



ANALYSIS OF SPACE NEEDS

3

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FACILITY MASTER PLAN

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INTRODUCTION

The State University Construction Fund [Fund or SUCF] engaged Architectural Resources, along with a team of consultants, to conduct a Facilities Master Plan [FMP] for the College's 380-acre campus. The team commenced the project in late August 2010 and has collected and analyzed a wide array of information to gain a full understanding of the College's academics, facilities, community and culture.

The full FMP document consists of the following five phases:

- Campus Profile
- Assessment of Conditions
- Analysis of Space Needs
- Facilities Master Plan Concept Alternatives
- Facilities Master Plan Final Recommendation

The intent of the document is to provide guidelines for future campus improvements and developments that support SUNY Canton's academic mission and strategic plan. It will also identify, prioritize, and structure future project requests for capital funding. This report, Phase 3 of the FMP, presents the Needs Assessment.

ENROLLMENT PROJECTION SUMMARY ANALYSIS

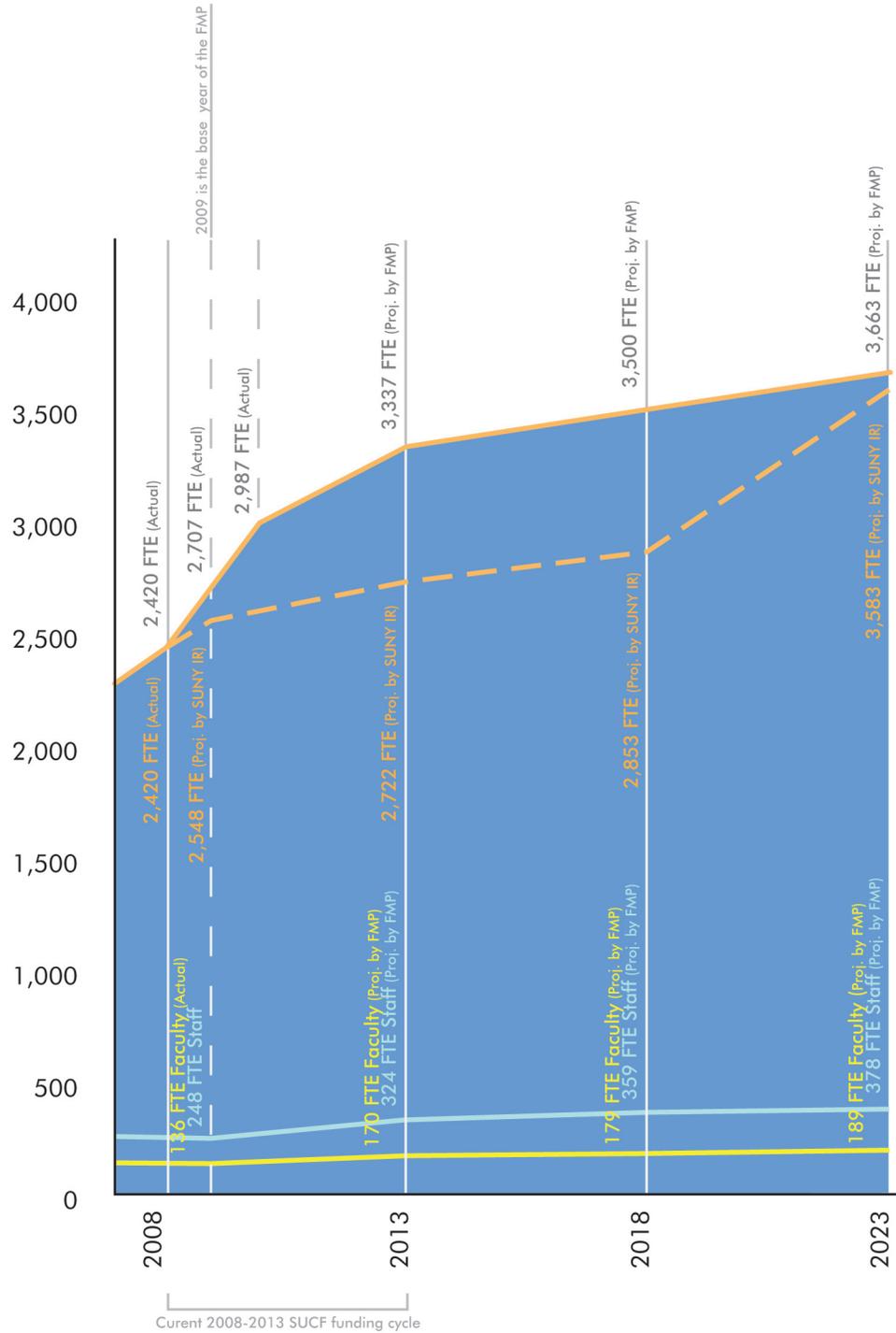
Strategic Initiatives Affecting Enrollment

Central to SUNY Canton’s strategic plan for 2020 is its continued development as a baccalaureate institution and its offering of a broader selection of four-year programs for students, but with an emphasis on applied programs and learning. This mission change strategy has the impact of (1) creating a larger potential enrollment market that extends beyond Canton’s historic geographical boundaries and (2) retaining students for two additional years over its traditional class cohort of two years to graduation. It also recognizes the societal trend of increased credentialing requirements in all industry sectors. On the job training is being rapidly replaced with a minimal requirement of certificate or associate degrees, while associate degrees are expanded to baccalaureate programs, and so on. For example, nursing LPN and RN programs provide entry level training, but the baccalaureate nursing degree is fast becoming the entry level educational requirement. SUNY Canton’s program offerings are also well positioned to respond as well to the coming retirements of the baby boomers from positions in engineering, construction, and other such related fields, as well as meeting the needs of the country as the United States upgrades its core infrastructures to be more technologically based and sustainable. As SUNY Canton develops and extends its program offerings to meet these baccalaureate needs, it will continue to improve its certificate and two-year programs which hold appeal for adult and nontraditional students. It also expects that it will not develop majors in the traditional liberal arts sciences, but rather will continue to support the development of a SUNY Canton student’s well rounded education with strong foundations in technological literacy and the arts and sciences.

SUNY Canton anticipates that it will continue to be energetic and entrepreneurial as it offers programs responsive to market needs and that help it optimize enrollment, whether face-to-face, off-campus, or via distance learning. In addition to a broad array of articulation agreements with SUNYIT for graduate programs (4+1 program), with community colleges (2+2 and 1+1 program), and with BOCES Centers, the College has both national and international partnerships for programs. For its international partners, SUNY Canton provides students outside the United States with the ability to earn a bachelor’s degree from the College through dual-degree programs. Classes are taught using different methods of technology, including SUNY Canton On-Line and distance learning video technologies. Partner colleges are located in Russia, Bosnia and Herzegovina, Ukraine, United Arab Emirates, Japan, and most recently Sri Lanka. Developing pedagogies that incorporate new and emerging instructional delivery modalities will be a critical element of SUNY Canton’s future.

In addition to ensuring the currency and vitality of its programs through enhancement of its classroom, class lab, and online teaching and learning environments, it expects to improve

SUNY Canton Projections for
 Students, Faculty and Staff



student retention and learning by expanding academic support functions through its specialized learning centers and improved advising, providing active systems for identifying and assisting students at risk, and creating study environments that support collaborative learning and encourage interaction. Student life will also be critical to Canton's future success at attracting and retaining students with venues that engage students in activities and events that will build lifetime connections to the College. It also seeks to facilitate student services through more efficient delivery of services both electronically and face-to-face.

Current & Future Academic Programs

Historically a two-year college of technology, SUNY Canton has made a successful mission transition and now offers an array of bachelor degree, associate degree, and certificate programs:

Bachelor Degrees

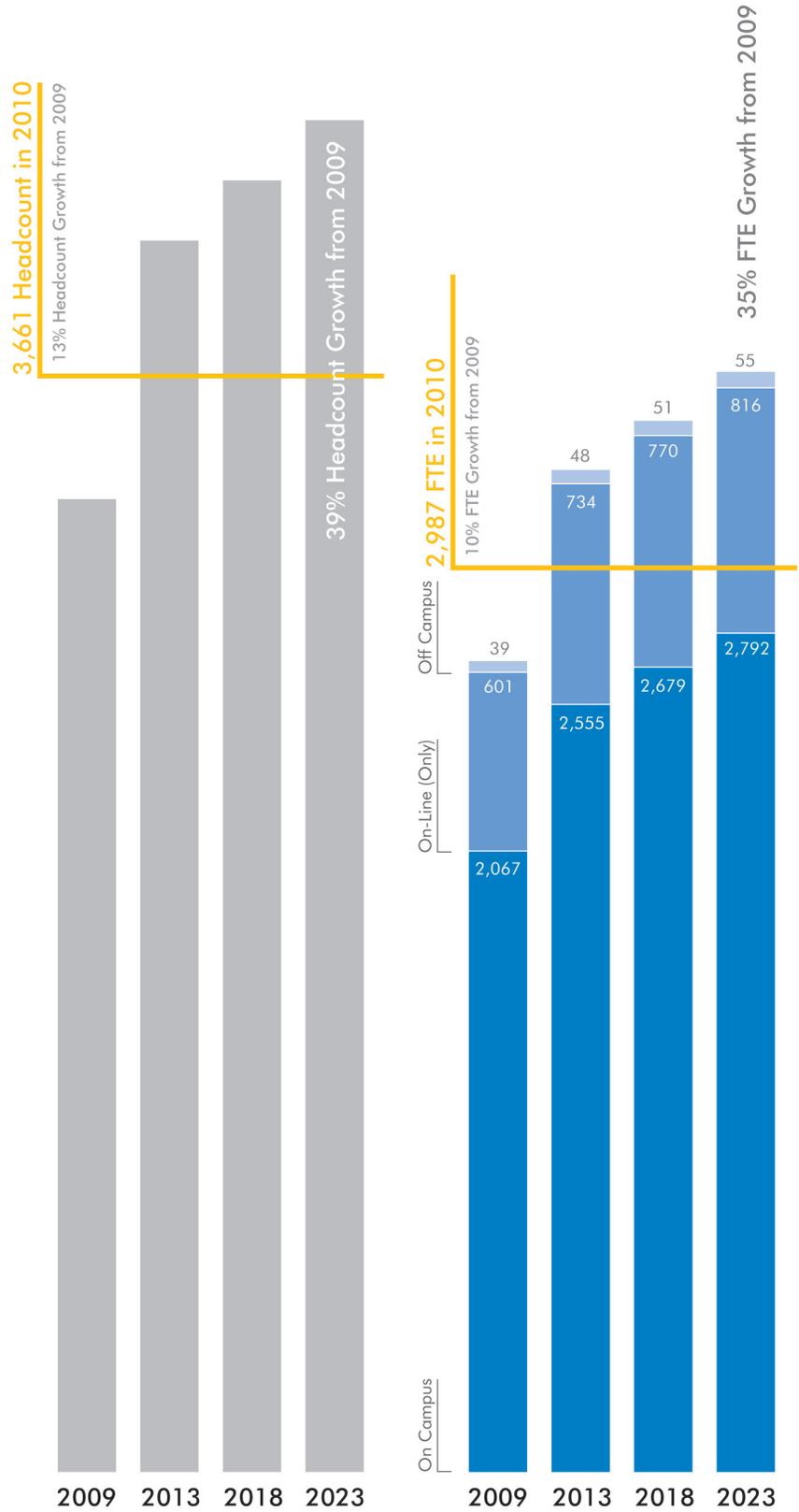
- Alternative and Renewable Energy Systems
- Civil & Environmental Technology
- Criminal Investigation
- Criminal Justice: Law Enforcement Leadership
- Dental Hygiene
- Electrical Technology
- Emergency Management
- Finance
- Funeral Service Administration
- Graphic & Multimedia Design
- Health Care Management
- Industrial Technology Management
- Information Technology
- Legal Studies
- Management
- Nursing
- Sports Management
- Veterinary Services Management

Associate Degrees

- Accounting
- Air Conditioning Engineering Technology
- Apprentice Training: Industrial Trades
- Automotive Technology
- Business Administration
- Civil Engineering Technology

FTE 2009-2023 Enrollment Projections

TOTAL	3,240	4,100	4,300	4,500	2,707	3,337	3,500	3,663
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- Computer Information Systems
- Construction Technology: Management
- Criminal Justice
- Dental Hygiene
- Early Childhood
- Electrical Engineering Technology
- Engineering Science
- General Technology
- Individual Studies
- Liberal Arts and Sciences
- Mechanical Engineering Technology
- Nursing
- Physical Therapy Assistant
- Veterinary Science Technology

Certificate Programs

- Air Conditioning Maintenance & Repair
- Electrical Construction & Maintenance
- Health Care Career Studies
- Heating and Plumbing Service
- Powersports Performance & Repair
- Practical Nursing

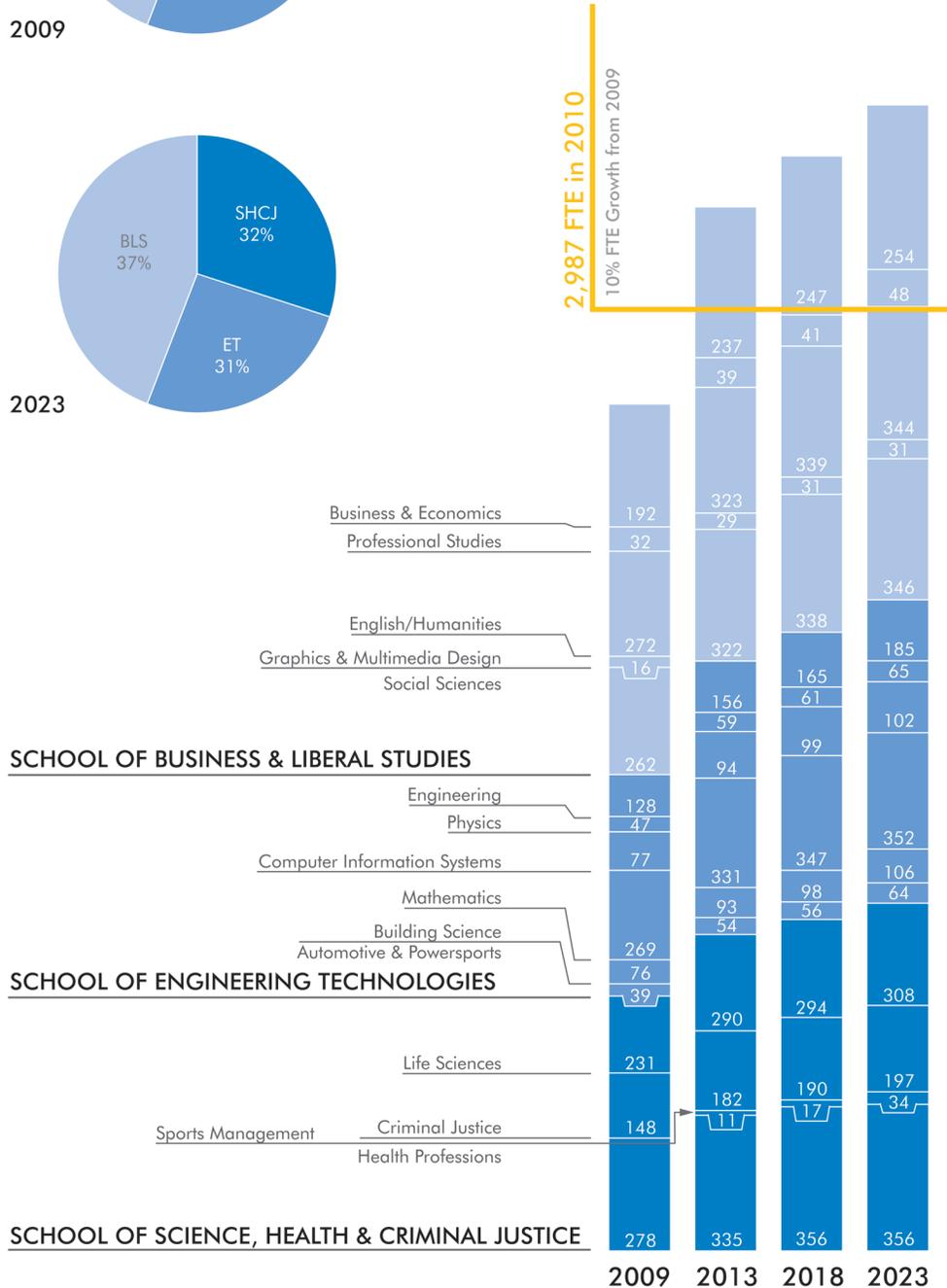
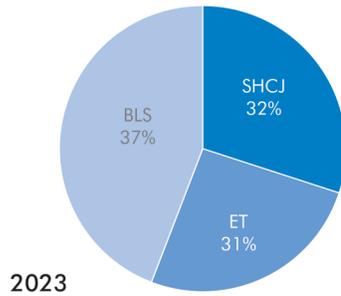
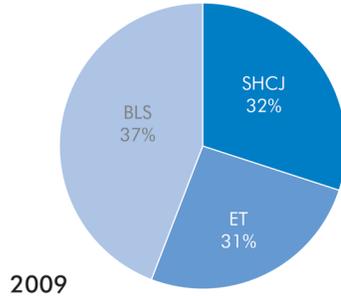
SUNY Canton’s mission and program expansion has been the result of dynamic, energetic, creative thinking, hallmarked by an organizational culture of prudent and productive flexibility. It seeks, and will continue to seek, programs, services, and delivery strategies that are responsive to market and student needs and efficient in their integration and application of technology. One special strength of SUNY Canton’s program strategy of adding four-year degrees is that it continues to value and offer two-year degree and certificate programs, and it plans to do so in the future. For the purposes of this process, programs, faculty, and staff were aligned in departments relative to its three schools:

School of Business & Liberal Studies

- Business and Economics
- Professional Studies
- English & Humanities
- Graphics & Multimedia Design
- Social Sciences

FTE Student Projections -
On Campus Only (note that
the percentages are the same
despite the dramatic growth)

TOTAL	2,067	2,555	2,679	2,792
BLS	774	950	996	1,023
ET	636	787	826	874
SHCJ	657	818	857	895



School of Engineering Technology

- Engineering
- Physics
- Computer Information Systems
- Math
- Building Science
- Automotive and Powersports

School of Science, Health & Criminal Justice

- Life Sciences
- Criminal Justice
- Sports Management
- Health Professions

Enrollment Projections

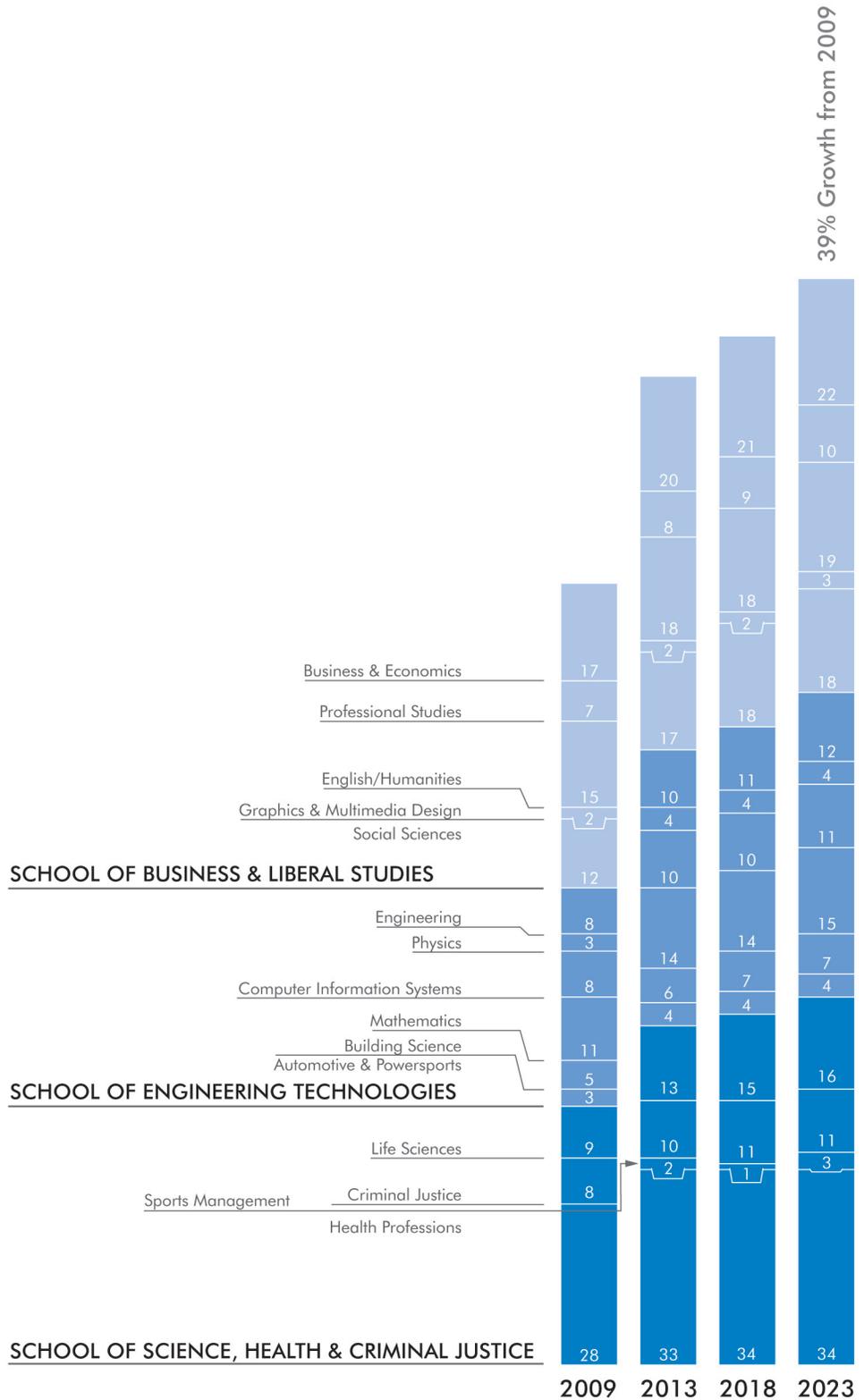
The majority of SUNY Canton's fall 2009 2,707 full-time equivalent (FTE) enrollment were delivered on campus; 2,067 FTE on campus, or 76% of the total. Approximately 22% was delivered online, amounting to 595 FTE students. This commitment to online instruction distinguishes SUNY Canton among its sister institutions in SUNY, and other public institutions around the country. About two-thirds are associated with courses offered through the School of Business and Liberal Studies, primarily in business and economics. The College expects to maintain this level of online enrollment over the planning period. The dental hygiene program is the only program completely offered off campus. SUNY Canton students, however, do enroll in various off campus internship experiences and a few courses are offered off campus. The College plans to continue this pattern of off campus delivery. Assessment of campus space needs will not incorporate off campus enrollments, but the recommended space planning guidelines will factor in on-line enrollments which often have an impact on such non-instructional facilities as libraries, recreation, merchandising, and food service. (Note: The space needs are calculated to support 100% of the on campus FTE population and 9.25% of the on-line FTE population. This latter component is included to reflect the modest need for facilities in the Library, Recreation, Merchandizing and Food Service categories to support the significant on-line population.)

The College expects to continue to distinguish itself through the development of responsive programs over the planning period, building on program strengths and expanding further into the four-year program market. By 2023, the College anticipates growth of 35% to a total of 3,663 FTE students, with 2,792 FTE on campus.

Growth at the departmental level is expected to vary, with enrollments in the Schools of Engineering Technology and of Science, Health and Criminal Justice growing higher at 37% each. In Business and Liberal Studies, growth is expected at about 34%. Generally

FTE Faculty Projections

TOTAL 136 170 179 189



service disciplines, such as english, humanities, social sciences, math, and sciences, are not expected to grow as much as those disciplines associated with technology, criminal justice, and health.

The SUNY Canton enrollment projections are greater than those developed by SUNY Institutional Research (SUNY IR). The SUNY IR projections reflect an enrollment dip in the middle of the coming decade consistent with a dip in high school graduation rates expected for this part of New York state. The College acknowledges this enrollment factor, but argues that because of its transition to a four-year institution—a change not reflected in the SUNY IR projections—and its programs, it can market to a broader enrollment pool. And students will be retained for four years rather than two. The apparent lack of recognition for SUNY Canton’s successful mission change and the concomitant changes in program is a significant issue in the SUNY IR enrollment projection model. The College’s fall 2009 FTE enrollment of 2,707 exceeded the SUNY IR projection of 2,548 by +159 FTE enrollments, and its fall 2010 enrollment of 2,987 exceeded the SUNY IR projection of 2,853 for 2018, eight years earlier than SUNY IR projected. As a result, the College and the consultant team developed headcount and FTE enrollment projections for 2013, 2018, and 2023 consistent with the thrust of the College’s strategic plan for 2020 and reflective of the growth being experienced. The enrollment projection model used the SUNY IR credit hour loads for full-time and part-time students—13.99 and 6.48, respectively, and the resulting growth in FTE enrollments of 35% is actually less than the 41% growth projected by SUNY IR. In sum, SUNY Canton fully expects to achieve the growth anticipated by SUNY IR, more and sooner, by building even further on its four-year degree expansion and remaining flexible in its approach to program delivery.

	UG Headcount	UG AAFTE
2007	2,737	2,277
2008	2,970	2,420
2009	3,240	2,707
2010	3,661	2,987
2011	3,807	3,104
2012	3,953	3,221
2013	4,100	3,337
2014	4,140	3,370
2015	4,180	3,407
2016	4,220	3,440
2017	4,260	3,473
2018	4,300	3,500
2019	4,340	3,533
2020	4,380	3,566
2021	4,420	3,599
2022	4,460	3,632
2023	4,500	3,663

Faculty & Staff Projections

The fall 2009 FTE student to FTE faculty ratio was 20 to 1. Faculty projections to 2023 anticipated a slight decrease in this ratio to 19.4, anticipating greater growth in the four-year programs and even greater hands-on pedagogy. FTE faculty was then allocated to departments based on student to faculty ratios appropriate for the particular disciplines. For example, student faculty ratios for the health professions are typically much lower than other disciplines because of the heavy clinical basis of the program, while programs in history, political science, and economics typically have higher than average ratios. As a result, overall the number of FTE faculty is expected to grow at a slightly higher rate (39%) than that for overall FTE enrollment (35%).

Staff projections were based on FTE staff to FTE faculty ratios, where the overall institutional 2009 ratio of 1.8 is projected to increase very modestly to about 2.0, resulting in an overall FTE staff increase of 52%, a rate higher than overall enrollment growth. Above average increases in staff were allocated for the support of class and open labs, technology, student life, and facilities support while academic departmental and executive administration support was held fairly constant.

SUNY Canton was in concurrence with the FMP consultant team faculty and staff projections, but recognized that these projections represent modest goals that must be met through actual enrollment achievements and a solid fiscal basis. Planning data supporting this FMP process can be found in the Phase 3 Report Appendix 3.4 – Planning Data & Space Needs Workbook.

A letter of enrollment projection justification from the College can be found at the end of this section.

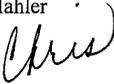
Letter of Enrollment Justification
from College



Office of the Vice President for Administration

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DATE: March 28, 2011
TO: Pamela Gibbons-Mahler
FROM: Christine Gray 
RE: SUNY Canton Planning Data

The SUNY Canton Facility Master Plan executive committee met to review figures provided by Linhart Consulting for institutional planning data. Based on the fact that our Fall 2010 headcount enrollment of 3,686 exceeds the 2013 projected headcount number of 3,619, SUNY Canton senior administration struggled to support the numbers presented in the planning data.

In addition, our current applications are up 5.36% over last year, combined with accepted applications being up 11.55% over last year and paid deposits up 26.01% over this time last year, we predict that growth in our enrollment will continue. We project headcount enrollment for Fall 2011 to be 3,793 and Fall 2012 to be 3,950. The enrollment growth will eventually level off, but attaining a headcount enrollment figure of a conservative 4,500 students by 2023 is certainly feasible. This number is supported by our Strategic Plan which states “by 2020 SUNY Canton will enroll 4,000 to 5,000 domestic students (including online students) and 1,000 international students.”

Combining historical enrollment data and taking into account our strong enrollment growth, we need to increase the anticipated headcount numbers to more accurately reflect SUNY Canton’s projected growth. Using the five-year planning model, we can comfortably project the following headcount numbers of 4,100 by 2013; 4,300 by 2018; and 4,500 by 2023.

SUNY IR projected credit hour loads of 13.99 per full-time undergraduate student and 6.48 per part time undergraduate students. Using this equation, we can use the headcount projections to project AAFTE of 3,337 by 2013; 3,500 by 2018; and 3,663 by 2023.

SUNY Canton can easily justify this conservative increase growth model due to two main factors: recent enrollment growth and the growth of 4-year academic programs. With enrollments growing in the bachelor-degree programs, SUNY Canton will see an increase in continuing students who will be staying here for their third and fourth year of academic study. In the 2010-11 academic year alone, SUNY Canton added four-year programs in Funeral Services Administration, Sports Management, expansion of its Veterinary Science Technology program and conversion of its civil, electrical and mechanical engineering technology programs from two-year associates to four-year bachelor’s degrees. SUNY Canton will continue to see growth in many of its applied programs, such as Nursing and Criminal Justice as well as its business programs in Finance and Management.

With recent campus building renovations and expansion, there is a changing pedagogy as well. More lab spaces have been created directly as a result of the renovations in Nevaldine South as well as critical maintenance projects in Wicks Hall and future renovations in Payson Hall. More of SUNY Canton’s classes also are being delivered in lab-settings, such as math, English, and accounting. This has changed not just the physical environment but also the learning environment.

SUNY Canton

March 28, 2011

The most dramatic increases, however, can be seen in SUNY Canton's online course offerings. SUNY Canton has experienced between 40 percent to 50 percent growth in its summer- and winter-term course offerings and student enrollments. More than two-thirds of the students taking SUNY Canton online classes are not matriculated SUNY Canton students, meaning we are serving many more students as unduplicated headcount. On top of this, SUNY Canton has seen dramatic international growth, delivering online and videoconferencing courses to countries around the world as part of its international dual-degree programming. These programs have seen dramatic increases in student numbers, and more dual-degree and international articulation agreements will follow.

As a result of this recent yet sustainable enrollment growth, SUNY Canton believes it is prudent that the projected enrollment numbers outlined in the Facilities Master Plan be more reflective of our current numbers.

A – SPACE GUIDELINES

ASSESSMENT OF SUNY GUIDELINES

As part of the process of assessing space needs and to develop a recommended set of space planning guidelines, the SUNY guidelines and their impact on space needs were compared with the four-year college and university space planning guidelines of the states of Maryland and Pennsylvania. These states were selected because several of SUNY Canton’s peer and aspirant institutions are located in these states, and the guidelines are known to have been recently reviewed and revised.

The first major issue with the SUNY guidelines is that they are not completely consistent with the national space taxonomy as presented in the Postsecondary Education Facilities Inventory and Classification Manual [FICM]: 2006 Edition, as published by the U.S. Department of Education, National Center for Educational Statistics. These taxonomy standards provide an industry-agreed upon framework as to how to define and measure net assignable square feet [nasf] and gross square feet [gsf] in higher education buildings and other facilities and how to categorize space relative to their use. The FICM taxonomy of uses is quite flexible, allowing the creation of user-based codes, but recommends that these user codes relate to the national standards so that reasonable comparisons can be made.

One major concern about this issue is that the SUNY space use categories are not consistent with FICM relative to the (1) types of spaces included and (2) space definitions. For SUNY Canton, several space categories were added to reflect current uses of space that were appropriately reflected by the SUNY taxonomy—child care, meeting, and hazardous materials. The SUNY category of General Building Services also is not consistent with the FICM taxonomy; many of these categories are allocated to different support space categories. In summary, while close correspondences between the SUNY taxonomy and the national taxonomy exist, the differences are sufficient to encumber institutional comparisons outside of NY and challenge benchmarking.

A second major issue regarding the SUNY space guidelines is that while being among the first, if not the first, to be developed, the guidelines have not changed in the past 40 years and are not reflective of the significant changes that have occurred in higher education. These include but are not limited to:

- New academic disciplines and transformations of others at both the undergraduate and graduate levels
- Increases in expectations and demands for experiential learning in a broad array of disciplines as part of the students’ educational experience

- Incorporation of collaborative learning into the pedagogy of higher education
- Advent of web-based instructional delivery as part of a course blended with face-to-face instruction to entire courses and total degree programs being available on-line
- Shift of traditional classroom disciplines such as accounting, writing, and mathematics to class laboratory environments
- Transition of research functions from individually based, principal investigator efforts to team approaches and the growing emphasis on undergraduate research, especially in science, mathematics, engineering, and technology disciplines
- Emergence of scholarship, research, sponsored programs, service, and economic development as key and visible components of public institutional mission for technology and comprehensive institutions, as well as the research universities
- Pervasive impact of technology and electronic devices across the campus – in instructional and study spaces, at the workstation, in meeting rooms, and in assembly and performance facilities
- Student preparation in mathematics, reading, writing, and study skills below college expectations
- Increased attention to personal health and wellness among students, faculty, and staff
- Social lifestyle changes and expectations for resident and student life, including configurations and amenities in residence halls, athletic and recreation facilities, and parking
- Mandates for accessibility, safety, and sustainability reflected in compliance standards and goals

A third major issue is the complexity of the SUNY space base factors needed to complete the needs assessment, especially for classroom and class lab categories. In many instances, the College, and the State, simply do not have the data and reports available to supply the needed base factor. A prime example is contact hours, a key base factor for all instructional space. Such data are no longer reported, making the conduct of any space planning study whether as a facility master plan or a project programming, challenging and burdensome. Having base factors more consistent with actual data maintained by institutions would do much to simplify the assessment without necessarily compromising the outcomes. For the purposes of the FMP, material was collected and the factors reconstructed to establish need.

A final concern about this issue is that the SUNY guidelines include building support spaces, such as janitor's and data closets as assignable space, while the national definition of assignable space clearly excludes such spaces. Inclusion of such spaces overestimates that amount of space an institution has available for use. At Canton, just the space for these two types of closets amounted to 2,050nasf, not an insignificant amount of space.

B – SPACE USE

PSI VERIFICATION & ALIGNMENT

The consideration of a physical space inventory [PSI] is the basis of a facilities master plan [FMP] and the main differentiating factor between FMPs and traditional master plans. Therefore the accuracy of the space inventory is critical to a quality FMP. PSIs can easily become out-of-date if not taken seriously by all levels at an institution. This is further complicated because they are rarely the focus of a person’s full-time job, and they involve the coordination of an extensive number of individuals, organizations and outside consultants. As part of the FMP process, the FMP team conducts a verification of the PSI provided by the College. This verification revealed minor discrepancies that were corrected through the process as described below. The corrected PSI is used as the basis for the 2009 space inventory.

Sources & Condition of Existing Material

Initial sources for the PSI included the:

- Current inventory from the State University Construction Fund [Fund]
- Single-line AutoCAD drawings from the Fund
- Working space inventory from the College
- Architectural plans from the campus (in both paper and digital forms)

This material requires in-field verification following the coordination of the initial material.

Verification Methodology & Alignment Process

Our FMP team uses building information modeling [BIM] as the centerpiece of the PSI verification process. This involves taking the initial source materials and incorporating them into a digital BIM model of the campus. Each building exists digitally with rooms that have all of the same information as the PSI. This allows the PSI to be verified and updated live in the field. Details include:

- All spaces verified by laser measure to within a 5% tolerance
- Function code numbers coordinated
- Account code numbers coordinated
- Room numbers coordinated

The BIM model does not accurately reflect GSF numbers, but it provides the campus and the Fund with the most accurate information available on NSF and NASF numbers. Our team's use of BIM as a planning tool is significantly different than how it is utilized as a design and construction documentation tool. Differences include:

- Walls are of generic thicknesses (1' for exterior walls and 6" for interior partitions) and without construction type information
- Building plans are generally without door, window and stair information
- There is no MEP information in the model
- The models do not reflect accurate room or building heights
- The models do not include roofs

As a next step, the PSI is exported as an Excel document, matched with verified building plans and sent to the college for further verification. This involves the campus examining each line-item to verify function and account codes, as well as establishing new codes.

These models are then utilized as the basis for planning in Phase 4.

One of the greatest strengths of BIM is that it is a four-dimensional tool that creates a model of all space on campus and can reflect any building at any point in time (2009, 2013 and 2023 in the case of the SUNY Canton FMP). As alternative space layouts are explored, the model immediately updates its space summary matrix, providing an accurate and real-time space planning tool, as opposed to the cumbersome process of drawing endless poly-lines in the more traditional AutoCAD space planning process.

PLANNED CAMPUS CHANGES

While the FMP focuses on 2009 as its base year, by 2013 the Convocation, Athletic and Recreation Center will be fully occupied and functional. The former athletic facility, Dana Hall, has been vacated and is reflected in the College's inventory as unassigned space, awaiting repurposing. In the interim, space has been provided in Chaney Dining Hall to provide some very modest fitness facilities and administrative office space. These spaces (totalling 3,480nasf), will be vacated and available for reassignment once CARC opens. The College intends, but has not yet defined, renovations to Nevaldine North and Wicks Hall. These projects are not included here.

Facilities Inventory Changes:

USE CODE	USE CATEGORY	Fall 2009 Before Gains/ (Losses)	CARC Addition	Vacated Chaney Space	Fall 2013 After Gains/ (Losses)
1000	CLASSROOM	29,747	498	0	30,245
1300	CLASS LAB	86,629	250	0	86,879
1300/1350	Scheduled Lab	82,353	0	0	82,353
Other 1300	Open Lab	4,276	250	0	4,526
1500	SPECIAL USE	7,465	97,760	(2,241)	102,984
1501/1551	Clinic	2,564	0	0	2,564
1510/1515	Greenhouse	0	0	0	0
1520/1525	Demonstration	0	0	0	0
1570/1571	Animal Quarters	1,983	0	0	1,983
1600, 1650-54	Athletic/PE	2,241	97,454	(2,241)	97,454
1700/1750	A-V Production	677	306	0	983
2001/2159	RESEARCH LAB	1,917	0	0	1,917
3000	DEP'T SUPPORT	21,252	0	0	21,252
4000	LIBRARY	13,448	0	0	13,448
4000	Collection	4,488	0	0	4,488
4001	Seating	7,502	0	0	7,502
4003,054-056	Readers' Serv/Stor	1,458	0	0	1,458
5000	ADMIN FACILITY	47,945	4,182	(1,239)	50,888
5000,51,52,152	Admin Office	43,478	4,182	(1,239)	46,421
5002/5153	Data Processing	4,467	0	0	4,467
6000	STUD'T/FAC ACT	45,512	322	0	45,834
6001	Recreation	8,398	0	0	8,398
6002/6003	Lounge	5,748	0	0	5,748
6004/6053	Merchandising	5,274	0	0	5,274
6006	Meeting Room	4,215	0	0	4,215
6007/6052	Food Service	19,934	322	0	20,256
6008/6050	Student Org Office	737	0	0	737
6009	Study Commons	1,206	0	0	1,206
6040/6045	Day Care	0	0	0	0
6500	ASSEMBLY/EXHIBIT	4,919	0	0	4,919
6500/6502	Assembly	4,509	0	0	4,509
6600/6602	Exhibition	410	0	0	410
7000	CENTRAL SERVICE	15,219	0	0	15,219
7001/7052	Commissary	0	0	0	0

7004/7051	Shop	5,665	0	0	5,665
7005	Central Storage	2,525	0	0	2,525
7006	Vehicle Storage	6,103	0	0	6,103
7007/7057	Central Service	926	0	0	926
7008	Hazardous Mat.	0	0	0	0
7500	GEN BLDG SERV	10,067	396	0	10,463
8000	HEALTH CARE	850	0	0	850
9000	RESIDENTIAL	0	0	0	0
7800-7900	UNASSIGNED	31,019	0	3,480	34,499
Total NASF:		315,989	103,408	0	419,397

2009 NASF by Building:

Campus Center	11,971
Campus Center Addition	27,080
Chaney Dining Hall	21,078
Cook Hall	25,539
Cooper Service Complex	19,705
Dana Hall	31,376
Faculty Office Building	18,392
French Hall	12,032
Newell Hall	8,353
Nevaldine Hall - North	22,666
Nevaldine Hall - South	42,748
Payson Hall	21,283
Public Safety Complex	3,001
Southworth Library	22,780
Wicks Hall	27,986
Total NASF: 315,989	

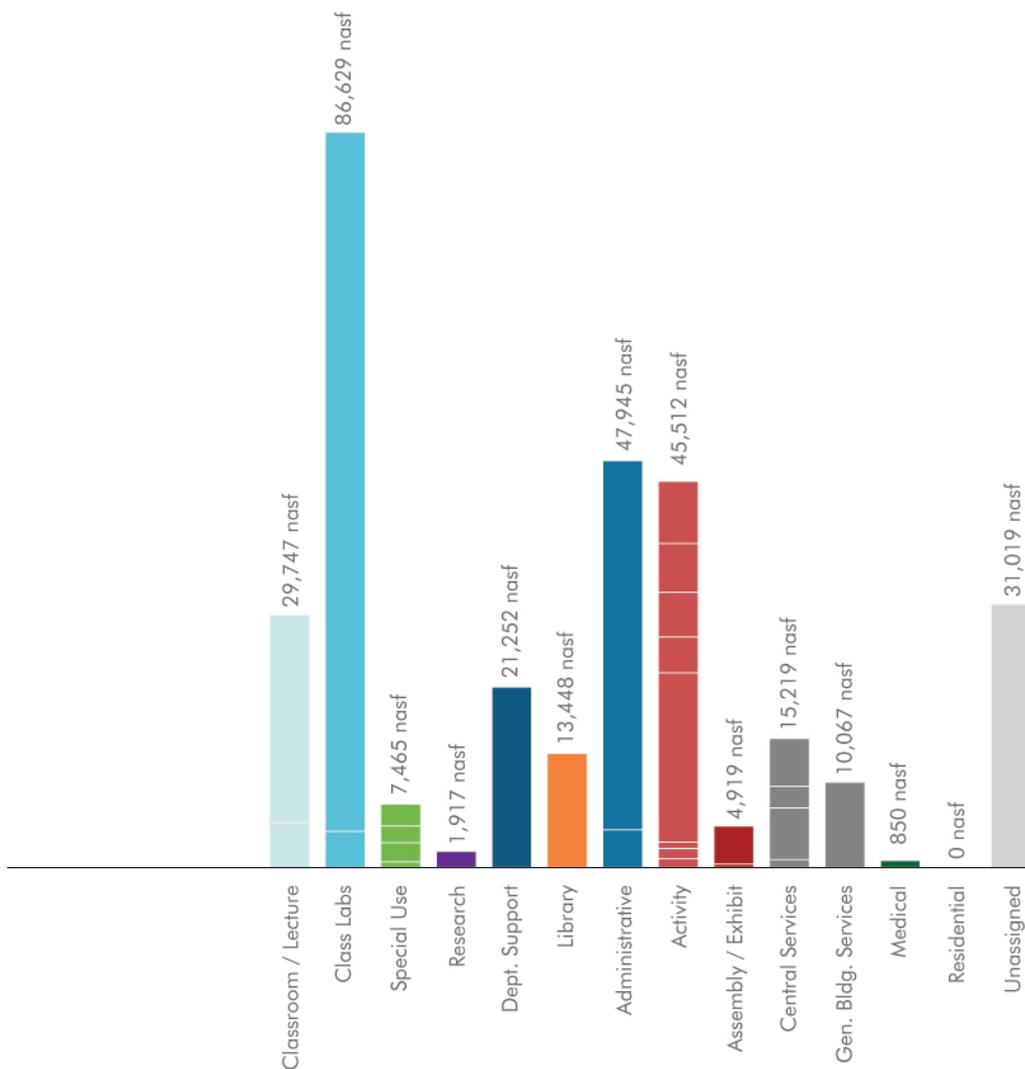
NASF per Student (based on current inventory projections):

2010	117nasf/FTE
2013	126nasf/FTE
2018	120nasf/FTE
2023	114nasf/FTE

CAMPUS-WIDE EXISTING SPACE USE BY FUNCTION

The campus is divided into fourteen categories by function: Classroom & Lecture Hall, Laboratory, Research, Administration, Departmental Support, Assembly & Exhibition, Student & Faculty Activity, Library, Medical, Residential, Central Services, General Building Services, Special Use and Inactive Space.

2009nasf by Function



Classroom & Lecture Halls

Classrooms

Classroom space at Canton breaks down into two broad categories: 27 general classrooms

Cook Hall	1,301nasf	2 rooms	75 seats	38 avg seat/rm	17nasf/seat
Nevaldine - N	2,525nasf	2 rooms	48 seats	24 avg seat/rm	32nasf/seat
Nevaldine - S	6,103nasf	3 rooms	68 seats	23 avg seat/rm	25nasf/seat
Newell Vet Tech	1,636nasf	2 rooms	76 seats	38 avg seat/rm	15nasf/seat
Payson	9,881nasf	13 rooms	531 seats	41 avg seat/rm	15nasf/seat
Wicks	5,076nasf	5 rooms	241 seats	40 avg seat/rm	21nasf/seat

and three distance learning classrooms:

Payson Hall	1,880nasf	3 rooms	78 seats	26 avg seat/rm	24nasf/seat
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During fall 2009, Nevaldine South was under renovation, and those three classrooms were not scheduled for use. In addition Wicks 205 was off line and not scheduled for use.

The campus has 283nasf in classroom service, 1% of the amount of classroom space.

SUNY Canton’s distance learning classrooms support synchronous delivery of instruction which support the College’s BOCES and international partnerships. When used for international partners, only those students are allowed to participate with the instructor, which has an impact on station utilization statistics; the room is being used but has 0% station utilization. This artifact of the definition of station utilization that does not accommodate advances in efficient instructional delivery should not preclude provision of such space. Alternatively, consideration in this FMP planning should be given to providing a flexible space that could be used for a variety of synchronous on-line instruction and which could optimize space use.

Composition of Facilities – Lecture Halls

SUNY Canton has three lecture halls in:

Nevaldine - N	1,674nasf	1 room	110 seats	15nasf/seat
Nevaldine - S	1,377nasf	1 room	84 seats	16nasf/seat
Wicks Hall	1,880nasf	1 room	124 seats	15nasf/seat

These lecture halls have 366nasf of service space, 7% of the amount of lecture hall space. The College also uses the Kingston Auditorium for scheduled instruction.

Oversight

Classrooms fall under the purview of the Vice President of Academic Affairs / Provost and are a shared resource for the entire campus.

Condition / Serviceability

The College’s classroom resources vary substantially in quality, although as facilities have been renovated, efforts have been made at upgrading its existing classrooms and lecture halls to incorporate technology. Efforts have also been made to provide a variety of furnishings to meet changing pedagogy; in addition to the traditional tablet arm chair, moveable tables and continuous tables have frequently been installed. SUNY Canton must prepare for more changing instructional delivery and include case classrooms and breakout rooms. The lecture halls have to be upgraded to allow for continuous tables. The amount of support space is limited.

Laboratory Facilities

Composition of Facilities

SUNY Canton has scheduled class laboratory spaces that have departmental and curriculum specific designs. In addition, many labs are comprised in suites which do not get scheduled but are included as class lab space. These break down into the following:

	Scheduled	Suite	Total
Computer Labs	4,474nasf	2,554nasf	7,028nasf
Professional Studies Labs	948nasf	380nasf	1,328nasf
Media Labs	1,301nasf	300nasf	1,601nasf
Social Science Lab	373nasf	0nasf	373nasf
Science Labs	11,465nasf	469nasf	11,934nasf
Engineering & Tech. Labs	18,555nasf	23,975nasf	42,530nasf
Criminal Justice Labs	937nasf	1,163nasf	2,100nasf
Health Professions Labs	4,714nasf	1,619nasf	6,333nasf

The social science lab was not scheduled in fall 2009, nor was the Funeral Service Administration lab suite. Further with Nevaldine South under renovation, class labs in this facility were also not scheduled.

The following table is based on total laboratory and laboratory support space in the PSI.

Cook Hall	17,000nasf
Nevaldine - N	15,026nasf
Nevaldine - S	36,314nasf
Newell Vet Tech	1,024nasf
Payson Hall	2,157nasf
Wicks Hall	10,834nasf

The amount of support space for these labs represents 15% overall of the available class lab space.

An additional 4,276nasf is provided in open labs for the life sciences (1,086nasf), math testing (225nasf), EOP tutoring (261nasf) open computer (1,360nasf), and math, accounting, and writing learning centers (1,344nasf) and are located in:

Cook	1,086nasf
Faculty Office Building	225nasf
Campus Center	261nasf
Nevaldine South	1,360nasf
Southworth	1,344nasf

Oversight

Labs are spread across the three schools, with additional open learning center labs for math, accounting, and writing allocated to the Vice President for Student Affairs in Southworth Library.

Condition / Serviceability

Renovations of Nevaldine South for Building Science and Automotive and Powersports, primarily, and in Wicks for Nursing and the addition of Newell for Veterinary Science programs have all added significantly to the College’s teaching and learning environments for these disciplines. The remaining discipline labs, however, are dated, undersized, and not of a quality consistent with current discipline pedagogy and practice. Business and economics, for example, has no dedicated labs; none of the remaining labs support opportunities for collaborative learning. Furthermore, SUNY Canton has not made the transition from classroom to class lab in writing, math, and accounting. These transitions will have an impact on the demand for even more computer lab environments. Of concern are class lab station sizes in the sciences, professional studies, media, criminal justice, mortuary science, and physical therapy, which are much smaller than is currently being planned in new facilities at other institutions. In addition, SUNY Canton will have to adapt to a changing instructional delivery with more discipline specific simulation labs, studio labs with integrated recitation, and breakout rooms for group work.

Open labs are insufficient in number and too small in station size.

Categorized as administrative office space, study and testing provisions for Accommodative Services are completely inadequate, with an inappropriate mix of stations, overcrowding, and the lack of an ability to provide sound proof study and testing environments.

Research Facilities

Composition of Facilities

SUNY Canton has a limited amount of research space, and that which is present is a function of the College’s partnership with Cornell University’s veterinary medicine programs:

Newell Vet Tech	1,917nasf
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Oversight

This research lab space is overseen by the School of Science, Health, and Criminal Justice.

Condition / Serviceability

The lack of research space is not surprising, given SUNY Canton’s history as a technical college. With its transition to a four-year institution, its heavy emphasis in engineering, technology, and health professions, and its dynamic entrepreneurial college culture as it relates to exploring cutting edge pedagogies in its disciplines, the need for targeted research space – project lab space in engineering and instructional pedagogy – is present.

Administrative Facilities

Composition of Facilities

Administrative facilities include 1) office spaces supporting non-academic functions of the College:

Campus Center	4,572nasf
Campus Center Addition	2,361nasf
Chaney Dining Hall	1,817nasf
Cook Hall	1,741nasf
Cooper Service Building	1,698nasf

Faculty Office Building	9,171nasf
French Hall	11,622nasf
Nevaldine - N	2,268nasf
Newell Vet Tech	589nasf
Payson	770nasf
Public Safety	2,997nasf
Wicks Hall	1,705nasf

and 2) central computer and technology infrastructure:

Southworth Library	2,978nasf
Wicks Hall	1,373nasf

Major administrative offices are located:

College President	Faculty Office Building 618
Vice President for Administrative Services	Faculty Office Building 610
Vice President for Academic Affairs	Faculty Office Building 602
Vice President for Institutional Advancement	French Hall 223
Vice President for Student Affairs	Faculty Office Building 604
Dean of the Business and Liberal Studies	Faculty Office Building 416
Dean of the School of Engineering Technology	Nevaldine North 105
Dean of the School of Science, Health & Criminal Justice	Cook 125

Oversight

Departmental support spaces are overseen by the heads of the respective administrative units or schools. The campus computer facility is overseen by the Vice President for Student Affairs.

Condition/Serviceability

Administrative office space is spread across the campus and constrains both functionality and productivity. The College has attempted to consolidate, for example, enrollment management functions for better student service, but the available space is so limited that an inviting atmosphere is lost, despite efforts to the contrary. Similar circumstances occur for the College’s business affairs and for institutional advancement. The lack of sufficient space also does not allow for appropriate separation from reception spaces and “back of house” operations. In many cases, conference rooms do double duty, with a diminution of function on both sides. Storage space is also insufficient.

Fragmentation of the core computer facility from the telecommunications hub of the College is an issue, especially as technologies and the infrastructure merge. Southworth, where the central computer is located, is inadequately supported to address the needs of a modern computer facility.

Departmental Support Facilities

Composition of Facilities

Departmental support facilities consist of the office and support spaces for the day-to-day function of the faculty. This includes faculty and departmental staff offices, departmental reception and support spaces, and conference rooms.

Oversight

Departmental support spaces are overseen by the Deans of the respective schools.

Condition/Serviceability

The conditions of these spaces can vary greatly. Office sizes range considerably from well under 100nasf per office to well above 200nasf; on average, however, faculty offices would appear of adequate size at 135nasf. While the Faculty Office Building was designed to be the support facility for faculty, the trend in higher education practice is to co-locate faculty with discipline clusters and near the instructional resources supporting the respective programs. SUNY Canton has begun to accomplish this as facilities are renovated. It is a goal it wishes to continue to pursue going forward.

Assembly / Exhibition Facilities

Composition of Facilities

SUNY Canton has very modest space available for assembly – Kingston Auditorium in the Campus Center Addition - and the archives room in Southworth Library for exhibition:

Campus Center Addition	4,509nasf
Southworth Library	410nasf

Oversight

Assembly and exhibition spaces are overseen by the Vice President for Student Affairs.

Condition / Serviceability

The Kingston Auditorium has very limited “back of house” support space, so it has a narrow range in the types of activities that can be supported. It is also used, very ineffectively, as a large lecture hall. Lighting and seating are poor for these instructional purposes.

The exhibition space is very small, although the College holds receptions when an exhibit is opened. No support space is available for preparation and storage of artifacts or other materials.

For all venues, way-finding is difficult for visitors; and the College is challenged to host external groups.

Student / Faculty Activity Centers

Student/faculty activities comprise a number of space uses including recreation and support space, student and faculty and staff lounges, merchandising, and food service and food service support. As indicated previously, additional use categories were added to be more consistent with the current national taxonomy of space issues (child care and meeting) or to distinguish unique uses (student organization offices and study commons, or quiet lounges). SUNY Canton has a total of 45,512nasf allocated to these uses:

Recreation and Student Act. Service	8,398nasf
Student lounges	4,667nasf
Study commons	1,206nasf
Faculty and staff lounges	1,081nasf
Student organization offices	737nasf
Merchandising	5,274nasf
Meeting Room	4,215nasf
Food service	19,934nasf
Day care	0nasf

As indicated, the College has no day care facility, which was frequently cited as a desired campus function and particularly warranted given the College’s early childhood program.

Recreation

Student recreation space and support is provided in combined facilities of:

Campus Center and Addition	8,277nasf
Wicks Hall	121nasf

and consists primarily of 1,622nasf in general recreation, 5,719nasf in a reduced court with locker rooms, and 1,057nasf of service space.

Lounges

Student lounges used for casual, informal interaction with 4,667nasf are located in:

Chaney	2,396nasf
Campus Center Addition	1,608nasf
Payson Hall	663nasf

Various student study commons are located near specific disciplines.

Nevaldine - N	364nasf	(engineering and computer info. systems)
Nevaldine - S	140nasf	(bldg science/automotive and powersports)
Newell Vet Tech	410nasf	(veterinary science)
Wicks Hall	292nasf	(nursing)

Faculty and staff lounges are provided in:

Nevaldine - N	114nasf	1 room
Cook Hall	290nasf	1 room
French Hall	316nasf	1 room
Southworth Library	361nasf	2 rooms

Space supporting the SGA and CUB student organizations are provided in:

Campus Center Addition	737nasf	2 rooms
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Meetings rooms for campus events and student organizations, including MPR with 2,556nasf, four additional meeting rooms, and support is located:

Campus Center Addition	4,215nasf
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Merchandising and Food Service

Merchandising space and support includes the campus bookstore, attendant storage, and the post office and is located:

Campus Center Addition	5,274nasf
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Chaney Dining Hall represents the largest food service component, although additional food service is provided in Rendezvous and Serendipity located in the Campus Center, JT's in the Faculty Office Building, Deb's Corner in Nevaldine South, and the Cyber Café in Southworth Library.

Chaney Dining Hall	13,597nasf
Campus Center	4,814nasf
Faculty Office Building	231nasf
Nevaldine - S	135nasf
Southworth Library	672nasf

Oversight

Activity spaces are overseen primarily by the Vice President of Student Affairs in conjunction with the College Association, although discipline associated spaces are overseen by those areas.

Condition / Serviceability

The concentration of the largest amount of student lounge space is in Chaney Dining Hall, while student recreation space is located in the Campus Center/Campus Center Addition. This separation challenges efforts to schedule activities that nurture student campus life for both the residential and commuting student. The mix of space in the Campus Center has yet to capture the essence and energy supportive of student and campus life. Student activity space feels overwhelmed by various administrative offices and student services, including disability services and health, and fragmentation.

Library Facilities

Composition of Facilities

Library facilities:

Stack	4,488nasf
Seating	7,502nasf
Processing and service	1,458nasf

are exclusively located in the Southworth Library.

Oversight

Library facilities at SUNY Canton are overseen by the Vice President for Student Affairs.

Condition / Serviceability

Southworth Library, with the addition of the Cyber Café and the inclusion of academic learning centers, has become “the” place to be on campus. The collection has undergone, and continues to undergo, renewal to ensure that it has both the print and electronic resources necessary to support the College’s academic programs. Library collection projections represent a solid view to the future, with stability in the overall size of the collection. Equipment, such as microfiche readers, is being removed, and reader seating has been upgraded to provide a variety of individual and group seating arrangements. The amount of space, however, is very limited, and the facility has the feel of being very overcrowded. The Library also contains the campus’s only exhibition resource, which is undersized and undersupported.

Central Services Facilities

Composition of Facilities

Central service and storage functions:

Shop	6,591nasf
Storage	2,525nasf
Vehicle storage	6,103nasf

are housed primarily in the Cooper Service Building, although some storage is provided in Nevaldine North.

Cooper Service Building	14,736nasf
Nevaldine Hall - North	483nasf

Oversight

Central service spaces are overseen by the Vice President for Administrative Services.

Condition / Serviceability

The overall layout of the central service space does not align with current function needs. Functions are crowded and missing back-of-house operational support. Many spaces are awkwardly shaped creating inefficient work environments for the various trades which support the maintenance and operation of the campus' physical plant. The campus has no hazardous materials spaces.

Medical Facilities

Composition of Facilities

Medical facilities are provided in the health center located in the Campus Center Addition.

Campus Center Addition	650nasf
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Oversight

Medical facilities spaces are overseen by the Vice President for Student Affairs.

Condition / Serviceability

The health center facilities are overcrowded and not appropriately accessible. Insufficient space is available for individual and group health education. Accommodation of privacy is a critical problem.

Residential Facilities

While there are residential facilities at Canton, such spaces are generally outside the scope of this facilities master plan.

General Building Services

General building services generally refers to custodial service space across the entire campus (i.e. janitor closets, data closets, loading docks, and the like). They are overseen (in addition to all non-assignable circulation space) by the Vice President of Administrative Services.

Special Use Facilities

Composition of Facilities

Special use facilities at Canton include the College's:

Clinic	2,564nasf
Animal facilities	1,983nasf
Athletic and physical educ.	2,241nasf
Media production	677nasf

Clinics at SUNY Canton include the Small Business Development Center located in the Faculty Office Building and the Liberty Partnership located in Wicks Hall.

Animal facilities in Newell support the veterinary science program.

Athletic/physical education and recreation facilities are being temporarily housed in Chaney Dining Hall, while completion of the CARC is accomplished. CARC will add significant athletic/physical education resources (97,454nasf) to the campus including a field house/gym, ice rink, lap pool, fitness center, aerobics room, sports medicine facilities, locker rooms, and other athletic support spaces. Also included in the building will be administrative offices supporting the intercollegiate athletic program, a classroom, and a student athlete study, bringing the total assignable space of the building to 103,400nasf.

Media production facilities support the student radio station and newspaper which are located in the Campus Center.

Oversight

Special use facilities are overseen by the respective deans of the associated schools or vice presidents of the designated facilities.

Condition / Serviceability

Clinical services, which have a very public face for the College, are interspersed with other College functions. The College should consider how it wants to provide these services, taking into account appropriate and convenient access for clients, as well as academic program interfaces.

The intercollegiate athletic program, as well as the campus community, will be well supported in the new CARC.

Media production facilities which support student activities are quite limited. Sufficient space should be provided to encourage student engagement, not only of those involved in the radio station and newspaper but also other students.

The animal facilities supporting the veterinary science program are well located and supported for the current program.

Inactive or Unassigned Space

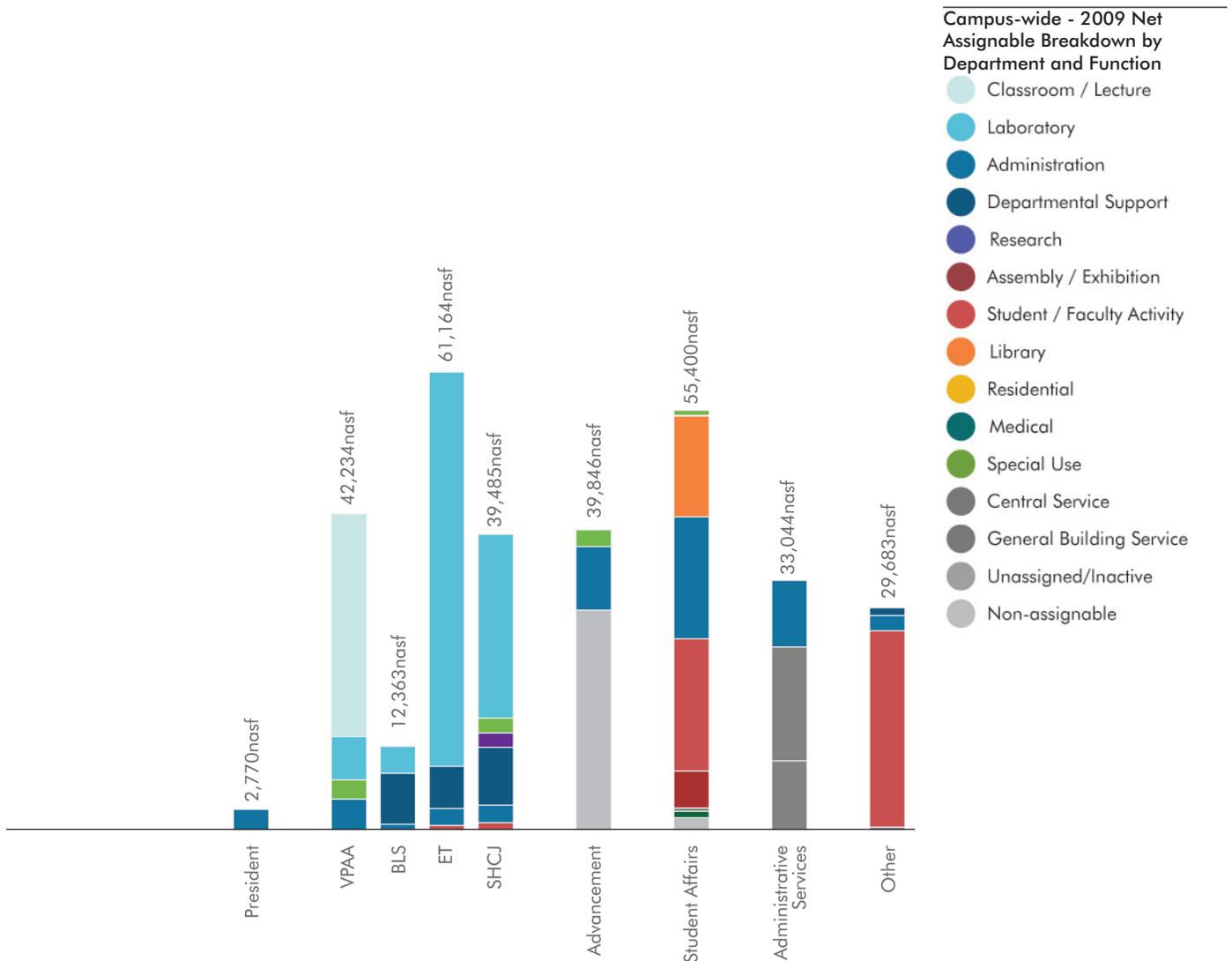
Dana Hall (31,019nasf) is currently inactive, undergoing extensive rehabilitation and awaiting decisions regarding future use.

The opening of CARC will also vacate 3,480nasf in Chaney Dining Hall.

CAMPUS-WIDE EXISTING SPACE USE BY ORGANIZATIONAL UNIT

Use of campus facilities by organizational unit is described from the perspectives of:

- President
- Vice President for Academic Affairs
 - School of Business and Liberal Studies
 - School of Engineering Technology
 - School of Science, Health and Criminal Justice
- Vice President for Student Affairs
- Vice President for Institutional Advancement
- Vice President for Administrative Services



President

The Office of the President has overall responsibility for the leadership of the College and includes the President and his direct support staff. Located in the Faculty Office Building, the total amount of administrative space available to the Office of the President is 2,770nasf.

Vice-President for Academic Affairs

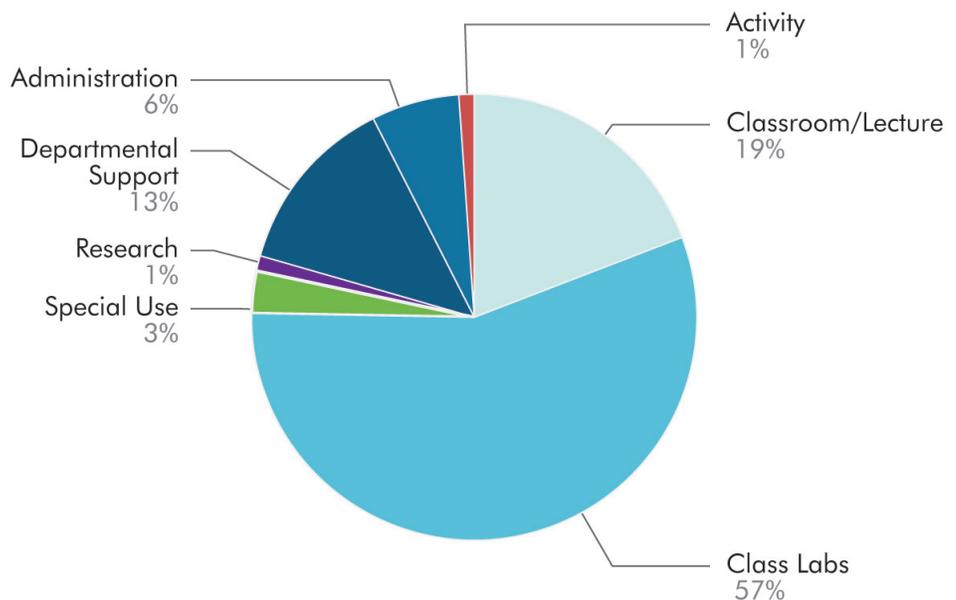
The Vice President for Academic Affairs has primary responsibility for the College’s academic programs, including the three major academic divisions:

- School of Business & Liberal Studies
- School of Engineering Technology
- School of Science, Health & Criminal Justice

and the College’s facilities supporting distance learning and general instruction. These units are described separately.

Also reporting to the Vice President are the:

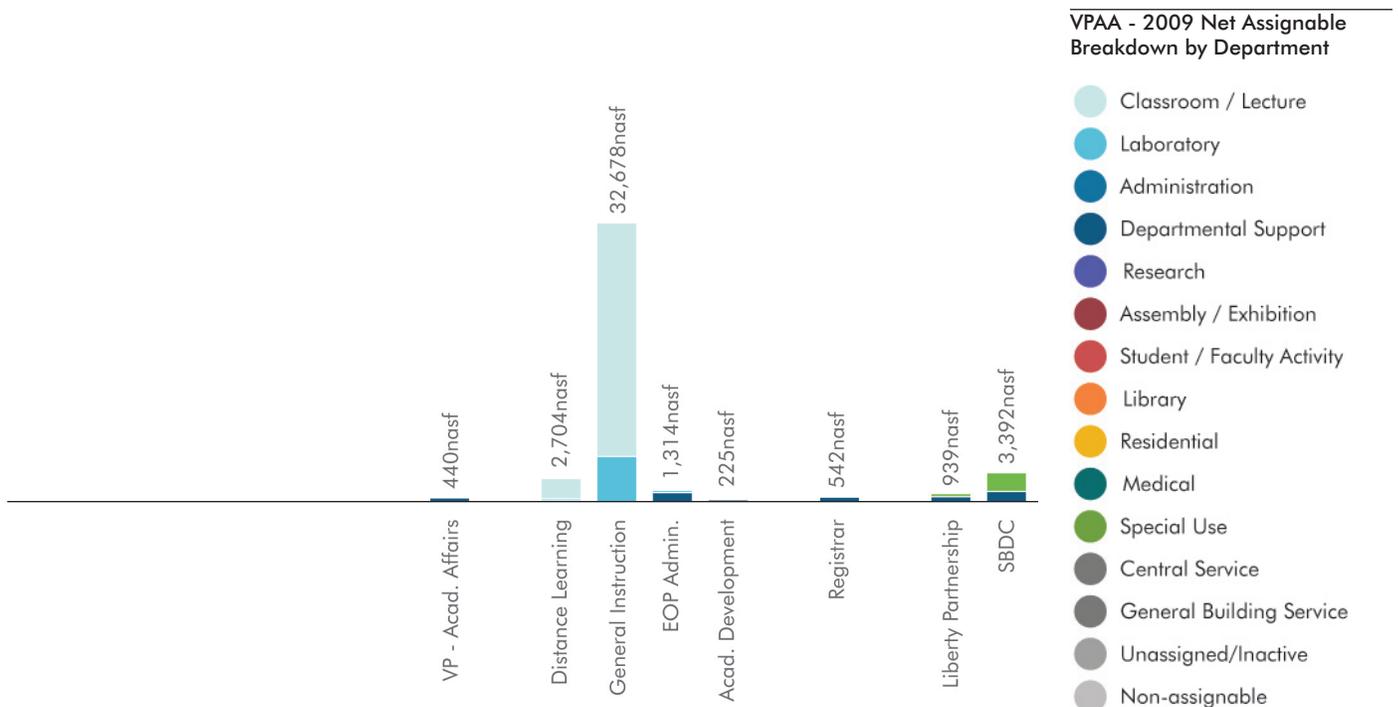
Provost (VPAA and Schools) -
2009 Net Assignable Breakdown
by Function



- Educational Opportunity Program (in the Campus Center)
- Academic Development Office (in the Faculty Office Building)
- Registrar (in French)
- Liberty Partnership (in the Faculty Office Building and in Wicks)
- Small Business Development Center (in the Faculty Office Building and in Wicks)

Finally, the Office of the Vice President is located in the Faculty Office Building with 440nasf.

In total the amount of space supporting the Vice President for Academic Affairs, including classrooms, lecture halls, and labs supporting instruction is 42,234nasf, with the majority of space associated with instructional space. The remaining NASF is largely administrative office space, with clinic space supporting the College’s public service mission.

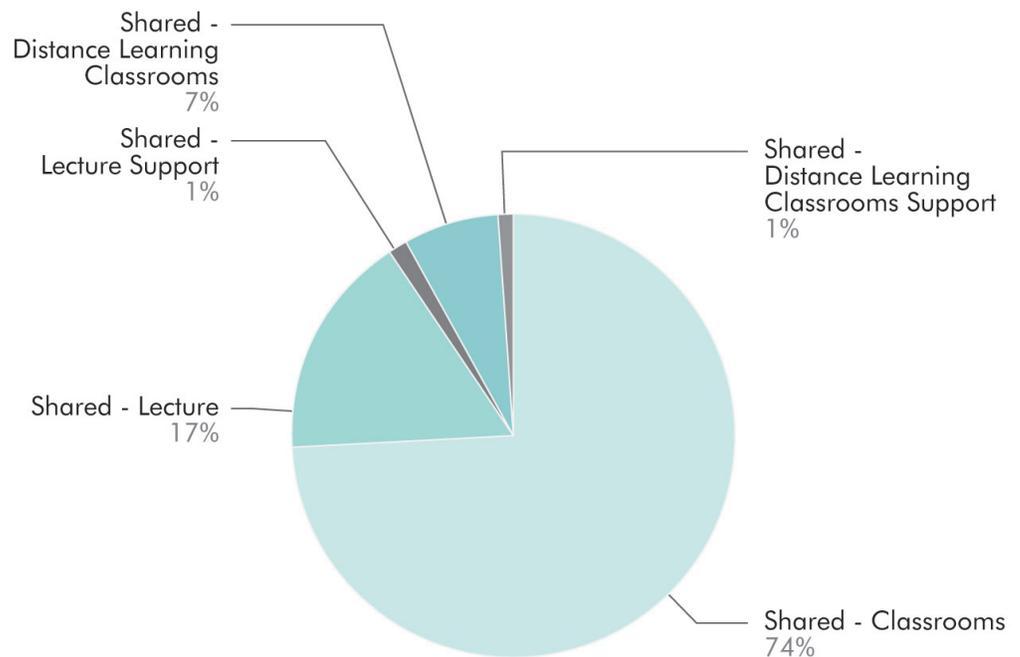
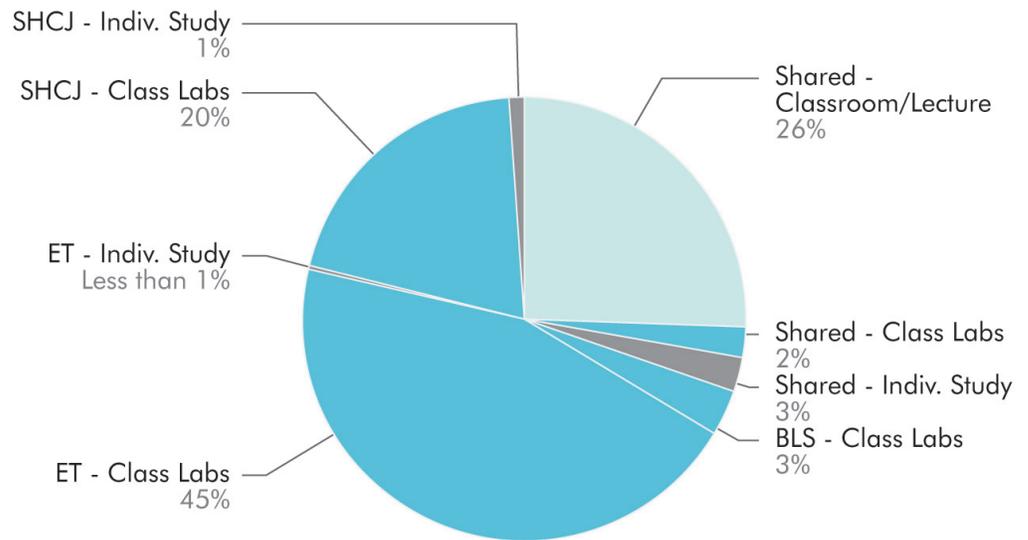


General Classrooms

The College’s general classrooms, distance learning classrooms, and lecture halls have been described previously. In total they amount to 29,747nasf and are centrally scheduled to maximize overall utilization.

Existing Space for General Instruction by Space Room Type

- Classroom / Lecture
- Laboratory
- Administration
- Departmental Support
- Research
- Assembly / Exhibition
- Student / Faculty Activity
- Library
- Residential
- Medical
- Special Use
- Central Service
- General Building Service
- Unassigned/Inactive
- Non-assignable

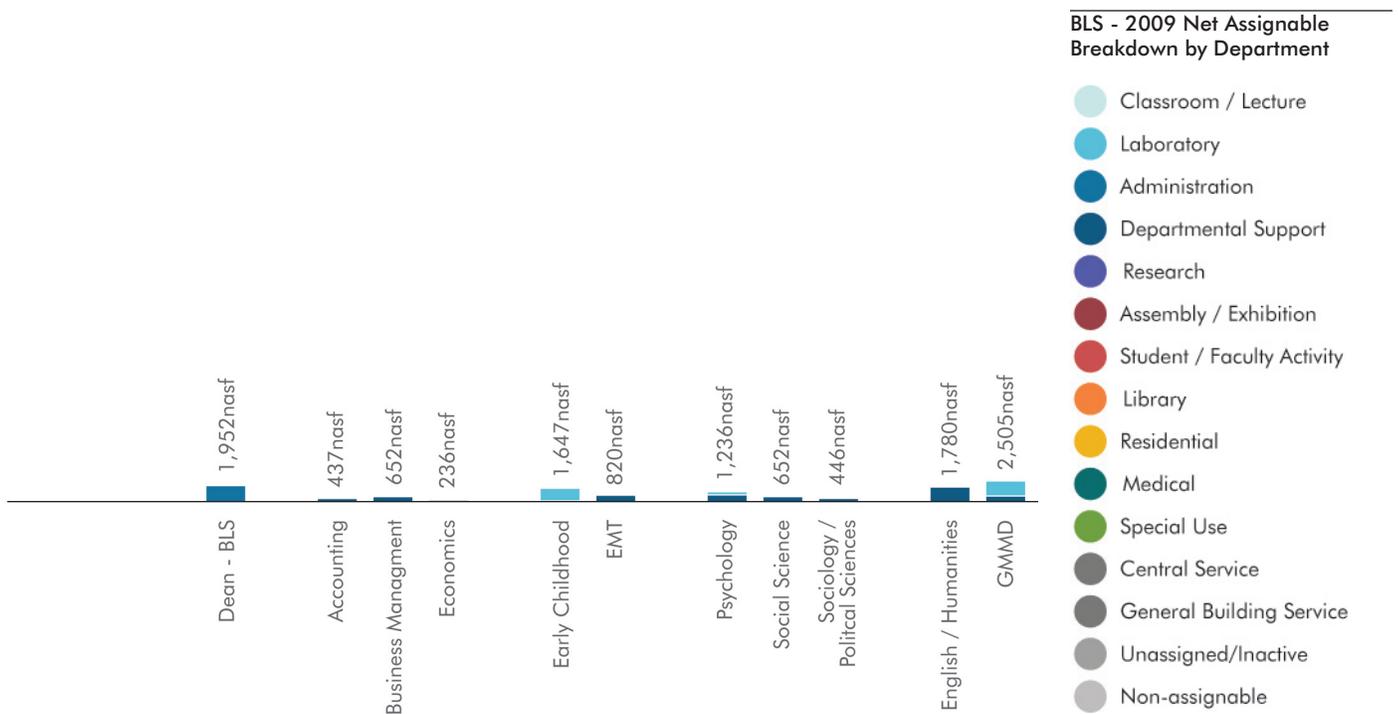


School of Business & Liberal Studies

The departments of the School of Business & Liberal Studies are:

- Business and Economics (accounting, finance, management)
- Professional Studies (early childhood/education, emergency management, healthcare management, legal studies)
- English/Humanities (basic skills, English, French, Spanish, humanities, philosophy)
- Graphics and Multimedia Design
- Social Sciences (history, political science, psychology, sociology, women’s studies)

and they are overseen by the Office of the Dean.

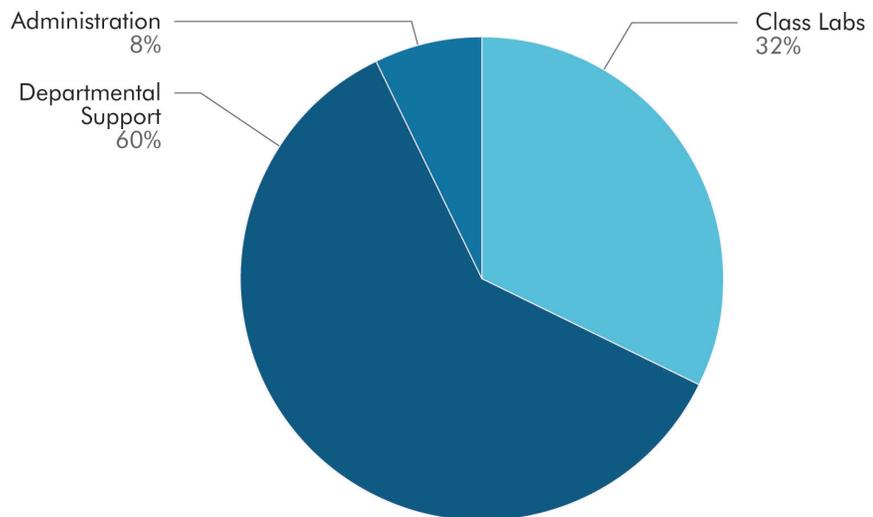


Except for early childhood/education, emergency management, and graphics and multimedia design, all of the department support or administrative offices are located in the Faculty Office Building. The School has an early childhood lab in Cook, and a graphics/multimedia lab and psychology lab in Wicks. In total, 12,363nasf is allocated to the School of Business and Liberal Studies:

Faculty Office Building	7,028nasf
Cook Hall	1,637nasf
Wicks Hall	3,698nasf

BLS - 2009 Net Assignable
Breakdown by Function

- Classroom / Lecture ●
- Laboratory ●
- Administration ●
- Departmental Support ●
- Research ●
- Assembly / Exhibition ●
- Student / Faculty Activity ●
- Library ●
- Residential ●
- Medical ●
- Special Use ●
- Central Service ●
- General Building Service ●
- Unassigned/Inactive ●
- Non-assignable ●

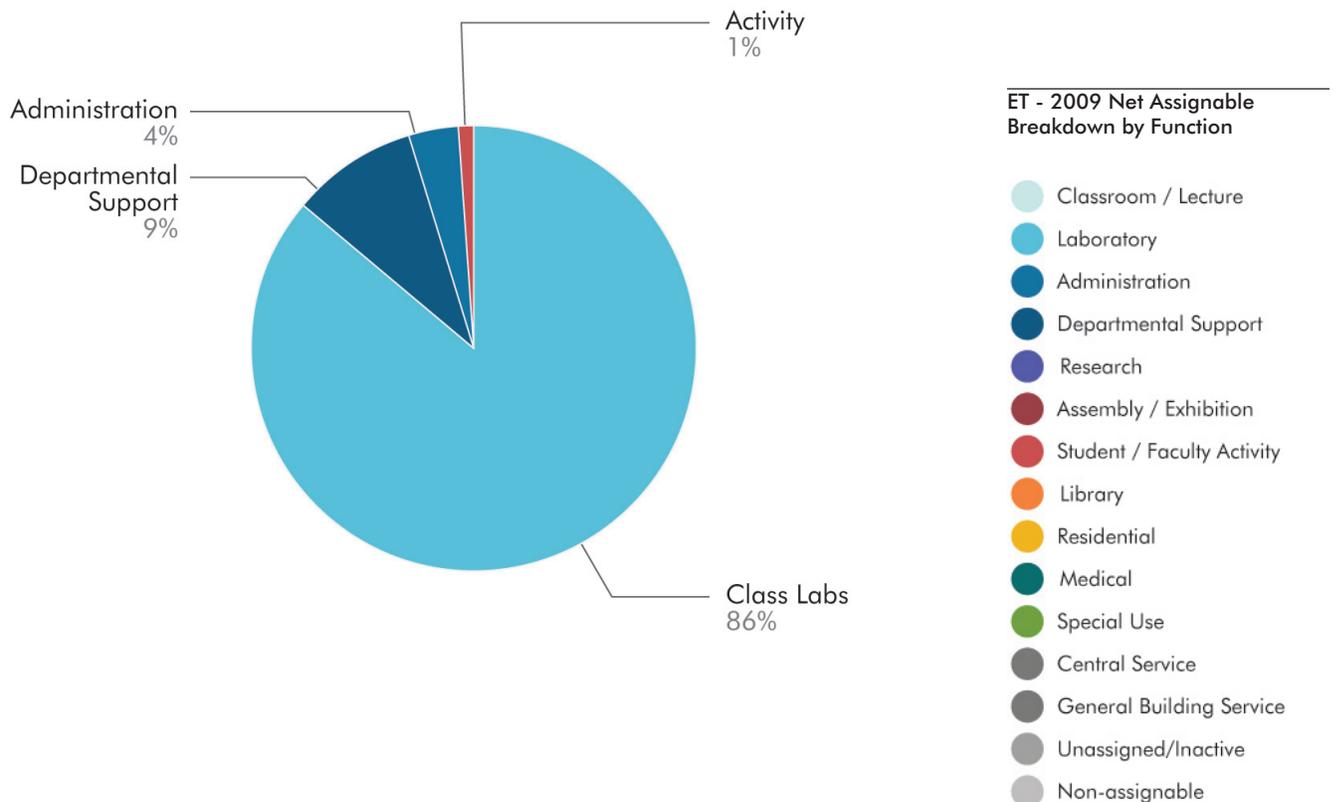


School of Engineering Technology

The departments of the School of Engineering Technology are:

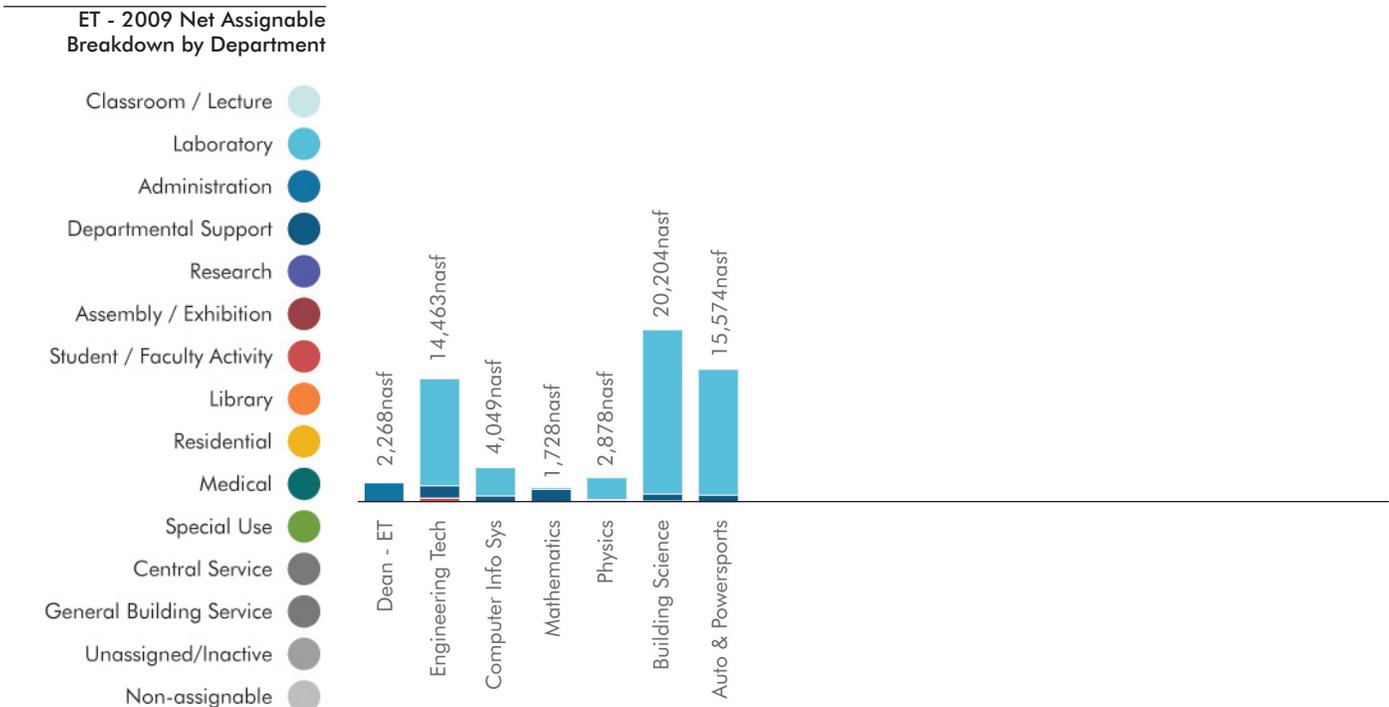
- Engineering (alternate and renewable energy systems, engineering science, electrical and mechanical engineering and technologies)
- Physics
- Mathematics
- Computer information systems
- Building science (construction, HVAC technology)
- Automotive and powersports

and they are overseen by the Office of the Dean.



The School of Engineering Technology is primarily located in two adjacent buildings: Nevaldine North and Nevaldine South, although faculty offices for mathematics and computer information systems are located in both Nevaldine North and the Faculty Office Building. A computer technology lab is also located in Wicks. This fragmentation, particularly of faculty offices, is of concern. Renovation of Nevaldine South was completed in 2010, providing the School with significantly upgraded facilities to support primarily the building sciences and the automotive and powersports programs. A total of 61,164nasf is allocated to the School of Engineering Technology:

Nevaldine Hall - North	18,895nasf
Nevaldine Hall - South	39,334nasf
Faculty Office Building	1,819nasf
Wicks Hall	1,116nasf

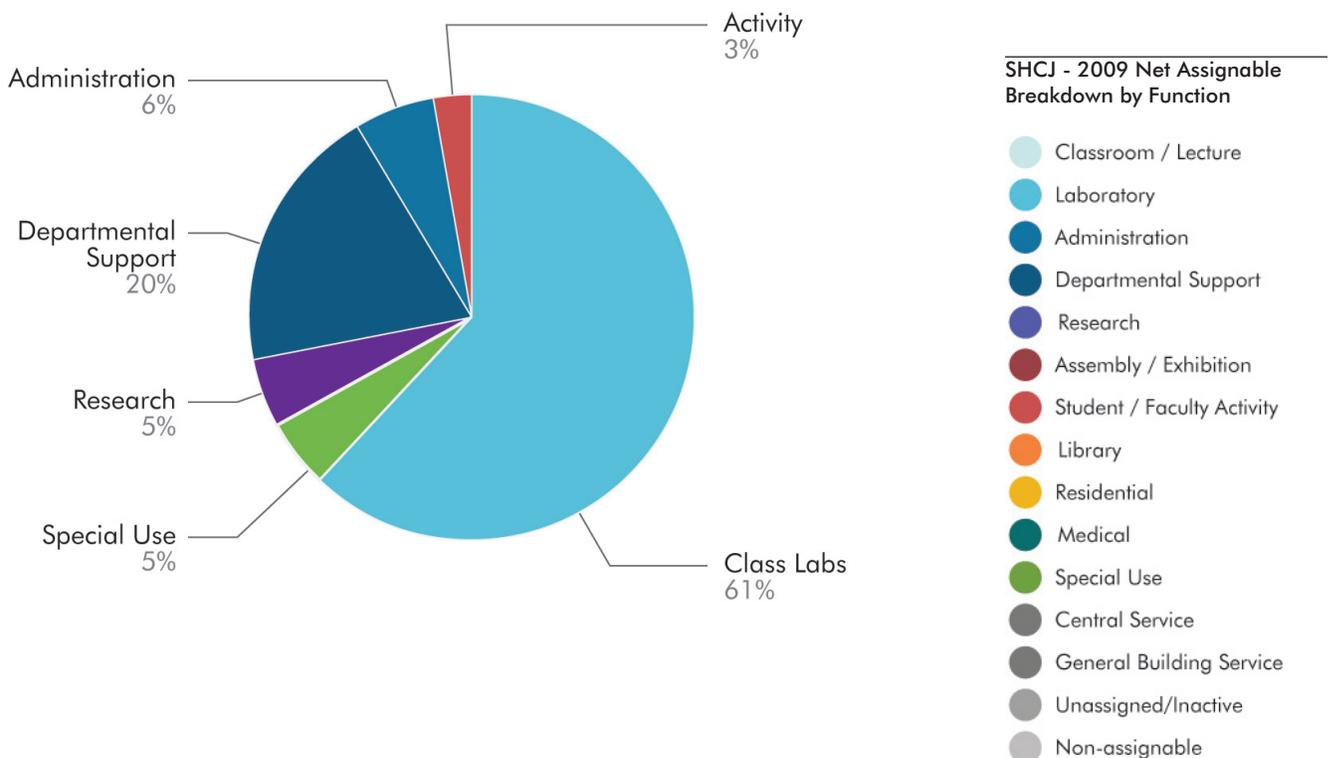


School of Science, Health & Criminal Justice

The departments of the School of Science, Health & Criminal Justice are:

- Life sciences (biology, chemistry)
- Criminal justice
- Sports management
- Health professions (funeral service administration, health science career studies, nursing, physical therapy assistant, veterinary science technology)

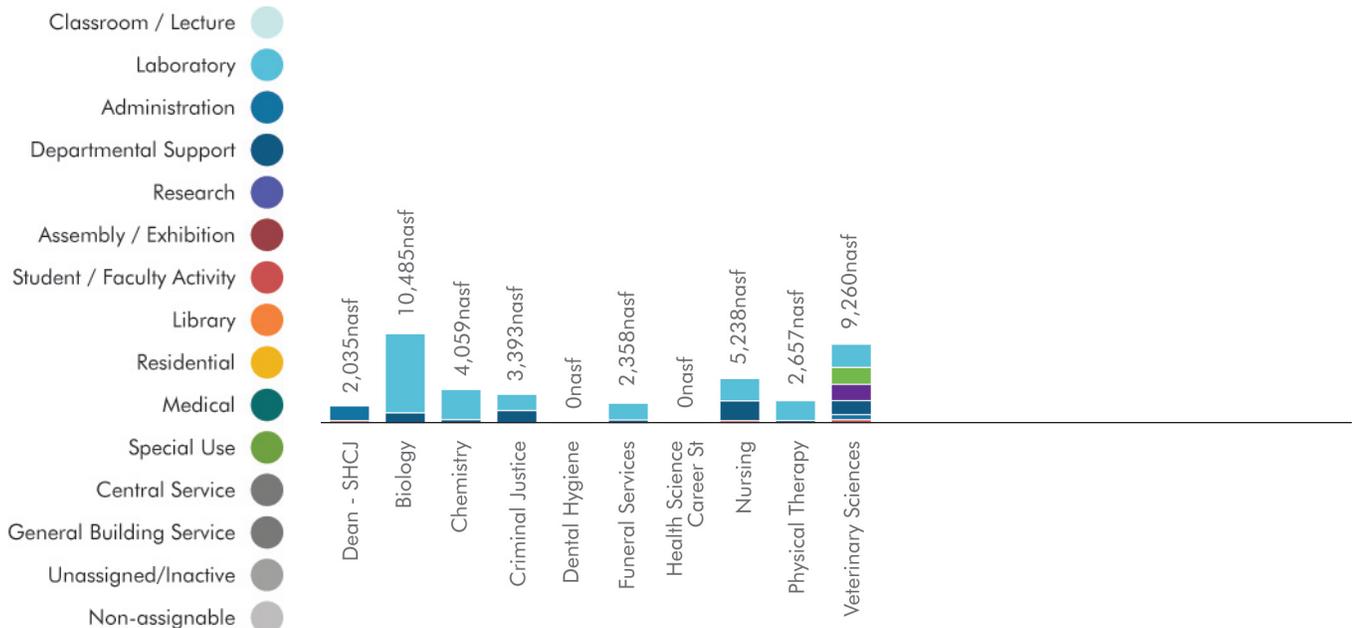
and they are overseen by the Office of the Dean. The sports management program is a brand new program which was not in place in fall 2009, the base year for this FMP.



The School of Science, Health & Criminal Justice is principally located in Cook Hall with the exceptions of criminal justice which is in Payson, nursing and physical therapy assistant which are in Wicks, and veterinary science technology which is in Newell. A total of 39,485nasf is allocated:

Cook Hall	21,031nasf	(life sciences, funeral service admin, dean)
Payson Hall	3,393nasf	(criminal justice)
Newell Vet Tech	7,166nasf	(veterinary science technology)
Wicks Hall	7,895nasf	(nursing, physical therapy assistant)

SHCJ - 2009 Net Assignable
Breakdown by Department

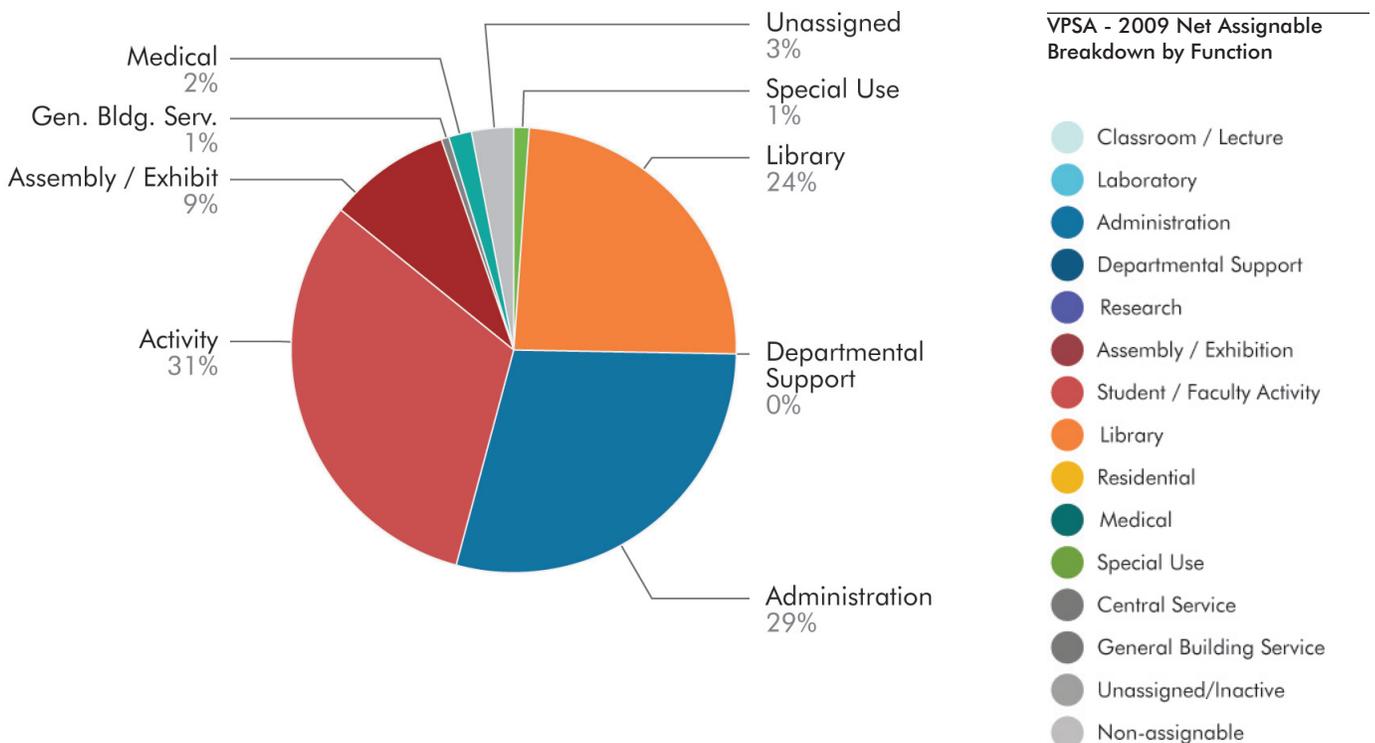


Vice President for Student Affairs

The Vice President for Student Affairs [VPSA] supports the preparation of students to live, learn, and lead in an increasingly complex and interrelated world by engaging and supporting students in activities that positively shape their out-of-class experiences. The Vice President is located in the Faculty Office Building, as is the Upward Bound program. Other reporting functions include:

- Campus and residential life, including resident hall administration, multicultural affairs, student union and activities (in Campus Center/Campus Center Addition)
- Various specialized student support units, including the accommodative services, student counseling, and student health (in the College Center and College Center addition)
- Library (located in Southworth)
- Computer services (in Southworth and in Wicks, with data closets also located in Chaney, Cook, French and Payson)
- Student service center in French
- Campus security and safety (in the Public Safety Complex)

These facilities reflect a variety of administrative offices, computer processing, library, student



activity, assembly and exhibition, and health space.

Net assignable space is located in:

Campus Center / Campus Center Addition	27,696nasf
Chaney Dining Hall	45nasf
Cook Hall	143nasf
Faculty Office Building	1,372nasf
French Hall	600nasf
Payson Hall	78nasf
Public Safety Complex	2,996nasf
Southworth Library	19,583nasf
Wicks Hall	1,230nasf

In addition, 1,657nasf of inactive space in Dana Hall is assigned because of the historic location of student health in this facility. Once new uses for this space are determined, it will likely be reassigned.

VPSA - 2009 Net Assignable
Breakdown by Department



Vice President for Institutional Advancement

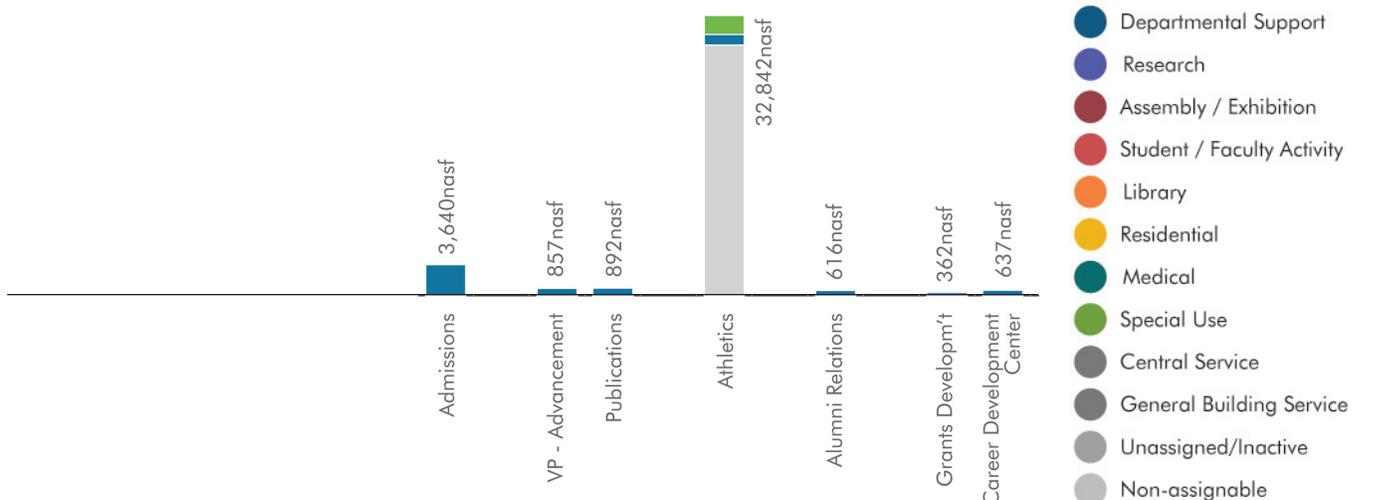
The role of institutional advancement at SUNY Canton is to raise awareness about the mission and programs of the College among the general public, promote understanding of the College among its varied constituencies, and secure public and private support essential to the fulfillment of the College’s mission. The Vice President is located in French Hall. The reporting functions include:

- Admissions (in French)
- Career development (in French)
- Publications (in the Faculty Office Building)
- Athletics (in Chaney Dining Hall)
- Canton College Foundation, development, and alumni relations (located in French and in the Faculty Office Building)

These facilities reflect principally administrative offices, with the added dimension of athletic and physical education facilities and other facilities supporting student athletes (open lab) or their competitions (media, food service). Net assignable space is located in:

Faculty Office Building	1,063nasf
Chaney Dining Hall	3,289nasf
French Hall	6,132nasf

In addition, 29,362nasf of inactive space in Dana Hall is allocated to this unit because of its historic and predominant use for athletics and physical education. Once new uses for this space are determined, it will likely be reassigned elsewhere. Athletics is only temporarily housed in Chaney until the CARC is completed. Once athletics is relocated to CARC, this unit will be allocated 102,910nasf, excluding the 498nasf classroom.



Vice President for Administrative Services

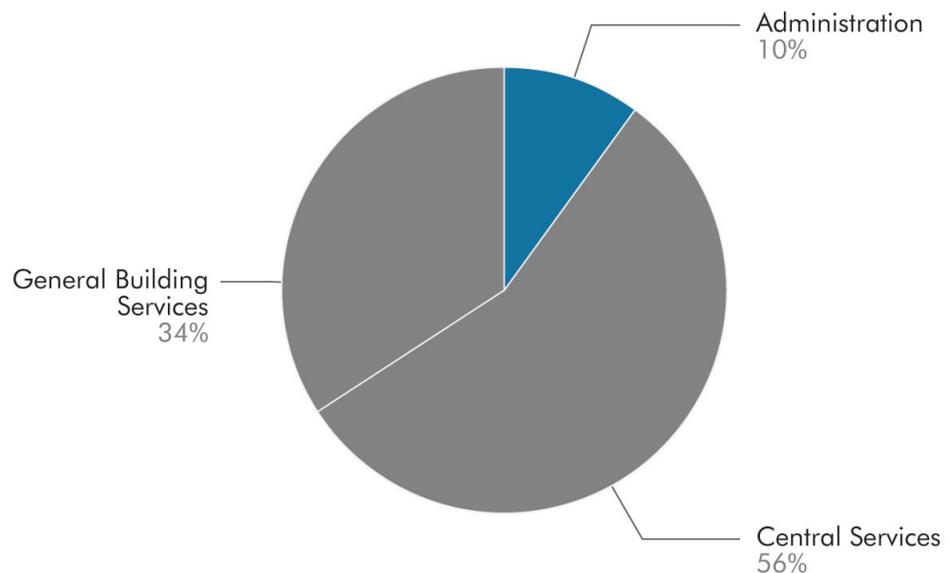
The Vice President for Administration has overall administrative and fiduciary responsibility for general institutional services and management of fiscal activities. The Vice President is located in the Faculty Office Building. Offices and services (located primarily in French) reporting to the Vice President include:

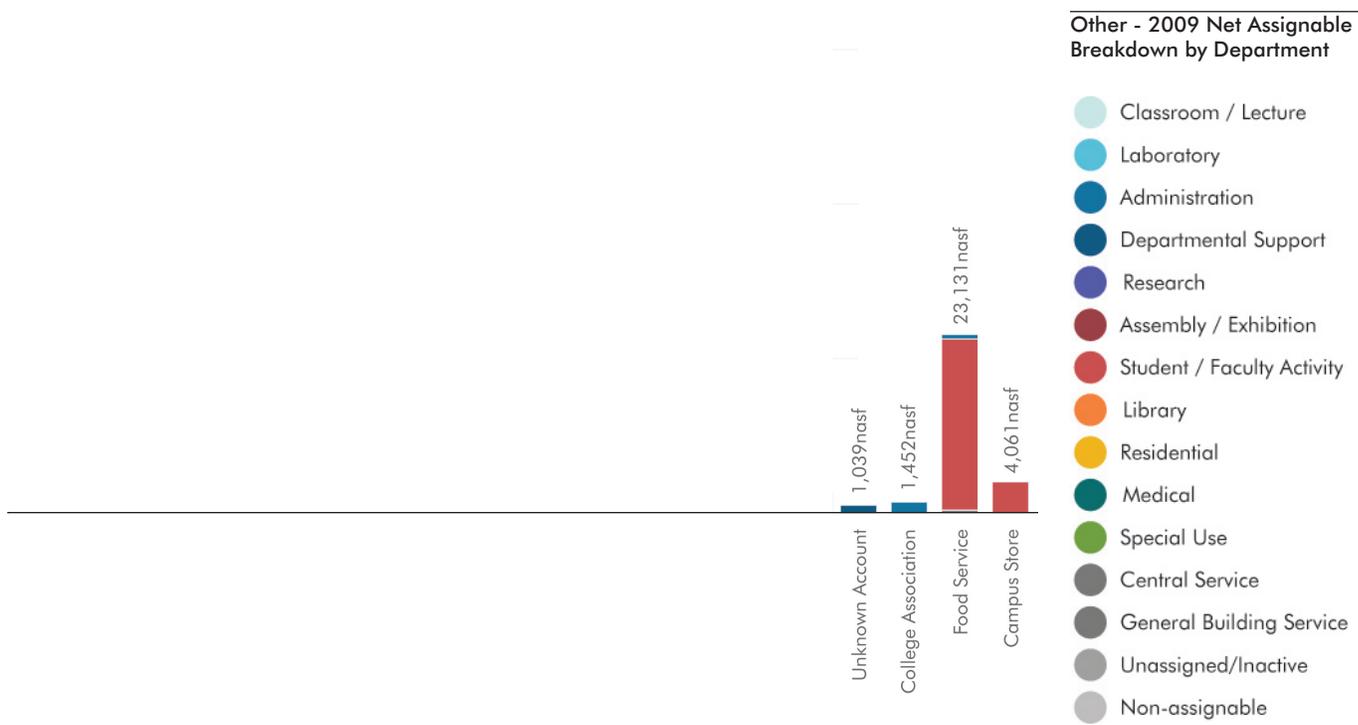
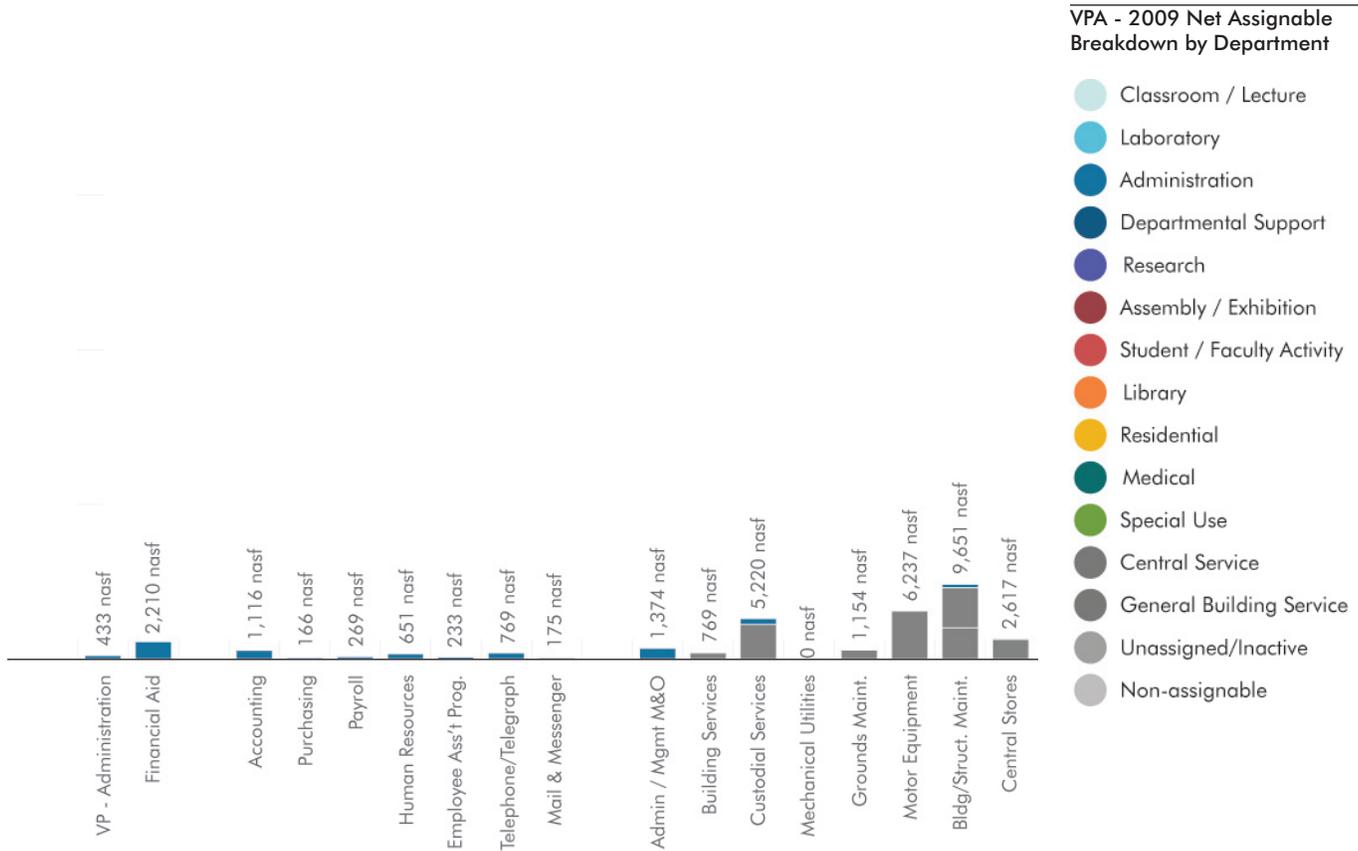
- Financial aid
- Business affairs, including accounting, purchasing, payroll, human resources, employee assistance program, telephone and telegraph, and mail and messenger

In addition, the Vice President is responsible for the facilities, maintenance, & operations unit with 27,023nasf located primarily in Cooper Service Building:

Administration	1,374nasf
Building Services	769nasf
Custodial Services	5,220nasf
Grounds Maintenance	1,154nasf
Motorized Equipment	6,237nasf
Building Structure Maintenance	9,651nasf
Central Stores	2,618nasf

VPA - 2009 Net Assignable
Breakdown by Function





CAMPUS-WIDE EXISTING SPACE USE BY BUILDING

There are currently 14 non-residential buildings on the SUNY Canton campus, 5 of which are suitable for their function, 8 of which are moderately suitable, and 1 which is not suitable. The suitability of campus buildings is described in detail in the Phase 2 Report. The Fall 2010 space distribution (by function and department) for all buildings is available in Appendix 3.1 of this report.

This section takes a closer look at each building and at their space use by function and by department.



Alumni House (President’s House)

Built in 1969 and occupied in 1970, this building was originally intended and served as the President’s residence. In 2006, however, it was repurposed as a meeting center and renamed the “Alumni House”. It is situated in the residential neighborhood to the southeast of the campus, and while convenient, it lacks any sort of public visibility.

Chaney Dining Hall

Built and occupied in 1966, the building has seen little investment since. Unlike many collegiate food service venues across the United States and SUNY, Chaney has not been renovated to support ala carte food court style dining. The building is also challenged by its location in that many students tend not to move up and down the hillside of Canton’s campus except once a day in each direction. The building has many attributes including its wood glue-laminated arches, and its location near the Grasse River. Better integration with its context (both the river and the spectrum of public spaces moving up the hillside) could easily reposition the building.

Convocation, Athletic & Recreation Center [CARC]

Built in 2010 and to be occupied in 2011, CARC was a major facilities initiative in SUNY Canton’s transition to a 4-year degree granting institution. This 140,00gsf facility allows a full range of student recreation and the potential of a robust year-round athletics program. CARC houses a large multi-purpose fieldhouse arena space, an indoor ice-rink, a small lap pool, a fitness center and a full complement of locker rooms and athletic/recreation support space. The building, designed as two phases but built in a single phase, replaces Dana Hall which was taken off-line due to concerns of impending structure failure in Fall 2007. Additional parking has been anticipated as part of a future phase project.



Chaney Dining Hall

CARC has one classroom and an athlete study space.

The building, however, is located physically distant from the center of the campus. Many institutions locate such facilities near the center of campuses to activate academic cores during off-hours. It is difficult to predict how this will impact facility utilization, but it is expected to be at minimum a modest handicap. All effort should be given to use of well designed open space to link CARC to adjacent housing and the core of the campus.

Another missing component is the lack of adjacent parking; however, the absence of such could institutionalize walking to CARC rather than driving from other areas of campus.

Cook Hall

Built and occupied in 1968, this building primarily supports science instruction on the second floor and a range of activities on the ground floor. The building is a serviceable simple double-loaded corridor, but with drab and opaque finishes, no socialization space and awkward adjacencies (i.e. Early Childhood Education is located next to Mortuary Sciences). The building's internal activities are not only obscure from the inside, they are also unclear from the outside and the building does little to capitalize on its central location.

Cook Hall has received little investment since opening and is due for upgrade and realignment.

Cooper Service Complex

Built and occupied in 1971, the Cooper Service Complex and associated storage and maintenance sheds support the Facilities group. The building functions within expectations, but could use modifications to adapt the 1970s building to today's demands. Cooper's service

CARC



areas and yards, however, are not sufficient for the College's needs. Additional shelter space for grounds vehicles would be beneficial, and the yards are highly visible due to the building's location and lack of effective screening from the College's entry drive.

Dana Hall

Built and occupied in 1968, this building was the original athletic and recreation building, housing a gym, natatorium and the campus health center. At the turn of the millennium the College was considering upgrading/replacing Dana with a larger and more robust facility. The decision to replace Dana was advanced by major structural deficiencies discovered in Dana's wood glue laminated arches in 2007 (the arches were delaminating).

At the time of this discovery, repairs to the arches were determined to be cost prohibitive and that building replacement was needed. Dana was cleared of its occupants and taken off-line. Since that decision, further investigation has yielded that the building can be saved, and this work is currently in process.

Recommending new uses for Dana is part of the FMP process and are intended to coordinate with the building coming back on-line in the late summer of 2011.

Faculty Office Building [FOB]

Built and occupied in 1972, FOB is a 6-story vertical faculty office building with all the isolating characteristics and inefficiencies that could suggest. While a centralized faculty office building has many merits (collaboration across departments, greater visibility, efficient deployment of shared resources, etc.), the vertical nature of the building and its small floor plate conspire against the best of intentions. Architecturally the building is not a landmark, despite its height.

Contemporary trends suggest that faculty and students should have a greater proximity to each other, and that such a demand overrides the rewards of faculty co-location (the possible exception being research institutions).

The most successful aspect of FOB is the lobby / food service venue and lounge space on the ground floor. This space succeeds through a simple combination of tables and seating, a food service venue and multiple circulation routes that converge in this space. This space connects Cook Hall, the upper floors of FOB, Wicks Hall and the main academic circulation spine of the campus. This set-up is enhanced by a lack of connection between the upper floors of Cook and Wicks Halls, thereby funneling more people into this space. This combination allows for a diverse range of people for all areas of campus to encounter and visually, professionally and socially connect with each other.

French Hall

Built and occupied in 1967, French Hall is the “front door” of SUNY Canton. It is located at the top of the hillside and near the highest point on campus. The building has always held a mixture of admissions and front-end student service space, but the building has limited assignable area and is over subscribed.

The building has recently had a reception / information desk located in the upper floor lobby.

Miller Campus Center

Built and occupied in 1968, this building was significantly expanded and renovated in 2002, but is widely regarded as a failure. While it houses a number of student-oriented departments such as Accessibility Services, student clubs, two food service venues and recreation space, the building does not have the energy that can be found in the lobby of FOB or Southworth Library. There is no synergy between these departments because their hours are not coordinated and the building is opaque and has significant “dead-zones” with no activity. This prevents people from viewing what is taking place behind corridor walls, and when casual encounters do happen, the building’s fit and finish do nothing to support lingering.

Additionally, the Kingston Theater is inappropriately scheduled as a lecture environment.

Nevaldine Hall (North and South)

Built and occupied in 1967, this building is used by the School of Engineering Technologies for classroom and class lab instruction. Referred to by its northern and southern portions, the latter was recently renovated and came back on-line in 2010. The renovated section significantly

Faculty Office Building



improves the performance of this double-loaded, single story building by creating numerous flexible instruction spaces and allowing visibility into key learning environments.

The College intends to expand this approach to the northern portion of the building in a renovation project in 2012 and 2013.

The north end of the building contains a lecture hall of outmoded design. There is also a food service venue located at the meeting of the two portions of the building that is undersized and poorly appointed, but a useful programming element for that portion of the campus.

Newell Veterinary Technology Building

Built and occupied in 2003, Newell is a purpose-built structure to house the College's Veterinary Technologies program and Cornell's Quality Milk program. The building is well liked and performs successfully; and while its location off the academic "spine" builds program identity and camaraderie, it also isolates the program from the rest of the campus.

Payson Hall

Built and occupied in 1968, this building is located physically adjacent to the Campus Center and houses a mixture of general classrooms and Criminal Justice space. This arrangement is inadequate for all occupants in that Criminal Justice does not have sufficient classroom or lab space, and that the building has few program elements that take advantage of the fact that many departments have instruction in the building's general classrooms. Payson has received little investment since its construction.

The building contains a lecture hall of outmoded design with a seating/desk configuration that does not effectively support peer-to-peer learning (should be a tight C-shape), provide intermediate aisles or ready access to natural light for better student engagement/retention.

Public Safety Complex (UPD)

Built and occupied in 1975, this house-like structure is home to the University Police Department [UPD]. It is ill-suited for a police facility and the location has the same draw-backs as the Cooper Services Complex.

Southworth Library

Built and occupied in 1968, Southworth is the most successful building on campus through a skillful combination of furnishing replacement, library and tutoring services, an effective learning commons design and a small but attractive food service venue. The success of this programming, combined with the energetic perspective of library staff that the library is student

space, means that much of the social energy that should be happening in the Campus Center is happening in the Library instead. The amount of activity impinges upon the ability of students to have quiet study space.

The lower level of the library is generally used for IT services and is difficult to access by the campus population.

Wicks Hall

Built and occupied in 1972, Wicks is home to the School of Science, Health & Criminal Justice departments of Nursing and Physical Therapy on the lower level and the School of Business & Liberal Studies' Graphic & Multimedia Design [GMMD] on the upper level. The Nursing and Physical Therapy areas of the double-loaded building have received recent investments that have modernized lab spaces and opened up programmed space to the corridor. The College is pursuing plans to renovate the upper floor in a similar fashion.

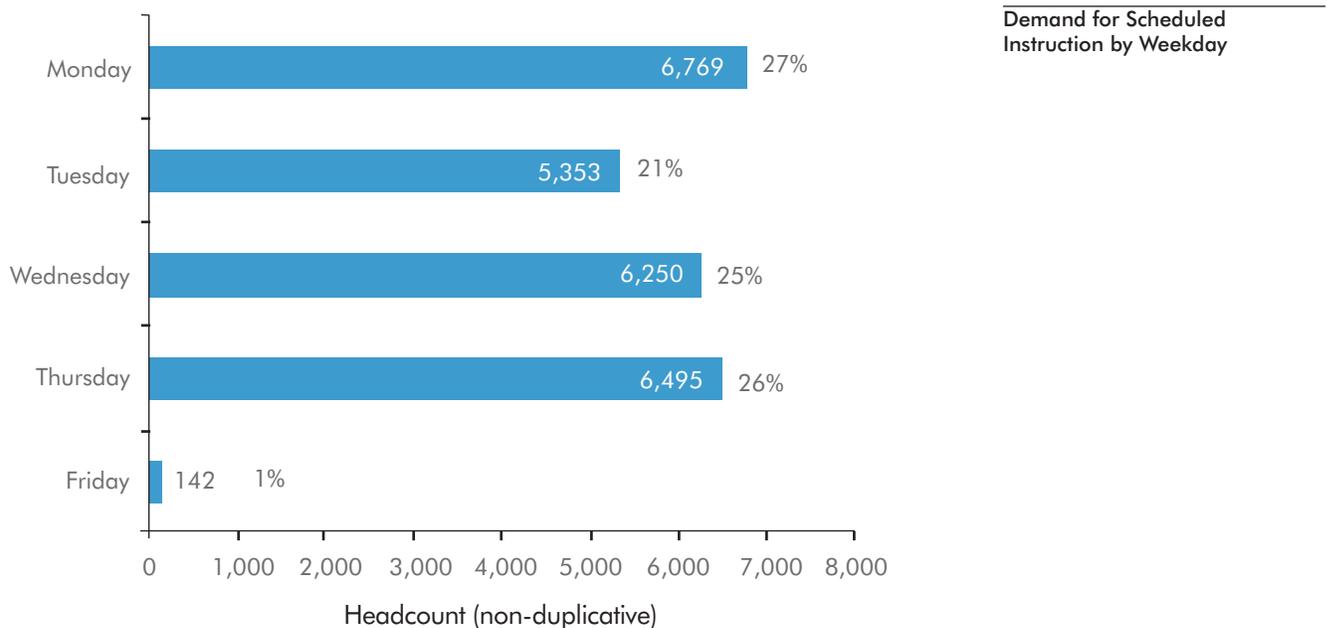
The building contains a lecture hall of outmoded design with a seating/desk configuration that does not effectively support peer-to-peer learning (should be a tight C-shape), provide intermediate aisles or ready access to natural light for better student engagement/retention.

C – SPACE UTILIZATION & CAPACITY

OVERVIEW OF CURRENT SPACE UTILIZATION

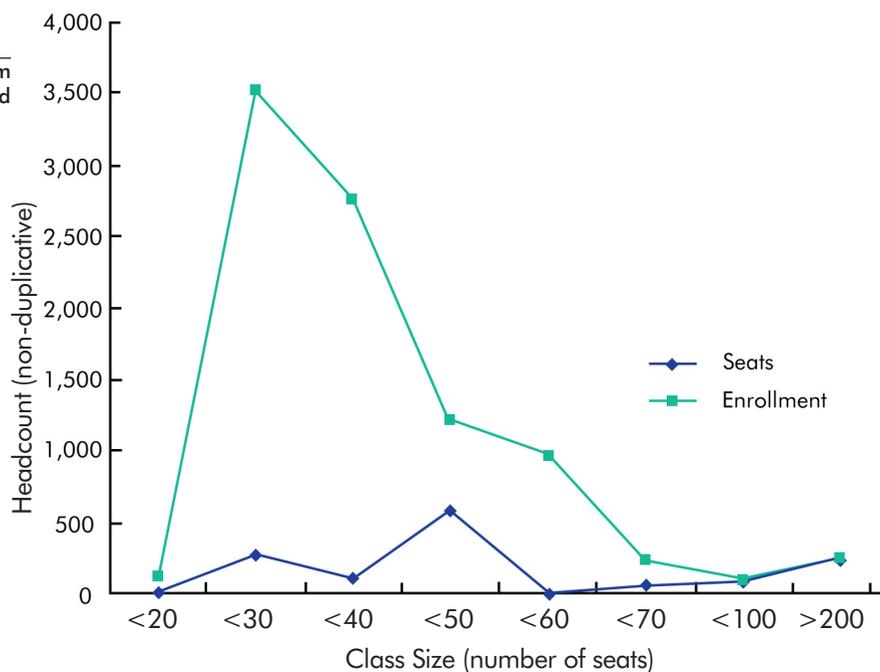
Analysis of current space utilization focused on the College’s instructional resources and other facilities that support instruction and for which data were available. The demand for scheduled instruction is based on the College’s registration data for fall 2009. Demand for scheduled instruction also considered the time of day and day of week.

The classic higher education model of instructional delivery for the arts and sciences, with courses scheduled typically on Monday, Wednesday and Friday and lab sections offered on Tuesday and Thursday does not present itself at SUNY Canton. The College has developed a four-day instructional delivery schedule that allows it to reduce service and utilities on Friday and the weekend in most of its academic buildings. While instructional delivery is fairly evenly distributed across this four day week with the total average contact hours scheduled between 17.1 and 18.4, Monday and Thursday were the busiest days for classrooms, with an average of 10.7 and 11.0 contact hours scheduled per day. Tuesday and Wednesday were scheduled slightly more for class labs, with an average of 9.5 and 8.4 contact hours, respectively. Enrollment on Friday focused on use of the distance learning classrooms and the health sciences labs. On the days when classes are scheduled, the heaviest demands tend to be from 9:00am until about 4:00pm. SUNY Canton had only modest demand for night classes, representing only about 5% of the enrollment.



	NASF	Cap.	Station Size	Avg RUR	RUR% Stan'd	Avg SUR	SUR% Stan'd	Avg UR	UR% URStan'd
Gen. Clsrms	18,221	942	19	42.0	119%	68%	85%	28.6	101%
DL Classrooms	2,093	78	27	21.6	61%	64%	80%	13.9	49%
	20,314	1,020	20	31.8	90%	66%	83%	21.2	75%
Lecture Halls	4,931	318	16	41.9	118%	45%	56%	19.0	67%
Overall	25,245	1,338	19	36.9	104%	56%	69%	20.1	71%

	NASF	Cap.	Station Size	Avg RUR	RUR% Stan'd	Avg SUR	SUR% Stan'd	Avg UR	UR% URStan'd
Comp. Labs	4,474	122	37	39.2	111%	66%	82%	25.8	91%
Science Labs	11,465	256	45	26.1	92%	70%	87%	18.2	80%
Eng. & Tech Labs	18,555	194	96	27.1	96%	56%	70%	15.2	67%
Media Lab	1,301	24	54	41.0	145%	57%	71%	23.2	102%
Health, Ed & CJ	6,599	132	50	27.9	96%	89%	111%	24.7	109%
Overall	42,394	728	58	32.3	108%	68%	84%	21.4	90%



As recent enrollments have increased, however, the College is finding it challenging to meet demands for classroom and class lab space within this four-day schedule. In addition, faculty particularly raised concerns that the “inactivity” of Friday may not show well to potential students who often visit the campus on Fridays. Many indicated that showcasing the hands-on learning facilities with students and faculty fully engaged is a prime selection motivator for potential students and parents alike. With the enrollment goals reflected in this FMP, the College will likely have to consider and implement interim alternatives to meet especially classroom and class lab demands. Strategies for the College include expanding scheduling to evenings, Fridays, and possibly Saturdays; leasing off campus facilities, and installing temporary buildings. The success of selected strategies will necessarily be contingent on the specific program and its respective needs, however.

UTILIZATION & CAPACITY OF CLASSROOMS

The standard definition of utilization of classrooms involves two major components—room utilization, or average number of hours scheduled, and station utilization, or the percentage of available stations filled. Overall utilization is frequently expressed as a product of these two components:

$$\text{Number of Hours Scheduled} \times \text{Percentage of Stations Filled}$$

The capacity of a classroom depends primarily on the size of the stations, including an allocation for the instructor’s station and internal circulation. Guidelines set expectations for these factors.

To benchmark SUNY guidelines for classroom and station utilization, comparisons were made with guidelines currently being used in Maryland and Pennsylvania. The comparative standards for room utilization rates [RUR] of classrooms show differing expectations regarding the number of hours per week available for scheduling and the expectations regarding the rate at which classrooms should be scheduled. Maryland has the lowest expectations regarding the number of hours per week a classroom should be scheduled, while Pennsylvania has the highest. SUNY sets the availability of hours per week at 40 hours with a standard of 75% RUR, setting the expectation that 30 hours per week are to be scheduled and this number is to be adjusted by 1.18, increasing the expectation effectively to 35.4 hours. The recommended FMP guideline for RUR sets the same 30 hours scheduled per week as the SUNY guidelines, equivalent to 40 hours a week availability, or 75% RUR, but without the 1.18 adjustment.

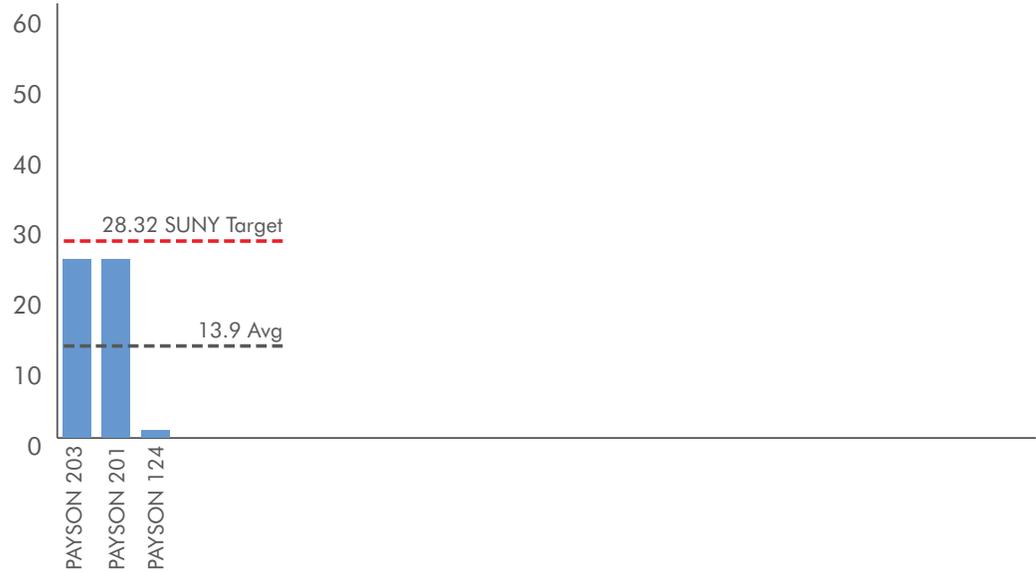
Standards				Canton Performance per SUNY Standards		
	SUNY	MD	PA		Canton RUR	% Standard
Classrooms				Classrooms		
Weekly Hrs Available	40 hrs	45 hrs	50 hrs	Classrooms	42.0	119%
RUR	75%	60%	75%	DL Classrooms	21.6	61%
Scheduled Hrs	30 hrs	27 hrs	37.5 hrs	Classroom Avg	31.8	90%
Comment	Adjusted by 1.18	NA	NA	Lecture Halls	41.9	119%
	= 35.4 hrs			Classroom/Lecture Hall Avg	36.8	104%

Applying these standards to Canton classroom inventory indicates that on average, Canton’s general classrooms exceed all of the expectations, whether SUNY, Maryland, or Pennsylvania. Of all of the scheduled general classrooms, only NEV-N 113, NEWELL 107, PAYSON 202, and PAYSON 204 met less than 80% of the SUNY RUR standard. Its distance learning classrooms exceed only the Maryland room utilization expectations, although PAYSON 201 and 203 were above 80% of the SUNY standard. Lecture halls, on average, meet the SUNY, Maryland, and Pennsylvania expectations and are at 118% of SUNY expectations. Only PAYSON 219 is below 100% of standard, and it is at 86%.

SUNY Canton Fall 2009 Classroom Utilization:

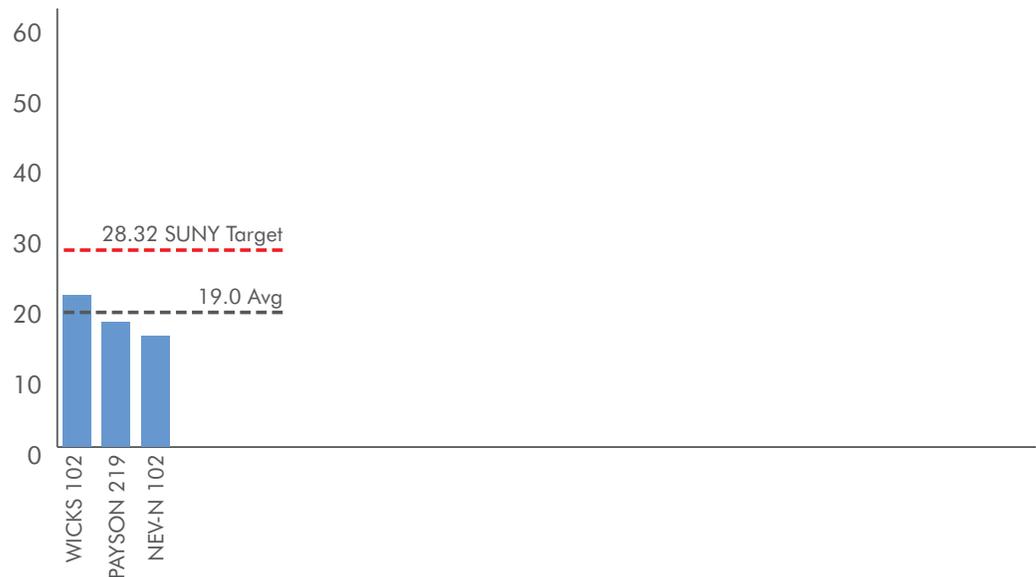
	Avg RUR	RUR % Stan’d	Avg SUR	SUR % Stan’d	Avg UR	UR % Stan’d
General Classrooms	42.0	119%	68%	85%	29	101%
COOK 102	53.8	152%	66%	83%	36	125%
COOK 206	42.8	121%	63%	79%	27	96%
NEV-N 113	18.0	51%	65%	81%	12	42%
NEV-N 115	45.8	129%	58%	73%	27	94%
NEWELL 107	16.4	46%	95%	119%	16	55%
NEWELL 109	71.6	202%	56%	70%	40	143%
PAYSON 109	35.6	101%	66%	83%	23	83%
PAYSON 111	73.8	208%	72%	90%	53	189%
PAYSON 202	17.6	50%	95%	119%	17	59%
PAYSON 204	23.4	66%	69%	86%	16	57%
PAYSON 205	34.0	96%	57%	71%	20	69%
PAYSON 206	35.2	99%	70%	88%	25	87%
PAYSON 209	41.0	116%	60%	75%	25	87%
PAYSON 211	58.0	164%	71%	89%	41	146%
PAYSON 212	41.6	118%	58%	73%	24	85%
PAYSON 213	44.4	125%	66%	83%	29	103%
PAYSON 214	32.0	90%	62%	78%	20	70%
PAYSON 215	54.0	153%	66%	83%	36	126%
PAYSON 216	51.0	144%	79%	99%	40	142%
WICKS 202	47.0	133%	71%	89%	33	118%
WICKS 204	62.0	175%	76%	95%	47	167%
WICKS 206	51.6	146%	66%	83%	34	120%
WICKS 208	52.9	149%	73%	91%	39	137%
WICKS 219	4.6	13%	50%	63%	2	8%

DL Classrooms - Overall Utilization Rate (UR)



	Avg RUR	RUR % Stan'd	Avg SUR	SUR % Stan'd	Avg UR	UR % Stan'd
DL Classrooms	21.6	61%	64%	80%	14	49%
PAYSON 124	23.4	17%	19%	24%	1	4%
PAYSON 201	44.1	74%	97%	121%	25	89%
PAYSON 203	32.6	92%	78%	98%	25	89%

Lecture Halls - Overall Utilization Rate (UR)



None of Canton’s classrooms or lecture halls met any expectations for station utilization, and SUR for the lecture halls is low. The lower station utilization for distance classrooms is a product of the technology; while the room is scheduled for use, no one is often seated in the room, so the SUR is 0%, which has a negative impact on the average station utilization. Even with this condition, the distance classrooms at Canton meet 80% of the SUNY expectation.

Overall utilization of Canton’s general classrooms exceeds SUNY expectations, however, the four-day schedule has not lowered the utilization of classrooms. The distance learning classrooms, despite the instructional delivery nuances relative to station utilization, still meet 76% of SUNY expectations. Lecture halls, however, only meet 43% of overall utilization expectations.

A concern relative to classrooms is station size. The SUNY standards vary from 16 to 20nasf per station for classrooms and from 11 to 18nasf for lecture halls. By comparison, the standard in Maryland is 20nasf and in Pennsylvania, 22nasf; neither of these states distinguish between classrooms and lecture halls, recognizing that today’s lecture halls are more than assembly spaces. They must accommodate much more active learning, even with fixed continuous seating, than the auditoria venue of old. Canton’s average station size for general classrooms is at 19nasf, not quite sufficient to accommodate flexible learning environments. Its distance learning classrooms, however, are reasonably sized at 22nasf per station. The lecture hall station size is a low 15nasf per station and reflects the aged condition of its large lecture halls. The FMP recommended station size is 22nasf + 1nasf for support = 23nasf. This station size conservatively supports demands for flexible seating arrangements in response to collaborative teaching approaches, as well as a wide variety of emerging types of classrooms, including seminar rooms and breakout classrooms.

Standards				Canton’s Performance per SUNY Standards	
	SUNY	MD	PA		Station Size
Classrooms	16-20nasf	20nasf	22nasf	Classrooms	
Lecture Hall	11-18nasf			Classrooms	19
Service Factor	Excluded	Included	Included	DL Classrooms	27
		Class-room	Class-room	Classroom Avg	20
		NA	10%		
				Lecture Halls	16
				Classroom/Lecture Hall Avg	19

Consideration was given to the existing classroom inventory in terms of existing capacity and demand for those classrooms based on the fall 2009 demand for classrooms of a given size, using the maximum enrollment for a given course section. This analysis suggests that based on SUNY RUR standards, Canton in fall 2009 would need five more classrooms than its existing 30 classrooms and lecture halls. It further indicates that, based on the fall 2009 instructional delivery, fewer classrooms in the 40 to 50 station range would be needed, and more are needed in the 20 to 30 and 30 to 40 station ranges. Finally it suggests that demand is not high for lecture halls over the 100 capacity, of which Canton has two.

The second part of this analysis considers the impact of rightsizing the existing classrooms and how this right-sized distribution of classrooms and lecture halls corresponds to demand. In rightsizing the existing inventory, the numbers of large sized lecture halls and larger classrooms are shifted into smaller capacity rooms. More classrooms (15) are in the 20 to 40 station ranges than currently exists (12). At the small classroom end of the distribution, however, Canton would have too many small classrooms—4 instead of the needed 1.

The planning issue, however, is how to ensure flexibility for an unknown future, while maximizing to the extent possible station utilization. In general registrars, department chairs, academic deans, and provosts would say that the planning principles should minimize the number of too small classrooms and to err on the side of having larger capacity classrooms than needed, sacrificing station utilization if need be. The emergencies that occur in instructional delivery—the loss of a faculty member and the need to combine sections, for example—as well as the need to achieve optimal productivity, meet unexpected higher demand, or respond to new instructional delivery strategies, all imply that prudent planning for Canton show adding classrooms in the 35 to 45 station range and consider repurposing the rightsized smaller classrooms if possible.

Demand for Classrooms and Lecture Halls and Impact of Rightsizing:

Clssrm/ LH Size	# Exist.	# Required		# Rightsized	# Required	
		SUNY RUR	Diff		SUNY RUR	Diff
≤ 20	1	1	0	4	1	-3
≤ 30	9	17	+8	7	17	+10
≤ 40	3	10	+7	8	10	+2
≤ 50	13	4	-9	4	4	0
≤ 60	1	2	+1	4	2	-2
≤ 70	0	0	0	1	0	-1
≤ 100	1	1	0	2	1	-1
≤ 150	2	0	-2	0	0	0
	30	35	+5	30	35	+5

	NASF	Existing Capacity	Rightsized Capacity
NEWELL 107	386	26	16
NEV-N 113	428	18	18
WICKS 219	463	26	19
PAYSON 216	491	28	20
PAYSON 202	508	27	21
PAYSON 124	603	24	25
PAYSON 204	647	35	27
COOK 206	665	37	28
PAYSON 203	688	30	29
COOK 102	689	38	29
PAYSON 109	728	45	30
PAYSON 206	746	42	31
PAYSON 209	737	42	31
PAYSON 211	738	42	31
PAYSON 214	743	42	31
PAYSON 215	738	42	31
PAYSON 213	738	43	31
NEWELL 109	780	50	33
PAYSON 201	802	24	36
NEV-N 115	896	30	41
WICKS 202	929	45	42
WICKS 204	922	45	42
PAYSON 111	935	30	43
PAYSON 205	1,025	48	51
WICKS 208	1,048	48	52
PAYSON 212	1,107	55	55
WICKS 206	1,134	48	57
PAYSON 219	1,377	84	69
NEV-N 102	1,674	110	84
WICKS 102	1,880	124	94

UTILIZATION & CAPACITY OF LABORATORIES

As with classrooms, class lab utilization involves the two same major components—room utilization, or average number of hours scheduled, and station utilization, or the percentage of available stations filled. Overall utilization is frequently expressed as a product of these two components:

$$\text{Number of Hours Scheduled} \times \text{Percentage of Stations Filled}$$

The capacity of a class lab depends primarily on the size of the stations, including an allocation for the instructor’s station and internal circulation. Guidelines set expectations for these factors; however, class lab station sizes may vary depending on the discipline or sets of disciplines.

The comparative standards for room utilization rates [RUR] of class labs show again differing expectations regarding the number of hours per week available for scheduling and the expectations regarding the rate at which class labs should be scheduled. SUNY also makes an adjustment of 1.18 to the number of scheduled hours expected for class labs, effectively increasing the expectation to 28.32 hours, the highest among these three states. Maryland has the lowest expectations regarding the number of hours per week a classroom should be scheduled, while SUNY has the highest, although Pennsylvania is quite close to SUNY. The recommended FMP guideline distinguishes computer labs and discipline specific labs, with scheduling expectations of 30 hours for computer labs, equivalent to the classroom RUR, and 24 hours for discipline labs.

Standards				Canton’s Performance per SUNY Standards		
	SUNY	MD	PA		SUNY RUR	% Standard
Class Lab				Computer Lab	30.2	111%
Weekly Hrs Avail.	40 hrs	45 hrs	50 hrs	Discipline Labs		
RUR	60%	33-47%	46%	Science	26.1	92%
Sched-uled Hrs	24 hrs	15-21 hrs	23 hrs	Engineering & Tech	27.1	96%
				Media	41.0	145%
Comment	Adjusted by 1.18	Adj by size	NA	Professional	27.9	96%
	= 28.32hrs	15 hrs < 3000FTDE		Discipline Lab Avg	30.5	108%
		18hrs 3001-6000FTDE		Class Lab Avg	32.3	108%
		21hrs < 6000 FTDE				

Applying these standards to Canton’s class lab inventory indicates that on average, all of Canton’s class labs exceed both Maryland’s and Pennsylvania’s expectations for room utilization, but only its media lab exceeds the SUNY expectation. The computer labs are close to the FMP expectation for RUR, while the discipline class labs all exceed the FMP expectation.

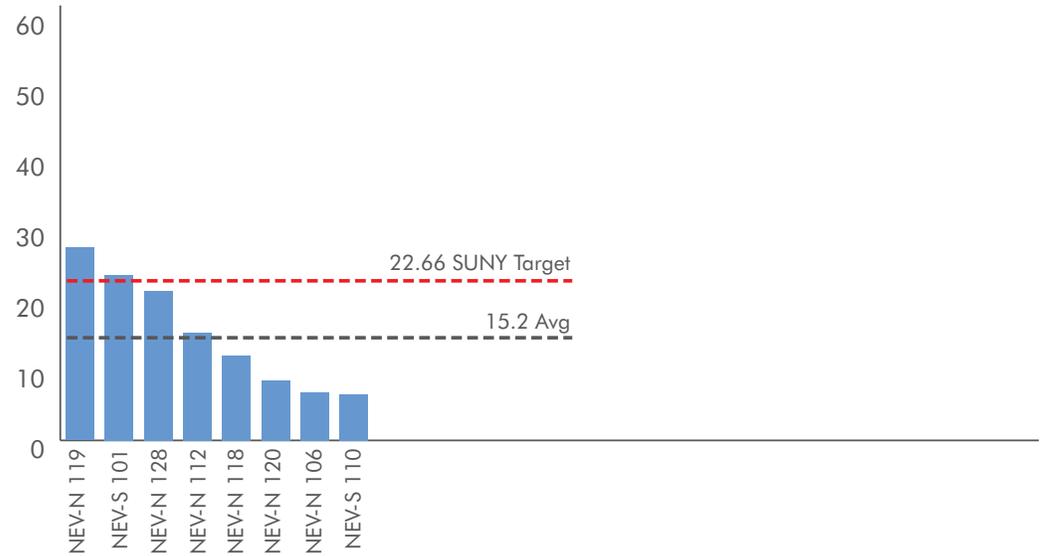
SUNY Canton Fall 2009 Class Lab Utilization:

		Avg RUR	RUR % Stand'd	Avg SUR	SUR % Stand'd
Computer Labs		39.2	111%	66%	82%
NEV-N 124	COMPUTER LAB	40.8	115%	36%	45%
WICKS 212	TECH. COMP LAB	26.2	74%	76%	95%
WICKS 006	COMPUTER LAB	45.6	129%	80%	100%
WICKS 008	COMP DRAFT LAB	44.3	125%	72%	90%
Science Labs		26.1	92%	70%	87%
COOK 131	MED TECH LAB	9.0	32%	61%	76%
COOK 200	CHEMISTRY LAB	18.0	64%	70%	88%
COOK 201	CHEMISTRY LAB	31.6	112%	69%	86%
COOK 205	SCIENCE PRACTIUM	6.0	21%	63%	79%
COOK 211	ANATOMY PHYS LAB	60.0	212%	77%	96%
COOK 213	MICROBIOLOGY LAB	7.6	27%	85%	106%
COOK 219	BIOLOGY LAB	30.0	106%	67%	84%
COOK 224	BIOLOGY LAB	39.0	138%	68%	85%
NEV-N 125	PHYSICS LAB	32.8	116%	97%	121%
NEV-N 129	PHYSICS LAB	27.0	95%	43%	54%
Engineering & Tech Labs		27.1	96%	56%	70%
NEV-N 128	COMPUTER LAB	43.2	153%	49%	61%
NEV-N 119	COMP DRAFT LAB	42.0	148%	65%	81%
NEV-N 112	ELEC MACH LAB	26.2	93%	58%	73%
NEV-N 118	ELEC CIRC LAB	22.0	78%	54%	68%
NEV-N 120	ELECTRON LAB	17.0	60%	51%	63%
NEV-S 101	HVAC LAB	43.6	154%	54%	68%
NEV-S 106	MACH TOOLS LAB	10.0	35%	68%	85%
NEV-S 110	MATL TEST LAB	13.0	46%	50%	63%
Media Lab		41.0	145%	57%	71%
WICKS 213	GMMD MEDIA LAB	41.0	145%	57%	71%

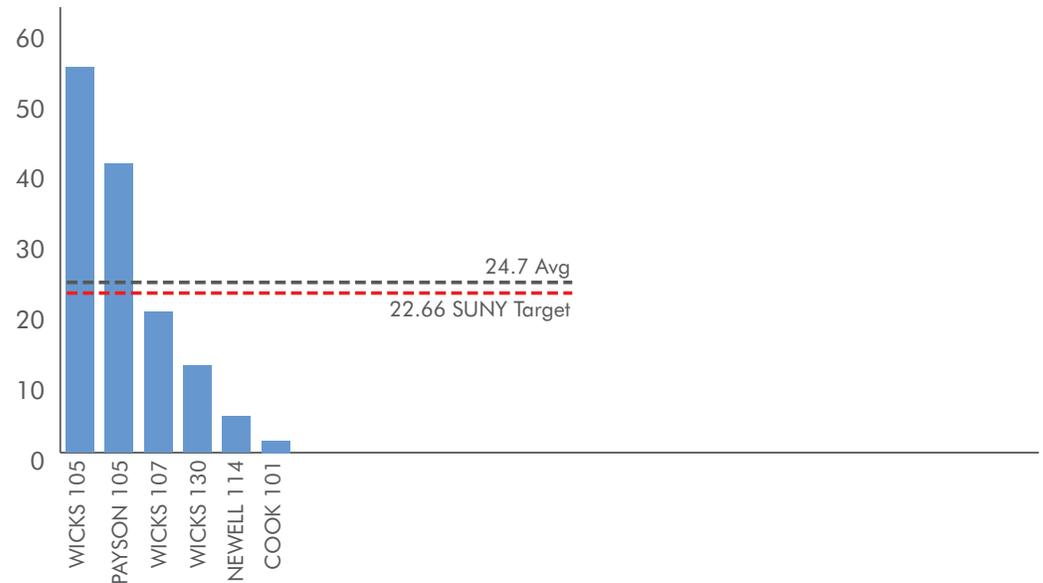
Health, Education & CJ Labs			27.9	96%	89%	111%
NEWELL 114	LRG ANIMAL CLSRM	6.0	21%	85%	106%	
WICKS 105	NURSING LAB	48.8	172%	112%	140%	
WICKS 107	NURSING LAB	15.0	53%	133%	166%	
WICKS 130	PT LABORATORY	43.6	154%	28%	35%	
COOK 101	EARLY CHILDHOOD	1.8	6%	94%	118%	
PAYSON 105	CJ LECT/LAB	51.9	183%	79%	99%	

Relative to station utilization in classrooms, both SUNY and Maryland have the most aggressive expectations for station utilization rates [SUR]—80. The recommended FMP SUR also is set at 80%.

Engineering & Tech. Labs -
Overall Utilization Rate (UR)



Health, Education & CJ Labs -
Overall Utilization Rate (UR)

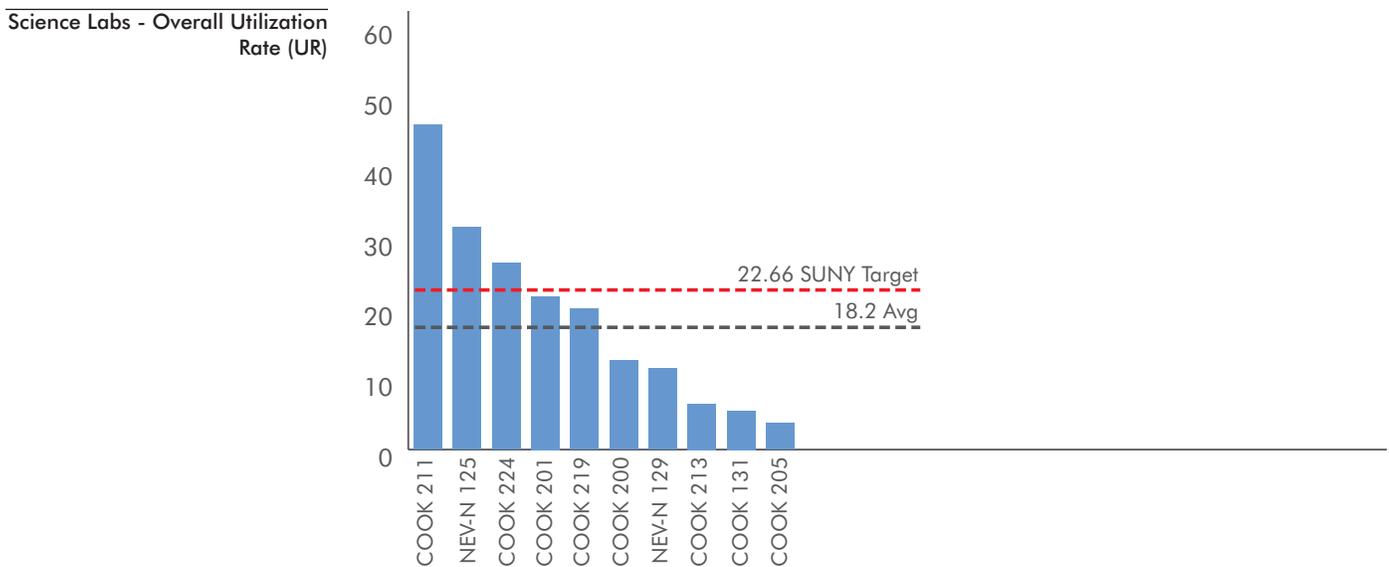
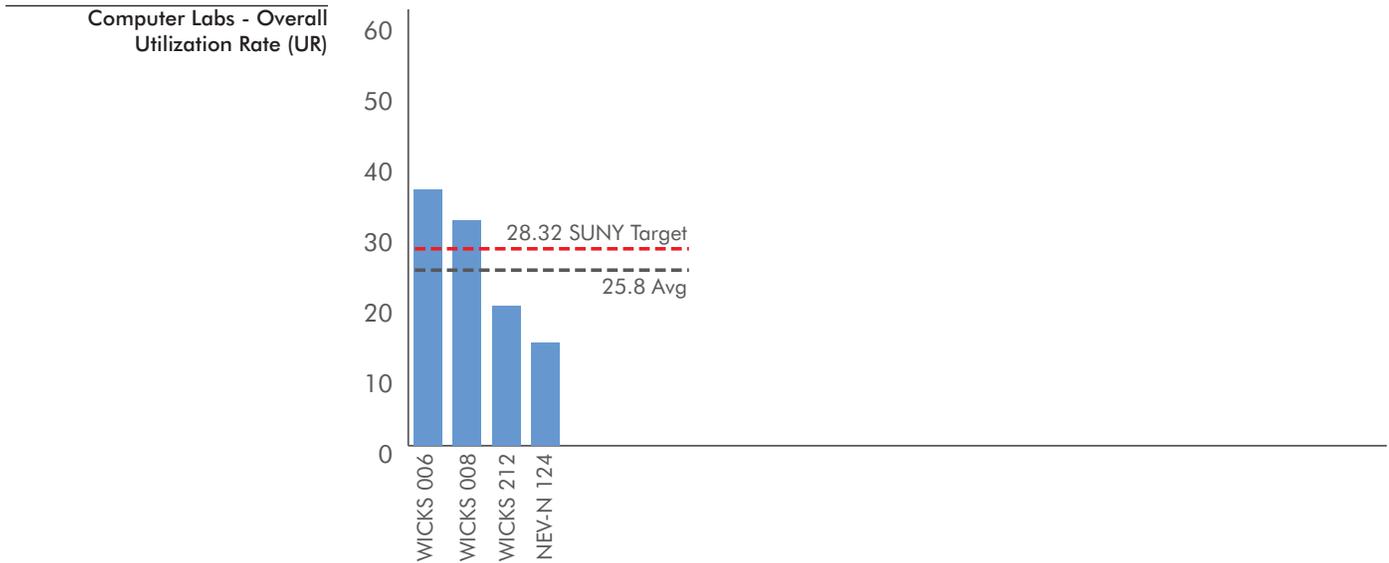


Standards				Canton's Performance per SUNY Standards		
	SUNY	MD	PA		SUNY SUR	% Standard
Class Lab SUR	80%	80%	70%	Computer Lab	68%	82%
				Discipline Labs		
				Science	70%	87%
				Engineering & Technology	56%	70%
				Media	57%	71%
				Professional	89%	111%
				Discipline Lab Avg	68%	85%
				Class Lab Avg	68%	84%

Station utilization rates for class labs in general are higher than those for classrooms, since these facilities are typically costly to build and maintain. For the professional studies group of class labs, including those for early childhood/education, criminal justice, and health professions, on average they meet the most aggressive standards of SUNY and Maryland, indicating that when class labs are scheduled, stations are filled to capacity. The remaining class labs, however, do not meet SUR expectations of SUNY and Maryland. All of the class labs, however, meet the SUR expectations of Pennsylvania.

Overall utilization of class labs indicates that the media lab and the professional studies labs exceed utilization expectations, and the computer and science labs are at 80% of expectations. Only the engineering and technology labs appear to be not used as extensively as they should be. This observation may well be tempered by the fact that Nevaldine South was undergoing renovation during fall 2009, and the data may not reflect typical utilization.

As with classrooms, station size is an issue for class labs. Canton on average has done a good job of sizing its computer class labs; the average station size is 36nasf where standards would range generally from 35nasf to 45nasf. Station sizes for the remaining types of class labs and studios, however, are well below any expectations.



UTILIZATION & CAPACITY OF SPECIALIZED FACILITIES

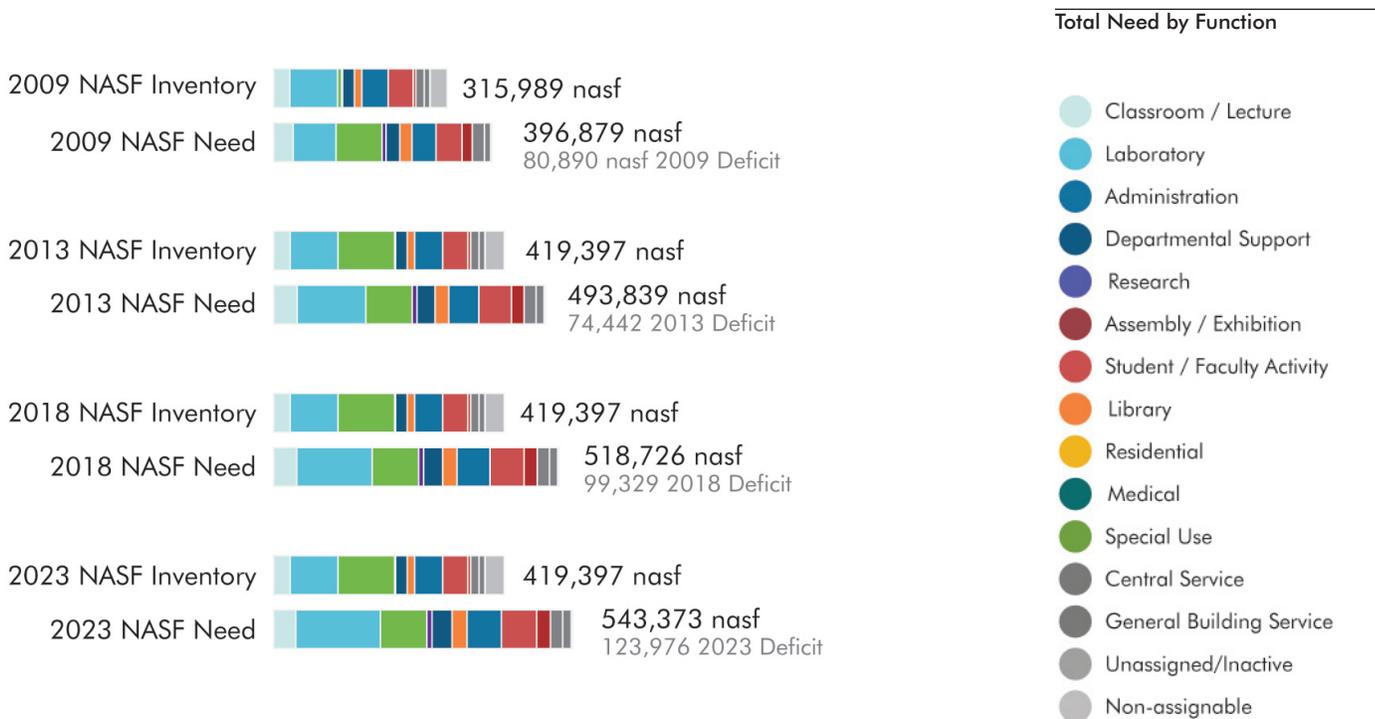
The College also uses Kingston Auditorium to deliver instruction. It does not provide an appropriately supportive instructional environment for either faculty or students. Seating is not conducive to laying out supporting materials and notetaking, and student performance is reportedly less than desired when courses are offered in this venue. The College has articulated the need for an appropriately sized and configured lecture hall to support particular programs in the health professions.

D – SPACE NEEDS

SUMMARY OF GUIDELINES FOR SPACE SUFFICIENCY

In conducting the space needs assessment for SUNY Canton, the recommended guidelines for assessing the sufficiency of its space represent a hybrid of guidelines based on those from SUNY, the Maryland Department of Budget and Management for public four-year colleges and universities and those for community colleges, the Pennsylvania State System of Higher Education, and the Council of Educational Facility Planners International [CEFPI]. Maryland and Pennsylvania guidelines were selected because they closely align with SUNY Canton’s peer and aspirant institutions.

The recommended guidelines are consistent with SUNY’s space taxonomy. This taxonomy, however, is not entirely consistent with national taxonomy standards as presented in Postsecondary Education Facilities Inventory and Classification Manual (FICM): 2006 Edition, and published by the U.S. Department of Education, National Center for Educational Statistics. These standards provide an industry-agreed upon framework as to how to define and measure net assignable square feet [nasf] and gross square feet [gsf] in higher education buildings and other facilities and how to categorize space relative to its use. The FICM taxonomy of uses is quite flexible; allowing the creation of user-based codes, but recommends that these user codes relate to the federal standards so that reasonable comparisons can be made across institutions and states.



Highlights of the recommended guidelines for SUNY Canton show that they are aligned with higher education practice, incorporate accessibility and other code changes since the SUNY guidelines were promulgated in the late 1960s to early 1970s, and reflect long standing SUNY facility values.

Factors for all space types can be found in Appendix 3.3.

Classroom / Lecture Hall

The guideline for classrooms:

Factor X Lecture Weekly Scheduled Contact Hour (WSCH), where the factor is based on:

- Room Utilization Rate reflecting:45 hours per week available and 67% usage, or 30 hours per week scheduled
- Station Utilization Rate reflecting:80%
- Station Size averaged 22nasf for classrooms and lecture halls + 1nasf for service

OR assuming Lecture WSCH are not readily available

Factor X (FTE student X 12.8 lecture contact hours per FTE student), where the average number of lecture contact hours can vary over time relative to anticipated changes in pedagogy

AND

Factor = round((station size / utilization hours),1)

OR

1.0 = round((23 / (30 * 0.8),1)

is based on the same room and station utilization rates as SUNY, except for the exclusion of the additional 1.18 factor. The average station size is set at 22nasf with an additional 1nasf for classroom support, an increase over the SUNY approach. The recommended guideline also does not distinguish between types of classrooms or lecture halls given the overall trends in higher education instruction which rely less and less on large lectures and more on collaborative teaching and learning. In addition, classroom furnishings and arrangements vary substantially, involving movable tables and chairs, seminar tables, breakout rooms, or continuous tables. Technology has, and will continue to have, an impact on classroom design and furnishings and subsequently on space need.

Laboratories

Separate recommended guidelines are provided for class and open labs:

Factor X Lab WSCH where the factor = 4.8 is based on the sum of

- 0.5 = (45nasf station size in humanities, social sciences, mathematics, computer science, and business + 5nasf for service) @ 26% of contact hours with 45 hours per week availability, 30 hours per week used, and 80% SUR
- 0.8 = (65nasf station size in natural science + 15nasf for service) @ 20% of contact hours with 45 hours per week availability, 24 hours per week used, and 80% SUR
- 0.8 = (80nasf station size in engineering + 20nasf for service) @ 15% of contact hours with 45 hours per week availability, 24 hours per week used, and 80% SUR
- 1.6 = (180nasf station size in building science and automotive + 20nasf for service) @ 15% of contact hours with 45 hours per week availability, 24 hours per week used, and 80% SUR
- 0.5 = (100nasf station size in health science and professions+ 20nasf for service) @ 8% of contact hours with 45 hours per week availability, 24 hours per week used, and 80% SUR
- 0.6 = (75nasf station size in computer science, education, criminal justice, and media + 15nasf for service) @ 16% of contact hours with 45 hours per week availability, 24 hours per week used, and 80% SUR

OR assuming Lab WSCH are not readily available

Factor X (FTE student X 6.3 lab contact hours per FTE student) where the average number of lab contact hours can vary over time relative to anticipated changes in pedagogy and the Factor is defined as above

and open labs:

4.2nasf per FTE student where $4.2 = (65nasf / 45 \text{ hours per week}) \times 35\% \text{ SUR}$

Class lab space is based on the same room and station utilization rates as SUNY, except for the additional 1.18 factor. One critical difference, however, is that room and station utilization rates for computer labs, typically associated with labs in the humanities, social sciences, mathematics, computer science, and business are set at the same recommended levels as classrooms (30 hours per week, 80% station utilization), while discipline labs are set at 24 hours per week and 80% station utilization. This distinction recognizes that such computer labs do not require the kind of preparation and clean-up time that

traditional science, arts, engineering, technology, and professional class labs do. While computer class labs behave like a classroom, their station size and support requirements set them apart from a classroom. The recommended space factor is developed assuming a distribution of weekly scheduled contact hours across discipline clusters consistent with SUNY Canton's programs, and this distribution is weighted by different recommended station sizes and support space allowances based on the specific discipline cluster. This strategy simplifies the SUNY approach, while allowing the needs of different discipline clusters to be accommodated. The recommended average station sizes, including support space, are consistent with current higher education practice.

SUNY does not have a guideline for open labs. These types of facilities are increasingly prevalent as students seek out of class academic support independently, for group assignments, or from professional staff. The recommended guideline for open labs is based on the number of FTE students and reflects an average station size of 65nasf, with 45 hours per week use and 35% station utilization.

Special Use Facilities

Special use facilities incorporate a number of types of spaces that extend and enhance institutional mission, including such facilities as athletic and physical education, media production facilities, clinics, animal facilities, and greenhouses. While the SUNY guideline for athletic and physical education facilities appears to value these facilities more than either Pennsylvania or Maryland, the recommended guideline is consistent with SUNY since these facilities are in place or have been planned under this guideline. For three categories—Clinic, Greenhouse, and Demonstration Facilities—the recommended guidelines equate space need with the current or projected inventory. A guideline, based on 1996 Maryland guidelines, was recommended for Animal Facilities, where SUNY does not have one specified. Such a guideline is important given the role of animal handling in Canton's veterinary science technology programs. Finally, the rationale for the SUNY guideline for audio-visual/media production, given the amount of space allocated, may co-mingle instructional and institutional support media facilities, a distinction that has been clearly made in the subsequent national standards. The recommended guideline is based on FTE students and is consistent with those of Pennsylvania and the CEFPI.

Research

The SUNY guideline is focused on specific graduate programs as the impetus for research, while today's higher education model has been expanded to emphasize undergraduate research and research across a much broader variety of disciplines. The recommended guideline is based on a more broadly valued approach to research, more consistent with the needs of SUNY Canton, especially engineering and engineering technology, its overall entrepreneurial approach to instructional delivery and program development,

and its emphasis on instructional technology. It sets a minimum amount of research space (5,000nasf) and provides an allocation per FTE faculty, regardless of discipline. In addition, the current and projected inventories of organized research units are added as ad hoc space. Importantly, while this need will appear as departmental research for the various discipline clusters, the “needs” do not need to be allocated departmentally. An effective approach would be to consider some of the “need” to be College-wide and across programs and disciplines.

Departmental Support & Administration

SUNY guidelines distinguish academic department office support from administrative office support. For academic department office support, the guideline is based only on numbers of faculty and does not take into account departmental staff. For administrative space, the amount of office space is based on FTE staff and an allocation of 8nasf per FTE student. The space allocations of 160nasf and 8nasf, respectively, do not address accessibility and technology issues that have increased space needs. In addition, the advent of administrative technology has significantly reduced the need for extensive space for lines of students to register, pay bills, and the like. Finally, management of higher education institutions require functions and staff not directly linked to students, but rather on numbers of staff. The recommended guidelines simplify the SUNY guidelines, align them with appropriate planning factors, and incorporate accessibility standards into space allowance.

In the national FICM approach, data processing space is considered a support space, not an administrative space since the technology has advanced to making the previous distinctions of academic and administrative computing seamless. While the SUNY allocation may also be based on old computer technology when central administrative computers required floors of buildings and keypunch operation rooms, it closely approximates the amount of space currently allocated at SUNY Canton. Guidelines from the other sources reviewed did not appear to have compelling bases for their allocation, especially as the technology and its requirements have changed. The recommended guideline is consistent with the SUNY guideline.

Library

The SUNY collection guideline decreases space allocations as the collection increases in size which does not make sense since books do not get smaller. In addition, the guideline does not indicate how to convert the various types of library materials into book volume equivalents. While the guideline for library seating allows the station size to vary to 40nasf depending on the type of seating, the actual average station size appears well below today’s standard of 35nasf. Also the guideline would support at most 8% of the FTE students;

American Library Association guidelines suggest 20% to 25%. The SUNY guideline for study service at 25% of stack and study space is reminiscent of times when processing and repairing of materials required substantial space, which is no longer the case. Finally SUNY guidelines do not incorporate accessibility standards for stack or seating space. The recommended guidelines for stack, seating, and service incorporate more current standards and practices, as well as providing a tested methodology for conversion of library materials into book volume equivalents.

Student / Faculty Activity

This SUNY category incorporates a number of FICM space categories (Recreation, Merchandising, Food Service), has unique ones (Student Lounge, Faculty / Staff Lounge), and does not have some FICM categories (Day Care and Meeting Room). As such it does not assist in facilitating decision-making regarding these various types of spaces. In addition, Day Care, Meeting Room, and Student Organization Office were added as space categories. Separate recommended guidelines were developed for each use category.

Assembly / Exhibit

SUNY guidelines do not distinguish these two types of spaces in its allocation and do not likely incorporate accessibility and other safety code requirements. Separate guidelines are recommended for each space category and incorporate safety, accessibility, and other code issues.

Support / Building Services

While no explanation as the rationale for the SUNY guidelines was available, facilities have clearly been built to the standard, of 22,080nsf for support and 3% of the total net assignable space for building service when other guidelines would have allocated less space. The recommended guidelines were consistent with SUNY guidelines to reflect historical values for this type of space.

Medical

The SUNY guideline appears to reflect a model of student health care that is no longer in practice. Hospitals and emergency care facilities are now the source for medical issues. The on campus health services emphasize education, prevention, wellness, and counseling. The recommended guideline updates to current higher education practice.

The recommended guidelines should not be construed as applying to other SUNY institutions. Many of the recommended guidelines have been developed to reflect the unique instructional and other program qualities of SUNY Canton.

SPACE NEEDS BY FUNCTION

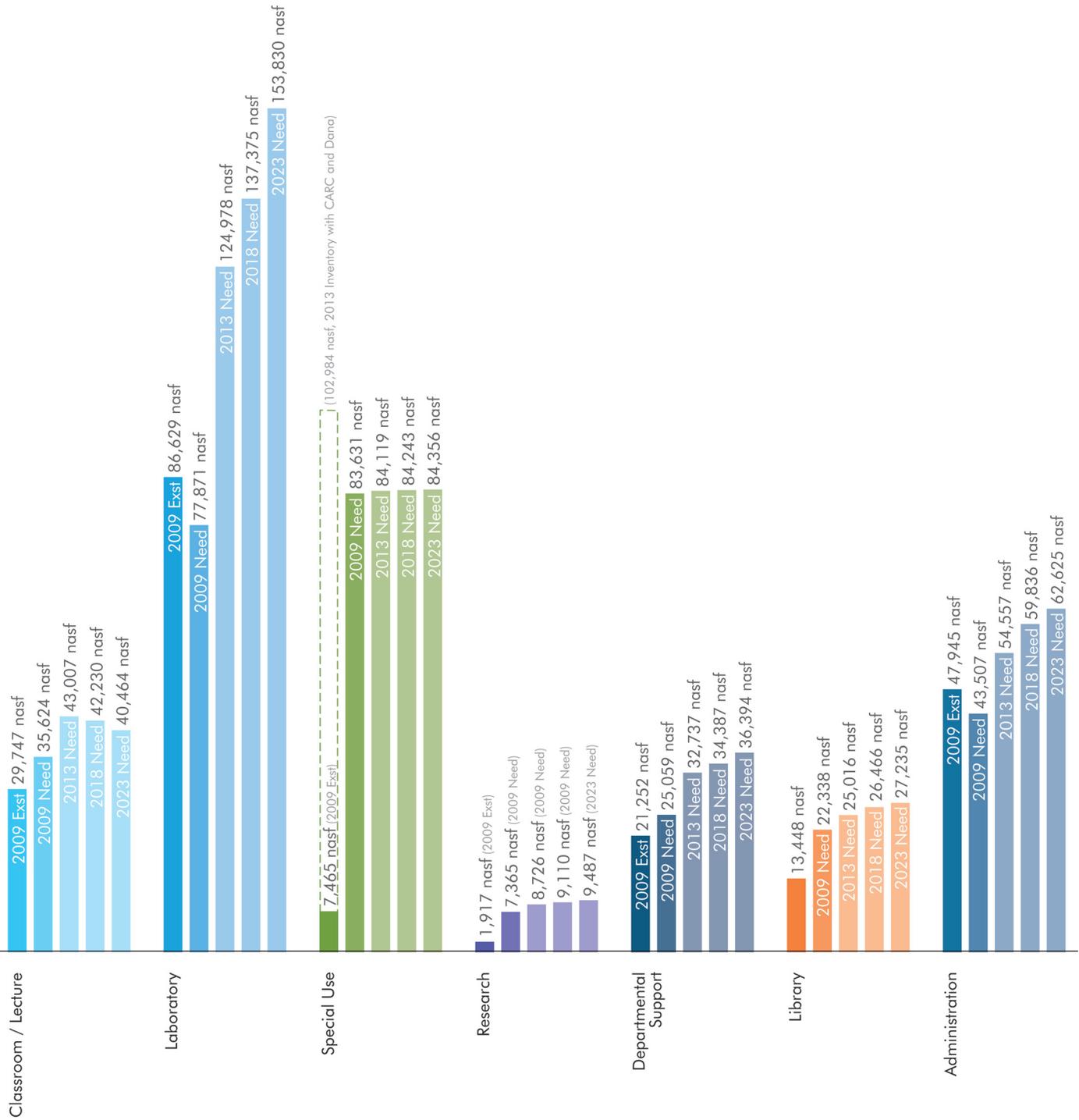
Taken into account in this analysis were not only the current inventories but also the planned changes to the inventory. Importantly, following the construction of the CARC building supporting campus-wide needs for athletic and physical education space, no other projects having an impact on the scope of this FMP are planned. However, the College intends to renovate Nevaldine North and Wicks to make them flexible and adaptive, consistent with planning principles emerging from this FMP. The College does have residence halls under construction and renovations are planned for the older residence halls, but these are not part of the scope of this FMP. Dana Hall, which is undergoing rehabilitation, provides a significant resource for appropriate determined purposes, such as facilities for Public Safety or for the Criminal Justice programs.

The space needs are calculated to support 100% of the on campus FTE population and 9.25% of the on-line FTE population. This latter component is included to reflect the modest need for facilities (in the Library, Recreation, Merchandising and Food Service categories) to support the significant on-line population.

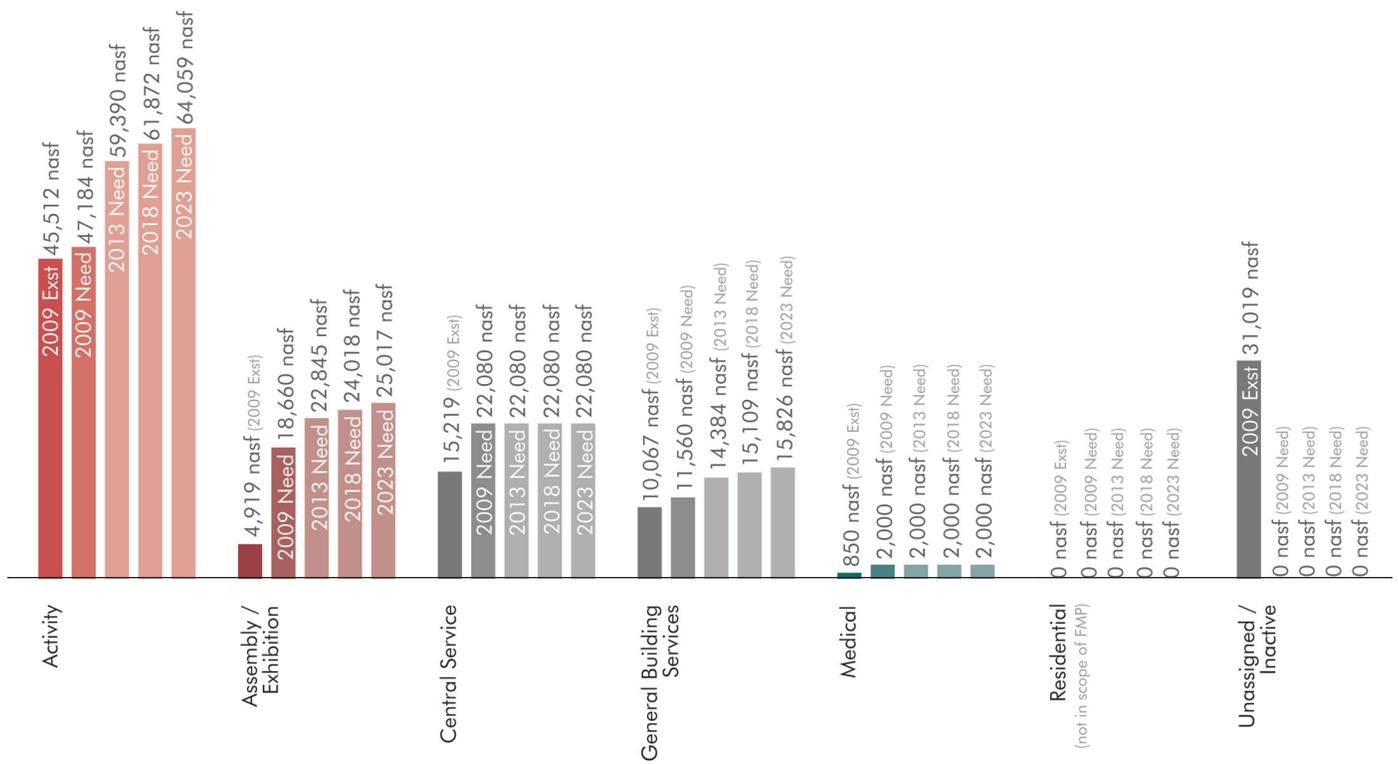
Overall this analysis showed that under SUNY guidelines Canton currently has excess space of 36,097nasf, while under the recommended guidelines, the campus has a deficiency of 81,039nasf. Much of this apparent deficiency is associated with athletic and physical education space, an issue currently being addressed by the CARC project. By 2023, the SUNY guideline excess increases to 54,090nasf in large measure because athletic space totaling 97,454nasf is well above the SUNY guideline of 44,168nasf, while the recommended guidelines suggest an even greater deficiency of 123,976nasf.

Current inventories and 2023 campus space needs reflecting the SUNY and recommended guidelines are summarized for the College's principal academic clusters and for various categories of space use, and each are described in more detail in the following sections. As summarized here, the projected needs based on the recommended guidelines are indicated for every major space category, except for special use facilities which include athletic/physical education and animal facilities. The greatest needs in terms of the amount of needed space are: class labs (also SUNY) and open labs, central services/building services (also SUNY), assembly and exhibit (also SUNY), student/faculty activity (also SUNY), department support and administrative facilities (also SUNY for department support), and library (also SUNY). Excess capacity is suggested for special use facilities, including animal facilities and athletic/physical education space (also SUNY). The campus will also have about 34,500nasf of unassigned space available to apply to these projected deficiencies., 31,090nasf in Dana and 3,480nasf in Chaney.

SUNY Canton Space Needs by
Function



SUNY Canton Space Needs by Function



Classroom / Lecture Hall Facilities

For both the current and projected inventories, the analysis suggests that Canton has a deficiency in classroom/lecture hall facilities. As indicated in the previous utilization analysis, general classrooms are above the overall utilization standards currently, and the seemingly lower utilization of the distance classrooms, particularly the one used for international instruction, is in part a function of a 0% station utilization even when the room is scheduled for use. The addition of a distance learning classroom flexibly configured especially for delivery of synchronous on line delivery to international students has been suggested as an important addition. The major issues, however, relate to providing uniform technology and sizing these instructional spaces to accommodate collaborative learning and other changing pedagogies. In addition, SUNY Canton must prepare for even more changing instructional delivery with the addition of case classrooms and breakout classrooms.

Laboratories

While the SUNY needs analysis indicates that SUNY Canton currently has sufficient class lab space, the recommended guidelines would suggest that the College would likely be confronted by a substantial deficit in class labs. These guidelines are more sensitive to changing pedagogy with disciplines like accounting, writing, and mathematics transitioning to labs, inclusion of studio labs with integrated recitation, and associated breakout rooms for collaborative lab work. Open labs are also important to Canton's instructional delivery, and the College should address the needs of learning and physically disabled students. These open lab needs are not addressed by the SUNY guidelines, although the recommended guidelines do, and the College shows current and continuing deficiencies in open lab space.

Departmental Support

Both the SUNY and recommended guidelines suggest that Canton has deficiencies in department support space, including faculty and departmental offices. One factor which might have an even further impact is internal office suite circulation space with aisle ways that create paths within an office suite to move from a reception area to an office for example. If this type of space is included in the calculation of space, the measured amount could overestimate the amount of office space. Regardless, not indicated in these numbers is the goal to create discipline clusters for faculty offices to encourage informal interface and collaboration.

Research

As indicated previously, the SUNY guidelines only take into account graduate and sponsored research. Important today is the emphasis on undergraduate research and on individual

project space in the science, technology, engineering, and math disciplines. While reflected as department research, the recommended research allocation could in part be used as a collective College space for experimenting with emerging pedagogies or new programs, as well as supporting needed project space in engineering and the technologies, consistent with Accreditation Board for Engineering and Technology (ABET) standards.

Assembly / Exhibition

Neither the SUNY nor recommended guidelines indicate that SUNY Canton has sufficient space for either assembly or exhibition. The Kingston Auditorium, while a recent inventory addition, does not have sufficient “back of house” space to support even limited student events that are part of campus life elsewhere. The College’s modest exhibit space in Southworth Library also limits activities and events and provides no supporting space for preparing or storing materials for an exhibit.

Library

Despite prudent projections in the Library’s general collections, both of the guidelines show substantial deficits in library space, regardless of functional area, both current and projected. Issues associated with library space include user station sizes that are too small to accommodate the portable technology of today’s student, stack and study spaces not in compliance with ADA requirements, isolated individual carrels with no visual access creating potential security issues, insufficient small group study spaces supporting collaborative learning, lack of service spaces such as multi-media portfolio rooms and presentation rooms.

Athletic & Recreation

The need for athletic and physical education space was clearly established when Dana Hall was determined to be unsafe without major rehabilitation, and the decision was made to construct the CARC. While the current inventory and guideline analysis indicate substantial deficiencies in this type of space, the addition of CARC to the inventory will remove the deficiency. Both guidelines indicate excesses in this space after CARC is added.

Other Special Use

All of the guidelines provide clinic space on an ad hoc basis. The major issues for the Small Business Development Center are fragmentation, ease of access, inappropriate mix of functions, and way finding. The recommended guideline suggests that the College has excess space for animal quarters. Any renovation for the existing animal quarters should ensure that they are compliant with national standards for the care of laboratory animals. In addition, the recommended guideline for audio-visual and media production indicates

that the College has sufficient space for this function. The College has indicated no need for greenhouse facilities.

Administrative Office

Administrative office space, from the SUNY guideline perspective, shows substantial excesses, both current and projected, while the recommended guidelines suggests deficiencies, especially after 2013 when the number of FTE staff increases. Also of consideration is the desire to maintain service clusters that improve service and operational efficiency.

Student / Faculty Activity

Included here are lounge and meeting spaces, merchandising venues, and non-athletic recreation space. Both the recommended and SUNY guidelines indicate projected deficiencies, and the recommended guidelines indicate deficiencies in lounge, merchandising, and meeting space. As indicated previously, the recreation space is concentrated in two venues in the Campus Center, both of which have not captured the campus spirit necessary to energize this facility. In addition, the campus has no child care facility, which was cited frequently as a desired addition, especially given the College's early childhood programs.

Food Service

The recommended guidelines indicate that Canton does not currently have sufficient food service facilities and will have an even greater need for additional food service venues. The current dining facility does not have the "food court" approach popular on many campuses. The College has tried, however, to provide venues in various campus locations. The Cyber Café in Southworth Library has proven to be especially popular. Interest has also been expressed for a high end dining facility oriented more to faculty and staff.

Medical

While SUNY guidelines indicate a significant deficiency in medical facilities, the recommended guideline suggests that the College deficiency in this type of space is much less. The SUNY guideline was developed under an old model for student health care delivery, which may account for this result. The relocation of Student Health from Dana Hall to the Campus Center reduced the amount of available space by half and what is currently available is neither sufficient nor adequate to meet the needs of a student health service for a residential student population.

Central Services and Building Service

The SUNY guideline, which is also the recommended guideline to reflect long term value of this type of space on campus, indicates deficiencies in central services and support. Additional central service space should be carefully evaluated and planned for overall productivity and efficiency.

SPACE NEEDS BY ORGANIZATIONAL UNIT

According to the 2009 recommended guidelines, the administrative units of Academic Affairs, Advancement, and Student Affairs appear to have sufficient administrative office space for their programs and functions; Administrative Services appears to be lacking in administrative office space. As indicated previously the quality of this space is of concern, especially with regard to adequate separation of reception functions and “back of house” operations. In addition, inclusion of internal office circulation in office suites may underestimate the actual amount of available space. By 2023, the administrative office needs of these divisions all will increase, although the CARC plays a significant role in providing additional office space.

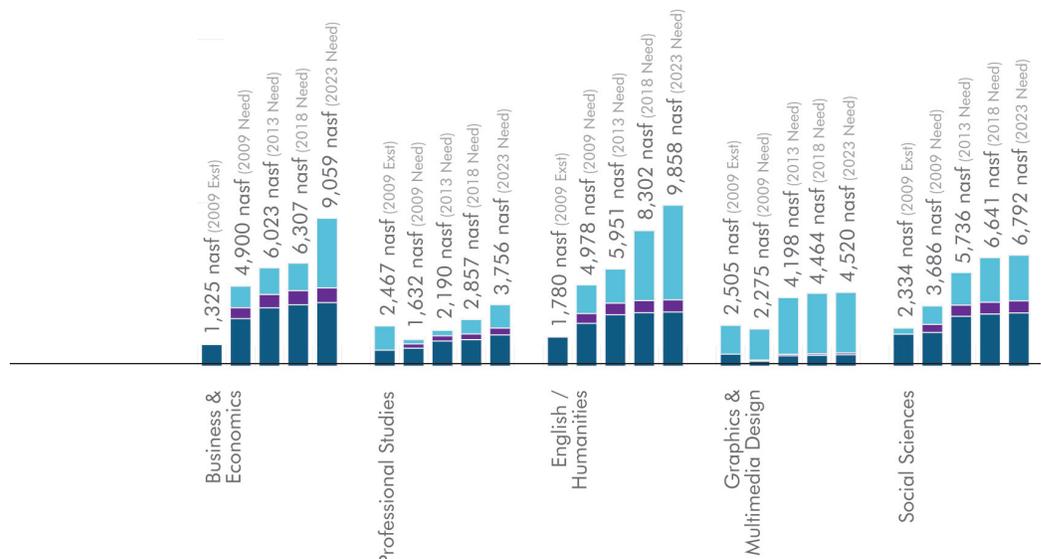
Space Needs by School

School of Business & Liberal Studies

The School of Business and Economics currently has 10,411 nasf allocated to support its programs, excluding classrooms, lecture halls, and the dean’s office. The recommended guidelines suggest that an additional 23,575 nasf will be needed by 2023 to accommodate 34% growth in FTE enrollment, right-size class labs, and transition accounting and writing pedagogy to class labs. Deficiencies are indicated in all discipline clusters except professional studies for both the SUNY and recommended guidelines. Primarily indicated in class labs, deficiencies are also indicated in departmental research and department support.

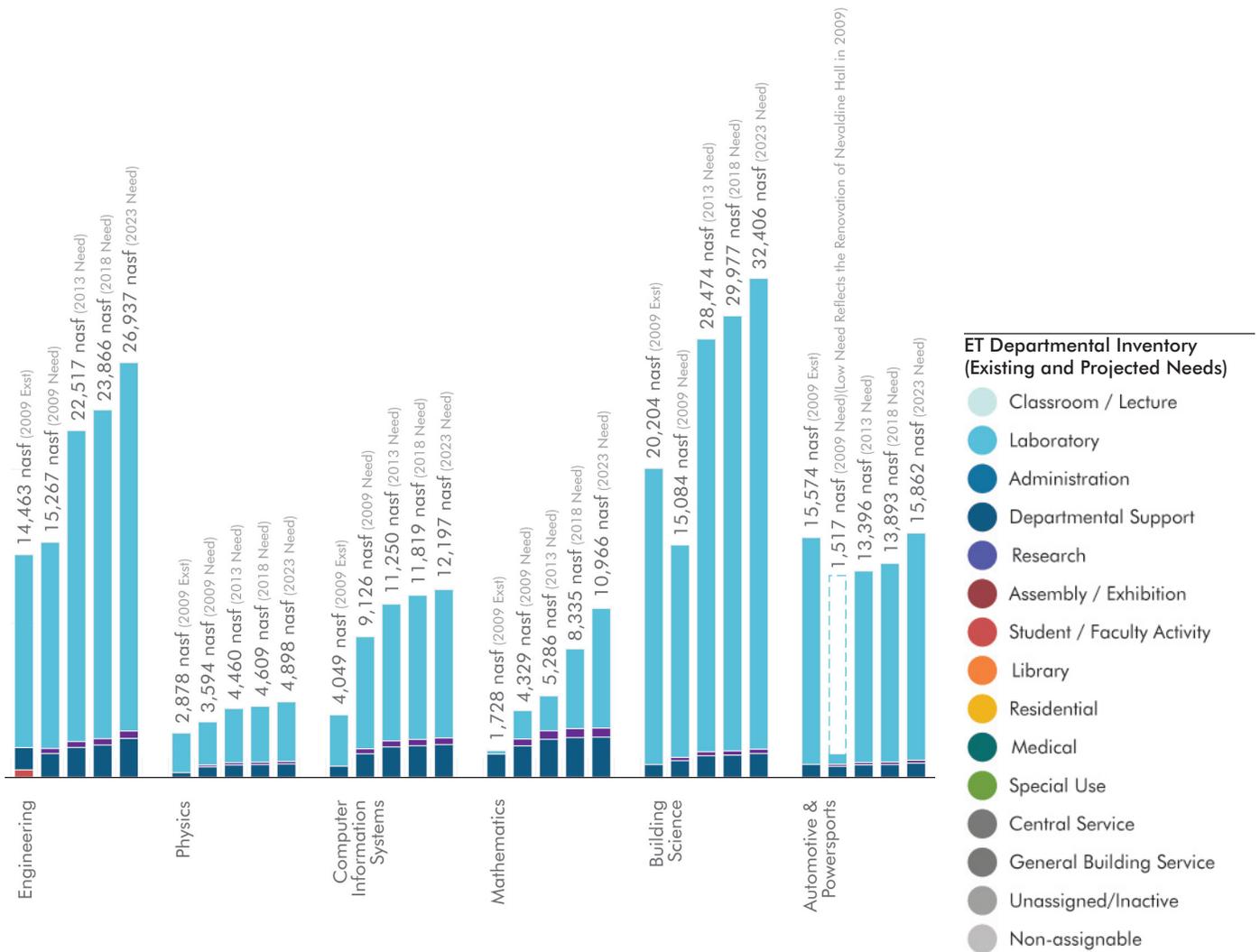
BLS Departmental Inventory
(Existing and Projected Needs)

- Classroom / Lecture
- Laboratory
- Administration
- Departmental Support
- Research
- Assembly / Exhibition
- Student / Faculty Activity
- Library
- Residential
- Medical
- Special Use
- Central Service
- General Building Service
- Unassigned/Inactive
- Non-assignable



School of Engineering Technology

The School of Engineering Technology has 58,896nasf allocated for its support, excluding classrooms, lecture halls, and the dean’s office. The recommended guidelines indicate that an additional 44,389nasf will be needed by 2023 to accommodate 37% growth in enrollment, right-size class labs, transition math pedagogy to class labs, and added project lab space especially for engineering students. Deficiencies are indicated in all discipline clusters except automotive and powersports for recommended guidelines. The SUNY guidelines suggest that engineering and automotive and powersports will have sufficient space, while the remaining discipline clusters will not. Primarily indicated in class labs, deficiencies are also indicated in open labs, departmental research, and department support.

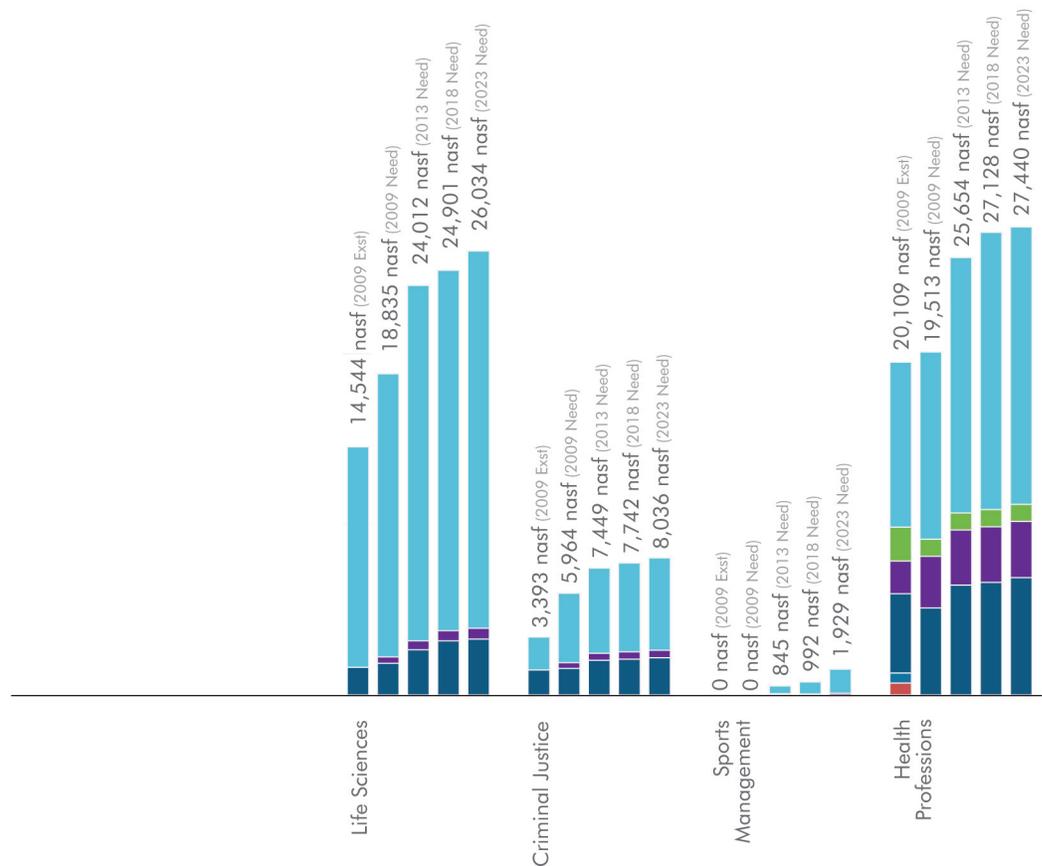


School of Science, Health & Criminal Justice

The School of Science, Health and Criminal Justice has 37,154nasf allocated for its support, excluding classrooms, lecture halls, and the dean’s office. The recommended guidelines indicate that an additional 24,369nasf will be needed by 2023 to accommodate 37% growth in enrollment, support new programs, right-size class labs, and transition science pedagogy to meet national best practices. Deficiencies are indicated in all discipline clusters, especially the life sciences, for recommended guidelines. The SUNY guidelines suggest that the health professions will have sufficient space, while the remaining discipline clusters will not. Primarily indicated in class labs, deficiencies are also indicated in open labs, departmental research, and department support.

SHCJ Departmental Inventory
(Existing and Projected Needs)

- Classroom / Lecture
- Laboratory
- Administration
- Departmental Support
- Research
- Assembly / Exhibition
- Student / Faculty Activity
- Library
- Residential
- Medical
- Special Use
- Central Service
- General Building Service
- Unassigned/Inactive
- Non-assignable



E – UTILIZATION CAPACITY

Not only were space needs considered relative to the SUNY and recommended guidelines, they were also benchmarked at an institutional level against space planning guidelines from Pennsylvania and Maryland, two states with similar institutions in the Northeast. The benchmarking, however, followed the FICM taxonomy since the SUNY guidelines are unique to the state. To facilitate comparisons further, adjustments were made to the MD and PA guidelines to factor in SUNY’s practice of including such facilities as janitor’s closets, which according to national practice is considered non-assignable square footage.

Importantly each state approach to assessing space needs reflects values and priorities which may not be appropriately transferred for implementation at SUNY Canton. For example, PA appears to value recreation space (general use space) more than the other states or the CEFPI, and the resulting allocation for this space is considerable. MD, compared with other states, in contrast, is more generous with its expectations for room and station utilization, with significant impact on needs assessments for classrooms and class labs. At the same time the PA guideline is insensitive to changes in pedagogy, unlike the other guidelines, and must be considered quite limited in assessing classroom and class lab needs under conditions of change. Similarly the recommended guidelines, notably those for athletics/physical education and for general support and building services, follow the SUNY guidelines since they reflect long standing practice, even if the underlying rationales for the guidelines are not transparent. At the same time these SUNY guidelines may no longer represent the most efficient or productive use of such space and may be out of step with national best practices. Such variations must be taken into account when evaluating the benchmarking results.

Finally, guidelines regarding space needs are just that—guidelines, not mandates. A deficiency does not guarantee that something will be constructed, and neither does an excess demand demolition. They do assist in the planning process by giving decision makers important perspectives for “what if” alternatives for an institution. Often they can highlight both directions that should be pursued, as well as ones that should be either given lower priority or not pursued at all.

In comparing the benchmarking excesses and deficiencies in space, several factors must be observed. The impact of Nevaldine South being under renovation in 2009 had significant impact on the delivery of instruction for building science and automotive and powersports, especially. Alternatives to delivery of instruction in class labs had to be found, whether classrooms, faculty offices, or conference rooms, and this strategy had a significant impact on lab contact hours and ultimately the assessment of class lab needs. Thus the SUNY and recommended guidelines show a surplus of class lab space. Had a true delivery of instruction been in place in 2009, the recommended guidelines would have likely shown

a deficit, MD would have shown a greater deficit, and NY's excess would have been reduced. A resumption of normal instructional delivery for the campus is reflected in the projection years.

A second factor to take into account in evaluating the benchmarking excesses and deficiencies is the role of unclassified space. Both Dana with 31,019nasf and the more modest 3,480nasf which will be vacated in Chaney after the CARC is occupied represent resources to be applied to campus deficiencies by repurposing them and renovating the spaces. This unclassified space is taken into account in the assessment of overall excesses and deficiencies.

Finally, interpretation of the total excesses and deficiencies in space must be done carefully. It does give a quick indication of whether, on the whole, the institution has enough space. What it does not do, however, is tell whether it has enough of the right space. The total balances excesses in one space use category with deficiencies in another. Such a balancing assumes that spaces are interchangeable, and clearly this interchange is not always appropriate or accomplished cost effectively. Shop space is not easily converted into library space, for example.

Benchmarking Comparisons of Guideline Excesses and Deficiencies

2009	NY	MD	PA	Rec
Classroom	7,226	(19,414)	4,952	(5,877)
Laboratory	38,042	(12,491)	47,432	3,310
Office	24,372	915	1,618	709
Study	(5,127)	(11,299)	(11,444)	(8,890)
Special Use	(48,135)	(63,412)	(60,680)	(76,166)
General Use	(2,327)	(26,148)	(28,720)	(15,413)
Support	(5,024)	14,181	12,883	(8,432)
Health	(3,950)	(150)	(870)	(1,150)
Unclassified	31,019	31,019	31,019	31,019
Total	36,097	(86,800)	(3,811)	(80,889)

2013	NY	MD	PA	Rec
Classroom	3,048	(29,104)	(404)	(12,762)
Laboratory	7,077	(59,842)	38,345	(44,908)
Office	18,227	(14,369)	(13,279)	(15,076)
Study	(7,820)	(15,231)	(14,418)	(11,568)
Special Use	47,384	25,372	27,959	18,865
General Use	(7,451)	(30,493)	(42,294)	(31,481)
Support	(6,224)	10,130	10,439	(10,860)
Health	(3,950)	(326)	(1,017)	(1,150)

Unclassified	34,499	34,499	34,499	34,499
Total	84,790	(79,363)	39,831	(74,441)

2018	NY	MD	PA	Rec
Classroom	3,536	(28,033)	(1,892)	(11,985)
Laboratory	(2,232)	(85,183)	35,965	(57,689)
Office	15,854	(21,622)	(20,188)	(22,005)
Study	(8,462)	(16,179)	(15,133)	(13,017)
Special Use	47,384	23,662	26,210	18,741
General Use	(8,753)	(30,835)	(46,157)	(35,137)
Support	(6,616)	10,016	9,584	(11,585)
Health	(3,950)	(383)	(1,054)	(1,150)
Unclassified	34,499	34,499	34,499	34,499
Total	71,261	(114,057)	21,835	(99,329)

2023	NY	MD	PA	Rec
Classroom	3,178	(25,596)	(3,247)	(10,219)
Laboratory	(14,027)	(117,035)	33,724	(74,521)
Office	13,136	(26,554)	(25,041)	(26,801)
Study	(9,076)	(18,260)	(15,824)	(13,787)
Special Use	47,384	22,102	24,617	18,628
General Use	(9,939)	(31,147)	(49,464)	(38,323)
Support	(7,116)	9,912	8,882	(12,302)
Health	(3,950)	(435)	(1,088)	(1,150)
Unclassified	34,499	34,499	34,499	34,499
Total	54,090	(152,512)	7,059	(123,976)

The SUNY Canton campus does not appear to have sufficient space to meet both current and projected enrollments, changes to pedagogy, including the transition of targeted disciplines – accounting, math, and writing – to lab environments, right-sizing classroom and class lab stations, and the adoption of best practices in the science, engineering, and technology programs. Insufficiencies in departmental support, coupled with the desire of the College to maximize co-location of faculty with related class labs, also represent significant factors to be taken into account. The challenges lie in the insufficiency and inadequacy of the space available because of building conditions and the alignments of the types of space needed to support occupants with the particular facilities. This overriding condition will shape much of the College’s campus development going forward.

While the amount of current office space appears sufficient, as the planning period progresses, the benchmarking analysis shows that needs for both departmental and administrative office space increase. Only the SUNY guideline indicates excess space,

the result primarily of a poorly defined guideline for administrative office space based on the number of students rather than on the numbers of staff. In addition, the guideline for departmental office space excludes departmental staff from the equation.

Another issue is the overall deficiency in library space, including study, stack, processing, and service. The analysis clearly shows that regardless of guideline standards—SUNY, Maryland, Pennsylvania, or recommended—Southworth Library does not have enough space currently and, despite holding its collection size constant, will not in the future.

Related deficiencies in such general use facilities as assembly, exhibition, lounge, food service, merchandising, and meeting space—all of which have an impact on student and faculty activities—and in health facilities, bring light to the concerns raised about the quality of campus life for students, faculty, and staff and the challenges being faced in building student engagement beyond the classroom experience. The addition of CARC, as a special use athletic facility however, to campus life will be significant in contributing to an overall positive campus experience. The benchmarking suggests that the addition of the CARC will more than meet SUNY Canton's needs for such facilities.

A final major finding from the space assessment is the apparent deficiency in central and building services. Such deficiencies have an impact on the ability of the College to manage and maintain the conditions for instruction and other operations. Further the inadequacies of the current facilities question their long term viability for these purposes. The benchmarking analysis would suggest, however, that NY is more generous with this type of space than other states, and careful and more detailed analysis of needs will be required. Attention especially should be given to removing space which under national practice should not be included as assignable.

Short Term Strategies for Addressing Space Deficiencies

The FMP addresses how the campus can address its long-term space deficiencies. The campus has and will continue to face, noticeable space shortages in the near term, leading up to 2013 in particular, and it is unlikely that permanent construction solutions will catch up to these needs. The repurposing and renovation of Dana will obviously contribute substantially as part of a near term strategy for addressing space needs. This has already begun with the decision to relocate UPD to this facility. In addition, building flexibility and adaptability into other renovation projects, including Nevaldine North and Wicks, which is a key concept in the entire FMP, will also allow the College to address emerging space needs with operational solutions until such time as additional space can be constructed for the campus.

Through developing creative solutions, SUNY Canton has managed to attract and retain students and develop and deliver programs in the face of space shortages, and it fully

expects to be able to do so in the near term. The College has, since 2009, already moved to scheduling more classes on Fridays and in the evenings and is considering developing a block scheduling solution to allow an additional cohort of nursing students to attend on Friday, Saturday, and Sunday. Other operational strategies include increasing section sizes where pedagogically feasible, using alternative spaces for instruction—Kingston Auditorium, conference rooms, multi-purpose meeting spaces, scheduling open laboratory spaces, providing offices only to full-time faculty, and making station sizes smaller for support staff. Another strategy is to forego addressing space deficiencies. For example, the projected deficiency in general use space (i.e., assembly, exhibition, merchandising, food service, meeting, and recreation) between 2009 and 2013 almost doubles from 15,413nasf to 31,481nasf. Yet the institution was able to cope with its 2009 deficiency, and will likely be able to forego expansion of the bookstore, assembly and exhibition space and the like. Long term, however, what this needs assessment clearly indicates is that SUNY Canton will require additional physical resources—classrooms, laboratories, office, study, assembly, and other facilities to support its continued growth and development, and to provide the campus community with a quality academic life.

Several years ago, SUNY Canton transitioned from a five-day to a four-day institution, with the primary motives being to conserve energy costs and to reduce weekly travel time for employees with long distance commutes. Since this time, the College has experienced a significant enrollment increase, which has called for additional Friday scheduling. Please refer to the memo from the SUNY Canton FMP Executive Committee on the following page for details regarding current and potential scheduling.



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TO: Architectural Resources
Perkins Eastman
State University Construction Fund

FROM: SUNY Canton Facilities Master Plan Executive Committee

DATE: May 13, 2011

RE: Clarification on SUNY Canton Course Scheduling

A handwritten signature in blue ink, appearing to read 'J. Kennedy', is written over the 'FROM' and 'DATE' lines of the memo.

In 2008, SUNY Canton moved to a four-day academic week, meaning the College scheduled all classes on a Monday through Thursday schedule. This was, in part, due to a large spike in energy prices during the Summer 2008. Moving to a four-day academic calendar allowed the campus to heat and/or cool buildings minimally Fridays through Sundays and between the hours of 4 p.m. and 8 a.m. The other major effort was to assist employees who have to commute long distances to work. Reducing the obligation for many would help cut their weekly gas bill 20 percent.

Since the Fall of 2008, SUNY Canton has seen tremendous student growth. While the College did promote the four-day academic calendar, there is no indication that this contributed to the spike in enrollment. By the Fall 2010 semester, energy prices were more manageable and enrollments were significantly higher, especially in the Nursing program. As classroom and lab space become more difficult to manage, SUNY Canton began the process of “bleeding” into Friday scheduling without a significant announcement to the campus or community. This process continued in Spring 2011.

SUNY Canton is anticipating a total enrollment of 3,900 students for Fall 2011. This again will prove difficult for course scheduling purposes. Today, almost every space on campus with adequate seating serves as a classroom, from Kingston Theater to lab space to our multi-purpose rooms. We will see more courses, especially those with lab components being held on Fridays in Fall 2011 and beyond.

In summary, SUNY Canton is not a four-day college. We are a college that operates five days a week and beyond. In fact, the College is currently considering block scheduling to allow another cohort of Nursing students to take classes Fridays, Saturdays, and Sundays. Our international programs require course delivery Monday through Friday, beginning as early as 6 a.m.

SUNY Canton developed creative solutions for scheduling classes on a four-day schedule. The College intends to continue those creative scheduling practices, even as we continue to schedule more courses on Fridays.

F – TABULAR SUMMARY

Campus-Wide Summary of Existing vs. Calculated and FMP Recommended Space																
Campus: SUNY Canton																
Project:..																
Date: 5-2-11																
Line	Space Type	Existing Space Reported on PSI Fall 2009	Existing Space Observed by Consultant Fall 2009	2009			Existing Space + Inventory Changes Fall 2013	2013			2018			2023		
				Calculated Space by SUNY Space Guidelines	Recommended Space by FMP Consultant	Deficit or Surplus		Calculated Space by SUNY Space Guidelines	Recommended Space by FMP Consultant	Deficit or Surplus	Calculated Space by SUNY Space Guidelines	Recommended Space by FMP Consultant	Deficit or Surplus	Calculated Space by SUNY Space Guidelines	Recommended Space by FMP Consultant	Deficit or Surplus
a	b	c	d	e	f	g=d-f		h	i	j=d-i	k	l	m=d-n	n	o	p=d-o
1.0 Instructional Classrooms/Lecture Halls																
1.1	Classrooms		24,450				24,949									
1.2	Lecture Halls		5,297				5,297									
Sub-Total Registrar Controlled Space		30,451	29,747	22,521	35,624	-5,877	30,245	27,197	43,007	-12,762	26,709	42,230	-11,985	27,067	40,464	-10,219
Classroom/Lecture NASF per FTE		14.73	13.30	10.90	17.23			10.64	16.83		9.97	15.76		9.69	14.49	
2.0 Departmental Use																
2.1	Teaching Labs	85,593	82,353	44,311	68,960	13,393	82,353	75,276	113,964	-31,611	84,585	125,825	-43,472	96,380	141,768	-59,415
2.2	Individual Study Labs	0	4,276	4,276	8,911	-4,635	4,526	4,526	11,014	-6,488	4,526	11,560	-7,034	4,527	12,062	-7,536
2.3	Departmental Research Labs	3,733	0	0	5,448	-5,448	0	0	6,809	-6,809	0	7,193	-7,193	0	7,570	-7,570
2.4	Faculty & Staff Offices	22,798	21,252	21,792	25,059	-3,807	21,252	26,976	32,737	-32,737	28,357	34,387	-34,387	30,171	36,394	-36,394
2.5	General & Special Use	1,297	1,983	1,983	1,000	983	1,983	1,983	1,000	983	1,983	1,000	983	1,983	1,000	983
Sub-Total Instructional & Dept Research		113,421	109,864	72,362	109,378	486	110,114	108,761	165,524	-55,410	119,451	179,965	-69,851	133,061	198,794	-88,680
Dept NASF per FTE		54.87	49.13	35.01	52.92		43.10	42.57	64.78		44.59	67.18		47.66	71.20	
3-15 Campus-Wide Academic Support																
3.0	Health & Physical Education	0	2,241	44,168	78,000	-75,759	97,454	44,168	78,000	19,454	44,168	78,000	19,454	44,168	78,000	19,454
4.0	Data & Resources Center (IT)	4,723	5,144	11,430	6,612	-1,468	5,450	11,430	7,100	-1,650	11,430	7,224	-1,774	11,430	7,337	-1,887
5.0	Organized Activities	425	2,030	2,030	2,030	0	2,030	2,030	2,030	0	2,030	2,030	0	2,030	2,030	0
6.0	Organized (Sponsored) Research	0	1,917	1,917	1,917	0	1,917	1,917	1,917	0	1,917	1,917	0	1,917	1,917	0
7.0	Public Services	3,386	2,564	2,564	2,564	0	2,564	2,564	2,564	0	2,564	2,564	0	2,564	2,564	0
8.0	Assembly & Exhibition	4,490	4,919	11,120	18,660	-13,741	4,919	11,120	22,845	-17,926	11,120	24,018	-19,099	11,120	25,017	-20,098
9.0	Library	15,803	13,448	18,575	22,338	-8,890	13,448	21,269	25,016	-11,568	21,909	26,456	-13,008	22,523	27,235	-13,787
10.0	Student/Faculty Activities	35,331	45,512	41,638	47,184	-1,672	45,834	47,084	59,390	-13,556	48,386	61,872	-16,038	49,572	64,059	-18,225
11.0	Student Health Services	1,043	850	4,800	2,000	-1,150	850	4,800	2,000	-1,150	4,800	2,000	-1,150	4,800	2,000	-1,150
12.0	General Administration	33,576	41,448	16,536	36,932	4,516	44,391	20,440	47,982	-3,591	21,432	53,261	-8,870	22,336	56,050	-11,659
13.0	Central Services	30,120	15,219	22,080	22,080	-6,861	15,219	22,080	22,080	-6,861	22,080	22,080	-6,861	22,080	22,080	-6,861
14.0	Building Services	5,895	10,067	8,152	11,560	-1,493	10,463	9,745	14,384	-3,921	10,140	15,109	-4,646	10,640	15,826	-5,363
15.0	Inactive Space	38,373	31,019	0	0	31,019	34,499	0	0	34,499	0	0	34,499	0	0	34,499
Sub-Total Support Space		173,165	176,378	185,010	251,877	-75,499	279,038	198,647	285,308	-6,270	201,976	296,531	-17,493	205,180	304,115	-25,077
Support NASF per FTE		83.78	85.33	89.51	121.86		109.21	77.75	111.67		75.39	110.69		73.49	108.92	
Total Campus-Wide NASF		317,037	315,989	279,893	396,879		419,397	334,605	493,839		348,136	518,726		365,308	543,373	
Campus-wide Average NASF per FTE		153.38	152.87	135.41	192.01		164.15	130.96	193.28		129.95	193.63		130.84	194.62	
On Line FTE are reflected in the recommended guidelines for open laboratories, library seating, student recreation, merchandising, and food facilities where a portion (9.24%) of on line students can be expected to produce a load on space.																
By 2013, the CARC will be added to the campus inventory and space in Chaney Dining Hall will be vacated and available for reallocation.																

Comparisons of 2009 Existing vs. 2009 Calculated and Recommended Space

Campus:																						
Chart of Account	Department Name	Existing Space - Fall 2009							Calculated Space by Guidelines on FTE (2009)							Recommended Space by FMP Consultant on (2009)						
		Registrar	Instructional & Departmental Research Space					Total Department Use	Registrar	Instructional & Departmental Research Space					Total Department Use	Registrar	Instructional & Departmental Research Space					Total Department Use
		Classroom Lec. Hall	Class Lab	Study Lab	Research & Support	Faculty & Admin Office	General Use		Classroom Lec. Hall	Class Lab	Study Lab	Research & Support	Faculty & Admin Office	General Use		Classroom Lec. Hall	Class Lab	Study Lab	Research & Support	Faculty & Admin Office	General Use	
	(line# in summary sheet)	1.1 & 1.2	2	2	2	2	3	=sum 2.1-2.5	1.1 & 1.2	2	2	2	2	3	=sum 2.1-2.5	1.1 & 1.2	2	2	2	2	3	=sum 2.1-2.5
See	Business and Economics	0	0	0	0	1,325	0	1,325	0	360	0	0	2,648	0	3,008	0	443	881	662	2,913	0	4,899
Crossover	Professional Studies	0	1,492	0	0	975	0	2,467	0	40	0	0	1,056	0	1,096	0	121	151	264	1,096	0	1,632
Table	English and Humanities	0	0	0	0	1,780	0	1,780	0	520	0	0	2,368	0	2,888	0	596	1,167	592	2,623	0	4,978
	Graphics and Multimedia Design	0	1,774	0	0	731	0	2,505	0	1,527	0	0	240	0	1,767	0	1,833	75	60	307	0	2,275
	Social Sciences	0	373	0	0	1,961	0	2,334	0	0	0	0	1,984	0	1,984	0	0	1,131	496	2,058	0	3,685
	Engineering	0	12,539	0	0	1,446	0	13,985	0	5,450	0	0	1,312	0	6,762	0	12,865	539	328	1,536	0	15,268
	Physics	0	2,579	0	0	299	0	2,878	0	1,890	0	0	480	0	2,370	0	2,604	197	120	672	0	3,593
	Computer Information Systems	0	3,332	0	0	717	0	4,049	0	4,029	0	0	1,296	0	5,325	0	6,942	341	324	1,519	0	9,126
	Math	0	0	225	0	1,503	0	1,728	0	600	225	0	1,792	0	2,617	0	712	1,136	448	2,034	0	4,330
	Building Sciences	0	19,247	0	0	817	0	20,064	0	9,500	0	0	864	0	10,364	0	13,478	319	216	1,071	0	15,084
	Automotive and Powersports	0	14,749	0	0	825	0	15,574	0	400	0	0	512	0	912	0	520	164	128	706	0	1,518
	Life Sciences	0	11,833	1,086	0	1,625	0	14,544	0	11,480	1,086	0	1,472	0	14,038	0	15,632	975	368	1,859	0	18,834
	Criminal Justice	0	1,930	0	0	1,463	0	3,393	0	2,243	0	0	1,344	0	3,587	0	3,424	644	336	1,560	0	5,964
	Sports Management	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Health Professions	0	9,677	0	0	4,645	1,983	16,305	0	6,272	0	0	4,424	1,983	12,679	0	9,790	1,191	1,106	5,105	1,000	18,192
	General Instruction	29,747	2,828	2,965	0	1,140	0	6,933	22,521	0	2,965	0	0	0	2,965	35,624	0	0	0	0	0	0
Total	Instructional & Dept Research	29,747	82,353	4,276	0	21,252	1,983	139,611	22,521	44,311	4,276	0	21,792	1,983	94,883	35,624	68,960	8,911	5,448	25,059	1,000	145,002
	Average NASF per FTE							68							46							70

Comparisons of 2009 Existing vs. 2013 Calculated and Recommended Space

Campus: SUNY Canton

Chart of Account	Department Name	Existing Space - Fall 2013							Calculated Space by Guidelines on FTE (2013)							Recommended Space by FMP Consultant on FTE (2013)						
		Registrar	Instructional & Dept Research Space					Total Department Use	Registrar	Instructional & Dept Research Space					Total Department Use	Registrar	Instructional & Dept Research Space					Total Department Use
		Classroom Lec. Hall	Class Lab	Study Lab	Research & Support	Faculty & Admin Office	General Use		Classroom Lec. Hall	Class Lab	Study Lab	Research & Support	Faculty & Admin Office	General Use		Classroom Lec. Hall	Class Lab	Study Lab	Research & Support	Faculty & Admin Office	General Use	
	(line# in summary sheet)	1.1 & 1.2	2	2	2	2	3	=sum 2.1-2.5	1.1 & 1.2	2	2	2	2	3	=sum 2.1-2.5	1.1 & 1.2	2	2	2	2	3	=sum 2.1-2.5
See	Business and Economics	0	0	0	0	1,325	0	1,325	0	440	0	0	2,989	0	3,429	0	546	1,087	812	3,577	0	6,022
Crossover	Professional Studies	0	1,492	0	0	975	0	2,467	0	80	0	0	1,278	0	1,358	0	152	184	320	1,534	0	2,190
Table	English and Humanities	0	0	0	0	1,780	0	1,780	0	600	0	0	2,834	0	3,434	0	708	1,387	708	3,147	0	5,950
	Graphics and Multimedia Design	0	1,774	0	0	731	0	2,505	0	2,764	0	0	357	0	3,121	0	3,342	131	89	636	0	4,198
	Social Sciences	0	373	0	0	1,961	0	2,334	0	520	0	0	2,739	0	3,259	0	611	1,391	685	3,049	0	5,736
	Engineering	0	12,539	0	0	1,446	0	13,985	0	8,300	0	0	1,536	0	9,836	0	19,542	658	384	1,934	0	22,518
	Physics	0	2,579	0	0	299	0	2,878	0	2,380	0	0	598	0	2,978	0	3,268	248	150	795	0	4,461
	Computer Information Systems	0	3,332	0	0	717	0	4,049	0	4,896	0	0	1,568	0	6,464	0	8,475	416	392	1,967	0	11,250
	Math	0	0	225	0	1,503	0	1,728	0	720	225	0	2,205	0	3,150	0	876	1,398	551	2,462	0	5,287
	Building Sciences	0	19,247	0	0	817	0	20,064	0	18,000	0	0	1,014	0	19,014	0	26,437	391	254	1,393	0	28,475
	Automotive and Powersports	0	14,749	0	0	825	0	15,574	0	10,400	0	0	602	0	11,002	0	12,220	227	150	798	0	13,395
	Life Sciences	0	11,833	1,086	0	1,625	0	14,544	0	14,420	1,086	0	2,075	0	17,581	0	19,618	1,224	519	2,651	0	24,012
	Criminal Justice	0	1,930	0	0	1,463	0	3,393	0	2,760	0	0	1,645	0	4,405	0	4,208	791	411	2,038	0	7,448
	Sports Management	0	0	0	0	0	0	0	0	360	0	0	301	0	661	0	410	48	75	312	0	845
	Health Professions	0	9,677	0	0	4,645	1,983	14,322	0	8,636	0	0	5,235	1,983	15,854	0	13,551	1,433	1,309	6,444	1,000	23,737
	General Instruction	30,245	2,828	3,215	0	1,140	0	7,183	27,197	0	3,215	0	0	0	3,215	43,007	0	0	0	0	0	0
Total	Instructional & Dept Research	30,245	82,353	4,526	0	21,252	1,983	138,376	27,197	75,276	4,526	0	26,976	1,983	135,958	43,007	113,964	11,014	6,809	32,737	1,000	208,531
	Average NASF per FTE							54							53							82

Comparisons of 2009 Existing vs. 2018 Calculated and Recommended Space

Campus:

Chart of Account	Department Name	Existing Space - Fall 2013							Calculated Space by Guidelines on FTE (2018)							Recommended Space by FMP Consultant on FTE (2018)						
		Registrar	Instructional & Dept Research Space					Total Department Use	Registrar	Instructional & Dept Research Space					Total Department Use	Registrar	Instructional & Dept Research Space					Total Department Use
		Classroom Lec. Hall	Class Lab	Study Lab	Research & Support	Faculty & Admin Office	General Use		Classroom Lec. Hall	Class Lab	Study Lab	Research & Support	Faculty & Admin Office	General Use		Classroom Lec. Hall	Class Lab	Study Lab	Research & Support	Faculty & Admin Office	General Use	
(line# in summary sheet)	1.1 & 1.2	2	2	2	2	3	=sum 2.1-2.5	1.1 & 1.2	2	2	2	2	3	=sum 2.1-2.5	1.1 & 1.2	2	2	2	2	3	=sum 2.1-2.5	
See	Business and Economics	0	0	0	0	1,325	0	1,325	0	480	0	0	3,117	0	3,597	0	563	1,126	856	3,762	0	6,307
Crossover	Professional Studies	0	1,492	0	0	975	0	2,467	0	320	0	0	1,368	0	1,688	0	694	194	342	1,627	0	2,857
Table	English and Humanities	0	0	0	0	1,780	0	1,780	0	2,400	0	0	2,954	0	5,354	0	2,837	1,455	738	3,272	0	8,302
	Graphics and Multimedia Design	0	1,774	0	0	731	0	2,505	0	2,909	0	0	378	0	3,287	0	3,572	140	94	657	0	4,463
	Social Sciences	0	373	0	0	1,961	0	2,334	0	1,080	0	0	2,875	0	3,955	0	1,273	1,460	719	3,191	0	6,643
	Engineering	0	12,539	0	0	1,446	0	13,985	0	8,750	0	0	1,682	0	10,432	0	20,665	696	420	2,085	0	23,866
	Physics	0	2,579	0	0	299	0	2,878	0	2,520	0	0	619	0	3,139	0	3,381	256	155	817	0	4,609
	Computer Information Systems	0	3,332	0	0	717	0	4,049	0	5,151	0	0	1,642	0	6,793	0	8,927	438	410	2,043	0	11,818
	Math	0	0	225	0	1,503	0	1,728	0	3,120	225	0	2,312	0	5,657	0	3,719	1,485	578	2,573	0	8,355
	Building Sciences	0	19,247	0	0	817	0	20,064	0	19,667	0	0	1,059	0	20,726	0	27,862	412	265	1,439	0	29,978
	Automotive and Powersports	0	14,749	0	0	825	0	15,574	0	10,800	0	0	626	0	11,426	0	12,678	235	156	823	0	13,892
	Life Sciences	0	11,833	1,086	0	1,625	0	14,544	0	14,630	1,086	0	2,414	0	18,130	0	19,887	1,241	604	3,169	0	24,901
	Criminal Justice	0	1,930	0	0	1,463	0	3,393	0	2,875	0	0	1,704	0	4,579	0	4,391	825	426	2,100	0	7,742
	Sports Management	0	0	0	0	0	0	0	0	520	0	0	221	0	741	0	634	74	56	229	0	993
	Health Professions	0	9,677	0	0	4,645	1,983	16,305	0	9,363	0	0	5,386	1,983	16,732	0	14,742	1,523	1,374	6,600	1,000	25,239
	General Instruction	30,245	2,828	3,215	0	1,140	0	7,183	26,709	0	3,215	0	0	0	3,215	42,230	0	0	0	0	0	0
Total	Instructional & Dept Research	30,245	82,353	4,526	0	21,252	1,983	140,359	26,709	84,585	4,526	0	28,357	1,983	146,160	42,230	125,825	11,560	7,193	34,387	1,000	222,195
	Average NASF per FTE							68							71							107

SUNY Canton Crossover Table

Subject	School	Department	Account	Account Name
ACCT	BLS	Business & Economics	440010-00	Accounting
ECHD	BLS	Professional Studies	630050-00	Early Childhood/Education
EDUC	BLS	Professional Studies	630050-00	Early Childhood/Education
ECON	BLS	Business & Economics	630010-02	Economics
EADM	BLS	Professional Studies	440045-00	Emergency Management
BASK	BLS	English/Humanities	630020-00	English/Humanities
ENGL	BLS	English/Humanities	630020-01	English/Humanities
FREN	BLS	English/Humanities	630020-02	English/Humanities
HUMA	BLS	English/Humanities	630020-03	English/Humanities
PHIL	BLS	English/Humanities	630020-04	English/Humanities
SPAN	BLS	English/Humanities	630020-05	English/Humanities
FSMA	BLS	Business & Economics	440019-00	Finance
GMMD	BLS	Graphics & Multimedia Design	440060-00	Graphics & Multimedia Design
HSMB	BLS	Professional Studies	570002-00	Health Care Management
HIST	BLS	Social Sciences	630002-00	History
LEST	BLS	Professional Studies	440047-00	Legal Studies
BSAD	BLS	Business & Economics	440021-00	Management
PSYC	BLS	Social Sciences	630010-04	Psychology
ANTH	BLS	Social Sciences	630010-06	Sociology/Political Science
POLS	BLS	Social Sciences	630010-06	Sociology/Political Science
SOCI	BLS	Social Sciences	630010-06	Sociology/Political Science
SSCI	BLS	Social Sciences	630010-06	Sociology/Political Science
WMST	BLS	Social Sciences	630010-06	Sociology/Political Science
AREA	SET	Engineering	510035-00	Alternate & Renewable Energy Systems
AUTO	SET	Automotive & Powersports	510010-02	Automotive Technology
CONS	SET	Building Sciences	510020-02	Building Construction
MINS	SET	Computer Information Systems	440030-00	Computer Information Systems
CITA	SET	Computer Information Systems	440030-00	Computer Information Systems
TMMA	SET	Building Sciences	510020-02	Building Construction
ENGS	SET	Engineering	510001-00	Dean-Engineering Technology
SOET	SET	Engineering	510001-00	Dean-Engineering Technology
ELEC	SET	Engineering	510010-10	Electrical Engineering Technologies
ACHP	SET	Building Sciences	510020-08	HVAC Technology
MATH	SET	Mathematics	630030-00	Math
MECH	SET	Engineering	510010-12	Mechanical Engineering, Technology
MFGT	SET	Engineering	510010-12	Mechanical Engineering, Technology
PHYS	SET	Physics	510030-00	Physics
MSPT	SET	Automotive & Powersports	510015-00	Powersports Performance & Repair
BIOL	SHCJ	Life Sciences	630040-02	Biology
ESCI	SHCJ	Life Sciences	630040-02	Biology
CHEM	SHCJ	Life Sciences	630040-04	Chemistry
JUST	SHCJ	Criminal Justice	440040-00	Criminal Justice
LELM	SHCJ	Criminal Justice	440040-00	Criminal Justice
DHYG	SHCJ	Dental Hygiene	570050-00	Dental Hygiene
MORT	SHCJ	Health Professions	570021-00	Funeral Services Administration
HLTH	SHCJ	Health Professions	570080-00	Health Science Career Studies
LPNC	SHCJ	Health Professions	570030-00	Nursing
NURS	SHCJ	Health Professions	570030-00	Nursing
PHTA	SHCJ	Health Professions	570073-00	Physical Therapy Asst
VSCT	SHCJ	Health Professions	570040-00	Veterinary Science Technology