONTENTS

EXECUTIVE SUMMARY 3

INTRODUCTION
  Commitment to Climate Change Neutrality 5
  PCC Milestones Achieved to-date 5
  Sustainability Organization 6
  Climate Action Plan Development Process 7
  Greenhouse Gas Inventory 8
  Key Assumptions 8
  Campus Culture 9
  Intermediate Objectives and Targets 10

ENERGY CONSERVATION & EFFICIENCY
  Partial List of Measures Implemented 11
  Summary of WSU’s Carbon Inventory 12

ASSESSMENT: ISO 14001 EMS 16

RECYCLING/ZERO WASTE 29

RENEWABLE ENERGY 31

TRANSPORTATION SYSTEMS 32

PURCHASING 34

CAMPUS LOCAL FOODS 34

EDUCATION 35

COMMUNITY SERVICE AND OUTREACH 42

CONCLUSION 44

APPENDIX A. Proposed Energy Efficiency Procurement Policy 45
EXECUTIVE SUMMARY

In May 2007, Winona State University’s president, Dr. Judith Ramaley, joined other university presidents and chancellors in signing a formal climate commitment. The American College and University Presidents Climate Commitment (ACUPCC) provides a framework for focusing campus attention on sustainability and environmental issues. Winona State University (WSU) is committed to provide leadership by modeling the changes necessary to achieve climate neutrality. To that end, WSU has incorporated sustainability into its mission and strategic plan.

In the early stages, WSU focused its efforts on creating the institutional structures needed to develop a comprehensive Sustainability Plan for the campus with linkage to the Greater Winona, MN community. In the summer of 2007, WSU established a University Sustainability Coordinator position and a Campus-wide Climate Commitment Committee. The Sustainability Coordinator has overall responsibility for leading the campus effort and collaborating with community partners and other participants. The Climate Commitment Committee is composed of faculty, staff, and students.

During the 2007-2008 Academic Year, the Committee developed the University’s Sustainability Mission Statement and began recommending policies and practices aimed at making the campus climate-neutral:

The environmental and economic consequences of climate change compel Winona State University (WSU), the City and County of Winona, and the Winona Public School District to commit to reduce greenhouse gas emissions and to promote low carbon technologies. WSU and its community partners recognize the linkages between climate change, energy security, environmental health, and robust economic growth. Working together, WSU and its community partners commit to build upon current efforts, share experiences, fund new solutions, and educate the public on the need for aggressive action to address climate change and energy diversity.
With support from the University administration, the Sustainability Team completed the following initiatives:

1. Strengthened its alliance with Sustain Winona, an organization of seven community-based partner institutions focused on a wide range of sustainability goals.
2. Completed inventory of WSU’s greenhouse gas emissions from electricity and heating to establish the University's carbon footprint.
3. Established a policy requiring that all new campus construction to meet at least the U.S. Green Building Council’s LEED silver standard or equivalent.
4. Drafted a proposed policy (Appendix A) requiring purchase of Energy Star-certified products in all areas for which such ratings exist or whenever financially feasible. (The proposed policy will be presented to the University constituent groups for approval during the fall semester 2009.)
5. Established a comprehensive Recycling Plan, using 72 new recycling stations across the campus and participated in the national RecycleMania program. RecycleMania is a benchmarking tool and national competition among universities to promote waste reduction and recycling in campus communities.
6. In April 2009, WSU broke ground on an $18 million Integrated Wellness Complex, which will be the first LEED Silver certified structure in Winona County.
7. In June 2009, an independent audit group sponsored by Purdue University certified WSU’s Environmental Management System to be in compliance with international standards to support environmental protection.
8. September 2009, WSU initiated car sharing (Zipcars arrived on campus Sept. 1) and bike sharing programs aimed at encouraging students and employees to explore modes of alternative transportation.
9. Launched WSU Goes Green website (June 2008), which documents Sustainability work efforts and strategies and highlights a broad range of sustainability topics.
INTRODUCTION

Commitment to Climate Change Neutrality

As a signatory to the American College and University Presidents Climate Commitment (ACUPCC), the University has demonstrated its commitment to address the issue of climate change, reducing and, ultimately, neutralizing its greenhouse gas (GHG) emissions. In other words, Winona State University (WSU) is committed to becoming "climate neutral." Climate neutrality "means that the University will have zero impact on the Earth’s climate, and will be achieved by minimizing GHG emissions as much as possible and using carbon offsets or other measures to mitigate the remaining GHG emissions."

WSU has also agreed to increase research on climate change and to expand the educational curriculum focused on sustainability. Moreover, the University has agreed to submit a Climate Action Plan to ACUPCC organizers by September 2009. The University further commits to conduct greenhouse gas inventory updates every two years and to conduct milestone reporting in the off-years.

PCC Milestones Achieved To-Date

As recommended in PCC guidelines, WSU has completed the following milestones:

1. Established the necessary institutional structures to guide the development and implementation of the Sustainability Plan within two months of signing the PCC (November 2007).
   - Created a position of University Sustainability Coordinator.
   - Established a Sustainability Commitment Committee with representatives from Facilities, Purchasing Office, Dining Services Coordinator, Institutional Advancement, Faculty, and Students.
   - Defined the process for establishing and coordinating the team.
2. Completed a comprehensive inventory of all greenhouse gas emissions from electricity, heating, commuting, and air travel by September 2008.

3. With this draft, the University has developed a comprehensive plan for becoming climate neutral (September 2009). This plan includes the following:
   - A target date for achieving climate neutrality as soon as possible.
   - Interim targets for goals and actions that will lead to climate neutrality.
   - Actions to make climate neutrality and sustainability part of the curriculum and other educational experiences for all students.
   - Mechanisms for tracking progress on goals and actions.

4. Initiated two tangible actions to reduce greenhouse gases while the more comprehensive plan is being developed (September 2008). WSU initiated:
   - LEED Silver standard or equivalent for construction.
   - Public transportation option for faculty, staff, and students.

   **Note:** The Climate Commitment Committee proposed a policy requiring the purchase of Energy Star-certified products. See Appendix A.

5. Worked with community partners to identify sustainability areas of common interest and synergy; this group became known as *Sustain Winona*. The partners include the City of Winona, Winona County, Winona Area Public Schools, Minnesota State College—Southeast Technical, and Cotter High School.

**Sustainability Organization**

In 2007, The University formed its Climate Commitment Committee (CCC), which is a collaboration of faculty, administration, staff, and students working to reduce greenhouse gas (GHG) emissions. The Office of Sustainability, created in 2007, currently coordinates the Climate Commitment Committee activities, which are aligned with campus-identified strategies. The CCC’s work consists of understanding the campus carbon footprint and reducing it through the use of annual greenhouse gas inventories and mitigating strategies.
Faculty and staff currently serving on the University Climate Commitment Committee:

<table>
<thead>
<tr>
<th>PCC Core Goals</th>
<th>PCC Tangible Action Items</th>
<th>Subcommittee Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energy Conservation &amp; Efficiency</td>
<td>LEED Silver Standard or equivalent for construction</td>
<td>Dick Lande, Scott Kluver, Tony Bronk, Dan Bjornson, Jay McHenry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jeanne Franz, Adam Gelie, Lisa Serwa</td>
</tr>
<tr>
<td>Renewable Power</td>
<td>At least 15% of electricity consumed from renewable sources.</td>
<td>Gretchen Michlitsch, Marilyn Klinkner, Jonathan Roberts, Shirley Mounce</td>
</tr>
<tr>
<td>Transportation Systems</td>
<td>• Public transportation for faculty, staff, students, visitors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Offsetting all greenhouse emission from air travel</td>
<td></td>
</tr>
<tr>
<td>Purchasing</td>
<td>Energy Star certification for new appliances.</td>
<td>Sandra Schmitt, Cristeen Custer</td>
</tr>
<tr>
<td>Recycling/Zero Waste</td>
<td>Participate in the National RecycleMania Competition; adopt 3 or more associated measures to reduce waste.</td>
<td>Cynthia Jokela, Dan Bjornson, Bruno Borsari, Andrea Mikkelisen, Lisa Serwa</td>
</tr>
<tr>
<td>Campus Food Systems</td>
<td></td>
<td>Bruno Borsari, Bruce Bechtle, Gretchen Michlitsch</td>
</tr>
<tr>
<td>Research &amp; Development</td>
<td></td>
<td>Nancy Jannik, Cal Winbush</td>
</tr>
<tr>
<td>Education/Community Outreach</td>
<td>Develop a culture of conservation</td>
<td>Andrea Mikkelisen, Jim Armstrong, Linda D’Amico, Nancy Jannik, Cynthia Jokela, Marilyn Klinkner, Jonathan Roberts, Calie Runestad</td>
</tr>
</tbody>
</table>

Note: Student committee members are appointed by the Student Association in the fall semester.

Climate Action Plan Development Process

Since 2007, more than 20 students, faculty, and staff have worked to devise emission reduction strategies as part of the Climate Commitment Committee. In addition to being focused on strategies related to the major sources of emissions, the group also explored how to integrate sustainability and climate change-related learning and problem solving into teaching and research.
No single strategy will allow the University to become carbon neutral. Instead, the University will need a diverse portfolio of strategies—including operational, technical, educational, behavioral, and financial solutions. An important early outcome has been the collaboration of different constituent groups—faculty, staff, and students. In addition, with the development of Sustain Winona, a partnership has developed with the larger Winona community.

**Greenhouse Gas Inventory**

In 2008, the University published a detailed inventory of its GHG emissions from April 2006 to March 2007. The inventory scope included emissions associated with electricity, fuel oil, and natural gas. As of 2007, the total CO$_2$ footprint was 17,324 metric tons.

**Key Assumptions**

The University is committed to being a leader in sustainability—nationally, within the state of Minnesota, and within higher education. The campus is charting new territory. Many of the strategies in this document are best estimates of what might be possible in the milestone years leading up to 2050. As new markets, technologies, and regulatory programs emerge, the Climate Action Plan (CAP) must be reviewed and updated annually. Therefore, the CAP will be a living document, and campus progress must be measured to guide future actions.

The scope of the challenge to becoming carbon-neutral necessitates a paradigm shift in how the campus does business. New thinking is needed to challenge long-held assumptions, policies, and practices.

WSU has progressed with its energy performance initiative, which will leverage future energy savings to pay for current energy savings upgrades to the campus physical plant. Upon completion of the Energy Saving Company’s (ESCO) Engineering Report, WSU will be better able to set “long range” strategic goals for becoming carbon neutral as we approach the milestone year of 2050. The University has set interim reduction targets to be achieved by 2011 (see “Intermediate
Objectives and Targets"). Subsequently, the ESCO Engineering Report will help establish objectives and targets for 2020.

To achieve climate neutrality and emissions reductions, WSU will use direct and indirect approaches:

- **Direct Approach:** The University will implement ISO 14001 Energy Management System (EMS) measures that reduce energy usage on campus. These actions are the heart of the *2009 Climate Action Plan*.

- **Indirect Approach:** Over time, though, the actions of others will indirectly move us closer to climate neutrality, by reducing the carbon intensity of purchased energy and providing more efficient or lower carbon options. For example, at the same time that the campus is reducing its electricity usage and likely installing renewable energy generation, Xcel Energy will be complying with the state renewable energy portfolio standard and increasing its use of lower carbon sources. The latter will impact the campus emissions inventory through a lower emissions factor. Additional indirect activities that can move the campus toward carbon neutrality include advancement and deployment of infrastructure for cleaner energy delivery.

**Campus Culture**

Students and other members of the campus community are very concerned about issues of sustainability as evidenced by their dedication to serve on the 14-member WSU Sustainability Committee and their participation in several student-initiated projects.

It is noteworthy that Winona State University and Swarthmore College of Pennsylvania were awarded a tie for second place in the first National Campus Energy Challenge held in February 2008. The National Energy Challenge is a national competition to see which school can save the most energy, both heating and electricity. This endeavor was created, organized, and implemented by students, and its success depended on their networking, communication, and excitement. Spearheaded by the WSU Environmental Club, the students worked together to gather data, engage the administration and faculty, publicize the effort, organize awareness events, and implement energy-
saving strategies. For the period 2006 to 2007, the data showed a year-to-year reduction of 26% in heating and 6% in electricity. The overall year-to-year reduction was 18%.

In addition, the WSU Environmental Club sponsored "Bike Week" in which they promoted the importance of using bicycles as an alternative mode of transportation and provided free tune-up and repair. The Club also sponsored a campaign to reduce disposable waste and encourage recycling.

**Intermediate Objectives and Targets**

**Objectives**

1. Reduce the GHG emissions, resulting from consumption of electric power.
2. Reduce the GHG emissions, resulting from the burning of fossil fuels.
3. Reduce the volume of solid waste (trash) that WSU generates annually.
4. Achieve full compliance with local, state, and national regulations and legislation that apply to WSU's operations.

**Targets**

Using 2007 as the benchmark year, achieve the following reduction levels:

1. Reduce electrical power consumption by 10% by the end of the calendar year 2011. Consumption will be measured by kWh/sq.ft./year.
2. Reduce the amount of fossil fuel annually by 5% by the end of the calendar year 2011. Consumption will be measured in MBTU.sq.ft./year, Gal/vehicle/year depending on the activity.
3. Reduce solid waste production by 25% by the end of the calendar year 2011. This target will be achieved through changes in behavior, comprehensive recycling, and the promotion of reusable materials.
ENERGY CONSERVATION & EFFICIENCY

Partial List of Measures Implemented

WSU’s Facilities Division has implemented a number of conservation and efficiency measures aimed specifically at energy reduction, water usage reduction, and better handling of solid waste and recycling. The following is a partial list of conservation and retrofit measures implemented to-date:

- Added five hybrid vehicles to the University fleet; these purchases will significantly reduce the University’s use of carbon fuels.
- Upgraded fluorescent tubes to T8 lamps; almost all incandescent bulbs have been replaced with compact fluorescents (CFCs).
- Replaced exit lighting with thermoplastic LED lighting; installed dual technology motion sensors in wall switches where possible for lighting; replaced 300-watt flood lights with CFCs; installed timer switches for lighting.
- Continued to replace older electric motors and appliances with newer energy-efficient models; replaced old windows in campus buildings with more energy-efficient windows.
- Implemented a number of water-saving plumbing changes: electronic and low consumption faucets; electronic flush and low consumption water closets; instituted 0.5 gpm spray heads, 2.2 gpm aerator spray heads, and 2.5 gpm shower heads; installed metered clocks on circulating water lines, replaced or repaired leaking faucets and valves; and installed back flow preventers in all chemical feed station devices along with flow restrictors to prevent the over use of our most important natural resource.
- Began using Green Seal Certified cleaning products designed for multi-purpose cleaning. This process has reduced the need for multiple product usage and has eliminated hazardous chemicals into the waste stream.
- Engaged in an aggressive recycling program for the campus community to reduce solid waste.
- Applied sustainable practices for demolishing a purchased building. Contractors were required to generate the least amount of waste and were encouraged to reuse, salvage or recycle as much material as economically feasible.
Using recommendations from the *Carbon Footprint Study* completed by McKinstry Companies, WSU is pursuing Performance Contracting as a strategy for funding building projects with a focus on conservation, retrofits, and renewable energy sources (i.e., solar thermal and wind).

**Summary of WSU’s Carbon (GHG) Inventory**

The Greenhouse Gas Protocol is a standard for collecting and reporting greenhouse gas (GHG) inventories. It is maintained by the Greenhouse Gas Protocol Initiative, which is a partnership between businesses, Non-Government Organizations (NGO), and governments convened by the World Resources Institute (WRI) as well as the World Business Council for Sustainable Development. The purpose of the GHG Protocol is to assist those organizations wanting to implement an emissions reduction plan or participate in GHG reporting programs by increasing consistency and transparency in GHG accounting. Emissions recorded through the GHG Protocol are divided into three scopes:

- **Scope 1** includes direct emissions, which are emissions from energy conversion on site, such as emissions that are resulting from the natural gas consumed at the boiler plant to produce steam.
- **Scope 2** emissions are those produced from electricity purchased from an offsite utility and consumed onsite.
- **Scope 3** emissions include emissions from commuters as well as things such as emissions from food transportation. The GHG Protocol gives some direction for Scope 3 emissions but regards them as optional, largely due to concerns about accuracy, variation, and double counting of such intermittent and uncertain emissions.

The GHG Protocol is a standard, not a reporting or enforcement organization. The methodology put forth by the GHG Protocol is compatible with a number of GHG accounting programs including the Chicago Climate Exchange, the World Wildlife Fund Climate Savers, the UK Emissions Trading Scheme, as well as the European Union Greenhouse Gas Emissions Allowance Trading Scheme (EU ETS).

In examining energy use in identified facilities, McKinstry has complied with the GHG Protocol as pertaining to that energy use.
use. Accounting for emissions from transportation, GHG other than CO₂, or any Scope 3 emissions is beyond the scope of this study.

**GHG Protocol (Scope 1) - Emissions from Fuel Sources Used On-Site**

**Base Year Period**
This data represents a base year from April 2006 - March 2007

**Operational Boundary**
In this study, emissions for WSU were confined to those resulting from facility energy use in identified buildings, associated site(s) as measured by utility bill and fuel consumption.

**Fuel Consumed at WSU**

<table>
<thead>
<tr>
<th>FUEL TYPE</th>
<th>Million Btu</th>
<th>Lbs CO₂</th>
<th>Metric Tons CO₂</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Gas</td>
<td>124,237</td>
<td>14,545,609</td>
<td>6,598</td>
</tr>
<tr>
<td>Fuel Oil</td>
<td>2,269</td>
<td>336,493</td>
<td>153</td>
</tr>
<tr>
<td>Totals</td>
<td>126,506</td>
<td>14,882,102</td>
<td>6,750</td>
</tr>
</tbody>
</table>

**Metric Tons CO₂ Produced on Site**
Natural Gas – 98%  Fuel Oil – 2%

**GHG Protocol (Scope 2) - Emissions from Purchased Electricity**

**Base Year Period**
This data represents a base year from April 2006 - March 2007

**Operational Boundary**
In this study, emissions for WSU were confined to those resulting from facility energy use in identified buildings, associated site(s) as measured by utility bill and fuel consumption.

Page 13 of 49  September 2009
**Electrical Breakdown**

Xcel Energy, the utility company providing electrical power for the WSU campus, provided a 2007 breakdown of the various fuel components required to produce electricity. The total kWh consumption on the WSU Campus was distributed proportionally, based on the fuel source percentage.

The following is a tabulated breakdown of the electricity (kWh) for WSU:

<table>
<thead>
<tr>
<th>FLEET TOTALS – XCEL ENERGY (NSP 2007)</th>
<th>kWh Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coal</td>
<td>37.63% 7,456,025</td>
</tr>
<tr>
<td>Coke</td>
<td>0.02% 3,075</td>
</tr>
<tr>
<td>Gas</td>
<td>21.36% 4,232,893</td>
</tr>
<tr>
<td>Hydro</td>
<td>7.14% 1,415,127</td>
</tr>
<tr>
<td>LFG</td>
<td>0.17% 33,161</td>
</tr>
<tr>
<td>Nuclear</td>
<td>26.44% 5,238,962</td>
</tr>
<tr>
<td>Oil</td>
<td>0.30% 59,341</td>
</tr>
<tr>
<td>Other</td>
<td>0.00% --</td>
</tr>
<tr>
<td>RDF</td>
<td>0.95% 188,482</td>
</tr>
<tr>
<td>Solar</td>
<td>0.00% --</td>
</tr>
<tr>
<td>TDF</td>
<td>0.3% 6,402</td>
</tr>
<tr>
<td>Wind</td>
<td>4.49% 888,872</td>
</tr>
<tr>
<td>Wood</td>
<td>1.46% 290,126</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19,812,467</strong></td>
</tr>
</tbody>
</table>
Applying the GHG Protocol (Scope 2) yields the associated CO₂:

<table>
<thead>
<tr>
<th>Energy Source</th>
<th>GHG Protocol (Scope 2)</th>
<th>CO₂ Tons</th>
<th>CO₂ Tons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bituminous</td>
<td>7,456,025</td>
<td>13,422,823</td>
<td>6,088.49</td>
</tr>
<tr>
<td>Natural Gas</td>
<td>4,232,893</td>
<td>5,504,584</td>
<td>2,496.84</td>
</tr>
<tr>
<td>Petroleum</td>
<td>3,075</td>
<td>130,658</td>
<td>59.27</td>
</tr>
<tr>
<td>Hydro</td>
<td>1,415,127</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>LFG</td>
<td>33,161</td>
<td>721,418</td>
<td>327.23</td>
</tr>
<tr>
<td>Nuclear</td>
<td>5,238,962</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Distillate Fuel</td>
<td>59,341</td>
<td>32,676</td>
<td>14.82</td>
</tr>
<tr>
<td>Other</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Solar</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Tire-Derived</td>
<td>6,402</td>
<td>229,036</td>
<td>103.89</td>
</tr>
<tr>
<td>Wind</td>
<td>888,872</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Wood</td>
<td>290,126</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Municipal Solid</td>
<td>188,482</td>
<td>3,269,495</td>
<td>1,483.02</td>
</tr>
<tr>
<td>Totals</td>
<td>19,812,467</td>
<td>23,310,689</td>
<td>10,574</td>
</tr>
</tbody>
</table>

**Graphical Representation of GHG Protocol Scope 2 for WSU**

- Coal - 57%
- Municipal Solid Waste - 14%
- Natural Gas - 24%
- Other - 5%

**GHG Protocol (Scope 1 & 2) - TOTAL**

Combining both Scope 1 & Scope 2 of the GHG Protocol results in the following Total Metric Tons of CO₂ associated with the WSU Campus.

**Total Metric Tons of CO₂**

- Electrical Contribution: 10,574
- Fuel Consumed (Natural Gas & Fuel Oil): 6,750
- Total CO₂ Footprint (Metric Tons): 17,324

**Graphical Representation of GHG Protocol Scope 1 & 2 for WSU**

- Electrical Contribution: 61%
- Fuel Consumed (Nat. Gas & Fuel Oil): 39%
ASSessment: ISO 14001 EMS

Sustain Winona member organizations have chosen to cooperatively implement an environmental management system (EMS) to assess, monitor and track the targets and goals to reduce greenhouse gas emissions and to make our campus carbon neutral. The structure of the EMS is based on the internationally accepted environmental management standard ISO 14001.

The ISO 14001 EMS Model is based on the “Plan, Do, Check, Review” model introduced by Stewart and Deming (Figure 1). The basic structure of the EMS is designed around five primary components:

1. Organizational Commitment and Environmental Policy
2. Planning
3. Implementation and Operation
4. Checking and Corrective Action
5. Management Review

These components are all interrelated to produce a framework for managing and continually improving environmental performance. The five components of the EMS are further subdivided into 17 elements:

1. Environmental Policy
2. Legal and Other Requirements
3. Environmental Aspects and Impacts
4. Environmental Objectives and Targets
5. Operational Control
6. Environmental Management Programs
7. Organizational Structure and Responsibility
8. Training, Awareness and Competence
9. Communication
10. Documentation
11. Document Control
12. Emergency Preparedness and Response
13. Monitoring and Measurement
14. Nonconformance
15. Records and Record Keeping
16. Environmental Management System Auditing
17. Management Review
Reduction of Fossil Fuel Consumption Environmental Management Program

1. **Objective(s):** Reduce the quantity of greenhouse gas emissions that result from the annual consumption of fossil fuels by WSU.
   - To maintain compliance with all federal, state & county greenhouse gas emission regulations.
   - To ensure that all HVAC retrofits and new installations consider fuel management provisions.
   - To implement behavioral changes that increase awareness of fossil fuel consumption and contribute to lower use.
   - To establish baseline data on fossil fuel consumption by WSU.

2. **Target(s):** Using 2007 as the benchmark year, reduce fossil fuel consumption by 5% by the end of the calendar year 2011.
   - Achieve 100% compliance with all federal, state and county regulations.
   - Establish base amounts of fossil fuel consumption by December 31, 2009.
   - Incorporate recommended fuel conservation projects by December 31, 2011.
   - Promote the purchase of AFV and hybrid vehicles as new fleet vehicles are purchased December 31, 2009
   - Reward members for personal choice of fuel efficient vehicles (e.g. preferred parking) December 31, 2011
- Include energy conservation measures in all new fleet purchases by December 31, 2011
- Increase the number of members commuting by mass transit, bicycle, walking etc. by December 31, 2011
- Reduce by 5% the amount of fossil fuel consumed by December 31, 2011.

3. **Significant Aspect Conditions or Impacts:** Reduction of the quantity of greenhouse gas emissions generated by WSU as a result of fossil fuel consumption was ranked as the second highest objective in the initial implementation of the EMS. Awareness and management of fossil fuel consumption issues are applicable to WSU. Each organization maintains fleet vehicles, contracts for transportation services, has members that commute to work and school, manages buildings and other facilities, and uses large volumes of hot water. Significant reductions in fossil fuel consumption can be realized through a combination of behavioral changes, incentives, fleet purchasing policies, HVAC purchases and retrofits and incorporation of fossil fuel management initiatives in all transportation related activities.

4. **Program Description:** To help achieve WSU’s Greenhouse Gas emission reduction targets and promote better energy management, the ISO 14001 EMS has been adopted to provide guidelines to reduce the consumption of fossil fuels. Since burning of fossil fuels through transportation and facilities management contributes significantly to the production of greenhouse gas emissions, any reduction of consumption has an immediate, positive effect on the environment.

**Vehicle Use and Transportation:**
As a regular part of their work activities, many members the WSU community must leave the office on business-related travel. In addition, a number of the organizations also engage in providing transportation services for residents and students. Given the significant volume of fossil fuel that is consumed by these activities annually, WSU will obtain data including the number, make, model, estimated gas mileage, number of miles driven, and amount of fuel consumed as a baseline for performance indicators. The calendar year 2007 will be used as the baseline year for vehicle measurements and data will be collected annually for each year afterwards in order to assess change and measure progress. WSU
will also implement a comprehensive vehicle use policy which addresses existing equipment, new purchases, idling practices, vehicle use guidelines, vehicle maintenance schedules, and promotes alternative transportation methods for students and staff. This policy will:

- Develop and implement a vehicle purchasing policy that has fuel efficiency as a top priority, with alternative fuel vehicles taking priority over traditional fuel vehicles wherever possible.
- Inventory the current fleet and track its use, including tracking fossil fuel consumption, to serve as a baseline for future tracking and comparison.
- Optimize fleet size by targeting old and under-used vehicles for priority replacement and/or elimination from the fleet. Vehicles that are over-sized for their use shall be replaced with a more appropriate and fuel efficient alternative.
- Use alternative fuels, such as biodiesel, wherever possible.
- Develop and enforce a vehicle idling policy.
- Develop and enforce a vehicle maintenance schedule to ensure maximum fuel efficiency. Promote alternative transportation for both students and staff such as bicycling, mass transit, foot travel, and Zipcars.
- Develop and encourage the use of a carpool network for employees.
- Minimize vehicle miles traveled by using phone and video conferencing as an alternative to physical meetings.

*Heating and Air Conditioning*

Operating schedules for the heating, ventilation, and air conditioning should be optimized as follows:

*Heating Season:*

- Thermostats should be set to maintain 65°F–72°F during occupied times. For unoccupied times, heating should be set back to appropriate levels for the space.
- During the heating season, the equipment should be started approximately one to two hours before building occupancy to allow the building to be at occupied set point at the start of business. The scheduled shutdown time should be set at the moment the building is unoccupied. This time period may be adjusted for different buildings by maintenance personnel based on experience.
Cooling Season:
- For the cooling system, building thermostats should be set to maintain a minimum 74°F during occupied times. During unoccupied times, the cooling system shifts to the unoccupied settings.
- The cooling equipment should be started two to three hours before building occupancy to allow the building to pre-cool. This time period may be adjusted for different buildings by maintenance personnel based on experience.

HVAC General
- Fresh air minimum requirements should be reviewed and set to state code levels (7.5 CFM/occupant).
- HVAC coil cleaning should be completed per the preventive maintenance schedule to assure the highest operating efficiency as possible.
- Minimize the use of overhead doors during the heating and cooling seasons.

Hot Water Usage
- Hot water temperatures cannot exceed 130 degrees.
- Hot water temperatures must be at a minimum of 110 degrees for hand dishwashing.
- Hot water temperatures must be at a minimum of 120 degrees for low temperature, chemical sanitizing dishwashing machines.
- Install booster water heaters where sensible to eliminate extended flow from centralized water heating locations
- Leaking water fixtures waste water and should be repaired promptly.
- Where appropriate based on usage requirements, water flow regulating devices should be installed in order to reduce water usage.

Food Service
- Run-time of ovens, stoves, and fryers should be kept at the lowest possible levels.
- Exhaust fans should run only when absolutely necessary.
- Energy saving devices and/or practices should be implemented by the food service manager.
New Buildings, Additions and Remodeling

- Construction for new buildings and additions should include U.S. Green Building Council’s LEED standard or equivalent.
- Remodeling projects should include designs for the room and/or infrastructure to make the area as energy efficient as possible.
- Long-range capital equipment plans shall include replacements of boilers, chillers, and air handling units to more energy efficient models and systems.

The base year for initial measurement of fossil fuel consumption is 2007. The target year for achieving goals and objectives related to fossil fuel use will be 2011.

Greenhouse Gas Emission Reduction Environmental Management Program

1. **Objective(s):** Reduce the quantity of greenhouse gas emissions that result from the annual consumption of electrical power.
   - To maintain compliance with all federal, state & county greenhouse gas emission regulations.
   - To ensure that all building renovations and new construction consider energy management provisions.
   - To establish baseline data on WSU’s electrical power consumption.

2. **Target(s):** Using 2007 as the benchmark year, reduce electrical power consumption by 10% by the end of the calendar year 2011.
   - Achieve 100% compliance with all federal, state and county regulations.
   - Establish base amounts of electrical power consumption by December 31, 2009.
   - Develop a list of feasible energy management programs for all members by December 31, 2010.
   - Incorporate recommended energy conservation projects by December 31, 2011.
   - Include energy conservation measures in all new building construction and renovations by December 31, 2011.
   - Reduce by 10% the amount of electrical power consumed by December 31, 2011.
3. **Significant Aspect Conditions or Impacts:** Reduction of the quantity of greenhouse gas emissions generated by WSU as a result of electrical power consumption was ranked as the top objective in the initial implementation of EMS. Energy management initiatives are applicable to and can be implemented by WSU. Significant reductions in electrical power consumption can be realized through a combination of behavioral changes, small replacement projects, facility renovations and incorporation of energy management initiatives in new construction.

4. **Program Description:** To help achieve the WSU’s Greenhouse Gas emission reduction target and promote better energy management, this environmental management program has been adopted to provide guidelines for staff to maximize energy productivity and reduce waste of electrical power. Since greenhouse gas emissions related to WSU’s activities are primarily a function of the generation and consumption of electrical power, this program focuses on energy management activities. Energy management is a tool that can be used to reduce costs while providing the proper environment for carrying out WSU’s mission and goals. WSU must ensure that all reasonable efforts are made to conserve energy and natural resources.

Energy conservation efforts will be focused on:
- Using the minimum amount of energy needed to support an environment that meets the University’s standards for temperature settings.
- Moderate heat loss and gain.
- Ensure optimum efficiency in the operation of energy converting, transmitting and consuming systems and equipment.
- Life cycle costs, that include the cost of energy consumption, should be evaluation criteria for selecting equipment and designing new facilities.

**General**
- Every person is expected to be an “energy saver.”
- All staff, faculty, students, and volunteers are responsible for implementing site-specific energy policy within their respective areas (office, classroom, common area etc.).
- A designated person(s) from WSU’s Facility Services organization will be responsible for climate control of common areas such as halls, conference rooms, cafeteria, gym, etc.
• A designated representative from Facility Services will be responsible for scheduling annual energy audits. Audits should be performed during both occupied and unoccupied times.

• WSU’s designated representative will be responsible for making recommendations concerning the energy policy and audit. The representative will relay those recommendations to the appropriate Sustainability Administrator.

• The following are not permitted unless approved by the Sustainability Administrator or designee prior to use: individual space heaters, foot warmers, refrigerators, microwaves, and coffee pots.

• All faculty and staff are encouraged to minimize the use of personal electrical equipment to save energy and to minimize fire hazards.

• Unplug chargers when no longer needed. They continue to draw “phantom power” even after the battery is fully charged.

• Purchases of appliances and equipment should be Energy Star certified products in all areas for which such ratings exist.

**Computers**

• Everyone shall turn off their computers and monitors when not in use for extended periods of time and before leaving for the day. The exception to this policy is when IT requires all computers be left on for updates and virus scanning. The monitor does not need to be left on when your computer is left on for virus scanning and updates.

• Anyone who is going to be absent for several days, should not leave their computer on for the entire time they will be gone. They should arrange for another employee to turn their computer on before leaving for the day on the day when the updates will take place and turn it off again the following day, if they have not returned.

• All computers are recommended to shift to “standby” mode after one hour of inactivity.

**Heating and Air Conditioning**

Operating schedules for the heating, ventilation, and air conditioning should be optimized as follows:


**Heating Season:**

- Thermostats should be set to maintain 65°F-72°F during occupied times. For unoccupied times, heating should be set back to appropriate levels for the space.
- During the heating season, the equipment should be started approximately one to two hours before building occupancy to allow the building to be at occupied set point at the start of business. The scheduled shutdown time should be set at the moment the building is unoccupied. This time period may be adjusted for different buildings by maintenance personnel based on experience.

**Cooling Season:**

- For the cooling system, building thermostats should be set to maintain a minimum 74°F during occupied times. During unoccupied times, the cooling system shifts to the unoccupied settings.
- The cooling equipment should be started two to three hours before building occupancy to allow the building to pre-cool. This time period may be adjusted for different buildings by maintenance personnel based on experience.
- Air conditioning equipment should not be run during the November through April billing periods.
- Air conditioning equipment operation should be optimized during the May through October billing periods by starting the equipment before the peak demand electric rate is in effect. When possible, the air conditioning equipment should not be allowed to ramp up to 100% full load, which will help to lower peak demand charges with the utility.
- Window blinds should be adjusted during the cooling season to minimize solar gain in offices when the room is exposed to direct sunlight.

**HVAC General**

- Fresh air minimum requirements should be reviewed and set to state code levels (7.5 CFM/occupant).
- HVAC coil cleaning should be completed per the preventive maintenance schedule to assure the highest operating efficiency as possible.
- Minimize the use of overhead doors during the heating and cooling seasons.
Lighting

- Lighting schedules should be optimized to reduce usage.
- Lights should be turned off when the last person exits the room.
- Lighting levels shall be adjusted to the Illuminating Engineers Society of North America (IESNA) recommendations.
- All new buildings will be constructed with the most energy efficient lighting systems possible.
- All remodeling/recommissioning projects will include replacement of existing inefficient lighting systems with the most energy efficient lighting systems possible.
- All outside lighting should be off during daylight hours.
- In large areas, such as gyms or hockey arenas, lights should not be left on unless the area is being utilized.

Water Usage

- Leaking water fixtures waste water and should be repaired promptly.
- Lawns should not be watered during the heat of the day, typically 10 a.m. to 8 p.m.
- Grounds should be landscaped in such a manner as to minimize the amount of watering and mowing necessary.
- Where appropriate based on usage requirements, water flow regulating devices should be installed in order to reduce water usage.

Food Service

- Run time of ovens, stoves, and fryers should be kept at the minimum levels possible.
- Exhaust fans should run only when absolutely necessary.
- Energy saving devices and/or practices should be implemented by the food service manager.

Equipment Replacement

- When energy consuming equipment is replaced, it should be replaced with Energy Star equipment, or, if the equipment comes from a class not reviewed by the Energy Star program, WSU will purchase the highest energy efficient models.
- Major energy-consuming equipment should have a Life Cycle Cost Analysis (LCCA) performed prior to purchase to determine the most cost-beneficial option.
New Buildings, Additions, and Remodeling

- Construction for new buildings and additions should include U.S. Green Building Council’s LEED standard or equivalent.
- Remodeling projects should include designs for the room and/or infrastructure to make the area as energy efficient as possible.
- Long-range capital equipment plans will include replacements of boilers, chillers, and air handling units to be more energy efficient models and systems.

The base year for initial measurement of electricity consumption is 2007. The target year for achieving goals and objectives related to electricity use will be 2011.

Waste Reduction Environmental Management Program

1. **Objective(s):** Reduce the volume of solid waste (trash) that is generated annually by the University’s operations.
   - To maintain compliance with all federal, state, and county waste disposal regulations.
   - To ensure that all recyclables are separated from solid waste and properly recycled.
   - To establish baseline data on volumes and types of hazardous and non-hazardous waste generated.
   - To focus on source reduction & reuse (Zero Waste) as primary in reducing waste generation.

2. **Target(s):** Using 2007 as the benchmark year, reduce solid waste production by 25% by the end of the calendar year 2011.
   - Achieve 100% compliance with all waste disposal regulations.
   - Establish base amounts of material recycled and waste generated by December 31, 2009.
   - Incorporate principles of Zero Waste into the design of all events and programs by December 31, 2010.
   - Reduce by 25% the amount of waste generated for disposal by December 31, 2011.

3. **Significant Aspect Conditions or Impacts:**
   - Reduction of the volume of solid waste and promotion of recycling was ranked as one of the top three objectives in the initial EMS. Solid Waste is generated by all nine of the Significant Environmental Aspects.
4. **Program Description:** WSU generates solid waste from daily operations that include office administration, building and facilities management, food service, fleet operations and maintenance, grounds keeping, and construction and demolition. Solid waste takes a variety of forms, including trash, recyclable material, compostable material, universal waste and hazardous waste. The objective of this environmental management program is to ensure that the University prioritizes the reduction of waste, followed by the optimization of reuse, recycling and composting practices, and proper handling and disposal of the remaining waste.

The Sustainability Coordinator will be responsible for communicating overall direction and strategy related to the Waste Reduction Environmental Management Program. The Sustainability Coordinator works with the Facility/Maintenance supervisors in order to provide direction. Specifically, the Coordinator:

- Researches and develops new approaches to waste management
- Coordinates waste management efforts
- Provides feedback on approaches that are working and those that are not
- Monitors the success of waste reduction efforts
- Controls and maintain all EMS records related to waste reduction
- Compiles, maintains and communicates a comprehensive list of behavioral changes that can be implemented to promote waste reduction
- Initiates/undertakes special projects related to waste reduction

The Sustainability Administrator or designee will be responsible for implementing and tracking waste reduction programs. This person will be responsible for communicating the objectives and targets of this Environmental Management Program to members of the University and implementing operational controls that are specifically designed to achieve those goals.

In order to measure progress toward the waste reduction target, the Facility or Maintenance Supervisor will compile an annual measure of the total tons of waste disposed and the total tons of recyclables generated. In addition, the Supervisor will track the amount of compostable food waste that is generated and identify how and where
it is disposed. Finally, the Supervisor will ensure that all hazardous and universal waste is handled and disposed of in a manner consistent with applicable legal and other requirements.

The base year for initial measurement of waste volume is 2007. The target year for achieving waste reduction goals and objectives will be 2011.
RECYCLING/ZERO WASTE

Implementation of Core Recycling System
The WSU Recycling Committee implemented a comprehensive campus-wide system, which included the processes need to handle day-to-day and special event needs. Based on research and guiding principles determined by the committee, uniform, well-labeled stations (including beverage, fiber, garbage bins) were purchased and strategically placed in all campus buildings. To design the system, the Committee, including Facilities members, toured all buildings with floor plans to determine number and location of stations based on traffic flow and current/potential usage level. The Committee worked with Winona County on an arrangement to (a) co-mingle all beverage containers, simplifying process for users and facilities staff and (b) increase county recycling pick-up frequency and locations on campus. Finally, the committee worked with WSU’s Publications office to design a recycling logo to be used in all aspects of recycling—bin labels, signage, and publications. The Publications office will request that faculty/staff include the WSU recycling logo/tag line on designed materials to encourage recycling. The Recycling Committee also researched, sampled, and purchased event recycling containers for indoor and outdoor use. These containers are portable, economical, durable, and easy to store.

RecycleMania Program
The committee also established a campus RecycleMania program. RecycleMania is a benchmarking tool and national competition among colleges and universities to promote waste reduction and recycling in campus communities. Over a 10-week period (late January-March),
schools report recycling and trash data and are ranked in various categories. This first year, WSU entered the Benchmark (non-competitive) division, in the category that measures recyclables only. The Recycling Committee worked with the Center for Engaged Research and Teaching (CERT) to launch the program. The RecycleMania Steering Committee included members of the recycling committee and student coordinators who planned and helped execute RecycleMania as their project for a Health, Exercise and Rehabilitative Sciences (HERS) program planning class.
RENEWABLE ENERGY

Energy Alternatives

The Renewable Energy team implemented a project to create awareness about renewable energy in the campus community. The team included Climate Commitment Committee members, a WSU Chemistry professor, and students enrolled in the *Topics in Environmental Chemistry* class. The team received a grant through the MN Schools Cutting Carbon program to install a solar panel to power the fountain near Gildemeister Hall. Students in the *Environmental Chemistry* class are developing an interpretive sign that will be placed near the solar panel so the general campus community can learn about solar energy.

As part of this program, students participated in an energy audit (paid for through the MN Schools Cutting Carbon program) of three campus buildings. As a result of this exercise, WSU received a vending machine miser, which monitors both occupancy levels in the area around the vending machine and ambient temperature changes so that it is able to power down costly heat-generating lighting and compressor cycles when they are not required.

In spring 2009, WSU was awarded a MN Pollution Control Agency Environmental Assistance Grant. This grant is being used to pay for the interfacing equipment (software, website portals, etc.) used to allow renewable energy sources on campus to be applied to curriculum projects.

The Chair of the Renewable Energy Committee is working with the Director of Outreach and Continuing Education Department (OCED) to develop an online course entitled *Energy Resource Advisor Certificate*. The OCED Director was awarded a grant to develop the course, which will be offered initially as a non-credit course.
TRANSPORTATION SYSTEMS

Bike Week
The primary goal for our 2nd annual Bike Week (April 13-17, 2009) was to increase bicycle riding for students on campus and around Winona. In 2008, the Transportation Committee concluded that the “lowest hanging fruit” to increase bicycle use was to help students make the bikes they already have “rideable” by offering relatively simple repairs. (The February 2008 survey indicated that 45% of students who live in Winona own a bike.) This year, the committee also emphasized bike safety with a theme of “Be a well-dressed cyclist—wear a helmet.”

More than 25 students volunteered for Bike Week activities, helping with raffle entries, bike repair, and so on; student coordinated the 2009 Bike Week. Volunteers provided maintenance and repair for approximately 150 bikes. Over 100 bike helmets, dozens of bike lights, and five Trek bikes were raffled off. Winona area community members also brought their bikes to campus and attended the repair workshops. The Climate Commitment Committee donated 28 bike helmets and supported student efforts.

The Purple Bike Program
“Purple” bikes—which really come in all colors, but are identifiable by their purple handlebars—will be available to students, faculty, and staff to check out at the Student Resource Center by the day at no charge. Officially, this is a Student Senate project. Bike Week supplied 20 helmets and 20 locks for the Purple Bikes. We expect to increase the number of bikes in the future by refurbishing abandoned bikes and donations.
Bike Station
The Bike Station opened in August 2009; this station will enable students to work on their own bikes throughout the year. The Bike Station is located in an easily accessible room in the basement of Lucas Hall near Kryzsko Commons. Funding for this project came from a grant awarded by the WSU Foundation; funding for the necessary tools (e.g., an air compressor, a workbench) was provided by a Creative Projects Grant in spring 2008. The Transportation Committee’s next project is to find funding for Student Help for the Bike Station; they plan to hire two students for 10 hours each to staff the Bike Station.

Supporting public transportation
Efforts are underway to add a cross-walk between Kryzsko Commons and the bus stop for the West Campus. Currently, students must weave between parked cars, and, in the winter, through snow, to get to the bus. Since the alternative to riding the bus is for students to drive to the West Campus, the committee wants to make their bus experience a positive one. To increase use of the city bus system, the committee plans to increased publicity about the benefits of taking the bus, and they are exploring the possibility of giving complimentary city bus passes to students.

Zipcars and Carpooling
WSU has established a partnership with Zipcar, Inc so that cars arrived on campus beginning in August 2009. A contract with Zipcar, Inc. is in place, and the company began advertising to incoming students fall semester 2009. With the Parking Services and Student Senate, efforts are underway to increase carpooling to campus. Parking Services is working on complimentary parking spaces for those who commute, and the Student Senate and IT have revised the Student Senate Rideshare Board to improve its commuter section.
Purchasing

The subcommittee, in concert with the Association for the Advancement of Sustainability in Higher Education’s *American College and University President’s Climate Commitment*, drafted a purchasing policy to support the purchase of products that will minimize negative environmental impacts (Appendix A). The purchasing decisions of students, faculty and staff can make a difference in favor of environmental sustainability. This policy will be presented for approval according to the University usual procedures.

Campus Local Foods

Representatives from the University and Chartwells sponsored the third Local Foods Expo on March 7, 2009. The event highlighted the common interest in securing and serving local foods on campus. This year, Chartwells purchased local pork from the Winona Farm, and the meat was part of the meal that Chartwells chefs prepared for the event. In April 2009, the WSU Curriculum Committee approved a proposal from a Biology professor to include agroecology as a new, elective course for biology majors to be offered in alternate years. With appropriate modifications, this curriculum could be offered in most programs of studies at the University.

In spring 2009, a group of Winona residents created Community Gardens on a site made available by Winona Health. Winona residents claimed 28 lots that were used to grow food this summer. A coordinator was hired, and several WSU members are involved with this project. The Food Committee implemented a trayless program, which started fall semester 2009. Also on Earth Day, Chartwells, served a locally grown menu including free range chicken, local root vegetable, and asparagus. A waste food demonstration was done at the lunch hour to demonstrate to students how much food is wasted by over filling trays.
EDUCATION

Community Outreach
The subcommittee worked with faculty, staff, and students to form the Year of Sustainable Food Committee comprising members from the local organic farming community, the Bluff Country Co-op, the Community Gardens project, the Land Stewardship Project, the Winona County EDA, St. Mary’s University, the Center for Engaged Research Teaching and Scholarship (CERTS), and WSU faculty and staff. Projects undertaken include: (a) local foods/sustainable foods banquet, (b) holding a fall lecture series focused on food, (c) bringing the Winona Farmers’ market on campus for one weekend, (d) arranging for field trips to area farms, and (e) planning cooking classes for students with an emphasis on sustainable/organic foods.

Curriculum and Research
WSU has initiated a concerted effort to purposefully integrate sustainability into our curriculum. The faculty brought forward the Climate Commitment to the President with a parallel commitment to support not only the ensuing institutional initiatives but to work together to change programmatic offerings, student-faculty research and other relevant learning opportunities. This effort now enhances our current interdisciplinary Environmental Science Program that started over five years ago and has about 80 majors that are housed in the Biology, Chemistry or Geoscience department. Students are encouraged to maintain a broad perspective and augment in-depth studies with an understanding of the connections among public policy, economics, law and the adjustment to social needs, which can result in the destruction or the preservation of the environment. This broadly based program is composed of a
common set of introductory courses; an in-depth set of option courses in the science areas; an individual capstone experience, which involves a real-life environmental problem; and a group seminar course. Many faculty have transitioned their research interests to include sustainability and several recent hires have specific expertise in a field of sustainability.

At WSU, a core group of non-science faculty is actively addressing sustainability issues in their curriculum giving students an opportunity to study the rich interdisciplinary nature of sustainability. The following are examples of departments beyond the sciences that have integrated a significant component of sustainability into several of their classes: Economics, Global Studies, Sociology, Political Science, Education, and Law and Society.

In 2007, WSU sponsored and hosted an Energy Summit, the 2nd year of the Frozen River Film Festival (modeled after the Telluride Film Festival) which has an environmental focus, a mini-conference on the effects of the historical flooding in southeast MN last year, and the 21st Annual National Prairie Conference. The keynote speaker, Wes Jackson, president and co-founder of the non-profit organization, The Land Institute, is a recognized leader in the international sustainable agriculture movement.

A highlight of the 2008 academic year was the launch of the Common Book Project using Dr. Robert Morris’s *The Blue Death: The Intriguing Past and Present Danger of the Water You Drink*. The Common Book was read by nearly 1500 first-year students. During New Student Orientation Week in August 2008, the Sustainability Committee hosted a panel discussion on the growing numbers of job opportunities in sustainable fields. The panel, "Green Collar Jobs: Saving the Planet While You Work," featured Anne Morse from Winona County Environmental Services; Kate Worley from Minnesota WasteWise; Pete Sandberg from St. Olaf College; Kurt Hohenstein, Director of the WSU Paralegal Program; Vicki Decker from WSU Career Services; and Cal Winbush, WSU Sustainability Coordinator.

With CERTS, the committee has established summer curricular grants for developing classroom connection to the sustainable foods emphasis. The committee will also work with the Common Book Selection Committee to integrate the chosen book with the sustainable food theme.
Curriculum Development Proposal

The WSU Education Task Force is an ad hoc group charged with proposing curriculum development in the area of sustainability. What follows is a summary of the major proposal submitted by the Education Task Force. These recommendations feature projects for which some preliminary development work may have commenced; however, they require additional faculty/staff/administrative deliberations prior to a formal proposal being submitted for on-campus approval.

1. “Energy Resource Advisor” non-credit certificate program. The Task Force recommends that WSU create an “Energy Resource Advisor” certificate program to be offered in Outreach and Continuing Education Department (OCED). To this end, a grant proposal has been funded ($30,000 award) by Minnesota State Colleges and Universities (MnSCU) through the joint efforts of Eagle Bluff (EB) Clean Energy Resource Teams of the Southeast (MN) Region, Winona County Environmental Services, and OCED. This grant will be used for a pilot curriculum to train “Energy Resource Advisors.” OCED and EB staffs are seeking additional funding sources. This non-credit continuing education curriculum will be developed with online and web-based tools in addition to face-to-face, applied learning.

The certificate program will be modeled after the Master Gardener or Master Naturalist certificate from the University of Minnesota. The grant application proposes that WSU and EB lead a statewide network of participating MnSCU institutions and Environmental Learning Centers in the replication of this certificate training. The curriculum will be developed collaboratively among WSU, Eagle Bluff, and other partners to deliver education in the emerging areas of energy efficiency, environmental sustainability, clean energy, green technologies, and green jobs. WSU will serve as the lead MnSCU institution, and EB will serve as the lead environmental learning center within the statewide network. EB is pursuing a separate grant proposal to develop its capability as a remote site for distance learning to support this and other initiatives. No policy proposal, formal faculty review, or MNSCU review is required for this certificate program.
2. **New Undergraduate Professional Studies Option: Environmental Sustainability.** The Task Force proposes that OCED offer a new option with the title, "Environmental Sustainability," within the undergraduate Professional Studies major. It is proposed that this new option include a selection of new and existing (currently 40+) environment-related courses from across the curriculum, and that a faculty committee be charged with the development of this major. It is also recommended that a smaller, free-standing certificate program be considered; such a program would permit interested WSU students to earn this certificate in addition to their chosen major/minor. While the number of students enrolled in the Professional Studies option is currently small, creating this option and certificate program will increase curriculum options for students who are interested in environmental sustainability. The program will be relatively low cost and comparatively straightforward to develop.

3. **Revised MS Educational Leadership: Outdoor Education (non-teaching) option.** The Recreation, Tourism and Therapeutic Recreation (RTTR) department currently offers an option within the MS Educational Leadership Program. The RTTR department and the Education Task Force recommend, in collaboration with EB, the development of a one-time, fifteen (15) graduate credit certificate in Outdoor Education to be offered by OCED. After the course is developed, some of Eagle Bluff’s staff of naturalists will enroll in and evaluate this certificate program. Using feedback from these specialists, a new or revised option within the MS Educational Leadership Program may be proposed, developed, and marketed more broadly within and beyond WSU’s service area by August 2010. The proposed one-time, graduate certificate program does not require institutional or MnSCU review.

4. **Opportunities for Engaged Teaching and Scholarship.** The Center for Engaged Teaching and Scholarship (ETS) and the WSU Community Liaison office provide various means of support for connecting academic departments, faculty, and students with community service opportunities. Programs are provided to support (1) connecting WSU faculty and students to general requests for expertise and volunteer assistance related to the opportunities in the community, and (2) for developing broader academic initiatives that can be incorporated in classes and
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simultaneously developing workplace skills highly valued by employers. PSM programs consist of two years of academic training in an emerging or interdisciplinary area, along with a professional component that may include internships and "cross-training" in business and communications. All have been developed in concert with industry and are designed to dovetail into present and future professional career opportunities."

Many emerging careers in “green” or sustainable businesses are well-suited to the PSM. The Task Force recommends that a committee be formed to research and develop new graduate programming of this type at WSU.

b. **MS Licensure Program (with grade 5-8 science specialty).**
The Task Force recommends EB and the WSU Department of Education explore the development of a program by which the naturalists at EB could earn a teaching license during their employment at EB. Presently, EB employs twelve naturalists per year, each holding a Bachelor’s degree in a science-based program related to the curriculum at EB. Approximately half of these naturalists would be interested in adding a teaching license with a middle school specialty in science. Given the shortage of science teachers at the state and national levels, this proposal seems important to explore. The place-bound nature of the EB naturalists requires the use of on-site, online, video down-link or other hybrid course delivery format. Collaboration of this kind might move WSU to explore the possibility of developing a cohort program for the naturalists (teacher candidates) at Eagle Bluff. A number of questions surface when considering the development and implementation of this recommendation, and these will need to be considered by College of Education faculty and others. It is anticipated that this program would be marketed to interested populations beyond those at Eagle Bluff.

c. **WSU Rochester Science Education Resource Center.**
The Task Force recommends that WSU’s College of Education take the following initiative. Consideration is being given within the College of Education for the development of an NSF grant to
help fund science education. The proposal could involve EB as a site for teacher training. Beginning in February 2009, WSU-Rochester will be the host site for a Science Education Resource Center. During its first year, the Science Education Resource Center will focus its programming on STEM (Science, Technology, Engineering, and Mathematics) activities to provide, facilitate, and coordinate appropriate professional development for teachers and other education personnel in Southeast Minnesota. Activities for the Center will include the design and implementation of a STEM resource center, located at the RCTC campus, and the preparation of grants, including NSF-sponsored grants to sustain the Center and STEM activities in the region. While the role of Eagle Bluff is still to be determined, it is clear that questions and issues raised elsewhere in this report could be addressed through programming and the Science Resource Center at WSU-Rochester.

d. Undergraduate Major/Minor Programs in Environmental Sustainability. It is recommended that an appropriate faculty committee be charged with exploring the development of an undergraduate major and minor interdisciplinary program emphasizing environmental sustainability. Such a program would incorporate the ecological, economic, and policy aspects of the environment. These new programs would be designed to complement other related programs currently offered at WSU.

Anticipated Resource Needs
A complete and detailed estimate of the resource needs for all of the recommended initiatives is not possible at this time. It is anticipated, however, that as each recommended initiative is fully developed, a more accurate and complete list of resources can be made.

The Task Force recommends that a standing faculty committee (Academic Partnerships for Sustainability) be comprised to develop, and oversee interdisciplinary academic programs aimed toward environmental sustainability. This committee’s charge would include the Eagle Bluff partnerships but would not exclusively serve Eagle Bluff programming as other related programming by the Mississippi River Studies Committee, the Climate Committee, ETS, and perhaps other groups may develop equally valuable academic initiatives.
COMMUNITY SERVICE AND OUTREACH

Beginning in July 2007, community partners came together to create a consortium dedicated to addressing issues of sustainability across our entire community. The consortium, aptly named, Sustain Winona, includes some of Winona’s largest public and private institutions. Specifically, the consortium includes Winona State University, the City of Winona, Winona County, Winona Area Public Schools, Minnesota State College—Southeast Technical, Cotter High School, and St Mary’s University of Minnesota. Sustain Winona seeks to define broad ways of implementing the Mayors’ Climate Commitment (signed by the City Mayor) and the American College and University Presidents Climate Commitment (signed by the WSU president).

As a body, Sustain Winona has committed to the following Environmental Policy:

The environmental and economic consequences of climate change compel us, as Winona's largest public and private institutions, to commit to reducing greenhouse emissions through the promotion of energy conservation, low carbon energy technologies and pollution-prevention strategies. Recognizing the linkages between climate change, energy security, environmental health and robust economic growth, we are partnering as Sustain Winona to share experiences, fund solutions, and educate our communities on the need for aggressive action to address climate change.
While sustainability, by its very nature, requires collaboration, each member institution maintains its own independent commitment to promote environmental sustainability.

Highlights of activities completed during 2007-2008 include:

- Conducted a regional Energy Summit with the theme: “Green Buildings and Green Commitments” (February 2008).
- Selected ISO 14001 as the standard by which we will develop our Energy Management System (EMS). The overall aim of the internationally recognized program is to support substantive environmental protection, prevention of pollution, and reduction of greenhouse gas (GHG) emissions in balance with socio-economic needs.
- Completed a half-day workshop on Leadership in Energy and Environmental Design (LEED) hosted by Xcel Energy.

Currently, Winona State University’s Center for Engaged Teaching and Scholarship helps connect faculty and students with real-life problems and community needs. Several of these out-of-class learning opportunities have involved sustainability issues such as local food producers and water quality.
Conclusion

A key challenge and focus in moving toward climate neutrality will be to secure the necessary funding. Currently, the University has initiated the formal process to secure proposals from Energy Saving Companies (ESCO). The selected ESCO will not only recommend strategies for mitigating GHG reductions, but also assist in securing guaranteed savings in order to pay for retrofits, equipment, and possible renewable energy sources. Additionally, the University will need to develop synergies between campus operations and academic/research initiatives that support educators in using the campus as learning and research laboratory for sustainability.

In accordance with the PCC guidelines, WSU has committed to update this Climate Action Plan annually to incorporate new initiatives and technologies as they are developed. Subsequent updates reflect evolving knowledge and expertise that flows from the pursuit of climate neutrality. This plan will be tracked annually, and updates will be published every two years. As technology develops, energy costs rise, and other factors change, it is anticipated that the campus projected emissions will be reduced.
APPENDIX A

Winona State University Energy Efficiency Procurement Policy
DRAFT                      March 30, 2009

Purpose
In concert with the Association for the Advancement of Sustainability in Higher
Education’s American College and University President’s Climate Commitment, the
purpose of this policy is to support the purchase of products that will minimize negative
environmental impacts. The purchasing decisions of students, faculty and staff can make
a difference in favor of environmental sustainability.

Policy
Winona State University is committed to the stewardship of the environment and to
reducing the University’s dependence on non-renewable energy. These Green Purchasing
Goals, Policies and Procedures support the University’s commitment to sustainability.
The acquisition of goods and services on the best possible terms has historically been
based on two criteria; price and quality, with the view to maximizing benefits for the
procuring organization. Sustainable or “green” purchasing broadens this framework to
ensure that quality criteria include minimal adverse environmental and health impacts. In
making a sustainable purchasing decision, the entire life cycle costs (financial,
environmental, and social) of the product are taken into consideration. The life cycle
takes into account extraction, production, manufacturing, distribution, operation,
maintenance and disposal. Many ‘green” products are competitively priced with their
conventional counterparts, are of comparable quality, and have one or more of the
following attributes:

- High content from post-consumer recycled materials
- Low embodied energy (consumed to extract, manufacture, distribute and dispose)
- Recycled products - are products manufactured with waste material that has been
  recovered or diverted from solid waste. Recycled material may be derived from post-
  consumer waste (material that has served its intended end-use and been discarded by
  a final consumer), industrial scrap, manufacturing waste, or other waste that would
  otherwise have been wasted.
- Non-toxic
- Energy efficient
- Durable and/or repairable
- Produced in an environmentally – and socially sustainable manner
  Environmentally Preferable Products means products that have a lesser impact on
  human health and the environment when compared with competing products. This
  comparison may consider raw materials acquisition, production, manufacturing,
  packaging, distribution, reuse, operation, maintenance, or disposal of the product.

Goals
The goal of this policy is to reduce the adverse environmental impact of our purchasing
decisions by buying goods and services from manufacturers and vendors who share our
commitment to the environment. Our goal is to develop and follow sustainability focused
purchasing policies in more than 50% of spending for campus materials and equipment
by 2012.

Page 45 of 49

September 2009
A. Energy
   - All desktop computers, notebooks and monitors that are purchased will meet, at a minimum, all Electronic Product Environmental Assessment Tool (EPEAT) environmental criteria or higher as contained in the IEEE 1680 Standard for the Environmental Assessment of Personal Computer Products, whenever practicable.
   - Additional consideration will be provided for electronic products that have achieved EPEAT silver or EPEAT gold registration. The registration criteria and a list of all registered equipment are provided at http://www.epeat.net.
   - When practicable copiers and printers purchased shall be compatible with the use of recycled content and remanufactured products
   - Remanufactured toner cartridges should be used in all copiers and printers whenever feasible.
   - All energy using products purchased by WSU shall meet the U.S. EAP Energy Star* certification when available and practicable. When Energy Star labels are not available, all purchasing units shall choose energy products that are in the upper 25% of energy efficiency as designated by the Federal Energy Management Program.
   - Suppliers of electronic equipment, including but not limited to computers, monitors, printers and copiers, shall be required to take back equipment for reuse or environmentally safe recycling when deemed appropriate by WSU.
   - Where applicable, energy-efficient equipment shall be purchased with the most up-to-date energy efficiency functions. This includes, but is not limited to, high efficiency space heating systems and high efficiency space cooling equipment.
   - When replacing vehicles, WSU shall consider less-polluting alternatives to diesel such as compressed natural gas, bio-based fuels, hybrids, electric batteries, and fuel cells, as practicable.
   - When practicable, WSU shall replace inefficient interior lighting with energy efficient equipment.
   - When practicable, WSU shall replace inefficient exterior lighting with energy-efficient equipment. Exterior lighting shall be minimized where possible to avoid unnecessary lighting of architectural and landscape features while providing adequate illumination for safety and accessibility.

B. Water
   - When practicable, WSU shall purchase only the most water efficient appliances available. This includes, but is not limited to: high performance fixtures like toilets, low-flow faucets and aerators; and upgraded irrigation systems.

C. Toxins and Pollutions
   - When practicable, cleaning solvents should be biodegradable, phosphate free and citrus-based where their use will not compromise quality of service.
   - Industrial and institutional cleaning products that meet Green Seal certification standards or environmental preferability and performance shall be purchased whenever practicable.
   - All surfactants and detergents used shall be readily biodegradable and shall not contain phosphates when practicable.
   - Vacuum cleaners that meet the requirements of the Carpet and Rug Institute “Green Label” Testing Program – Vacuum Cleaner Criteria, are capable of
capturing 96% of particulates 0.3 microns in size, and operate with a sound level less than 70dBA shall be used in-house staff whenever practicable.

- Whenever possible, products and equipment should not contain lead or mercury. For products that contain lead or mercury, preference should be given to those products with lower quantities of these metals and to vendors with established lead and mercury recovery programs.

- When maintaining buildings and landscapes, WSU shall manage pest problems through prevention and the use of environmentally friendly products. They may either adopt and implement an organic pest management policy and practices or adopt and implement an Integrated Pest Management (IPM) policy and practices using the least toxic pest control as a last resort.

D. Bio-Based Products

- Bio-based plastic products that are biodegradable and compostable, such as bags, film, food and beverage containers, and cutlery, are encouraged whenever practicable.

- Compostable plastic products purchased shall meet American Society for Testing and Materials (ASTM) standards as found in ASTM D6400-04. Biodegradable plastics used as coatings on paper and other compostable substrates shall meet ASTM D6868-03 standards.

- Vehicle fuels made from non-wood, plant-based contents such as vegetable oils are encouraged whenever practicable.

- Paper, paper products and construction products made from non-wood, plant based contents such as agricultural crops and residues are encouraged whenever practicable.

E. Forest Conservation

- When practicable, ensure that all wood and wood contained within the products that WSU purchases is certified to be sustainably harvested by a comprehensive, performance based certification system. The certification system shall include independent third-party audits, with standards equivalent to, or stricter than, those of the Forest Stewardship Council certification.

- Purchase or use of previously used or salvaged wood and wood products are encouraged whenever practicable.

F. Recycling

- When practicable, 30% post-consumer waste recycled paper will be the standard for all applications where economic use of paper and quality of service is not compromised or the health and safety of employees prejudiced.

- All recyclable materials are to be recycled through the WSU recycling program. This includes, but is not limited to: paper, newspaper, cardboard, aluminum cans, plastic bottles and steel.

- When specifying asphalt concrete, aggregate base or Portland cement concrete for road construction projects, recycled, reusable or reground materials shall be used when practicable.

- The use of reclaimed stone and brick and the use of secondary or recycled aggregates will be specified whenever practicable.

- Transportation products, including signs, cones, parking stops, delineators, channelizes and barricades shall contain the highest post-consumer content practicable.
- Products that are durable, long lasting, reusable or refillable are preferred whenever feasible.
- All documents (by WSU and Suppliers) shall be printed and copied on both sides to reduce the use and purchase of paper, whenever practical.
- WSU has contracted with an external recycling company to dispose of all surplus desktop computers, notebooks, and monitors.

G. Packaging
- Packaging that is reusable, recyclable or compostable is preferred, when suitable uses and programs exist and eliminate packaging or use the minimum amount necessary for product protection, to the greatest extent practicable.

H. Green Building
- Green purchasing concepts shall be integrated into architectural designs, final construction documents and into the final construction of all WSU building, renovations of property or facilities owned by WSU.
- All new campus construction as well as large renovation projects will target the U.S Green Building Council’s LEED Silver standard or equivalent. This policy covers all building types as well as building components.
- When maintaining building, products with the lowest amount of volatile organic compounds (VOCs), highest recycled content, and low or nor formaldehyde shall be used when practicable when purchasing materials such as paint, carpeting, adhesives, furniture and casework.
- All carpet distributors and/or manufacturers of carpet installed at WSU mush have a carpet recycling plan that is approved by Facilities and Department of Environmental Health and Safety.
- The use of chlorofluorocarbon and halon-containing refrigerants, solvents and other products shall be phased out and new purchases of heating/ventilating/air condition, refrigeration, insulation and fire suppression systems shall not contain them.

I. Landscaping
- All landscape renovations, construction and maintenance performed by internal staff members or contractors providing landscaping services shall employ sustainable landscape management techniques for design, construction and maintenance whenever possible. This includes, but not limited to, integrated pest management, drip irrigation, composting and use of mulch and compost that give preference to those produced from regionally generated plant debris and/or food waste programs.
- Landscape structures constructed of recycled content materials are encouraged. The amount of impervious surfaces in the landscape shall be limited, whenever practicable. Permeable substitutes, such as permeable asphalt or pavers, are encouraged for walkways, patios and driveways.
- Plants should be selected to minimize waste by choosing species for purchase that are appropriate to the microclimate. Native and drought-tolerant plants that require no or minimal watering once established should be purchased.

Nothing in this policy should be construed as requiring the purchase of products that do not perform adequately or are not available at a reasonable price.
History
At the present time, the campus purchasing process is quite de-centralized, with departments and individuals making independent purchasing decisions. Although there are proscriptive MnSCU purchasing guidelines, including some directions on which vendors are to be utilized for specific products, there is no major emphasis on sustainable purchasing.

Present Policies
A. Whenever practicable, WSU will purchase equipment that is rated energy efficient by the joint program of the U.S. Environmental Protection Agency and the U.S. Department of Energy. If the solicitation is for a product in a category for which ENERGY STAR® or certified products are available, we will request evidence of the ENERGY STAR® status or certification for the products that are being bid.

   1. Currently all photo copiers on campus are leased, not to own, and are Energy Star compliant.
   2. Small appliances purchased are Energy Star compliant.
   3. Computers and monitors for all areas on campus, purchased through the WSU IT department, are Energy Star compliant. Monitors purchased are also LCD instead of CRT, which conserve energy.
   4. WSU has purchased one or two hybrid vehicles for the last two years as replacements to our Motor Pool fleet.

B. Winona State University personnel purchase products that contain recycled materials, and environmentally preferable products whenever practical.

   1. Recycled print cartridges are purchased for all IT printers and departments are encouraged to purchase recycled cartridges for their department printers.

C. Winona State University recycles equipment and supplies whenever practical.

   1. WSU IT leases 8,000 laptops annually. We do not lease to own.
   2. WSU IT department re-deploys used equipment to other WSU departments whenever practicable.
   3. WSU recycles old computers, keyboards and monitors using a vendor that specialized in the proper disposal and recycling of these types of products.
   4. WSU uses trade-in allowances to purchase new equipment, whenever possible.
   5. WSU has implemented a “Recycling” program for the collection of cans, glass, plastic, paper and cardboard.

Definitions
Environmentally Preferable Purchasing (EPP) Resources
- EPA’s EPP Web Site  www.epa.gov/oppt/epp
- Energy Star  http://www.energystar.gov/index.cfm?c=about_ab_index
- Association for the Advancement of Sustainability in Higher Education  http://www.aashe.org/index.php

Page 49 of 49 September 2009
Winona State University Technology Master Plan
Continuing to Pioneer the Intersection of Teaching, Learning, Technology, and Engagement

July 2010 – June 2013

“A Community of Learners Improving Our World”
Introduction and Background

Higher education is a distinct enterprise continually reaching out to find leading-edge implementations of information technology to transform the administrative, teaching, research, and service missions of the institution. Just as information technology has transformed society, information technology has become an integral part of the academic enterprise. Key stakeholders in higher education see information technology as a significant focus for their schools' success.

It is against this backdrop that Winona State University in 1997 launched its laptop program (now called the e-Warrior: Digital Life and Learning Program), providing every student with a laptop computer to enhance his/her studies on the Winona campus. The program has been woven into the fabric of the institution. Unlike other institutions within the Minnesota State Colleges and Universities (MnSCU) system or many other campuses, there are no traditional computer labs on the Winona campus. These specialized rooms for working with technology have given way to anytime, anywhere learning. The entire campus is a learning space with access to worldwide information resources. Innovative pedagogies are in practice on campus with current action research projects looking at e-books and enhanced communications with students. Winona State’s experiment with e-books is possible and facilitated by the Digital Life and Learning Program.

Winona State’s new buildings on campus (i.e., science building, library, Maxwell renovation) were designed around a mobile computing environment. All the building spaces and equipment, including science labs, are built with the assumption that students have mobile computing devices. This mobile computing environment has allowed Winona State to create more efficient teaching and learning spaces such as connecting to high-tech science equipment. The design of the new Wellness Center also incorporates the realities of mobile computing. An outcome of this environment is the Winona campus has one of the largest wireless network installations in the state of Minnesota and was named one of the top 25 wireless college campuses in the United States in a survey conducted by the Center for Digital Education and Intel Corporation.

Winona State is also enhancing University business functions with technology by reducing waste, errors, and time and greatly improving our visibility into the student record and University data intelligence. The University supports a robust document imaging environment that electronically stores the student profile. This solution provides granular delegation and real-time access to the student records along with intelligent routing and paperless workflow. Also in recent years, the University has built a strong data rich environment that allows for designated areas of the University to securely access appropriate and accurate data with the click of a mouse. This access to data through the Report Index allows Winona State’s leaders to make informed decisions based on quantitative data.

In addition to the technology environment located in Winona, the University also supports Winona State University-Rochester (WSU-R) with a diverse student population, including a growing number of adult learners in upper division Bachelor’s, Master’s and Doctor of Nursing Practice degree programs. Programs are offered in cooperation with the education, healthcare, and business communities in Rochester and the surrounding region. Learning technologies have become a critical aspect of improving the access to working adults. WSU-R is located on the University Center Rochester (UCR) campus, a facility that is managed by the MnSCU partner institution, Rochester Community and Technical College (RCTC). UCR’s core technology infrastructure is designed, implemented, and managed by RCTC. The unique circumstances and needs of WSU-R introduce additional technology issues and requirements.

With this context, in April of 2009, Winona State University began the process of developing its Technology Master Plan (July 2010 – June 2013). This plan represents the University’s effort to continue to pioneer the intersection of teaching, learning, technology, and engagement.
Planning Assumptions

There are several planning assumptions used by the All University Technology Committee (AUTC) and Information Technology Services (ITS) leadership team made as the technology master plan for Winona State University (WSU) was being developed. A few of those assumptions are as follows:

1. Information technology is critical to the realization of institutional goals and must be aligned with the mission and vision of the University.

2. The University is likely to experience budgetary constraints during the effective years in which this technology master plan is implemented.

3. The Winona campus is committed to providing a multi-platform one-to-one mobile computing strategy to students and faculty through its e-Warrior: Digital Life and Learning Program which provides the stage to deliver technology access anytime and anywhere.

4. Winona State University - Rochester students are not currently involved in the e-Warrior: Digital Life and Learning Program, which results in some distinct technology issues for these faculty and students.

5. The University is dedicated to supporting an information technology infrastructure that is robust, reliable, and transparent to the end user.

6. Individual faculty members are ultimately responsible for setting the technology expectations of students in their courses. The departments are responsible for integrating technology into their academic programs as appropriate, and assessing these efforts.

7. Minnesota State Colleges and Universities (MnSCU) Office of the Chancellor (OOC) provides and supports the core administrative software applications used by the institution (e.g. Integrated Student Records Systems (ISRS), Degree Audit Reporting System (DARS), Hyperion Brio). Significant campus support is also provided for select administrative applications (e.g. Campus Card (CBORD), Knowledge Lake Document Imaging, Microsoft Reporting Services).

8. Emphasis must be placed on training and professional development to assist students, faculty, and staff with the use and application of information technology.
Technology Master Planning Process

Technology Planning Life Cycle
The technology planning life cycle will provide a framework for integrating and prioritizing technology related issues at Winona State University. It was developed to articulate a common vision for technology and provide a guide for future technology implementations at Winona State University.

Technology Master Plan Development Process
This document represents a culmination of work started in April of 2009. The technology master plan development process is the first step in integrating information technology into the overall mission, vision, and purpose of the University. The technology master plan development process was divided into five phases.

- The first phase was the development of buckets (a term used to described how we categorize feedback). The All University Technology Committee (AUTC) completed this work in June of 2009.
- The second phase was the development of goals and outcomes by the various campus constituency groups (16 sessions held with 223 faculty, staff, and student participating, in addition, follow-up emails were sent to the Chief Information Officer (CIO) and members of the committee which were also included) to fill the buckets (later redefined as cornerstones) defined in phase one of the process (August 2009 – February 2010).
- The third phase was the refinement and clustering of the information developed by the various campus constituency groups by the CIO and AUTC (March 2010).
- The fourth phase was the review and reaction to the draft of the technology master plan by the campus constituency groups through the “meet and confer” and “meet and discuss” process (April 2010).
- The fifth and final phase will be the final approval of the technology master plan by Cabinet (May 2010).

Completing the Cycle
Once the technology master planning process is complete, the Information Technology Services (ITS) leadership team will create a tactical plan to operationalize the technology master plan. ITS will perform and execute the tactical plan and it will be assessed and evaluated with outcomes reported to AUTC and Cabinet. The technology master plan will guide all future technology implementations at Winona State University. Figure 1 provides an overview of the technology planning life cycle.

Initial Buckets
AUTC developed buckets (later called cornerstones) to help collect important thoughts and ideas in the planning process. Focus groups brainstormed within the areas below providing innovative concepts and ideas that can become future goals for the University in

Figure 1: Technology Planning Life Cycle
the area of technology.

- **Mobility and Access**: This bucket includes strategies that enhances anytime, anyplace learning.
- **Infrastructure**: This bucket collects actions to improve facilities, servers, systems, storage, back-up services, enterprise level-software, data and voice networks that support the academic enterprise.
- **Student Engagement**: This bucket supports strategies to enhance student engagement.
- **Sustainability**: This bucket holds techniques the University can employ to be more environmentally responsible.
- **Effective and Efficient Use of IT**: This bucket includes items that can enhance business processes and practices in student services or faculty support.
- **Community and Collaboration**: This bucket will support initiatives to engage entities outside the University on issues related to using technology to support and enhance learning.
- **Innovation**: This bucket collects actions that can enhance the innovative uses of technology at the University to improve the student learning experience, reduce costs, or provide improved services.
- **Professional Development and Preparedness**: This bucket holds items that support the development of faculty and students in their use and application of technology. (i.e. items related to student training (baseline technology competencies), faculty development (the intersection of technology and pedagogy)).

**Refined Cornerstones**

In March of 2010 AUTC collapsed the eight buckets into five cornerstones. The goals and outcomes from the focus group sessions were placed under the most appropriate cornerstone.

- **Engaging Student Learning Environments**: Develop, support, and foster technology enriched student-learning environments, which inspire and teach learners to acquire, apply, and extend knowledge; to think critically; and to solve challenges imaginatively.
- **Ubiquitous and Reliable Technology Infrastructure**: Plan and provide for the current and future technology infrastructure needs of the University.
- **Sustainability**: Support the University’s commitment to sustainability through information technology operating practices that promote responsible management of time, money, energy, paper, and waste.
- **Alumni and Community Collaboration**: As a community of learners improving our world, work with the extended communities of the University to enhance the technology environment that supports business and industry partnerships, provides workforce training and professional development for adult learners, and strengthens relationships with our friends and alumni.
- **Professional Development and Preparedness**: Employ professional development strategies and activities that address the needs of current and future faculty, staff, and students that contribute to academic and professional success in the application of information technology.
Governance and ITS Organizational Overview

Governance - All University Technology Committee (AUTC)

The All University Technology Committee reviews technology initiatives, assesses technology use and recommend policy and resource utilization. The committee reviewed and assisted in the implementation of the technology master plan development process and reviewed information collected from the focus group sessions held from August 2009 to February 2010.

All University Technology Committee (AUTC) Membership

Ex-Officio
Kenneth Janz, Associate Vice President for Academic Affairs and Chief Information Officer
Ken Graetz, Director for Teaching, Learning, and Technology Services

Inter Faculty Organization (IFO) Representation
Pat Paulson, Professor, College of Business
Kendall Larson, Digital Initiatives and Information Gallery Librarian, Library
James Reineke, Associate Professor, College of Education
Robin O’Callaghan, Assistant Professor, College of Liberal Arts

Minnesota Association of Professional Employees (MAPE) Representation
Scott Schradle, System Administrator, Information Technology Services
Marc Hauge, System Administrator, Information Technology Services

Student Representation
Andrew Neumann
Gerald Strauss

Administrative and Service Faculty (ASF) Representation
Tania Schmidt, Assistant Registrar, Student Record Services (Registrar’s)

American Federation of State, County, and Municipal Employees (AFSCME) Representation
Antoinette “Toni” Drier, Technology Manager, Career Services

Middle Managers Association (MMA) Representation
Tom Hill, Learning Spaces Manager, Information Technology Services

Deans’ Council Representation
William “Bill” McBreen, Dean, College of Nursing and Health Sciences
ITS Organizational Overview

In April of 2009, Information Technology Services was reorganized into four units: User Services, Development and Web Support Services, Infrastructure Services, and Teaching, Learning, and Technology Services. The ITS leadership team consisting of the Chief Information Officer and the Directors of User Services, Development and Web Support Services, Infrastructure Services (systems and communications), and Teaching, Learning, and Technology Services assisted in the formation and development of the master technology plan. In addition, in the Goals and Outcomes section of this document members of the ITS leadership team will be the “lead” on several goals. In this role, the lead will be responsible for completing the outcomes assigned goals. Figure 2 provides a visual overview of the ITS organization.

Figure 2: Visual Overview of the ITS Organization

In addition, several other positions are listed in the technology master plan as a lead. These positions include: Dean of the Library, University Legal Analyst, Director of the Rochester Center, Assistant Vice President for Marketing and Communications, Director of Outreach and Continuing Education, and the Director of Institutional Planning, Assessment and Research. This is because these positions are critical in the successful completion of the selected goals.
Cornerstones

The following are the five cornerstones of the Winona State University Technology Master Plan.

1. Engaging Student Learning Environments (Pages 9 – 11)

Develop, support, and foster technology enriched student-learning environments, which inspire and teach learners to acquire, apply, and extend knowledge; to think critically; and to solve challenges imaginatively.

2. Ubiquitous and Reliable Technology Infrastructure (Pages 11 – 18)

Plan and provide for the current and future technology infrastructure needs of the University.

This cornerstone includes the subcategories:

- 2.1 Core Infrastructure To Support Mobility and Access (Pages 11 – 12)
- 2.2 Data Security, Disaster Recovery, and Business Continuity (Pages 12 – 13)
- 2.3. End-User Technology Support and Customer Service (Pages 13 – 15)
- 2.4. Relevant and Accessible Web Content (Pages 15 – 16)
- 2.5. Campus Data Needs (Pages 16 – 18)

3. Sustainability (Pages 18 – 20)

Support the University's commitment to sustainability through information technology operating practices that promote responsible management of time, money, energy, paper, and waste.

4. Alumni and Community Collaboration (Pages 20 – 21)

As a community of learners improving our world, work with the extended communities of the University to enhance the technology environment that supports business and industry partnerships, provides workforce training and professional development for adult learners, and strengthens relationships with our friends and alumni.

5. Professional Development and Preparedness (Pages 21 – 22)

Employ professional development strategies and activities that address the needs of current and future faculty, staff, and students that contribute to academic and professional success in the application of information technology.
Goals and Outcomes

1. Engaging Student Learning Environments

*Develop, support, and foster technology enriched student-learning environments, which inspire and teach learners to acquire, apply, and extend knowledge; to think critically; and to solve challenges imaginatively.*

- **1.1 Encourage and support technology-enhanced department-initiated course redesign (e.g. Math Achievement Center, Winona360)**

  **Outcome:** Build an application and review process so departments can be allocated technology resources for department-wide course redesign efforts.

  **Lead:** Chief Information Officer

- **1.2 Enhance support for adult learners and graduate students in online and distance education courses.**

  **Outcome:** Build a web-based orientation to online learning for distance and blended students that will be tailored to meet the needs of non-traditional students.

  **Lead:** Director of Teaching, Learning, and Technology Services

- **1.3 Enhance the support of technology engaging student activities and new forms of communication, feedback, and assessment.**

  **Outcome:** Develop a web resource and workshop series on high impact practices that increase student engagement with technology.

  **Lead:** Director of Teaching, Learning, and Technology Services

- **1.4 Expand the role of Digital Learning Lab in assisting students in their studies.**

  **Outcome:** Expanded training and marketing for the Digital Learning Lab by developing an annual planning process that meets faculty course activities.

  **Lead:** Director of Teaching, Learning, and Technology Services

- **1.5 Explore and implement enhanced methods of video and audio delivery of instructional materials (both asynchronous and synchronous delivery).**

  **Outcome:** Develop and implement a multiplatform solution to meet the numerous video and audio needs of faculty and students.
Lead(s): Director of Teaching, Learning, and Technology Services / Director of Infrastructure (systems)

- 1.6 Leverage the experience and knowledge gained from the e-Warrior program to invest in innovations that enhance student learning.

  Outcome: Develop a web resource, showcase events, and workshops on successes and impact of the program at Winona State. Pilot selected projects that leverage student learning in the e-Warrior program.

  Lead: Director of Teaching, Learning, and Technology Services

- 1.7 Improve learning spaces (physical and virtual) to support active and collaborative learning.

  Outcome: Develop and implement a planning process to enhance learning spaces that incorporates feedback from faculty and students and is supported by evidence based practices. Develop and implement a maintenance and repair process for the current learning spaces on campus.

  Lead: Director of Teaching, Learning, and Technology Services

- 1.8 Provide multimedia development space for faculty and students.

  Outcome: Build an enhanced space (quiet) for curriculum material development.

  Lead: Director of Teaching, Learning, and Technology Services

- 1.9 Continue to explore new and emerging technologies (hardware and software) that promise to improve and enhance teaching and learning (e.g. data mash-ups, tablet devices, touch input devices, enhanced support for mobile devices, software to assist in classroom management, e-readers, and reexamination of e-portfolios).

  Outcome: Maintain professional memberships, support innovative pilot projects, assist faculty in their personal exploration of technology, and network with other higher education institutions.

  Lead(s): Director of User Services / Director of Teaching, Learning, and Technology Services / Director of Infrastructure (systems)

- 1.10 Establish a method to support student testing outside of class.

  Outcome: Assess the feasibility of building a testing center on campus. Compare
building a physical testing center with alternative methods of evaluation and assessment.

**Lead:** Chief Information Officer

- **1.1.1 Enhance the library capacity to support technology innovation for faculty and students.**

  **Outcome:** Develop a plan that weighs impact and resources to provide additional digital library resources, enhance the connection between D2L and e-reserves, enhance learning spaces in the library, and federated library searching.

  **Lead(s):** Chief Information Officer / Dean of the Library

2. Ubiquitous and Reliable Technology Infrastructure

*Plan and provide for the current and future technology infrastructure needs of the University.*

2.1 Core Infrastructure to Support Mobility and Access

- **2.1.1 Develop a plan to increase access to network resources throughout the Winona community.**

  **Outcome:** Constitute a workgroup to study the feasibility of city (county)-wide wireless, looking at potential partnerships, costs, and risks.

  **Lead:** Chief Information Officer

- **2.1.2 Expand capacity for reliable and secure file storage to meet the instructional, learning, research, and service needs of faculty and students as well as the business needs of staff.**

  **Outcome:** Constitute a workgroup to develop a three-year plan to meet the current and future storage needs of the campus community.

  **Lead:** Director of Infrastructure (systems)

- **2.1.3 Leverage Winona State University’s status as an Office of Enterprise Technology (OET) hub site to enhance the stability, reliability, and capacity of both the internal and external wired and wireless network infrastructure.**

  **Outcome:** At the conclusion of the current three-year wireless plan build a plan to examine all wired and wireless network needs for the next three years
(include Internet2 needs and use, 10 Gigabit between buildings, Gigabit to the desktop, etc).

**Lead:** Director of Infrastructure (communications)

- **2.1.4 Develop a unified communications strategy.**

  **Outcome:** Constitute a workgroup to examine the current state of VOIP, email, and telephony and develop a plan to extend and unify Winona State University’s voice, video and data communications.

  **Lead(s):** Director of Infrastructure (communications)

- **2.1.5 Provide support for department level academic server needs.**

  **Outcome:** Develop a plan to support department necessitated learning and support systems; centrally providing reliable and stable resources in a controlled production environment. Support open source initiatives and software.

  **Lead:** Director of Infrastructure (systems)

- **2.1.6 Develop a campus-wide document management and retention protocol.**

  **Outcome:** Constitute a workgroup to develop a protocol for document management and retention for Winona State University.

  **Lead(s):** Chief Information Officer, Registrars, and University Legal Analyst

### 2.2 Data Security, Disaster Recovery, and Business Continuity

- **2.2.1 Develop disaster recovery and business continuity plan.**

  **Outcome:** Complete work on the campus disaster recovery and business continuity plan. The plan will also contain modernization efforts in implementing procedures and technologies to align WSU’s infrastructure with business continuity and disaster recovery requirements.

  **Lead:** Director of Infrastructure (systems)

- **2.2.2 Enhance back-up data center**

  **Outcome:** Plan will be developed to move parts of the phone switch and network infrastructure from Somsen Hall to a back-up data center on campus.
Lead: Director of Infrastructure (communications)

- **2.2.3 Develop and implement a comprehensive information technology security plan that addresses the growing threats and current needs of state policies and Payment Card Industry (PCI) compliance.**

  **Outcome:** The existing information technology security workgroup will develop a multiyear information technology security plan which will provide recommendations regarding threat management and intrusion detection, encryption on portable devices and databases, patch management, training for the campus community, professional development of information technology staff to take on additional security responsibilities, review of the current incident response plan, network segmentation, and a plan to respond to PCI and state guidelines and policies regarding information technology security.

Lead: Director of Infrastructure (systems)

2.3. End-User Technology Support and Customer Service

- **2.3.1 Continue enhancement of ITS customer support services.**

  **Outcome:** Implement outcomes and assessment plan for ITS. This plan will compile statistics from work order systems, surveys and system logs to measure performance against benchmarks and unit goals.

  **Outcome:** Roll-out customer service training for all ITS student workers and improve technical support resources with student employees.

  **Outcome:** Expand and enhance online support information.

  **Outcome:** Create a workgroup to look at expanding the hours for classroom support weighing the needs of the campus community and current resource allocations.

Lead: Director of User Services

- **2.3.2 Implement change management process in ITS.**

  **Outcome:** Implement recent LEAN recommendations in change management to ensure that standardized methods and procedures are used for all changes to ITS controlled infrastructure.
Outcome: Historical thread of work performed with ITS and how daily operations align with pre-defined goals and work plans.

Lead(s): Director of User Services / Director of Infrastructure (systems and communications)

• 2.3.3 Enhance project intake process and provide dashboard of ITS projects to campus community.

Outcome: ITS project management workgroup will examine the current project intake process and recommend potential changes.

Outcome: ITS will develop a web-based dashboard of current ITS projects which will provide a visual update to stakeholders on the status of ITS projects.

Lead: Director of Development and Web Support Services

• 2.3.4 Improve communication within the ITS group as well as with the campus community on issues related to information technology.

Outcome: Develop a comprehensive communication plan for ITS which will include, but not be limited to, information distributed through the Winona State University Web site, videos, CIO podcast, faculty and staff newsletter, digital signage, communication to faculty/staff/students, and social networking tools.

Lead: Chief Information Officer

• 2.3.5 Enhance information technology’s visibility and role in Winona State University – Rochester.

Outcome: Engage faculty, staff, and students at the Winona State University - Rochester (WSU-R) location in dialog to better meet their information technology needs.

Outcome: Move ITV operations from Rochester Community and Technical College to Winona State University control.

Outcome: Assess faculty and student interest in a one-to-one computing initiative at WSU-R to look at factors such as faculty adoption, resulting costs, and impact on student learning.

Outcome: Examine expanding the hours for information technology support on campus weighing the needs of WSU-R and current resource allocations.

Lead(s): Chief Information Officer / Director of the Rochester Center.
• **2.3.6 Improve accessibility of campus technology resources (Support for diverse learners).**

**Outcome:** Assign a liaison from ITS to the Campus Disability Services. Create a plan for meeting the needs of faculty, staff, and students who require accommodations in their technology and computing needs.

**Lead(s):** Director of User Services / Director of Teaching, Learning, and Technology Services

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### 2.4. Relevant and Accessible Web Content

• **2.4.1 Complete migration of www.winona.edu** ([http://www.winona.edu](http://www.winona.edu)) **to Web2010**

**Outcome:** Complete the migration of all sites to Web2010, as well as enhance training and online resources to the campus community on images, content creation and content management system. Ensure content guidelines are created and communicated to the campus community.

**Lead(s):** Assistant Vice President for Marketing and Communications / Director of Development and Web Support Services

• **2.4.2 Continue to build and support a strategic vision for the university website.**

**Outcome:** Establish a Web Council Committee to provide strategic direction and high-level oversight for the University website. Create an ongoing web assessment process that will be used to evaluate the current site and help plan for future needs.

**Lead(s):** Assistant Vice President for Marketing and Communications / Director of Development and Web Support Services

• **2.4.3 Expand our ability to provide innovative solutions in order to enhance Winona State University’s web presence**

**Outcome:** Continue to build the capacity to implement Web 2.0 technologies such as online forms, online user resources, video integration, wikis and blogs. Develop and implement a university social media strategy that allows WSU to reach all WSU audiences.

**Outcome:** Leverage WSU’s web 2.0 platform to improve the availability and quality of the WSU content and to improve the end-user experience, including but not limited to, mobile device application development.
Lead(s): Assistant Vice President for Marketing and Communications / Director of Development and Web Support Services

- 2.4.4 Explore options to leverage internal expertise for employee development and revenue generation.

Outcomes: Determine the viability of establishing a web publishing certificate program (could be for current employees only or as Office of Outreach and Continuing Education (OCED) program).

Lead(s): Assistant Vice President for Marketing and Communications / Director of Development and Web Support Services

2.5. Campus Data Needs

- 2.5.1 Provide a range of tools to enable end-users to be self-sufficient and self-guided in accessing institutional data

Outcome: Continue to build existing Report Index. Explore and implement solutions, such as Analysis Services Cubes, Report Builder, and Pivot Tables, which will allow end-users more capacity to access and manipulate institutional data on-demand. Allowing end-users to customize their own reports will diminish the reliance on Institutional Planning, Assessment and Research (IPAR) for data requests by giving end-users more options at their fingertips.

Lead(s): Director of Development and Web Support Services / Director of Institutional Planning, Assessment and Research / Registrars

- 2.5.2 Continue development of secure data storage infrastructure and processes to support campus-wide needs for assessment and analysis and day-to-day operations

Outcome: Work with each College and various departments to develop a plan to centralize their input of data, similar to the existing Nursing Database. Incorporate data from the Assessment Tool and any third-party data collection tools into existing DataMart. Each database will be managed by ITS in conjunction with IPAR, and be stored on a secure server which is regularly backed up. This process will allow a single point of entry for data that is not currently entered into the ISRS system, an easy method of joining this data with ISRS data, as well as increased and integrated reporting functionality.

Lead(s): Director of Development and Web Support Services / Director of Institutional Planning, Assessment and Research / Registrars

- 2.5.3 Continue to build capacity in the area of Business Intelligence
**Outcome:** Increase capacity for more complex analysis of institutional data, including the ability to create customized institutional dashboards for tracking and comparing data across years and terms, e.g., Enrollment Analytics measures.

**Lead(s):** Director of Development and Web Support Services / Director of Institutional Planning, Assessment and Research

- **2.5.4 Continue to research and implement a university process for tracking departmental and program outcomes and rubrics**

  **Outcome:** Discover, evaluate and implement potential data collection, presentation and analysis tools in collaboration with end-users to support student learning outcomes and program assessment.

  **Lead(s):** Director of Development and Web Support Services / Director of Institutional Planning, Assessment and Research

- **2.5.5 Improve document imaging capacity in the storage of University records**

  **Outcome:** Build dynamic role assignments into document imaging so faculty could view data of students enrolled in their classes.

  **Outcome:** Integration of outstanding departmental records that complete the student record portfolio.

  **Lead(s):** Director of Infrastructure (systems) / Registrar

- **2.5.6 University wide process for scheduling rooms (Web-based space utilization, etc)**

  **Outcome:** Create a workgroup to unify and integrate resource scheduling for all campus rooms and assets.

  **Lead(s):** Director of Infrastructure (systems) / Registrar

- **2.5.7 Facilitate and support online forms and workflow routing of documents (Institutional Review Board (IRB) and Grants as an example)**

  **Outcome:** Utilizing existing technology, continue to build capacity in the area of online forms and workflow to eliminate paper forms, allow for electronic signatures and remote collaboration and dynamic import into the student record.

  **Lead:** Director of Development and Web Support Services
• 2.5.8 Research methods to enhance and streamline Winona State University's interactions with its customers (i.e. prospective and current students, community members, vendors, etc.).

**Outcome:** Research and implement a Customer Relationship Management (CRM) solution that meets the needs of administrative and academic departments on campus.

**Lead:** Director of Infrastructure (systems)

• 2.5.9 Develop a plan to enhance Winona State University's ability to deliver content via digital signage on campus.

**Outcome:** Create a process for requesting, ordering and installing digital signage on campus. Collaborate with University Marketing and Communications to institute a content creation and approval process.

**Lead:** Director of Infrastructure (communications)

3. Sustainability

*Support the University's commitment to sustainability through information technology operating practices that promote responsible management of time, money, energy, paper, and waste.*

• 3.1 Look for strategies to reduce the overall cost of technology to the campus community.

**Outcome:** Develop a plan outlining procedures to examine and project real costs and the return on investment associated with technological investment. Developed in the context of current budget constraints, accurate estimates will provide an overall higher level of service and accountability to the campus community.

**Lead:** Chief Information Officer

• 3.2 Review all current software supported on campus to determine utilization.

**Outcome:** Create a plan in which the University maximizes utilization of existing IT investments. Tracking system utilization and effectiveness will help to prioritize support, prevent duplication, achieve economies of scale, and plan for current and future demands; while ensuring operations of the most critical resources under the knowledge of tightening budgets.

**Lead(s):** Director of User Services / Director of Infrastructure (systems)
• **3.3 Develop a comprehensive technology replacement plan from entry into the system to disposal.**

**Outcome:** Create a plan in which the University looks at how it disposes of end-of-life equipment. In the plan ITS will improve inventory management of technology assets and examine current level of technology for administrative staff.

**Lead(s):** Director of User Services / Director of Infrastructure (systems)

• **3.4 Develop electrical power management plan for Information technology resources.**

**Outcome:** Enforce power management strategies on all computing and network devices. Examine alternative methods for charging laptops and other technology equipment on campus. Reduce the number of wired ports on campus (current usage shows in select area of campus use has gone to wireless) thereby reducing the power consumption of network equipment. Facilitate distance learning to help displace physical resource constraints and costs.

**Lead:** Director of Infrastructure (systems and communications)

• **3.5 Build capacity to support the use of electronic media on campus.**

**Outcome:** Establish an annual assessment of e-book use for monitoring increased faculty adoption, resulting cost savings, impact on student learning, and the added value of the e-Warrior Digital Life and Learning Program. Report annually on current level of adoption of e-books and perceived obstacles to adoption.

**Outcome:** Increase faculty knowledge about e-books, their understanding of the options for reading e-books (i.e., e-reader devices), their ability to evaluate e-books by applying multimedia learning theory, their ability to integrate e-book options into their courses efficiently (e.g., in D2L courses with instructor-authored content), and their ability to gather and analyze student feedback regarding adopted e-books. Provide online, self-paced learning opportunities for faculty related to e-books, as well as, workshop series for faculty on how to find, evaluate, and integrate e-books into courses. Finally, provide online materials for students on the general use of e-books and how to solve common technical problems. Instructors can incorporate these materials into their courses.

**Lead:** Director of Teaching, Learning, and Technology Services

• **3.6 Develop and refine print management and associated policies to encourage the reduction of printed-paper.**

**Outcome:** Promote digital materials, facilitate and support alternative test taking
and scoring to reduce paper consumption. Facilitate the utilization of online applications for students to submit course assignments and projects.

**Lead:** Director of Infrastructure (systems)

### 4. Alumni and Community Collaboration

*As a community of learners improving our world, work with the extended communities of the University to enhance the technology environment that supports business and industry partnerships, provides workforce training and professional development for adult learners, and strengthens relationships with our friends and alumni.*

- **4.1 Enhance our outreach to Winona State University alumni.**

  **Outcome:** Develop and implement a strategy to support a lifetime "winona.edu" email address for alumni.

  **Outcome:** Provide students access to the purchase of software at graduation at discounted pricing when available.

  **Outcome:** Implement the assessment plan (alumni survey, etc) of the *e-Warrior: Digital Life and Learning Program* to quantify the impact on technology use for Winona State alumni.

  **Lead(s):** Director of User Services / Director of Infrastructure (systems)

- **4.2 Enhance collaboration with other institutions of higher education.**

  **Outcome:** Develop a plan to seek out and build cooperative and collaborative relationships with other higher education institutions (locally, Minnesota State College - Southeast Technical and St. Mary's University of Minnesota as well as state, MnSCU partners, and University of Minnesota institutions, and nationally, one-to-one computing programs, University of Wisconsin – Stout, Northern Michigan University) to expand student and faculty opportunities.

  **Lead(s):** Chief Information Officer / Director of Outreach and Continuing Education

- **4.3 Explore opportunities to partner with local K-12, business and industry partners, and non-profit groups to enhance technology access and opportunity in the greater Winona and Rochester community.**

  **Outcome:** Develop a plan to engage the regional community on such topics as: training and technology support by Winona State University students to non-profit and other community organizations, partnering with K-12 schools on technology related issues, and creating and exploring regional partnerships in the area of
technology with area businesses.

**Outcome:** Explore opportunities to design and deliver online and blended programs to adult learners and working professionals in collaboration with Outreach & Continuing Education.

**Lead(s):** Chief Information Officer / Director of Outreach and Continuing Education

5. Professional Development and Preparedness

_Employ professional development strategies and activities that address the needs of current and future faculty, staff, and students that contribute to academic and professional success in the application of information technology._

- **5.1. Apply professional development resources to meet specific university goals and objectives.**

  **Outcome:** Implement a comprehensive, collaborative, and interdepartmental planning process that allocates professional development resources (e.g., staff time) to high priority and high impact university themes, goals, objectives, initiatives, and projects.

  **Outcome:** Implement an assessment process that measures the university costs and benefits of professional development resource investments.

  **Outcome:** Implement a student technology literacy program that prepares our students for technology-supported academic and professional work.

  **Outcome:** Deliver programming that focuses on new and emerging instructional challenges (e.g., responsible use of technology, mobile devices in the classroom, digital submission of coursework, technology-supported course redesign)

  **Lead:** Director of Teaching, Learning, and Technology Services

- **5.2. Support the professional development of faculty, staff, and students using practices that are engaging, efficient, and effective.**

  **Outcome:** Collaborate with the staff and faculty housed in the Maxwell Professional Resource Center (e.g., Faculty Development Committee, Institutional Research, Assessment, and Research Services) to develop and implement a comprehensive, continuous, and well-publicized selection of workshops, webinars, and online learning materials.

  **Outcome:** Implement and promote social networks and learning communities around common applications of technology to promote learning through the peer-
to-peer exchange of ideas and experiences and the development of mentoring and coaching relationships.

**Outcome:** Develop and promote methods for showcasing notable and innovative campus applications of technology to teaching and learning.

**Outcome:** Develop and promote orientation services (e.g., online roadmap, workshops, webinars) reviewing all university professional development tools and resources and including all major academic and administrative technologies, intended for incoming/new students and employees, non-residential students (e.g., WSU Rochester), graduate students, and others in need of an overview.

**Outcome:** Improve the Digital Learning Lab learning space to better serve students in one-to-one and group learning settings.

**Outcome:** Promote the resources and services of Teaching, Learning, and Technology Services, including the Digital Learning Center and the Multimedia Lab, to improve faculty, staff, and student support.

**Lead:** Director of Teaching, Learning, and Technology Services
April 6, 2010

Mr. Richard Lande
Facilities Manager
Winona State University
175 West Mark Street
Winona, MN  55987-5838

Dear Mr. Lande:

Subject:  Draft Feasibility Study for Relocating Somsen Hall Data Center to Watkins Hall

Winona State University has contracted with Stanley Consultants to assess the feasibility and prepare a rough order of magnitude project cost estimate to renovate Watkins Hall to house a new data center. This letter provides a brief explanation of how Watkins Hall would be renovated, along with a rough cost estimate and sketches of the proposed layout. This cost estimate is prepared in April 2010 dollars and is not escalated for any future date (see Attachment 1).

The construction cost estimate includes the facility infrastructure work required to renovate Watkins Hall to a point that it is ready to support the addition of rack-mounted data equipment (equipment relocated from Somsen Hall). An overall description of the work in each space is provided below to help clarify the scope of the cost estimate. All IT (Information Technology) related relocation and installation costs, such as new data racks, IT equipment, low voltage cabling, phone systems and fiber optic cabling, is not part of this estimate.

The existing Watkins Hall building is primarily used by Computer Services and Art related education. For Watkins Hall to become the location for the data center, it is anticipated that the art department will be relocated to Wabasha Hall. This relocation will free up the art gallery in the center of the building, the kiln room, and the downstairs art storage area. Costs to relocate the Art department to Wabasha Hall are not part of this cost estimate.

The existing Somsen Hall data center currently has an 80kVA UPS (uninterruptable power supply), and two dual-cool 15-ton down flow CRAC (computer room air conditioning) units. Cooling is supplied under the raised floor through perforated floor diffusers and returned to the Liebert units via eggcrate grilles in the ceiling tile and a return air plenum. This cost estimate will consider a similar installation in Watkins Hall and thus requires adding a raised floor and acoustical ceiling tile in the current gallery to house the new data racks and provide underfloor air supply and ceiling plenum return. To maximize data rack space, the CRAC units and UPS will be located directly below the new data center in the basement of the facility (see Attachment 4).
Watkins Hall Renovation
For general building floor plans see Attachment 2.

Basement
Since the entire Art department will be relocated to Wabasha Hall, all of the art storage in the basement will become available. The basement consists of an electrical room, two mechanical rooms, and a corridor/storage area. There has been discussion within the University of replacing the existing air-handling unit that serves the building. If this was to happen, the air handling unit would likely move to the existing corridor/storage space. This would leave the existing air-handling room available for the new CRAC units. If the air-handling unit does not get relocated, the CRAC units could be placed in the existing corridor/storage space.

For purposes of this estimate, the CRAC units will be placed in the center air-handling unit room. The new data center will require two new 15-ton dual-cool, upflow CRAC units to provide 100% redundancy. The units will use chilled water from the campus chilled water loop for cooling when available. Each unit will also have refrigerant compressors and an outdoor condensing unit as backup to the chilled water and for winter cooling. The units will include infrared humidification using the building soft water system. Openings will be cut into the first floor concrete slab for supply and return air duct to the new data center space.

The existing electrical room will house the new ATS (automatic transfer switch), two UPS', and panelboards. The existing electrical service at Watkins is by an ITE fusible switchboard built in 1963 and rated 208Y/120V, 1200A. The existing switchboard has no available spaces to install a new fusible switch. When the kiln building addition was added, a 200A fusible disconnect was tapped off of the 1200A bus to provide power to the kiln. For the new data service, the kiln disconnect will be removed, and a new 400A fusible disconnect switch will be tapped off of the switchboard bus. This new disconnect will be connected to the normal terminals of the new 400A ATS. The ATS will feed a new 400A panelboard and this panelboard will have breakers to serve the two CRAC units and the two new 80kVA UPS units.

Roof
The two new condensing units will be placed on the roof. Refrigerant piping and electrical service will be routed from the basement to serve these units.

Data Center Room
The data center room currently has window on two sides in lieu of walls (see Attachment 3). These windows will be removed so that a new 1-hr rated boundary can be installed. A 1-hr rated surface will also be provided on the ceiling and a new 1-hr rated door provided. A new raised floor will be installed with a ramp provided at the single point of entry (a second entry is not anticipated to be required). A new drop ceiling will be installed to help limit the volume of air that requires cooling. New lighting will be placed in the drop ceiling. The space will have two rows of data racks running the long direction of the room. Server racks are assumed to be 36-inch deep and will fit in two rows while allowing at least three-foot lanes down the center and outside isles. Each data rack row will start with a new PDU (power distribution unit). The power distribution unit will house a minimum of two separate panelboards used to
feed the data racks. Each panelboard in a PDU will be served from a separate UPS. A breaker from each panelboard in the PDU will be assigned to each dual-feed data rack. The center aisle will become the "cold" aisle served cold air through perforated floor tiles. The outside aisles will be the "hot" aisles to allow rejected heat to be removed from the space through eggcrate style return grilles. New return duct will be provided up to the ceiling plenum to duct hot air back down through the floor to the CRAC units.

Two floor openings will be provided in this room for return and supply air ducts. The supply air duct will only extend to below the raised floor. The return air duct will extend up to above the drop ceiling. Structural support is included in this estimate for supporting the floor due to the new openings.

Generator Room
The existing kiln room will be converted into the generator room. The kiln and all equipment will be removed by the art department. The University is in the process of purchasing a new outdoor 250kW diesel generator set. A 250kW generator set is approximately 42-inches wide by 128-inches long. The existing kiln room is of sufficient size to house the gen set. When choosing the new unit, University may want to consider providing a belly-tank with the understanding that the outdoor unit will be placed indoors in the future. The belly-tank volume should be chosen so that the existing room will not require separate fire suppression.

Generator cooling/combustion air intake and hot air exhaust louvers will need to be cut into the ends of the room. One louver will need to be oversized to allow for the installation of the generator set. The generator flue exhaust would be routed to a silencer and out the side wall or through the roof. A new room exhaust fan would also be installed and controlled to start on high room temperature. A room heating system is not anticipated to be required.

A new 480V:208Y/120V transformer and a new panelboard would also be installed in the generator room. This would step down the voltage to 208Y/120V to match the building voltage. The generator electrical feeder would be routed in the utility tunnel back to the electrical room.

Assumptions
A couple assumptions were made that would need to be verified prior to moving forward with design. The first assumption is that the existing floor of the center gallery space is of sufficient strength to support the new data rack servers. The existing pounds/sq-ft design load of the gallery floor is unknown. The second assumption is that the existing electrical service is sufficient to serve the new data and HVAC loads. The available capacity of the existing switchboard is unknown. Additional assumptions for the cost estimate are included at the bottom of the cost estimate spreadsheet in Attachment 1.

Cost Estimate
The conceptual construction cost estimates were developed as completely as possible without divulging into detailed design. A percentage of the equipment purchase and installation was assigned to undeveloped design details to cover other components that would need to be purchased if detailed design materialized. Undeveloped design details (20%), contractor permits and fees (1%), overhead and profit (18%), construction contingency (10%) and external engineering design and administration (10%) are also included in the estimate. Contractor overhead and profit are costs associated with placing the work out for
Feasibility Study for Relocating Somsen Hall Data Center to Watkins Hall
April 6, 2010
Page 4

bid and hiring a contractor to remove old equipment and install new equipment. Contingency reflects
minor scope changes, variations in bidding climate, cost estimating fluctuations, and unforeseen problems
during construction. External design, engineering and administration costs are for the detailed design of
the project, bidding assistance and construction administration.

The cost estimates are conceptual in nature and are based on the information available at the time of the
estimates. The final costs will depend on actual labor and material costs, actual site conditions,
productivity, competitive market conditions, final project scope, project schedule, and other variable
factors. Thus, the final project costs may vary somewhat from the estimate presented.

Our opinion of the total probable project cost is $915,570.00.

Thank you for the opportunity to prepare this feasibility study and cost estimate for the Watkins Hall Data
Center project. We look forward to working with you on future stages of this project. Please feel free to
call with any questions.

Respectfully submitted,

Stanley Consultants, Inc.

Prepared by
Chad Westbrook, P.E.

Approved by
Andy Koshire, P.E.

Contributors: Shane Eckman, P.E., LEED-AP
Bob Goodman, R.A., A.I.A.
Glenn Jensen II
John Prescher, P.E., LEED-AP

Attachments: Attachment 1 – Rough Order Construction Cost Estimate
Attachment 2 – Watkins Hall Floor Plans
Attachment 3 – Architectural Layout
Attachment 4 – Electrical One-Line Tier II Topology
## ASSUMPTIONS AND CLARIFICATIONS:

**SUBJECT: ROUGH ORDER CONSTRUCTION COST ESTIMATE**

**BUILDING:** Watkins Hall Data Center  
**LOCATION:** Winona State University  
**DATE:** 4/3/2010

### DIV WORK # UNITS UNIT MEASURE $/UNIT $/UNIT $/UNIT TOTAL

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### LABOR & MATERIALS SUBTOTAL: $529,080

### UNDEVELOPED DESIGN DETAILS: 20% $106,814

### GENERAL CONTRACTOR OVERHEAD & PROFIT FEE 18% $95,234

### OWNER'S CONSTRUCTION CONTINGENCY 10% $75,667

### ENGINEERING & ADMINISTRATION 10% $83,234

### PROJECT BUDGET $185,614

**ASUMPTIONS AND CLARIFICATIONS:**

1. Reevaluation of department equipment in the Kiln Room and the Gallery will be done by others.
2. Removal of the air conditioning equipment in the Kiln Room. Air conditioning will be done by others.
3. The electrical work will have an approximate total of 125% of the anticipated load.
4. Budgetary construction cost estimates do not include any premium for overtime or expediting fees.
5. The electrical work will have an approximate total of 125% of the anticipated load.
6. Direct support will be provided for the floor around openings required for ductwork penetrations in the data room floor.
7. It is assumed that the electrical work in Watkins has the capacity to support the additional electrical load.
8. The data rooms will hold approximately two rows of 11 (2900SF) data racks. 22 data racks total along with one PDU in each row.
GUIDE TO 286 GREEN COLLEGES

This is a guide to 286 U.S. colleges and universities that have demonstrated an exemplary commitment to sustainability. While it differs from our Best Colleges guidebooks in that it does not report information based on our surveys of students attending the schools, it very much embodies our philosophy that finding your “best fit” school means looking at everything from the school’s academic offerings to its extracurricular options and now, even its commitment to going green. We recognize that there is a rising interest among students in attending colleges that practice, teach, and support environmentally responsible choices. Among the almost 15,000 college applicants and parents of applicant The Princeton Review surveyed for its 2009 College Hopes and Worries Survey, 66 percent of respondents said they would value having information about a college’s commitment to the environment. Moreover, of that cohort, 24 percent said such information would “very much” impact their decision to apply to or attend the school.

To produce this book we partnered with the United States Green Building Council, an outstanding national nonprofit organization that promotes sustainability in the design and construction of buildings. With more students going to college now than ever before, educational institutions are busy building new dormitories, new classrooms, and new administrative offices. USGBC helps provide a layer of accountability for college campuses seeking ways to make their new capital projects as environmentally-responsible as possible. The USGBC developed Leadership in Energy and Environmental Design (LEED) rating system provides guidelines for assessing green performance and meeting sustainability goals in the construction of buildings. Many of the schools profiled in these pages have LEED-certified buildings on campus, but that was not a criterion for inclusion in the book.

All of the schools in this book - whether or not their buildings are LEED-certified and whether or not they are profiled in our “Best Colleges” flagship book - are exemplary green institutions. Each and every one of them understands the urgent need to implement and infrastructure that will allow students to live and learn sustainably.
**Green Highlights**

The oldest member of the Minnesota State Colleges and Universities System, Winona State University's mission is to cultivate “a community of learners improving our world.” In 1993, the university implemented a tobacco-free campus policy to enhance the overall health and well-being of the campus community (not to mention get all those unsightly cigarette butts out of the waste stream!). In 2007, WSU signed the ACUPCC and created a campus-wide Climate Commitment Committee led by a Sustainability Coordinator. The university's Climate Action Plan was released soon thereafter, committing WSU to becoming climate neutral. The Committee has been busy, drafting policies requiring the university to purchase Energy Star products and to construct new buildings on campus to LEED Silver standards. In addition, the Committee is creating sustainability initiatives in a variety of other areas, including academics, transportation, and waste management.

WSU offers an Environmental Science program that offers 80 majors housed in the Biology, Chemistry or GeoScience department. The university has implemented a Ride Board program open to all members of the WSU community, and was recently awarded a local grant to support the growth of a bicycle-based community on campus. Waste minimization efforts are aided by easily accessible recycling stations for food and paper waste, and an event recycling system for indoor and outdoor use.

A sustainable foods movement on campus is gaining momentum, with students from an argoecology class recently planting an herb garden for use by WSU Dining Services.
Seven Minnesota institutions make Princeton Review’s first guide to ‘exemplary green’ campuses

By Casey Selix | Published Thu, Apr 22 2010 8:28 am

From Winona State University’s tobacco-free campus to Gustavus Adolphus College’s Linnaeus Arboretum, seven Minnesota schools are being singled out for their sustainability efforts.

Just in time for Earth Day, the Princeton Review this week released its first “Guide to 28th Green Colleges,” a three-year joint effort with the United States Green Building Council to identify and rate “exemplary green institutions.” Although the council developed the Leadership in Energy and Environmental Design (LEED) rating system, LEED campus buildings were not a criterion for this list.

“Clearly the green movement on college campuses is far more than a passing fad,” according to the publication, which is not affiliated with Princeton University. “There is a sincere and growing interest among students in identifying and applying to colleges where there is a demonstrated commitment to sustainability.”

Princeton Review’s 2009 College Hopes & Worries Survey found that 66 percent of 16,000 college applicants and their parents wanted information on campuses’ commitments to the environment, and 24 percent said such details would “very much” influence their school choice.

Winona State is the only campus in the Minnesota State Colleges and Universities system on the list.

Cristeen Custer, Winona State’s assistant vice president of marketing and communication, said the designation is a “pleasant surprise.” But how important is it to a university’s recruiting efforts?

“You’re talking to a marketing person,” Custer said. “Most important is it’s emblematic of what is happening on our campus. ... We’re pleased because it identifies the priorities of this institution, and that’s a good thing because we think higher education has a really important role to play in protecting” the environment.

As pleased as Custer is with the school’s honor, she’s a bit concerned about some errors and typos in the summary. For example: The campus went tobacco-free last year, not in 1993. And an agro-ecology class (not an argo-ecology class) planted the herb garden for the university’s dining services.

Finding the summaries on individual schools in Minnesota is a little tricky. The 200-page report [PDF] lists schools alphabetically.

Besides Winona State, here are other Minnesota campuses in the guide and a little about why they stand out:

• College of St. Benedict/St. John’s University is recognized for reducing car emissions by offering free bus passes and free carpool parking.
The University’s Transportation Future
- Detailed Discussion

Two overarching transportation goals for Winona State University are to:

- Increase reliance (modal shifts and mode share) on alternative transportation modes for students, faculty, staff, and visitors between points of origin and the campuses, between campuses, and within a campus.
- Reduce reliance on the private automobile as the preferred mode of transportation for students, faculty, staff, and visitors between points of origin and the campuses, between campuses, and within a campus.

Neither of these goals can be implemented in a stand-alone or independent fashion. The likelihood that alternative modes of travel, once implemented, will be used to their full potential is reduced if use of the private automobile is not somehow discouraged; perhaps by strategically limiting the supply of parking or through pricing. Also, reliance on the private automobile will continue unless there are viable alternatives to replace it.

Thus, achieving a balance between the provision of a) alternative modes of travel and b) parking stalls is the overall goal and the basis for the transportation recommendations.

RECOMMENDATIONS

1. Increase the availability of transit services to students, faculty, and staff. Of the current 7,700 students, 38 percent (2,353) live on campus. The remaining 5,347 live in the City of Winona and in communities throughout southeastern Minnesota and across the Mississippi River in Wisconsin. The University’s goal is to provide housing for 50 percent of its students on the campus.

   Studies indicate that when transit services are made available, people will use them. Increased transit services should be provided to give off-campus residents (students, faculty, and staff) an opportunity to use the bus instead of their cars. This should be done in the following ways:

   a) Coordinate with the Winona City Transit to develop a program where students, faculty, and staff can pay a pre-determined fare each semester and ride City Transit buses on an unlimited basis. The University of Minnesota and several MnSCU institutions have already developed these programs, and they work. The University of Minnesota, since developing the U-Pass program, now realizes a 60 percent transit mode share among its students, which has served to reduce the number of cars driven to the campus and allowed Metro Transit to show dramatic increases in its ridership. According to survey results, Winona State University’s current private automobile mode share is 53 percent.

   This program would be appealing to students, faculty, and staff who live off-campus and within the City Transit service area. Students’ fares can be included in their tuition packages, just as they are for students who opt to use intra-campus transit services. Fares could be collected on-campus for faculty and staff and forwarded to City Transit.
b) Establish remote, off-campus park-and-ride lot(s) and provide transit services between the lots and the campus. Because a travel demand forecast model has not been prepared for the City of Winona, it is not possible to forecast the number of students that will take advantage of the remote park-and-ride lot(s). The survey administered by the Institutional Planning, Assessment and Research Department does provide clues, however. According to survey findings, 45 percent of respondents reported that they would park in a remote parking lot, if transit services were provided, and more than 50 percent reported they would do so, if there were a fee for parking on residential streets.

Efforts to establish a park-and-ride lot should be coordinated with the City of Winona Planning Department, City Transit, and Mn/DOT’s District 6 (Rochester) Office of Transit. Federal funding is available at an 80/20 match to develop park-and-ride lots. Applications are submitted to the Federal Transit Administration by Mn/DOT, and a proposal coming from the City of Winona (Planning Department and City Transit) and the University would be more impressive than one submitted by either alone. The applications process can be lengthy. It is likely that three to four years would be required between submittal and the receipt of funding.

Preparing the application will require the City and the University to work together to:

- identify the precise location of land that will be developed as a park-and-ride lot,
- define and quantify the market of park-and-ride users and describe the operations plan, including shuttle transit operation,
- develop preliminary and final engineering layouts and construction documents for the park-and-ride, and
- prepare final cost estimates.

In the short-term, a “cooperative” park-and-ride lot strategy should be implemented where an already developed land use (e.g., a “big box” retailer) would agree to donate or lease underutilized parking stalls to park-and-ride patrons. The retailer may be enticed to cooperate because of the promise of increased retail sales from park-and-ride patrons.

It is recommended that there are possibly two areas where a park-and-ride lot might be located. One on the east side of Winona, near the I-90/TH 43 interchange, and the other on the west side, along TH 14 on the south side of US Highway 61. It recommended that if one were to be selected over the other, the eastern location would enjoy comparatively higher user rates.

With transit services provided by City Transit, park-and-ride patrons (students, faculty, and staff) who have purchased a University-sponsored, “ride anytime” pass would be able to ride from the parking lot to the campus at no additional cost. The park-and-ride lots would also be beneficial to non-University people who work in Winona but live in other communities.
2) Improve accessibility and parking opportunities for cyclists. The University has already begun a bike-sharing program that allows students and employees to check out bikes, helmets, and locks for free. Studies conducted across the United States have shown that the mode share for cycling is on the rise, and the top contributing factor in the mode shift from cars to bikes is the provision of cycling infrastructure. If bicycle lanes in the streets and off-road bike paths are kept clean, plowed, and in good repair, cyclists will use them, even during the winter months. Minneapolis, for example, which has made major investments in cycling infrastructure over the past 15 years, is recognized as the American city with the highest percentage of year-round bike commuters.

Bicycle infrastructure includes bike lanes in the street. The City of Winona Comprehensive Plan has identified Main and Huff Streets as official bike streets, but bike lanes (6 foot-wide lanes inside the parking lane) are not visible. The University should coordinate with the City of Winona to ensure the bicycle lanes on Main and Huff Streets are striped and maintained.

Additional infrastructure includes bike parking devices. These should be located on the campus at strategic locations so that cyclists:

- can park for free (perhaps a nominal fee, e.g., $10 - $15 might be charged for an annual campus bike registration and parking permit)
- be assured their bikes will be in public view,
- have a competitive advantage over cars and get to their destinations more quickly on foot than those who drove and parked their cars, and
- cannot penetrate deep into the campus.

Recommended locations for the installation of bike parking are along the four principal edges of the Main Campus.

3) Provide accessibility to the campus and parking for scooters. While motorized, scooters are a popular transportation mode for students because they are relatively inexpensive to purchase and operate, can be operated at low speeds, and operating some of them is legal without obtaining a motorcycle license. While the number of scooters on campus is comparatively low, they should be treated as bicycles. This would include allowing them to be parked with bicycles in the four areas identified above.

4) Improve the pedestrian circulation system along major streets serving the Main Campus. The Winona State University, on-campus pedestrian circulation system is well-defined and, in most instances, well-signed, comfortable, and aesthetically pleasing. However, one of the streets serving the campus, Main Street (Trunk Highway (TH) 43), is a high volume thoroughfare with a wide curb-to-curb dimension. Main Street carries approximately 7,600 vehicles per day in the vicinity of the Main Campus and is forecast to carry 9,500 in 2038, if the new Winona (TH 43) Bridge is not constructed.

At key intersections on Main Street, adjacent to the Main Campus, are “Yield to Pedestrians in the Crosswalk” signs. These are confusing to motorists, especially those who are new to the area, and give pedestrians a false sense of security.
Two recommendations are offered for Main Street, and both will require the University to coordinate with the Mn/DOT District 6 office in Rochester. The first is to construct bumpouts at corners along Main Street between Wabasha and Mark Streets. These will reduce the width of the pavement pedestrians will have to cross and better allow pedestrians to see approaching vehicles and motorists to see pedestrians queuing at the corners before crossing the street. As part of the study, this concept has been discussed with District 6 and they have indicated interest in exploring it further.

The second recommendation is for the University to coordinate with the District 6 office to clarify crossing procedures and signage along Main Street. The current signage, which requires motorists to yield to pedestrians in the crosswalk provides an unclear message, and motorist and pedestrians are potentially uncertain as to whether queuing on the corner can be interpreted as being in the crosswalk.

Huff Street, which runs north and south along the west side of the Main Campus, parallels Main Street. It, too, is a busy street that carries a high volume of daily traffic. It carries between 8,000 and 12,000 vehicles per day in the vicinity of the Main Campus. Unlike Main Street, however, Huff Street is not a Trunk Highway. It is a Municipal State Aid (MSA) street, because it links two regional highways, US Highway 61 and TH 43. Also, its curb-to-curb cross-section is not as wide as Main Street’s.

Huff Street is identified as a bicycle street in the Winona Comprehensive Plan, and the University should coordinate with the City to ensure that the bicycle lanes are striped.

Bumpouts are also recommended to be constructed along Huff Street. Unlike Main Street, however, where bumpouts are recommended for every intersection between Wabasha and Mark Streets, the bumpouts on Huff Street are only recommended for intersections where the volume of right-turns is low.
Once constructed, bumpouts will eliminate any defacto right-turn lanes, and the operational integrity of Huff Street, with up to 12,000 daily vehicles, depends on the efficient movement of traffic. It is suspected that the only intersections where bumpouts should not be constructed are Huff/Wabasha, Huff/Mark, Huff/Belleview, and Huff/Sarnia. Other intersections between Wabasha and Mark Streets are locations where the volume of right-turns should not be high.

5) Coordinate with rail planning agencies and AmTrak to provide a Winona State University Station. Interest in providing commuter rail transit service in Minnesota is gaining momentum. The Northstar commuter rail line, which runs between downtown Minneapolis and Big Lake, was opened in 2010. The Red Rock line, which would operate between downtown Saint Paul and Hastings (and possibly Red Wing), and a high speed train between the Twin Cities and Chicago are two other promising commuter rail lines that are under study.

An alignment alternative for the potential future high speed rail line between the Twin Cities and Chicago would follow the existing AmTrak right-of-way. LaCrosse, Wisconsin has been identified as a potential station site along the high speed rail alignment. If high speed rail were implemented, it is likely that the existing passenger rail service, with comparatively more stations, would continue to operate. The University’s continued participation in regional rail service planning discussions is vital.

The current AmTrak schedule includes one southbound and one northbound train each day. The southbound train leaves Minneapolis/Saint Paul at 7:50 AM and arrives in Winona at 10:11 AM. The northbound train leaves Winona at 7:50 PM and arrives in Minneapolis/St. Paul at 10:30 PM. The current schedule would only accommodate the needs of a highly limited market of commuters traveling to/from the University. However, future commuter rail and high speed rail planning should include demand that might be generated by students, faculty, and staff and the likelihood that they would use the service if a station were provided adjacent to the campus.

6) Continue to operate and expand the Zipcar program.

The University is a member of the Zipcar program and has signed up for three self-service cars; two non-hybrids (Toyota Matrixes) and one hybrid (a Toyota Prius). The cars are available to students and employees aged 18 and over. Gas, maintenance, insurance, and reserved parking are included in the hourly and daily rates.

After joining the program for $35, students, faculty, and staff can check out a car for $8 an hour or $66 per day on weekdays and $9 per hour or $72 per day on weekends. All indications are that the program is working well, and the cars are being used. As the University increases its enrollment, it should expand the Zipcar program by obtaining at least two more cars. An aggressive advertising program should be initiated with information going out to students in the weeks and months preceding the beginning of classes so that they can make informed decisions about the need to bring a car to campus.

7) Initiate a comprehensive approach to providing additional on-campus parking that considers regulatory conditions and pricing strategies.
The provision of parking stalls lays a perfect foundation for a self-fulfilling prophecy...“if it is built, people will come.” Even where there is a goal to reduce automobile use, providing parking is an invitation to students, faculty, and staff to drive to campus. In fact, after investing in off-street parking facilities, whether surface lots or ramps, it will be in the University's interest to fill them with cars and collect parking fees. Faced with this dilemma, some academic institutions have begun to critically assess the need for on-campus parking and have worked cooperatively with local planning agencies to determine exactly how much parking they should provide. Often the parking studies conducted by these institutions have shown that comparatively lower parking ratios can be applied to University facilities when alternative travel modes are provided and used.

In Winona State University's case, the need to provide on-campus parking is required because of:

- the high level of reliance on the private automobile (private auto mode share estimated at 53 percent, based on the University's survey)
- the concerns of residents who are directly impacted when University-generated parking demand is met in their neighborhoods
- needed improvements in the provision of alternative modes of travel
  - the lack of parking regulations that would limit parkers' ability to park where they wish
- the lack of pricing mechanisms that would allocate the full costs of auto ownership/operations to the owners of vehicles

a) The University should conduct an internal review of its parking policies, regulations, regulatory signage, and fines to determine which of these encourages desired auto usage and parking behavior. Undesirable parking behavior might include parking overnight, parking for too long, parking without a University-issued registration, parking in areas where parking is not allowed. The internal review should include an analysis of parking violations that have occurred over the past year or two and citations that have been issued. The analysis should determine whether fines imposed have served their purpose as deterrents, by identifying repeat offenders.

Findings of from the analysis should then be used to inform decisions about which parking policies, regulations, signs, and fines should be modified in order to achieve desired effects.

b) The University should coordinate with the City to identify new approaches for calculating the required parking supply for its future on-campus and near-campus developments. Under the current condition, the University's proposed developments are subjected to review/approval by the City, and the City’s Parking Code regulates required parking supply based on any number of variables; e.g., 1,000 square feet of usable space in a retail or office building, number of pumps at a drive-through bank, number of dwelling units or number of bedrooms, number of tables in a restaurant, etc. The City of Winona’s Parking Code currently requires one parking stall per bed when applied to University housing.
In an effort to address the need to provide parking, but not to provide so much parking that students are encouraged to bring their cars to campus, several academic institutions have worked cooperatively with local planning agencies to develop new approaches. The current approach used in Winona is for the University to request a variance from the Parking Code. It was learned that requested parking code variances have been granted, but no studies have ever been done to provide evidence that the requested variances would not result in negative impacts; i.e., an inadequate supply of parking.

Another approach would be to develop an overlay zone for the University and to identify use-specific, parking supply minimums and maximums that would be applied within the zone. If adopted, the University would be required to prepare a parking study that would be submitted to the City as part of the development review/approval process for each proposed development. The parking study would, within limits set by the use-specific, parking supply minimum and maximum, quantify the required parking supply for each new development.

The parking study, which would likely be prepared by a parking consultant, would conduct research to complete the study. Included would be:

- use-specific, parking generation ratios from both recognized sources (Institute of Transportation Engineers, Urban Land Institute, etc.) and other academic institutions in the MnSCU system.
- assessment of the proposed development’s programs and operations
- assessments of the University’s efforts to provide and encourage use of alternative modes of travel
- assessments of the effectiveness (use of) available alternative modes of travel
- assessment of the effectiveness of on-campus parking utilization and regulations
- assessments of the effectiveness of off-campus parking regulation.

The benefits of the overlay zone approach with parking supply minimums and maximums are:

1) the need to request a variance is eliminated and
2) with a required parking study for each new development:

- the University can reduce its required parking supply if it can demonstrate the effectiveness of its alternative transportation modes
- a development-specific parking requirement can be identified so that the University is not in a position of building more parking stalls than necessary
- the adjacent community can be assured that even as the University grows, parking demand will not be met on residential streets
10. **Parking Data**

The following information was supplied by WSU.

**Parking Lot Condition Assessment and Count**

<table>
<thead>
<tr>
<th>Main Campus</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gold Main Lot</td>
<td>Asphalt</td>
</tr>
<tr>
<td>2. Gold Library Lot</td>
<td>Asphalt in poor condition</td>
</tr>
<tr>
<td>3. Gold Minne Lot</td>
<td>Asphalt in fair condition</td>
</tr>
<tr>
<td>4. Gold 24 Hour Lot</td>
<td>Cement in good condition</td>
</tr>
<tr>
<td>5. Gold King Street Lot</td>
<td>Asphalt in poor condition</td>
</tr>
<tr>
<td>6. Gold Pasteur Lot</td>
<td>Cement in good condition</td>
</tr>
<tr>
<td>7. Gold Winona Street Lot</td>
<td>Asphalt in good condition</td>
</tr>
<tr>
<td>8. Gold Central Lutheran Lot</td>
<td>Asphalt in good condition (leased parking)</td>
</tr>
<tr>
<td>9. Gold Start Lot</td>
<td>Asphalt in good condition</td>
</tr>
<tr>
<td>10. Gold First Congregational Lot</td>
<td>Asphalt in good condition (leased parking)</td>
</tr>
<tr>
<td>11. Gold Cathedral Lot</td>
<td>Asphalt in good condition (leased parking)</td>
</tr>
<tr>
<td>12. Gold Maxwell Lot</td>
<td>Asphalt in poor condition</td>
</tr>
<tr>
<td><strong>Total</strong> 409 gold spaces.</td>
<td></td>
</tr>
<tr>
<td>13. Purple Main Street Lot</td>
<td>Asphalt in good condition</td>
</tr>
<tr>
<td>14. Purple Johnson Street Lot</td>
<td>Asphalt in fair condition</td>
</tr>
<tr>
<td>15. Purple Belleview Lot</td>
<td>Asphalt in good condition</td>
</tr>
<tr>
<td><strong>Total</strong> 115 purple spaces.</td>
<td></td>
</tr>
<tr>
<td>16. North Silver Winona Street</td>
<td>Asphalt in good condition</td>
</tr>
<tr>
<td>17. North Silver King Street</td>
<td>Asphalt in poor condition</td>
</tr>
<tr>
<td>18. North Silver Kryzsko Lot</td>
<td>Asphalt in good condition</td>
</tr>
<tr>
<td>19. South Silver Turnaround South Lot</td>
<td>Asphalt in good condition</td>
</tr>
<tr>
<td>20. South Silver Sarnia Street</td>
<td>Asphalt in good condition</td>
</tr>
<tr>
<td>21. South Silver Huff Street</td>
<td>Cement in good condition</td>
</tr>
<tr>
<td><strong>Total</strong> 396 silver spaces.</td>
<td></td>
</tr>
<tr>
<td>22. Motor Pool Lot (WSU vehicles)</td>
<td>Gravel</td>
</tr>
<tr>
<td>23. Admissions Lot</td>
<td>Asphalt in good condition</td>
</tr>
<tr>
<td>24. Facilities/Contractor Parking</td>
<td>Asphalt in good condition</td>
</tr>
<tr>
<td>25. Department vehicles</td>
<td>Asphalt in good condition</td>
</tr>
<tr>
<td><strong>Total</strong> 58 miscellaneous spaces.</td>
<td></td>
</tr>
</tbody>
</table>

Johnson Street (behind Somsen) Asphal poor condition

**Main Campus spaces** 1036 Final Main Campus Total Spaces
East Lake
1. Maroon Lot  Asphalt
2. Lease Gravel Lot  Gravel

Total  253 total spaces

West Campus
1. Green Lot, Maria  N/A
2. Green Lot, Hilbert  N/A
3. Tan Tau Lot  N/A

Total  257 total spaces

TOTAL  Campus spaces  1546  Final Main Campus Total Spaces

43 Parking Meters These spaces are not included above. 30 cents for ½ hour

Percentage of Parking Permits Sold

The percentage of students who bring vehicles to campus has ranged from 48% to 52% for several years.

For fall of 2010, the gold permits have sold about 20% over the available spaces.

For the past several years the silver permits have sold 10% over the available spaces.
Press Release

WSU Ranks Second
8/19/2010
WSU Office of University Communications

WSU is ranked second for Minnesota public universities by U.S. News Media Group. Winona State University is ranked second among public universities in Minnesota in the category of “Best Regional Universities” in the 2011 edition of “Best Colleges” by U.S. News Media Group.

The university also remains ranked 11th among public universities in the Midwest and ranked among the top 50 public and private institutions in the Midwest, claiming the 49th spot in the “Best Regional Universities” category.

Thirteen institutions ranked in this category are located in Minnesota; of these, seven are public institutions and six are members of the Minnesota State Colleges and Universities system. WSU is the highest-ranked MnSCU institution.

U.S. News & World Report ranks more than 1,400 schools nationwide, including 572 schools in the regional universities category. The rankings compare accredited four-year schools on a set of up to 16 widely accepted indicators of excellence, including peer assessment, graduation and retention rates, faculty resources, student selectivity, financial resources, and alumni giving.

The annual ranking of schools is available for review online at: www.usnews.com/colleges.

-WSU-

About Winona State University
Founded in 1858, Winona State University is a comprehensive, regional public university with more than 8,500 students. The oldest member of the Minnesota State Colleges and Universities System, WSU offers more than 80 undergraduate, pre-professional, licensure, graduate and doctorate programs on its three campuses in southeast Minnesota: the original Main Campus in Winona, the West Campus in Winona, and Winona State University-Rochester. Winona State has been featured as one of America’s 100 Best College Buys for quality and value for 14 years in a row, has been named among the “Best in the Midwest” by The Princeton Review for the seventh consecutive year, and ranks among the top 50 public and private institutions in the Midwest in the 2011 edition of “Best Colleges” by U.S. News Media Group. The university’s mission is to educate and enlighten our citizenry at a distinctive institution: a community of learners improving our world. For more information, visit: www.winona.edu

U.S. News & World Report
Best Regional Universities

What Is a Regional University?

Like the national universities, the institutions that appear here provide a full range of undergraduate majors and master’s programs; the difference is that they offer few, if any, doctoral programs. The 572 universities in this category are not ranked nationally but rather against their peer group in one of four geographic regions—North, South, Midwest, and West—because, in general, they tend to draw students most heavily from surrounding states.
### BEST REGIONAL UNIVERSITIES

#### MIDWEST

| Rank     | School Name                   | Overall Score | Peer assessment | Average retention rate | Graduation rate | % of classes under 20 (%) | % of classes of 50 or more (%) | Student/faculty ratio | % of faculty who are full time (%) | SAT/ACT 25th-75th percentile (%) | Freshmen in top 25% of HS class (%) | Acceptance rate (%) | Average alumni giving rate (%) |
|----------|-------------------------------|---------------|-----------------|------------------------|-----------------|--------------------------|------------------------------|------------------------|---------------------------------|----------------------------------|----------------------|-------------------------------|
| 24.      | Univ. of Wisconsin-Eau Claire*| 58            | 3.2             | 83%                    | 61%             | 6%                       | 25%                          | 13%                     | 21/1                             | 93%                              | 23-26                 | 6%                            | 67%                          |
| 25.      | Webster University (MO)       | 58            | 2.8             | 79%                    | 62%             | 86%                      | 0%                           | 12/1                    | 42/19                            | 55%                              | 21-28                 | 55%                            | 52%                          |
| 28.      | Franciscan U. of Steubenville (OH) | 57         | 2.5             | 84%                    | 70%             | 6%                       | 44%                          | 3%                      | 15/1                             | 75%                              | 23-28                 | 60%                            | 72%                          |
| 29.      | Indiana Wesleyan University   | 57            | 2.7             | 83%                    | 70%             | 6%                       | 54%                          | 0%                      | 14/1                             | 80%                              | 960-1180              | 56%                            | 76%                          |
| 30.      | Maryville Univ. of St. Louis (MO) | 55           | 2.6             | 81%                    | 62%             | 6%                       | 67%                          | 0%                      | 12/1                             | 54%                              | 22-27                 | 56%                            | 66%                          |
| 31.      | University of Detroit Mercy   | 55            | 2.7             | 77%                    | 53%             | 6%                       | 5%                           | 3%                      | 13/1                             | 72%                              | 21-26                 | 61%                            | 62%                          |
| 32.      | Univ. of Michigan-Dearborn*   | 54            | 2.9             | 79%                    | 53%             | 6%                       | 3%                           | 6%                      | 17/1                             | 82%                              | 21-27                 | 60%                            | 67%                          |
| 33.      | University of Indianapolis    | 53            | 2.9             | 73%                    | 52%             | 6%                       | 58%                          | 0%                      | 14/1                             | 71%                              | 930-1130              | 59%                            | 80%                          |
| 34.      | Grand Valley State Univ. (MI)*| 52            | 3.0             | 84%                    | 55%             | 6%                       | 24%                          | 7%                      | 17/1                             | 86%                              | 22-26                 | 55%                            | 81%                          |
| 35.      | St. Xavier University (IL)    | 52            | 2.8             | 74%                    | 55%             | 6%                       | 46%                          | 1%                      | 14/1                             | 71%                              | 20-25                 | 44%                            | 87%                          |
| 36.      | University of Minnesota-Duluth*| 52           | 3.1             | 80%                    | 52%             | 6%                       | 29%                          | 16%                     | 22/1                             | 94%                              | 20-26                 | 42%                            | 71%                          |
| 37.      | Anderson University (IN)      | 51            | 2.7             | 76%                    | 55%             | 6%                       | 3%                           | 13%                     | 14/1                             | 84%                              | 920-1180              | 47%                            | 60%                          |
| 38.      | Muskingum University (OH)     | 51            | 2.5             | 72%                    | 58%             | 6%                       | 61%                          | 0%                      | 14/1                             | 91%                              | 19-24                 | 48%                            | 99%                          |
| 39.      | University of St. Francis (IL)| 51            | 2.4             | 76%                    | 59%             | 6%                       | 68%                          | 0%                      | 12/1                             | 84%                              | 21-26                 | 50%                            | 50%                          |
| 40.      | Carroll University (WI)       | 50            | 2.9             | 76%                    | 57%             | 6%                       | 60%                          | 2%                      | 16/1                             | 64%                              | 20-25                 | 50%                            | 78%                          |
| 41.      | Columbia College (MO)         | 50            | 2.4             | 61%                    | 44%             | 6%                       | 76%                          | 0%                      | 14/1                             | 83%                              | 20-26                 | 50%                            | 47%                          |
| 42.      | Lawrence Technological U. (MI)| 50            | 2.6             | 69%                    | 46%             | 6%                       | 76%                          | 1%                      | 10/1                             | 36%                              | 23-27                 | 56%                            | 50%                          |
| 43.      | Lewis University (IL)         | 49            | 2.7             | 79%                    | 55%             | 6%                       | 65%                          | 0%                      | 14/1                             | 82%                              | 20-25                 | 39%                            | 74%                          |
| 44.      | North Park University (IL)    | 49            | 2.7             | 74%                    | 53%             | 6%                       | 56%                          | 3%                      | 13/1                             | 70%                              | 19-25                 | 34%                            | 71%                          |
| 45.      | St. Ambrose University (IA)   | 49            | 2.7             | 76%                    | 63%             | 6%                       | 61%                          | 0%                      | 13/1                             | 72%                              | 20-25                 | 34%                            | 82%                          |
| 46.      | Univ. of Nebraska-Kearney*     | 49            | 2.8             | 80%                    | 57%             | 6%                       | 44%                          | 5%                      | 16/1                             | 90%                              | 20-25                 | 42%                            | 77%                          |
| 47.      | U. of Wisconsin-Stevens Point*| 49            | 2.9             | 77%                    | 60%             | 6%                       | 31%                          | 7%                      | 20/1                             | 93%                              | 21-25                 | 46%                            | 73%                          |
| 48.      | Heidelberg University (OH)    | 48            | 2.7             | 66%                    | 56%             | 6%                       | 62%                          | 2%                      | 13/1                             | 69%                              | 19-24                 | 34%                            | 69%                          |
| 49.      | Univ. of Wisconsin-Whitewater*| 47            | 2.8             | 76%                    | 54%             | 6%                       | 44%                          | 6%                      | 23/1                             | 91%                              | 20-24                 | 32%                            | 69%                          |
| 50.      | Western Illinois University*  | 47            | 2.7             | 73%                    | 57%             | 6%                       | 41%                          | 5%                      | 16/1                             | 96%                              | 19-24                 | 24%                            | 64%                          |
| 51.      | Winona State University       | 47            | 2.7             | 73%                    | 55%             | 6%                       | 27%                          | 8%                      | 18/1                             | 79%                              | 21-25                 | 33%                            | 72%                          |

52. Benedictine College (KS) 46  
53. Benedictine University (IL) 46  
54. Eastern Illinois University* 46  
55. Edgewood College (WI) 46  
56. Missouri State Univ.* 46  
57. University of Findlay (OH) 46  
58. Aquinas College (MI) 45  
59. Ashland University (OH) 45  
60. Washburn University (KS)* 45  
61. Alverno College (WI) 44  
62. Malone University (OH) 44  
63. University of Findlay (OH) 45  
64. University of Nebraska-Omaha* 44  
65. Minnesota State Univ.—Mankato* 43  
66. Cardinal Stritch University (WI) 42  
67. Fontbonne University (MO) 42  
68. Northern Michigan University* 42  
69. Olivet Nazarene University (IL) 42  
70. Spring Arbor University (MI) 42  
71. University of Wisconsin-Stout* 42  
72. Concordia University Wisconsin 42  
73. Pittsburg State University (KS)* 41  
74. University of Wisconsin-River Falls* 41  
75. Northern Illinois U.—Edwardsville 41  
76. Col. of Mount St. Joseph (OH) 40  
77. Southeast Missouri State Univ.* 40  
78. University of Central Missouri* 40  
79. University of Wisconsin-Oshkosh* 40  
80. Walsh University (OH) 40  
81. Eastern Michigan University* 40  
82. St. Cloud State University (MN)* 39  
83. University of St. Francis (IL) 39  
84. Emporia State University (KS)* 38