

September 2011



# FINAL RECOMMENDATIONS

# 5



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August 8, 2011

Phase 5 of the FMP, presents the Facilities Master Plan – Final Recommendations.

**PRESIDENT'S ENDORSEMENT**

This statement recognizes the efforts of the State University Construction Fund and Architectural Resources in creating the Facility Master Plan for the State University of New York College of Technology at Canton (SUNY Canton).

Throughout this project the campus community, the Vice Presidents, and I have provided Architectural Resources with documentation and feedback for the completion of the Facility Master Plan 2013-2023. As a result, I support the findings and goals contained in the plan.

The planned projects described in Phase 5 will assist in positioning our campus for success. The campus will continue to use this document as a planning tool for years to come.

Sincerely,

Joseph Kennedy  
President

A handwritten signature in blue ink, appearing to read 'Joe Kennedy', written over the printed name.



## EXECUTIVE SUMMARY

### Mission

The mission of SUNY Canton is to provide “accessible, affordable, high-quality applied programs that enable students in the North Country, New York State, and beyond to achieve their highest potential both personally and professionally.” To meet that mission the College:

- Has a student-focused approach
- Fosters an exceptionally entrepreneurial academic culture
- Maintains a highly employment-market responsive mix of programs

### History

SUNY Canton was founded in 1906 as the first New York State School of Agriculture and was originally part of St. Lawrence University. In 1941 the school became independent and later joined the SUNY system when it was created in 1948. In 1967 the College moved to its current purpose-built campus west of St. Lawrence University. Originally only a 2-year degree granting institution, the College began offering 4-year degrees in 1997. Over time the College has shifted away from agricultural programs and now principally offers vocational, pre-professional and professional programs. Today the College’s student population breaks down into a mix of:

- On-campus students (35%)
- Commuter students (50%)
- Distance learning students (15%)

Most students come from New York State (88%) and largely draw from the North Country and Downstate. An additional 10% of students come from outside the United States.

### Distinguished Academic Programs

Canton’s programs of regional distinction include:

- Criminal Investigation
- Veterinary Science
- Air Conditioning Engineering Technology

Graduates of these programs regularly have almost 100% employment soon after leaving Canton.

Programs with national distinctions include:

- Alternate and Renewable Energy Applications (the only one of its kind in the Northeast)
- Motorsports program (also unique in the Northeast)
- Mortuary Sciences (one of only 50 nationally)

SUNY Canton Regional Location



## Enrollment

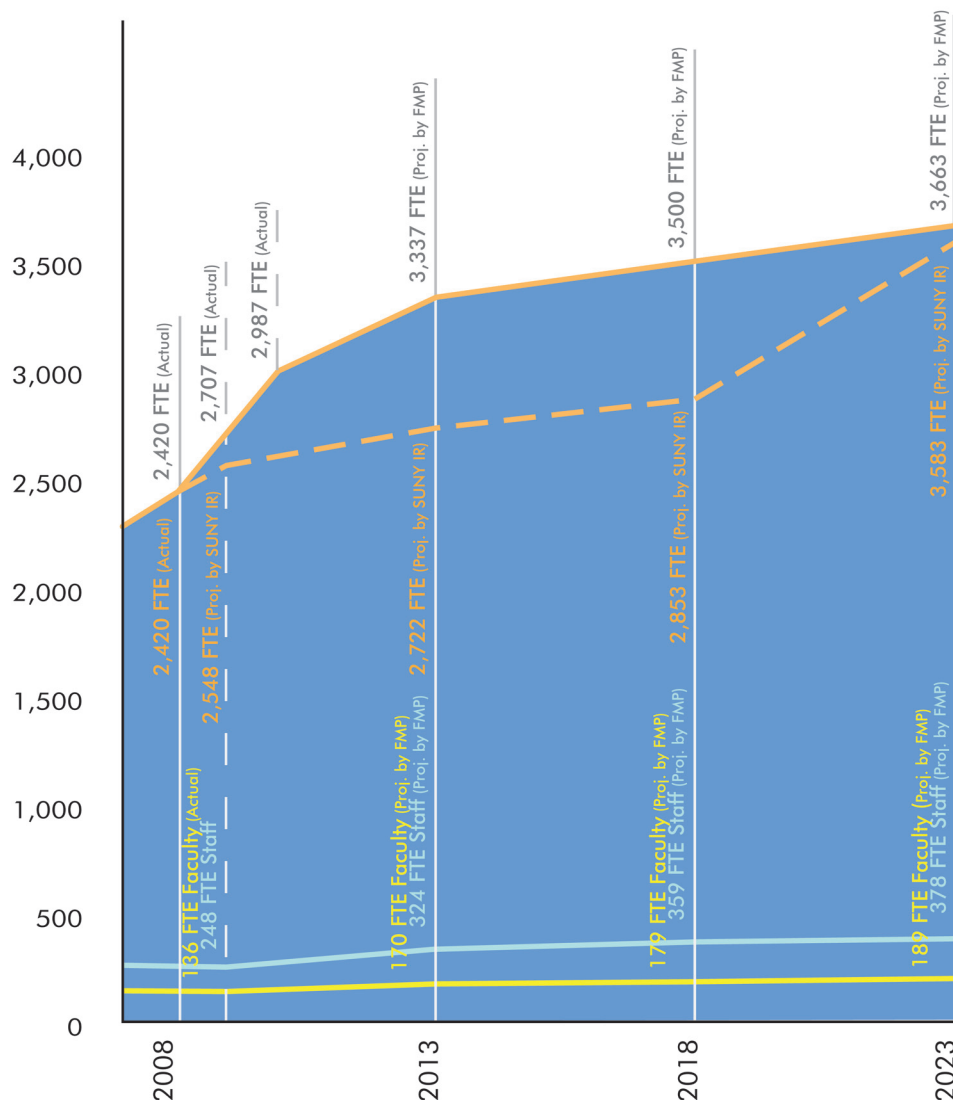
Although enrollment experienced varied highs and lows from the 1970s through the 1990s, enrollment through the 2000s showed a recent and dramatic increase in student population. Enrollment has grown from slightly under 2,000 full-time equivalent [FTE] students in the early 1990s to its highest ever number of 3,661 headcount and 2,987 FTE (2,778 full-time and 871 part-time) students in 2010. By 2023, the College anticipates continued growth of 35%, a total of 3,663 FTE students, with 76% of students attending classes on campus.

With 22% of credit hours delivered exclusively on-line, SUNY Canton is unique among its sister SUNY institutions and most other public institutions in the country. Distance learning, however, is an even more significant method of instructional delivery as most on-site instruction is supplemented by significant amounts of on-line delivery. Additionally, as part of Canton's pursuit of on-line education it has partnered with various international

universities, developed over 500 overseas study programs and a dual degree system with 500 international students, one of the highest percentages amongst SUNY colleges.

SUNY Canton also recognizes the societal trend of increased emphasis on credential requirements. 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. SUNY Canton's program offerings are well positioned and regularly reviewed to best respond to employment market needs. As such, growth at the departmental level is expected to vary.

- School of Engineering Technology 37% growth
- School of Science, Health and Criminal Justice 37% growth
- School of Business and Liberal Studies 34% growth



Enrollment Projections

## Existing Conditions on Campus

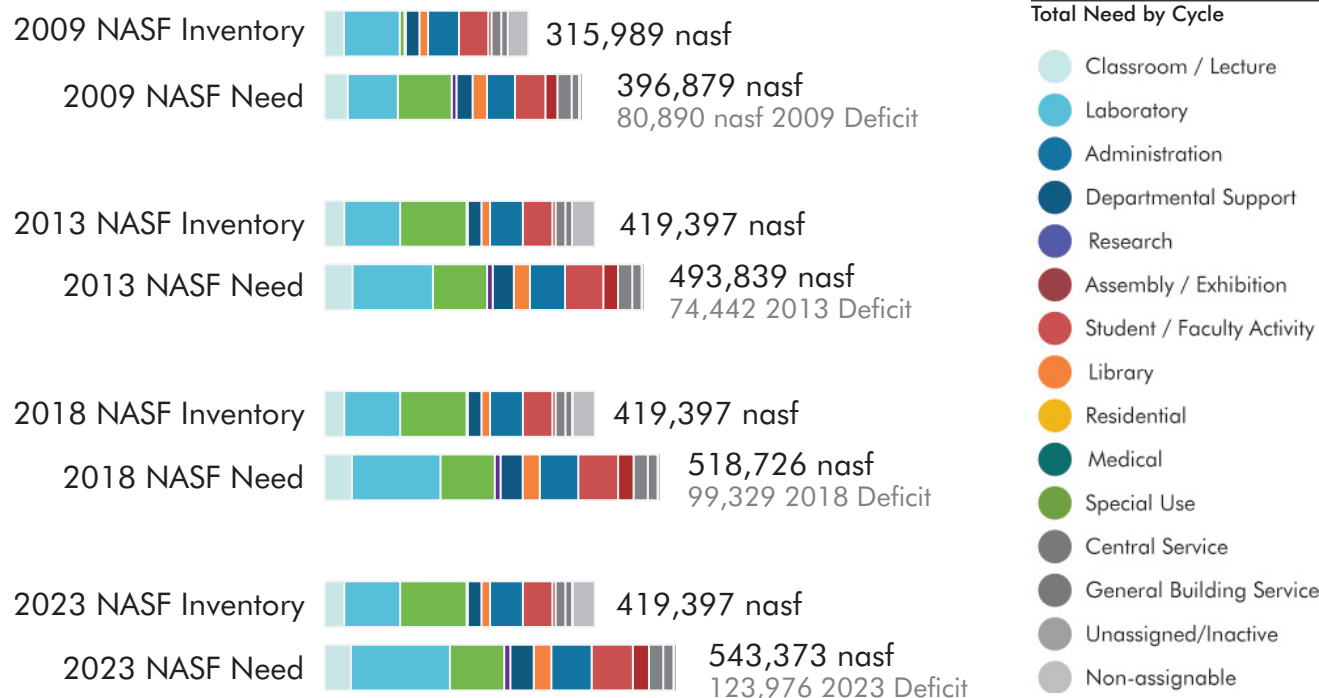
The campus is primarily surrounded by residential areas to the east (both single and multi-family dwellings) and agricultural uses to the west. Noteworthy physical features include its hilltop location providing an acropolis-like feel and views of the Grasse River and Village to the East.

The campus is surrounded by a loop road that has generally formed the edge of the campus, but recent growth and construction are now pushing the College beyond its traditional footprint and outside of the loop. Pedestrian access across the campus is challenged by the combination of often steep terrain and severe winter weather, which suggests a premium on interior connections and makes universal access across the campus very difficult. The campus has lacked sufficient parking for students in the last few years, particularly at the beginning of the semesters.

## Space Needs

By 2023 SUNY Canton will have a space deficit of 123,976nasf. For both the current and projected inventories, the analysis suggests that Canton has space needs in:

- Classroom/lecture hall facilities. SUNY Canton must prepare for dramatic changes in instructional delivery with the addition of case-method and breakout classrooms.
- Class lab facilities which 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 which are important to Canton's instructional delivery. Additionally the College should address the needs of learning and physically disabled students.
- Library facilities, despite prudent projections in the Library's general collections, the guidelines show substantial deficits in library space, regardless of functional area, both current and projected. There is insufficient small group study space to support collaborative learning, as well as a lack of technology enhanced learning spaces such as multi-media portfolio rooms and presentation rooms.



## Planning Objectives

Three primary planning objectives were identified by the College as part of the FMP process:

- Institutionalize innovation
- Increase student engagement
- Elevate student expectations

Institutionalizing innovation and supporting today's rapidly evolving technology and instructional methods requires ample support for faculty development. This must be accommodated with space for cross-disciplinary communication, interaction and collaboration.

Student engagement means providing adaptable, innovative spaces in order to motivate and retain students. This includes extending activity times in the academic zone, maximizing interaction with faculty and staff, and bolstering peer-to-peer and self-directed learning inside and outside of the classroom.

Elevating student expectations energizes the campus community, attracts and retains students. Shifting pedagogy towards "active learning" increases student engagement and raises expectations. Tactics such as peer-to-peer learning and "pulse-format" instruction maximize the human connection in the classroom.

### **Programmatic Design Drivers – Campus-Wide**

Building upon the planning objectives, the FMP developed a series of Programmatic Design Drivers:

- Aligning learning environments with current pedagogy
- Facilitating always ‘on’ teaching
- Maximizing flexibility in facility use
- Incorporating new media technology
- Expanding Library and Learning Commons resources
- Providing support services for students and faculty throughout campus
- Providing wellness facilities
- Improving the quality of campus open space
- Creating a sense of place
- Upgrading building systems campus-wide
- Improving campus sustainability

### **Programmatic Design Drivers – Department-Specific**

Building upon the planning objectives and the campus-wide programmatic design drivers, the FMP also develops a series of Department-Specific Programmatic Design Drivers. These are to inform specific space planning and design ideas, and describe the pedagogical relationships.

#### **School of Business & Liberal Studies**

- **Business & Economics**  
Current need is driven by insufficient amounts of departmental class lab, research and faculty office space. Future need is driven by departmental and campus-wide enrollment growth. Addressing the short-term class lab space deficiency of this department is a high priority. Important adjacencies include associated collaboration space that mixes faculty and students, general classrooms, and faculty office and development space.
- **Professional Studies**  
This department does not need a significant amount of dedicated classroom space and the short-term need for departmental support space remains stable. Future need is proportional to departmental enrollment growth. Instructional space surpluses for this department can be temporarily used to address the immediate need for general instruction space.
- **English / Humanities**  
Current and future need is driven by the pedagogical shift towards the integration of class labs as part of English and writing instruction. Future need is also driven by campus-wide enrollment growth. Addressing the short-term class lab space

deficiency of this department is a high priority.

- Graphics & Multimedia Design  
Future need is proportional to departmental enrollment growth and primarily consists of class labs space.
- Social Sciences  
Current need is driven by a lack of departmental class lab and research space.  
Future need is driven by enrollment growth.

#### School of Engineering Technology

- Engineering  
Future need is proportional to departmental enrollment growth.
- Physics  
Future need is proportional to campus-wide enrollment growth.
- Computer Information Systems  
Current need is driven by insufficient amounts of departmental class lab and research space. Future need is proportional to departmental enrollment growth. Addressing the short-term computer class lab space deficiency of this department is a high priority. Important adjacencies include associated open computer labs, specialty software labs, faculty and student development space and faculty office space.
- Mathematics  
Current need is driven by insufficient amounts of departmental class lab and research space. Future need is driven by enrollment growth. Addressing the short-term computer class lab space deficiency of this department is a high priority.
- Building Science  
Future need is proportional to departmental enrollment growth.
- Automotive & Powersports  
This departmental space allocation is adequately sized and can accommodate future growth without additional space.

#### School of Sciences, Health & Criminal Justice

- Life Science  
Current need is driven by the pedagogical shift towards expanded class labs simulation training. Future need is proportional to departmental enrollment growth. While this department has space needs, the class labs in use are obsolete. Addressing the qualitative deficiencies of this department is a high priority given this department's role in providing supporting instruction for many of SUNY Canton's professional programs.
- Criminal Justice  
Current need is driven by the pedagogical shift towards expanded class labs

simulation training. Future need is proportional to departmental enrollment growth. Addressing the short-term classroom and class lab space deficiency of this department is a high priority. Important adjacencies include associated collaboration space and general classrooms.

- Sports Management  
Future need is proportional to departmental enrollment growth.
- Health Professions  
Future need is proportional to departmental enrollment growth.

#### Approach to Short Term Space Needs

The space needs assessment identified significant space needs, both currently and out to 2023, which reflect the dramatic growth of SUNY Canton's enrollment. Of particular concern is how the College expects to manage pre-existing space deficiencies leading up to the start of the 2013-2018 capital cycle, and if any of the strategies currently employed by the College can inform cost efficient ways to approach resolving space needs in the FMP planning timeframe. The final FMP calls for:

- Increasing capacity by extending the College's instructional delivery times from Monday-Thursday daytime to a traditional five-day week (a process the College has already begun) and into the evening
- Employing alternative and creative scheduling opportunities to increase the efficiency of instructional delivery volumes
- Delivering more credit hours through on-line and on-demand instruction

To accomplish this, distance-learning classrooms will need to be more effectively utilized, and some general classrooms will require technology investments to transition them into fully-capable distance learning classrooms. The College will also need to better support faculty in on-line and on-demand instruction with improved support facilities in departmental support areas and improved technical hardware. The College does not anticipate meeting the short-term need with modular classrooms.

#### Approach to Business & Liberal Studies

The FMP identifies that the School of Business & Liberal Studies [BLS] requires a "home" where students and faculty interact with each other both formally and socially. This is to be met with a physical consolidation of BLS students and faculty in a renovated and expanded French Hall. This initiative is coordinated with the addition of the new Gateway Building to provide general instruction, BLS class space, and collaboration areas among other functions.

### **Approach to Engineering Technologies**

Continuing with Canton's focus on vocational and professional programs, Engineering Technologies is to provide right-sized lab and station space in a renovated and expanded Cooper Service Building. This building will focus primarily on the building sciences and provide class lab space, workshops and multiple teaming and collaboration spaces.

### **Approach to Student Services**

SUNY Canton's approach to student services aims to combine the personal quality of face-to-face interaction with the convenience of on-line support. While the College will continue to employ digital tools to streamline student services, it does not expect to deliver these services in a predominantly on-line format in the near future. This is in contrast to several sectors of the College's curriculum which are delivered exclusively on-line. The FMP includes a modest one-stop service center with queuing space as part of the realignment and expansion of French Hall. This is co-located with BLS, general instruction space and other administrative functions (in the new Gateway Building); and connected to an expanded Southworth.

### **Approach to Library, Collaboration and Food Service Needs**

One of the most pressing issues at Canton is the overutilization of library which has become a study and social hub – a stark contrast to the poorly utilized areas intended for social activity in the Campus Center. Innovation and entrepreneurship are seen as key ingredients in both the success of the Library and the College in general. As such, the FMP seeks to provide a better balance by switching student activity and food service to Southworth (currently the library) while meeting library needs in Miller Hall (currently known as the Miller Campus Center).

This involves physically expanding Southworth and repurposing the building for student activity studios and clubs (dance, yoga, etc.), collaborative learning spaces and main food service venue. Expanding Miller Hall and repurposing the building as the home of the new Library provides a collection area, group study and media enriched collaborative spaces, stacks, and learning/media resources.

### **Approach to Site Improvements**

The FMP also includes significant site improvement initiatives such as:

- Creation of a clear and welcoming entry sequence for the campus community and visitors by extending the entry drive to the new gateway building
- Changing the intersection of the entry drive and Cornell Drive from a "Y" to a "+"

- Adding a drop-off roundabout in front of Chaney Hall
- Relocating the existing power lines
- Adding a significant amount of parking

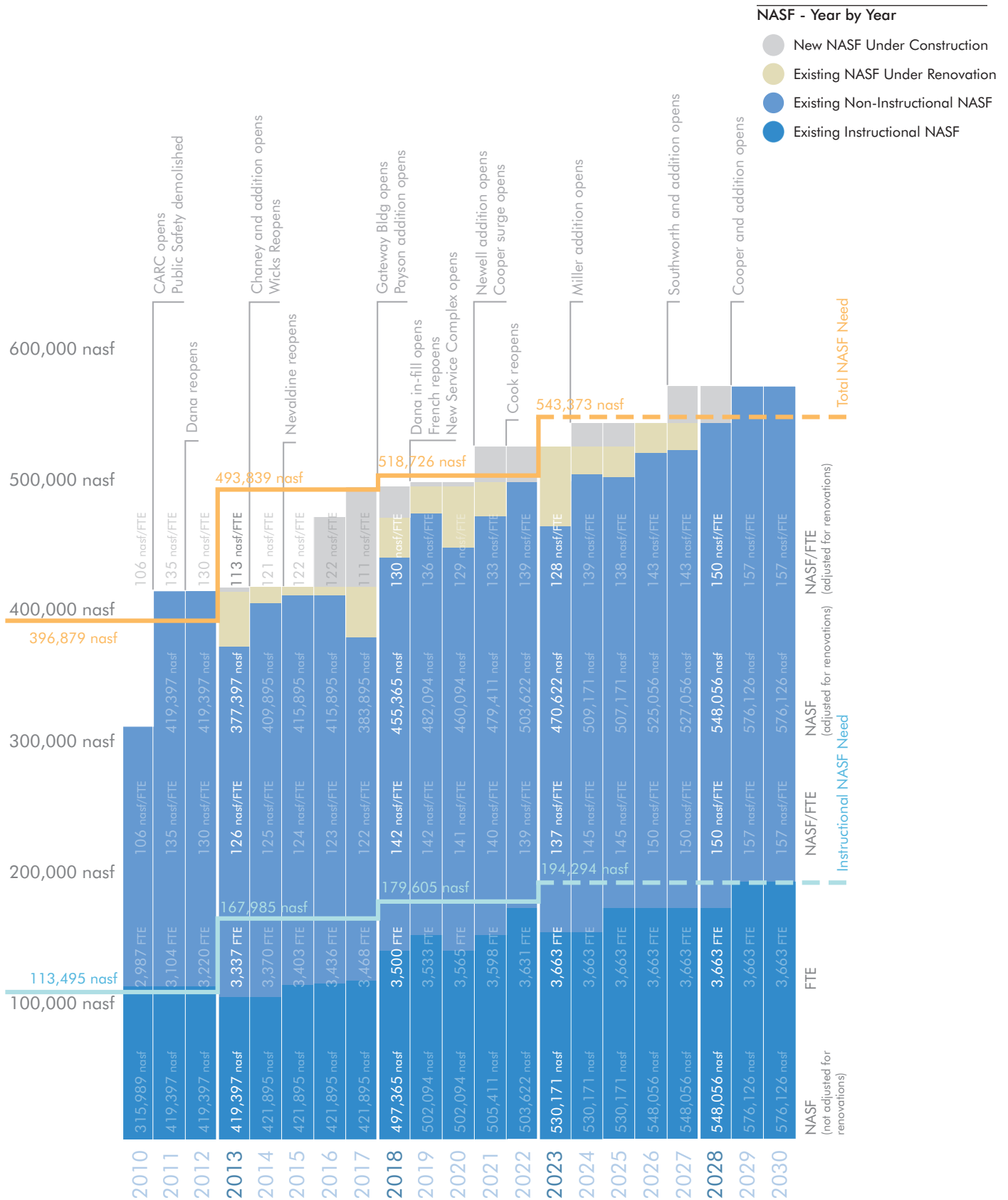
### Capital Funding

Over the course of the FMP process, recommendations which further the mission of the College have been the focus. The proposed initiatives are allocated to three time frames, the five-year periods of 2013-2018, 2018-2023 and 2023-2029. The allocation of projects within these three time frames is based on campus input, necessary phasing sequences and estimated project timelines. Costs are assigned to each initiative.

- |  |         |
|--|---------|
| • 2013-2018 (not including escalated costs*) | \$87.4M |
| • 2018-2023 (not including escalated costs*) | \$44.8M |
| • 2023-2029 (not including escalated costs*) | \$39.8M |

### Closing

SUNY Canton is one of the most dynamic institutions within the SUNY system. Its entrepreneurial culture and nimble management have allowed it to be a significant educational resource for the North Country and New York State, fill a niche not provided for by other institutions of higher education in the region, and to be a state leader in areas such as on-line instruction delivery and sustainability.



## 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 SUNY Canton'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 Recommendations

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 5 of the FMP, presents the Facilities Master Plan - Final Recommendations. Phase 5 takes into account the previous efforts from the Phase 1 – 4 reports as well as input from the Executive Committee and Steering Committee.

The Phase 4 report developed three detailed concept alternatives to guide the future of SUNY Canton's growth and development. While reviewing and discussing the specific details of each concept, the project consultants along with campus representatives, began to recognize the benefits of combining select initiatives from each concept into a final recommendation. Choosing one concept wholly as a preferred recommendation was not the ideal solution for the facility; rather, specific sections of each concept could be blended into a hybrid concept. As a result, the recommendations in Phase 5 do not rank the three concepts individually. Instead, the most beneficial, practical and cost effective options have been combined to create the most reasonable and realistic expectations to guide future development of the Canton campus.

Specific details of the recommended initiatives are outlined in this report, with careful consideration given to balance the needs of enrollment expectations, physical campus characteristics, existing building configurations, surge space requirements and cost.

## A - CAMPUS STRATEGIC PLAN

### ASSESSMENT OF 2007 MEMORANDUM OF UNDERSTANDING

Certain elements discussed in the 2007 MOU are essential in the Facilities Master Plan [FMP] process. Although the time range of the 2007 MOU is not comprehensive enough for the FMP which will cover a period that goes beyond 2023.

Enrollment projections are one of the key elements. The 2007 MOU foresaw a continued commitment to diversity with significant shifts in student origins. In 2007 46% of SUNY Canton's population originated in St. Lawrence County and over 60% from the North Country, the Mohawk Valley and the Capital District. The College seeks to reduce this percentage well below 60% with continued recruitment in the Downstate region. Underserved populations will remain a particular focus of recruitment activities. SUNY Canton also intends to increase its out-of-state and international populations.

In the face of local relative population decline, the College intends to be more direct in its efforts at recruitment, and in becoming an attractive option for transfer candidates.

While the 2007 MOU also projected significant enrollment growth, SUNY Canton has far exceeded its own target enrollments for the last few years. Drivers of this growth include new programs that serve unmet local needs and a growing distance learning community. It is also difficult to single out how much of this growth has been driven by the severe recession of 2007-2009. This period caused many people to go back to college to retool their skills, or to seek employment in a different career.

The shift from Associate to Bachelor degree opportunities is the most significant long term



Roselle Academic Plaza

initiative underway at Canton and it will continue for the next few years. The College expects to develop and implement additional bachelor programs in the future based upon market demands. All programs will be subject to careful annual review to ascertain their viability and competitiveness.

## ASSESSMENT OF 2010 STRATEGIC PLAN

Several primary goals for SUNY Canton's academic growth have been identified in the 2010 Strategic Plan:

- Promote Academic Excellence
- Optimize Enrollment
- Focus on Sustainability
- Create a Robust, Active and Enriching Campus Life

Moving toward 2020, the College will transition to a Baccalaureate institution with a wider selection of programs for students in the beginning of their college career. At the same time, SUNY Canton will continue to improve the certificate and two-year programs currently offered, which hold greater appeal for adult and nontraditional students. Applied education is an important focus for the College, with an emphasis on preparing students for life beyond school and the practical application skills. SUNY Canton's students will receive a well-rounded education, with emphasis on technological literacy and a foundation in arts and science. New degree programs with a focus on career prospects will also be developed.

In order to ensure academic excellence, SUNY Canton will take steps to increase the number and quality of faculty and adjunct faculty. Specifically, measures will be taken to attract adjunct faculty with professional experience and technical knowledge. A system will be implemented to reward high-level faculty for their achievements in teaching and research, and peer reviews will be utilized to assess faculty teaching and course content.

Improving student retention and learning outcomes is an additional priority issue for the College. According to the 2010 Strategic Plan, strategies to address this challenge include: determining optimal class sizes; identifying students who need academic assistance; using assessment data to increase program effectiveness; and improving academic advising for students.

A second goal of academic improvement is enrollment optimization. Within the next 10 years, SUNY Canton plans to enroll between 4000 and 5000 full-time domestic and 1000 international students. Several strategies have been determined to increase enrollment numbers, particularly in the four-year programs. In order to smooth student transfers from

other institutions, the process of establishing articulation agreements with other schools will be simplified. Online courses will be added to the curriculum, and marketing efforts will be increased to attract traditional, nontraditional (including military families) and international students. Along with the recruitment of new students, efforts will be focused to retain current students and improve graduation outcomes. Existing student support will be optimized to improve student learning, and special attention will be given to students with particular needs.

## IMPLEMENTATION OF STRATEGIC PLAN

The 2010 Strategic Plan and the Facilities Master Plan come at an uncertain time given the overall economic condition of New York State and the nation. Though conditions have stabilized, investment in higher education continues to be scaled back and may not return proportionally to future growth.

Thoughtful consideration needs to be given to how the constraints of the fiscal environment impact the implementation of the 2010 Strategic Plan and the Facilities Master Plan and their differing planning horizons, one spanning the aftermath of a severe recession and the other likely an entire economic cycle.



Aerial View of Campus



## B - ENROLLMENT PROJECTIONS

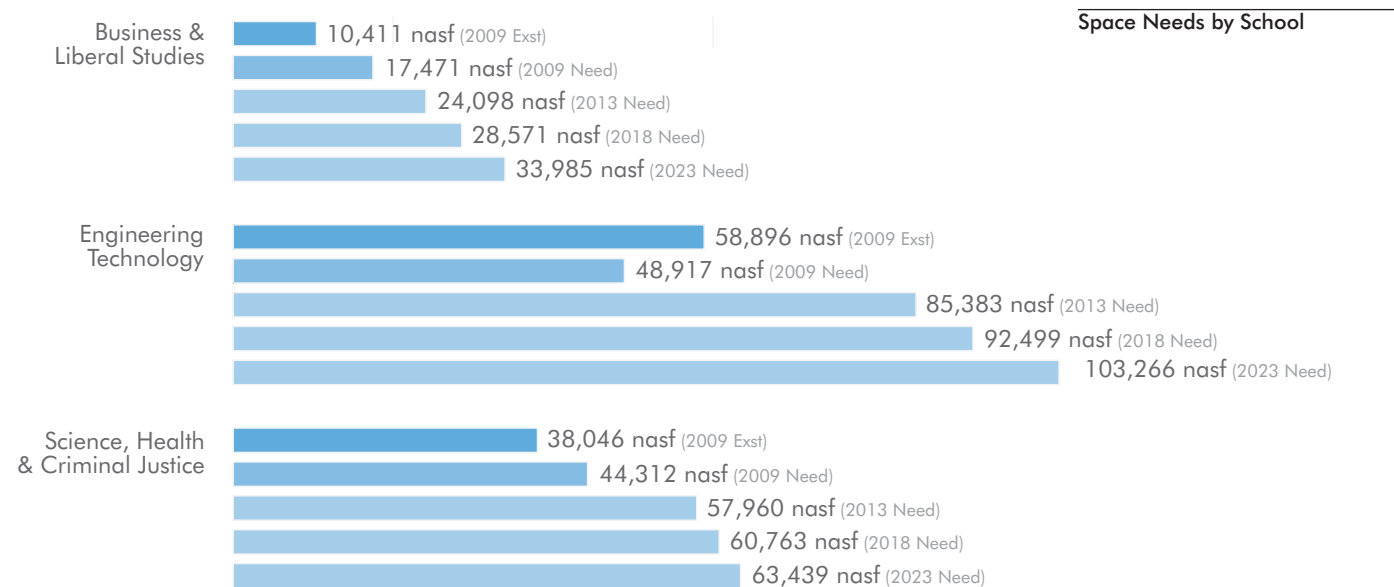
### STUDENT ENROLLMENT PROJECTIONS

SUNY Canton Institutional Research (IR) is projecting 35% growth through the next planning period, with 3,663 FTE students in 2023. At a departmental level, the greatest enrollment increase (37%) is expected for the School of Engineering Technologies and the School of Science, Health & Criminal Justice. The School of Business & Liberal Studies anticipates a more conservative enrollment increase of 34%.

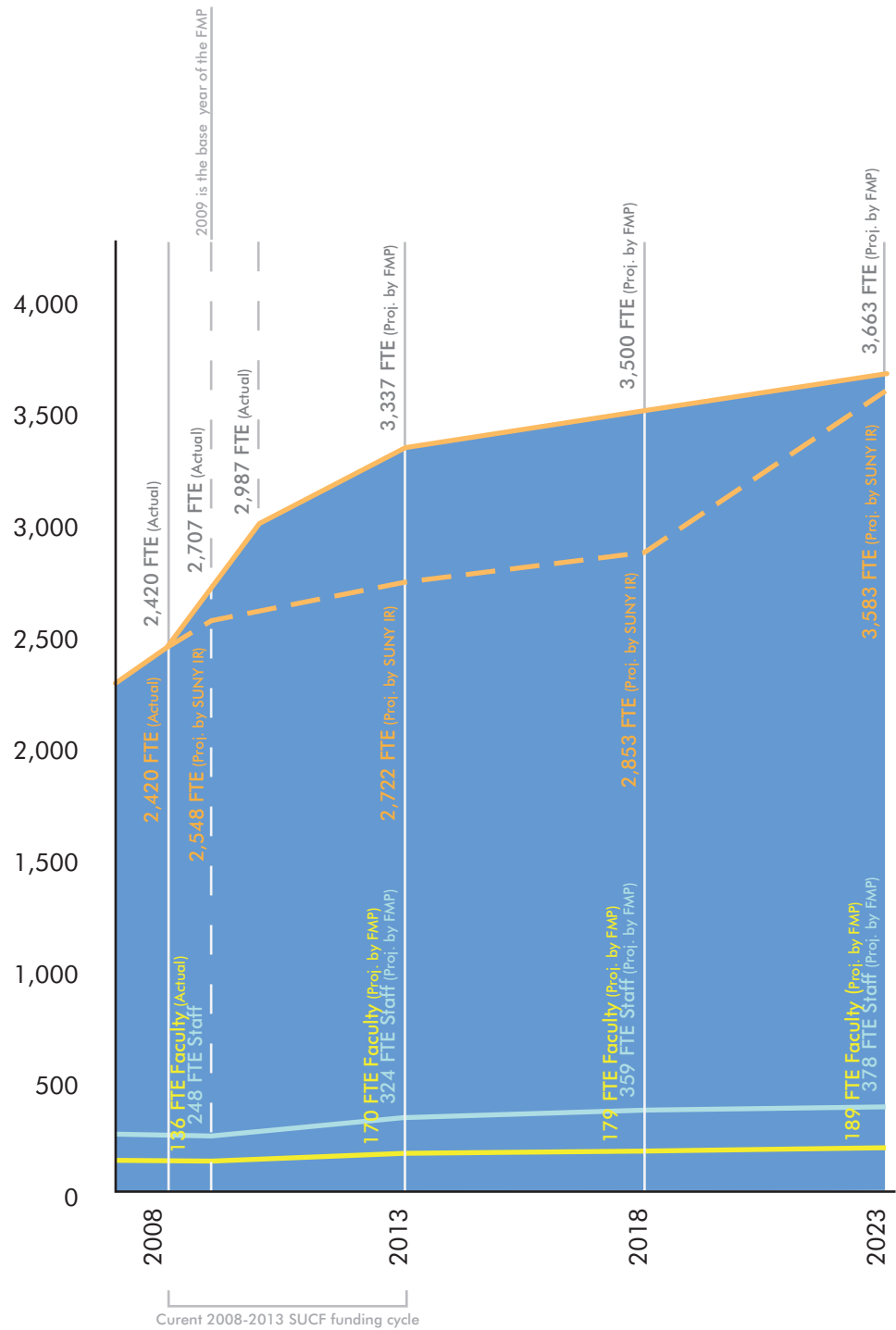
### FACULTY & STAFF PROJECTIONS

Faculty projections were based on overall FTE student to FTE faculty ratios of 19.4 to 1, a slight decrease in the 2009 ratio of 20 to 1. This decreased ratio is due to an anticipated growth in four-year programs and an emphasis on "learning by doing." FTE faculty was then distributed among departments based on appropriate student to faculty ratios for each discipline.

Staff projections were based on FTE staff to FTE faculty ratios of 2.0, slightly increased from the 2009 ratio of 1.8. This results in an overall FTE staff increase of 52%, which as a percentage is higher than the overall projected FTE enrollment growth. Additional FTE staff was allocated for the support of class and open labs, technology, student life, and facilities support, while academic departmental and executive administration support remained constant.



Enrollment Projections



ASSESSMENT OF PROJECTIONS

It is the view of the FMP consultant team that these projections are realistic, achievable and

strategically positioned. This is based upon several factors:

- The College is not exposed to local population decline:
  - St. Lawrence County (where SUNY Canton is located) is the single largest source of students and the local population is not suffering absolute declines. The population decline generally associated with the North Country is a relative decline, not absolute.
  - The majority of students currently come from outside the North Country, mainly from elsewhere in New York State. The New York State Department of Education has projected a significant mid-decade decline in state-wide high school graduation rates, but SUNY Canton's enrollment projections account for this drop. By the year 2020, the State is expected to have recovered from the mid-decade decline.
- The College is already competitive in growth markets:
  - Canton's course offerings are targeted toward the needs of the local and regional employment market and are distinctive and highly responsive to its region. No other institution of higher education is nearly as responsive and Canton's enrollment has dramatically increased as a result.
  - Canton has a small percentage of out-of-state and international students on campus, but a significant and growing number of such students on-line. The SUNY Administration has the stated goal of doubling the number of international students across the system by 2020. While most of this increase will end up at the research centers, Canton is well positioned to lead this initiative by pairing its on-line offerings with campus experiences.
  - New York State has and projects modest population growth (3%), though at a rate less than the national average (9%). However, the dynamics of population growth within the state dramatically vary. Western and Central New York have experienced significant absolute population loss, yet Downstate's growth has more than compensated for that loss. New York City alone is projecting over 9 million people by 2030 (a 9% increase over 2010), comprising almost 45% of the state's population. The State's and City's graduation projections for the City reflect a dismal record of sub-50% graduation rates. In the last few years, however, the City's schools have climbed above that 50% threshold. Even a modest combination of population growth and higher graduation rates would significantly increase the State's population of college-bound high school graduates.

Between the City University of New York, other SUNY schools and private institutions (particularly the for-profit sector), the Downstate high-school graduation pool is a highly competitive market and it is going to intensify in the future.



## C - CAMPUS PLANNING

Canton has significant educational space needs – a challenge complicated by the fact that the College’s existing space requires thorough realignment and optimization to meet the needs of today’s and tomorrow’s educational environments. Yet a college is not simply defined by instructional space. One of the clearest shifts in higher education campus planning over the last 20 years is the move away from the notion that learning only happens within typical instructional spaces – in fact, learning happens everywhere. The most successful, and indeed the most competitive higher education environments are those that breakdown such rigid barriers and conceive of all college space within a spectrum of learning environments.

Understanding how any campus needs to physically adapt means facilities planning needs to shift just as dramatically – this has been challenging for any public institution, but particularly so for Canton where almost all of the campus is more than 40 years old and State funding has been harder to come by with every year. Institutionally the college has done a solid job in adapting to these changes – it is time for the facilities to catch up.

### UNDERSTANDING THE LEARNING SPECTRUM

The expectation of students now – and of the entire working-age population by 2023 – is that learning and working can and will happen anywhere at any time, on demand. Facilities that do not support this expectation will not be able to compete. The spirit of the learning spectrum and the breadth of SUNY’s mission are at the core of “The Power of SUNY: Strategic Plan 2010 & Beyond” and its “Six Big Ideas:”

- SUNY and the Entrepreneurial Century
- SUNY and the Seamless Education Pipeline
- SUNY and a Healthier New York
- SUNY and an Energy-Smart New York
- SUNY and the Vibrant Community
- SUNY and the World

Strategies on how Canton’s facilities meet the needs identified in the College’s mission and the System’s state-wide goals inform the FMP’s holistic approach to campus facilities. At the core of this approach is the intentional blurring of social boundaries to align with current pedagogies, highlight the importance of experience-based learning, contemporize space requirements and structure opportunities for continuous learning. This section outlines:

- The broad ranges of these space types
- Where current thinking is in 2010

- Where facilities might be in 2023
- The Facilities Master Plan Policy Positions for these space types

Key to this is the understanding of traditional or “scheduled instructional environments” and their relationship to “informal instructional environments” such as library, food service and campus open space environments.

- Scheduled instructional environments:
  - Classrooms
  - Class labs
  - Lecture halls (traditional and case-methods)
- Informal instructional environments:
  - Libraries and learning commons
  - Food service and amenity areas
  - Connective areas
  - Open space and landscape
  - Residential environments
  - Office space (administrative and departmental)
- Health, wellness and athletic spaces

The informal instructional environment category is the most challenging of these. It pushes the definition of what learning is, broadens the recognition of where and how learning happens, and requires a rebalancing between such formal and informal learning environments.

### **Scheduled Instructional Environments**

The impacts of this shift are most dramatic in instruction delivery which, due to its nature and context, a significant amount of study has been devoted.

At its most simplified and tangible, instruction delivery methods have shifted away from rote learning towards project-based and team-based problem solving. This pedagogy is supported with a dramatic increase in curriculum specific class lab environments – and such shifts in pedagogy underpin the adjustments to the College’s space needs as defined in Phase 3. Facilities have responded with smaller classrooms, furnishings that support peer-to-peer learning, and break out rooms. Technology is fully integrated and multi-media capabilities are everywhere. Class time has become more flexible, and with a greater focus on study that takes place outside of the classroom. Faculty is now expected to be available 24-hours a day via e-mail, instant message, web-chat, Facebook, etc. The idea of “office hours” is antiquated and facilities need to catch up.

The FMP builds upon these trends by realigning direct instructional space towards:

- More seminar style classrooms
- More class labs across a wide array of departments and programs
- Greater transparency between spaces for increased visual communication to increase the sense of connectedness

### **Informal Instructional Environments – Libraries & Learning Commons**

The aforementioned paradigm shift has impacted libraries as much as the vaunted “book-killing” Internet, but it poses a question: do libraries simply physically shrink in response to digitization, or do they shift their mission towards teaching media literacy and finding new entrepreneurial ways of attracting and empowering students and communities? Southworth Library has been successful in incorporating various informal learning environments, such as the Cyber Café, open learning center labs, and a variety of individual and group seating arrangements, all of which are highly utilized by students. Both the electronic and print collections have been continually renewed to ensure that resources are relevant and up-to-date, and antiquated technology, such as microfiche readers, are being removed.

The FMP recognizes and builds upon Canton’s success in creating a highly active and vibrant learning commons, but the Phase 3 report also identified a significant deficiency of space associated with the Library. Much of this social activity that takes place in the Library would be better suited in the Campus Center where higher noise levels will not disturb quiet study.

### **Informal Instructional Environments – Food Service & Activities Areas**

Less tangibly, food service and circulation environments are changing just as much as Library space, though their direction and clear built precedents remain a rapidly evolving target. SUCF has done an excellent job in refreshing food service venues across the system, but SUNY Canton has yet to benefit from this initiative. This provides the College with the opportunity to make the link between learning, food and socializing more explicit.

Understanding the degree to which food, socializing and learning are interrelated changes the expectations of such spaces. By aligning spaces with those expectations, food becomes a natural focal point and supporting element in group learning. An obvious and much-repeated model is that of the big-box book retailers and their in-house cafes. The “study commons” combined with food service is natural, though it does lead to operating questions such as concerns of mixing food with expensive computers, as well as how the space is staffed, and by whom.

The FMP recommends food service needs identified in Phase 3 be met with targeted food service options that integrate the proposed “study commons” with enhanced food venues that offer traditional light café fare, premium coffee choices, and a sit-down venue that offers diverse cuisine choices.

### **Informal Instructional Environments – Connective Spaces**

The expectation of connective spaces, typified by circulation space, has also undergone a significant shift. Higher education facility planning now seeks to foster and harness the power of chance encounters and conversations – and no space better supports spontaneous collaboration than connecting space. Corridors and stairs are no longer simply to move people and goods from one point to another, but are actively part of the learning spectrum. Conversations that start in the classroom should continue into the hallway, and that hallway should be designed to encourage conversation as opposed to yielding to an over-bearing need for space efficiency.

The FMP recommends that campus-wide educational and activities programming examine opportunities to maximize connective spaces. Examples include:

- Non-parallel walls to encourage conversations that do not block movement
- Convenience seating at intersections, particularly immediately outside general classrooms
- Extensive glazing and borrowed light to increase visual connection between programmed space and circulation
- Convenience (non-egress) stairs

### **Informal Instructional Environments – Open Space & Landscape**

Similar to interior connective spaces, campus open space is also an informal instruction environment. While outdoor classes are a nice option, and some softscape and hardscape space should be provided for them, they are not expected to be more than a nuance that happens during particular nice autumn and spring days. There are many ways, however, that open space can function as informal instructional space – particularly when it is coordinated with interior environments and academic curriculum.

The FMP recommends the coordination of campus landscape to provide:

- Expanded individual and group study spaces such as small seating groups
- Outdoor instructional space (coordinated with indoor programming if possible)
- Outdoor seating connected to study commons
- The strengthening of pedestrian routes to increase chance encounters
- Provisions for conversation spots along pedestrian routes

- Planting and landscape as an instructional tool, with particular regard to native vegetation and sustainable maintenance and operations

### **Informal Instructional Environments – Residential Environments**

College residential facilities have gone through several sea-changes over the last few decades, having gone from midcentury cellular communal housing to full-service suite environments, and back to communal housing again. Much of this shifting was and still is influenced by competitiveness in the dormitory housing market, but the shift back to midcentury practices is driven by the need to teach students to socialize with each other, to commingle with more than their suite-mates and to facilitate group learning.

While residential environments are not in the scope of this FMP, it is recommended that the College maintain a balance of where individual and group study happens. There are advantages to providing a certain amount of group study space within individual suites and commonly throughout dorms, but it is difficult to provide the same level of service and support that can be provided in larger and more serviceable “study commons” or collaborative learning environments.

As such, it is not recommended that media-enriched study space be provided in residential environments beyond what students provide for themselves. Dorms should be the province of one-on-one and individual study.

### **Informal Instructional Environments – Office Space (Administrative and Departmental)**

The corporate workplace has been responding far more aggressively than the nation’s institutions of higher education to many of the trends discussed in this section. This is evidenced in the disappearance of private offices, the spread of open offices and various ways in which facilities have responded to group and individual needs. The principal drivers of the open office have been manifold, but are mainly cost, egalitarianism and a desire to promote communication and collaboration. With over 20 years of experience, the modern open office has proven an effective strategy.

These lessons can inform office space in higher education environments in several ways:

- While private faculty offices will not be eliminated in the foreseeable future, their importance can be overstated; it is desirable to balance the virtues of the private office (solitude for contemplation and focused work, as well as private meetings and tutoring of students) with the understanding that faculty are often engaged in forms of study that would benefit from increased communication and visibility
- Improved efficiencies in shared office resources (i.e. copy, conference and multi-media support), including open workstation hoteling for adjunct faculty

- Collaborative space can double as student-faculty meeting areas, seminar space, faculty meeting space, etc. Their co-location can enhance student faculty interaction.

## **Health, Wellness & Athletic Space**

Health, wellness and athletic space meet critical needs such as:

- Helping teenagers transition to adulthood by preparing students (particularly undergraduates) to make healthy life choices. Undergraduate-focused institutions such as Canton have had to pay more attention to the deficiencies of secondary education, whether in reading, writing and arithmetic or life skills.
- Teaching team-work; there are significant parallels between team-based project-based learning and intercollegiate and intramural sports
- Taking a holistic view of what and how a student learns – undergraduate students attend college for more reasons than simply getting a college degree
- Both public and private universities across the country have made major investments in such spaces; high-profile health and recreation projects whether at SUNY Oswego or the University of Cincinnati are now the expectation. Anything else is increasingly a glaring exception as colleges compete for the decreasing number of high school graduates across New York State
- Such spaces are also major community amenities and help to foster strong relationships between an institution and the broader public

With CARC, SUNY Canton and the State of New York have made a major investment in this type of space, but the building's location may have a negative impact on how well it is utilized. Efforts will need to be made to better integrate CARC into the physical fabric of the campus.

## **OPTIMIZE RESOURCES**

### **Utilize Unassigned Space After On-Going New Construction is Complete**

Current unassigned space on campus includes 31,019nasf in Dana Hall, which is undergoing extensive renovation and has not yet been assigned for future use. With the opening of the CARC building, an additional 3,480nasf will be vacated in Chaney Dining Hall, for a total of approximately 34,500nasf in unassigned square footage. This unassigned space is applied towards deficiencies identified in Phase 3 of the FMP, including labs, central/building services, assembly and exhibit, student/faculty activity, department support and administrative facilities, and the library.

The amount of unassigned space and the concentration of it in two buildings begs the

question of whether and how such buildings should be used. A decision must be made whether to remove part or all of a building(s) from the campus inventory, or to take advantage of potential opportunities such as:

- Ample amounts of surge space
- Ability to cost-effectively realign programs and their locations on campus
- Possible alternate uses of buildings
- Capitalize upon the unique structural aspects of the buildings such as Dana Hall's high-ceilinged gymnasium space

### **Align Direct Instructional Environments with Contemporary Instruction Delivery Methods**

Per the Phase 3 Report, despite having an adequate number of aggregate classroom and lecture seats, the arrangement of those seats does not support modern instruction delivery. There are far too many seats in large lecture classrooms that are rarely used, and too few seats in small seminar rooms that are oversubscribed. Furthermore, when large lecture spaces and seminar rooms are provided at an adequate size, the design of the room often doesn't support effective peer-to-peer learning. Opportunities to integrate tight c-shape seating configurations in both large seminar and case method lecture spaces (and with attendant break-out spaces) would best align general instruction spaces with contemporary trends.

Additionally, the mix between traditional classroom and lecture spaces relative to class laboratories does not conform to contemporary needs. Increasingly class lab spaces are being employed for disciplines as diverse as writing and math, in addition to the more traditional art and science class labs. As described in Phase 3, Canton has a significant need for additional class lab space by 2023.

The implication of this is that much of the College's instruction space – whether general instruction or class labs – needs to be renovated to reflect smaller general classrooms and more class labs (both shared and department specific).

### **Reduce Fragmentation**

Another aspect of space optimization is that many departments are spread across several buildings in ways that are inefficient and undermine effective communication and collaboration. Generally this situation would be even worse (driven by the College's rapid growth), except that the recent financial crisis has prevented the College from adding faculty and staff commensurate with increases in FTE.

### **Integrate In-Direct and Collaborative Instructional Environments**

In addition to changes that have impacted classroom and class lab instruction spaces, how space supports learning outside the classroom is viewed very differently today. College buildings are no longer strictly understood as instruction and non-instruction spaces, but rather as spectrums of space that support a wide range of learning methods, direct and indirect instruction and group learning. The growth in peer-to-peer project based learning not only impacts the classroom, it also means that Canton must provide a wealth of new space for collaboration and group study. These spaces need to be as diverse as how students learn, and the expectation of today's and tomorrow's student is that these spaces are comfortable, often social, supportive of all manners of technology, sometimes loud and sometimes quiet, and always available on-demand. These spaces are loosely called learning commons or collaborative learning spaces.

As evidenced in the Phase 3 report, much of this need is captured as growth in different types of library space. This is despite the decrease in the library's physical collection out to 2023. Given that Southworth Library is already at capacity and that learning commons should be distributed, meeting this need also impacts most buildings across the campus.

### **Optimize Collections**

Another aspect of the Library need per the Phase 3 report is how to identify and meet the needs of the College's physical collection regardless of size. Despite a reduction in the Library's collection, there remains intense competition for Southworth Library's limited area. This lack of space results in inadequate station sizing (such as study carrels that do not easily support mobile computing), insufficient group study spaces, lack of presentation rooms, and possible security and ADA compliance challenges. Understanding whether or how such needs can be met impacts the ability of Southworth Library to complete its transition to a true learning commons, as well as recognizing functions that may be better suited to an alternate location (such as the Campus Center).

### **Maximize Funding Resources**

With such a pressing need to conduct campus wide renovations to utilize and align space, maintenance and capital resources must be used judiciously and with the aim to accomplish multiple aims with the same dollar. While there are many competing needs at SUNY Canton, the comprehensive renovation of almost all of the College's instruction space is the most pressing need.

## D - SPACE NEEDS

### SPACE NEEDS BY FUNCTION

Overall this analysis showed that under the FMP recommended guidelines the campus will have a modest space deficiency in 2013, but that this need dramatically expands by 2023 to a need of 123,976nasf.

The greatest needs in terms of the amount of needed space are:

- Class labs
- Central services/building services
- Assembly and exhibit
- Student/faculty activity
- Department and administrative facilities
- Library

Excess capacity is suggested for:

- Animal facilities
- Athletic/physical education space

### SPACE NEEDS BY DEPARTMENT

According to the 2010 recommended guidelines, the departments of Academic Affairs, Student Affairs, and Administration do not have sufficient space for their programs. By 2023, the needs of these divisions will increase.

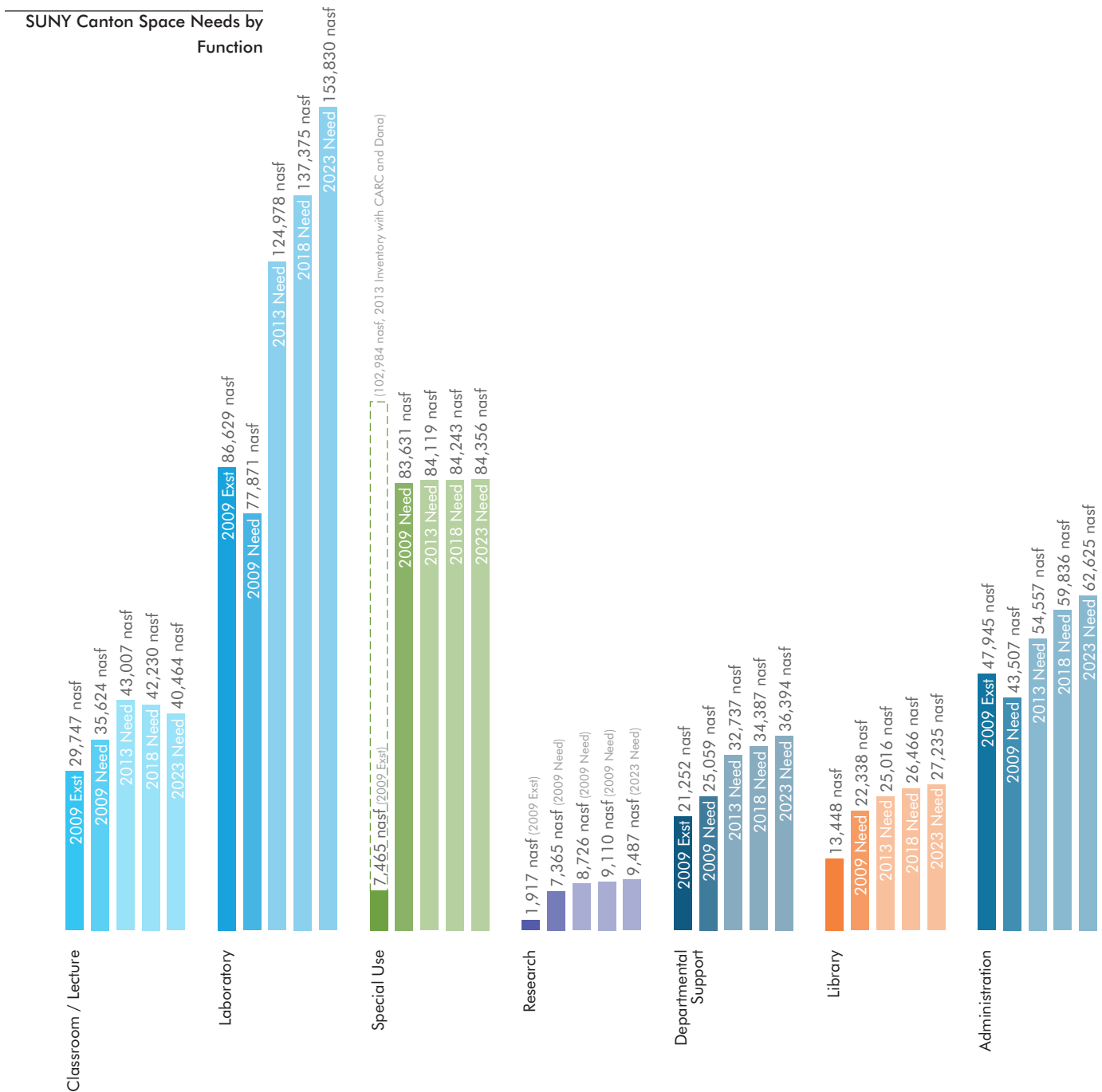
### SPACE NEEDS BY SCHOOL

#### School of Business & Liberal Studies

The School of Business and Economics currently has 11,204nasf allocated to support its programs, excluding classrooms and lecture halls. The recommended guidelines suggest that an additional 21,202nasf will be needed by 2023 to accommodate 34% growth in enrollment, right-size class labs, and transition 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.

## School of Engineering Technology

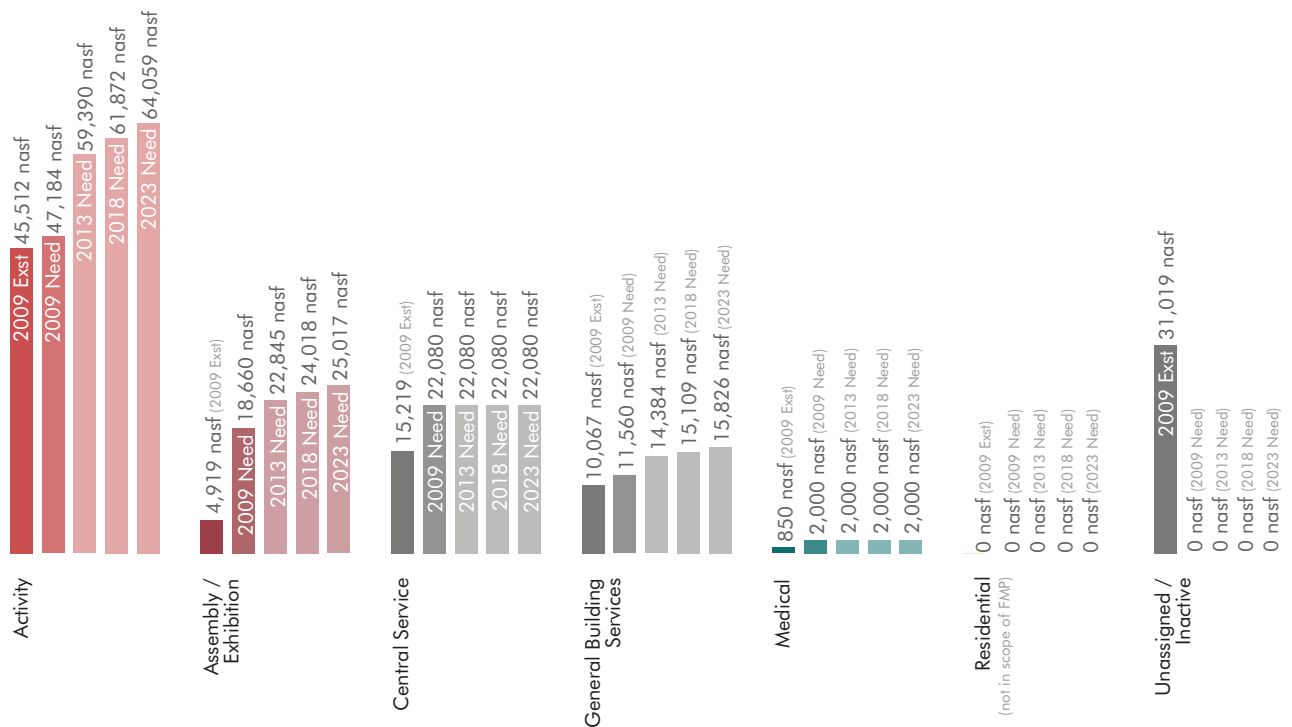
The Canino School of Engineering Technology has 61,164nasf allocated for its support. The recommended guidelines indicate that an additional 42,070nasf will be needed by 2023 to accommodate 37% growth in enrollment, right-size class labs, transition math pedagogy to class labs, and add project lab space 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 39,485nasf allocated for its support. The recommended guidelines indicate that an additional 24,073nasf 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.



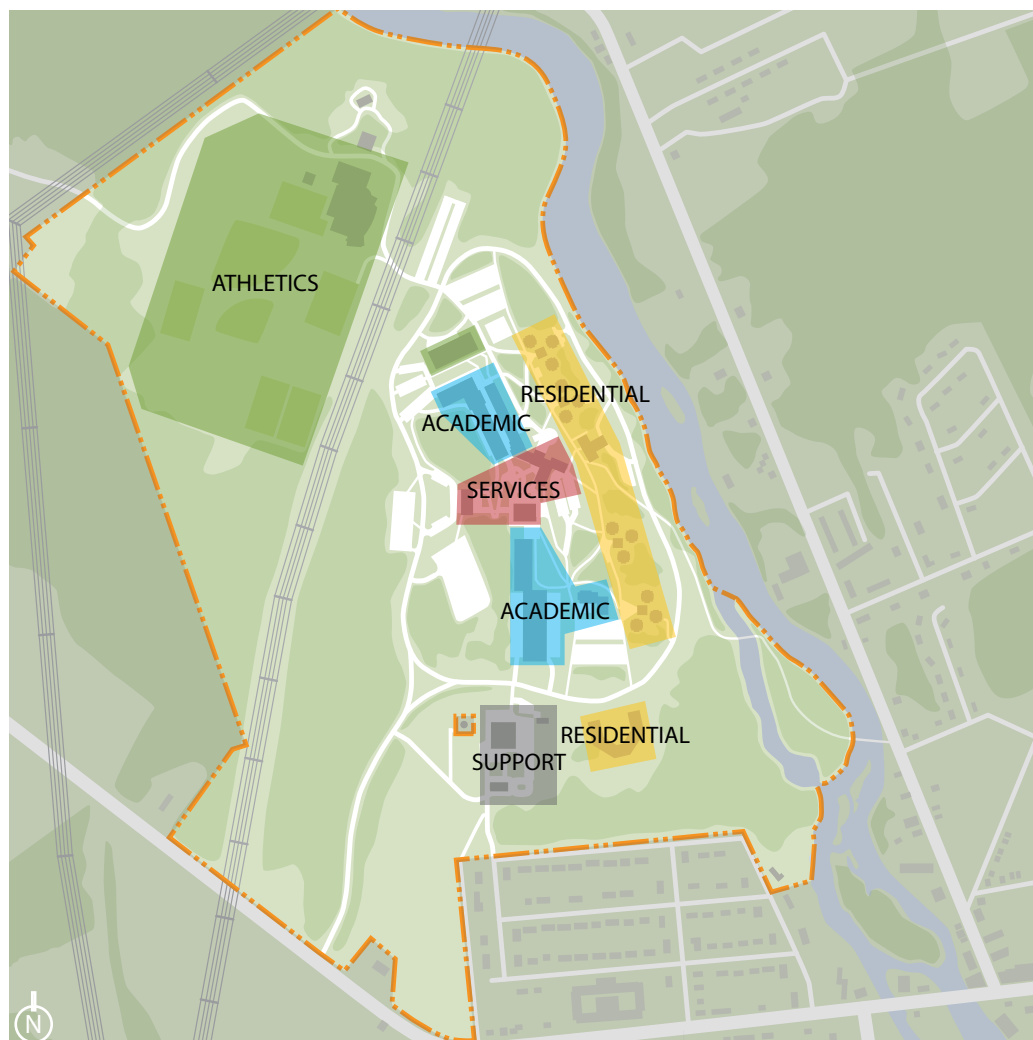


## E - EXISTING CONDITIONS

### LAND USE

SUNY Canton's campus falls into five zones.

The academic zone includes seven buildings that extend north and south of the student services central core area. Payson, Cook, Nevaldine Hall North and South, were constructed in 1967 as part of the original campus design. Two additional buildings, Wicks and Faculty Office Building, were constructed in 1972. The modernist style of the era dominates this area of the campus. In 2003, the Newell Vet Tech building was added as the first new academic building on campus. Moderate renovation work has also occurred within Wicks Hall and Nevaldine South providing flexible teaching spaces for a range of academic programs and improved technology systems.



Campus Zones

The student services zone acts as the link between academic zones and includes French Hall, the Miller Campus Center and Southworth Library. The Roselle Academic Plaza connects both the student services and academic zones, creating an alignment that forms a strong core foundation in the heart of the campus. French Hall is home to financial aid, career services, the registrar and admissions. The Campus Center provides student/campus activity spaces, the campus store, staff/administrative offices, Kingston Theater and an intramural gym.

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Roselle Academic Plaza



The original dorms on campus (Heritage, Mohawk, Rushton and Smith) exist along the eastern portion of campus, adjacent to the Grasse River. This area also contains the campus's main dining hall (Chaney), centrally located between the dorms and along a shared walkway. The newly constructed Grasse River Residence Hall (2011), located at the south side of campus and separated by Cornell Drive, will provide an apartment-style living experience for upper class students.

Support services include the physical plant, grounds and building services located south of Cornell Drive and adjacent to both the main entry to campus and the new Grasse River Residence Hall. The University Police Department is currently being relocated into Dana Hall.

The sports zone is the largest area on campus encompassing various athletic fields and the Roo's House, also known as the Convocation Athletic Recreation Center (CARC). The CARC includes a field house, ice rink, lap pool, fitness center, athletic offices and support space. The sports zone is located north west of the campus, across Cornell Drive.



CARC Field House



CARC Ice Rink

## PEDESTRIAN CIRCULATION

There are two primary pedestrian routes, academic and residential, within the campus core that run in the north south direction. The “academic” route provides access through the academic core of campus, while the “residential” route runs in front of the dorms and services the residential core and main dining facility in Chaney Hall. In addition, another important pedestrian link runs in the west east direction reinforcing the point of arrival through or around French Hall, down the renovated stair/ramp system to Roselle Academic Plaza. This “student life axis” extends down to the Miller Campus Center.

## VEHICULAR CIRCULATION

A sense of arrival, easy navigation and clear wayfinding are important for the campus community and critical to the first-time visitor’s experience. The campus entry sign provides the initial welcome as one enters the College and approaches the “Y” intersection which connects with Cornell Drive (the loop road). The campus loop road meanders around the entire campus allowing vehicles access to various parking lots, loading docks and service

drives. Bicyclists share both pedestrian walkways and vehicular roadways on campus. The north side of the campus loop road is currently designed as part of the Town of Canton's cycling route.

## **PARKING**

With approximately 1,700 parking spaces for on-campus, off-campus, faculty/staff and visitors, SUNY Canton is in need of additional parking. The College has strategically located parking lots on the perimeter of campus while minimizing locations internally. The on-campus student parking lots are located at the north and south ends of campus while staff/faculty parking lots are located sporadically throughout campus in close proximity to the academic buildings. Visitor and commuter parking areas are provided in almost all parking lots with the exception of designated staff/faculty only areas. A majority of the existing parking lots function at capacity during peak times throughout the school year.

## **BUILDING RENOVATIONS PER CONDITIONS ASSESSMENT**

The vast majority of Canton's facilities were built in the late 1960s and have seen modest investment since. During the intervening four decades instruction, administration and campus life have changed and despite the College's best efforts, the facilities have not kept pace. These deficiencies were explored and identified as part of Phases 2 and 3. Per the State's commitment to facilities investment across the SUNY system, it is recommended that many of Canton's facilities undergo significant renovation to align and optimize space use and how facilities support the College's programs. The 2007 Building Condition Assessment [BCAS] was determined to be reasonably accurate and the following identifies the existing conditions for each building on campus:

### **Alumni House**

This facility provides meeting space and public relations for the campus and is in overall good condition.

### **Cooper Services Complex**

The BCAS accurately identifies many of the systems as being at the end of their useful service life. The building shell, windows and doors are original, the mechanical systems are in need of upgrade and/or replacement. In addition, the service center lacks a sand/salt storage shed, there are inadequate warehousing facilities and lacks a vehicle wash bay. The fuel storage tanks and dispensing systems are in need of replacement.

### **Chaney Dining Center**

Chaney is similar to Dana Hall as both were designed with a structural wood beam system that is visible from within the buildings. Some water infiltration is evident at certain areas of the wood structure which may be caused by leaks in the roof system. Although the BCAS

states a sprinkler system is 'not applicable', there is a partial sprinkler system located in the lower level only. Since the BCAS, the ceilings have deteriorated. As most buildings on campus, the exterior stucco panels are in need of repair. The food service/kitchen/dining space is antiquated and would benefit from a complete renovation.

### **Cook Hall**

This building is one of the original buildings in Canton's facility portfolio. However, lab space is limited and current classroom layouts do not support an informal learning environment. The building would benefit from a renovation providing building-wide updates including exterior building envelope repair, MEP systems upgrade and provisions for building accessibility. Lab space is limited and current classroom layouts do not support an informal/flexible learning environment.

### **Dana Hall**

Since the BCAS assessment, Dana Hall has been vacated and is currently under construction to repair the structural wood beams of the building. As a result of the construction project, walls, ceilings, doors and frames are not in as good condition as noted in the BCAS. Additionally, the exterior doors, frames and hardware were judged to not be in as good of quality as the BCAS indicated. The gymnasium, in comparison to the remainder of the building, is in good condition. Protective measures to preserve the wood basketball court and bleachers during the rehabilitation project were provided.

### **Faculty Office Building**

This building was constructed in 1972 and has had few renovations. The BCAS accurately identifies many of the systems as being at the end of their useful service life. The building shell, windows and doors are original, the mechanical systems are in need of upgrade.

### **French Hall**

Although the BCAS states a sprinkler system is 'not applicable', there is a partial sprinkler system located in the lobby area. Since the BCAS, the roof has deteriorated and a large amount of 'ponding' is evident on the roof's surface. The ceilings have also seen additional wear and an acoustical spline ceiling, most likely asbestos containing material, exists throughout the main lobby, vestibule and second floor offices.

### **Miller Campus Center**

This building was constructed in 2000 and is in overall good condition. Although, many of the spaces are not suited for their current use and do not meet student needs.

### **Nevaldine Hall - North**

This building was constructed in 1967 and has had few renovations. The BCAS accurately identifies many of the systems as being at the end of their useful service life. The building shell, windows and doors are original, the mechanical systems are in need of upgrade

and/or replacement. The roof is original built up asphalt.

#### **Nevaldine Hall - South**

This building was constructed in 1967. It was remodeled in 2010 to meet new program needs and is in overall good condition.

#### **Newell Vet Tech Building**

This building was constructed in 2003 and is in overall good condition. The growth of the program has identified additional future space needs and several HVAC problems have been found that have a negative effect on the overall functionality of the building in terms of meeting animal care standards.

#### **Payson Hall**

This building was constructed in 1967 and has had some interior space renovations to accommodate program needs. The BCAS accurately identifies many of the systems as being at the end of their useful service life. The building shell, windows and doors are original, the mechanical systems are in need of upgrade and/or replacement.

#### **Public Safety Building**

This building is a residential style structure that is not suited for the current use.

#### **Student Activity**

This building was constructed in 1967 and has received many interior space renovations to accommodate program needs. The BCAS accurately identifies many of the systems as being at the end of their useful service life. The building shell and windows and some mechanical systems are in need of upgrade and/or replacement.

#### **Southworth Library**

This building was constructed in 1967 and has had an addition constructed in 1989. The building shell, windows and doors are original and the mechanical systems are in need of upgrade and/or replacement. The campus IT server room was relocated to this building in 2008 including a complete basement renovation for the College's Information Technology department.

#### **Storage Facilities**

Current storage facilities are inadequate to support the needs of the campus.

#### **Wicks Hall**

This building was constructed in 1972 and has had many interior space renovations to accommodate program needs. Renovations were provided in 2003 and 2009 including classroom reconstruction, new nursing lab/lecture space and redesigned corridors with window and wall features to enhance the quality of the space. The building shell,

windows and doors are original, the mechanical systems are in need of upgrade and/or replacement. A second floor renovation project, the remaining floor to be upgraded, is currently underway.

In the case of full building renovations, all efforts should be made to migrate facilities towards a LEED Gold equivalent status (LEED Silver equivalent status is mandated by NYS Executive Order 111). Furthermore, the FMP will yield a complete Building Information Model (BIM) of Canton's facilities. The campus should consider all future design work to be conducted in BIM and the model updated accordingly. This model could also serve as the basis for future energy modeling and PSI coordination.

### **SITE INFRASTRUCTURE & LANDSCAPE**

The FMP master plan includes significant improvements to the campus landscape and circulation infrastructure as a result of the Phase 2 investigation, as well as the broader desire to take better advantage of the College's location as a competitive advantage. The FMP master plan also provides an additional 500 new parking spaces to the campus.

The College is committed to dramatically reducing its environmental footprint and implementing sustainable measures. SUNY Canton's sustainability plan, coupled with enhanced utility metering and energy modeling will serve as the baseline for sustainable improvements to campus utilities and facilities as the FMP is implemented. SUNY is the second largest consumer of electricity in New York State and the benefits to the College, SUNY and the State are significant.



## F - PROPERTY ACQUISITION

Despite SUNY Canton's need for space, any required new construction or parking can be met within the College's extensive existing property holdings, or adjacent College Foundation lands located to the immediate northwest. The FMP plan does not foresee a need for the purchase of any additional property.

However, the College has intermittently considered leasing and purchasing properties in the vicinity, such as property across the Grasse River or in the center on the Village of Canton. Such locations would increase the College's visibility, act as a catalyst for local economic development and possibly provide access to resources otherwise unavailable on the existing campus.

If the College pursues additional property, it should be with the aim of reinforcing connections to the Village. Otherwise, the College should seek to maximize existing holdings, building in-fill structures where possible and generally limiting the impervious coverage of, and distance, between facilities.



## G - COMMUNITY ISSUES

SUNY Canton is an active participant in the revitalization efforts of the Grasse River Corridor. As a large property owner along the river, SUNY Canton's partnerships with the Town and Village of Canton provide opportunities to expand public access along the Grasse River. In the Canton Grasse River Waterfront Revitalization Plan and the Brownfield Opportunity Area Study, campus representatives are collaborating with the Town and the Village of Canton officials to strengthen the river's diverse ecosystem. A key organizing principle in both plans is maximizing careful public access to the river to create high quality recreational environments. A recent example of SUNY Canton's commitment to this effort is the College's support for the development of a publicly accessible Grasse River boat launch on campus. The boat launch provides the campus community and the public needed access to the river from the west bank.

Enhancing pedestrian routes to downtown Canton will serve to better integrate the campus with the community. Today, SUNY Canton students, who are often without cars, either cross the Route 11 bridge or use the campus footbridge that connects Riverside Drive several blocks north of Main Street and then walk down Riverside Drive into downtown. SUNY Canton staff and its students are critically important to the vitality of the Village of Canton as members of the community, as employers, and as consumers. Students and residents on the northwest side of the river should have an inviting and safe pedestrian route into Canton's downtown business district. Streetscape improvements and enhanced lighting along Riverside Drive would provide a more pedestrian friendly environment, offering the campus community 'walk-ability' to a charming Village Main Street.



## H - HOUSING

Existing residential environments are not in the scope of this FMP, but planning for future housing and the possible replacement of existing housing stock particularly impacts initiatives that may be recommended for the 2018-2023 funding cycle. Currently, SUNY Canton is in the process of constructing new suite-style housing (Grasse River Suites) on the south side of Cornell Drive. This location has mixed qualities as it is closer to the center of the Village, but still somewhat remote from the center of campus, and particularly from CARC.

The College is considering athletic housing located between the north edge of the academic core and CARC in order to both provide additional beds and to better link CARC with the campus.

The FMP does not suggest any further housing beyond this, although it does suggest providing appropriate screening at service areas for existing housing locations. Landscaping and fencing would conceal unsightly dumpsters and 'back of house' services while providing enhanced views along the Grasse River corridor for the campus community and visitors.



## I - SITE UTILITIES

### WATER

The flow and volume of water available to the campus is dependent upon the Village of Canton's supply that consists of wells and reservoir on their upland property, approximately six miles from the Village limits, on Waterman Hill. A 12" main brings treated water to the Village and the elevated water tank near the campus entrance provides the required emergency storage volume to serve the student population. The highest portions of the campus require a variable-speed booster pump to increase the static pressure provided by the water tank by approximately 20 psi.

The anticipated growth to 3,663 students by the year 2023 can be served by the existing water distribution system (10" mains with services to residential, administrative and classroom buildings) with periodic replacement of original hydrants and valves as part of a routine water system maintenance plan. Campus water consumption, from Village records, was 2.65 million gallons in 2009-2010 and 3.0 million gallons in 2010-2011.

The new campus building services facility will require a new water service and the proposed renovations and building expansions can be supplied by existing or upgraded services. The distribution main is of adequate size to serve both the domestic and fire fighting needs of the planned improvements.

### ELECTRICITY

The campus is supplied power from National Grid through a campus owned sub-station. At present time, this substation distributes power to the campus by way of two 4,160 volt circuits. Each building is connected to both of these circuits which provide a primary and backup feed for each building. A sub-station upgrade is currently in progress that will provide two additional circuits for the campus and replace the existing main transformers with two dual rated 3,750/4,700 KVA units. The lower number is the transformers normal operating capacity and the higher number is its maximum capacity for use during emergency conditions.

The campus has an average energy use of 2.3 VA/square foot and a maximum energy usage of 2.8VA/square foot. This yields an average campus load of 1,957 KVA and a maximum load of 2,426 KVA. If one transformer is out of service and the campus has to run on the remaining unit at its emergency rating of 4,700 KVA less the existing maximum load of 2,426 KVA, there will be 2,274 KVA available for future use. At 2.8 VA/square foot this yields approximately 812,000 square foot of future space that can be supported by the transformer.

The two additional circuits will allow this extra capacity to be distributed to the campus to accommodate this additional square footage.

#### SANITARY SEWER

The campus sewage collection system consists of 8" sewer mains and 4 and 6" laterals from each building. The point of connection to the Village of Canton system is a 12" main. The Village sewage treatment plant has a design capacity of 4.2 million gallons per day and now receives an average of 1 million gallons per day; offering substantial reserve capacity for growth of the SUNY campus.

As the campus population grows and water consumption and consequent sewage flow increases, it is suggested that an infiltration/inflow study (with the televising of all pipes) to gauge the amount of groundwater and surface water that may be entering the system be undertaken. Some of the original clay tile sanitary sewers are known to be leaking and their replacement with new PVC pipe would maintain full capacity. The furthest downstream 8" diameter pipe lengths may ultimately require replacement with 10 or 12" pipes if peak flow exceeds capacity.

#### STORM DRAINAGE

The hillside campus was designed to provide for sheet runoff from almost all of the roof and pavement surfaces. Runoff is collected in swales and sloped surfaces and directed to manholes and culverts located along the east loop of Cornell Drive and is discharged directly into the Grasse River.

Recent NYSDEC regulations dictate the detention and treatment of storm water whenever site disturbance exceeds one acre govern. It should be noted that groundwater recharge is encouraged, as is bio retention and plant uptake and natural filtration within green areas. The open areas east and west of the lowest portions of Cornell Drive (east loop) would be designated for storm water treatment and detention prior to Grasse River discharge. Existing or proposed culverts under Cornell Drive would be employed to convey treated storm water to the river.

#### NATURAL GAS

The St. Lawrence Gas Company has supplied natural gas to the campus since 1962. The gas is master metered at its entrance and the campus owns the interior distribution piping that is steel and cathodically protected. The gas company provides all necessary gas line maintenance for the college. The system has been designed to accommodate any campus growth with properly sized distribution piping and a system pressure that is maintained at 60 psi.

## J - LANDSCAPE PLAN

Landscape enhancements will be an integral part of the master plan development to enhance outdoor spaces and new buildings. Typical landscape enhancements include:

- Increased campus-wide use of sustainable culture and practices
- Utilization of natural landscape and site features
- Creation of outdoor plaza space and gathering areas
- Promotion of memorials and sculpture at key locations
- Development of athletic fields and courts
- Accent plantings to call out attention to areas of significance such as building entries
- Screening of objectionable views such as parking and service areas
- Integrated site furnishings throughout campus to help create a cohesive site furniture vocabulary
- Provisions for campus-wide ADA accessibility

## CAMPUS SUSTAINABILITY

As the college progresses its development throughout the 21st century, issues of sustainable culture and practices will continue to rise in importance. Issues concerning cost, maintenance, public image, health and safety, and government regulations all fall under the umbrella of sustainability. With a solid strategy, the College will ensure it can overcome any new challenge it faces. The following sustainable initiatives should be considered:

- Minimization of Lawn Areas: traditional lawn areas have high maintenance needs, including regular cutting. The use of alternative plant material such as “no-mow” meadow grass species, wild flower mix or other groundcovers in lieu of extensive lawn areas can reduce energy and maintenance costs. The use of meadow areas requiring only annual mowing in lieu of manicured lawns should be balanced with visitor/public expectations of a campus setting
- Reevaluation of challenge areas: in a few locations, extremely steep sloped lawn areas have proven to be challenging to maintain. These areas could be mowed less frequently or replanted with a “no-mow” grass mix, wild flower mix or slope stabilizing groundcover
- Reduction of weed control needs: the maintenance staff has reported that they spend numerous hours weeding all of the planting beds around campus. A standard bark mulch is currently used as the campus standard for weed control in plant beds. Although the existing bark mulch offers a clean, natural aesthetic, other options may provide better weed control, reducing energy and maintenance expenditures. As the College continues to pursue additional options to reduce the

amount of weeds, another material may replace the bark mulch as the primary weed control plant bed material

- Green transportation and healthy lifestyles: support of bicycles on campus should be increased with improved linkages/paths, racks, and shelters. The campus's continued support of sustainable transportation will also benefit the College's public image, as it will be seen as a stronger advocate of cleaner air and healthier living
- Stormwater treatment and management strategies: with stormwater management and treatment regulations growing more demanding every year, the campus should strategize and plan on where to locate such facilities. For all new projects, New York State Department of Environmental and Conservation (NYSDEC) now regulates that Green Infrastructure Practices be implemented to reduce the amount of runoff from contributing impervious areas. Vegetated Bio Swales are one of the numerous ways to meet this requirement. These natural looking depressions can be used in lieu of underground storm sewers. The swales should be designed to increase the time of concentration, reduce peak discharge rates, and provide infiltration

## NATURAL LANDSCAPE

One of the great strengths of the SUNY Canton campus is its natural setting. Extensive grade change, river frontage, and woodlands work together to create an opportunity for impressive views, iconic imagery, and connection to nature.

- Expansion of nature trails: the College maintains numerous existing nature trails outside of the campus core. These existing trails are highly utilized by the students and staff, and the opportunity for expansion is ripe. Committing to the development and expansion of the recreational and nature trails on campus will allow the main goal of eventually creating a five to eight kilometer Collegiate cross-country running trail around the entire campus
- Development of the river front: the campus has significant river frontage along the underutilized Grasse River. Much of the understory brush should be removed and plantings should be added to frame views of the river. Outdoor classrooms, picnic and gathering areas, and recreational spaces should be considered for this space as well
- Maintenance of the woodlands: although the woodlands have a natural appearance, the understory brush and dead materials appear untidy and at times hinder views. These areas should be maintained to create visual opportunities to the river
- Development of existing property: the College also owns a small island of the Grasse River. The programming of this island can be further developed to enhance educational and recreational opportunities

## PLAZAS AND GATHERING AREAS

Student socialization is an important aspect of a successful college experience at any campus. Many existing plazas and gathering spaces will be enhanced, and new ones will be created in this master plan. The following landscape projects play an integral role to the success of the corresponding new building and renovation projects:

- Roselle Plaza will be reconfigured to accommodate new pedestrian movements created by the new Gateway building, Miller and Southworth expansions. An amphitheater directly behind the Gateway building will provide the campus with the space for assembly and classroom functions. A set of site stairs and accessible ramp around the amphitheater will provide pedestrian access from the plaza level up to the back of the Gateway building. The existing large memorial rock will be placed at the center of the plaza to create visual interest as pedestrians move through the space. Additional seating will be provided adjacent to the cafe at Miller and near the retaining wall overlooking the eastern side of campus. Large green landscape areas are located throughout the plaza to help direct pedestrian traffic and to soften building mass.
- The northern end of the plaza between Payson and Cook Hall will be redesigned to create a cohesive connection to the new green corridor between Wicks and Dana Hall. This green corridor will serve as the gateway into the campus from existing parking lot 5.
- A new walkway system and green corridor to the south and east of Nevaldine will serve as the entry into the core of campus from the Grasse River dormitory. Along with the design considerations mentioned below, this green space would be designed to capitalize and promote views from the improved food service venue and collaboration hub within Nevaldine. This link will also provide access to the south entry of Nevaldine as well as lead pedestrians Southward and to the lower level of Miller.

The design approach for the green corridors will be similar to that of a typical campus quadrangle, except in this case the overall form will be much more linear. The following landscape initiatives for these areas will support building programmatic initiatives by providing:

- Pedestrian walk linkages to other walks and building entries
- Seating opportunities along pedestrian walks to support educational collaboration
- Small outdoor seating pockets connected to adjacent buildings, providing additional space for small group outdoor learning activities

Additional design considerations include:

- Lawn, meadow and small garden areas
- Solar orientation and tree placement
- Memorial and Sculpture opportunities
- Maintaining the campus site furniture vocabulary
- ADA accessibility will be provided to all areas

The Gateway building, Miller and Chaney Dining Hall all provide an essential role to the success of the campus due to their programming and traffic flow. This importance stands to increase in time and with the continuing development and refinement to the campus infrastructure.

- The Gateway building will become one of the iconic images that the campus becomes known for, as prospective students and parents are greeted by its presence upon entering the campus. The outdoor component of the building design includes a large drop-off area and entry plaza that can accommodate the expected traffic flows. Pavement materials, planting, seating opportunities, and a landscaped focal point at the entry drive's terminus work in harmony to create a space certain to speak to the integrity and distinctive identity of the College
- The renovations and enhancements to the lower level of Miller include a small roundabout drop off at the terminus of the Nevaldine green corridor. Staircase, ramp, and walk systems allow pedestrian access from Miller to all adjacent destinations. In addition, an entry plaza provides seating and space for the students to come and go, as well as views to the Nevaldine green corridor, Chaney entrances, and the riverfront
- Chaney Dining Hall's eastern and western entrances both receive significant enhancements via upgraded entry plazas that will increase the building's identity within the campus. These improvements provide pedestrians with increased occupiable outdoor space, seating opportunities, accessible access between Chaney and Miller, and drop-off access for vehicles

These new gathering areas and entries of the Gateway building, Miller, and Chaney Dining Hall are designed to accommodate large groups of people. The transition from inside to outside towards the parking lot or other final destination needs to be harmonious. To achieve this, all large outdoor spaces created will support pedestrian density and feature landscape design that complements building architecture. Additional considerations for the building entries include:

- Improved linkages to other walks
- Outdoor seating opportunities
- Large paved areas for larger crowds of pedestrians (permeable pavement opportunities), congregations, and outdoor instruction
- Increased quantities of small scaled outdoor spaces for small group learning

- Solar orientation and tree placement
- Maintaining the campus site furniture vocabulary
- Branding and signage to increase campus identity, instructional education of outdoor and natural systems, and wayfinding
- Improved safety considerations such as sufficient lighting
- Emergency access needs
- ADA accessibility in all areas

## MEMORIALS AND SCULPTURE

The design improvements to the campus circulation systems will include consideration of appropriate locations for focal points. Such locations may include vista terminations, arrival areas, and pedestrian nodes. These focal points could contain sculpture, statues, specimen plantings, and memorials. Selection of design and location should only come with careful forethought and campus review. In addition to general maintenance improvements (weeding, pruning, etc.), the existing Peace Garden will be enhanced with an accessible walkway, new benches, and planting upgrades. Pedestrians will enter the site at the north side of French Hall and traverse up the walk to the top of the hill where the Peace Garden is located. In addition to the new walk, the Peace Garden experience will be enhanced by benches interspersed throughout the pedestrian's ascent to the top of the Peace Garden knoll. The benches will be located and additional landscaping provided to frame the various views of the surrounding campus. With these enhancements, the Peace Garden looks to be a premiere campus passive recreational experience that can be enjoyed in company or in quiet solitude.

## ATHLETIC FIELDS AND COURTS

The increased demand for athletic fields for student activities (intramurals, intercollegiate competition, and club sports) is not unique to SUNY Canton. As a result, further development of the athletics precinct at the north end of campus is a component of this master plan. To complement the synthetic turf and baseball fields built in 2007, several new athletic venues are planned including renovated basketball courts and new multi-use fields. These improvements are further supported by improved vehicular access/drop-off, increased parking, and pedestrian linkages to the athletic complex.



## K - RECOMMENDATIONS

### PLANNING OBJECTIVES

Three primary planning objectives were identified by the College as part of the FMP process:

- Institutionalize innovation
- Increase student engagement
- Elevate student expectations

These goals, along with SUNY's mission, have been adopted as directing forces for the FMP process. Institutionalizing innovation and supporting today's rapidly evolving technology and instructional methods requires ample support for faculty development. This must then be accommodated with space for cross-disciplinary communication, interaction and collaboration. Student engagement means providing adaptable, innovative spaces in order to captivate and retain students. This includes extending activity times in the academic zone, maximizing interaction with faculty and staff, and bolstering peer-to-peer and self-directed learning inside and outside of the classroom. Elevating student expectations energizes the campus community, attracts and retains students. Shifting pedagogy towards "active learning" increases student engagement and raise expectations, and tactics such as peer-to-peer learning and "pulse-format" instruction maximize the human connection in the classroom.

### Short Term Strategies for Addressing Space Deficiencies

The FMP addresses how the campus can accommodate its long-term space deficiencies. SUNY Canton, however, has and will continue to face noticeable space shortages in the near term, leading up to 2013 and continuing through to 2018. Due to the length of the public procurement process, it is unlikely that permanent construction solutions will catch up to these needs until the end of the 2013-2018 plan. Furthermore, the College will have a continuing deficiency of instructional space until 2029 due to funding capacities, and construction and renovation logistic impediments.

In the short-term, the repurposing and renovation of Dana Hall will obviously contribute substantially to addressing immediate 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. While the FMP has limited tools to address immediate needs through new instructional NASF,

initiatives such as adding seminar space to the Faculty Office Building begin to provide permanent general classroom space by 2016. Furthermore, the FMP has limited the amount of instructional NASF that is taken off-line for renovation in the 2013-2018 capital cycle because the College cannot afford to lose that capacity.

To meet these near-term needs, SUNY Canton will deploy an array of operational measures that should allow it to continue to attract and retain students. 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. Yet since this time the College has experienced a significant enrollment increase. The College has already moved to schedule more classes on Fridays and in the evenings, and it is considering developing a block scheduling solution to allow an additional cohort of nursing students to attend on Friday, Saturday, and Sunday. Functionally, this means the College will have to move well beyond an expectation of 40 hours of instructional time per week.

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 15,413 nasf to 31,481 nasf. 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. Additionally, the uppermost level of the proposed Gateway building will initially function as general instruction space from 2018 until the opening of the Cooper academic surge building in 2021, before it is finally purposed for administration uses. Long-term, however, the 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.

## PROGRAMMATIC DESIGN DRIVERS

Building upon the planning objectives, the FMP develops a series of Programmatic Design Drivers or specific and tangible ideas that inform facilities planning. These include:

- Aligning learning environments with current pedagogy
- Facilitating always 'on' teaching
- Maximizing flexibility in facility use
- Incorporating new media technology

- Expanding Library and Learning Commons resources
- Providing support services for students and faculty throughout campus
- Providing wellness facilities
- Improving the quality of campus open space
- Creating a sense of place
- Upgrading building systems campus-wide
- Improving campus sustainability

These drivers most significantly impact academic program growth for:

- Business & Economics
- English & Humanities
- Computer Information Systems
- Mathematics
- Life Sciences
- Criminal Justice

### **Approach to Business & Liberal Studies**

It has been identified that the School of Business & Liberal Studies [BLS] requires a “home” where students and faculty interact with each other both formally and socially and use BLS-specific class lab space. Any solution to this objective should be coordinated with the location of general instruction space as BLS will continue to be a high user of such space. The final FMP master plan meets the BLS needs as follows:

- Consolidation of BLS students and faculty in a renovated French Hall. This initiative is coordinated with the addition of the new Gateway Building to provide general instruction and BLS class space, among other functions.

### **Approach to Engineering Technologies**

Significant space needs have been identified for several programs in Engineering Technologies, driven by a combination of changing pedagogy that highlights class-lab instruction as well as a dramatic increase in station sizes. The FMP proposes right-sized lab and station space through a significant expansion of the Cooper Service Building into Cooper Hall. Programs in Nevaldine will focus on Engineering and Cooper will support the Building Sciences.

### **Approach to Student Services**

The last 15 years have seen a transformation in how student services are structured, with a focus on the student/customer experience and the creation of “one-stop” centers. This concept, like many aspects of higher education planning, has been impacted by the

Internet. The Internet itself has become the one-stop center for students and offers many advantages over the physical version. In-person interactions are reserved for situations that are unique or remain paper form intensive for legal reasons. Transferring common student/customer transactions to the Internet:

- Reduces staffing costs
- Allows for a more efficient distribution and submission of forms (particularly when complemented by Internet chat or phone call support)
- Avoids the creation of costly queuing space which is only used at the beginning of academic terms
- Affords greater flexibility in how student service departments are located

SUNY Canton's approach to student services aims to combine the personal quality of face-to-face interaction with the convenience of on-line support. While the College will continue to employ digital tools to streamline student services, it does not expect to deliver these services in a predominantly on-line format in the near future. This is in contrast to several sectors of the College's curriculum which are delivered exclusively on-line.

As such, the FMP seeks to provide flexibility should the College shift course. The final FMP master plan includes a modest one-stop service center with queuing space. The final FMP master plan proposed:

- Realignment and expanded student services in French Hall, colocated with BLS and general instruction space (new Gateway Building); and connected to an expanded Southworth Library.

### **Approach to Library, Collaboration and Food Service Needs**

One of the most pressing and obvious issues at Canton is the overutilization of library, collaboration and study space on campus, a stark contrast to areas intended for social activity in the Campus Center which are poorly utilized. Innovation and entrepreneurship are seen as key ingredients in both the success of the Library and the College in general. The final FMP master plan seeks to provide a better balance by aligning student activity and food service needs in Southworth while meeting collaboration and innovation space in Campus Center as follows:

- Physically expanding Southworth and repurposing the building for student activity studios and clubs (dance, yoga, etc.), collaborative learning spaces and main food service venue.
- Physically expanding Campus Center and repurposing the building as the new Library providing a collection area, group study and media enriched collaborative spaces, stacks, and learning/media resources. A new Student Wellness center and

services will meet the needs of the students and renovated Kingston Theater will provide performance-specific assembly functions.

### Campus Entry Sequence

The sequence of entry from NY Route 68 to the hilltop “Y” intersection and then French Hall is not clear. The final FMP master plan seeks to rectify this and make entry for a first-time visitor more intuitive and welcoming as follows:

- Replace the existing hilltop “Y” intersection on the Cornell Drive loop road with a “+” configuration. The entry roadway is conceptually separated from the loop road, with the entry road aligned to lead directly to the new hilltop mixed-use building.

### Approach to Cornell Drive

Given SUNY Canton’s growth over the last decade and the addition of the CARC and the Grasse River housing, the College no longer fits within the Cornell Drive loop road.

- The final FMP master plan proposes to not only change the existing hilltop “Y” intersection to a main entry road leading directly to the new Gateway Building, but to also modify the northeast portion of Cornell Drive (the existing portion between Chaney Dining Hall and CARC) as a service/emergency access road only. The entry portion of Cornell Drive that would lead to Chaney Hall terminates in a riverside roundabout. A roundabout is provided extending the northwest portion of the former loop road to the CARC.

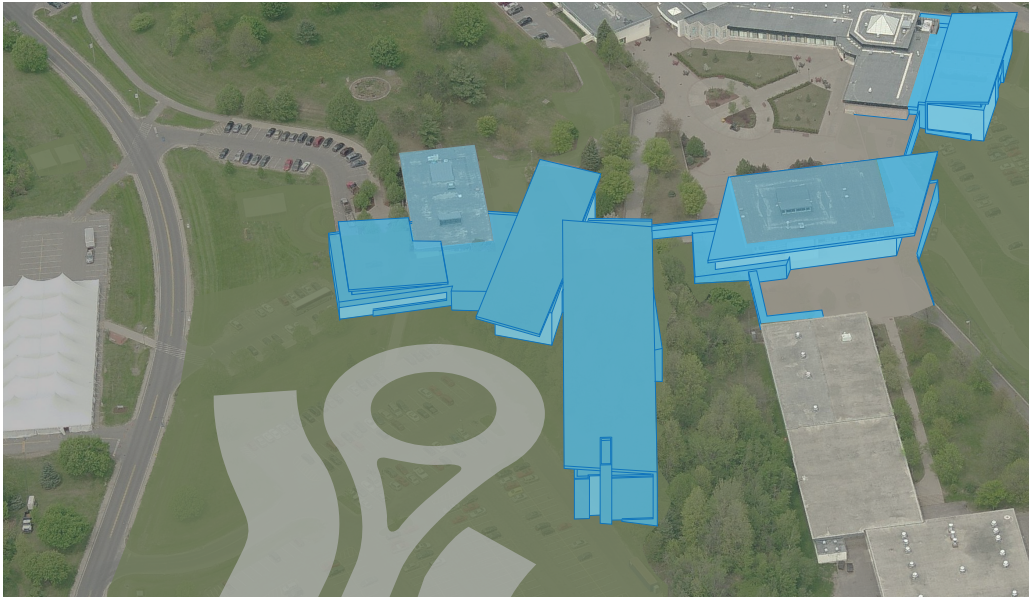
### Approach to Parking

SUNY Canton has a significant need for additional parking spaces due to its recent growth. Attendant parking associated with the CARC is also needed.

- The final FMP master plan proposes to create a smaller lot that specifically services CARC (and to a lesser degree the nearby residential buildings), a series of three terraced parking lots on the western most side of Cornell Drive, new lots east of Southworth and Campus Center, and south of Chaney. These lots are designed to be built in phases as funding becomes available and involve minimal rework to Cornell Drive. The FMP master plan also provides an additional 500 new parking spaces to the campus.

## BUILDING USE CHART

Building	2009 Use	2013 Use	2018 Use	2023 & Beyond	Ref.
CARC	n/a	Athletics & Rec.	Athletics & Rec.	Athletics & Rec.	n/a
Chaney Dining Hall	Food Service Recreation	Food Service	Food Service	Student Act. Meeting	3D
Cook Hall	Gen. Instr. SHCJ Instr.	Gen. Instr. SHCJ Instr.	Gen. Instr.	Gen. Instr.	1B
Cooper Service	Facilities	Facilities	Surge	ET Instr.	3B
Dana Hall	n/a	Surge UPD	SHCJ Instr. UPD	SHCJ Instr. UPD	1G 3C
Faculty Office Building	Dept. Support Administration	Dept. Support Administration	Dept. Support Administration Gen. Instr.	Dept. Support Administration Gen. Instr.	1A
French Hall	Administration Advancement Student Services	Administration Advancement Student Services	BLS Instruction	BLS Instruction	1J
Miller Hall	Student Act. Assembly	Student Act. Assembly Wellness Surge	Student Act. Assembly Wellness Library	Student Act. Assembly Wellness Library	2B 2C
Nevaldine Hall - N	ET Instr.	ET Instr.	ET Instr.	ET Instr.	1C
Nevaldine Hall - S	ET Instr.	ET Instr.	ET Instr.	ET Instr.	1C
Newell Hall	SHCJ Instr.	SHCJ Instr.	SHCJ Instr.	SHCJ Instr.	1H
New ET Bldg	n/a	n/a	n/a	ET Instr.	1D
New Facilities Bldg	n/a	n/a	Facilities	Facilities	3B
New Mixed Use (Gateway Bldg)	n/a	n/a	Student Services Advancement Gen. Instr.	Student Services Advancement Gen. Instr.	1I 3A
New Science Bldg (Payson Add)	n/a	n/a	Gen. Instr. SHCJ Instr.	Gen. Instr. SHCJ Instr.	1F
Payson Hall	Gen. Instr. SHCJ Instr.	Gen. Instr. SHCJ Instr.	Gen. Instr. SHCJ Instr.	SHCJ Instr.	1E
Southworth Hall	Library	Library	Student Act. Food Service	Student Act. Food Service	2A
Wicks Hall	SHCJ Instr.	SHCJ Instr.	SHCJ Instr.	SHCJ Instr.	n/a



Gateway Building, Southworth  
and Miller Massing Diagram

## RECOMMENDATION HIGHLIGHTS

### Major Operational Initiatives:

- Meets 2023 space needs through capital improvements

### Major Program Initiatives:

- Student services and advancement improved in expanded French Hall
- Locates new General Classroom/BLS building at entry area with views towards the plaza
- Business & Liberal Studies provided centralized space in new Gateway Building
- More collaboration space and innovation center included in adaptively reused and expanded Miller
- Main food service facility located in adaptively reused and expanded Southworth
- Meeting center located in repurposed Chaney Hall

### Major Site Planning Initiatives:

- Aligns building geometries
- Climatized link provided between nearly every building
- Enhanced formal arrival experience to new Gateway Building
- Development of Nevaldine Commons to provide a primary link from the new Grasse River Dorm to the academic core
- Reconfigured academic plaza for outdoor classroom/assembly space
- Enhanced pedestrian and vehicular routes along the Grasse River to Chaney
- Enhanced pedestrian route to the Grasse River from Chaney
- Formal quad between Dana and Wicks
- Provides substantial new parking by CARC
- Secondary access route to campus

Narrative summary on priority initiatives is provided in section Q-Critical Path & Phasing.

## GROUP 1 – ACADEMIC INITIATIVES

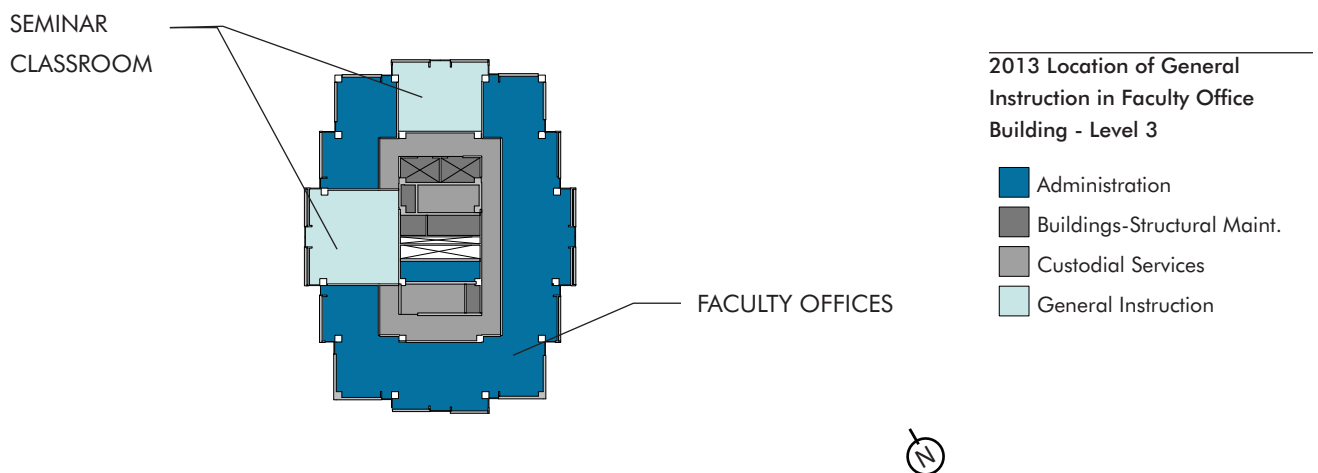
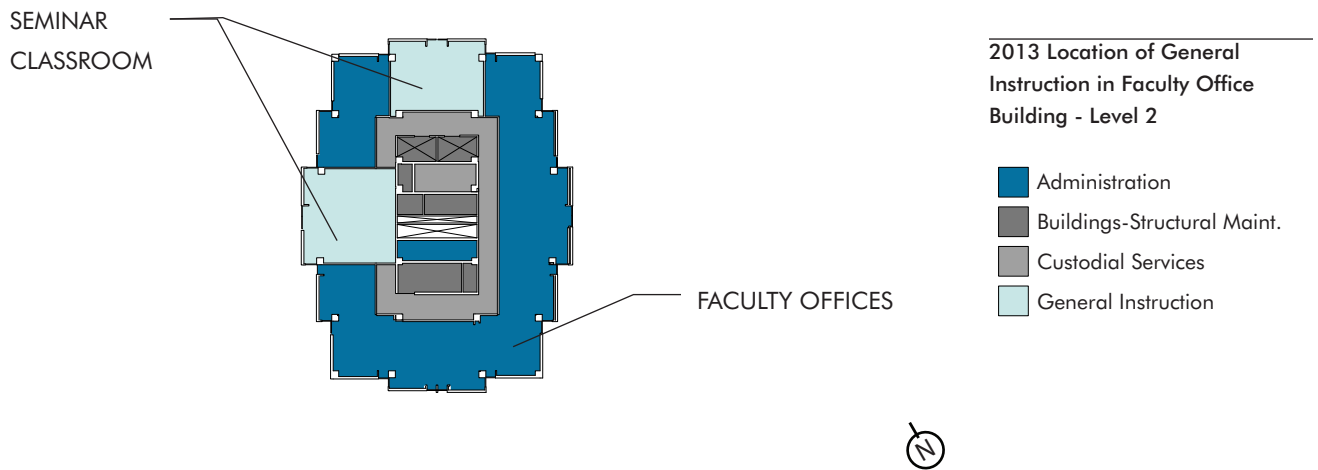
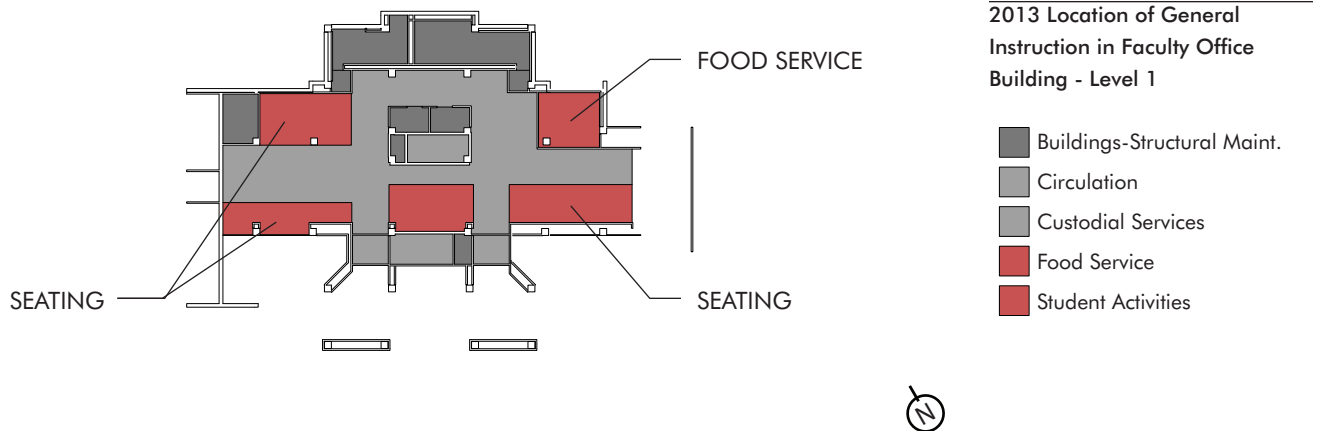
- 1A – ALIGN SPACE TO BETTER INTEGRATE STUDENTS AND FACULTY IN FACULTY OFFICE BUILDING
- 1B – ALIGN SPACE TO SUPPORT CURRENT METHODS OF GENERAL INSTRUCTION IN COOK HALL
- 1C – ALIGN SPACE TO SUPPORT ENGINEERING INSTRUCTION IN NEVALDINE HALL
- 1D – SUPPORT EXPANDED ENGINEERING INSTRUCTION WITH RIGHT-SIZED LABS IN COOPER SERVICE BUILDING
- 1E – ALIGN SPACE TO SUPPORT INSTRUCTION FOR SCHOOL OF SCIENCE, HEALTH & CRIMINAL JUSTICE IN PAYSON HALL
- 1F – SUPPORT CONTEMPORARY SCIENCE INSTRUCTION FOR SCHOOL OF SCIENCE, HEALTH & CRIMINAL JUSTICE IN ADDITION TO PAYSON HALL
- 1G – SUPPORT CONTEMPORARY CRIMINAL JUSTICE INSTRUCTION IN DANA HALL
- 1H – SUPPORT TRANSITION TO 4-YEAR VETERINARY TECH PROGRAM IN EXPANDED NEWELL HALL
- 1I – SUPPORT GENERAL INSTRUCTION IN NEW MIXED USE BUILDING
- 1J – ALIGN SPACE FOR SCHOOL OF BUSINESS & LIBERAL STUDIES IN FRENCH HALL
- 1K – ALIGN SPACE TO SUPPORT INSTRUCTION FOR SCHOOL OF SCIENCE, HEALTH & CRIMINAL JUSTICE IN WICKS HALL

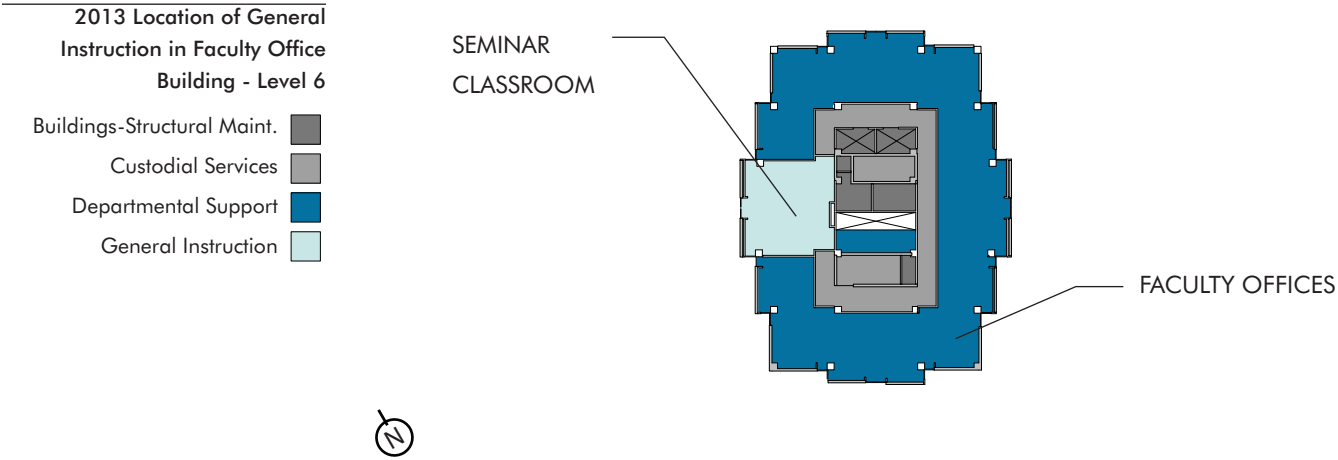
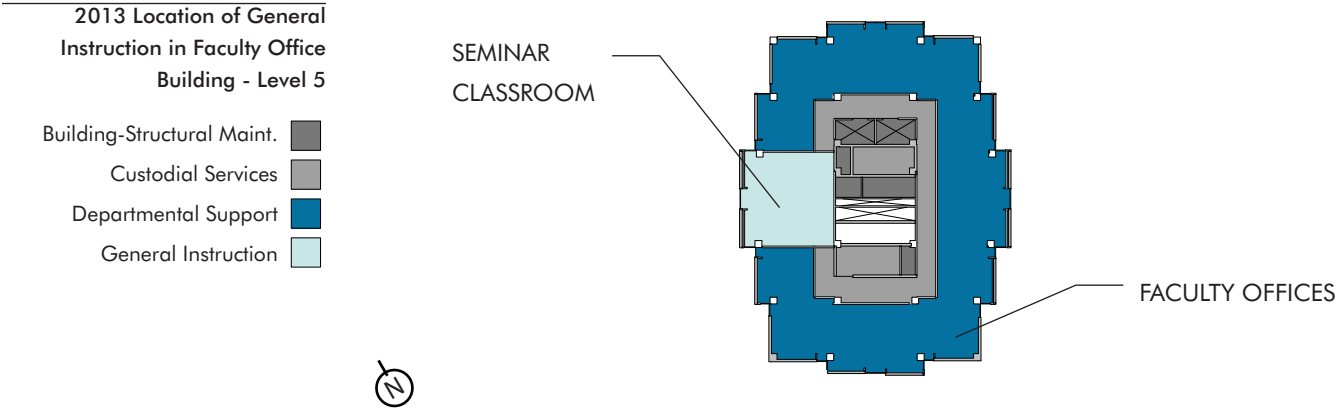
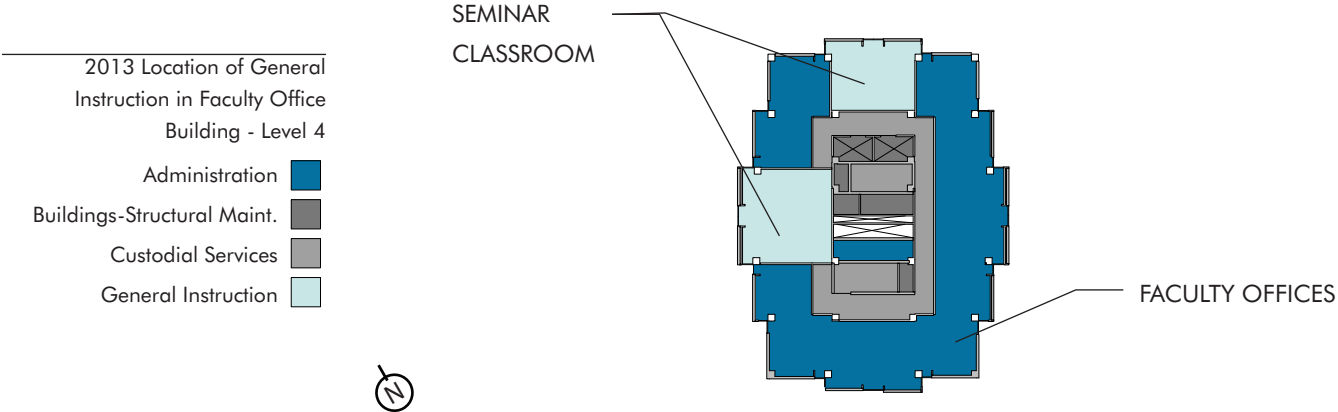
### 1A – ALIGN SPACE TO BETTER INTEGRATE STUDENTS AND FACULTY IN FACULTY OFFICE BUILDING

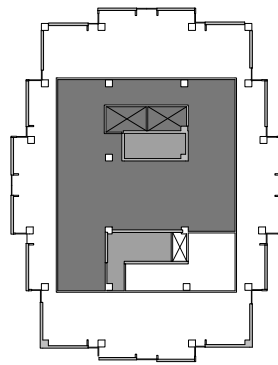
The Faculty Office Building [FOB] is a six-level structure largely dedicated to faculty and administrative offices. Its small floor plates do not easily lend themselves to alternate uses or much interaction. However, students could benefit from the addition of numerous spaces located in close proximity to faculty, and faculty could benefit from additional meeting space. The College would also like to relocate some faculty out of FOB. To meet these ends, general instruction space approximately the same size as the large conference room on the 6th Floor will be provided on each floor as part of a complete floor by floor renovation of FOB. The purpose of this project is to:

- Provide conference space on each floor that can support faculty meetings and function as seminar rooms, bringing students and faculty in better proximity
- Allow for the phased upgrading of the building's support systems
- Open up interior walls with more glazing

The seminar spaces envisioned as part of this initiative may also provide general classroom space to meet short term needs identified in the Phase 3 Report.







2013 Location of General Instruction in Faculty Office Building - Level 7

- Buildings-Structural Maint.
- Custodial Services

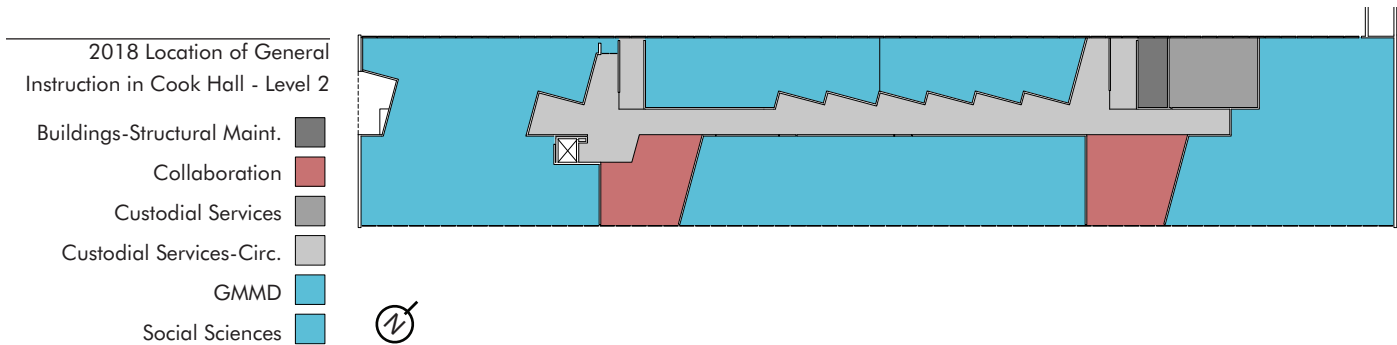
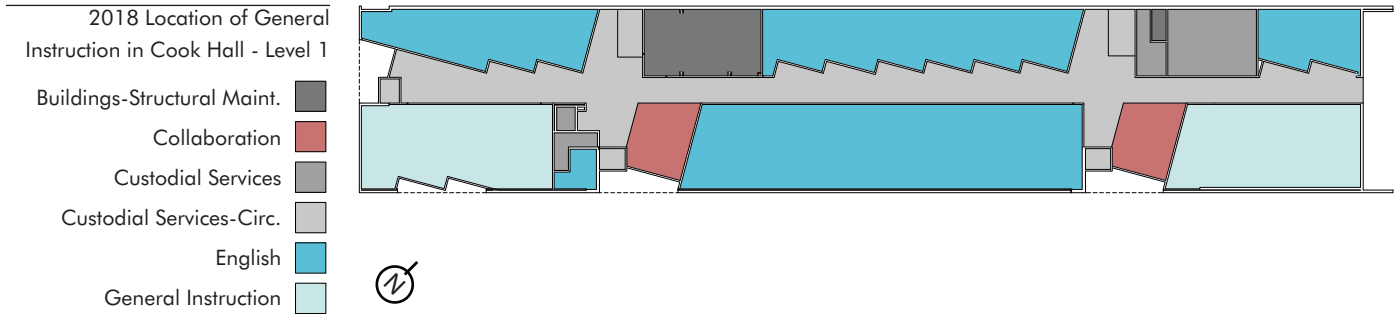


## 1B – ALIGN SPACE TO SUPPORT CURRENT METHODS OF GENERAL INSTRUCTION IN COOK HALL

As discussed previously, Canton lacks a building that adequately supports current methods of general classroom instruction. Classrooms are not sized correctly and existing lecture halls do not support peer-to-peer learning. This initiative envisions Cook Hall as the workhorse for general instruction. This initiative seeks to align the organization of Cook Hall to:

- Better support small group interaction
- Introduce collaboration space
- Improve usage and interaction across the faculty and within the School of Business & Liberal Studies
- Upgrade building systems
- Allow natural light to penetrate deeper into the building
- Improve building flexibility
- Right-size classrooms
- Breakdown the length of the building and sterile double-loaded corridor

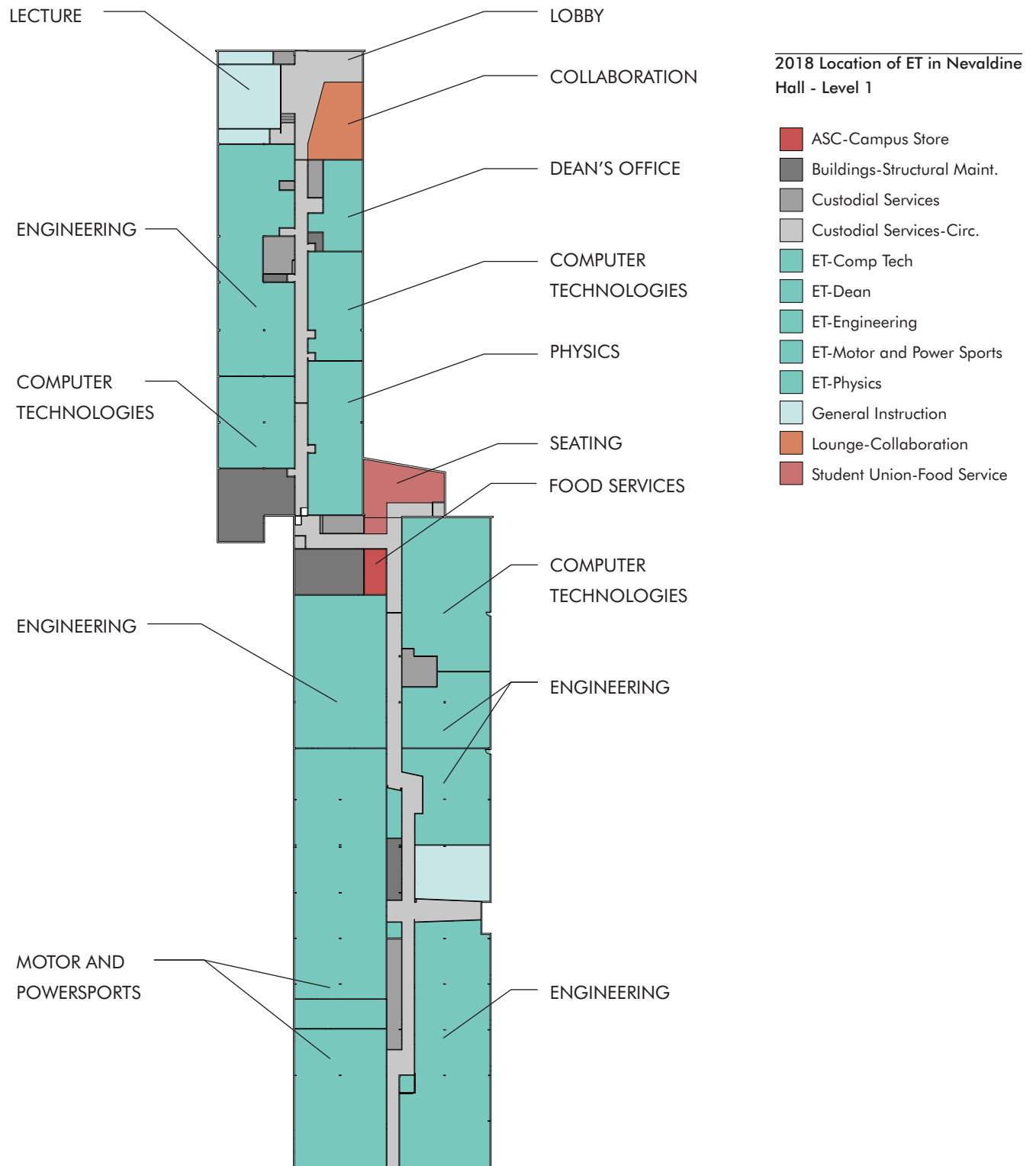
As part of this project, collaboration hubs will be introduced at key intersections, and circulation routes will be modified to mitigate the length of the building. The exterior of the building should be replaced with more glass and potentially more direct access points (doors) on the ground level for better activation of the academic spine into a “Main Street”.



### 1C – ALIGN SPACE TO SUPPORT ENGINEERING INSTRUCTION IN NEVALDINE HALL

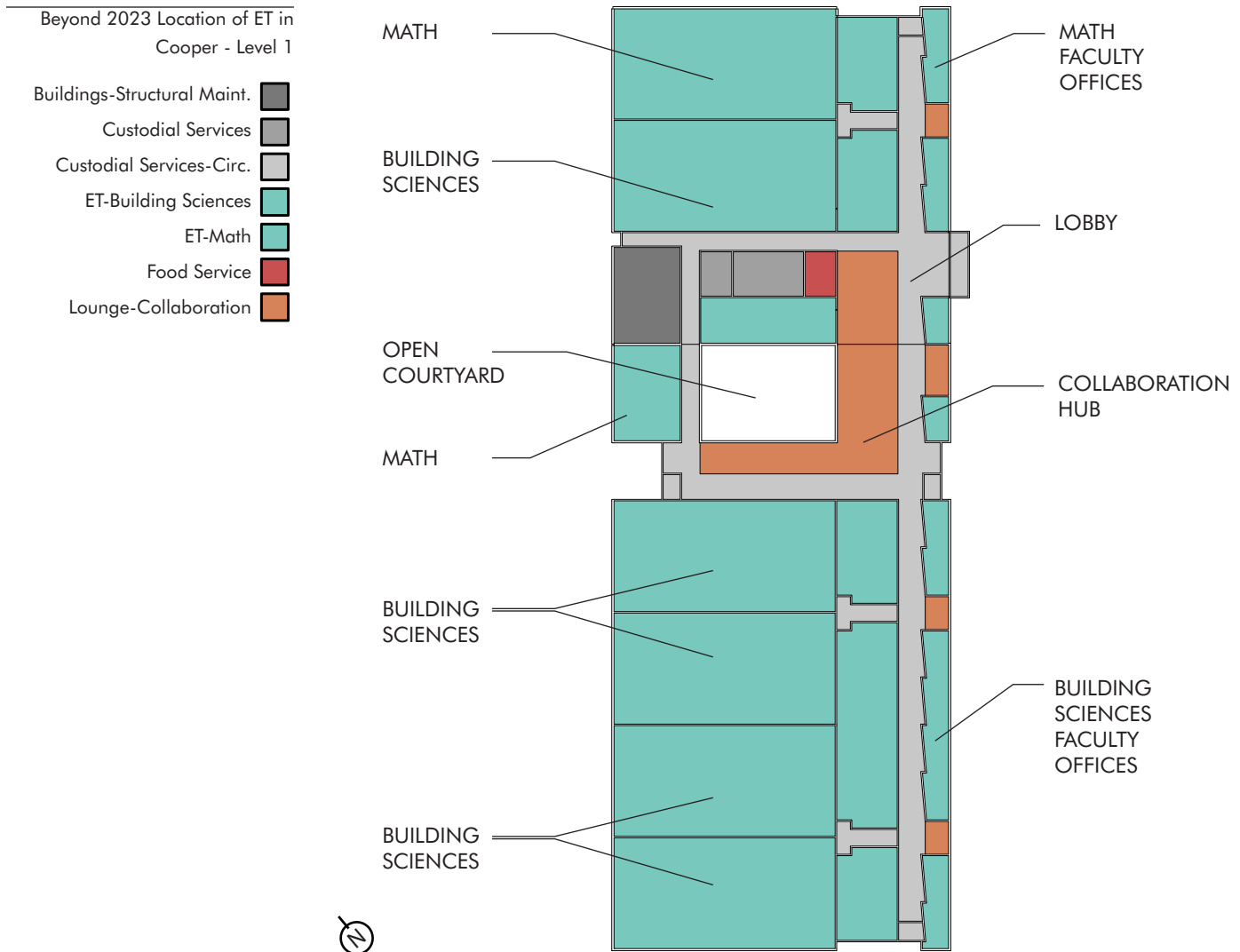
Nevaldine Hall – North does not adequately support current methods of instruction, whether in general classrooms or class labs. Its existing lecture hall is particularly poor. This initiative (on which the College is already planning) involves the realignment of classroom and departmental support space. It should be expanded to include:

- Increased collaboration space at the north entry of the building
- A completely renovated and resized lecture hall with reduced station numbers and a C-shaped seating configuration
- Better connection to the green space to the east of the building
- Improved food service venue (currently known as Deb's Corner) with seating, collaboration hub and access/visibility to both the new Nevaldine Commons and Newell Hall
- Replacement of building enclosure and support systems
- New north/south link, Nevaldine Commons, east of Nevaldine Hall
- Improved service court for Nevaldine Hall – South



## 1D – SUPPORT EXPANDED ENGINEERING INSTRUCTION WITH RIGHT-SIZED LABS IN COOPER SERVICE BUILDING

The various departments of the School of Engineering technologies include many class lab intense programs, and many of these labs have substantial station sizing requirements. Phase 3 identified significant growth in several of these departments. While the College does not intend to meet all of these needs physically, additional space for labs that are department specific and require long setup times is required. To meet this need, the Cooper Service Building will be repurposed as an additional Engineering Technology instruction building, with a focus on the Building Sciences (the Facilities Group will be relocated beyond CARC). Upon completion of the new Facilities Building, the existing building will be utilized as surge space to accommodate other building renovations on campus. This initiative involves:



- Repurposing of existing maintenance bays into class labs
- Introduction of departmental support and collaboration space
- Upgrading of building structural system (roof cannot support excessive snow loads)
- Replacement of building enclosure and support systems
- Repurposing of surrounding service courts as outdoor class labs
- Adequately screening service courts so they are not objectionable

## **1E – ALIGN SPACE TO SUPPORT INSTRUCTION FOR SCHOOL OF SCIENCE, HEALTH & CRIMINAL JUSTICE IN PAYSON HALL**

With Criminal Justice relocating to Dana Hall, the opportunity arises to align Payson Hall with contemporary methods of instruction. The purposes of this initiative are three-fold:

- Optimize and align space to meet modern instruction delivery methods
- Introduce a large study commons to meet the need for collaborative learning space
- Upgrade building mechanical systems per the BCAS, possibly provide mechanical hub to serve Cook, Wicks and Dana, and increase sustainability and performance expectations

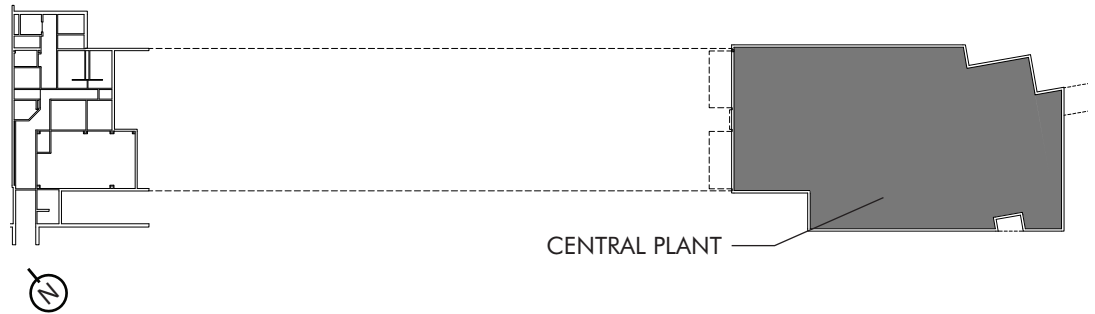
In support of this, both levels of Payson Hall are programmed with a mixture of general instruction spaces, departmental offices and support, as well as a large study commons and group study spaces in the center of the building. The study commons will be visible from the pedestrian route between Cook and Payson and provide an open communicating stair so that students can easily flow through the building.

Interior fit-out should support a mix of instruction environments as well as group and individual study spaces. Interior finishes should allow natural light deep into the building with borrowed light in the corridors. Space organization should promote social interaction, access to media and flexible furnishings. Campus-wide programming such as the collaborative space and offices of department chairs should be focused on the second floor, with more program specific spaces on the lower level. This renovation will be coordinated with the major renovation of all building mechanical systems.

In the limited areas where interior partitions are not being replaced, general circulation spaces should be refreshed and the building brought into full compliance with current building and accessibility codes. The existing lecture hall in Payson will be replaced by a case-methods classroom in an addition to Payson Hall.

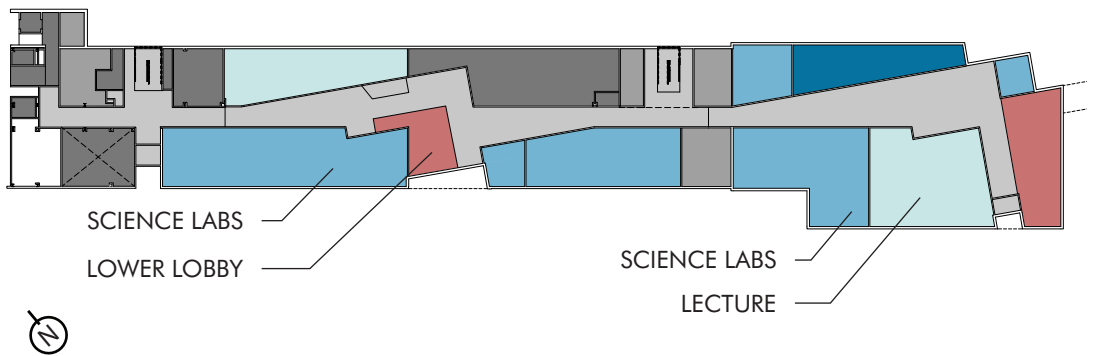
Beyond 2023 Location of SHCJ in  
Payson Hall - Level 0

Central Plant



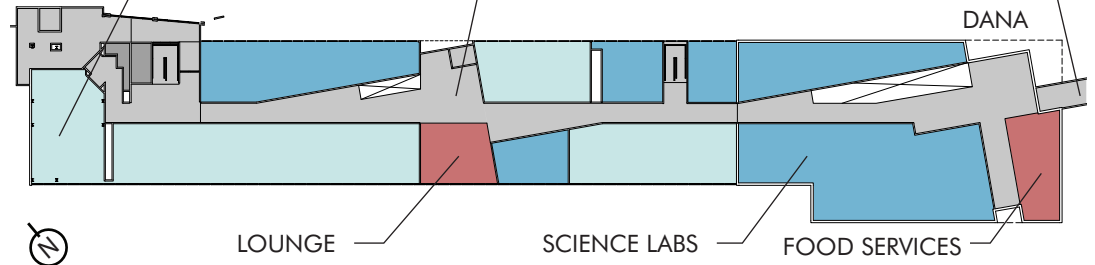
Beyond 2023 Location of SHCJ in  
Payson Hall - Level 1

Buildings-Structural Maint. ■  
Collaboration ■  
Custodial Services ■  
Custodial Services-Circ. ■  
Facilities ■  
General Instruction ■  
SHCJ-Life Sciences ■



Beyond 2023 Location of SHCJ in  
Payson Hall - Level 2

Collaboration ■  
Custodial Services ■  
Custodial Services-Circ. ■  
General Instruction ■  
SHCJ-Life Sciences ■



## 1F – SUPPORT CONTEMPORARY SCIENCE INSTRUCTION FOR SCHOOL OF SCIENCE, HEALTH & CRIMINAL JUSTICE IN ADDITION TO PAYSON HALL

The aim of this initiative is to provide contemporary science labs that allow for a blend of practicum and recitation in the same space. Additional aims include:

- The inclusion of collaboration space and a food service venue arrayed around a multi-story atrium to anchor the School of Science, Health & Criminal Justice and the north end of the academic core
- The inclusion of a modern case-methods lecture hall to replace the current lecture hall classroom in Payson Hall
- Inclusion of departmental support and collaboration space
- The creation of this facility allows for the renovation and repurposing of Cook Hall
- New mechanical support for space that can support Payson, Cook, Wicks and Dana Hall

- Access and visual connection to adjacent open spaces (proposed North Quad and woodlands between academic and residential elevations of campus)

## 1G – SUPPORT CONTEMPORARY CRIMINAL JUSTICE INSTRUCTION IN DANA HALL

SUNY Canton fortunately was able to mitigate Dana Hall’s structural deficiencies and salvage the building. The new Convocation, Athletic & Recreation Center, however, was sized to replace Dana Hall, and the Phase 3 Report demonstrates that the College has a significant surplus of recreation space if Dana Hall is used much as before. Criminal Justice [CJ], currently located in the lower level of Payson Hall, is generally without dedicated class labs despite both the size of the program and a clear need for practicum spaces.

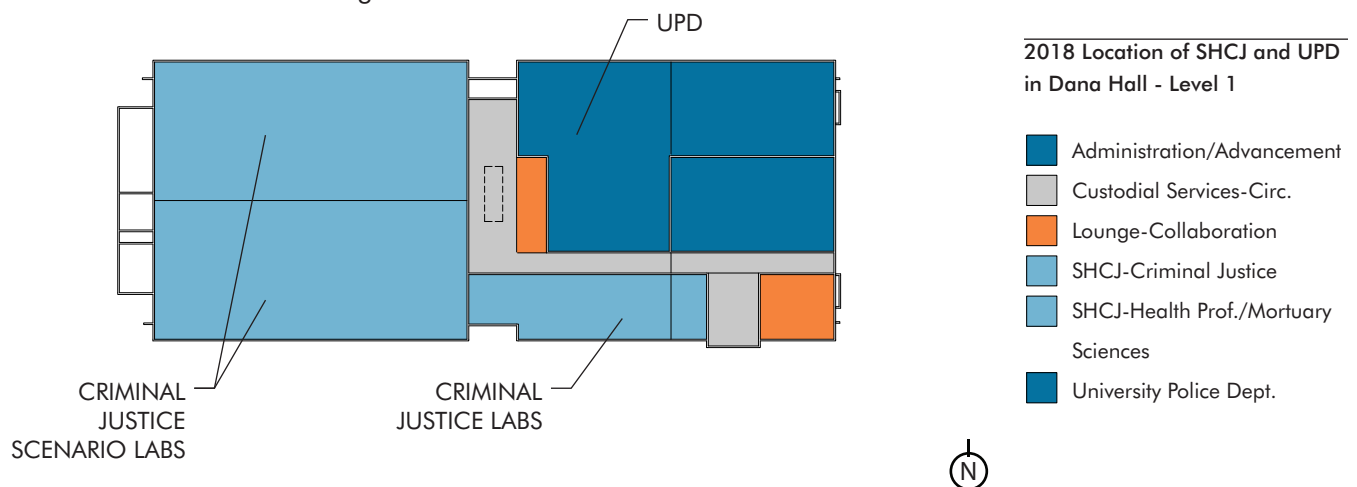
Relocating Criminal Justice to Dana Hall accomplishes both the reduction in surplus recreation space and provides CJ with needed class lab space for scenario training, mock environments such as courtrooms or police stations, as well as attendant departmental support and collaboration space.

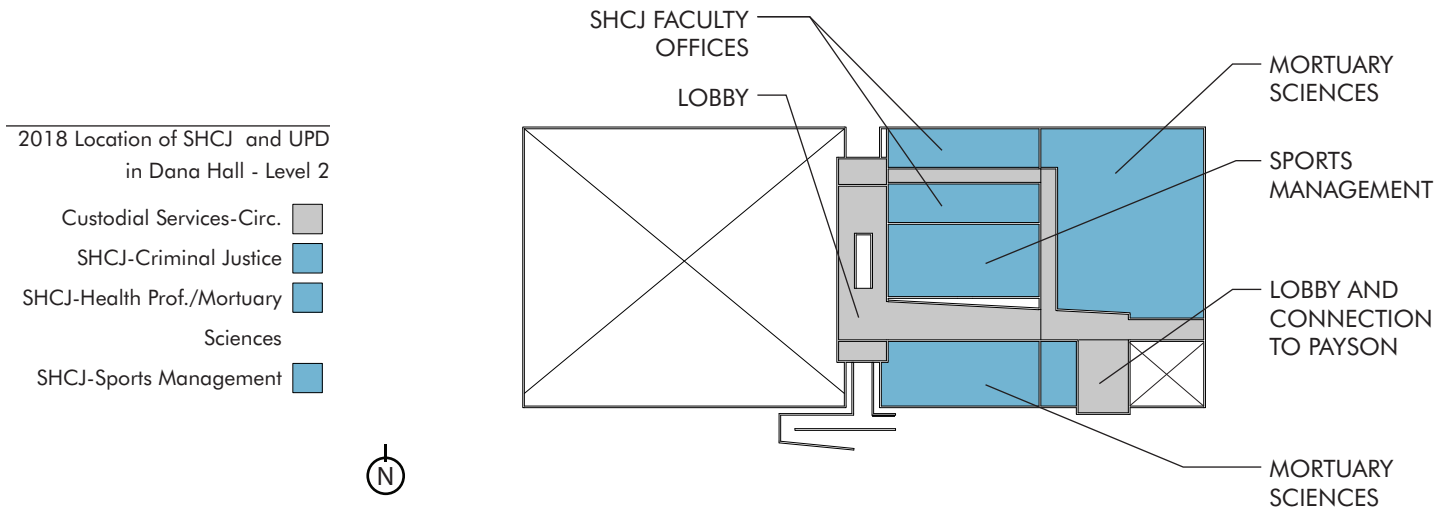
Potential synergies of co-location also exist with the:

- University Police Department [UPD]
- Mortuary Sciences program (and a modern forensics class lab, relocated from Cook Hall)

This initiative involves:

- Converting the existing gymnasium space into two flexible (and combinable) high-bay class labs with recitation space off of the building’s main corridor.
- Inclusion of classroom space on the upper floor on the east side of the building
- Inclusion of FATS (or similar) virtual training environments on the lower floor on the east side of the building

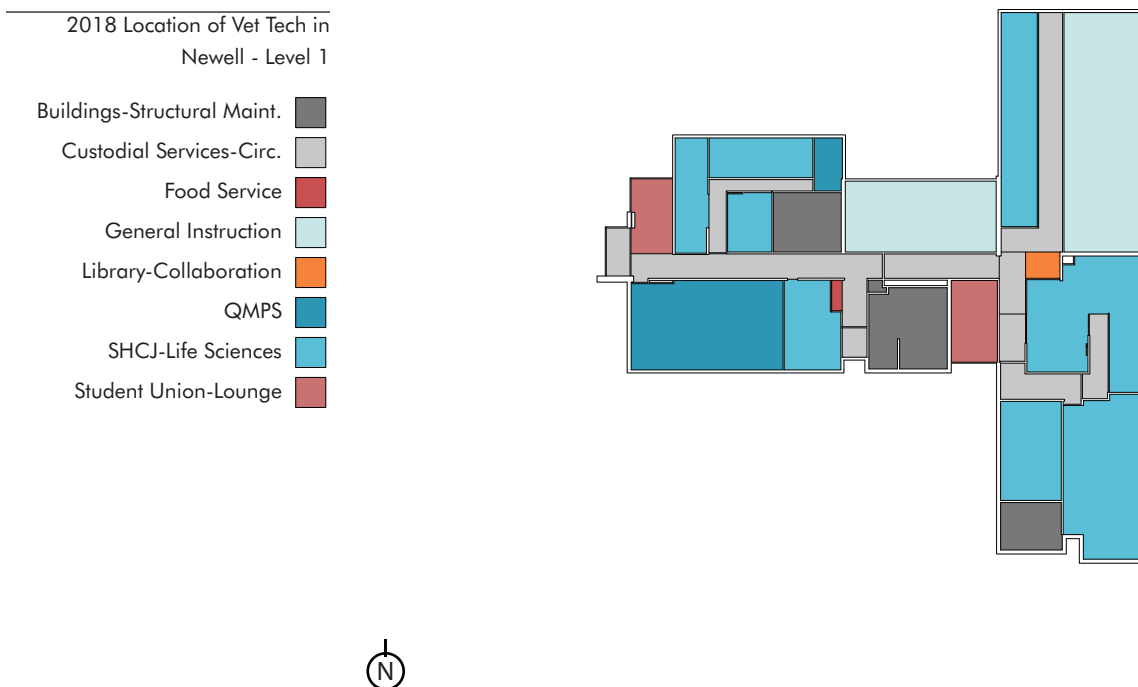




### 1H – SUPPORT TRANSITION TO 4-YEAR VETERINARY TECH PROGRAM IN EXPANDED NEWELL HALL

Due to the growth of the veterinary tech program, Newell Hall no longer provides adequate space for this program; most critically the program has outgrown its largest classroom space. The aim of this initiative is to:

- Provide adequate classroom instruction area for the Veterinary Tech program in Newell Hall
- Repurpose the Cornell Quality Milk program space for Veterinary Tech use



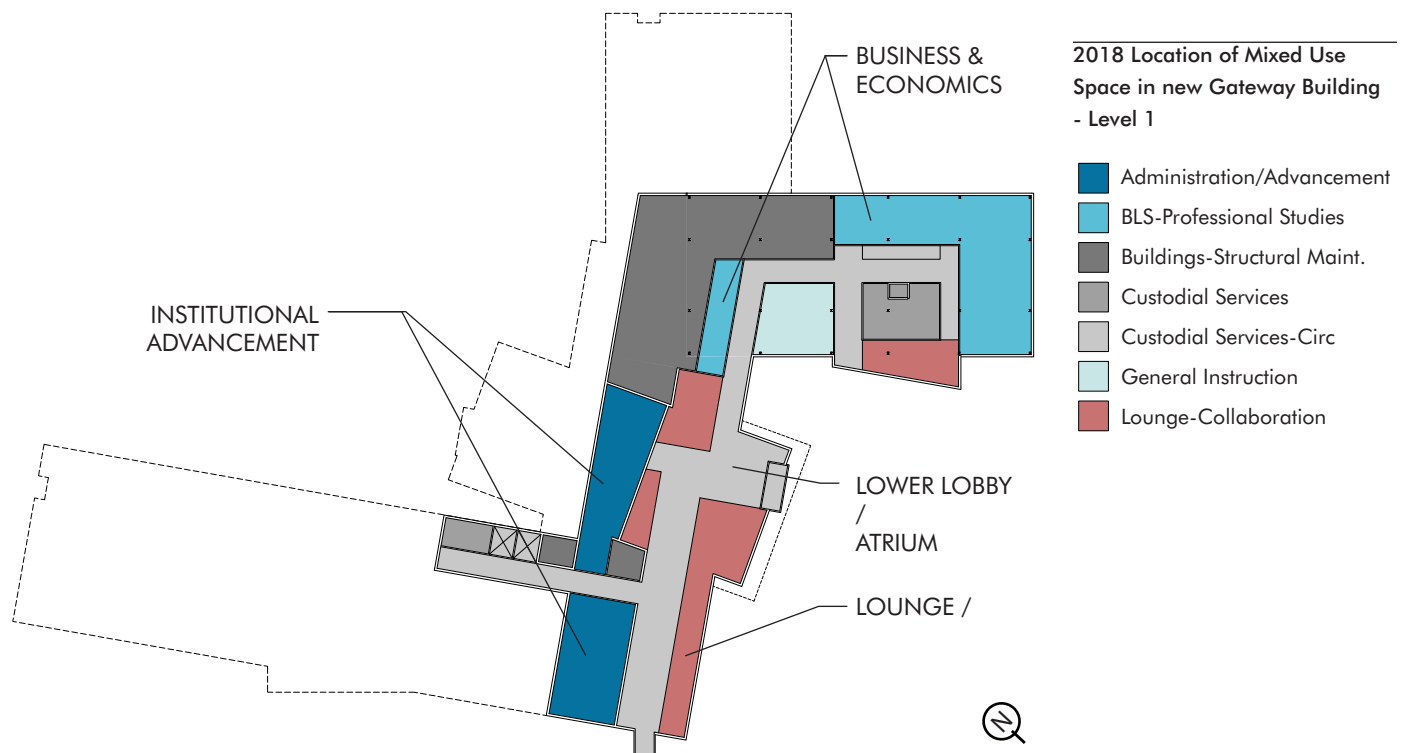
## 11 – SUPPORT GENERAL INSTRUCTION IN NEW MIXED USE BUILDING

Enhanced general instruction space is proposed for a new mixed use facility that combines:

- General instruction
- Business & Liberal Studies [BLS] instruction
- Student support services
- Collaboration space

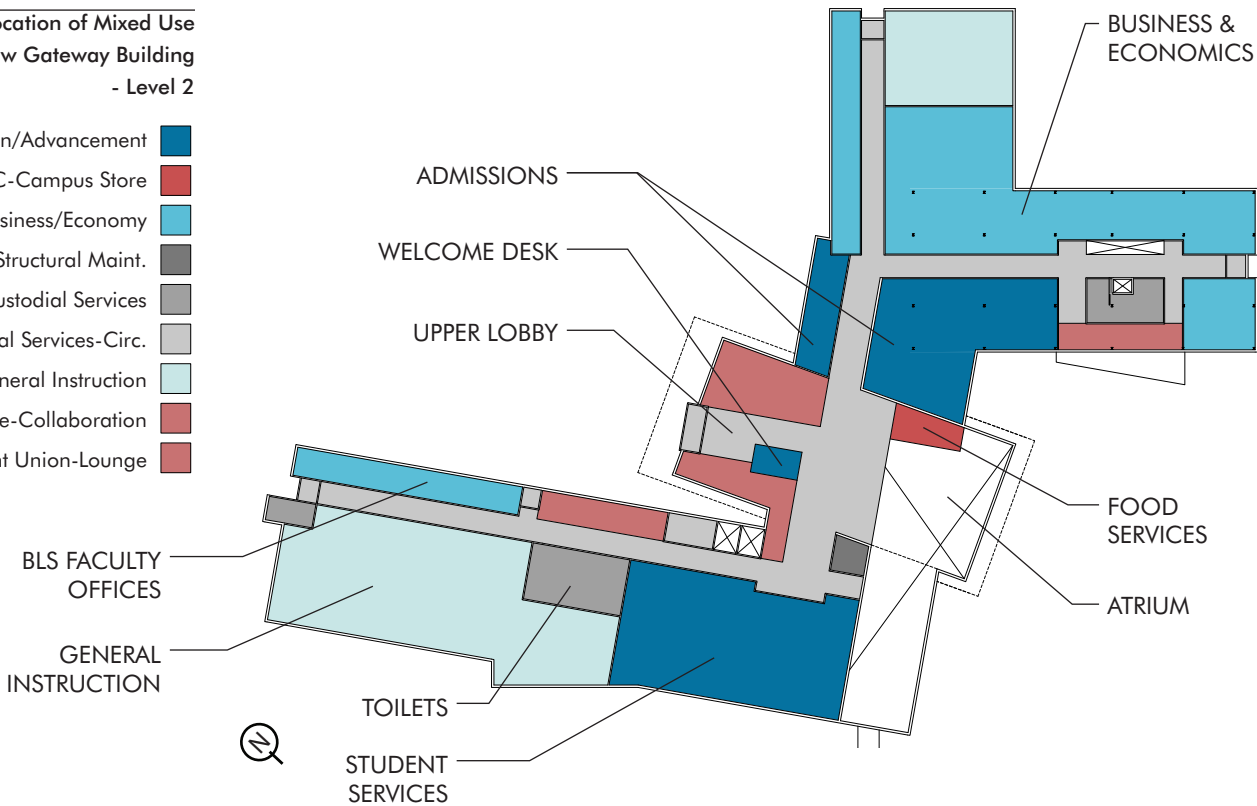
This initiative envisions this mixed use facility as a complement to the activity of Cook Hall (which remains the workhorse of general instruction), BLS and collaborative learning. This initiative, which is one component of this mixed use project, seeks to provide:

- Case-methods classroom
- Better support for small group interaction
- Collaboration space
- General classroom space



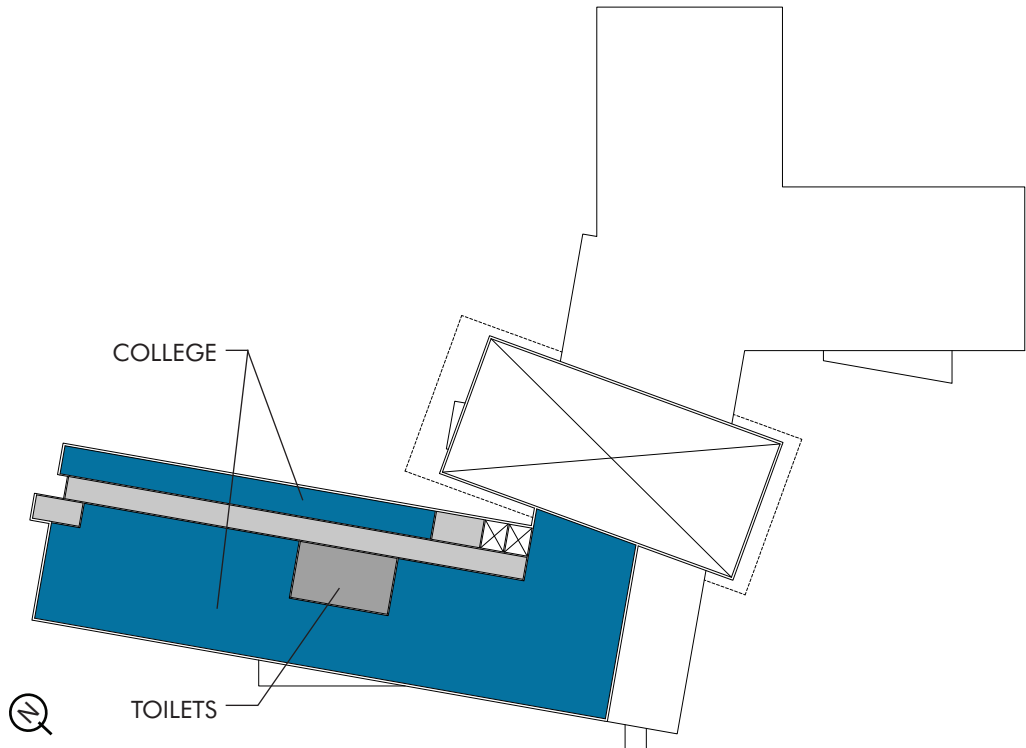
2018 Location of Mixed Use  
Space in new Gateway Building  
- Level 2

- Administration/Advancement
- ASC-Campus Store
- BLS-Business/Economy
- Buildings-Structural Maint.
- Custodial Services
- Custodial Services-Circ.
- General Instruction
- Lounge-Collaboration
- Student Union-Lounge



2018 Location of Mixed Use  
Space in new Gateway Building  
- Level 3

- Administration/Advancement
- Custodial Services
- Custodial Services-Circ.



## 1J – ALIGN SPACE FOR SCHOOL OF BUSINESS & LIBERAL STUDIES IN FRENCH HALL

The School of Business & Liberal Studies [BLS] lacks a location where students, faculty and related clubs and activities can gather and mix. While it is the nature of this school (and its comparables at other institutions) to heavily rely upon shared space controlled by the College Provost, BLS would strongly benefit from a place to call home.

BLS also is at a disadvantage as it lacks a significant amount of dedicated class lab space, which impacts the Business and English programs whose pedagogies have shifted in the last decade toward class lab instruction.

This initiative aims to provide:

- Location where BLS faculty can cluster and interact
- BLS student activity space
- BLS lab space
- Ways to activate the central plaza of the college

These are accomplished by locating the BLS faculty and class labs in a repurposed French Hall. This would be part of a hilltop complex that includes:

- General instruction
- Business & Liberal Studies [BLS] instruction
- Student support services
- Collaboration space

This initiative envisions:

- Adding departmental support
- Adding BLS class lab space (including mock environments)
- Adding collaboration space
- Replacing the enclosure system of the existing French Hall
- Replacing the mechanical and support systems

## GROUP 2 – SHARED INITIATIVES

- 2A – ALIGN AND EXPAND SOUTHWORTH FOR STUDENT ACTIVITY AND CONTEMPORIZE FOOD SERVICE (INCLUDING KITCHEN)
- 2B – MEET DEMAND FOR LIBRARY, COLLABORATION & INNOVATION SPACE IN MILLER
- 2C – PROVIDE ADEQUATE SPACE FOR STUDENT HEALTH SERVICES IN MILLER

### 2A – ALIGN AND EXPAND SOUTHWORTH FOR STUDENT ACTIVITY AND CONTEMPORIZE FOOD SERVICE (INCLUDING KITCHEN)

This initiative envisions the expanding and repurposing of Southworth to become the main social hub of student life and dining services.

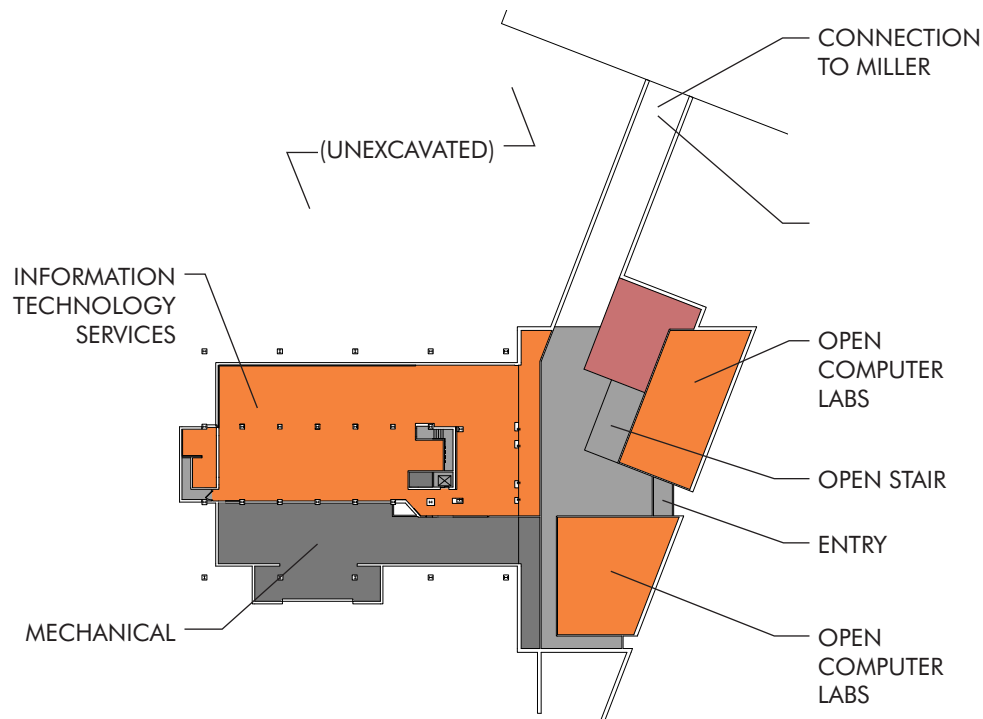
The aim of this initiative is to:

- Relocate the main food venue from Chaney Hall to service both the residential and academic portions of campus
- Provide improved and adequately sized student club and activity space
- Provide spaces that better support a diverse range of activity programming (i.e. dance, yoga, etc.)
- Improve the visibility of interior activities/programming
- Create better spatial connections (doors and windows) with the central plaza
- Provide better integration of the Information Technology Service department

This will be accomplished by expanding and reprogramming the building to accommodate new functions and increase the visibility of spaces to the outside plaza. This involves:

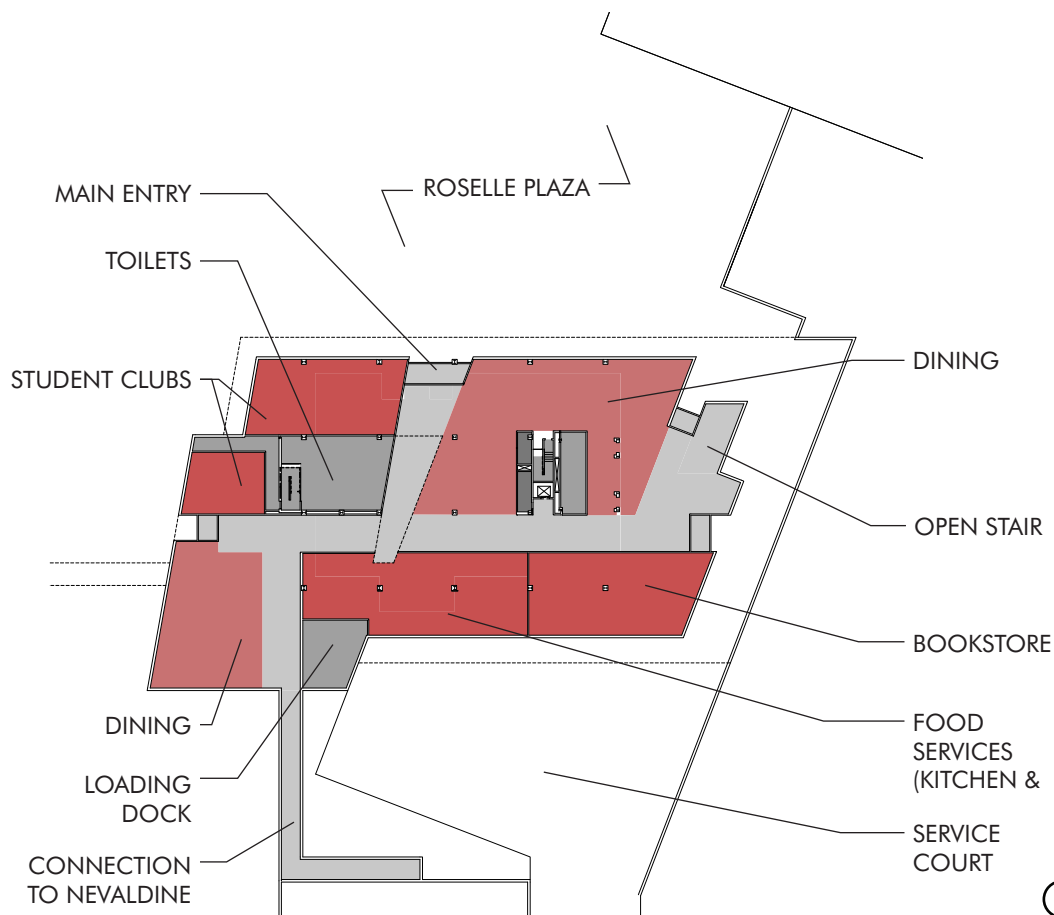
- Adding a new kitchen and food service space that opens out to the central plaza, connects to the Library (Miller), and includes indoor/outdoor café seating
- Providing a campus store adjacent to the food service/dining areas
- Allowing more natural light into the building
- Providing collaboration, student activity and lounge space
- Providing various meeting spaces
- Making the IT area more accessible for the general campus population

Together, these program elements will unlock the potential of the building location at the core of the campus and provide critical adjacencies to the new Library and academic buildings.



2018 Location of Activity/Food Service in Southworth - Level 0

- Buildings-Structural Maint.
- Computer Information Sys.
- Computer Services
- Custodial Services
- Student Union-Lounge



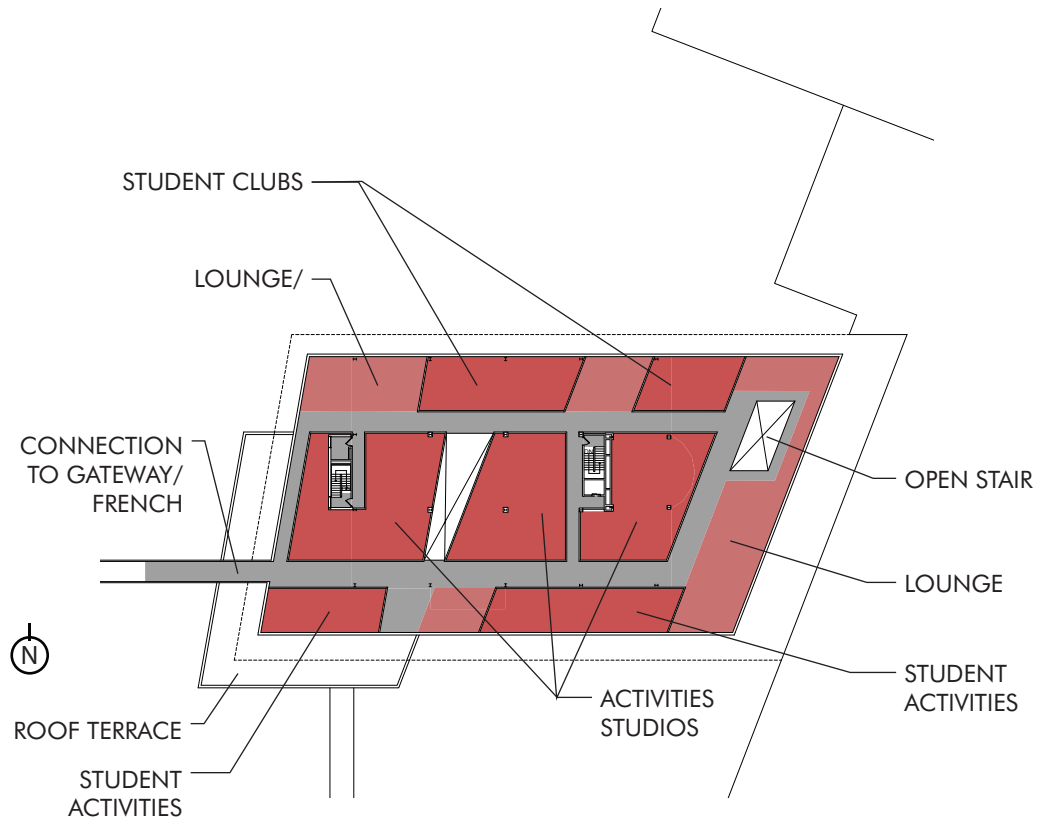
2018 Location of Activity/Food Service in Southworth - Level 1

- ASC-Campus Store
- Buildings-Structural Maint.
- Custodial Services
- Custodial Services-Circ.
- Student Activities
- Student Union-Food Service



2018 Location of Activity/Food  
Service in Southworth - Level 2

- Custodial Services
- Student Activities
- Student Union-Lounge



## 2B – MEET DEMAND FOR LIBRARY, COLLABORATION & INNOVATION SPACE IN MILLER

As mentioned earlier in this report (as well as the Phase 2 and 3 Reports), the current location of the Library is a victim of its own success in blending media and resource access, learning lab space, collaborative learning and food service. The resulting blend is “the” social hub of campus, which often also serves as a de-facto commuter lounge. The demand for use as a social hub, however, only complements a portion of the Library’s mission which is at the expense of its many other responsibilities.

This initiative envisions the expanding and repurposing of Miller to become the new Library location on campus. The aim of this initiative is to:

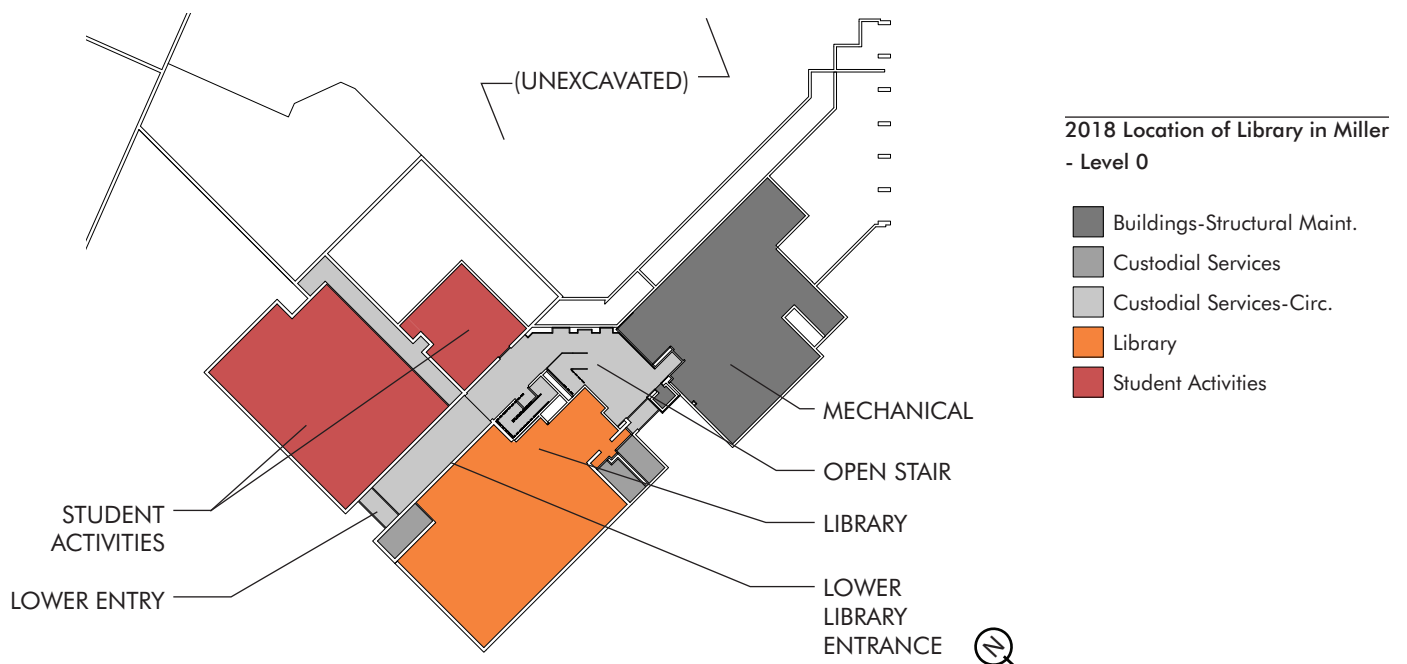
- Provide for more collaborative study and individual study space
- Provide for a larger and more organized academic skills center
- Provide for more computer stations
- Create an innovation center for students and faculty
- Create a hub for faculty life

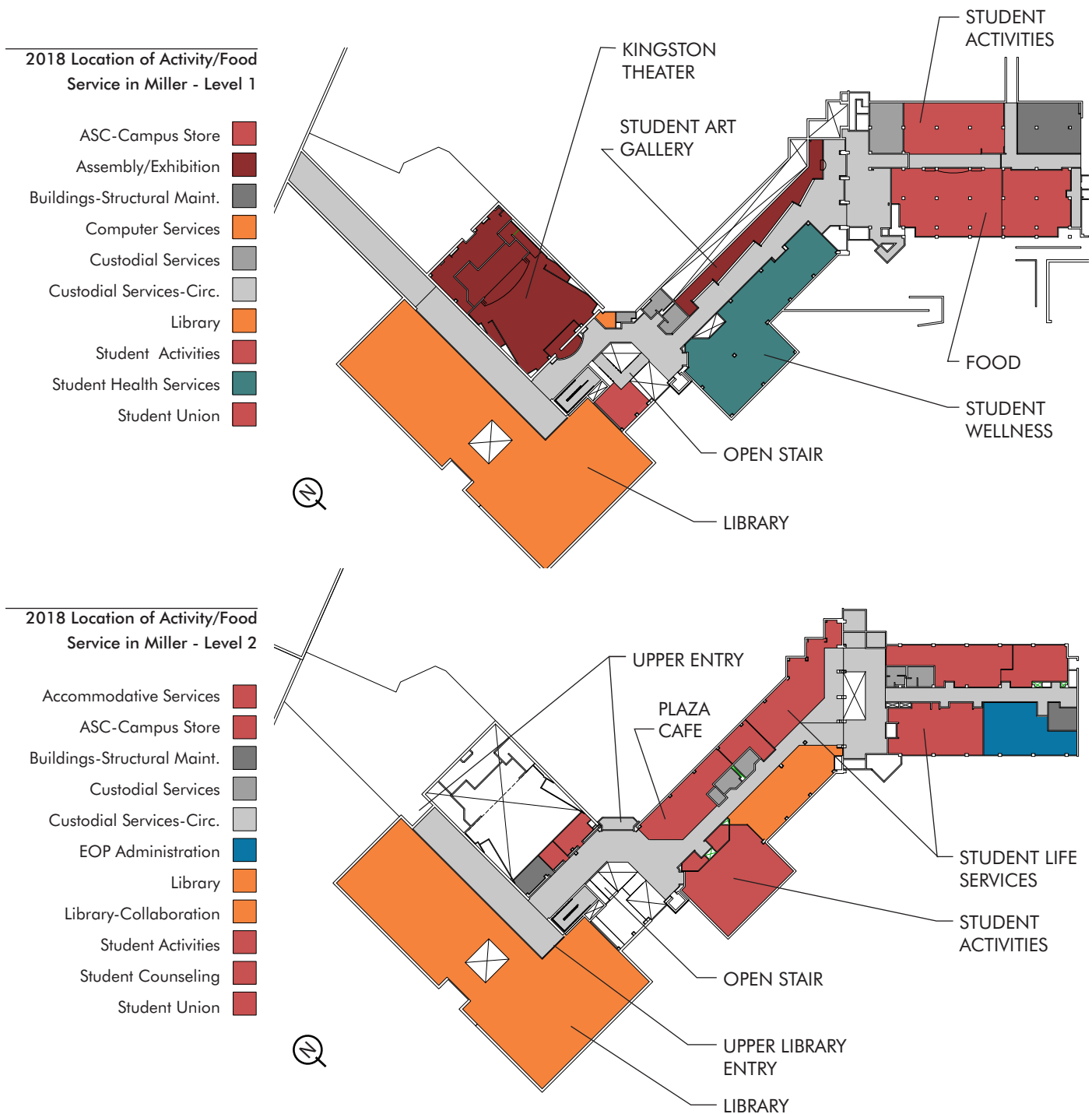
This initiative envisions:

- Expanding and reprogramming Miller to increase the floor plates at each level
- Opening up the exterior of the building so that it is filled with natural light so interior programming is more visible
- Creating an innovation hub that includes:
  - Student academic success labs
  - Faculty development and training center that also doubles as a faculty meeting place
  - An incubator space where new programs can be piloted in general purpose-built space
- Co-locating the circulation desk and librarian offices with the entry to the innovation center
- Positioning the reference librarian desks so they are accessible and able to monitor social activity, and assist in active learning
- Providing a smaller food service venue and using it as an activating agent for both the library and the central plaza
- Removing the existing Intramural Gym with a two story space

## 2C – PROVIDE ADEQUATE SPACE FOR STUDENT HEALTH SERVICES IN MILLER

Student Health Services and Accommodative Services do not have space that performs adequately for their missions or sends the right message. This initiative seeks to rectify that by providing more space in centralized and easily accessible locations.





The aim of this initiative is to:

- Contemporize the messaging of health, wellness and psychological services
- Provide adequate space to meet program needs
- Balance public visibility with privacy concerns
- Make spaces fully ADA compliant

These functions in Miller act as part of the reinvigoration of that facility.

### GROUP 3 – SUPPORT INITIATIVES

- 3A – PROVIDE ADEQUATE SPACE TO SUPPORT SERVICES TO PROSPECTIVE AND ENROLLED STUDENTS IN A NEW MIXED USE BUILDING
- 3B – IMPROVE EFFICIENCY OF FACILITIES GROUP IN NEW SERVICE COMPLEX AND SURGE SPACE IN EXISTING COOPER SERVICE BUILDING
- 3C – PROVIDE ADEQUATE SPACE FOR UNIVERSITY POLICE IN DANA HALL
- 3D – ALIGN SPACE TO PROVIDE MEETING AND COMMUNITY OUTREACH SPACE IN CHANEY DINING HALL

#### 3A – PROVIDE ADEQUATE SPACE TO SUPPORT SERVICES TO PROSPECTIVE AND ENROLLED STUDENTS IN A NEW MIXED USE BUILDING

Student services and institutional advancement have long been constrained by French Hall and its inefficiencies. While the existing central stair is a nice feature, it renders the otherwise small building inflexible and choppy. The stairway also does not fully take advantage of the hilltop vistas toward the Village of Canton.

The aim of this initiative is to:

- Provide a more welcoming, attractive and impressive “front-door” for the College
- Create a hospitable admissions experience
- Enhance the one-stop student/customer experience
- Provide greater flexibility in departmental organization
- Balance public visibility and privacy concerns
- Provide increased meeting space

These are accomplished by

- Expanding French Hall to create a new entry sequence and building
- Creating a new connecting stair through the middle of the expansion. This stair would offer panoramic views to the east, a new “front-door” atrium space and collaboration space
- Increasing meeting space for staff and visitors
- Creating a one-stop student support office on the lower level to help activate the central plaza and connect with both the new stairway and some collaboration space
- Replacing the enclosure system of the existing French Hall to better support the College’s image and branding

This initiative also co-locates this function within a mixed use facility that includes:

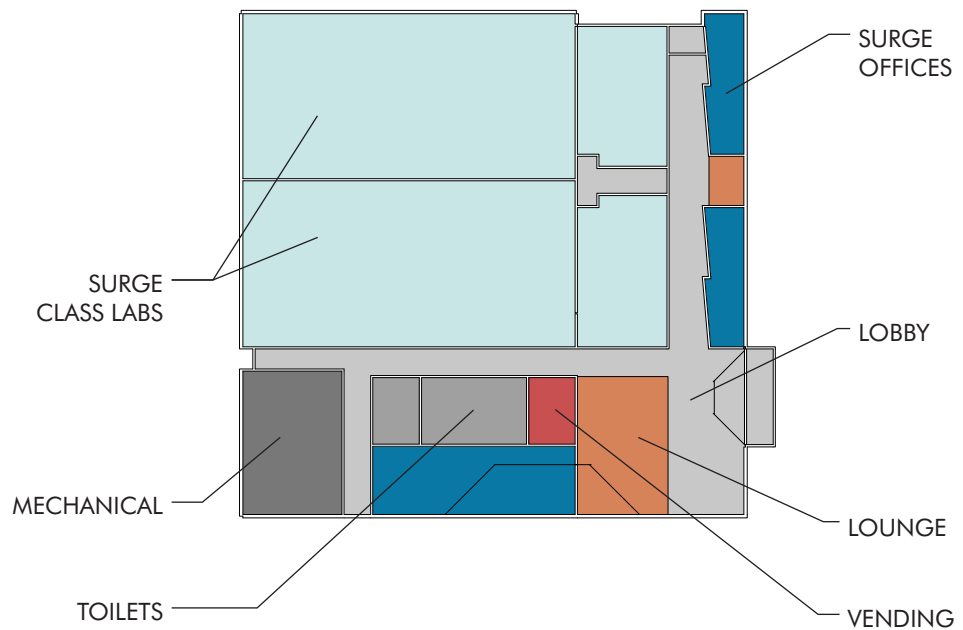
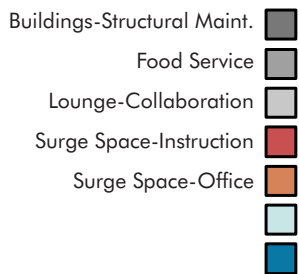
- General instruction
- Business & Liberal Studies [BLS] instruction
- Student support services
- Collaboration space

### 3B – IMPROVE EFFICIENCY OF FACILITIES GROUP IN NEW SERVICE COMPLEX AND SURGE SPACE IN EXISTING COOPER SERVICE BUILDING

Construct a new Service Building / Garage on vacant land by the CARC with new administrative/office space, new shops and new garage facilities. This initiative will include attendant parking for service and employee vehicles. The purpose of this initiative is to provide:

- Code compliant work spaces
- Greater operating efficiencies
- Improved storage (indoor and outdoor)
- A location for this group away from the public entrance to the campus

2018 Location of Surge Space in  
Cooper - Level 1



### 3C – PROVIDE ADEQUATE SPACE FOR UNIVERSITY POLICE IN DANA HALL

SUNY Canton is seeking to remove the current public safety building and locate these functions in Dana Hall. The FMP makes this move permanent and pairs UPD with the Criminal Justice and Mortuary Science programs.

The aim of this initiative is to:

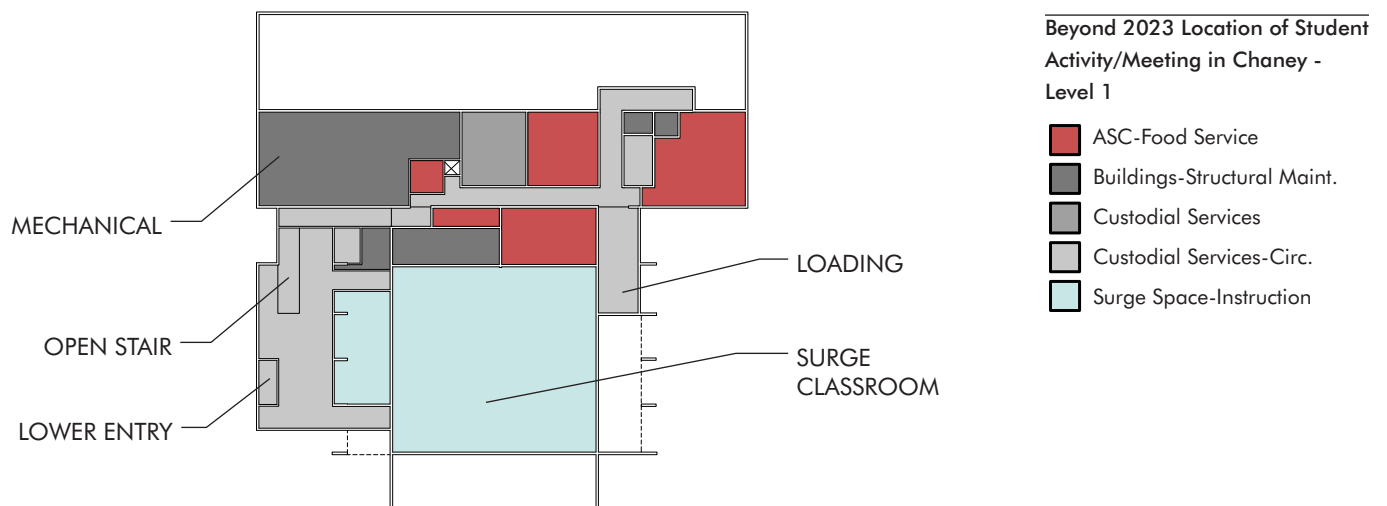
- Balance public visibility and privacy concerns
- Separate circulation routes (i.e. public visitors, UPD personnel, detainees)
- Provide adequate storage and cover from snow and ice, for emergency vehicles

### 3D – ALIGN SPACE TO PROVIDE MEETING AND COMMUNITY OUTREACH SPACE IN CHANEY DINING HALL

The College is currently without space to support internal or external community activities, meetings or conferences. With food service moving to Southworth, the campus is provided with the opportunity to create meeting space in a building with a large and flexible floor plate, and take advantage of Chaney's location near the river.

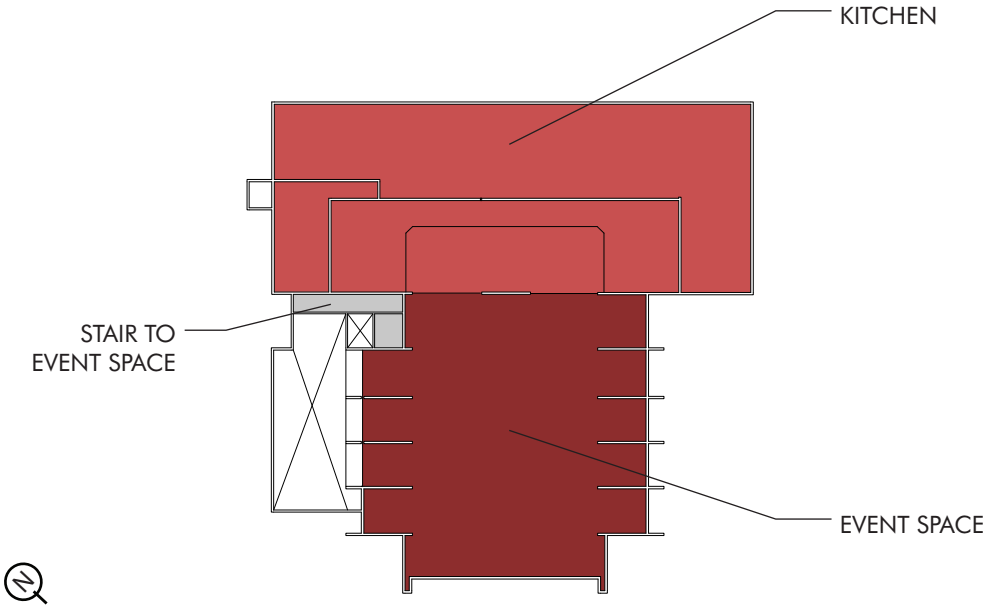
The aim of this initiative is to:

- Provide community meeting and activity space as a form of outreach that includes:
  - Large multi-purpose space
  - Breakout and pre-function space
- Provide a major assembly venue that complements the Kingston Theater



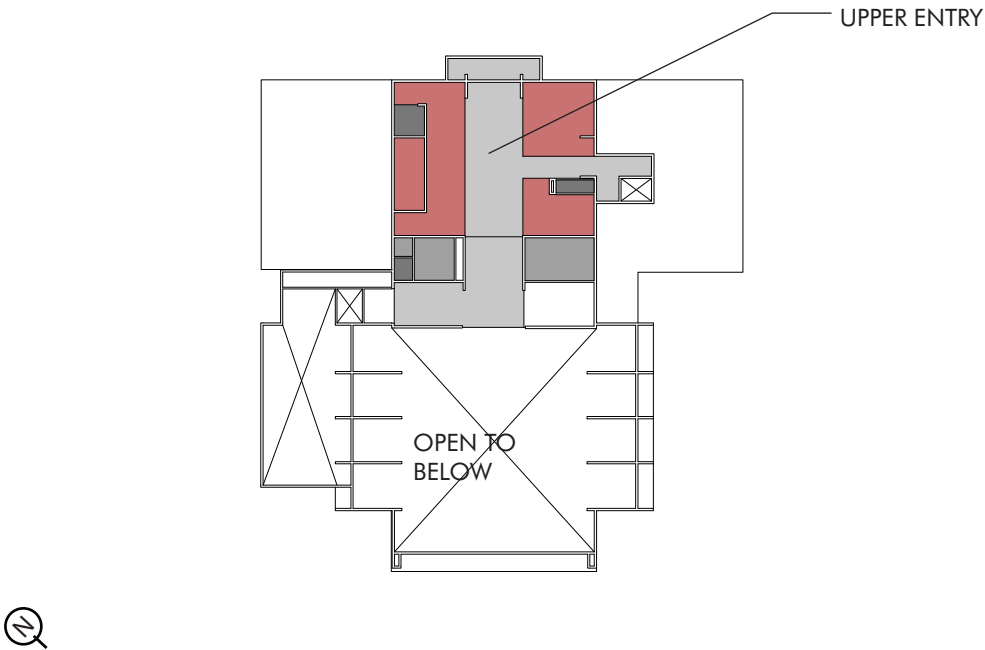
Beyond 2023 Location of Student  
Activity/Meeting in Chaney -  
Level 2

- ASC-Food Service
- Assembly/Exhibition
- Custodial Services-Circ.



Beyond 2023 Location of Student  
Activity/Meeting in Chaney -  
Level 3

- Buildings-Structural Maint.
- Custodial Services
- Custodial Services-Circ.
- Student Union-Lounge



# FINAL MASTER PLAN

- Existing Buildings
- Renovation
- New Construction
- Existing Athletic Fields / Courts
- New Athletic Fields

\* Refer to Landscape Masterplan for additional site improvements

- ALTERNATE PARKING LOCATION IF POWER LINES ARE NOT RELOCATED
- NEW RESIDENTIAL FACILITIES
- PORTION OF LOOP ROAD CONVERTED TO ONE-WAY TRAFFIC
- REALIGN PAYSON & DANA TO SUPPORT NEW PROGRAMS & MEET SCIENCE PEDAGOGY (SHCJ)
- REPROGRAM AS LIBRARY, COLLABORATION & INNOVATION SPACE
- TRANSITION TO MEETING & COMMUNITY OUTREACH SPACE
- REALIGN TO SUPPORT ENGINEERING INSTRUCTION
- ADDITION TO SUPPORT GROWING PROGRAM REQUIREMENTS FOR VET TECH
- OUTDOOR COMMONS FOR ENGINEERING TECHNOLOGY
- IMPROVE CONNECTION BETWEEN NEVALDINE NORTH & SOUTH
- EXPANDED STUDENT SUPPORT SERVICES & GENERAL INSTRUCTION SPACE
- PROGRAM FOR RIGHT-SIZE CLASS LAB SPACE FOR ENGINEERING TECHNOLOGY
- TEMPORARY SURGE SPACE
- REPROGRAM FOR STUDENT ACTIVITY AND FOOD SERVICE
- ENHANCE OUTDOOR ASSEMBLY & INSTRUCTION
- TRANSITION TO MEET STUDENT ACTIVITY/THEATER/ LOUNGE/MEETING SPACES
- REPROGRAM TO SUPPORT GENERAL INSTRUCTION SPACE
- REALIGN TO BETTER INTEGRATE STUDENTS AND FACULTY
- OUTDOOR COMMONS FOR SCIENCE, HEALTH & CRIMINAL JUSTICE
- REPROGRAM FOR SHCJ LABS AND UNIVERSITY POLICE DEPARTMENT
- REALIGN/OPTIMIZE CAMPUS & BUILDING SERVICES



## GROUP 4 – OPEN SPACE INITIATIVES

- 4A – IMPROVE/CLARIFY ENTRY SEQUENCE
- 4B – PROVIDE SECOND ACCESS ROUTE TO CAMPUS
- 4C – PROVIDE SAFE AND ACTIVE OPEN SPACE FOR NORTH END OF CAMPUS
- 4D – PROVIDE SAFE AND ACTIVE OPEN SPACE FOR SOUTH END OF CAMPUS
- 4E – IMPROVE SAFETY OF CONNECTIONS AND QUALITY OF OPEN SPACE BETWEEN CAMPUS CENTER AND CHANEY HALL
- 4F – IMPROVE QUALITY OF CENTER PLAZA
- 4G – PROVIDE ADDITIONAL ATHLETIC FIELDS
- 4H – PROVIDE ACCESS TO ATHLETIC FIELDS
- 4I – PROVIDE ADEQUATE PARKING ON CAMPUS HILLTOP
- 4J – PROVIDE ADEQUATE PARKING FOR COMMUNITY VISITORS AT CARC
- 4K – PROVIDE ADEQUATE PARKING FOR STUDENTS, FACULTY AND VISITORS

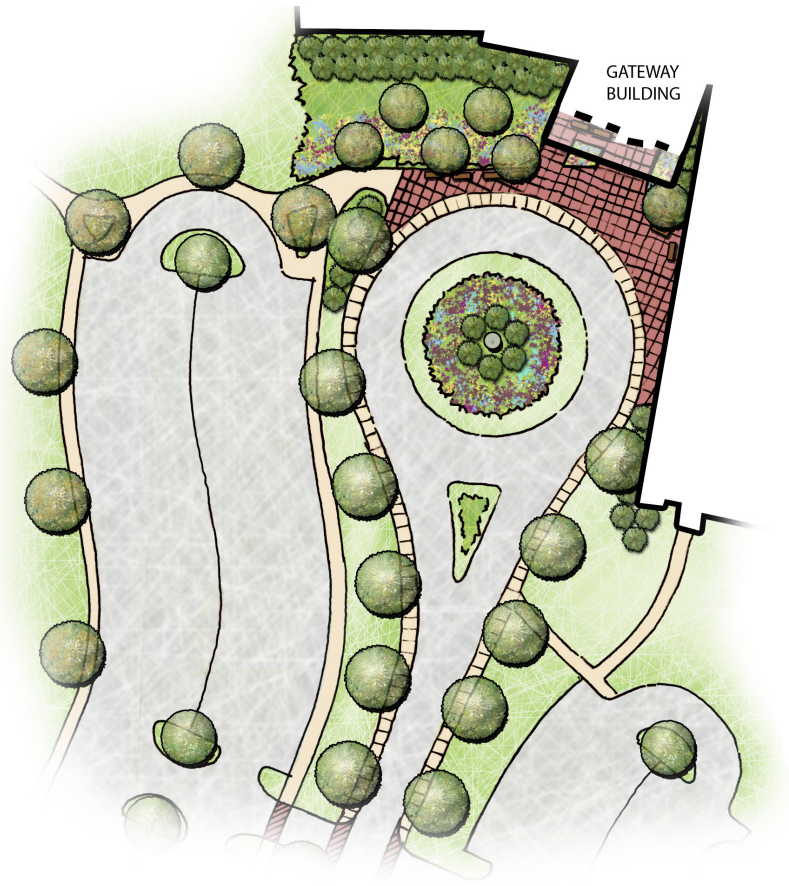
### 4A – IMPROVE/CLARIFY ENTRY SEQUENCE

This initiative replaces the current “Y” intersection with a “+” configuration that leads directly to an expanded French Hall. This initiative also involves reconstructing the hilltop parking lot to improve safety.

The aim of this initiative is to:

- Improve the entry sequence for visitors
- Provide for a more obvious and impactful College “front door”
- Reconstruct hilltop parking lot to improve safety

Landscape Plan of Gateway  
Building Entry



#### 4B – PROVIDE SECOND ACCESS ROUTE TO CAMPUS

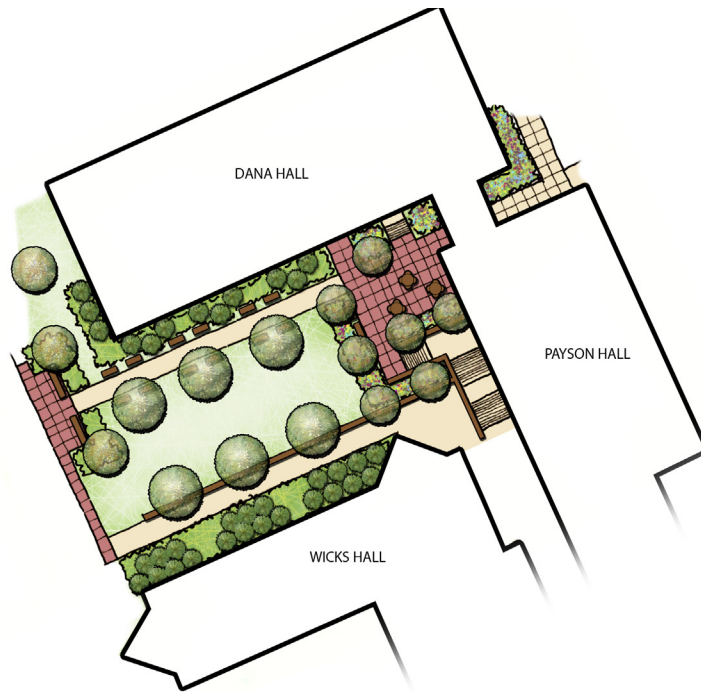
Phase 2 identified that it would be useful to provide a second means of access/egress to the campus. This initiative provides an access route on College land as part of the relocation of the power lines. This effort takes advantage of the tree clearing and earthwork required to move the power lines and includes a new road. This road meets NY Route 68 near the existing access point and is not meant to alleviate moderate traffic on the existing entry drive.

#### 4C – PROVIDE SAFE AND ACTIVE OPEN SPACE FOR NORTH END OF CAMPUS

The aim of this initiative is to:

- Create an open turf area that provides safe outdoor space for passive and active recreation
- Provide opportunities for outdoor classrooms
- Better connect adjacent buildings and anchor both the north end of the campus and the School of Science, Health & Criminal Justice

Landscape Plan of Dana Quad

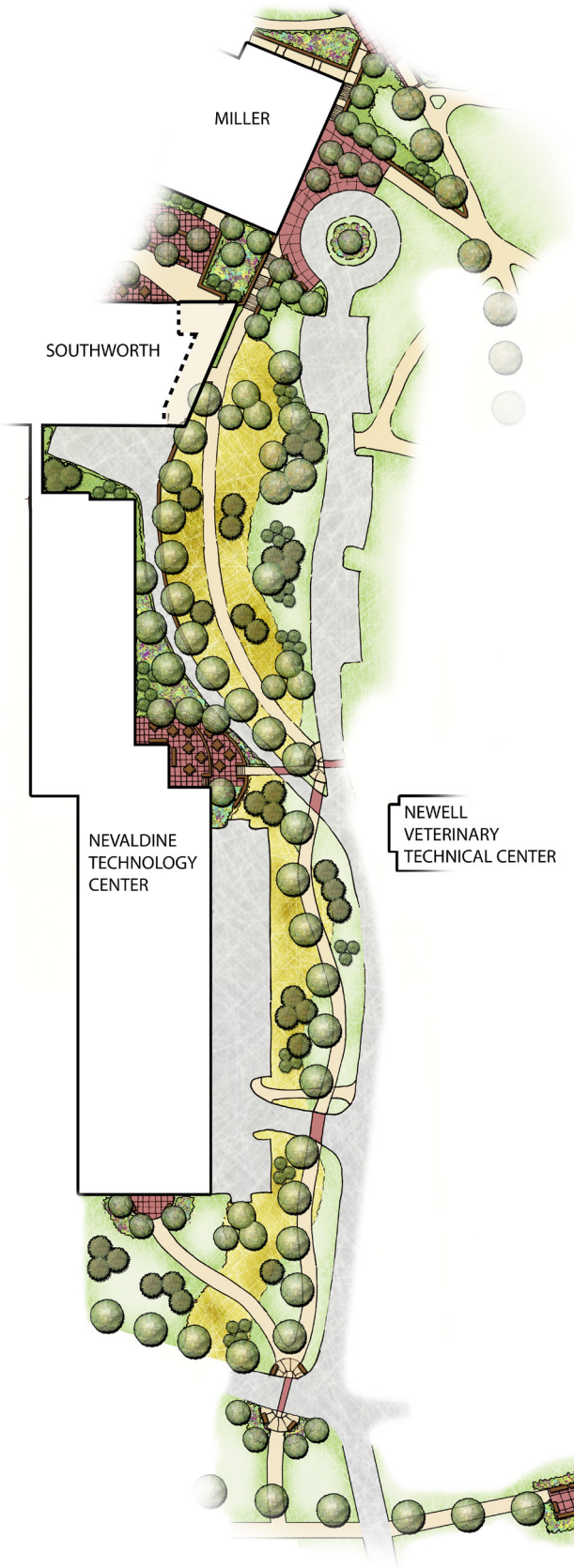


#### 4D – PROVIDE SAFE AND ACTIVE OPEN SPACE FOR SOUTH END OF CAMPUS

The aim of this initiative is to:

- Create an open turf area that provides safe outdoor space for passive and active recreation
- Provide opportunities for outdoor classrooms
- Better connect adjacent buildings and anchor both the north end of the campus, the School of Engineering Technologies and the new Grasse River Dorms
- Maintain existing service drive on the east side of Nevaldine Hall – South

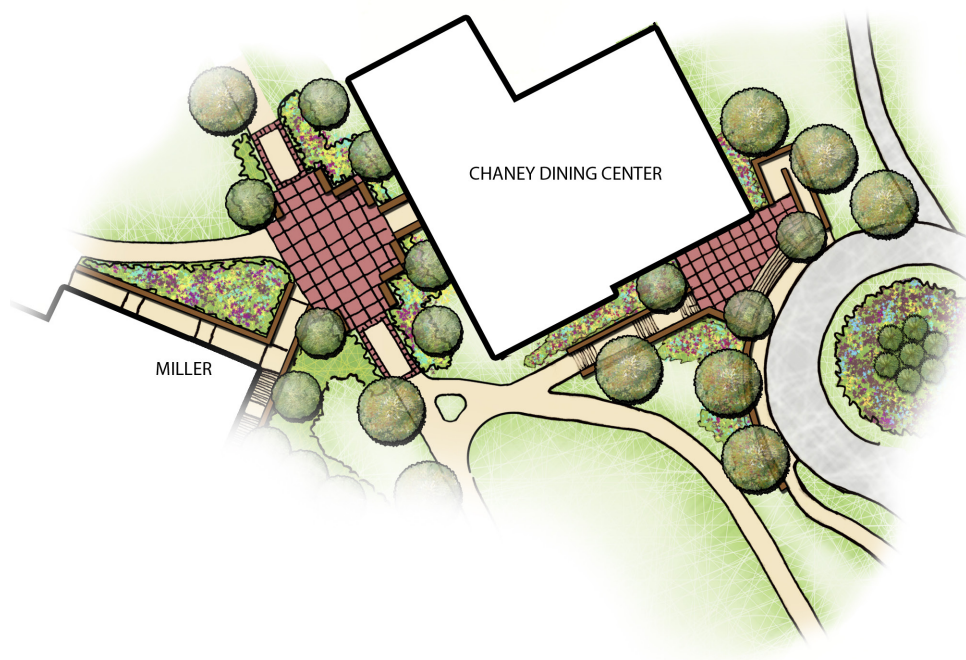
Landscape Plan of Nevaldine Commons



#### 4E – IMPROVE SAFETY OF CONNECTIONS AND QUALITY OF OPEN SPACE BETWEEN MILLER AND CHANEY HALL

The aim of this initiative is to:

- Create an open turf area that provides safe outdoor space for passive and active recreation
- Provide opportunities for outdoor classrooms
- Better connect adjacent buildings
- Improve pedestrian connections by providing an ADA compliant route between Campus Center and Chaney Dining Hall that is also safe during inclement weather and ice



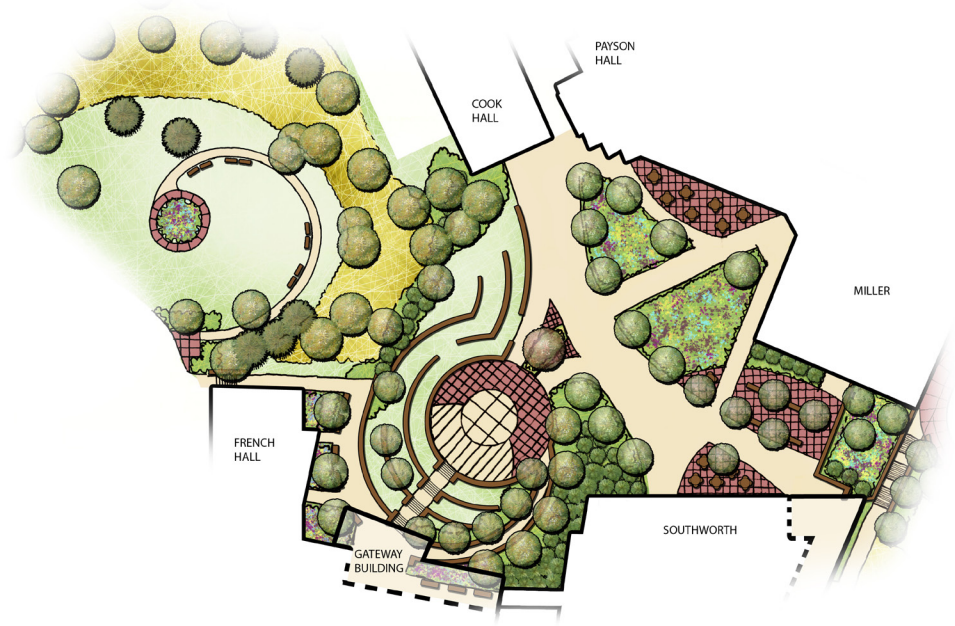
Landscape Plan of Chaney Entry  
and Miller/Chaney Plaza

#### 4F – IMPROVE QUALITY OF CENTER PLAZA

The aim of this initiative is to:

- Create an open turf and hardscape area that provides outdoor space for gatherings
- Provide opportunities for outdoor classrooms
- Better connect adjacent buildings
- Provide outdoor seating for adjacent food service venues
- Reduce the existing heat island effect on warm days by adding trees

Landscape Plan of Roselle  
Academic Plaza



#### 4G – PROVIDE ADDITIONAL ATHLETIC FIELDS

In Phase 2 it was identified that the campus desires additional playing fields to support intramural activities. This initiative includes two new fields as well as improved turf and bio-swale/drainage conditions.

#### 4H – PROVIDE ACCESS TO ATHLETIC FIELDS

The aim of this initiative is to:

- Provide visitor, participant and emergency access to the athletic fields above CARC
- Provide adjacent parking and service areas

#### 4I – PROVIDE ADEQUATE PARKING ON CAMPUS HILLTOP

The aim of this initiative is to:

- Reconstruct hilltop parking lot to improve safety
- Provide adequate visitor parking

#### 4J – PROVIDE ADEQUATE PARKING FOR COMMUNITY VISITORS AT CARC

The aim of this initiative is to:

- Provide visitor parking for CARC

- Increase the overall amount of parking on campus

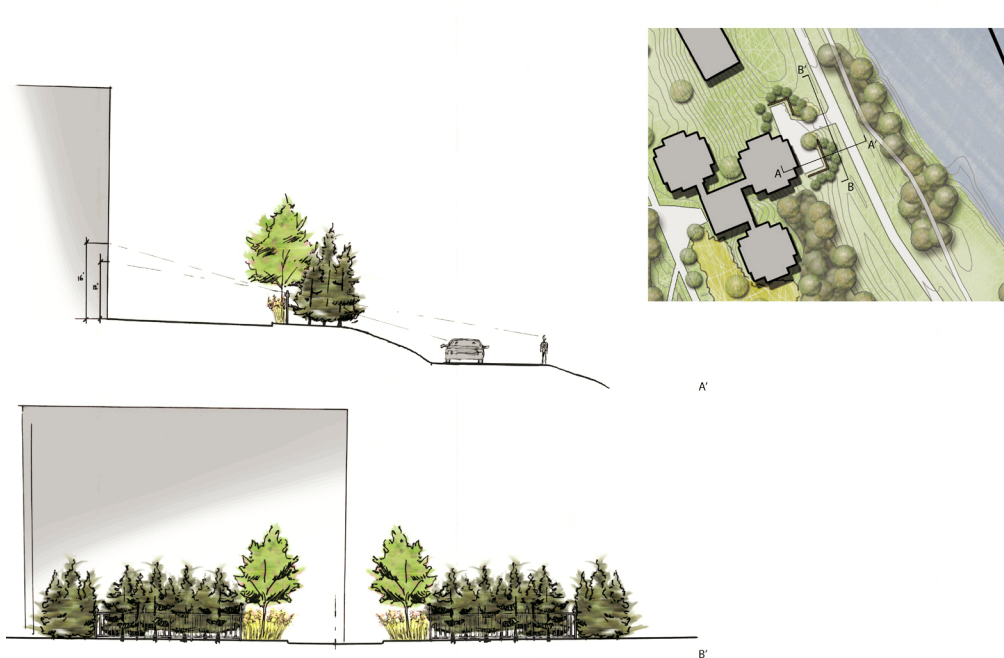
#### 4K – PROVIDE ADEQUATE PARKING FOR STUDENTS, FACULTY AND VISITORS

Phase 2 identified the need for a significant amount of additional parking spaces. This initiative involves the creation of a new parking lot along the west side of Cornell Drive. Parking areas have been reconfigured east of Southworth and Miller, as well as south of Chaney, to accommodate needs immediately adjacent to the buildings. Approximately 500 new parking spaces are provided in the FMP master plan.

#### PROVIDE APPROPRIATE SCREENING AT SERVICE AREAS FOR DORMITORY BUILDINGS

The service areas at the back of the dormitory buildings, fronting on the river, are unsightly and diminish the beauty of the riverfront. Providing landscaping and fencing at the back of each dormitory building will enhance the views along the Grasse River corridor for the campus community and visitors.

- Coniferous trees provide a year-round landscaped buffer
- Wrought iron fencing (supported by concrete post foundations) is also provided at corner locations to increase screening



Landscape Plan of Screening at  
Dorms





## L - DEMOLITION

The final FMP master plan envisions the complete demolition of:

- The Public Safety Building with replacement by a pressure house/building envelope lab in 2011



## M - TECHNOLOGY

The main technology spaces serving the campus in French Hall, Southworth Library and Wicks Hall are neat and clean with proper labeling and identification in place.

Recommendations to improve existing systems are as follows:

- The existing buried signal conduit and manhole system should be cleaned out of all legacy and unused cables to provide capacity for future cable installations around campus.
- All existing intra-building 62.5  $\mu$ m multimode fiber optic cable should be replaced with 50  $\mu$ m laser optimized multimode cable (OM3 rated) which will support 10 Gbps network speeds up to a distance of 300 meters (almost 1,000 feet) with relatively low-cost emitters. If longer distances are required, then OM4 rated multimode fiber optic cable should be installed (for cable pulls between 300 and 550 meters). A minimum of 24-strands should be installed between the Building Distribution Frame (BDF) and all IDFs in each building to support the eventual upgrade path to 40 and 100 Gbps backbone speeds (i.e. 40 Gbps requires 8 fiber strands and 100 Gbps requires 20 for full-duplex transmission)
- Increase the Wireless LAN (WLAN) coverage area to encompass 100% of the campus, to support ubiquitous network connectivity.
- The College expressed the desire to move their operations staff off their current public radio system and instead use WLAN VoIP telephone handsets. For this change to be effective, the Campus WLAN coverage would have to be significantly upgraded from its current estimated 30-40% coverage area.
- Prepare for the eventual rollout of VoIP technology by:
  - Systematically installing UPS and emergency generator power feeds to all existing BDF and IDF Rooms that are lacking these services; all new rooms should be automatically outfitted with these power feeds.
  - Evaluating the current level of cooling available to all existing BDF and IDF Rooms to determine if PoE enable switches can be properly supported.
  - Voice station cabling in some of the older buildings is Category 3 UTP with pairs split between telephone jacks. At this point, this legacy cable is properly supporting the existing digital telephone service across campus. This cable will support PoE but does not support Ethernet transmission speeds past 10 Mbps. The Campus should evaluate the cost of replacing this legacy cable with regard to its eventual rollout of VoIP across campus, on a building-by-building case to see if it makes financial sense.
  - All new buildings or renovated areas within existing buildings should be cabled with a minimum Category 6 UTP cabling system. This will support data transmission up to 1 Gbps to all workstation devices, with full support

for VoIP with PoE.

- Implement the currently planned redundant fiber optic inter-building distribution ring which will provide route diversity and fault tolerance for the network backbone.
- Currently, the main data center is not backed up by a disaster recovery (DR) data center; the only means of backup are cassette tapes stored in Wicks Hall. The possibility of construction of a backup or DR data center on campus should be investigated. If this approach proves too costly or not feasible based on the amount of available square footage, off-site opportunities such as a co-location facility should be investigated.

## AUDIO VISUAL SYSTEMS

### Basic AV Systems

The existing campus audio visual systems are in fair condition, but some upgrades are required for the technology in order to stay competitive and current with other colleges and universities. The basic flat classrooms and teaching laboratories should be upgraded as follows:

- The campus has no dedicated Audio Visual support staff in place to assist and maintain the audio visual classroom systems, but rather leverages the existing IT support staff to fill the role in order to maintain the AV equipment. Therefore, the College should consider retaining a 'Subject Matter Expert' to enhance the quality of AV support.
- There is currently no online information available about the audio visual systems scattered throughout the facility. A website designed as a 'self-help' tool to enable end-users to reserve and identify the required audio visual components of various rooms on the campus would help in this regard.
- The projection and audio systems in the classrooms and teaching laboratories are in nearly all cases not properly sized for the rooms that they are located within. This can be enhanced by upgrading the size and light output of the projectors and screens within the rooms and through presentation consideration in room layout and furniture plans.
- The campus AV systems are not standardized nor are they interconnected in any way. This can be improved through networked AV devices and more uniformity between installed AV systems, as well as a shift to a more centralized repository for AV course content.

### Distance Learning Classrooms

The SUNY Canton campus currently has three functional Distance Learning Classrooms. The classrooms have been installed more recently than most of the other classroom audio

visual systems on campus. These classrooms are currently utilized for some distance learning functions within the SUNY college system, and additionally for some distance learning functions and coursework with foreign affiliates. The rooms do not require immediate upgrades as they are utilized and functional; however,

- The College should invest in more distance learning classrooms, as the current rooms seem fairly heavily utilized. This utilization should be expected to increase beyond the current capacity in the next few years. Distance learning can be leveraged as a marketing tool, a profit center, for archival purposes, and as a learning aid for students that may not be able to attend lectures.
- The layout of a distance learning classroom is best designed as a dedicated area, though that design would not preclude the classroom's use for normal lectures and courses. Visibility and sound considerations are quite important in the design considerations.
- The distance learning system can be utilized to record lectures, as well as broadcast them to far-end users either live or as an archived recording that could be accessed via the internet. This internet access can be designed to require payment for access, and pay for itself over the life of the system. A robust network for video transport would be critical to support this endeavor.

### Enhanced Technology Classrooms

Enhanced technology classrooms are designed with built-in multimedia and presentation capabilities. The campus currently does not have this room type available, though it would be possible to retrofit an existing room to enhance the user and learning experiences. This room type has many advantages over non-technology equipped rooms, in that they allow for much more engaging presentations; the instructor can utilize digital content which is much more flexible and engaging to the students.

- There are many ways to provide a multimedia-enhanced classroom; as a basic requirement there should be a projector or projector(s) and projection screens appropriately sized for the room.
- Additionally, there should be an input to the projection system for the lecturer's laptop or a dedicated room PC to be used to display course content.
- There should be an installed 'voice-lift' and program audio system for students at the back of the room to be able to adequately hear and remain engaged with the lecture.
- There should be an easy-to-use interface for the instructor to control the system, in order to prevent continuity interruptions.
- Robust network connectivity via a wireless or wired network would also enhance the student experience, as there is a trend towards students utilizing laptops for coursework.

## SECURITY

The following details recommendations to enhance the security and address the current issues on campus. These recommendations reflect security best practice for campus environments:

- Standardize the Lenel/Stanley Basis system as the access control system for the entire campus. Continue to install the Lenel/Stanley Basis system in all new construction projects.
- Expand Lenel/Stanley Basis system to academic buildings. All perimeter doors should be card reader controlled. Critical area doors should be card reader controlled as well. Card readers should be used on all classroom doors.
  - In Cook Hall there is a chemical safe room which should have access control hardware.
  - In the Veterinary Science Building the controlled substance room is locked with a key only. An access control portal at this location would provide an audit trail for persons entering.
- As part of the Lenel/Stanley Basis System expansion, duress buttons should be placed in strategic locations and/or rooms in each of the buildings. Monitoring all alarms and doors through one centralized system will provide the campus police with direct alarm notification, saving time and facilitating response and police dispatch to alarmed location.
  - Student Health Center exam rooms: If there is any type of disturbance, the only way to signal for help is with the use of a telephone.
  - Student Counseling Center: If there is any type of disturbance, the only way to signal for help is with the use of a telephone.
  - French Hall (financial aid area): This is a location where money is handled on a daily basis.
- The campus police should be involved in the planning phases for security for all new construction and building retrofits. The campus police should develop security system design standards to be included in all campus security system designs.
- Address access control for public buildings which have extended hours of operation, such as the Veterinary Science kennel and Miller. Provide card reader control of doors and limit the number of access points to the buildings.
- Expand CCTV coverage on campus by adding site cameras to view walking paths, at minimum, emergency phone locations. Add Pan/Tilt/Zoom cameras to view parking lot areas, and add cameras inside academic buildings to view all entries.
  - Outdoor lighting poles should be a starting point for the installation of exterior CCTV cameras on the campus, but only after a reworking of the power feed is considered.
- Integrate CCTV system to Lenel/Stanley Basis System for automatic call-up of camera on alarm. This will allow the police video verification of alarms and help

prepare them for a situation before dispatching an officer.

- Automatic External Defibrillators (AED) units should be tied in to the Lenel/Stanley Basis System for alarm monitoring and also have a camera to view the scene in the event of an emergency.
- The Blue Light Phone system should be integrated with the Lenel/Stanley Basis System as well to allow for automatic camera call-up upon a call from any Blue Light Phone for real time viewing.
- University Police do not have enough trained personnel to properly perform their duties efficiently and effectively and require additional manpower.
- Add door contacts and local annunciation for all building fire stair doors that exit to the outside.
- The Library RFID system should be tied into the existing Lenel/Stanley Basis access control system for notifications and CCTV call up upon the activation of an alarm.
- There are thirty-three (33) locations around the campus that have a standalone type access control locking mechanism for the entry portal. These areas should be incorporated into the Lenel/Stanley Basis access system for online monitoring and control.
- Review all security door hardware and locks on doors to ensure proper functionality. SMW noted several door locations during the walkthrough where the door hardware did not appear to be in good shape. There were also some locations that did not have doors closers. It is also recommended that the college look to use concealed, push type crash bars on exterior doors.

#### Opportunities/Enhancements for the Security System

- ONSSI Video Management Software should be expanded to allow for the CCTV system to grow with the campus needs.
- Integration between the CCTV and access control systems using an upgraded software add on for this purpose.
- Photo ID can be incorporated in the overall access control system and integrated so as not to have different and separate databases for photo ID and access control.
- Card access should be implemented for all exterior primary entrances to campus buildings.
- Local audible annunciation for the exterior doors of buildings should be incorporated to alert locally and also be monitored at the University Police console.
  - The dorms currently have audible monitoring panels but they are not tied into the Lenel/Stanley Basis system for University Police dispatch.
- There are areas of concern on the campus that do not have access control or duress alerts, Some of the locations are: Cook Hall (access control for chemical safe room), Student Health Center and Counseling Center (require a duress alert).
- Monitoring for the IT closets, electrical and mechanical closets to prevent any breaches.

- Classrooms cannot be locked down with the current door hardware should the need arise.
- University Police radio equipment is in need of upgrades and enhancements.

## N - GREENING

SUNY Canton has made substantial gains in providing a more sustainable and environmentally friendly campus environment. The College has established a Sustainability Task Force to identify, evaluate and coordinate sustainable initiatives. The Green Campus Committee, including faculty and students, work together towards recycling efforts on campus. Other sustainability programs on campus include Habitat for Humanity, the Student Athletic Advisory Committee (SAAC) Recycling Project, Student Environmental Awareness Society, and the Alternative and Renewable Energy Degree Program.

While the FMP is not a sustainability plan per se, there are many inherent elements that have a significant impact on SUNY Canton's ecological footprint. Some highlights include:

- **Reducing Car Travel and Creating a More Walkable Campus**  
The FMP provides building connections in all the master planning concepts dramatically reducing the outdoor cross-campus travel and creating a more pedestrian-friendly walking environment indoors. Over the course of the FMP process it was noted that students and faculty will drive from one point on campus to another in an effort to avoid walking outdoors (especially in inclement weather). This results in unnecessary vehicle miles traveled.
- **A Focus on Building Reuse**  
A core principle of the FMP is to maximize the use of existing buildings and only suggest new construction when necessary. The construction of a building generates as much waste (from material harvesting, fabrication and assembly) as the volume of the building being built. By focusing on adaptively reusing buildings, such waste is avoided.
- **Harnessing Building Renovation to Improve Performance**  
Because the FMP foresees the extensive renovation of all campus facilities within the next 10-15 years, the FMP represents an outstanding opportunity to improve building system performance for the next 30 to 40 years. While the Fund and the campus must conform to Executive Order 111 and meet LEED Silver status, a commitment to push for LEED Gold could pay significant long-term operating dividends.
- **Better Synergy Between Indoor and Outdoor Environments**  
By creating a better connection between indoor and outdoor spaces (as well as improving the quality of outdoor spaces), the FMP creates the opportunity to reduce heating and cooling loads in spring and fall by opening spaces up to the change of seasons and the comfortable temperatures of those months.
- **Planting and Maintaining Native Vegetation**  
The FMP also calls for a landscape master plan to coordinate the design of the anticipated amount of site improvements. As part of this work, maintenance

intensive vegetation and turf are to be mitigated with native plantings, areas of long-grass and wildflowers.

Other sustainable initiatives for the College to consider are in areas of energy, water management, recycling and waste management, and transportation. SUNY Canton has developed a Campus Energy Plan to begin efforts at reducing the campus's carbon footprint creating a more sustainable environment. The plan outlines the campus's current energy use and compares it to the baseline year 1989-1990. The plan outlines current conservation efforts, alternative energy initiatives and building renovation efforts as follows:

## **ENERGY**

### **NYSERDA Electrical Energy Conservation Measures**

Energy Management

Building Renovations

New Construction

Alternative Energy

Methane Digester

Wind Turbine

Solar Panels

Fuel Switch: Biomass

### **Survey & Meter Existing Usage**

Provide meters for all facilities to accurately monitor existing electrical, natural gas and water consumption. For a minor premium, the campus can elect to purchase green power for a portion of its energy usage.

### **Equipment Upgrades & Cogeneration**

Ensure that all future equipment purchased and installed on campus meets minimum energy performance guidelines. Construct all new buildings with energy-efficient mechanical and electrical systems.

As the campus expands, the potential for satellite boiler chiller plants and the use of localized cogeneration (micro turbines) should be explored. Cogeneration involves the capture and reuse of heat generated in the on-site production of electricity (often through the use of natural gas). That heat is then used in heating and cooling systems. Cogeneration involves significant upfront capital cost, but can dramatically lower long term utility costs.

By grouping multiple buildings into a single satellite plant, the use of water cooled chiller and waterside economizers becomes feasible. These strategies can reduce the total plant

cost of chilled water production from 1.3 Kw per ton to below .75 Kw per ton. By utilizing satellite boilers, the potential for fuel switching to biomass or bio digesters becomes possible; plans are currently underway on campus to construct a .5 megawatt bio digester which would help offset electrical usage generated by the CARC.

### **Renewable Solar Energy**

Consider installing photo voltaic or radiant solar panels to supplement hot water supply for the campus. SUNY Canton currently employs this technology on the Alumni House and a photovoltaic project is currently being planned for the roof of Nevaldine North.

### **Renewable Wind Energy**

SUNY Canton recognizes the potential of wind energy as a source of renewable power. The College is currently partnering with the New York Power Authority on a wind generator tied to a battery storage system. The proposed location of the wind turbine is west of the existing power lines as indicated on the master plan concepts.

### **Geothermal Energy**

Depending on soil and water table conditions many portions of the campus may be appropriate for geothermal wells. We recommend providing a site test well prior to the design of a geothermal system. An important consideration associated with a geothermal project is the extended payback period if economic incentives are not offered to the campus.

## **WATER**

### **Storm Water Management**

Obtain services of civil engineer to design and implement a storm water filtration system to treat all runoff water before it enters the Grasse River or the Canton Water Treatment facility.

This approach should be coordinated with the various landscape and site infrastructure improvements which include:

- Incorporating “rain-garden” style drainage swales with plantings that are both native and targeted for their bio-filtration capabilities as noted on each of the campus master plan concepts
- While the freeze/thaw cycle of Canton’s seasons makes pervious pavement difficult to maintain (in addition to the regular power-washing that would prove difficult to operationally support), parking lot redesigns should not be endless expanses of

asphalt, but rather should incorporate grassed drainage swales between the rows of parking; storm water storm water system as a last resort

### **Potable Water Conservation**

Evaluate existing potable water consumption. Develop a plan to reduce consumption through change in fixtures, recycling of rain water for landscape irrigation and fixture flushing (as provide in the recently completed CARC).

- The Sustainability Task force should set targets for reduction in water use and coordinate with implementation of the FMP
- Water fixtures should incorporate automatic shut-offs and dual-flush (small flush and big flush options) equipment

### **WASTE**

- As detailed in the Campus Energy Plan, conservation is a primary component of an energy plan. The campus sustainability committee should continue to identify targets and reduce areas of unnecessary consumption
- Recycling Program – The College should provide adequate means for recycling bottles, cans, paper, and cardboard. Containers should be clearly labeled and distributed campus-wide
- The Construction Fund, the Sustainability Task Force and the Facilities Department should continue to monitor projects to ensure that design teams and contractors are following sustainable best-practices

### **TRANSPORTATION**

#### **Encourage a Non-automobile Culture**

Obtain the services of a traffic consultant to collect detailed vehicular occupancy data and design traffic demand management [TDM] strategies to expand upon the work done under the FMP and encourage a campus culture that prefers alternative modes of transportation including ride sharing, bicycling, and walking.

### **ENVIRONMENTAL FOOTPRINT**

Calculate the College's environmental footprint as part of the engineering and science curriculum. Develop an implementation plan to reduce the footprint including reduced green house gas emissions, carbon offsets, etc.

## O - TABULAR SUMMARY

Space Need/Provided	Final FMP Plan
Total space provided in 2023(nasf)	565,790
Space need in 2023* (nasf)	543,373
Variance (nasf)	22,417
Variance (%)	4%

\*Space need projected in Phase III report

Project Types	Final FMP Plan
Renovation (gsf)	410,389
New Construction (gsf)	229,805
Demolition (gsf)	3,978 (existing UPD bldg.)
Site Improvements (gsf)	1,227,300

Budget by Project Type*	Final FMP Plan
Renovation Cost	\$ 80,953,910
New Construction Cost	\$ 73,095,936
Site Cost	\$ 17,229,282
Construction Cost Total	\$ 171,279,155

\*Construction cost in 2011

Capital Plan Budget*	Final FMP Plan
Capital Budget Plan: 2013 - 2018	\$ 152,591,010
Capital Budget Plan: 2018 - 2023	\$ 94,238,786
Capital Budget Plan: Beyond 2023	\$ 98,565,464
Total Projected Budget Costs	\$ 345,395,260

\*Includes professional fees, equipment cost, contingencies, and escalation



## P - SUMMARY OF 2023 NEEDS MET

The Phase 3 space needs assessment identified that SUNY Canton's inventory should increase from 419,397nasf in 2013 to a 543,373nasf need in 2023, an increase of 123,976nasf or approximately 30%. To meet this increase and associated performance needs, adjustments made to the planned 2023 space inventory included:

### Added inventory:

• Cooper Hall	28,070nasf	2029 (year delivered)
• Payson Hall Addition	8,722nasf	2018
• Newell Addition	3,317nasf	2021
• Gateway Building	44,248nasf	2018
• Southworth	17,885nasf	2027
• Miller	26,549nasf	2024
• Service Complex	22,500nasf	2019
• Chaney	1,067nasf	2014
• Dana	4,729nasf	2019
• Nevaldine-N&S	1,431nasf	2014

**Total Added**                      **158,518nasf**

### Removed inventory:

• Public Safety Building	(3,001nasf)	2011
• Cook	(1,789nasf)	2022

**Total Removed**                      **(4,790nasf)**

**Total Inventory Change**                      **153,728nasf**

**Difference from 2023 Need**                      **29,752nasf**

### Explanation of Difference

- 13,404nasf surplus of Athletic and Recreation space is due to the oversized capacity of CARC and that facility's inclusion of large singular spaces such as the ice arena that are inefficient for an institution of Canton's size and does not conform to the recommended guidelines.
- 8,914nasf surplus of Criminal Justice space is due to the singular opportunity to repurpose the gymnasium space in Dana Hall as an indoor scenario and simulation training space and as such, does not conform to the recommended guidelines.
- 7,434nasf surplus represents a 1% planning contingency



## Q - CRITICAL PATH & PHASING

The following phasing and sequencing diagrams depict the FMP's critical path and highlight project dependencies (i.e. what has to happen in order for another project to happen). The plan has been developed to minimize disruption to the academic operations on campus. The phasing and sequencing of projects reflects input from the campus and is responsive to the college's priorities with academic/instruction facilities initiatives dominating the 2013-2018 Capital Cycle.

Attention was given to allow for standalone projects that had no dependencies and could occur whenever the college desired or funding became available, including earlier than planned.

### Priorities for 2013-2018:

- **Business & Liberal Studies and Student Services (New Gateway Building)**  
This initiative meets the College's most pressing need for additional general instruction space as well as providing a "home" for BLS.
- **Life Sciences (Payson Addition)**  
This initiative meets multiple goals including providing contemporary science instruction space, a case-methods classroom, and a new central utilities plant for the north half of the academic core. Once complete, this initiative vacates much of Cook Hall and allows for its renovation.
- **Facilities (New Service Complex)**  
A new facilities complex relocates this department to a more suitable and efficient location of campus. It also allows for the renovation of the existing Cooper Service building to address structural deficiency issues and to then service a needed surge space.

### Priorities for 2018-2023:

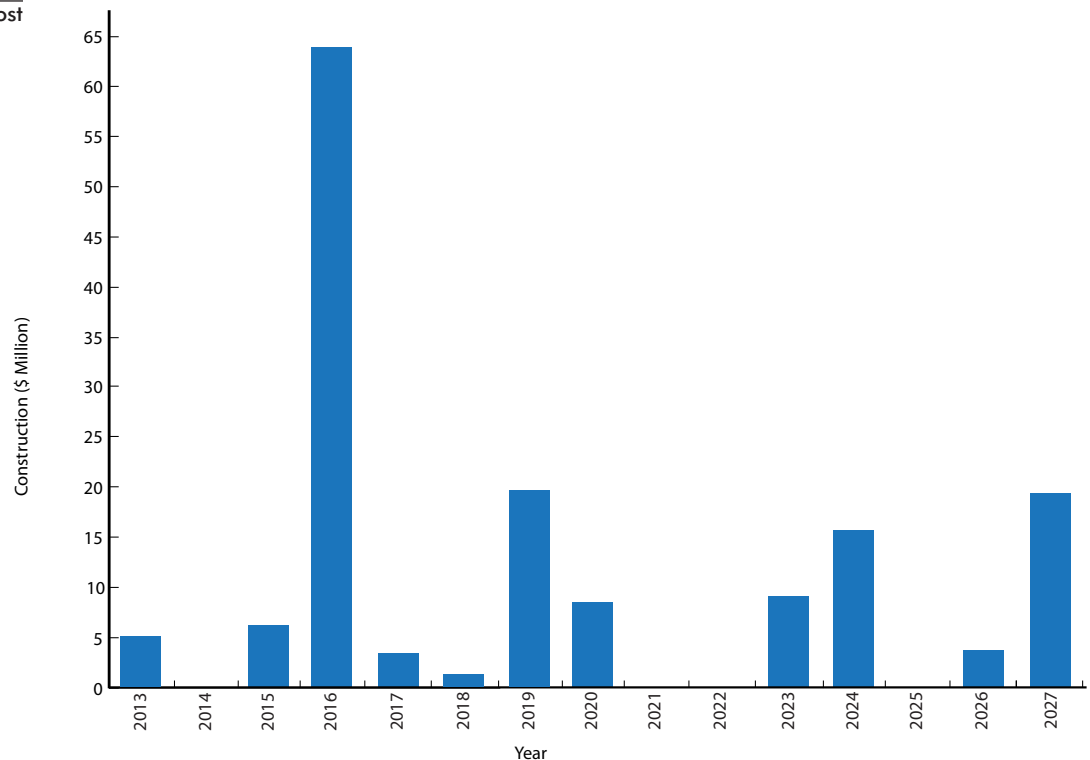
- **Library (Miller)**  
The vacating of the intramural gym, combined with a modest addition, allows for the library to be relocated from Southworth into space that is more suitably located between the academic and residential zones of the campus. This allows for Southworth to be expanded and repurposed to meet the College's student activities needs.
- **General Instruction (Cook)**  
This initiative provides for contemporary general instruction space, and allows for the renovation of Payson Hall.
- **SHCJ (Payson)**

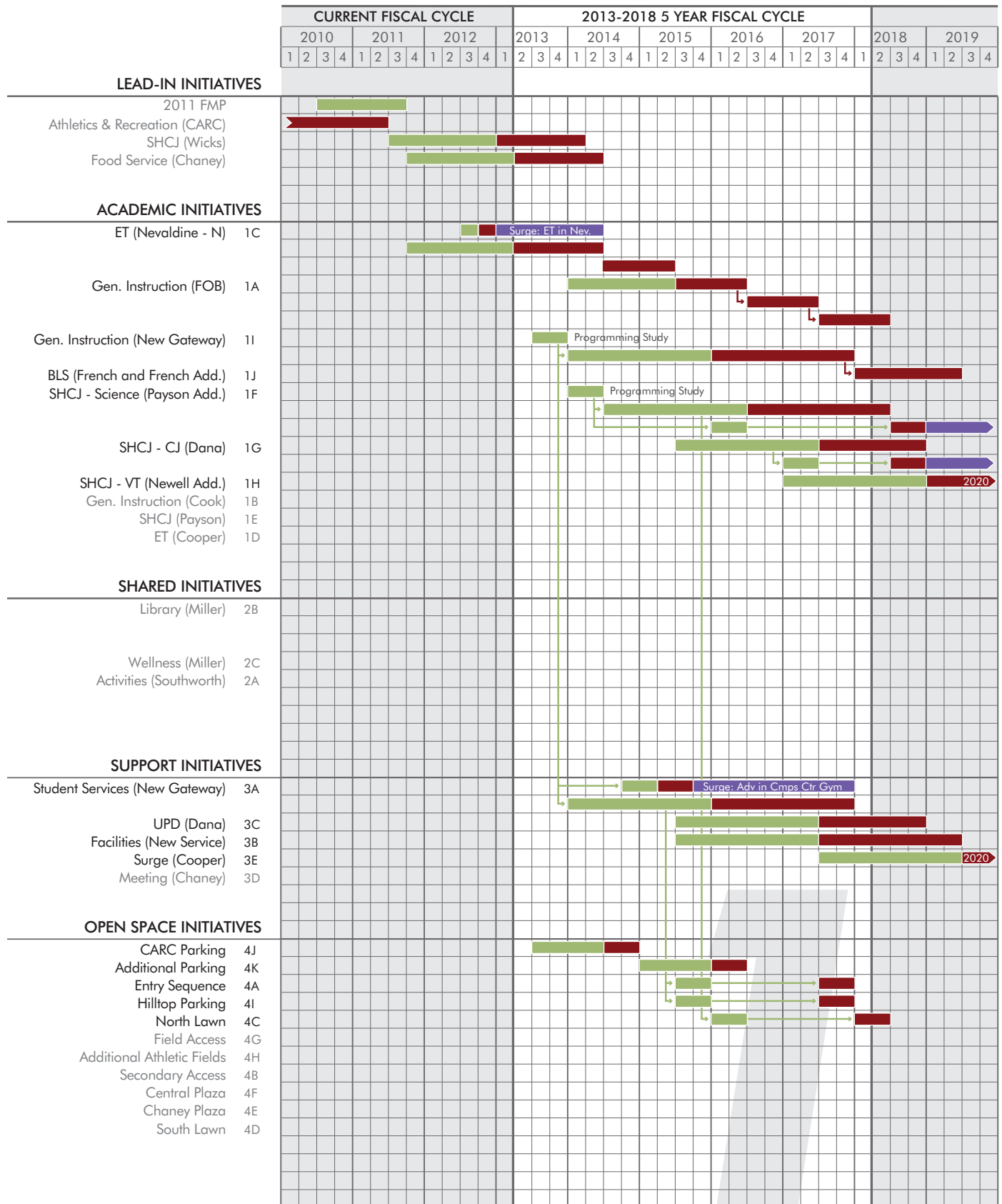
With the shift of departments currently located in Payson to Dana and Cook, Payson Hall can be renovated to provide a hub for the sciences in addition to the Payson Addition.

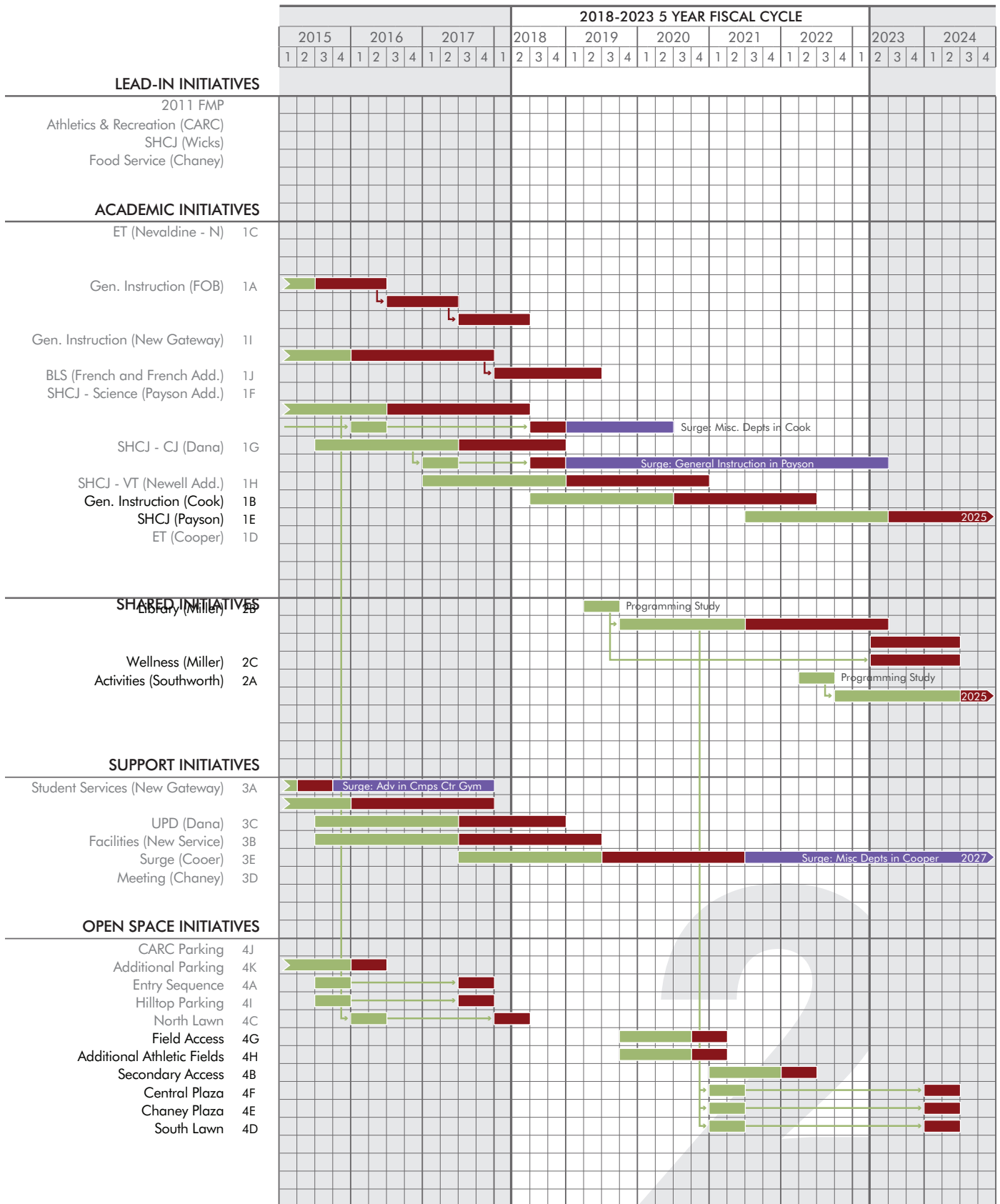
#### Priorities for 2023 and Beyond:

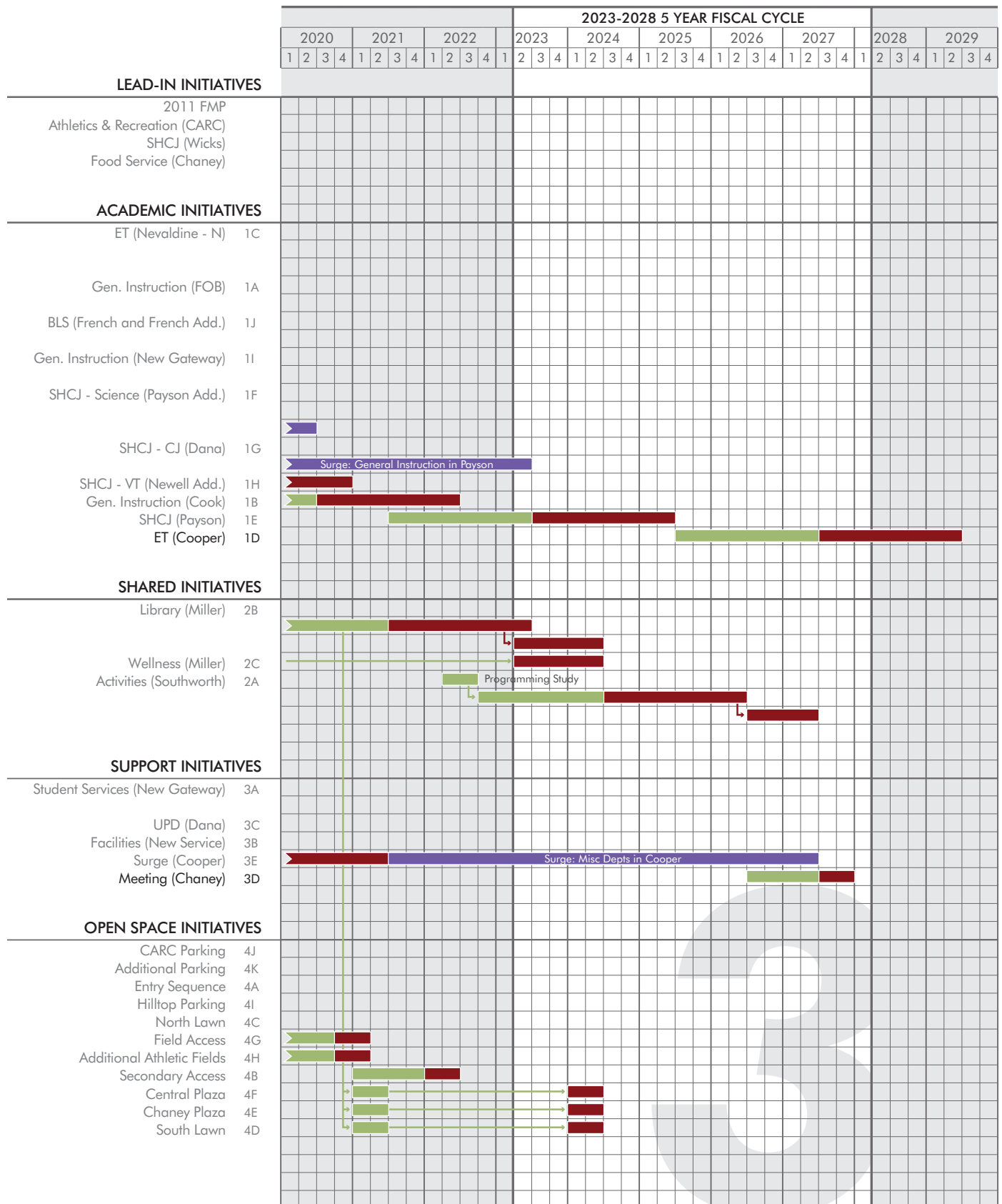
- **Student Activities (Southworth)**  
The expansion of this building meets the College's long-term student activity space needs.
- **Engineering Technologies (Cooper Addition)**  
The expansion of this building meets the College's long-term Engineering Technology space needs with a focus on the Construction Sciences.
- **Meetings and Activities (Chaney)**  
This initiative allows the College to host varied meetings and community events not currently possible. It also allows the Alumni House to be returned to use as the President's House or for possible divestment.

Year-by-Year Construction Cost











## R - SURGE SPACE

Approximately 20,000sf of surge space has been provided primarily through a renovated Cooper Service Building which is to be repurposed with a series of surging classrooms and office areas. This space will significantly support the:

- Renovation of Engineering Technologies spaces in Nevaldine North
- Relocation of the library into Miller and the renovation of Southworth into a new student union

At the end of the FMP planning period, Cooper will transition and be expanded to support Engineering Technologies.

No other dedicated surge space is provided elsewhere on campus.



## S - COST ESTIMATE

Over the course of the FMP process the Fund agreed to move away from strict distinctions between Critical Maintenance and Strategic Initiative funding structures in order to better pursue solutions that were deemed appropriate for the campus regardless of fiscal implications. Prioritization and State-wide funding strategies would be made after the completion of all 32 FMPs.

Recommendations which further the mission of the College have been pursued. The proposed progress initiatives are allocated to three time frames, the five-year periods of 2013-2018, 2018-2023 and 2023-2029.

The allocation of projects within these three time frames is based on campus input, necessary phasing sequences and estimate project timelines. Costs are assigned to each initiative.

### CAPITAL CYCLE 2013-2018 (not including escalated costs\*)

#### Academic Initiatives

• 1A	General Instruction	FOB	\$6.4M
• 1C	Engineering	Nevaldine-North	\$5.3M
		Nevaldine-South	\$8.4M
•		N/S Connector	\$292K
• 1F	SHCJ	Payson (Add.)	\$7.5M
	Central Plant	Payson (Add.)	\$1.9M
• 1G	Criminal Justice	Dana	\$8.6M
• 1H	Vet Tech	Newell	\$2.6M
		Newell (Add.)	\$1.2M
• 1I	Gen. Instruction	New Building	\$9.6M
• 1J	BLS	French	\$5.2M
• 1K	SHCJ	Wicks	\$4.3M

#### Shared Initiatives

- None

#### Support Initiatives

• 3A	Student Services	New Building	\$9.7M
• 3B	Facilities	New Building	\$7.2M
	Surge	Cooper	\$701K
• 3C	University Police	Dana	\$778K

#### Open Space Initiatives

• 4A	Entry Sequence	New Building	\$821K
• 4C	North Lawn	Dana Quad	\$422K

• 4I	Hilltop Parking	New Building	\$1.7M
• 4J	Visitor Parking	CARC	\$1.6M
• 4K	Stud/Fac/Visitor Pkng	Various	\$2.8M

**2013-2018 Sub-Total\* \$87.0M**

**CAPITAL CYCLE 2018-2023 (not including escalated costs\*)**

Academic Initiatives

• 1B	General Instruction	Cook	\$7.6M
• 1E	SHCJ	Payson	\$8.7M

Shared Initiatives

• 2A	Activity/Food Service	Southworth	\$8.5M
	Activity/Food Service	Southworth (Add.)	\$10.1M
• 2C	Wellness	Campus Ctr.	\$338K

Support Initiatives

- None

Open Space Initiatives

• 4B	Secondary Access	Rt. 68	\$757K
• 4D	South Lawn	Nevaldine Commons	\$1.3M
• 4E	Chaney Plaza	Chaney	\$609K
• 4F	Center Plaza	Roselle	\$1.5M
• 4G	Additional Athletic Fields		\$4.4M
• 4H	Athletic Field Access		\$1.3M

**2013-2018 Sub-Total\* \$45.2M**

**CAPITAL CYCLE 2023-2029 (not including escalated costs\*)**

Academic Initiatives

• 1D	Engineering	Cooper	\$3.5M
	Engineering	Cooper (Add.)	\$12.3M

Shared Initiatives

• 2B	Library	Miller	\$11.3M
	Library	Miller (Add.)	\$10.9M

Support Initiatives

• 3D	Meeting	Chaney	(\$213K)
	Meeting	Chaney (Add.)	\$1.4M

Open Space Initiatives

- None

**2013-2018 Sub-Total\* \$39.0M**

## T - CAMPUS OPERATIONS

The renovation and improvement of significant amounts of SUNY Canton's campus will have a noticeable impact upon campus operations. All consideration has been taken to allow for projects to be conducted in a discreet manner and with appropriate surge space and sequencing that minimizes groups that would have to move twice. As such, no one building functions as a "surge building."

