
# CLEVELAND STATE UNIVERSITY

## 2014 CAMPUS MASTER PLAN

# STATEMENT FROM THE PRESIDENT

### A FRAMEWORK AND A VISION FOR THE FUTURE OF CSU

On the 50th anniversary of Cleveland State University we reflect on how far we've come, and we unveil our new Master Plan that looks ahead to the next decade.

Our physical campus is an expression and manifestation of our commitment to our students, our faculty and future generations. It reflects our aspirations as an institution of higher education to the academic mission of Cleveland State University and to our relationship with our city of Cleveland.

Founded on our academic guiding principles and with extensive input from diverse stakeholders ranging from students, faculty, staff and community organizations, this Master Plan provides a road map to help guide our decisions on major renovations, new building locations, landscape and infrastructure development, signage, pedestrian, bicycle and vehicular circulation for the next decade or more.

Though it is a living document that will evolve as new and unforeseen opportunities inevitably present themselves, it provides us with our best snapshot of where we are and where we want to go. It allows us to make priority decisions based on sound research and examination to ensure that the physical development of CSU occurs in a considered and sustainable manner, true to our academic mission and core values.

For this I want to personally thank all of you who have given your time and talents to make the 2014 Master Plan a resounding success.

**Ronald M. Berkman**
President of CSU

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*Figure 1.1: Rhodes Tower at Cleveland State University*

# 01. MASTER PLAN OVERVIEW AND CONTEXT



The 2014 Cleveland State University Campus Master Plan provides a comprehensive framework that will guide future development of the university. This plan continues the institution's commitment to strategic physical planning and builds on previous recommendations as part of a continuum of recently completed studies and reports.

With a record-setting freshman class, ongoing excellence in academic achievement and recent campus initiatives that are re-engaging its urban fabric, Cleveland State University (CSU) is positioning itself for change.

The plan emphasizes a renewed focus on student success amidst changing regional demographics and new state funding formulas. Hallmarks of this planning effort include a focus on developing modern learning spaces to foster collaboration, creating identifiable campus character, improving pedestrian movement, activating interior and street level gathering spaces, and providing opportunities for synergistic partnerships to improve the 24/7 vitality of the campus neighborhood.

Input and support received from students, faculty, staff and the Cleveland community propelled this planning effort, and have resulted in a comprehensive plan with wide support.

This overview chapter provides an introduction to the process and summary of the topics addressed by chapter in the 2014 Campus Master Plan.

# INTRODUCTION

## PURPOSE OF THE PLAN

At its very essence, a master plan is a collection of powerful ideas. These ideas establish a flexible framework for coordinating physical change on campus. The quality of the physical environment has a tremendous influence on the image of an institution, and as such, the master plan serves as a foundation for shaping the campus fabric in support of its strategic and academic mission and vision.

The ideas embedded in this document represent the consensus vision of institutional and community members involved in the master planning process. As a comprehensive document, the 2014 Campus Master Plan is:

- Developed through a methodical process
- Driven by principles
- Data informed and defensible
- A collection of powerful ideas
- Visionary yet realistic
- Inclusive of implementable short- and long-term strategies
- A tool to align academic, spatial, fiscal, and physical visions
- A flexible framework that can adapt to future changes
- Participatory and consensus based
- An opportunity-based document

## PLANNING PHILOSOPHY

The following concepts define the foundation upon which the 2014 Campus Master Plan is based.

- The 2014 Campus Master Plan is CSU's plan. Although the consultant team contributed expertise, CSU's participants guided its development.
- The 2014 Campus Master Plan establishes a framework that defines how the physical campus can be improved and/or expanded. Because it establishes general parameters, minor adjustments can be accommodated without affecting its core principles.
- The 2014 Campus Master Plan recommendations are solid enough to provide direction, but not so detailed that changes cannot be accommodated. Campuses are moving targets with constantly shifting political, administrative, financial, and academic needs.
- The 2014 Campus Master Plan is a long-range plan. Many of the concepts illustrated in the plan are multi-decade ideas, requiring numerous projects to achieve. Most master plans require update/maintenance every 5-10 years.
- The 2014 Campus Master Plan does not mandate growth. Rather, the plan defines opportunities to accommodate growth believed desirable and necessary.
- The 2014 Campus Master Plan identifies triggers that are impacted by future change. By emphasizing an integrated approach, facility improvements, utility enhancements, transportation initiatives, and pedestrian amenities can be methodically coordinated.
- The 2014 Campus Master Plan identifies campus-wide space needs. The plan does not identify specific department, school, or college-level programmatic needs. Generally the plan does not define specific building uses, but does define building locations, capacities, design considerations, and general use descriptions.
- Perhaps most importantly, the 2014 Campus Master Plan is not an implementation plan; it identifies opportunities the institution may choose to pursue as future needs and funding become more defined.

"OUR MISSION IS TO ENCOURAGE EXCELLENCE, DIVERSITY AND ENGAGED LEARNING BY PROVIDING A CONTEMPORARY AND ACCESSIBLE EDUCATION IN THE ARTS, SCIENCES, HUMANITIES AND PROFESSIONS, AND BY CONDUCTING RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY ACROSS THESE BRANCHES OF KNOWLEDGE. WE ENDEAVOR TO SERVE AND ENGAGE THE PUBLIC AND PREPARE OUR STUDENTS TO LEAD PRODUCTIVE, RESPONSIBLE AND SATISFYING LIVES IN THE REGION AND GLOBAL SOCIETY."

-THE CSU MISSION

# PLAN DRIVERS

## WHAT IS DRIVING THIS PLAN?

The 2014 Campus Master Plan is directly linked to external influences, current and ongoing initiatives, and goals for the future of Cleveland and CSU. Context for these initiatives include:

- A downtown Cleveland renaissance and vibrant Campus District
- A record-breaking CSU freshman class
- Residential growth on and adjacent to campus
- Innovative CSU medical and health partnerships
- New CSU arts campus
- Projected population decrease in Cuyahoga County
- Changes in state of Ohio funding formulas for higher education

2014 Campus Master Plan goals in response to this context include:

- **Enhance academic and research reputation** through:
  - Improved student success
  - Increased graduation rate
  - Faculty growth
  - Research growth
  - Improved quality of facilities
  - Increased revenue opportunities
- **Enhance the CSU experience** through:
  - Augmented student life opportunities
  - Re-imagined campus image
  - Improved quality of facilities
- **Manage resources** through:
  - Increased space utilization
  - Balanced renovation and new construction priorities
  - Enhanced partnerships
  - Sustainable priorities

## PRINCIPLE-BASED

A series of guiding principles were established early in the master planning process with input from the Executive Committee, Steering Committee, Faculty Advisory Committee, focus groups, open houses and via the 2014 Campus Master Plan Website. These principles provide a flexible framework for campus development that is both visionary and realistic. Principles assume an understanding of the established Plan Drivers outlined above. Guiding principles for the 2014 Campus Master Plan include:

- Become a major urban university: in Cleveland, of Cleveland, by Cleveland.
- Create 21st century learning spaces to foster active learning and multi-disciplinary collaboration.
- Enhance the student experience with a focus on retention and completion.
- Continue to reinforce the urban fabric and improve the built environment.
- Create an identifiable campus character with cohesive urban design, landscape, and wayfinding.
- Prioritize pedestrian movement and activation of the link and street levels.
- Encourage synergistic partnerships to improve the 24/7 vitality of the campus neighborhood.
- Conserve resources - consider the highest and best use of urban land.
- Maintain flexibility to accommodate unforeseen opportunities.
- Consider expansion opportunities as they align with the strategic plan and mission of CSU.




*Figure 1.2: The campus master planning team conducted a number of events designed to facilitate feedback from a variety of user groups. Student open houses (pictured above) allowed students to show the team how they use the CSU campus and to share their perception of the condition of campus facilities and systems.*

## CONSENSUS-ORIENTED

The plan affirms university goals of serving the Cleveland community, ensuring physical campus space is used wisely, efficiently, and sustainably, while providing a high-density, high-quality campus environment. Input and support received from students, faculty, staff, community members, and partners were a hallmark of this planning effort, and has resulted in a richer and more comprehensive plan than what could have been conceived without this remarkable support, interest, and engagement.

In addition to participation in face-to-face open house meetings on campus, feedback via the 2014 Campus Master Plan Website (csumasterplan.mindmixer.com) has been continuous and representative of a cross section of faculty and students. A full summary of feedback from the website can be found in the Appendix. A few of the top trending themes from the website that have been accommodated in the plan include:

- More partnerships with local and national companies
- A campus that contributes to Cleveland's renaissance
- Campus as a hub for research, learning and community engagement
- Informal opportunities to interact across disciplines
- More residential students and a more active campus

# PROCESS OVERVIEW

## PROCESS

The 2014 Campus Master Plan included six on-campus milestone visits over eight months. Each milestone visit included meetings with an Executive Committee, Steering Committee, Faculty Advisory Committee, focus groups, and several student- and faculty-oriented open houses. The master planning process was divided into five primary phases, including:

**Discovery**
Beginning with listening and learning, this outreach phase included data collection, interviews, committee meetings, open houses, and the development of principles.

**Analysis**
The analysis phase included an evaluation of current and existing planning endeavors in an effort to consolidate recommendations into a single coordinated plan. Additional spatial and physical evaluation of facilities, utilities, transportation and site elements established framework parameters for future campus development.

**Idea Generation**
This phase explored several divergent scenarios for organizing the programmatic elements of campus. Alternatives were scrutinized against common principles and objectives. The result was a composite framework plan that formed the basis for further refinement.

**Refinement**
During this phase, the framework plan was developed into preliminary and draft plans that quantified and verified programmatic elements. Refinement of the plan included emphasis on phasing for short-term (0-7 Year), mid-term (8-15 Year) and long-term (16+ Year) opportunities.

**Documentation**
The final phase of the master plan included creation of final illustrative graphics and packaging of final presentation and document materials into the master plan report.

*Figure 1.3: The campus master planning team located a number of student intercept stations in the Student Center to solicit input throughout development of the plan.*

*Figure 1.4: Members of the CSU student government share their ideas for a better campus with the campus master planning team.*



## ABOUT THIS DOCUMENT

The 2014 Campus Master Plan report is representative of the master planning process and is chronological in nature, with each chapter building on its predecessor. An overview of the following chapters includes:

**Chapter 2: The Campus Today**
This chapter provides a baseline understanding of the master planning process, campus context and campus systems. Chapter 2 also provides a physical analysis of campus.

**Chapter 3: Master Plan & Ideas**
Chapter 3 provides an overview of enrollment and space needs projections leading to a framework plan for future development. This chapter also introduces the concepts of the plan and discusses opportunities for precinct level changes to the physical fabric of the university.

**Chapter 4: Campus Master Plan Systems**
Chapter 4 outlines opportunities for improvements to the physical support systems of the CSU campus.

**Chapter 5: Phasing and Implementation**
Chapter 5 provides a phaseable road map for implementation of plan priorities as part of short-term, mid-term, and long-term opportunities. Included in this chapter is a discussion of flexibility and prioritization.

**Appendices**
The 2014 Campus Master Plan includes Technical Reports for Academic Space Needs, Transportation and Parking, Signage and Wayfinding, and Landscape and Accessibility. These documents are included as a separate volume to the primary 2014Campus Master Plan report.

*Figure 1.5: The new Bert L. Wolstein Hall creates a new front door for the Cleveland-Marshall College of Law on Euclid Avenue.*

## PREVIEW OF CHAPTER 2: THE CAMPUS TODAY

As the largest land area under single ownership in downtown Cleveland, Ohio, CSU's campus has 85 acres with over 40 buildings in the heart of Cleveland, intrinsically linked to the future of the city. The majority of CSU's students come from Cuyahoga County and the 7-county area surrounding the city. Demographic projections through 2030 suggest continued population decreases in this region. Future enrollment growth cannot focus solely on an increase in first-time, full-time freshmen enrollment. To ensure stable enrollment moving forward, CSU must focus on retention and completion, and improving the student experience for CSU's unique student demographic.

Although CSU has recently built and partnered to develop student housing on campus, CSU is and will remain a predominantly commuter campus in the future. The institution must continue to rethink what it means to be a commuter student and the physical demands for academic space, parking, study space, athletics and recreation space, and social space that this cohort will demand. Chapter 2 includes a systematic analysis of the campus today that provides a baseline for visionary and realistic ideas discussed in the following chapters.

*Figure 1.6: The new Student Center has helped create a sense of home for CSU students, particularly commuter students.*



## PREVIEW OF CHAPTER 3: MASTER PLAN AND IDEAS

The 2014 Campus Master Plan represents an optimal campus configuration for CSU with considerations for short- and long-range priorities. Taken collectively, the plan concept and illustrative plan and ideas (described in Chapter 3) and campus systems (described in Chapter 4) are intended to aid in initial, intermediate, and future decision making (described in Chapter 5). Drivers upon which the 2014 Campus Master Plan is built include:

- Enrollment projections
- Academic Space Needs Analysis
- Academic facility adequacy
- Manage and align existing resources
- Enhance the CSU experience
- Enhance CSU's academic and research reputation

The master planning process included an idea generation phase that tested future development alternatives. The synthesis of these ideas led to the focus on eight primary ideas, including:

- Improve teaching space and renovate core assets
- Re-think Rhodes Tower
- Develop an interdisciplinary Engineering and Sciences precinct
- Create a cohesive campus Image and landscape
- Improve wayfinding and focus on the Innerlink
- Improve and relocate athletic fields, develop residential with private partnerships
- Redevelop the central garage Site
- Improve the function of the Wolstein Center


*Figure 1.7: CSU Campus Master Plan*

## PREVIEW OF CHAPTER 4: CAMPUS MASTER PLAN SYSTEMS

CSU's overlapping systems organize the campus into understandable parts. When viewed separately, each system can be analyzed and optimized, yet only provides a partial understanding of campus operation. When overlaid and viewed collectively, the systems provide a comprehensive understanding of CSU's campus. Recommendations developed by campus system and discussed in detail in Chapter 4 include:

- New development opportunities for future academic buildings
- Renovation opportunities for the Middough Building, Wolstein Center, Rhodes Tower, Main Classroom, Science, Science and Research Center, Fenn Hall and Cole Center
- Candidates for demolition including Central Garage and the Chester Building
- 750-1,000 residential beds as a private partner development, with relocation of athletic fields
- Continued emphasis on the campus core for academic and support uses with parking and residential toward the perimeter
- Opportunities to double the quantity of open space on campus and improve quality of space
- Enhanced pedestrian connectivity and multi-modal transportation on campus to reduce automobile trips
- Maintaining existing vehicular circulation and improvements to city transit routes serving campus
- Replacement of parking and exploration of partnerships where feasible

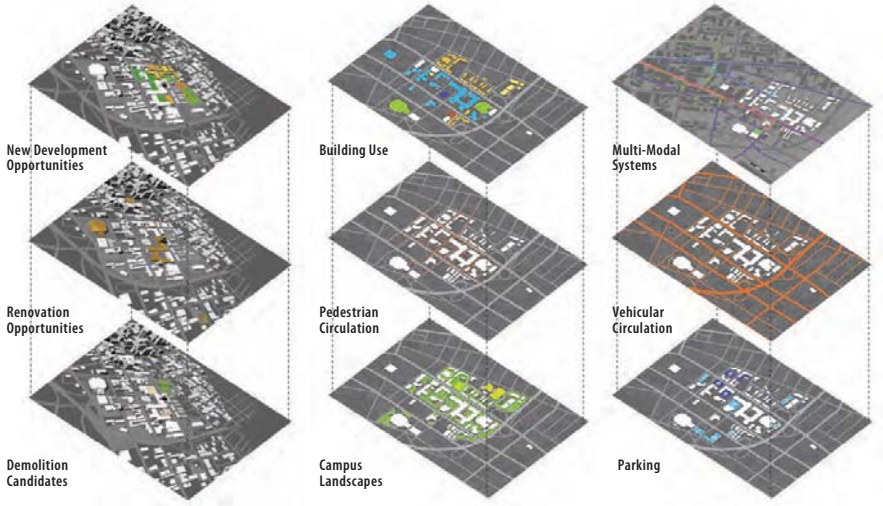



*Figure 1.8: Master Plan System Diagrams*



## PREVIEW OF CHAPTER 5: PHASING AND IMPLEMENTATION

The 2014 Campus Master Plan establishes a flexible framework for future campus improvement at CSU. This document balances vision and reality in order to address short-term initiatives and provide a long-range tool with the flexibility to respond to future changes. Many of the concepts described in the 2014 Campus Master Plan may be multi-decade ideas that require multiple projects to achieve completion, while some of the ideas may come to fruition immediately. This chapter outlines parameters to strategically manage and phase development opportunities and implementation initiatives within chronological subsets of in progress (current), short-term (1-7 year), mid-term (8-15 year) and long-term (16-24 year) priorities.

To provide further defensibility for the phasing and implementation strategy, priorities should be tested with strategic prioritization criteria, including:

- Is the priority fundable?
- Is the priority part of CSU's strategic vision?
- How does it relate to deferred maintenance?

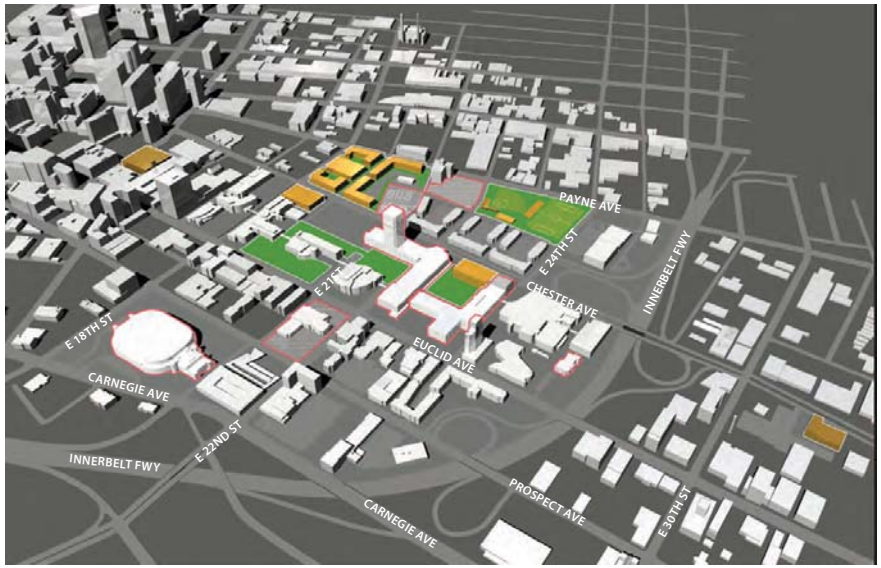



*Figure 1.9: Mid-Term Phasing Priorities*


*Figure 2.1: Looking East Along Euclid Avenue from CSU's Campus to Playhouse Square and Downtown Cleveland*

# 02. THE CAMPUS TODAY



This chapter provides a baseline understanding of previous and ongoing planning studies at CSU in addition to a review of CSU student enrollment and demographic data as it relates to strategic, academic and physical planning initiatives. Campus planning context was analyzed through peer institution comparison and alignment of city of Cleveland and Campus District planning priorities.

The analysis of CSU's campus context and systems depicted in this chapter establish a starting point for ideas depicted in the following chapters of this report.

The physical campus systems analyzed in this chapter provide a comprehensive understanding of existing campus framework. These systems are compared to proposed campus systems in Chapter 4 of this report as a benchmark for future change.

# EXISTING CAMPUS CONDITIONS

With an enrollment of approximately 17,500 students in over 200 academic programs and eight colleges, CSU consists of four campuses and partnership locations throughout Northeast Ohio. The 2014 Campus Master Plan focuses on CSU's downtown Cleveland location, consisting of 85 acres with over 40 buildings. As the largest footprint in downtown, CSU maintains and operates 5,337,713 gross square feet (GSF) as noted below.

| Building ID | Building Name | GSF |
|---|---|---|
| AA | Advanced Manufacturing Center Annex | 8,200 |
| AC | Parker Hannifin Administration Center | 39,200 |
| AG | Art Gallery | 17,519 |
| BU | Business College | 126,245 |
| CB | Chester Building | 109,728 |
| CE | Cole Center | 53,864 |
| CG | Central Garage | 269,594 |
| CM | Magnet Building (Ceramics) | 82,470 |
| CP | Center for Innovation in Health Professions | 102,651 |
| CS | Campus Safety | 24,840 |
| EC | Euclid Commons | 225,811 |
| EG | University East Garage | 124,300 |
| FH | Fenn Hall | 195,779 |
| FS | Field Service Building | 1,305 |
| FT | Fenn Tower | 188,746 |
| HA | Heritage Hall | 152,390 |
| HS | Health Sciences | 23,654 |
| JH | Julka Hall | 104,747 |
| LB | Law Building | 118,438 |
| LL | Law Library | 111,870 |
| MB | Middough Building | 303,845 |
| MC | Main Classroom Building | 386,489 |
| MM | Mather Mansion | 43,938 |
| MU | Music & Communication | 151,533 |
| PA | Plant Annex | 8,579 |
| PE | Physical Education | 201,860 |
| PG | Prospect Garage | 97,489 |
| PH | Parker Hannifin Hall | 27,252 |
| PS | Plant Services | 134,590 |
| RC | Recreation Center | 135,167 |
| RT | Rhodes Tower | 493,968 |
| SC | Student Center | 160,677 |
| SG | South Garage | 208,000 |
| SI | Science Building | 171,242 |
| SR | Science and Research Center | 142,479 |
| UN | Union Building | 84,688 |
| UR | Urban Building | 87,792 |
| WA | Wallingford Center | 8,916 |
| WG | University West Garage | 199,599 |
| WO | Wolstein Center | 289,000 |

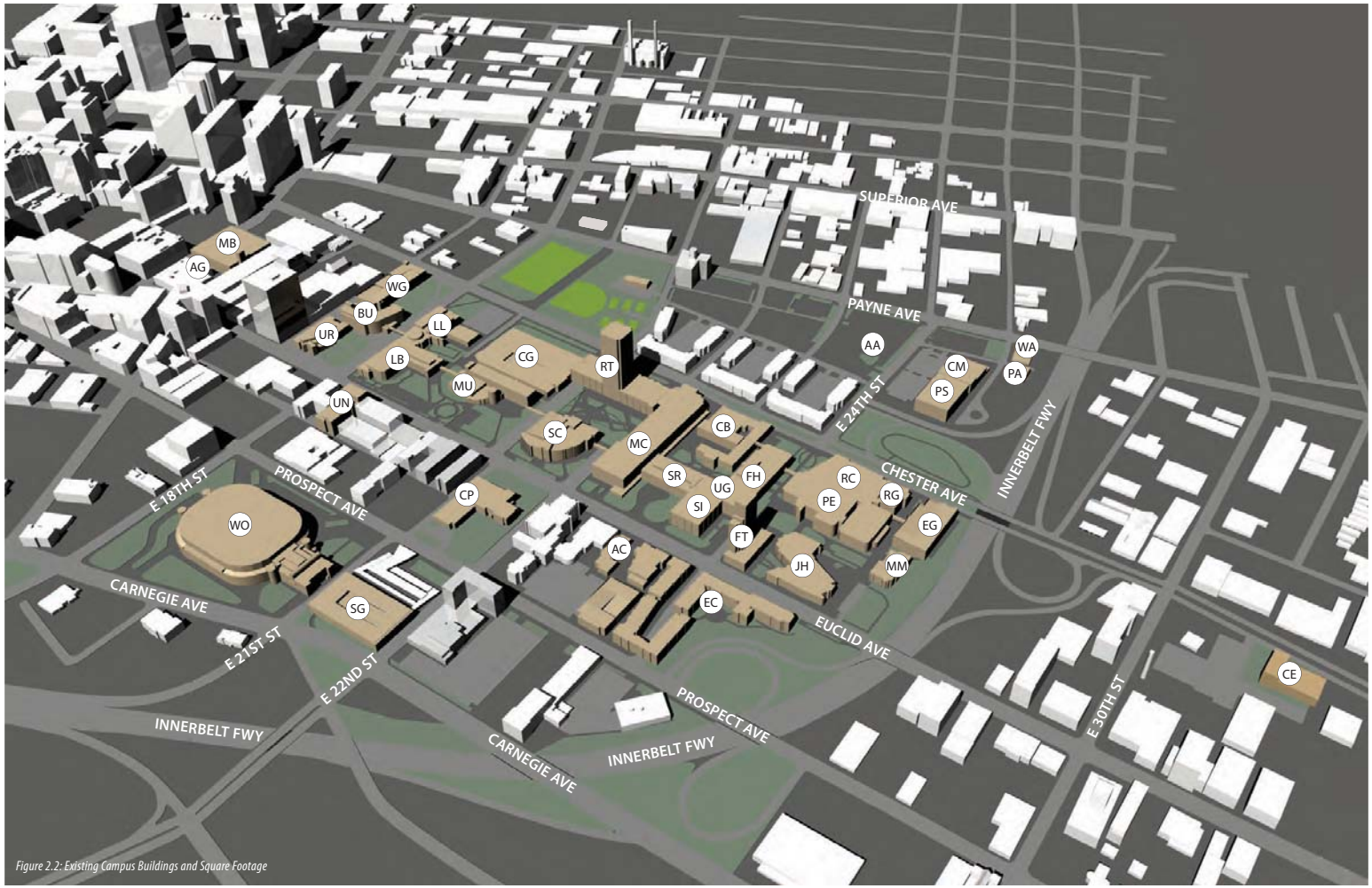



*Figure 2.2: Existing Campus Buildings and Square Footage*

# ENROLLMENT + DEMOGRAPHICS

## CSU STUDENT CHARACTERISTICS

CSU Fall 2012 enrollment of 17,500 students includes over 12,000 undergraduates, over 5,000 graduate students and nearly 500 professional students. After a slight decline in the early 2000's, total enrollment has grown by approximately 1.2% over the last five years.

At nearly 28 years, the average student age at CSU is slightly higher than more traditional undergraduate institutions. This is despite the fact that CSU enrollment growth over the last five years can be attributed to undergraduate growth amidst stable or declining graduate and professional student populations. Undergraduate growth has occurred in both Freshman and Transfer cohorts, with the largest percentage of increase attributed to Freshmen, due in large part to CSU's recently established focus on residence life and on-campus housing opportunities.

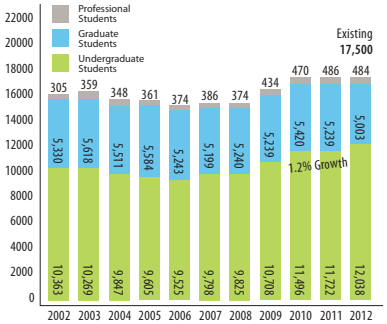



*Figure 2.3: CSU Total Enrollment Trend by Class Standing 2002 to 2012*

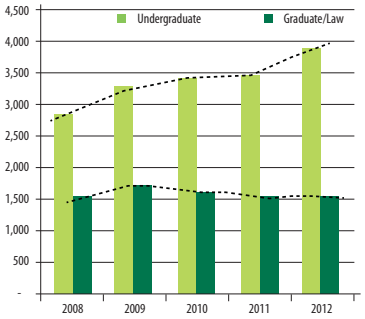



*Figure 2.4: CSU New Student Enrollment Trend by Class Standing 2008 to 2012*

In line with national trends, much of this growth has occurred in science, technology, engineering, and mathematics (STEM) fields, including Science and Engineering. The Colleges of Liberal Arts and Social Sciences, Business, and Nursing have also experienced modest growth since 2008, while Education (COEHS) and Law have both experienced modest declines.

Nearly 90% of CSU's students come from the 7-county area surrounding Cleveland. CSU's draw is actually quite local, with close to 70% of CSU's students declaring a Cuyahoga County home address.

These student characteristics define a unique problem statement for CSU. While programmatic offerings seem to align with national trends and enrollments have increased, regional demographic projections are not favorable to maintain the same rate and make up in enrollment growth.

## CHANGING DEMOGRAPHICS

Cuyahoga County is projected to continue its decline, losing nearly 150,000 people by 2030. At the same time, total population in the state of Ohio is only projected to grow by 65,000 total residents, predominately in the Columbus, Ohio region.

From 2010 to 2020, Cuyahoga County will see a decline in the 15-19 year old population, the traditional first time freshman age group. However, as the current cohort ages, Cuyahoga County from 2010 to 2015 will see growth in the 20 to 24 year old population, and from 2015 to 2020 will see growth in the 25 to 29 year old population. In this situation, the CSU student average age of 27.4 becomes an advantage. CSU may continue to see stable enrollment into the 2020's as it continues to 'ride the wave' of this demographic cohort.

## A PATH FORWARD

In addition to changing demographics, future state funding requirements based on student completion rather than enrollment growth underscore the importance of retention and student success. Future strategic actions discussed by the 2014 Campus Master Plan Committees to maintain a stable enrollment trajectory include:

### Improve the Student Experience

CSU should emphasize the strengths and consider the needs of a broader demographic base of students, including:

- Graduate and undergraduate
- Commuter and residential
- First year, transfer and non-traditional age
- Current students and alumni
- A continuum of experience from the classroom to internships and career placement

### Focus on Retention and Completion

To maintain a stable enrollment, CSU should:

- Focus on increased graduation rates
- Consider increased admission standards and incoming student test scores to align with peers
- Emphasize the physical design of campus and location of student services in response to the needs of both commuter and residential students
- Improve the neighborhood with living/learning opportunities for students living adjacent to campus
- Encourage creation of campus traditions and memories linked to place as a continuum of experiences

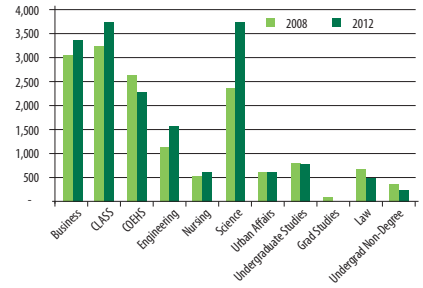



*Figure 2.5: CSU Enrollment by College, 2008 and 2012*

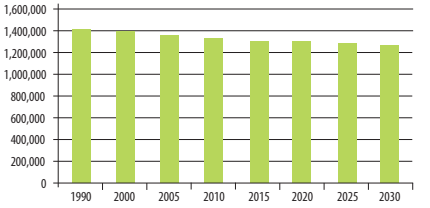



*Figure 2.6: Cuyahoga County Projected Population Decline through 2030*

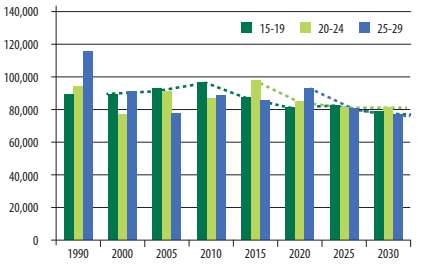



*Figure 2.7: Cuyahoga County Population Projections by Age through 2030*

## STUDENT LOCATION MAPPING + PLACE-BASED CONSIDERATIONS

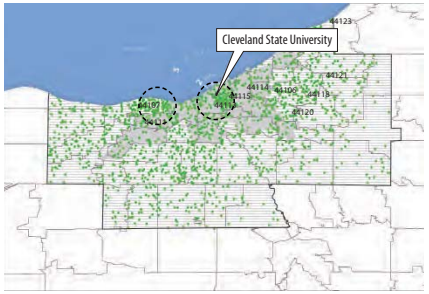



*Figure 2.8: Undergraduate Student Locations*

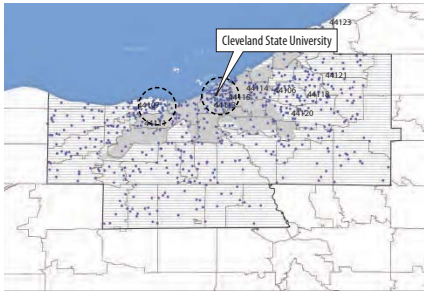



*Figure 2.9: Graduate Student Locations*

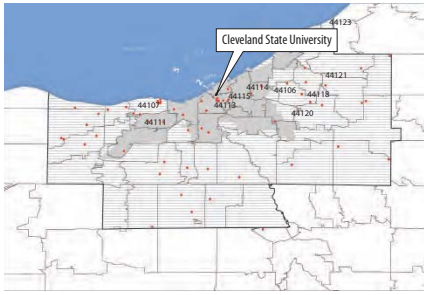



*Figure 2.10: Professional Student Locations*

### CSU Student Locations by Class Standing and Census Tract Alignment

Enrollment data collected from CSU's Office of Institutional Research & Analysis was linked to a geographic information system (GIS) platform to visually track where students are living in CSU's primary 7-county area by class standing, and program.

The SmithGroupJJR team used student location mapping to establish a framework for understanding place-based characteristics of some of the highest concentration areas where students reside.

The top ten trending zip codes within Cuyahoga County reveal a demographic disparity between several of the areas from which CSU draws students in the highest concentrations. CSU should monitor changes in student locations and focus on diverse needs to ensure success in continuing to attract students:

- 44114 and 44115 are generally characterized by lower educational levels, low poverty, moderate vacancies, medium home ownership, and medium income.
- 44119 and 44123 are generally characterized by students, family and public housing, high rental rates, low income, lesser car ownership, higher poverty rate, strong and high school graduation rates.
- 44118 and 44121 are generally characterized by racially diverse neighborhoods, high home ownership, low poverty, high income, and high college completion.




## CSU STUDENT LOCATIONS BY MAJOR

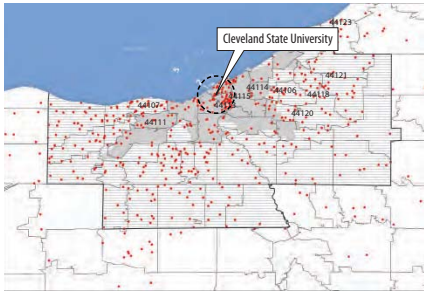



*Figure 2.11: Business*

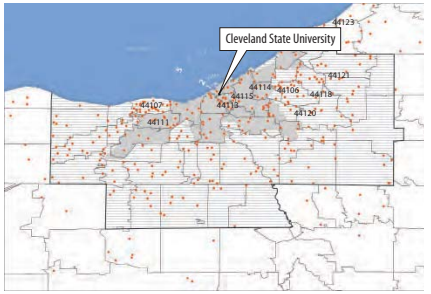



*Figure 2.12: Education*

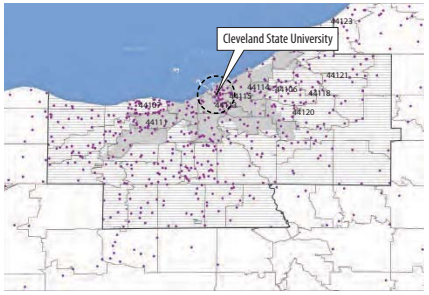



*Figure 2.13: Science*

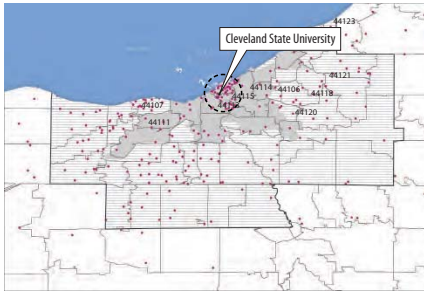



*Figure 2.14: Engineering*

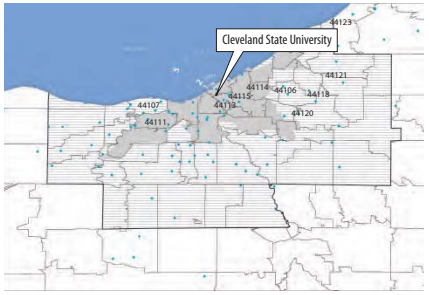



*Figure 2.15: Nursing*

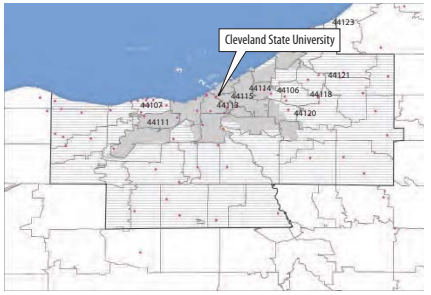



*Figure 2.16: Law*

# PLANNING CONTEXT

## COMPARISON TO PEER INSTITUTIONS

As part of the master planning process, peer institutions were identified based on external sources and internal data collected from previous studies compiled by CSU. This peer institution list was personalized for CSU and was compiled based on:

- Carnegie Classification
- American Association of University Professors Peers
- Ohio four-year public colleges and universities
- Urban 21 universities
- Other institutions citing CSU as a peer

Peer institutions analyzed include universities larger than 15,000 enrolled students, in large cities, and meeting Carnegie Classification standards of either doctoral/ research university, research university (high activity) or research university (very high activity):

- Indiana University Purdue University Indianapolis
- Temple University
- University of Alabama Birmingham
- University of Akron
- University of Cincinnati
- University of Illinois Chicago
- University of Louisville
- University of Massachusetts-Boston
- University of Missouri-Kansas City
- University of New Mexico
- University of Texas at Dallas
- Wayne State University
- Wright State University

CSU's campus was compared to these institutions to provide context for campus analysis, ideas and recommendations for change. Comparisons were made drawing from a list of attributes including: enrollment, campus acreage, floor area ratio (FAR), ratio of campus population to parking spaces, percentage of population living on campus and ACT scores and retention.

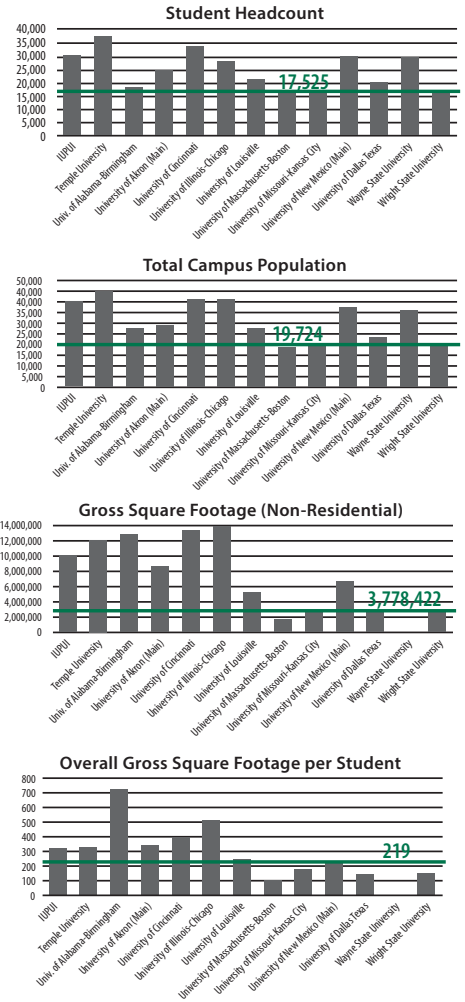



*Figure 2.17: CSU Peer Comparison Charts*

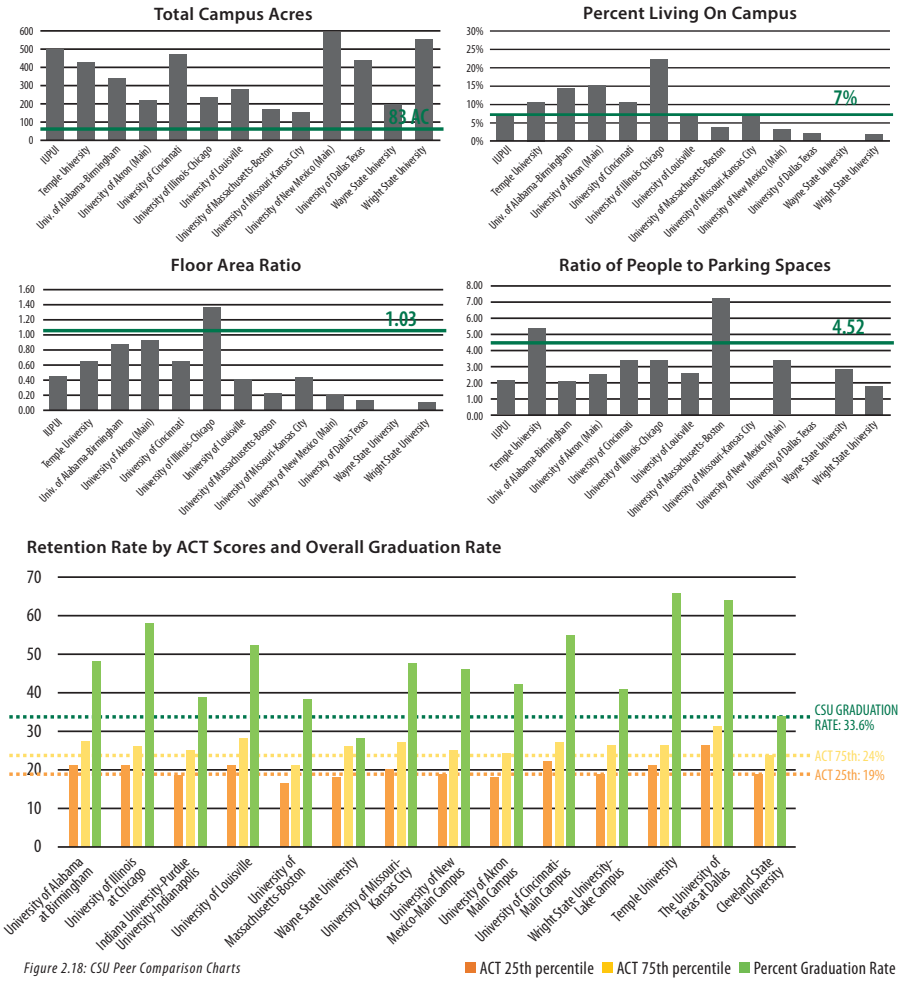



*Figure 2.18: CSU Peer Comparison Charts*

## REGIONAL CONTEXT

### The City of Cleveland

CSU maintains four campuses and partnership locations throughout Northeast Ohio:

- Downtown. CSU's thriving main campus is located on 85 acres just east of downtown Cleveland, directly adjacent to the Playhouse Square District.
- West Center. Located in Westlake, just off I-90 at the Columbia Road exit, this campus opened in 2003 to serve suburbs on the west side.
- Lakeland Community College Partnership. Students can become a CSU student on LCC's campus through seamless transfer into any bachelor degree program.
- Lorain County Community College Partnership. Students may pursue a variety of degree programs that can be completed on the LCCC campus.

The 2014 Campus Master Plan focuses on the downtown campus as the primary physical presence in CSU's empire. The downtown campus is centrally located with excellent visibility along the prominent Euclid Avenue corridor. The campus is easily accessible via automobile from the I-90 and I-77 corridors. Proximity to Cleveland's central business district, Playhouse Square and lakefront provide unparalleled multi-modal and programmatic access to a city recently rated as one of the country's best emerging downtowns by several sources.

Founded in 1964 and originally designed as a higher education "fortress" in the city, CSU's multi-level campus is experiencing a renaissance that emphasizes improved transparency of functions, better connection between academic uses and street level, and activation of the street.


*Figure 2.19: CSU Regional Context*

**LEGEND**

Healthline

Cleveland City Limits

### The Campus District

CSU is located in the emerging Campus District, identified as the neighborhood encompassing Cleveland State University and the Cuyahoga Community College (Tri-C) Metro campuses, in addition to their immediate surroundings. The neighborhood is 500 acres directly east of Cleveland's downtown, bounded by Lakeside Avenue on the north, Broadway Avenue to the south, East 18th Street on the west, and East 30th Street on the east.

Due to its two large anchor institutions, as well as large businesses like St. Vincent Charity Medical Center and the Plain Dealer, the neighborhood has many individual strengths, but has struggled to claim a broader identity encompassing the entirety of its area. The neighborhood is further divided by the Innerbelt, I-90; and blocked from the lakefront by the Shoreway and existing railroad infrastructure.

As part of the 2014 Campus Master Plan, SmithGroupJJR met regularly with Terry Schwartz, Director of the Urban Design Collaborative; Bobbi Reichtell, Executive Director, Campus District, and, Jack Boyle, CSU Senior Fellow-Urban Affairs to ensure continuity with previous and ongoing planning efforts and encourage alignment of CSU planning within the context of the Campus District.

Early analysis of opportunities for CSU in the context of the Campus District identifies recent development projects and sites with high development potential.


*Figure 2.20: Campus District Context*

**LEGEND**

CSU Campus

Development in Progress

Actively for Sale

Developed 2008-2013

Development Potential

Campus District Boundary

# PHYSICAL CAMPUS ANALYSIS

Analysis of the physical environment that makes up CSU's downtown campus included several campus tours, focus group meetings and review of previously completed studies. Physical campus analysis topics covered in this chapter include:

- Campus Land Use
- College Distribution by Building
- Academic Space Distribution
- Academic Space Needs Analysis
- Proximity of Academic Spaces
- Inactive Space
- Floor Area Ratio
- Building Age
- Net Assessed Value
- Campus Parking
- Pedestrian Movement + Accessibility
- Landscape Typologies
- Utilities
- Campus Wayfinding

Several themes regarding campus facilities and priorities emerged from this analysis:

- Focus on renovation, upgrading and modifying existing facilities
- Address Rhodes Tower, Main Classroom, Science Building, Science and Research Center, Engineering, Physical Education Building
- Address infrastructure (capacity, redundancy, efficiency, green power)
- Address access control and IT concerns (increase bandwidth, redundancy, plus Data Center in Rhodes Tower)
- Consider future private partnerships for building off-campus housing
- Make a decision regarding the future of Heritage Hall
- Address the future use of Wolstein Center, future replacement of soccer field, upgrades to softball, and outdoor recreation opportunities
- Make a beautiful urban campus, address wayfinding
- Future expansion opportunities – campus is land-locked

Themes regarding the physical campus environment, mobility and landscape include:

- Improve linkages with city assets, especially the lakefront
- Improve transit access for west side commuter students
- Develop parking demand management strategies for students, faculty and staff
- Improve pedestrian, bike access across Chester Avenue
- Consider campus bike sharing program
- Mitigate the continued off-campus parking security concern – consider expanded patrol boundary


*Figure 2.21: Existing Library and Student Center Plaza*

## CAMPUS LAND USE

CSU's campus follows a primarily traditional zoning pattern. In general, academic uses are located between Euclid Avenue and Chester Avenue with residential, athletic, and support uses occupying the perimeter of campus. The campus is also anchored by recreation and athletic uses on three of the four corners of campus.

Recent initiatives are beginning to challenge traditional zoning patterns in favor of a horizontal and vertical mix of uses, including the renovation of Fenn Tower for residential uses and locating the new Center for Innovation in Health Professions (CIHP) academic building south of Euclid Avenue.

Future initiatives should consider continuing the creation of mixed-use neighborhoods to enhance 24/7 vitality, maintain "eyes on the street," and improve overall campus walkability.

The student center and library provide the highest potential for student life activities and are located in the geographic center of campus. Future activation of exterior campus gathering spaces should reinforce the heart of campus.


*Figure 2.22: CSU Existing Campus Land Use*

**LEGEND**

- Academic
- Academic Support
- Campus Support
- Student Life
- Residential
- Athletics+Recreation
- Parking



## COLLEGE DISTRIBUTION

CSU's academic colleges are primarily located in separate buildings. The colleges of Business, Education & Human Services, Engineering, Sciences & Health Professions, Urban Affairs, Graduate Studies and Law are each located in their own building. Colleges not located in a single building include the College of Liberal Arts and Social Sciences (CLASS), Nursing and some Health Professions.

Future initiatives should consider breaking down the siloed nature of campus by encouraging opportunities for more transparent multi-disciplinary and transdisciplinary learning opportunities, including adding informal gathering/collaboration space for faculty.

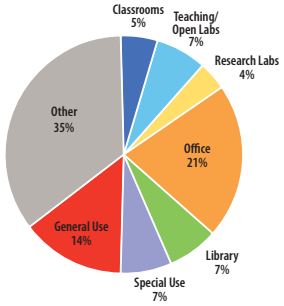

*Figure 2.23: CSU Existing College Distribution by Building*

**LEGEND**

- Business
- Urban Affairs
- Graduate Studies
- Liberal Arts & Social Sciences
- Law
- Education & Human Services
- Engineering
- Nursing
- College of Sciences and Health Professions

## ACADEMIC SPACE DISTRIBUTION

As part of the 2014 Campus Master Plan, academic space was mapped by Facilities Inventory and Classification Manual (FICM) code. A three dimensional parametric model was developed using open source software allowing CSU to correlate information and internally managed datasets linked to physical campus space. For the benefit of CSU, the integrated planning model can be programmed with any type of spatial, condition or utilization data. The model utilizes visual programming interfaces to create instant physical representations when parameters are changed.



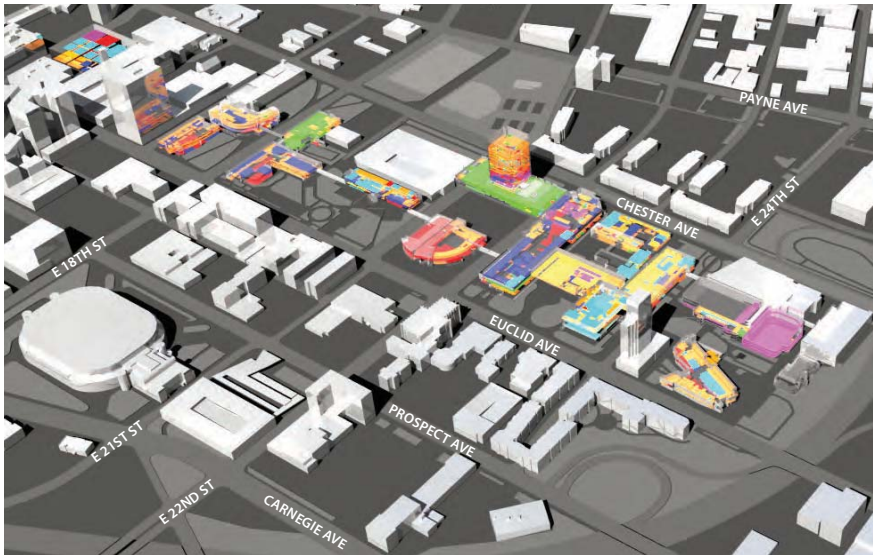




*Figure 2.24: CSU Academic Space Distribution by General FICM Code*

**LEGEND**

- Classrooms
- Labs
- Research Labs
- Administration
- Library
- Special Use
- General Use
- Inactive Space

## PROXIMITY OF ACADEMIC SPACES

Parametric modeling software was used to geographically locate 169,000 assignable square feet (ASF) of classroom space and 212,000 ASF of teaching/open lab space on CSU's campus The locations of these spaces were then mapped in relation to the Innerlink and other campus pedestrian infrastructure to understand realistic walking distances between primary campus academic uses. Classroom and lab uses are approaching the edge of a comfortable 10-15 minute walk threshold from one edge of campus to the other. Future planning initiatives should consider appropriate walk distances in the context of the 2014 Campus Master Plan.

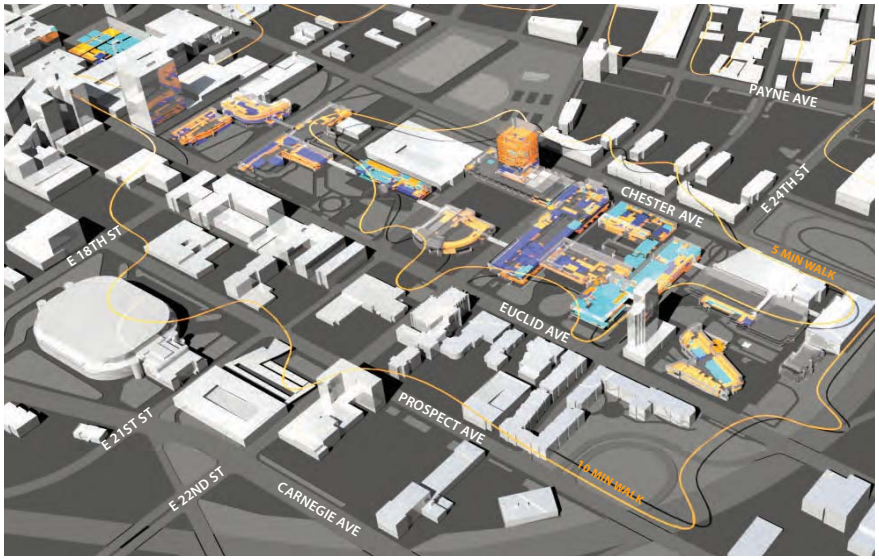



*Figure 2.25: CSU Location of Classrooms, Teaching Labs and Offices*

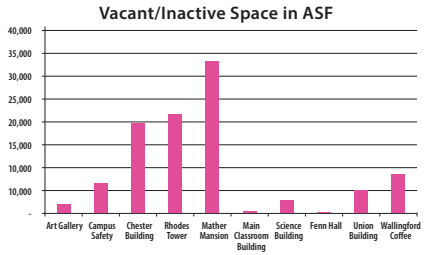
**LEGEND**

- Labs
- Classrooms
- Administration
- Walking Distance (5 and 10 min)

## INACTIVE SPACE

Inactive space on CSU's campus was mapped to understand highest and best use for renovation when considering desired adjacencies and appropriate space types. Overall, there is 58,400 ASF of inactive space on CSU's campus, not including Wallingford Building or Mather Mansion. Inactive space is dispersed as follows:

- 37% in Rhodes Tower. 21,740 ASF
- 34% in Chester Building. 19,710 ASF
- 8% in Union Building. 4,730 ASF



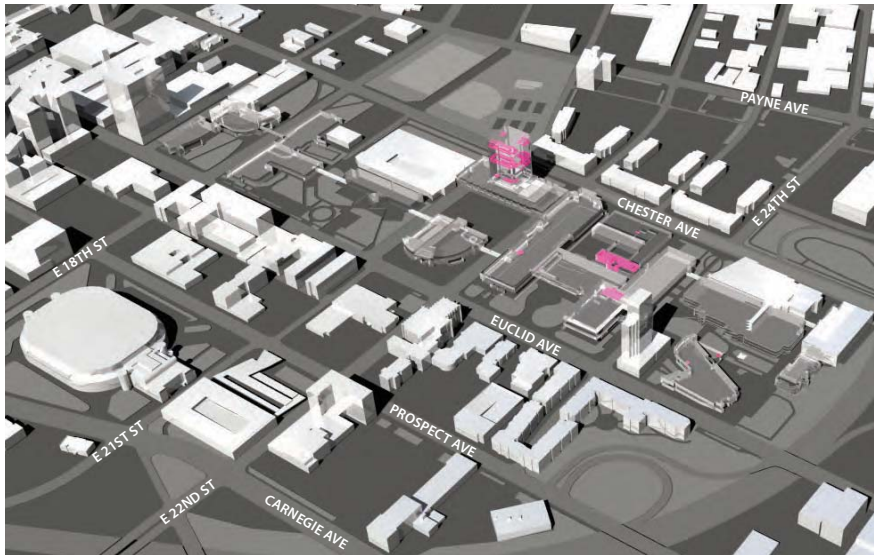




*Figure 2.26: CSU Existing Inactive Space*

**LEGEND**

Campus Inactive Space

## FLOOR AREA RATIO

A comfortable density, along with a mix of uses, creates vibrant campuses. FAR is a measure of the total land area square footage of a property when compared to the total building square footage of a property. For example a one-story building covering the entire site would be a 1.0 FAR. Likewise, a two-story building covering half of a site would also be a 1.0 FAR. FAR's on CSU's campus range from 2.10 at the Cleveland-Marshall College of Law to .35 at the Plant Services area. In general, the core campus between Chester Avenue and Euclid Avenue ranges from 1.65-1.80 FAR.

An analysis of FAR's at CSU by area indicates a consistent pattern of development where the highest FAR's are located at the campus core at CSU, and lowest FAR's are located at the campus edges. The density of the campus core should be used as a model for the development of new campus academic and residential neighborhoods. In general, CSU should aim to increase the density of the campus areas north of Chester Avenue and south of Prospect Avenue where feasible.

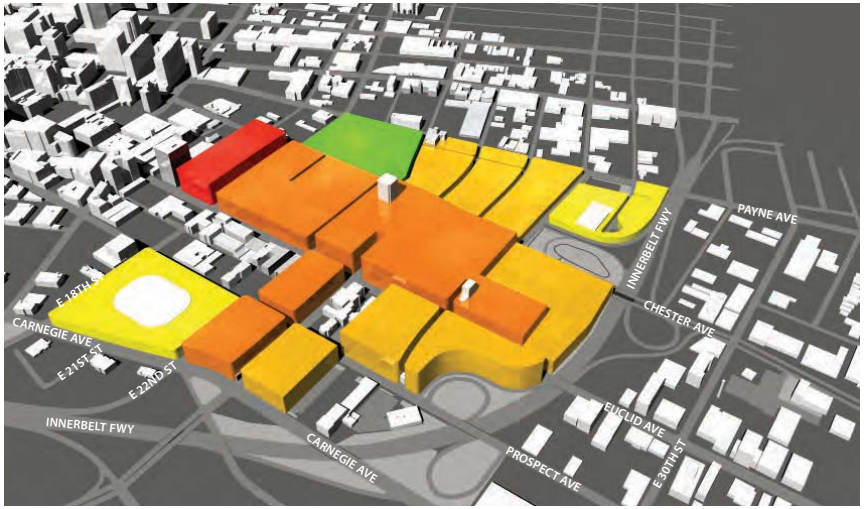


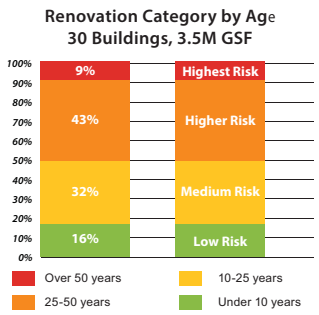

*Figure 2.27: CSU Existing Floor Area Ratios*

**LEGEND**

FAR Over 2.0
FAR 1.50-1.99
FAR 1.00-1.49
FAR .01-.99
FAR 0

## BUILDING AGE

Founded in 1964 and approaching its 50th Anniversary in 2014, CSU is a fairly "young" campus in the context of American Higher Education. However, as an integral part of the city of Cleveland, CSU's campus consists of several facilities that predate the institution. Over half of CSU's buildings are 25-50+ years old and, if unrenovated, provide the highest risk. Buildings highlighted in red, green and yellow below represent the largest opportunities for change. A previously completed study by Sightlines documented renovation priorities by system and by building on CSU's campus. This study should be considered in alignment with strategic campus priorities to ensure long-range wise investment of financial resources.



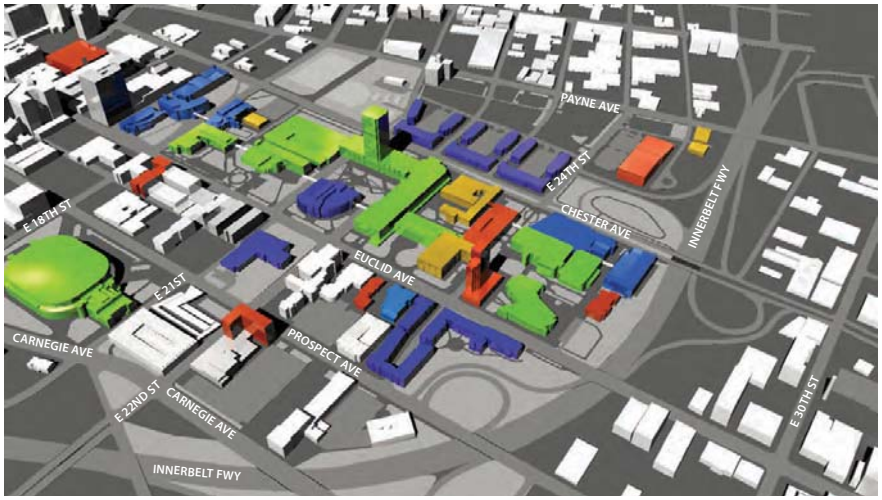




*Figure 2.28: CSU Existing Building Age*

**LEGEND**

- 1910-1929
- 1930-1949
- 1950-1969
- 1970-1989
- 1990-2009
- 2010-2014

## NET ACCESSED VALUE

A previously completed Sightlines study provided a building condition analysis of CSU's academic facilities. This analysis aggregated renovation priorities for each building compared to the replacement value to determine a net assessed value (NAV) for each building. Buildings scoring below 60% and requiring transformative renovation or demolition include:

- Plant Annex
- Field Services
- Baker's Building
- Mather Mansion (Historic, currently undergoing renovation)

$$NAV = \frac{\text{(Replacement Value)-(Building Needs)}}{\text{Replacement Value}}$$

Buildings scoring between 60% and 75% and requiring immediate planning regarding systematic renovation or other strategies include:

- Physical Education Building
- Rhodes Tower
- Wolstein Center
- Plant Services
- Fenn Hall


*Figure 2.29: CSU Net Assessed Value by Building*

**LEGEND**

- 85-100% Capital Upkeep
- 75-85% Repair and Maintain
- 60-75% Systematic Renovation
- >60% Transitional/Demo

## CAMPUS PARKING

### Existing Parking

CSU currently manages 4,361 parking spaces on campus (not including the Cole Center) that are well utilized at peak hours. Parking resources are located in eight garages and several surface lots surrounding the core academic campus. As new building projects have infilled former surface parking lots to enhance CSU's neighborhood, total parking quantity at CSU has been steadily decreasing since a peak of 5,064 spaces in 2004. When compared to parking resources at other public urban peer universities, CSU has a higher than average person per parking space ratio (4.5:1). With parking costs ranging from $191 to $237 per semester, CSU's parking is generally cheaper than public urban peers and private lots around campus. Central Garage is the largest parking resource at CSU, housing 915 spaces and representing 21% of CSU's parking supply. The structure is 35 years old and has undergone significant deterioration. Central Garage is in need of $3,000,000 of immediate repair to address structural issues and an additional $2,000,000-$5,000,000 of ongoing repair every 5-10 years. The 2014 Campus Master Plan has determined that Central Garage is not viable for the long-term, and solutions to replace capacity must be studied immediately.

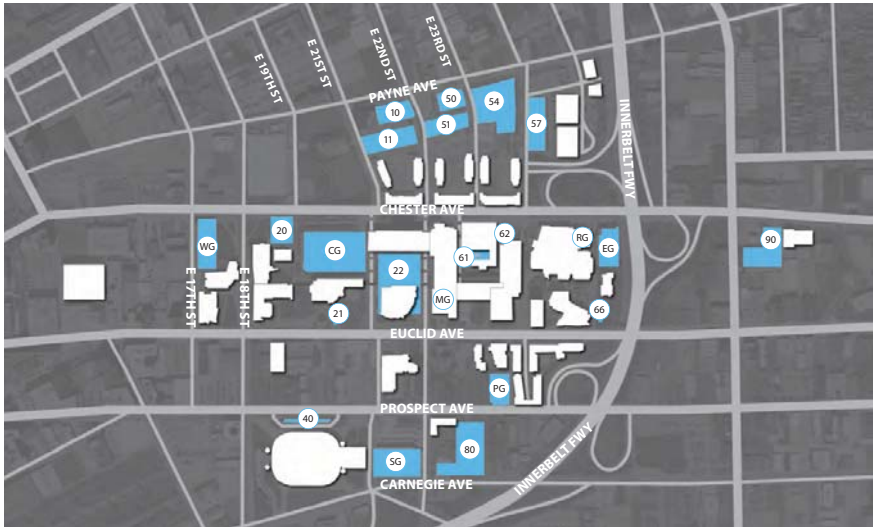



*Figure2.30: CSU Existing Parking and Quantities by Location*

**LEGEND**

(Lot) Number of Spaces

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 10 | 79 | 21 | - | 50 | 50 | 57 | 126 | 66 | - | CG | 915 | PG | 296 | UG | 99 |
| 11 | 127 | 22 | 116 | 51 | - | 61 | 29 | 80 | 52 | EG | 400 | RG | 54 | WG | 600 |
| 20 | 52 | 40 | - | 54 | 242 | 62 | - | 90 | - | MG | 220 | SG | 595 | | |



### Parking by Type

CSU provides three distinct permit types (with evening and night options) and addresses parking demand for faculty/staff, resident students, student commuters, visitors and parking for persons with disabilities. Permit options for faculty/staff and students include:

- White. Priced to provide maximum value and generally provide access to non-core, perimeter parking
- Green. Generally provides access to core parking
- Limited Access Adjunct Permits. Provides options for adjunct faculty only.
- Evening. Provides parking to most white and green parking after 3:30pm
- Night. Provides access to most white and green parking after 5:30pm

CSU parking is a proximity-based system in which the price of a permit is determined by the proximity to the campus core. In addition, CSU supports the U-Pass program, allowing all main campus students to ride free of charge on all Greater Cleveland Regional Transit Authority (RTA) buses and rapid trains during each academic semester.

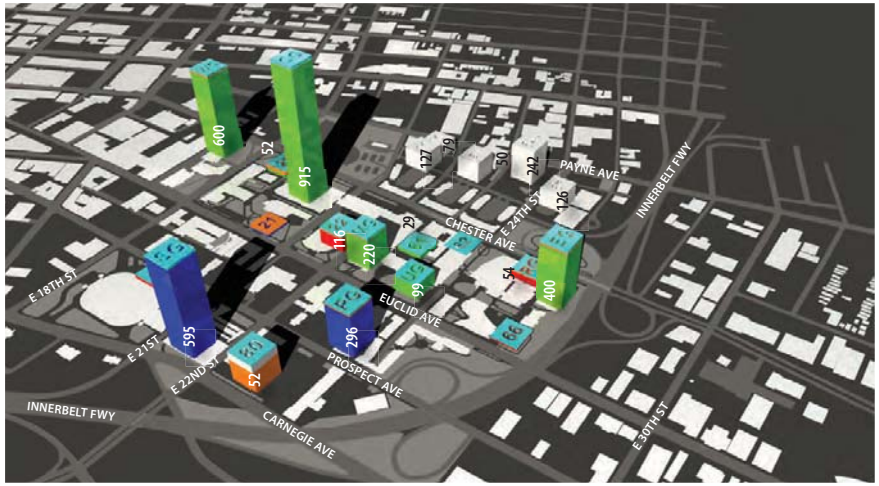


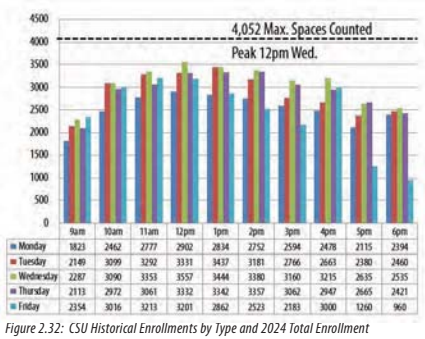

*Figure 2.31: CSU Existing Parking and Quantities by Type*

**LEGEND**

| | | | |
|---|---|---|---|
| White Permit | Mixed Parking (South Garage and Prospect Garage) | Metered | ## Parking Lot Capacity |
| Green Permit | Reserved | Disabled | |

## Parking Utilization

A parking occupancy study previously completed for CSU was analyzed as part of the 2014 Campus Master Plan. Because campus parking resources are generally considered filled to capacity at 90-95% occupancy, there is little to no capacity in CSU's parking system from 11:00am-2:00pm Tuesday-Thursday. Should CSU choose to consider additional refinements to align class scheduling to parking availability, there are excess parking spaces to serve populations on Mondays and Fridays. Moderate parking capacity exists in lots 40, 51 and some perimeter lots even at peak utilization times. CSU should investigate operational improvements to adjust these discrepancies.




| | 9am | 10am | 11am | 12pm | 1pm | 2pm | 3pm | 4pm | 5pm | 6pm |
|---|---|---|---|---|---|---|---|---|---|---|
| Monday | 1823 | 2462 | 2777 | 2902 | 2834 | 2752 | 2594 | 2478 | 2115 | 2394 |
| Tuesday | 2149 | 3099 | 3292 | 3331 | 3437 | 3181 | 2766 | 2663 | 2380 | 2460 |
| Wednesday | 2287 | 3090 | 3353 | 3557 | 3444 | 3380 | 3160 | 3215 | 2635 | 2535 |
| Thursday | 2113 | 2972 | 3061 | 3332 | 3342 | 3357 | 3062 | 2947 | 2665 | 2421 |
| Friday | 2354 | 3016 | 3213 | 3201 | 2862 | 2523 | 2183 | 3000 | 1260 | 960 |

*Figure 2.32: CSU Historical Enrollments by Type and 2024 Total Enrollment*


*Figure 2.33: CSU Existing Parking Utilization at Peak Utilization (12:00pm Wednesday)*

**LEGEND**

- >91% Utilization
- 81-90% Utilization
- 71-80% Utilization
- 61-70% Utilization
- 71-80% Utilization
- 61-70% Utilization
- ## Parking Lot Capacity



## Off-Campus Parking

Because of real and perceived lack of parking opportunities operated by CSU proximate to where individuals want to park, privately operated parking resources located directly adjacent to CSU's campus were analyzed as part of the 2014 Campus Master Plan. In total, there are roughly 700 vacant parking spaces in private facilities at CSU's mid-day peak, of which it is estimated approximately 300 could be available for CSU use. There are an additional 380 on-street spaces, of which 260 have time limits of two hours or more. Private parking rates, generally cost more per month than CSU's parking resources.

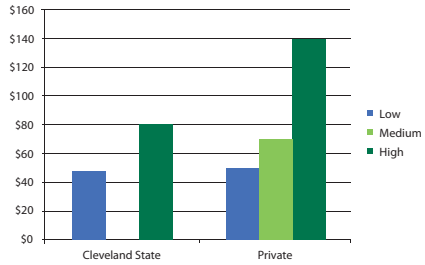



*Figure2.34: CSU Parking and Private Parking Monthly Cost Comparisons*

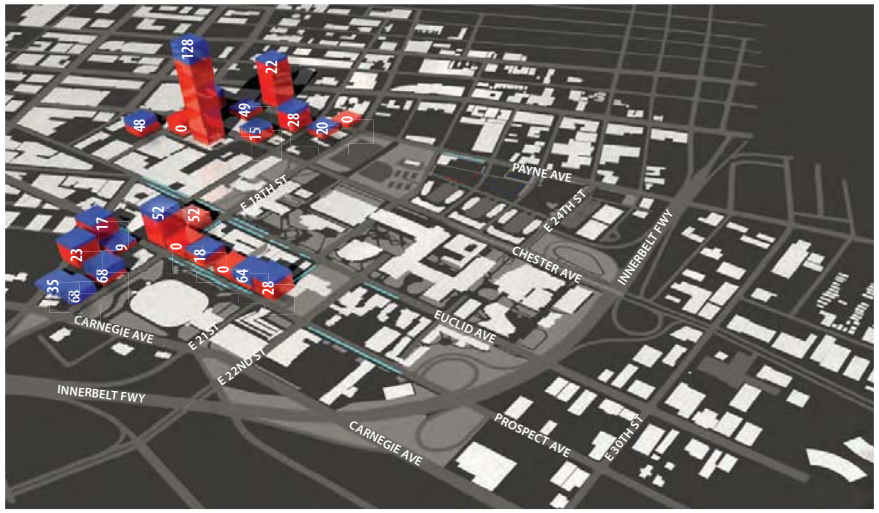



*Figure 2.35: CSU Off-Campus Parking Resources*

**LEGEND**

- Off-Campus Occupied Parking
- Off-Campus Available Parking
- Street Parking, 1 Hour Max
- Street Parking, 2-4 Hour Max
- ## Available Parking Count

## PEDESTRIAN MOVEMENT + ACCESSIBILITY

CSU campus-wide pedestrian movement was evaluated to assess Americans with Disabilities Act (ADA), accessibility and general safety conditions as part of the Campus Master Plan. Several of the highest ranked conditions for concern include:

- East 24th Street Corridor and Woodling Gym Main Entrance traverses 10 to 12 feet of elevation change, includes non-compliant ADA facilities and general poor sidewalk conditions
- Access to the Chester Building via Chester Avenue includes non-compliant ADA facilities and sloped ADA parking spaces in lot 62.
- Access to the Main Classroom building via Euclid Avenue is provided only via stairway with alternative entrances located 350 feet away via the Science Building.
- East 19th Street represents an important north-south corridor that is interrupted by access drives and includes non-compliant curb ramps and irregular surfaces.
- The main entrance to the Plant Services Building does not provide a defined safe pedestrian approach and lot 57 provides only one accessible parking space.

Additional detailed conditions for concern have been provided as part of the Appendix.


*Figure 2.36: CSU Campus Existing Pedestrian Movement and Accessibility Issues*

**LEGEND**

Plaza
Front Door
Secondary Door
Service Access
Traffic ROW
Sculpture
Pedestrian Route
Accessible Parking
Access Issues



## LANDSCAPE TYPOLOGIES

CSU's campus contains several landscape typologies that should be expanded upon and/or changed as part of the 2014 Campus Master Plan. Landscape typologies include:

- "Front lawn" open spaces
- "Back lawn" open spaces
- Quad (library)
- Plazas
- Shared service corridors
- Accessible parking

The redefinition of landscape and open space systems on CSU's campus provides an opportunity to maximize investment and return on investment while enhancing a memorable campus experience. Important considerations for change include:

- Re-imagine the "front lawn" open space along Euclid Avenue between 18th Street and 21st Street
- Redevelop "back lawn" space along the Chester Avenue to strengthen identity and improve safety
- Enhance plaza spaces and establish a new framework for exterior pedestrian connections between Chester Avenue and Euclid Avenue
- Develop better north-south connections at East 19th Street, East 24th Street and East 21st/22nd Streets


*Figure 2.37: CSU Campus Existing Landscape Typologies*

**LEGEND**

Open Space: Back Lawn
Open Space: Front Lawn
Shared Service Corridor
Accessible Parking
Plaza
Quad

## UTILITIES

A 2013 Utilities Master Plan for CSU was reviewed by the master planning team and recommendations have been incorporated with overall planning objectives for future campus expansion. In general, CSU has a very dependable utility service. Moving forward, beyond projects in progress, the electric grid will not be able to provide additional power beyond existing loads. Through several initiatives, CSU has been able to reduce energy consumption by 21% which must be continued if energy trends and costs continue to escalate. Rhodes Tower is central to the functionality of CSU's utilities and serves as the primary hub for many of CSU's chillers, electric and steam utilities, and data. Capacities by system were evaluated in the context of existing campus development and the system's ability to meet the future utility needs of the campus. Findings by system include:

- The chilled water plant has 30% additional capacity, but two of the 1,000 ton chillers in Rhodes Tower need to be replaced in the next five years.
- CSU currently utilizes 15.2 MVA of 21.5 MVA capacity for electric power. CSU should continue routine maintenance and investigation of renewable options in the next five to ten years.
- CSU is currently negotiating its contract with Cleveland Thermal regarding steam and exploring other options including installing high efficient boilers.

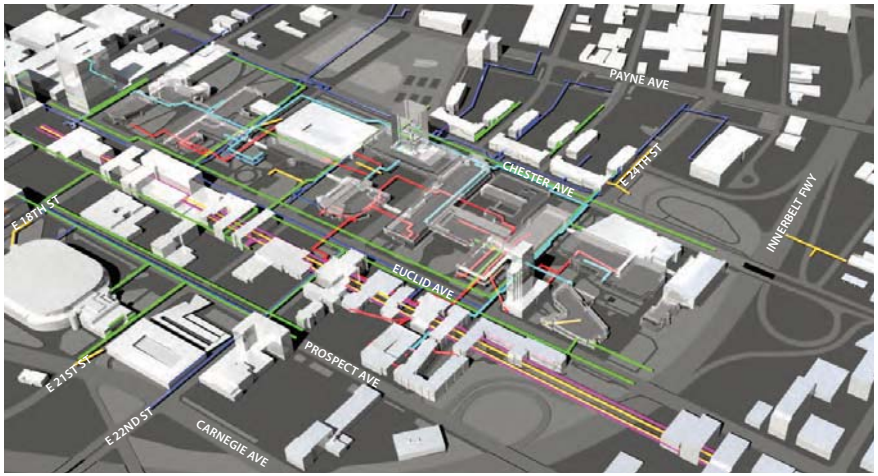



*Fig 2.38: Utility Systems on CSU's Campus*

**LEGEND**

| | | | |
|---|---|---|---|
| CSU Electric | CPP Electric | Steam | TComm |
| CEI Electric | Gas | Chilled Water | |



## CAMPUS WAYFINDING

Wayfinding at CSU was analyzed as part of the 2014 Campus Master Plan. A full narrative of the analysis and recommendations are included in the Appendix. Existing condition wayfinding issues and opportunities include:

- Gateways at the main entrances are generally lacking
- The CSU logo signature and seal is widely used
- Building identification signs contain various design styles and lack visual continuity and design standards
- Public parking venues are difficult for visitors to find
- Directional signs for drivers and pedestrians are missing from the wayfinding system

### Exterior Wayfinding

Exterior wayfinding action items for consideration as part of the 2014 Campus Master Plan include:

- Work with RTA for permission to place "at a glance" guide signs at the edges of the ramps
- Develop design standards for exterior signage
- Improve wayfinding information on the CSU website and develop a mobile app that supports wayfinding
- Provide better identification signage and improved campus map directories for visitor parking


*Figure 2.39: Existing Exterior Signage*

### Interior Wayfinding

Interior wayfinding action items for consideration as part of the 2014 Campus Master Plan, including suggestions for improving the Innerlink, include:

- Provide improved Innerlink messaging at selected building entrances to identify access points to the link
- Brand the Innerlink with an attractive graphic icon
- Develop design standards for interior signage
- Continue the same flooring material throughout the Innerlink and/or paint areas to highlight the Innerlink
- Widen the Innerlink in areas that currently provide an undersized hallway width

*Figure 2.40: Innerlink Wayfinding Improvements*


*Figure 3.1: Landscape and Rhodes Tower on Cleveland State's Campus*

# 03. MASTER PLAN AND IDEAS



This chapter describes the planning framework and ideas supporting the 2014 Campus Master Plan. The master planning process included an overview of the contextual and campus drivers upon which the 2014 Campus Master Plan is built, followed by an idea generation phase that tested a series of design alternatives for future development.

The plan concept and illustrative plan provide a framework for future growth at CSU, proposing opportunities for new campus elements in relationship to existing campus facilities. The 2014 Campus Master Plan is intentionally flexible while deliberately considering growth opportunities to continue CSU's history as a place of living, learning and student experience in Cleveland, of Cleveland and by Cleveland.

The 2014 Campus Master Plan ideas described in this chapter provide detailed insight into several of the primary concepts that drive short-term opportunities for change at CSU. Included in this portion of the chapter are images and narratives describing ideas regarding central garage, Rhodes Tower, the Engineering and Sciences precinct, the Innerlink, campus open spaces and landscapes, future residential development, and Improvements to the Wolstein Center.

# PLAN DRIVERS

## GUIDING PRINCIPLES

The ideas embedded in the 2014 Campus Master Plan represent the consensus vision of institutional and community members involved in the master planning process. As a composite document of principles, goals, objectives, ideas, recommendations, and graphics that illustrate these concepts, the 2014 Campus Master Plan recommendations have evolved from a series of contextual drivers and planning goals that were established early in the master planning process with consensus from the Executive Committee, Campus Advisory Committee, focus groups, open houses and via the Campus Master Plan Website.

The plan drivers outlined on the following pages include assumptions and goals that are intended to:

- Plan for stable enrollment
- Accommodate modest academic space needs
- Improve educational adequacy
- Manage and align resources
- Enhance the CSU experience
- Enhance CSU's academic and research reputation

Guiding Principles for the 2014 Campus Master Plan are derived from the plan drivers, assumptions, and goals. They align strategic, academic and physical objectives to create aspirational goals for future university growth and development. The principles provide a flexible framework for campus development that is both visionary and realistic and supersede illustrative and graphic recommendations embedded in this document.

**GUIDING PRINCIPLES FOR THE CAMPUS MASTER PLAN INCLUDE:**

1. BECOME A MAJOR URBAN UNIVERSITY: IN CLEVELAND, OF CLEVELAND, BY CLEVELAND.
2. CREATE 21ST CENTURY LEARNING SPACES TO FOSTER ACTIVE LEARNING & MULTI-DISCIPLINARY COLLABORATION.
3. ENHANCE THE STUDENT EXPERIENCE WITH A FOCUS ON RETENTION AND COMPLETION.
4. CONTINUE TO REINFORCE THE URBAN FABRIC AND IMPROVE THE BUILT ENVIRONMENT
5. CREATE AN IDENTIFIABLE CAMPUS CHARACTER WITH COHESIVE URBAN DESIGN, LANDSCAPE + WAYFINDING.
6. PRIORITIZE PEDESTRIAN MOVEMENT AND ACTIVATION OF THE LINK AND STREET LEVELS.
7. ENCOURAGE SYNERGISTIC PARTNERSHIPS TO IMPROVE THE 24/7 VITALITY OF THE CAMPUS NEIGHBORHOOD.
8. CONSERVE RESOURCES - CONSIDER THE HIGHEST AND BEST USE OF URBAN LAND.
9. MAINTAIN FLEXIBILITY TO ACCOMMODATE UNFORESEEN OPPORTUNITIES.
10. CONSIDER EXPANSION OPPORTUNITIES AS THEY ALIGN WITH THE STRATEGIC PLAN AND MISSION OF CSU.

## PLAN FOR STABLE ENROLLMENT

Recommendations embedded in the 2014 Campus Master Plan are based on conservative assumptions of stable enrollment at CSU, aligning with strategic and academic planning initiatives. While planning initiatives embedded in the 2014 Campus Master Plan assume maintaining stable enrollment of 17,500 students in the 10-year horizon, the plan also provides flexible opportunities for growth up to 19,000 students should CSU choose to pursue and achieve more aggressive growth models. Spatial demand for student increases beyond 19,000 include the need for more classroom, lab, academic support and student center space, and parking resources.

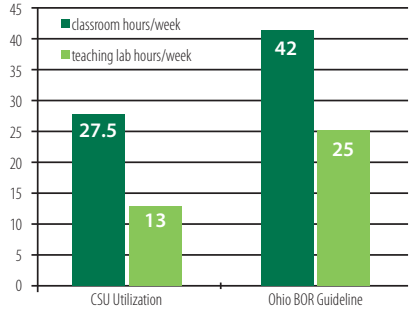



*Figure 3.2: CSU Classroom and Teaching Lab Utilization (Ad Astra)*

The 2014 Campus Master Plan included a review of an academic space utilization study completed by Ad Astra in 2011. The study suggests CSU has capacity due to existing classroom and teaching lab utilization, citing 66% utilization during prime daytime hours and 63% utilization during prime evening hours. Based on comparisons of CSU classroom and teaching lab utilization with the Ohio Board of Regents Guidelines (BOR) for each space type, CSU has the existing quantity of classroom space to accommodate enrollment growth up to 19,000. CSU should pursue an updated space utilization study following scheduling changes that took effect in the Fall of 2014. It is worth noting that the BOR guideline is aggressive; however, at 27 classroom hours/week and 14 teaching lab hours/week, CSU does have room for improvement.

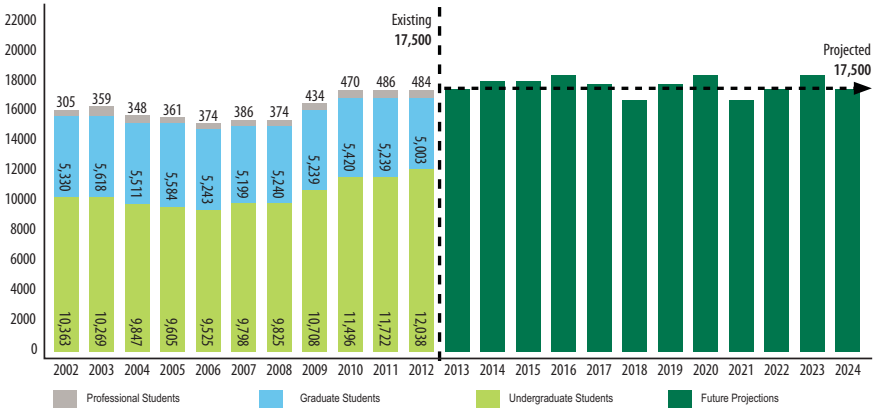



*Fig 3.3: CSU Historical Enrollments by Type and 2024 Total Enrollment Projections*

## ACCOMMODATE MODEST ACADEMIC SPACE NEEDS

Base year space needs were generated for CSU's campus based on guidelines developed in conjunction with CSU and Paulien & Associates. Space needs were determined at a macro-level by the following space types:

- Classrooms and Classroom Support
- Teaching Laboratory and Laboratory Support
- Open Laboratory and Laboratory Support
- Research Laboratory and Laboratory Support
- Office Space
- Other Departmental Space
- Library Space
- Physical Education, Recreation and Athletics
- Campus Support Space

The type and amount of space needs were determined via in-person interviews with deans and using comparative analysis, based on ASF per student Full Time Equivalent (FTE) for most space types (office space was determined as ASF per faculty/staff FTE). Comparative institutions were selected from previously completed work with institutions similar to CSU in enrollment, Carnegie classification, and setting.

At the campus wide level, the guideline generated an overall deficit of 33,000 ASF. Embedded in these numbers are significant surpluses of office space on CSU's campus and deficits in research lab and other academic space. There is a demand for space on CSU's campus beyond existing inactive and surplus space due to lack of alignment of space typologies, potential demolition candidates, and future growth in STEM programs. A complete report of the Academic Space Needs Analysis Study can be found in the Appendix.

**Macro-Level Guidelines**

| Space Type | Guideline | Base Year Guideline (Gdln x Std FTE) | Base Year Actual Space* | Surplus/ (Deficit) |
|---|---|---|---|---|
| Classrooms | 10 ASF/Std FTE | 141,100 | 142,910 | 1,810 |
| Teaching Lab | 9 ASF/Std FTE | 126,990 | 107,583 | (19,407) |
| Open Lab | 8 ASF/Std FTE | 112,880 | 112,884 | 4 |
| Research Lab | 250 ASF/$100,000 R&D | 152,778 | 113,103 | (39,675) |
| Offices & Service | 2,178 staff x 225 ASF | 490,050 | 543,532 | 53, 482 |
| Other Academic Space | 6 ASF/Std FTE | 84,660 | 43,633 | (41,027) |
| Library | (collections/users/support) | 197,722 | 226,004 | 28,282 |
| PE/Recreation | 12 ASF/Std FTE | 169,320 | 170,929 | 1,609 |
| Assembly/Exhibit | CEFPI Guideline | 280,406 | 261,352 | (19,054) |
| Student Center | 14 ASF/Std FTE | 197,540 | 179,176 | (18,364) |
| Physical Plant | 8 ASF/Std FTE | 112,880 | 132,164 | 19,284 |
| Total | | 2,066,326 | 2,033,270 | (33,056) |

*Non-institutional space is not included in these figures and is shown separately.

The net need is just over 33,000 ASF. Please note that not all of "surplus space" is readily convertible to needed space types.



## IMPROVE EDUCATIONAL ADEQUACY

The capacity or quantity of existing space does not reflect the quality or adequacy of teaching and research space. The consultant team reached out to faculty and department chairs to understand how campus facilities currently serve or detract from CSU's academic and research mission. Key concerns by building include:

01. **Business Building.** A good academic building, lacks event space for gatherings of more than 40 people.
02. **Center for Innovation in Health Professions.** This new building provides interdisciplinary space, but will lack wet labs. Health Sciences will remain dispersed.
03. **Chester Building.** Poor air quality, technology and seating. Limited by classroom size.
04. **Fenn Hall.** Poor quality space for class lab and research. Classroom configurations are inadequate.
05. **Julka Hall.** A good academic building, but lacks sufficient classroom and student gathering space.
06. **Law Building.** Classrooms require a refresh. There are general HVAC and accessibility issues.
07. **Main Classroom Building.** Inadequate classroom size and configuration.
08. **Middough Building.** Space is incomplete. Columns in classrooms detract from learning.
09. **Music and Communication.** Improve practice space and classrooms.
10. **Physical Education/Health Sciences.** Need more wet labs for Health Sciences.
11. **Rhodes Tower.** Significant vacant space. Poor vertical circulation. The language lab is not adequate. 24/7 informal student space needed.
12. **Science Building and Science and Research Center.** Air quality, HVAC and lab quality and quantity are insufficient.
13. **Urban Building.** A good academic building, lacks student break out space.

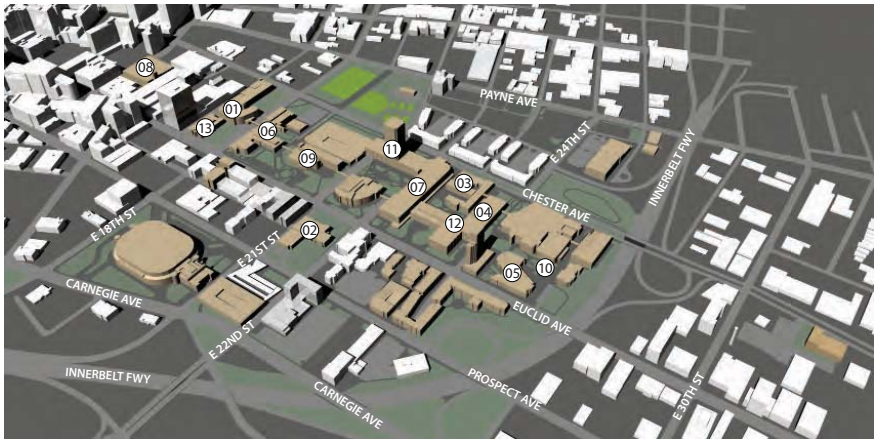



*Fig 3.4: CSU Existing Campus Academic Facility Adequacy*

## MANAGE AND ALIGN RESOURCES

The academic Space Needs Analysis generated an overall deficit of 33,000 ASF. This amount includes a surplus of 104,500 ASF in office and service, library and physical plant space, contrasted with a deficit of 137,500 ASF in teaching lab, research lab, and other academic support space. However, not all surplus space is readily convertible to needed space types, particularly research labs. Projected growth in the Washkewicz College of Engineering and the College of Sciences and Health Professions will place further demand on class lab and research lab space.

Balancing existing resources and future development must consider the strategic use and re-use of both facilities and land to create the right fit between academic program and facilities. While renovation can improve the utilization and function of existing space, new construction will be needed to provide the specialized lab environment for engineering and the sciences. Ideally, new lab space will be located with existing facilities for optimal efficiency and to promote interdisciplinary education and research in STEM programs.

The Chester Building, adjacent to Fenn Hall, is in a strategic location to expand both research lab and class lab space for engineering and the sciences. Based on its facility condition, quality, utilization and strategic position, this building was analyzed for potential demolition. Currently the Chester Building contains office, class, and academic support space for Nursing, Psychology, Social Work, Speech and Hearing, CLASS Advising, Anthropology and Facilities. A few of these functions will move into CIHP when it is completed; however, the majority of its current occupants will require relocation to appropriate available and/or renovated space on campus.

With completion of the CIHP, CSU's campus will have approximately 47,300 ASF of inactive space, primarily in Rhodes Tower, Main Classroom, and the Union Building. (This does not include Wallingford Coffee or Mather Mansion.) Inactive space is predominantly office type space. Replacement space for Chester Hall occupants is approximately 46,500 ASF; however, inactive space may not provide the right space type for all programs being displaced.

It is recommended that CSU conduct a more detailed analysis to study the feasibility of relocating the occupants of Chester Hall to renovated space on campus, and the type of renovation required to accommodate all programs. Evaluation of department relocation should consider:

Relocation of programs to improve functional adjacencies among departments on campus.

- Renovation of office space in Rhodes Tower
- Potential renovation and reconfiguration of space in floors 1-4 of Rhodes Tower for classroom replacement and active learning opportunities
- Re-use and renovation of the fourth floor of the Main Classroom Building
- Re-use of vacated space in the Union Building for programs that have a public interface, such as Social Work and/or Psychology

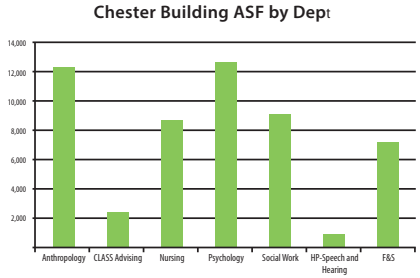



*Figure 3.5: Chester Building Current Occupancy: ASF by Department*



**Support a More Sustainable Campus**

CSU has been fully engaged in sustainability efforts throughout its history. Energy management and conservation has been a campus priority. Through its Energy Conservation and Management Program and significant investments in energy reduction projects, CSU has been able to reduce building energy consumption by 20% over the last several years. In 2013, CSU faculty and Facilities Management staff prepared a Climate Action Plan (CAP) to reduce campus greenhouse gas emissions in response to state targets. The CAP outlines specific actions for the university to pursue to achieve its goals. With the leadership of the Campus Sustainability Coalition, additional policies and actions for waste and recycling, water, and materials conservation are being addressed in CSU's Energy Conservation and Management Program.

CSU offers courses related to environmental science and sustainability and several green initiatives on campus to engage students in sustainable design. As an urban institution, CSU also provides leadership, research and training resources on urban storm water, through the Maxine Goodman Levin College of Urban Affairs.

Recommendations within the 2014 Campus Master Plan are in support of the university's vision and sustainability practices. Plan concepts to maintain and renovate existing facilities for greater utilization and energy efficiency; inclusion of alternative transportation to and around campus; adoption of Leadership in Energy and Environmental Design (LEED) practices for new construction; and, exploration of alternative energy systems all support the Campus Sustainability Coalition's goals. Best practices for managing urban storm water, including green roofs, rain gardens, bioswales, and underground retention can be incorporated into campus landscape improvements.

### CAMPUS SUSTAINABILITY COALITION MISSION

**The mission of the Campus Sustainability Coalition is to lead and support the university's effort to develop a sustainable campus that will create value for the University ecologically, economically, and socially. This collaboration of CSU students, faculty, and administration is multidisciplinary and engaged in a commitment to campus-wide change. The goal is to create a campus that adopts principles and implements practices of ecological sustainability. Additionally, CSU will take a leading role among state supported schools in Ohio and urban schools in the United States toward campus sustainability in the areas of facilities operations, land management, academic programming, research, and engaged learning.**

*Figure 3.6: Prototype Helix Wind Turbine Technology Developed by CSU*

## ENHANCE THE CSU EXPERIENCE

As a result of projected population declines in Cuyahoga County, CSU will need to work harder to maintain stable enrollment trajectories. As part of an effort to emphasize CSU's strengths and consider the needs of a broader profile of students, CSU should focus on the physical campus environment to ensure:

- Improved student success
- Convenient student services
- Augmented student life opportunities
- Re-imagined campus image
- Improved quality and efficiency of facilities

The campus master planning team garnered feedback regarding enhanced student experience from a cross section of campus constituents. Specific feedback from various student, faculty and department chair groups included:

- Focus on our strengths:
  - Human Motion Lab
  - New Student Center
  - Julka Hall
  - Math Emporium
  - Main Classroom lounge spaces
  - The Innerlink

- Improve quality of academic space:
  - More and higher quality lab space
  - More classrooms of right size, right technology
  - Faculty meeting space/lounge
  - More informal meeting spaces
  - Fix Rhodes Tower
  - Adjunct faculty office space
  - Improved proximity of classroom to office
  - More collaboration space

- Improve campus auxiliary and common spaces
  - Improve accessibility
  - Address parking shortfalls
  - Add on-campus housing
  - Improve wayfinding
  - Budget for maintenance costs
  - Increase student organization space
  - Add more commuter lounge space
  - Add space for events over 40 people
  - Add activities room in student center
  - Add food, longer hours in library
  - Improve neighborhood safety

*Figure 3.7: Existing Classroom Environment on CSU's Campus*

*Figure 3.8: Athletics at Cleveland State*

*Figure 3.9: Medical Studies at CSU*

## ENHANCE CSU'S ACADEMIC AND RESEARCH REPUTATION

In addition to desired academic changes to the existing physical campus, the 2014 Campus Master Plan analyzed existing CSU research space, productivity, and funding to achieve:

- Faculty growth
- Research growth
- Greater research productivity
- Increased revenue opportunities

In order to isolate challenges and opportunities for research, CSU and the Cleveland Clinic Foundation (CCF) expenditures were analyzed from 2007-2013 to understand a baseline for future recommendations. CSU research expenditures account for 43%, 28%, and 31% of total research expenditures over those years.

70% of the research enterprise is located at Cleveland Clinic. Isolating CSU expenditures, the campus master planning team inferred indirect costs from total funding and direct expenditures; the resulting blended rate of recovery for fiscal years 2010, 2011, and 2012 (34%, 33%, and 24%) are within norms but declining.

Campus Master Plan level analysis regarding research at CSU also considered distribution of expenditures across academic units in order to isolate expenditures occurring in laboratory space and understand potential impacts on enhanced academic and research reputation. CLASS, Business, Education, Urban Affairs, Law, and Nursing do not use biology, chemistry, or engineering labs. The College of Sciences and Health Professions (COSHP) and the Washkewicz College of Engineering are the major users of lab space, and account for over 50% of total CSU direct expenditures.

Research productivity at CSU was analyzed as part of the 2014 Campus Master Plan to generate insight into the relationship between program funding and facilities. The productivity review could be used to develop a space

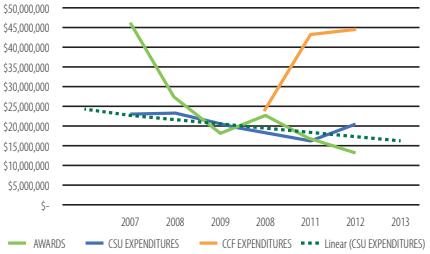



*Figure3.10: CSU and CCF Awards and Research Expenditures 2007-2013*

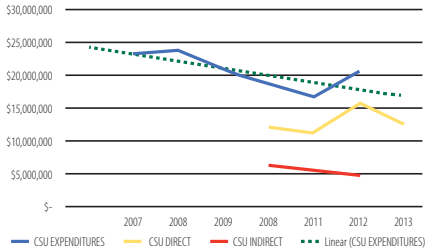



*Figure 3.11: CSU Direct and Indirect Expenditures 2007-2013*

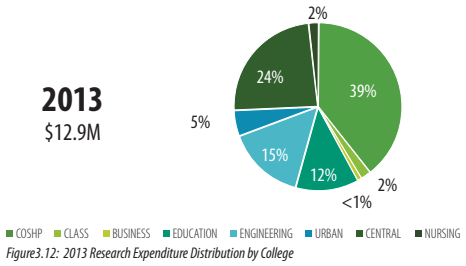



*Figure3.12: 2013 Research Expenditure Distribution by College*



assignment policy at CSU. Ultimately CSU needs to set goals tied to facility and administration costs and indirect cost recovery.

Productivity within the Washkewicz College of Engineering was also analyzed. Mechanical Engineering has been at or near the benchmark range; Civil Engineering has also been strong leading up to 2013.

Productivity within the COSHP was analyzed, indicating Biology, Geology and Environmental Sciences (BIOGEOES) have steady performance and are approaching the $100/ASF mark. Physics has also made steady progress.

As productivity targets are increased, research and lab space (FICM code 250/255) generates a surplus at CSU. Reasonable targets for productivity at CSU should consider that academic medical centers are typically in the range of $350/ASF direct and indirect, which yields ≈$250 direct.

Applying metrics for increased productivity and space utilization at CSU, research expenditures could roughly double within the existing 250/255 space allocation. This analysis is highly variable. Decreasing productivity targets, for example, generates additional space need.

The 2014 Campus Master Plan also recognizes the strategic need for new research space for faculty recruitment, and the tactical need to create swing space that permits renovation of existing space to an open lab module and current standards.

This analysis and demand for increased research space at CSU is embedded in the assumptions and ASF guideline within the Academic Space Needs Analysis.

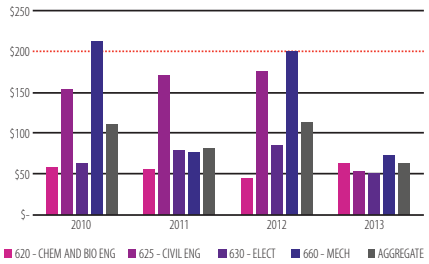



*Figure 3.13: Productivity of Research in the Washkewicz College of Engineering*

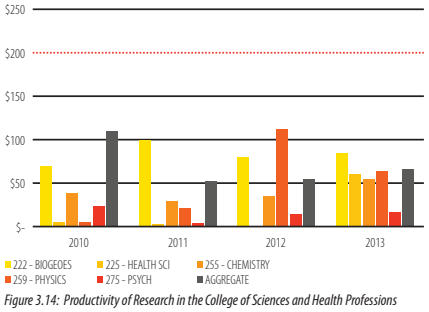



*Figure 3.14: Productivity of Research in the College of Sciences and Health Professions*

# IDEA GENERATION

## DESIGN ALTERNATIVES

The master planning process included the development of alternative design ideas that explored distinct visions for future organization and development at CSU. These alternative models were tested based on:

- Guiding principles
- Enrollment projections
- Academic space needs projections
- Plan drivers
- Campus strategic priorities and an understanding of previous plans and preferences regarding campus-wide initiatives

The design alternatives are characterized by an overarching theme, and each addresses issues such as need for land acquisition, future building placement, urban design, circulation, transportation, community connectivity, open space, and overall character. Variations range from contraction to renovation to growth and expansion.

Primary ideas explored as part of the master planning process included:

- **Shrink/consolidate.** Reduce the acreage owned by CSU and increase partnership opportunities
- **Rearrange.** Focus on renovation and infill of existing underutilized space on campus
- **Grow edges.** Pursue opportunities to extend campus to the north, west and south
- **Go north!** Focus growth opportunities north towards Superior Avenue

These ideas were presented to and discussed by the Executive and Steering Committees through a series of facilitated presentations. Each concept was evaluated, and the preferred elements of each were identified. The synthesis of these ideas led to the development of the plan concept, refined illustrative plan and plan ideas.



**Shrink/consolidate**

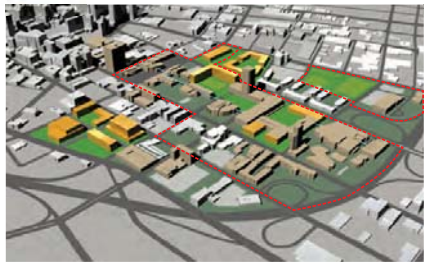


*Figure 3.15: CSU Campus Master Plan Design Alternative 1*

**Shrink/consolidate summary:**

- Reduce acreage owned by CSU
- Increase adjacent partnership opportunities
- Develop campus with a higher density
- Provide compact walkability on- and off-campus

**Rearrange**

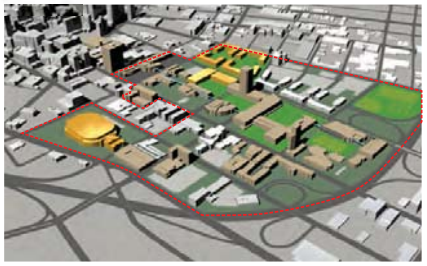


*Figure 3.16: CSU Campus Master Plan Design Alternative 2*

**Rearrange summary:**

- Maintain current campus size and acreage
- Prioritize renovation and infill to meet campus goals
- Encourage use of existing underutilized space as future growth/land bank

**Grow edges**

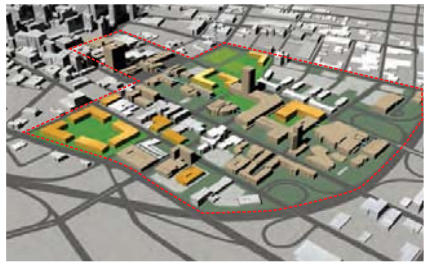


*Figure 3.17: CSU Campus Master Plan Design Alternative 3*

**Grow edges summary:**

- Pursue development opportunities adjacent to campus
- Focus growth north, west and south to further activate the Campus District
- Consider expansion opportunities and land acquisition for short-term growth and land bank

**Go north!**

*Figure 3.18: CSU Campus Master Plan Design Alternative 4*

**Go north! summary:**

- Focus academic and research growth on campus
- Seek partnership opportunities for residential and other CSU uses north of Chester Avenue towards Superior Avenue

# A VISION FOR THE FUTURE

## PLAN CONCEPT

The plan concept for CSU represents recommendations that consider the best of each of the physical growth alternatives explored with the Executive and Steering Committees. The plan concept is expressed in overarching and campus-wide recommendations which underscore physical recommendations for future growth. Organizing ideas for the 2014 Campus Master Plan include:

- Renovate core campus assets including Rhodes Tower, Main Classroom, Fenn Hall, Science Building and Science and Research Center.
- Develop an interdisciplinary Engineering and Sciences precinct within the core campus.
- Develop a cohesive campus image through an improved central quad space, expanded pedestrian connections, and activated campus edge landscape.
- Activate the Euclid Avenue, Chester Avenue, and Innerlink corridors through renovation, infill and redevelopment at key locations.
- Relocate outdoor athletic fields north of the Langston to create a positive and active campus edge on Payne Avenue.
- Redevelop current athletic fields as residential sites through private partnerships, on prime urban land fronting Chester Avenue, close to Playhouse Square.
- Provide needed renovations and modifications to the Wolstein Center to right-size the seating capacity and improve its functionality.
- Provide improved pedestrian connections north and south to connect campus assets such as South Garage and the Wolstein Center with new development north of Chester Avenue.


*Figure 3.19: CSU Campus Master Plan Concept Diagram*

## ILLUSTRATIVE PLAN

The illustrative plan represents an optimal campus configuration for CSU in the long-term. The illustrative plan proposes the placement of new or relocated features such as buildings, roadways, open spaces, parking and other facilities in relationship to existing campus facilities. While intentionally flexible to provide opportunities to accommodate unforeseen change, elements of the plan are deliberately located to be consistent with the plan concept as a place of living, learning and student experience in Cleveland, of Cleveland and by Cleveland. The 2014 Campus Master Plan does not mandate growth, it provides opportunities for future change.

Future building footprints will depend on their specific classroom, lab, office and/or residential program developed as funding becomes available. Chapter 4 provides proposed building footprint GSF, potential number of floors, and subsequent total GSF as a guide for potential development capacity, density and building height. The actual GSF per building will vary depending on the final program, number of floors and configuration of the base floor.

The following pages provide additional description for the eight primary areas of change as outlined in the illustrative plan. These opportunities for change are not shown in any particular order and include:

01 Improve teaching space and renovate core assets
02 Re-think Rhodes Tower
03 Develop an interdisciplinary Engineering and Sciences precinct
04 Create a cohesive campus image + landscape
05 Improve wayfinding + focus on the Innerlink
06 Improve and relocate athletic fields, develop residential with private partnerships
07 Redevelop the central garage area
08 Improve the function of the Wolstein Center


*Figure3.20 CSU Campus Master Plan Illustrative Plan*

# CAMPUS MASTER PLAN IDEAS

## IMPROVE TEACHING SPACE AND RENOVATE CORE ASSETS

Input from faculty and students indicate improvement in the educational adequacy of classroom and teaching lab space across CSU's campus as a primary goal of the 2014 Campus Master Plan. Of the responses received, the following percentage of respondents indicate the components of the academic fabric described below as requiring the **most** improvement:

- Quality of classroom and class labs 63%
- Quality of technology in classrooms 41%

### Active Learning Classrooms

There is a need on campus to provide different classroom environments that can accommodate a variety of pedagogies. Faculty and department chairs expressed the need for some larger classrooms that could hold 65 to 100 seats, with enhanced technology. As part of CSU's goal to improve student success, the university should explore opportunities to gain more flexible classroom settings during renovation of existing space. Recent exploration in 'flipped classrooms' and active learning methods has demonstrated that new configurations of space can enhance educational outcomes.

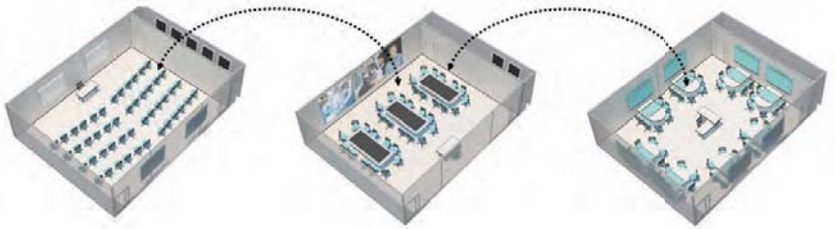
The Space Needs Analysis indicates a net 17,600 ASF deficit of classroom and teaching lab space on CSU's campus when compared to guidelines that consider national and peer institutional trends. Opportunities to accommodate this deficit, and accommodation the relocation of departments within the Chester Building include:

- Renovate the 4th Floor of Main Classroom for improved classrooms, labs and informal gathering
- Renovate a floor of the Main Library for improved active learning classrooms
- Provide technology-rich classrooms and class labs in the future Engineering and Science expansion

*Figure 3.21: Existing Classroom Space in Main Classroom*

*Figure 3.22: 'Flipped Classroom'/Team-Based Learning*

*Figure 3.23: Technology Enhanced Active Learning Spaces*



**Lecture**

- Distinct Front of Room
- Presentation
- Demonstration

**Discussion**

- Team Work
- Discussion
- Approachable
- Ambiance Wall

**Collaborative**

- Use of Every Wall
- Group Work
- Problem Base Learning
- Collaboration/Share Technology

*Figure 3.24: Creating a Variety of Learning Spaces to Fulfill the Needs of Different Types of Education and Learning Styles*

## IMPROVE TEACHING SPACE AND RENOVATE CORE ASSETS

Libraries on CSU's campus account for 225,000 ASF of space, or nearly 10% of all academic space on campus. As part of that total, the Michael Schwartz Library at the base of Rhodes Tower consists of approximately 130,000 ASF, generally located on floors 1-4. As indicated in the Space Needs Analysis, there is a surplus of over 28,000 ASF of library space when compared to national and peer guidelines.

Libraries at institutions across the country are creating ways to condense the space requirements of book storage to create greater study space, through more compact shelving, consolidation and off-site storage of less circulated material, or with automated retrieval systems. Libraries have responded to changes in student study patterns, integrating more technology, group study space, and incorporating more amenities such as cafes, student meeting and practice rooms, and interactive media.

The Michael Schwartz Library has responded with many updated study areas, including the Math Emporium, computer commons, and student lounges. However, the opportunity exists to further consolidate stacks and other functions that will free up space for additional academic and library uses.

The central location of the main library at the core of CSU's campus makes it an ideal location for a 24/7 learning and study environment, with a more dynamic Learning Commons, coffee, and informal gathering and study space on the first floor. A preliminary master plan level assessment of existing floor plans, structural framing, and mechanical, electrical and plumbing systems has determined the potential to renovate and convert a partial or full floor of the library for active learning classrooms that could hold 65 to 100 seats. Existing academic services such as the Writing Center, writing lab, math labs, and practice rooms would benefit students with consolidation into a common location.

*Figure 3.26: Inclusion of Coffee Shop at Libraries Activates Informal Study Space*

*Figure 3.25: Existing Exterior Corridor on First Floor*

*Figure 3.27: Enclosure of Corridor Provides Greater Gathering, Study Space*



Specific opportunities to renovate the lower floors of Rhodes Tower include:

- ⑴ Consolidation of existing functions to increase gathering, study, collaboration and active learning space
- ⑵ Enclose the first floor exterior corridor to capture space for informal study
- ⑶ Create an active Learning Commons with café, group study, learning space and library information services on the first floor
- ⑷ Explore converting a full or partial floor to more active learning classrooms between 65-100 seats

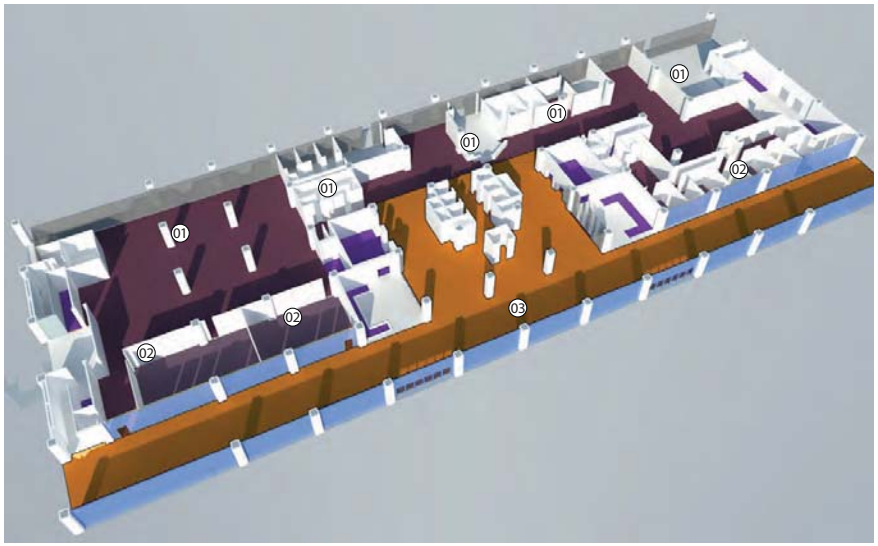



*Figure 3.28: Rhodes Tower Base - Opportunities for Change*

## RE-THINK RHODES TOWER

Rhodes Tower is an important part of the fabric of CSU, and will remain as such in the coming years. As part of a framework for future change, the 2014 Campus Master Plan proposes long-range opportunities for renovation of Rhodes Tower to address building deficiencies identified in the Sightlines facility condition study. Primary improvements organized by project score and cost include:

- Replace emergency generator
- Asbestos abatement
- Accessibility/ADA upgrades
- Electrical upgrades
- Heating and cooling upgrades
- Interior ceiling repairs

Rhodes Tower was originally designed as an office building and should be re-used primarily for office functions in the future. A few of the floors are currently vacant and could be made available for new users with renovation. Input from faculty and students indicated a strong desire to improve the life safety issues and quality of space in Rhodes Tower. In particular, elevators should be renovated and service upgraded with the use of scheduling algorithms to maximize existing elevator banks and optimize departmental programming for more frequently visited levels, to help reduce travel times.

A variety of facade improvements to enhance the aesthetic appeal of Rhodes Tower were discussed with the Steering and Executive Committees. Options ranged from more cost effective to more aggressive redesign ideas. Re-thinking the facade of Rhodes Tower would bring more daylighting to interior office space, open up views to the city and Lake Erie, and ensure that the tower remains a striking campus icon for CSU into the future.

Specific opportunities to renovate floors 5-20 of Rhodes Tower for offices include:

- Renovate and mitigate floors with asbestos
- Renovate existing floors to provide more flexible office, meeting and faculty collaboration space
- Relocate offices with higher student/visitor volumes to lower floors
- Expand restrooms to meet building and accessibility codes
- Introduce larger windows for increased daylighting
- Improve transparency--inside and outside
- Evaluate the potential to relocate departments as part of the Chester Building Relocation feasibility study.

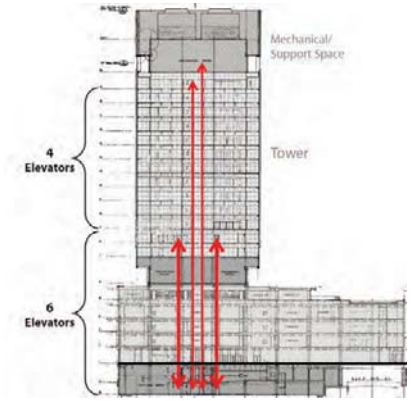



*Figure 3.29: Maximize Existing Elevator Bank Through Upgraded Schedule Algorithms*

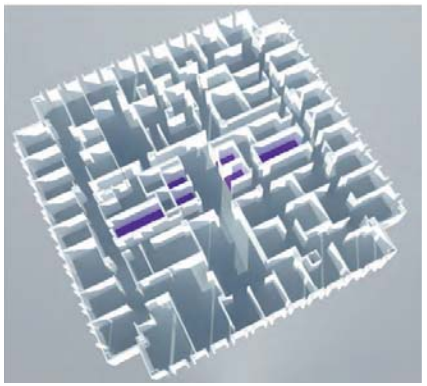


*Figure 3.30: Rhodes Tower Floors 5-20 Existing Conditions (Typ.)*

*Figure 3.31: Create Greater Interior Transparency and Flexible Space, Floors 5-20*

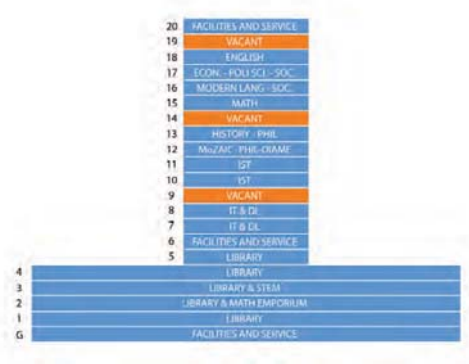



*Figure 3.32: Rhodes Tower General Uses by Floor, Existing*


*Figure 3.33: Rhodes Tower General Uses by Floor, Proposed*

## DEVELOP AN INTERDISCIPLINARY ENGINEERING AND SCIENCES PRECINCT

The 2014 Campus Master Plan recognizes the strategic need for new science and engineering classroom, lab, and research space, and the tactical need to create swing space that permits renovation of existing space to an open lab module that meets current standards. The plan proposes a new interdisciplinary engineering building on the site of the Chester Building as an approach to provide thoughtful and pragmatic multi-disciplinary solutions for several of the programmatic growth areas at CSU. A new interdisciplinary engineering building could include:

- Maker space, instructional lab, classroom and open lobby space on the first floor
- Instructional lab space on the second and third floors
- One floor of research space, creating roughly 20,000 ASF of state-of-the art laboratory space

A new interdisciplinary engineering building provides opportunities for state-of-the-art teaching lab and collaborative space. Considerations for an interdisciplinary engineering building should include places to think, make and reflect. Flexible, transparent

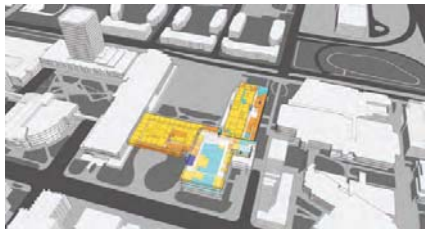


*Figure 3.34: Existing Precinct Conditions after Demolition of the Chester Building*

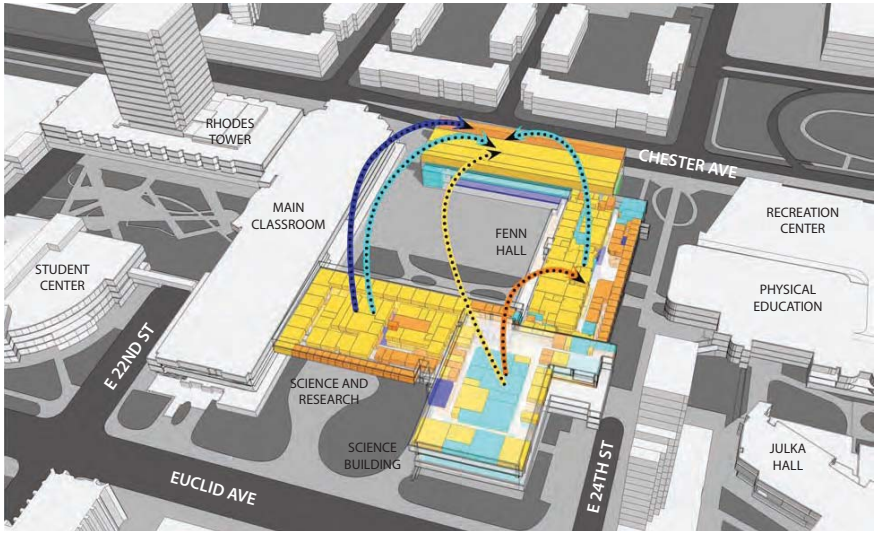



*Figure3.35: Future expansion will allow realignment of space types to appropriate space, and create surge space for backfill and renovation.*



and adaptable maker space should be considered as a programmatic opportunity for the first floor, including opportunities to connect to Chester Avenue and a new precinct quad. The top floor could include long-range opportunities for state-of-the-art research space focused on increased productivity and faculty recruitment.

The addition of new research space on CSU's campus will create opportunities for swing space to allow for continued lab renovations in the Science Building, the Science and Research Center, and the re-use of Fenn Hall for more office space.

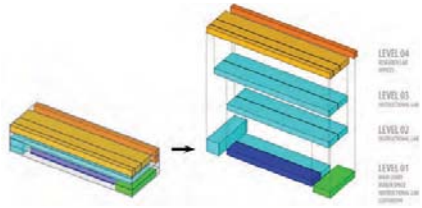


*Figure 3.36: Interdisciplinary Engineering and Sciences Expansion Stacking Options*


*Figure 3.37: Expansion for Engineering and Sciences can provide a variety of class lab, research lab, meeting and maker spaces.*

## CREATE A COHESIVE CAMPUS IMAGE + LANDSCAPE

As part of a systematic improvement of the exterior image of CSU's campus, the 2014 Campus Master Plan provides specific open space improvement opportunities, including:

01 Renovate the central quad and expand

02 Develop a new Euclid Avenue campus mall

03 Improve the Chester Avenue streetscape

04 Construct new outdoor athletic venues

Future redevelopment of the Central Garage and Chester Building sites provides an opportunity to expand the central quad both east and west, connecting the Cleveland-Marshall College of Law to the new Engineering +Science Precinct. This will create an iconic and memorable campus space that opens up views and pedestrian access across campus.

Redesign of the open space on Euclid Avenue fronting the Music Building is another opportunity to develop an iconic urban public space that can engage the city. As redevelopment continues on Chester Avenue, open spaces and streetscapes should be designed as active pedestrian spaces with major entries oriented to the street, active ground floors, landscape plazas and pedestrian amenities.


*Figure 3.38: Primary Opportunities to Improve Campus Open Spaces and Landscapes at CSU*

**LEGEND**

Open Space | Athletic Fields | Primary Opportunity for Change


*Figure 3.39: Proposed View to Redesigned Engineering and Sciences Quad*

*Figure 3.40: Existing Library Plaza Looking West Towards Central Garage and Downtown*

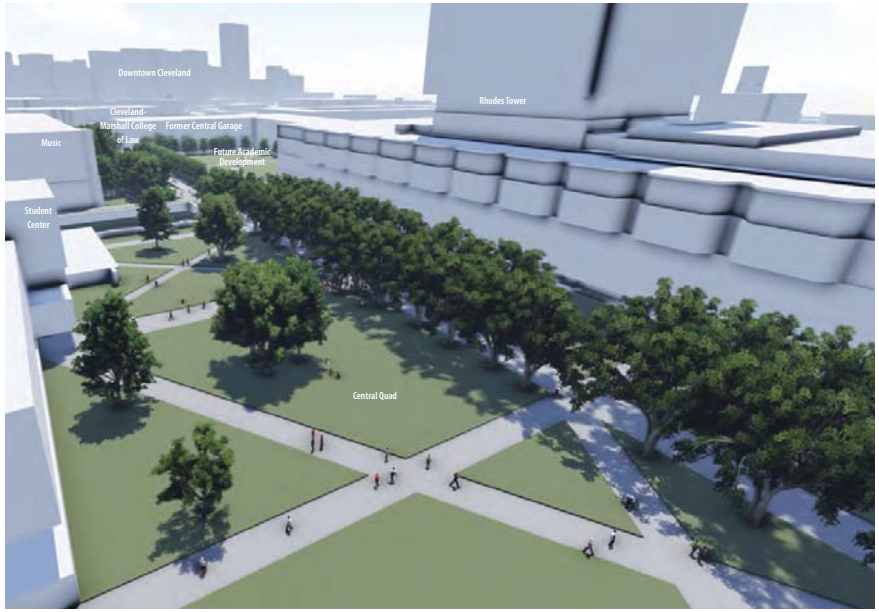



*Figure 3.41: Future Opportunity to Create an Iconic and Memorable Central Quad Connecting the Cleveland-Marshall College of Law to the New Engineering and Sciences Precinct*


*Figure 3.42: Engineering and Science Precinct Expansion, Campus Gateway, and New Streetscape Along Chester Avenue*


*Figure 3.43: Proposed CSU Euclid Avenue Mall and Streetscape*

## IMPROVE WAYFINDING + FOCUS ON THE INNERLINK

An analysis of signage and wayfinding systems at CSU was completed by SmithGroupJJR and Corbin Design as part of the 2014 Campus Master Plan. A full series of recommendations regarding interior and exterior signage and wayfinding at CSU can be found in the Appendix.

The Innerlink is an important asset as part of a connected indoor and outdoor system of active walkways on CSU's campus. Existing and future opportunities for the Innerlink include:

- Improve connections to the street level
- Increase informal meeting and gathering spaces
- Create wider corridors at key locations

Opportunities to renovate the Innerlink include:

- Remove walls and widening the corridor to create areas for collaboration at key locations
- Brand the entire corridor as central to the CSU image and experience

The 2014 Campus Master Plan identifies small and medium blocks of space along the Innerlink and within the academic core to become collaboration zones and open flexible spaces that continue to extend learning opportunities beyond the classroom and brand the CSU experience.

Additional opportunities for change along the Innerlink and within CSU's signage and wayfinding system are described in the Appendix and include:

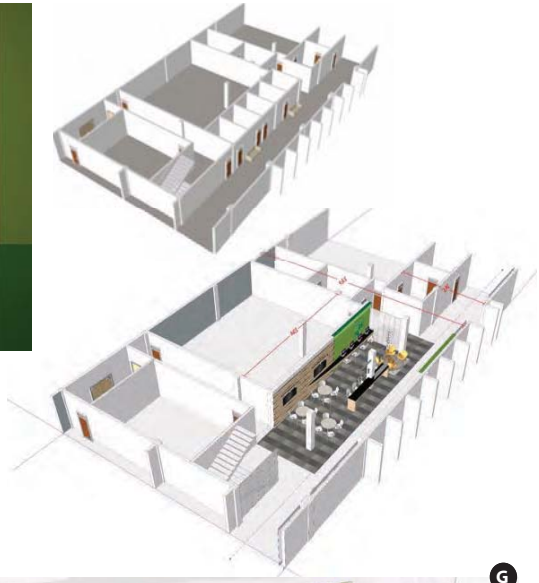
- Utilize a singular signage design along the Innerlink
- Consider permanent interior treatments
- Develop a series of landmarks that support cognitive memory

*Figure 3.44: Existing Meeting and Gathering Spaces Along the Innerlink*


*Figure 3.45: A Cafe Along the Innerlink*



**Above:** *Figure 3.46: Opportunity for Branding of the Innerlink*



**Top Right:** *Figure 3.47: CSU Innerlink Existing Conditions (Typ)*

**Bottom Right:** *Figure 3.48: CSU Innerlink Renovation Opportunity to Create Informal Meeting and Gathering Spaces (Typ)*

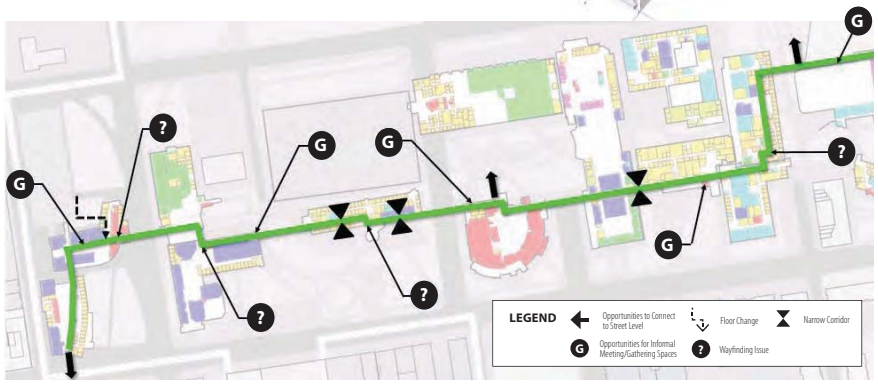



*Figure 3.49: Existing Conditions of the Innerlink System and Opportunities for Future Change*

## IMPROVE AND RELOCATE ATHLETIC FIELDS, DEVELOP RESIDENTIAL WITH PRIVATE PARTNERSHIPS

In the last ten years, CSU has significantly increased the number of student housing options both on campus and nearby. Renovation of Fenn Tower created 438 beds, and the construction of Euclid Commons added 601 beds of on-campus housing. The Langston Apartments have added 316 apartments directly north of Chester Avenue.

According to an market analysis study prepared by faculty at the Maxine Goodman Levin College of Urban Affairs, there is still an unmet demand for on-campus and/or near campus student housing. This presents an opportunity for CSU to partner with a private developer and develop additional residential units. An ideal location would be the continued transformation of Chester Avenue into an urban residential district, across from the academic core, and near to downtown destinations such as Playhouse Square. Preliminary studies indicate that approximately 750 to 1,000 beds and related parking could be accommodated on the land north of Chester Avenue between 18th and 21st Streets, which is the current location of Krenzler Field and the CSU softball field. These venues would need relocation prior to residential development. The existing tennis complex is undergoing renovation and can remain in its current location.

Krenzler Field is home to CSU's soccer program, and both Krenzler and the softball field are in need of repair. Rather than repair in place, the 2014 Campus Master Plan recommends constructing a new Athletics complex on the current surface parking lots between 22nd and 24th Streets, south of Payne Avenue. This location can accommodate new softball and soccer venues, grandstand seating, and a Viking Team Center with locker rooms, weight rooms, public restrooms and concessions. This relocation can allow teams to utilize existing fields while construction of the new complex is underway. In the long-term horizon, the site of the current Plant Services Building could be redeveloped as additional athletic or recreational fields, depending on future demand.

The collective opportunities to redevelop north of Chester Avenue include:

01 New residential development, 750-1,000 beds
02 Parking garage and surface lot for residences, up to 775 spaces.
03 Relocation of soccer and softball fields
04 New Viking Team Center
05 Improvements to existing tennis courts
06 Long-term athletic, recreational expansion, as needed

*Figure 3.50: The Langston Apartments and Retail on Chester Avenue*

*Figure 3.51: CSU Euclid Commons Residences on Euclid Avenue*



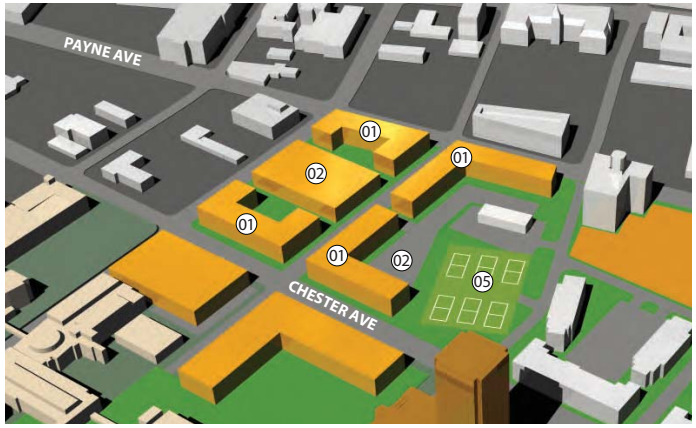



*Figure 3.52: Proposed Private Partnership Residential Development North of Chester Avenue*

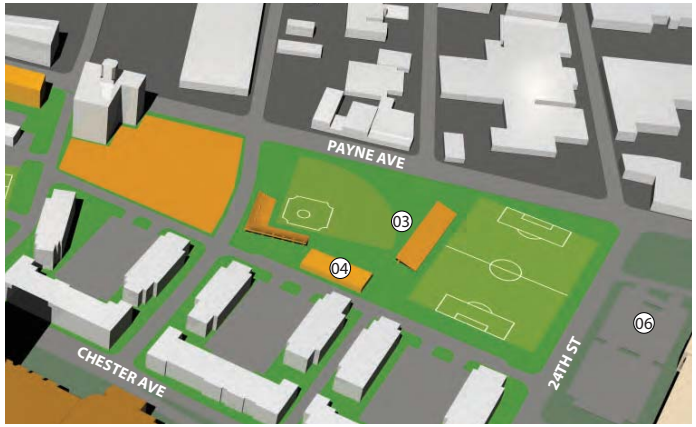



*Figure 3.53: Proposed Redevelopment of Central Avenue Garage Site (View from southeast)*

## REDEVELOP THE CENTRAL GARAGE AREA

Assuming future enrollment at CSU will remain stable at 17,500 students, it is anticipated that parking demand at CSU will also remain relatively stable.

The Central Garage is the largest parking resource at CSU, housing 915 spaces and representing 21% of CSU's parking supply. However, the Central Garage is 35 years old with significant deterioration, and is not considered viable for the long-term. The garage requires $3 million in structural repairs to address immediate needs (including $100,000 in emergency repairs conducted in summer of 2014), and will require $2-5 million every 5-10 years for basic, ongoing repairs and maintenance. It is the recommendation of the 2014 Campus Master Plan that Central Garage be demolished, replacement parking be relocated, and the Central Garage site be redeveloped.

### Central Garage Area

The Central Garage site is centrally located in the core of CSU's campus. The garage's current configuration blocks pedestrian access to the west side of campus and CSU's professional schools, and the facade along Chester Avenue is uninviting and of poor quality.

Redevelopment of this site in the long-term can provide a footprint for new and/or replacement academic functions, with parking below and an improved open space connection to the library quad. Rather than being the 'back door' of campus, future development on the Central Garage site should address Chester Avenue, creating a more active edge and attractive facade. Pedestrian entrances should be oriented to both Chester Avenue at the street level and at the upper internal quad level. Views and continuous pedestrian connections east/west from Main Classroom Building to the Cleveland-Marshall College of Law should be maintained with future development of this area.

Proposed redevelopment on this site could yield up to 425 spaces in below grade parking, but likely will not replace the total amount of the current deck. The 2014 Campus Master Plan also proposes a future parking garage site north of the Cleveland-Marshall College of Law, extending from 18th to 19th Streets. This includes the current surface parking lot for police, which could be reincorporated into the ground-level of the parking garage. Estimated capacity at this site is up to 575-600 replacement spaces.

*Figure 3.54: Proposed Redevelopment of Central Avenue Garage Site (View from Southeast)*

*Figure 3.55: Existing Central Garage (View from North)*

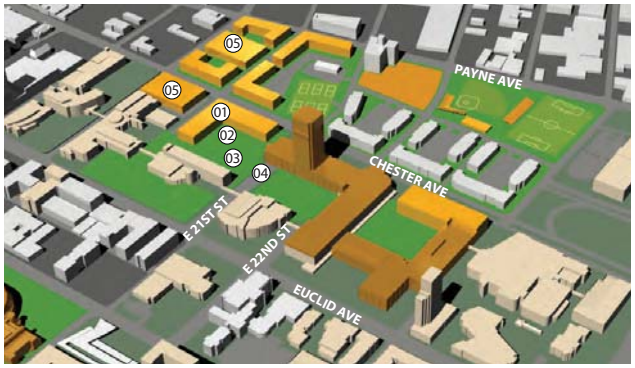



*Figure3.56: Proposed Redevelopment of Central Avenue Garage Site (View from Southeast)*

**LEGEND**

- 01 Future Academic Development
- 02 Underground Parking
- 03 New Quad Expansion
- 04 Proposed Pedestrian Bridge
- 05 Future Garage

## IMPROVE THE FUNCTION OF THE WOLSTEIN CENTER


*Figure 3.57: Existing Wolstein Center entrance from the northeast*

### Existing Conditions

The Wolstein Center at CSU is a 15,000 seat multi-purpose arena consisting of the arena (13,610 basketball capacity), auxiliary gymnasium, athletic offices, athletic support space and a 10,000 square foot conference pavilion area. The $55M arena opened in 1991 and has experienced attendance at sporting and conference events below what could typically be expected of a facility of this type due, in part, to a competitive market in Cleveland with larger, more modern, facilities vying for the same audience. A 2013 Facility Assessment Report for the Wolstein Center identified significant infrastructure and life cycle replacement upgrades required in time-frames based on CSU's appetite for continuing to operate a 15,000 seat venue now and into the future. Several options for the Wolstein Center were discussed as part of the 2014 Campus Master Plan, and led to a robust conversation regarding the future of the Wolstein Center. At a minimum, CSU should invest in life safety upgrades and short-term maintenance to allow for time to make a strategic decision regarding the future of the facility.



### Short-Term: Life Cycle Upgrade, Maintenance

Minimal improvements to the Wolstein Center are required in order to ensure the facility and arena remain operational in the short-term. The 2013 Facility Assessment Report completed by Global Spectrum assessed the physical condition of the Wolstein Center from both a capital replacement, improvement and operational perspective. The report identified minimum renovations required in immediate and short-term (1-5 year) time frames. Cost estimates were previously developed for this minimal life cycle upgrade, and is documented in the Appendix. Minimum renovation projects included in the 2013 Facility Assessment Report include:

- Fire alarm repairs and system replacement
- Telescoping seat repair and improve sound system
- Replace lights on concourse
- Replace carpet on levels 1,3,4 and5
- Roof parapet repairs and preventative maintenance
- Paint public spaces and some ancillary locations
- Mitigate exterior concrete safety issues
- Seagull mitigation, feces and debris clean up
- Replace cooling tower and four silos
- Exterior masonry and sidewalk repairs
- Update security cameras and access controls
- Update signage/wayfinding and branding
- Replace sport lighting in the bowl

Minimal renovations to the Wolstein Center will extend the useful life of the facility an additional 5-10 years. A decision to make only minimal improvements to the Wolstein Center must be paired with long-range plans for the facility and its functionality for CSU athletics programs and other campus uses.


*Figure 3.58: Minimal improvements to the Wolstein Center are required to ensure short-term functionality of the arena.*

**Long-Term: Full Renovation of Wolstein Center**

The 2013 Facility Assessment Report also identified options to complete fire and life safety projects, workplace safety projects, physical plant operations, interior maintenance, exterior maintenance, mechanical equipment maintenance and energy reduction opportunities to extend the longevity of the Wolstein Center. To maintain and operate the facility into the future, certain upgrades beyond life safety and short-term maintenance are required including life cycle and system upgrades typical for an aging arena. Full renovation projects included in the 2013 Facility Assessment Report (in addition to the projects listed for minimum renovations) include:

- Update telescopic seating in arena bowl
- Seating bowl reductions with curtains
- Center hung scoreboard
- Update handrails in bowl
- Replace emergency access lighting in bowl
- Update permanent concert lighting
- Renovate all restrooms
- Renovate concourse
- Renovate food venues and stands
- Update ticketing systems
- Update HVAC systems
- Inspect/certify arc flash
- Update lighting controls
- Update all conference rooms
- Update Viking Lounge
- Update kitchen equipment
- Paint all spaces (interior and exterior)
- New ceramic flooring
- New acoustic ceiling panels
- Replace roof
- New furnishings in rooms
- New vestibules at main entries
- Exterior site repairs and updated landscaping
- New trash compactor

Buildings of this type would typically expect a 50-year life span. While the Wolstein Center is nearly half way to its expected life span, historical lack of maintenance may have compromised this expected life. Even with full renovation, one may conservatively expect an additional 10-15 years of realistic productivity from the Wolstein Center. Cost estimates have been developed for this level of renovation and are provided in the Appendix.

Fig 3.59: Existing Wolstein Center Concourse Level



**interior improvements**

**Fifth Floor (Annex Only)**

The fifth floor of the Wolstein Center Pavilion & Banquet Center (Annex) will continue to serve conference uses, VIP event seating and food service uses.

**Fourth Floor (Upper Bowl)**

The fourth floor of the Annex can maintain its function for conference uses and board of trustees meetings. CSU should also consider renovation of this space to serve academic space if desired. A temporary and removable curtain blocking much of the upper bowl can reduce building and event operating costs while also creating a venue that has a more intimate feel for events. Approximate capacity is anticipated to be 7,000 for basketball.

**Third Floor (Concourse Level)**

The third floor of the Annex can be renovated to accommodate additional offices for CSU Athletics. A renovated concourse level will continue to serve spectator needs and access seating.

**Second Floor (Annex Only)**

CSU will continue to operate athletic offices on the second floor of the Annex.

**First Floor (Court Level)**

The first floor will continue to serve both practice and competitive venues. Athletic offices, athletic support and storage may consider migrating all athletic uses to the Wolstein Center and Annex.

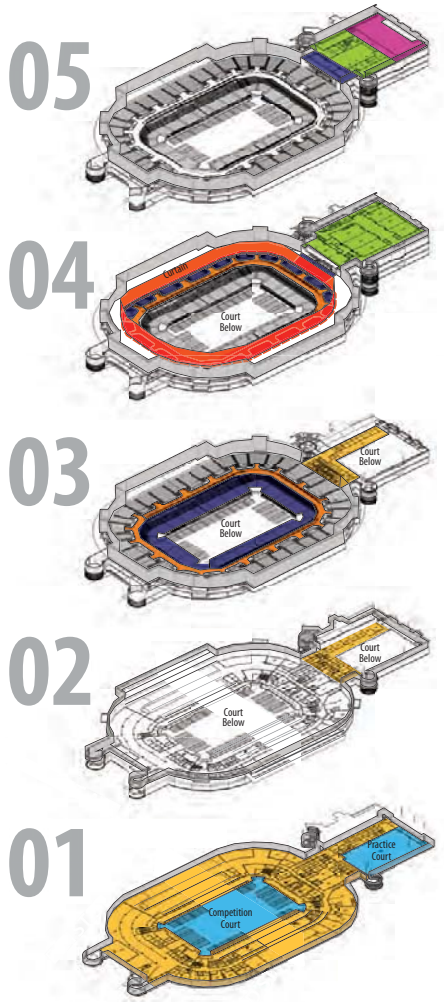



*Figure 3.60: Interior improvement Concepts to Maintain Full Arena Capacity*

*Figure 4.1: CSU Student Center Entrance on Euclid Avenue*

# 04. CAMPUS MASTER PLAN SYSTEMS



The physical campus analysis in Chapter 2 provides a comprehensive understanding of existing campus systems and their interrelationships. This chapter describes the recommendations for campus systems required to support the 2014 Campus Master Plan ideas and planning goals.

New development opportunities, proposed building renovations, and candidates for demolition begin the chapter. Recommendations for campus landscapes, pedestrian circulation, multi-modal transportation, vehicular circulation and parking are then described in greater detail.