

FMP UPDATES

Presented by the
State University Construction Fund
at the

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State University
Construction Fund

2010 FACILITIES MASTER PLAN

- Facilities Master Plans for each State-Operated Campus
- Began in 2009, completed in 2012
- Integrated academic and facilities condition needs
- Identified priority, cost and sequence of a development plan





FACILITIES MASTER PLAN

Campus Strategic Plan

**Academic Program
Needs and Initiatives**

Enrollment Projections

Physical Conditions

Space Needs

**Concepts for
Development**

CAMPUS HISTORY & ACADEMIC PROGRAMS

SUNY POTSDAM HISTORY COLLEGE AND CAMPUS



1816 - Saint Lawrence Academy Founded



1867-1869 Saint Lawrence Academy becomes a Normal School



1886 - Crane Normal Institute of Music is founded



1917 - First Normal School demolished and second Normal School built on same site

1916 - 100 year Anniversary

1800

1810

1820

1830

1840

1850

1860

1870

1880

1890

1900

ACADEMIC HISTORY OF COLLEGE

Development of Mission Over Time SUNY Potsdam began its long history as the Saint Lawrence Academy in 1816, founded by Benjamin Raymond, a land surveyor for the Clarkson family. With an initial enrollment of 42 students confined to a one-room building, numbers quickly grew, prompting construction of the North Academy from 1821 to 1827, when classes commenced. Funding for the expansion was acquired through the sale of trustee-owned land and a contribution from the New York State Legislature.

With the addition of Rev. Asa Brainerd as director in 1828, the school began to establish its long tradition of teacher education. This specialization was recognized by the legislature in 1835 with the allocation of funding for a special teacher training program, which led to the issuance of the school's first teaching diploma in 1836.

Philosophies shifted in the 1840s and the Legislature took an interest in the Normal School System of training teachers. After opening two Normal Schools in Albany and Oswego, the legislature decided to open four additional Normal Schools and concurrently cut funding to the existing teacher training institutions, including the Saint Lawrence Academy. Based on the importance of teacher education in Potsdam, the entire community committed to raising funds to build a new building and have the legislature recognize the Village of Potsdam as the site of a Normal School. The village succeeded in 1867 and two years later the Saint Lawrence Academy officially became the Potsdam Normal School within a new structure that included the Presbyterian church as the chapel. The first Normal School was demolished in 1917 and a second Normal School was constructed on the exact same site. This is now the location of Snell Hall on Clarkson University's downtown campus.

Through the years the curriculum evolved at the Normal Schools to offering

four-year Bachelor's degrees. The name of the school also went through several revisions. In 1942 the Potsdam Normal School became the State Teacher's College of Potsdam, then became the State University of New York Teacher's College at Potsdam in 1948. The school went through two additional name changes in 1959 and 1961. It adopted its current name, the State University of New York College at Potsdam, in 1964. Today the school offers numerous Bachelor's and Master's degrees from the College's three main schools: the School of Arts & Sciences, the School of Education & Professional Studies, and the world renowned Crane School of Music.

Along with the importance of standard teacher training, the education of music teachers has always been a priority for SUNY Potsdam. The Crane Normal Institute of Music, today known as the Crane School of Music, was founded in 1886 by Julia Crane. She was a dedicated educator, singer, and conductor who established the first training course for educating music teachers. It is the oldest music education program in the country that trains students in a conservatory type setting and requires students to demonstrate music performance capabilities. It is also the only All-Steinway institution in the SUNY system.

In addition to teaching and music education, SUNY Potsdam has a notable Mathematics Department. During the 1980s Dr. Clarence F. Stephens earned recognition for the school by expanding the mathematics department, naming SUNY Potsdam as having the third largest number of math majors of any other college in the United States. It was referred to as the "Potsdam Miracle".

Historical and Current Enrollment In the last ten years student enrollment at SUNY Potsdam has demonstrated a consistent, yet almost negligible, annual amount of growth. The official enrollment for Fall 2008 was 4,325 with an FTE count of 4,380. The College's current enrollment goal is to reach 5,000 FTE.

PHYSICAL HISTORY OF CAMPUS

Campus Creation Located along the Raquette River near the U.S.-Canadian boarder, the Village of Potsdam was one of ten towns originally created to promote settlement in northern New York State by the Legislature between 1786 and 1791. SUNY Potsdam has the unique distinction of not only being listed among the 100 oldest colleges in the United States, but it is also the oldest in the SUNY System. Of the 64 SUNY campuses today, SUNY Potsdam is one of only three designated Arts campuses.

Growth through Time (See Figure 1.1 on page 6)

Notable periods and Styles Neoclassical and Georgian influences are present in most buildings on campus constructed in the 1950s. Institutional architecture at that time used red brick and white Palladian window detailing, visibly evident on SUNY Potsdam's campus in the 1950s, as well as today. Merritt, Satterlee, and Carson Halls all fall into this architectural style. The Crane Music buildings (Hosmer, Bishop, Snell, and Schutte Halls) represent an early postwar modernistic style of architecture.

Overview of Location, Precincts, Buildings, and Physical Features Today the SUNY Potsdam campus is comprised of 50 buildings, soon to be 51 with the addition of the new Performing Arts Building slated for construction in 2011. The campus sits on 240 acres, with the most recent construction of the Townhouse Project in 2006 and Townhouse Expansion in 2008.

Structures of Historical or Cultural Importance In 1948 the campus moved to its current location, but development of the campus did not start until the 1950s, with the majority of construction delayed until the 1960s and 1970s, similar to other New York State institutions at that time. The first buildings were constructed in 1951 from red brick and concrete, including Merritt Hall and



1987 - Crane School of Music Complex opens



2006-2008 Townhouses constructed



2016 - 200 year Anniversary

1980

1990

2000

2010

2020

SUNY, acting on behalf of SUNY Potsdam, entered on May 1, 1987, with Northern (NATCO) for 25 acres of land directly adjacent to the campus. These documents state that this lease was established for NATCO to develop a technology research park that would provide employment and education opportunities for the community.

recital hall upgrades, window replacements, classrooms, computer labs and lecture hall enhancements, and building systems upgrades.

As previously mentioned the campus recently completed construction of the townhouse complex with full occupancy in the fall 2008. Construction of an on-site Combined Heat and Power Plant with a goal to stabilize and reduce utility costs is anticipated to commence in later 2009. The new Performing Arts Building is currently in the design phase. The campus anticipates the building opening in 2013.

Over the course of its existence, SUNY Potsdam, regardless of its name, has made itself a premier institution, devoted to the highest quality of education in one of the most picturesque settings in the country. The college has proven itself adaptable to changing times and trends, becoming an integrated part of the Village of Potsdam community that will be around well into the future.

Note: Photos on this page of St. Lawrence Academy, the Crane Institute with Porches, Portrait of Julia, and the Normal School Outside were used with permission by the College of Archives & Special Collections of SUNY Potsdam.

between 1938 and 1960, consisting of Sisson (1938), Thatcher (1960), Drame (1964), and Knowles Halls (1964).

Edward Larabee Barnes Associates provided a Master Plan for the campus in 1963. Barnes' plan placed the Crumb Library in the center of the academic quadrangle and added academic buildings, all at the same height, to close the four corners of the once open quad. This defined the outdoor space, contracted the campus plan, and interconnected all academic buildings. Additionally, the plan proposed gates at the corners of the quadrangle that would announce your arrival into the academic center of the campus. Barnes also recommended that the Student Union be situated on the same site of the Crumb Memorial Library in the smaller of the two campus rectangles central to the residence halls. Barnes stated it best when he said "A plan which is functional often finds form which is symbolic, and the classic position of the two core buildings [Crumb Library and Student Union] symbolizes the two poles of student activity."

Barnes' plan was carried out by three architects who originally worked with him at the time of the 1963 Master Plan. Of the three, Gio Pasonelli designed Raymond Hall (1971) and Richard Mager designed Moxey Hall Athletic Facility. Both buildings are not contained within the original campus core and deviate the most from Barnes' original building concepts. The Crane School of Music Complex was the last set of buildings constructed on the campus up until 2006. Built in 1972 in the post-war "modernistic" style, it is comprised of the Sans M. Snell Music Theater and the Concert, Bishop, Schutte, and Helen M. Hosmer Halls.

Adjacent or Nearby External Influences Potsdam's downtown area is approximately half a mile from the center of the SUNY Potsdam campus and includes a wide range of shops and restaurants. Potsdam is home to nearly 10,000 residents. Its location in one of New York's most rural counties creates a safe, tight-knit community. Despite its remote location the town is still vibrant and alive with cultural and community outreach opportunities for both students and faculty members living and working at more than four nearby collegiate institutions: SUNY Potsdam, Clarkson University, SUNY Canton, and St. Lawrence University are all within 15 miles of each other.

Approximately 40 percent of the current student population are from the North Country region. Students and faculty who are interested in the great outdoors have SUNY Potsdam's proximity to the Adirondack Mountains and Saint Lawrence River. It is a short drive from campus to Adirondack State Park. They also enjoy utilizing Lehman Park, which was acquired by the College in 1969 and extends from Pierson Avenue to the Raquette River.

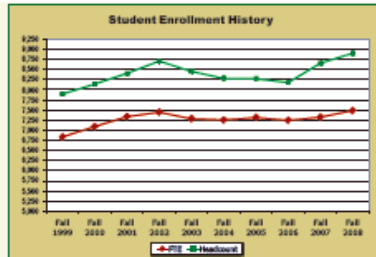
Post Facilities Planning Efforts and Major Projects As reported on the State University Construction Fund website, recent capital projects proposed, completed, or underway on SUNY Potsdam's campus include upgrading of building electrical distribution, various road and parking lot upgrades, replacement of domestic water and storm water lines, science laboratories improvements,

ENROLLMENT GROWTH PROJECTIONS

E. STATISTICAL DATA

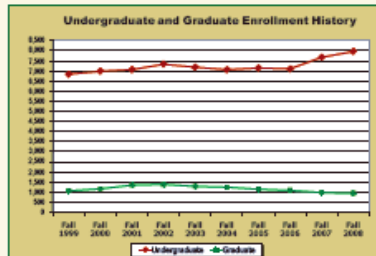
Student Enrollment Profile
Ten Year Enrollment History

	FTE	Headcount
Fall 1999	6,839	7,901
Fall 2000	7,094	8,149
Fall 2001	7,340	8,407
Fall 2002	7,448	8,716
Fall 2003	7,289	8,465
Fall 2004	7,259	8,289
Fall 2005	7,316	8,282
Fall 2006	7,248	8,183
Fall 2007	7,323	8,660
Fall 2008	7,332	8,909
10 Year % Change	+ 9%	+ 13%



Undergraduate & Graduate
Ten Year Enrollment History

	Under-graduate	Graduate
Fall 1999	6,835	1,066
Fall 2000	6,989	1,160
Fall 2001	7,062	1,345
Fall 2002	7,337	1,379
Fall 2003	7,181	1,284
Fall 2004	7,059	1,230
Fall 2005	7,138	1,144
Fall 2006	7,096	1,087
Fall 2007	7,680	980
Fall 2008	7,971	938
10 Year % Change	+ 17%	- 12%



Enrollment and Persistence (2008 -2009)

	Full-Time		Part-Time	
	Men	Women	Men	Women
Undergraduates				
Degree-seeking, first time freshmen	659	809	3	2
All other degree-seeking	2,507	2,708	176	231
Total degree-seeking	3,166	3,517	179	233
All other undergraduates enrolled in credit courses	9	10	374	483
TOTAL UNDERGRADUATES	3,175	3,527	553	716
Graduates				
Degree-seeking, first time	56	78	11	36
All other degree-seeking	65	148	91	216
All other undergraduates enrolled in credit courses	6	21	89	121
TOTAL GRADUATES	127	247	191	373
TOTAL ALL GRADUATE & PROFESSIONAL STUDENTS			938	
GRAND TOTAL ALL STUDENTS			8,909	

First Time, First Year (Freshman)
Admission (2008 - 2009)

Total first-time, first-year who applied	9,955
Total first-time, first-year who were admitted	4,682
Total first-time, first-year who were enrolled (full-time)	1,468
Total first-time, first-year who were enrolled (part-time)	5

Transfer Admission
(2008 - 2009)

	Applicants	Admitted Applicants	Enrolled Applicants
Men	1,121	618	375
Women	1,048	596	315
TOTAL	2,169	1,214	690

Existing Enrollment by College/School
Fall 2008 FTE

College/School	Under-graduate	Graduate	Total
College of Liberal Arts & Science	4,215	30	4,245
School of Business	582	53	635
School of Communication, Media & the Arts	859	17	876
School of Education	986	413	1,399
Other*	170	7	177
UNIVERSITY TOTAL	6,812	520	7,332

Enrollment by Racial/Ethnic Category

	Degree-seeking First-time, First Year	Degree-seeking Undergraduates (including first- time, first year)	Degree-seeking Graduates (both degree & non degree seeking)
Nonresident aliens	23	88	92
Black, non-hispanic	80	303	304
American Indian or Alaskan Native	10	41	41
Asian, or Pacific Islander	34	128	129
Hispanic	83	294	295
White, non-hispanic	1,243	6,241	7,110
Race/ethnicity unknown	0	0	0
TOTAL	1,473	7,095	7,971

FACILITIES AND INFRASTRUCTURE CONDITIONS

F PHYSICAL CONDITIONS

BUILDING ASSESSMENTS

Binns-Merrill Hall (Building No. 3)

Building No: 3
GSF: 87,451
Const. Type: Reinforced Concrete
Frame, Masonry
Veneer
Const. Year: 1953
Floors Above: 2
Below: 2
Building Type: Instruction

Binns-Merrill Hall is the oldest building on the NYS CC campus, with a portion of the building dating back to 1933. An addition to the southwest in 1953 tripled the size of the original building and created an interior courtyard. The building serves as a mixed-use facility, housing administrative offices, teaching and research spaces for Ceramic Engineering and studio space for the Sculpture and Dimensional Studies department. Located on the lowest level is an array of glass kilns for the School of Art and Design which were expanded in 2010. One of the third floor wings was also renovated in 2010 to house the Inamori Museum of Ceramic Engineering.

Summary of Issues

- The Heat Recovery Project currently underway will capture exhaust heat from the hot glass area is an issue; equipment does not have automatic shut-off or lock-out capabilities.
- Power backup is needed for both art and engineering spaces in Binns Merrill.
- Clay Storage areas have major ventilation issues; this is currently a respirator-only area



Building Exterior

Binns-Merrill was designed in the Georgian style and is constructed of red brick with limestone accents and ornamentation. The building is framed in steel, with three stories above grade and one below. The frame and foundations have reached their structural capacity. Renovations to the lower level glass studio in 2010 required adding steel to existing columns to satisfy loading requirements for the new improvements. Any future modifications to the building would merit detailed structural analysis.

Both the brick exterior and ceramic tile roof of Binns-Merrill are generally in good condition. The interior courtyard is structured as a roof, and is therefore not useable as an occupiable open space. The windows were replaced relatively recently, but they are difficult to operate, indicating a problem with the counterweight balances within the double hung system.

Building Interior

In spite of being the oldest building on campus, the interior of Binns-Merrill is generally in good condition. Total gut renovation and abatement of the building occurred between 1998 and 2000. 2010 upgrades included new corridor ceilings where piping renovations and additional abatement were carried out. The new Inamori Museum, located on the upper floor, and the new glass kilns have also created impressive, high quality spaces for the College. Circulation is a continuous corridor around the building on the courtyard side, with access to the Hall of Glass Science and Harder Hall at different levels. The main entrance lobby has also been renovated as part of the Inamori Museum project.

BUILDING EXTERIORS

2007 BCAS				2010 FMP				
P	F	G	E	P	F	G	E	
	100				50	50		Building Framing
						75	25	Roof
	25	75	100		25	75		Walls
	100				100			Foundations
			100			100		Windows/Louvers
		100				100		Doors/Frames/Hardware

- Framing Comment: Building framing upgraded to 50% good due to structural improvements implemented during 2010 renovation
- Roof Comment: Roof changed to 75% good due to standard aging and wear
- Window Comment: Windows changed to 100% good due to standard aging and wear and difficulty of operation.

BUILDING INTERIORS

2007 BCAS				2010 FMP				
P	F	G	E	P	F	G	E	
	25	75			25	60	15	Floors
	50	50			50	50		Walls
			100				100	Ceilings
		100				100		Elevators
	75	25			25	75		Doors/Frames/Hardware
		100				100		Stairs
	NA					NA		Specialty Systems
		100				100		Built-In Furnishings

- Floor Comment: Floor changed to 15% excellent due to new tiles installed with 2010 renovation.
- Door Comment: Doors changed to 25% poor due to age and wear of frames.

Binns-Merrill Hall

Building No. 3

MEP Systems

The Existing MEP Systems are generally in good condition and continue to be upgraded. The HVAC systems are incorporating heat recovery from the kiln exhaust and the college is continuing to look at other phases to capture this heat from other kilns. The building is, like the rest, scheduled for satellite boilers. This building is totally sprinkled.

Building Environmental

There is asbestos insulation covering the flue breeching in the crawlspace. Other than that, there are no known asbestos-containing materials, lead-based paint or PCBs sealants identified within this building. However, a visual inspection of the building identified some suspect asbestos materials, including but not limited to: plaster walls, window glazing compound and caulk, ceiling tile, ceramic wall tile grout/mastic, etc. No LBP or PCBs have been identified as a result of limited testing. It is recommended that additional testing for ACM, LBP and PCBs be performed prior to any renovation activity.

Suitability

Binns-Merrill is suitable for its current educational and administrative uses, though the limitations of the building footprint and the floor plan configuration constrain the size and type of laboratory, classroom or studio it can support. Generally, spaces are small and floor-to-floor height is relatively low (except in the kiln area). The new Inamori Museum demonstrates that the building can be remodeled to have significantly large and open spaces, but such a renovation is only possible on the third floor of the building. Any future reassignment of Binns-Merrill may have to consider abandoning further use of the building for fine arts or glass-making programs as there is little suitable area for these programs to expand.

BUILDING MECHANICAL

2007 BCAS				2010 FMP				
P	F	G	E	P	F	G	E	
						100		AHU/Controls
	25	75			25	75		Boiler/Heat Exchanger/Controls
						100		Chiller/Controls
			100				100	Fire Sprinkler/Standpipe Sys.
	25	75			25	75		HVAC Distribution & Controls
	25	75			25	75		Plumbing Systems/Fixtures
	25	75			25	75		Pumps/Motors/Compressors
NA				NA				Specialty Systems

BUILDING ELECTRICAL

2007 BCAS				2010 FMP				
P	F	G	E	P	F	G	E	
	25		75		25	75		Electrical Distribution (wiring sys.)
			100				100	Emergency Power/Lighting Syst.
			100			100		Fire Alarm System
						100		Lighting Syst. (inc. branch wiring)
25			75	25		75		Power Wiring
				NA				Master Clock
				NA				Public Address
					100			Security
					100	100		Specialty Systems
		100				100		Tel./Data Syst. (cabling only)

- Building was renovated more than 15 years ago. Equipment has aged and will require minor repairs/maintenance.
- Fire alarm and card access part of the renovation is also more than 15 years old. System life expectancy is 20 -25 years. Will require additional maintenance/repairs.

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SPACE NEEDS ASSESSMENTS

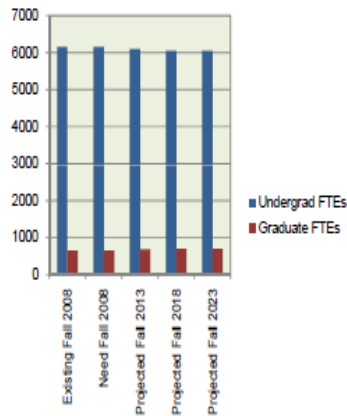
Enrollment Projections Summary Analysis

The College is projecting relatively constant enrollment during the time frame of the Facilities Master Plan. Current headcount for the base year, Fall 2008, is 6,806.30 student FTEs and 8,205 headcount. The projections included a modest decrease in both 2018 and 2023 to 6,750.00 FTEs and 7,950 headcount (the enrollment goal is constant for the last five years of the FMP).

Undergraduate & Graduate Projections

The projections include a bias towards graduate FTEs though this bias is very modest with graduate enrollment expanding off a small base by 7% while undergraduate enrollment will contract by 2%. The projected growth is illustrated in a chart on this page.

Projections by FTE - Undergraduate & Graduate



Projections by School

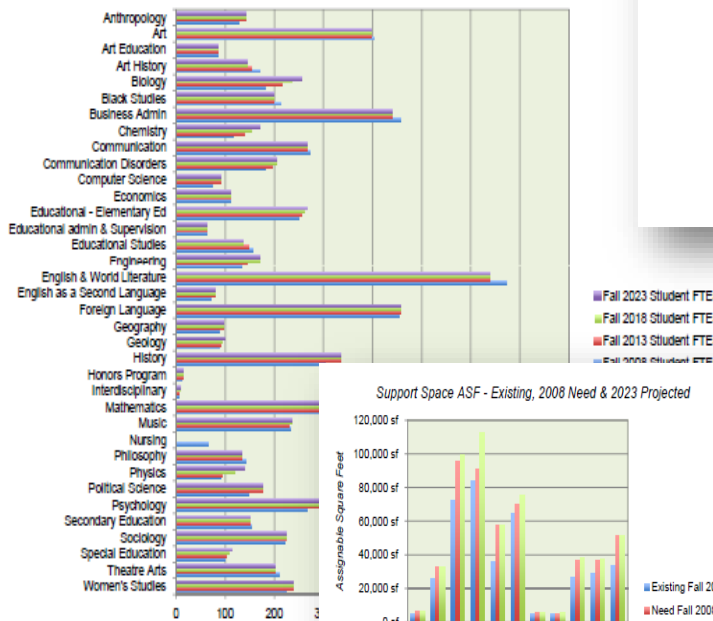
Projections also vary based on the five schools of the College. Emphasis is being placed on the School of Sciences & Engineering. Within Science & Engineering, the undergraduate enrollment will expand by 28% with an accompanying graduate expansion of 15%. This expected growth will take advantage of the new science facilities coming on-line by 2013 with both the new Science Building and the renewal and adaptation of Wooster Hall. Outside of these two projects, the College will further emphasize the biological sciences majors, an expansion accommodated by an eventual renovation of Coykendall. The chart on this page represents the total College FTE distribution between undergraduate and graduate FTEs.

Individual Departments

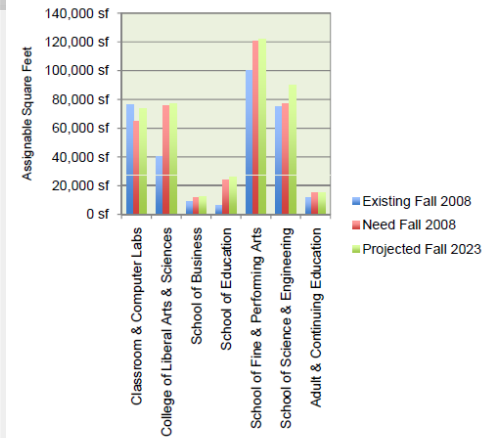
As part of the analysis individual department projections were developed. The chart on this page represents those projections. Overall the College has proposed a steady state with a modest contraction in the undergraduate population and a modest offsetting expansion at the graduate level. For most of the departments this results in only modest differences between the 2008 and 2023. The projected additional 30 future full-time faculty lines proposed by the College is the primary driver of additional space.

As far as individual departments of note, there is renewed emphasis on Biology, key majors for growth include Biochemistry, Environmental Geochemical Science, Geology, Anthropology, Communication & Media, Communication Disorders, Geography, and Psychology. Towards the end of the FMP's planning horizon is a proposed Mechanical Engineering major, adding a third "flavor" to the College's engineering offerings. The College also is currently phasing out its baccalaureate Nursing Program.

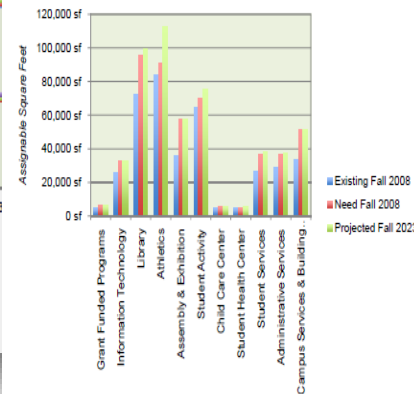
Departmental Projections



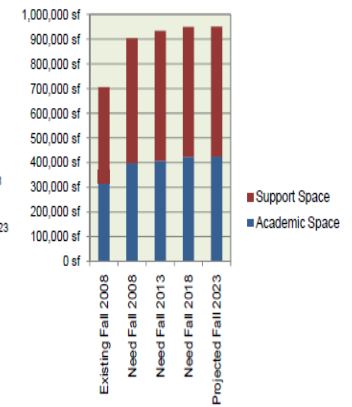
Academic Space ASF - Existing, 2008 Need & 2023 Projected



Support Space ASF - Existing, 2008 Need & 2023 Projected



Projected ASF - Academic & Support



CONCEPTS FOR DEVELOPMENT

Figure B.2 - Facilities Master Plan Alternative 2

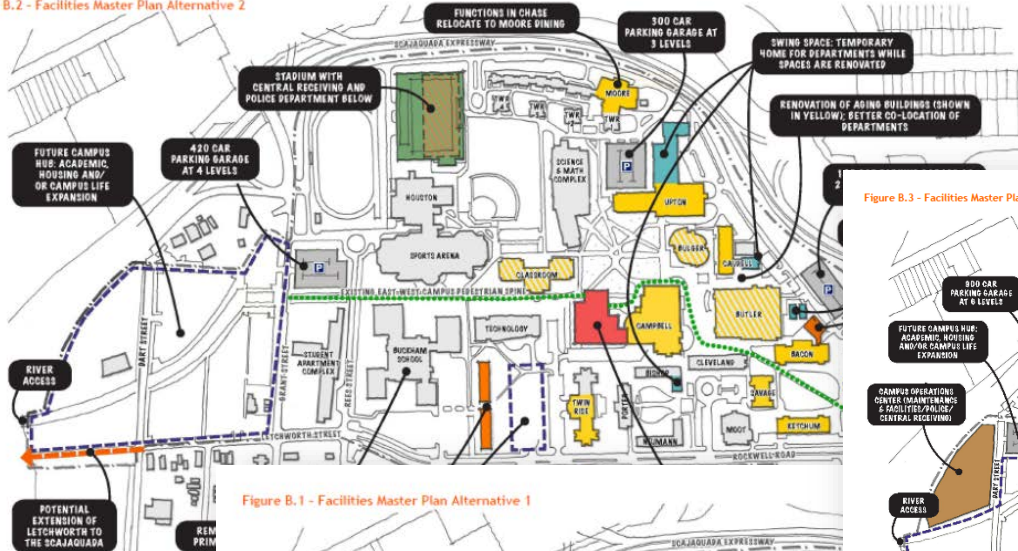


Figure B.1 - Facilities Master Plan Alternative 1

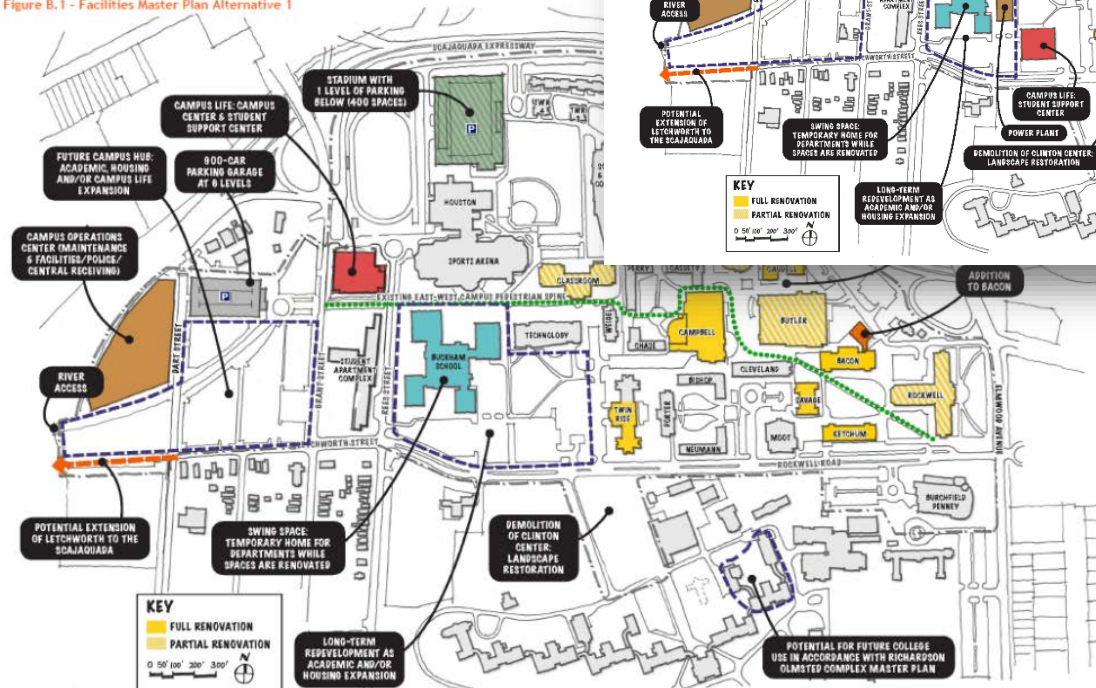
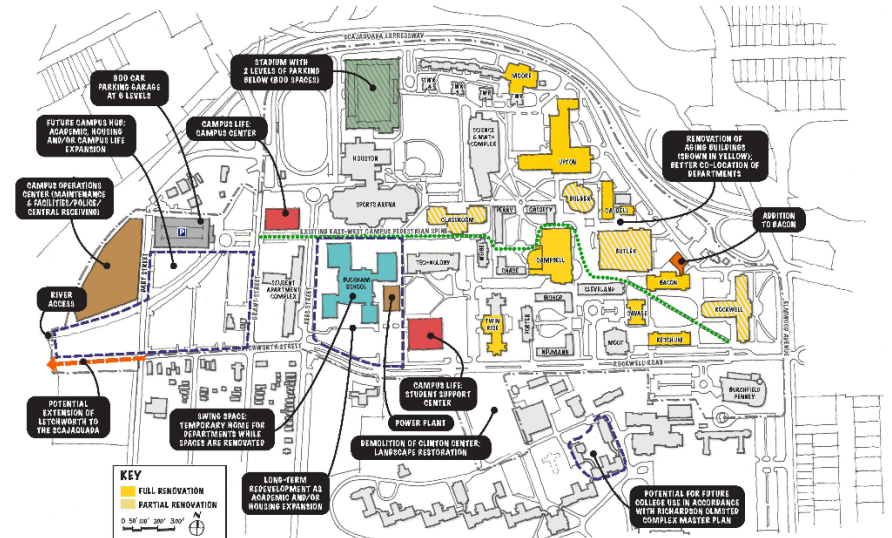


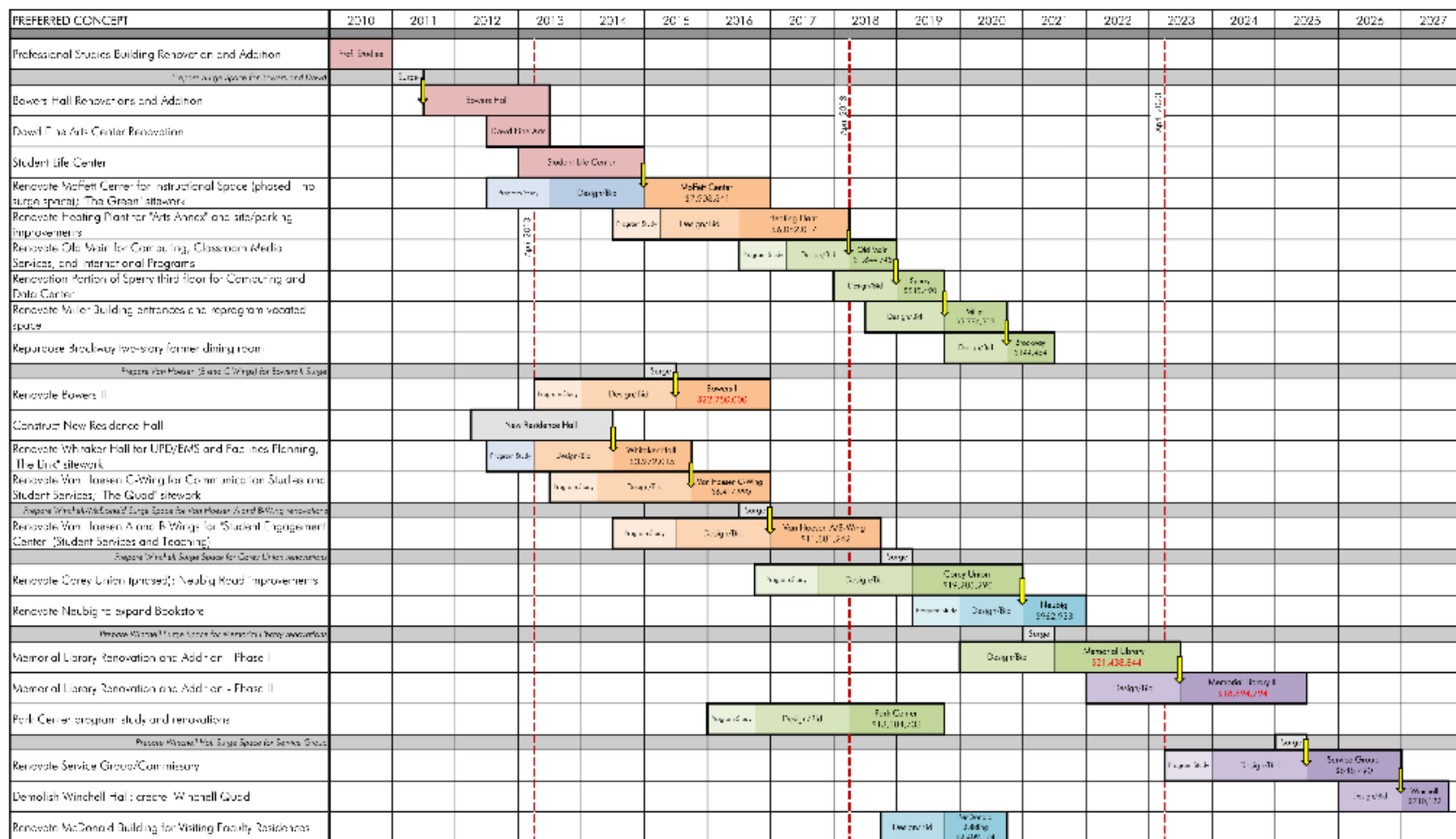
Figure B.3 - Facilities Master Plan Alternative 3



PHASING PLAN

Phase V: Recommendations

E. Phasing and Surge Space



KEY: Ongoing projects

2018 - 2019 projects

Post-2023 projects

End of Budget

New 2013 projects

2018 - 2019 projects

New SUCC (Master) Projects (Proposed at Review)

Project Info
Project Name
Project Number
Project Location

Building Name
Building Number
Building Location

Architects and Planners, P.C.

FINDINGS & TRENDS OF THE 2010 FMP

2010 SYSTEM-WIDE TRENDS

Enrollment/Academic programs:

- Non Favorable Demographics Predicted (H.S Grads)
- Strong growth projected –downstate recruitment planned
- Strong Internal/external Competition for students expected
- Loss of State Ops market share to Comm. Colleges
- Modest growth in teacher education and liberal arts projected
- Modest growth in science & technology (undifferentiated)



2010 SYSTEM-WIDE TRENDS

Space Needs:

- Generally sufficient capacity on campuses for some growth
- Fractured departments
- Classroom and lab station sizes don't support team-based learning
- Research space allocation/modeling is obsolete
- PSI Accuracy, obsolete space guidelines



2010 SYSTEM-WIDE TRENDS

Facilities:

- Classroom inventories don't support evolving pedagogy
- Changes happening in libraries, food, info commons
- One stop student services centers – administrative
- Demand for athletic/recreational space
- Changing teaching modalities (hybrid/online etc)
- Expectations of millennials



FACILITIES MASTER PLAN:

2015 UPDATE

GENERAL APPROACH

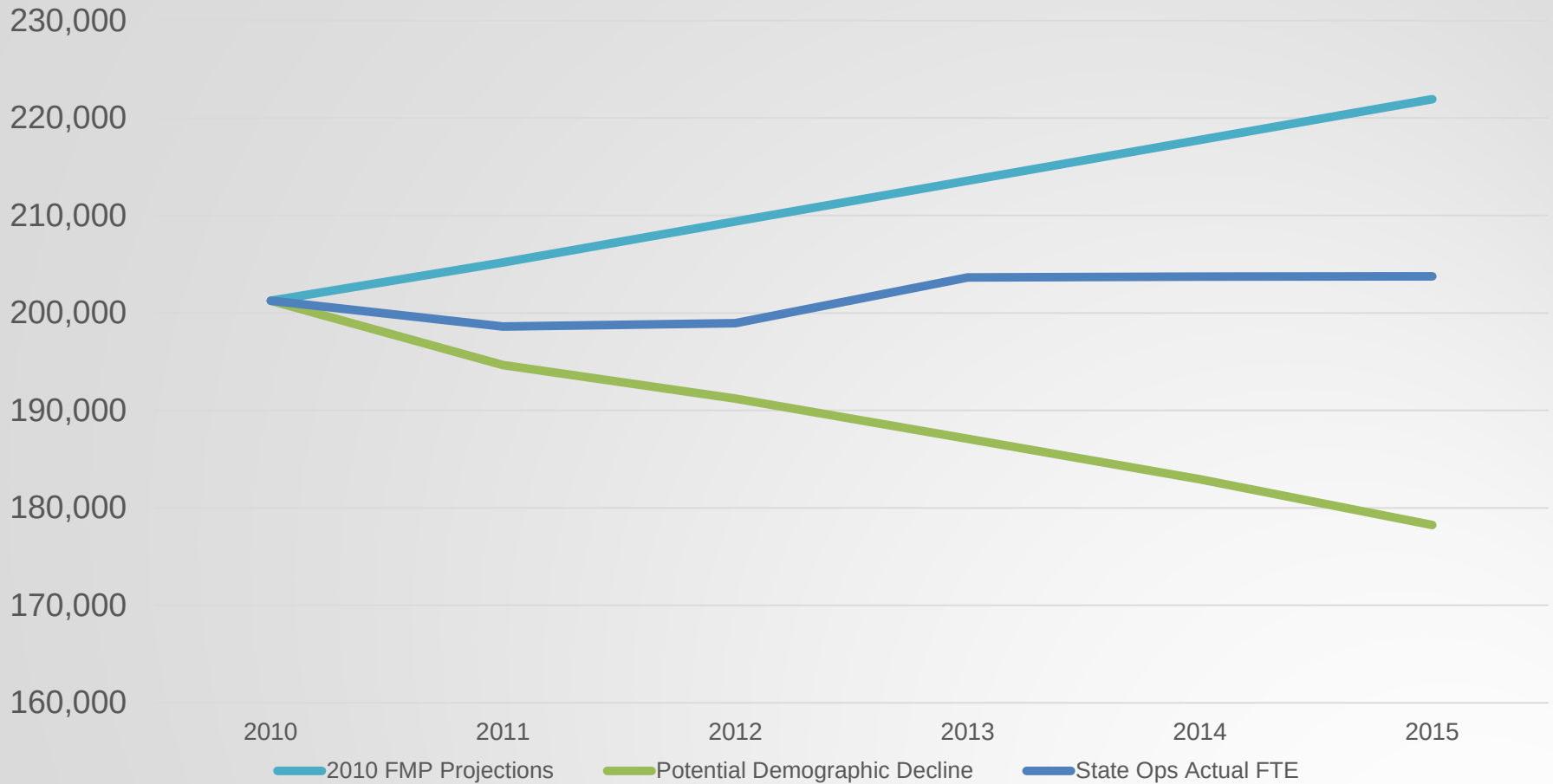
Take stock - Changes since 2010 that warrant adjustments to the plan.

- Leadership changes
- New Strategic Plans and initiatives
- Enrollment Trends
- Assess institutional space need
- Assess changes in physical conditions
- Revise project phasing plans and update budgets
- Recommendations for further studies

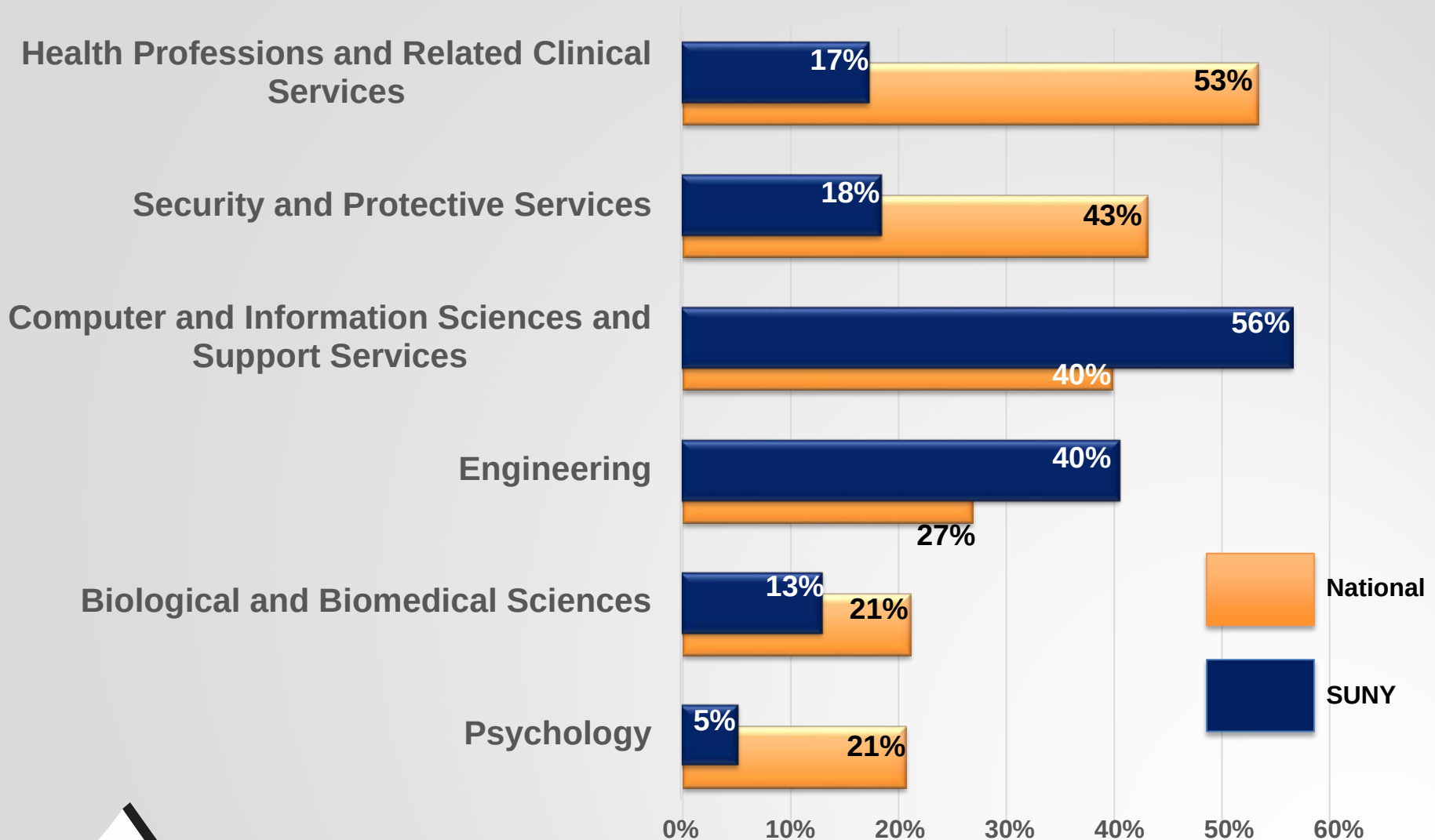


ENROLLMENT

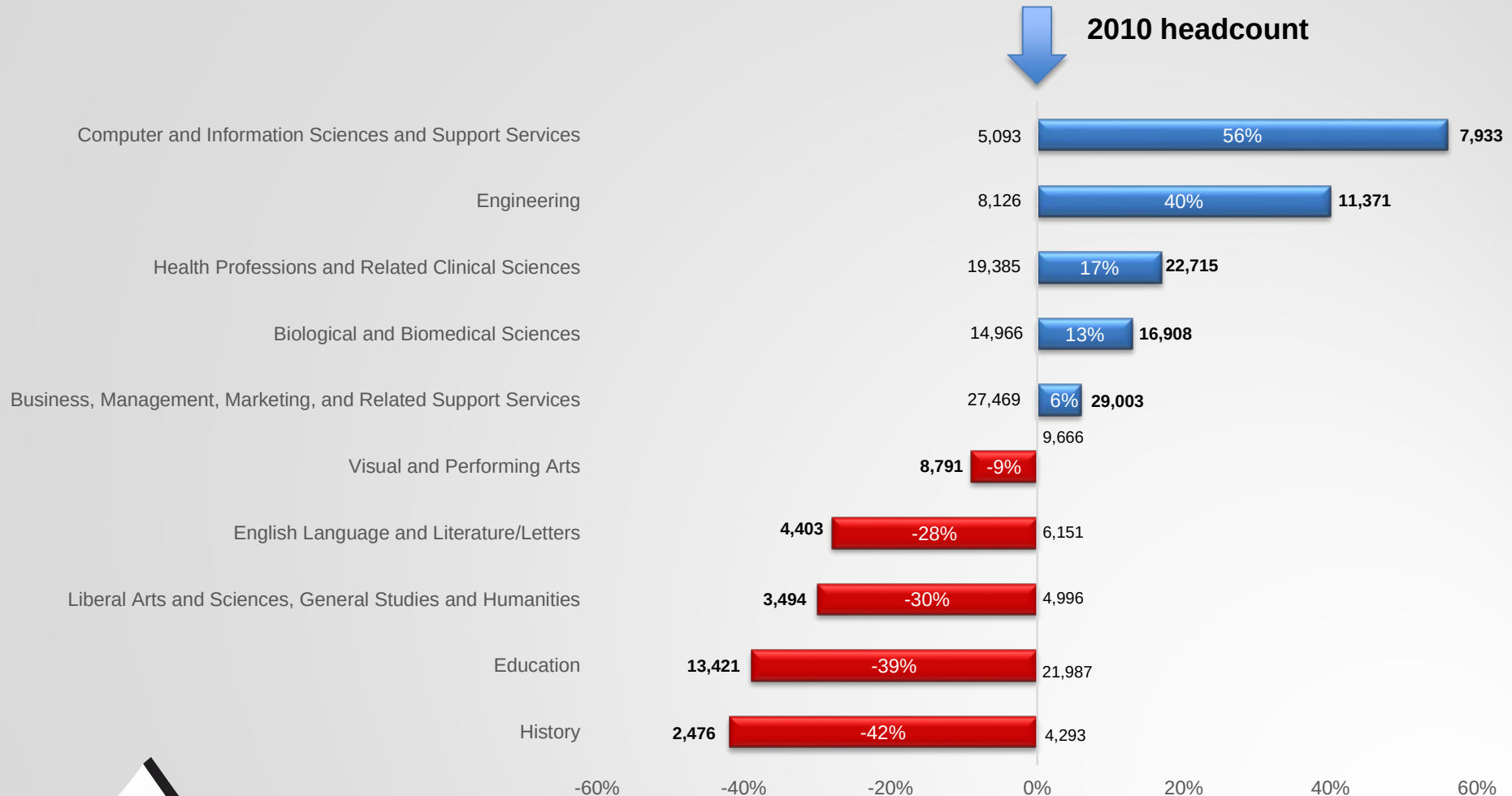
STATE OPS – ENROLLMENT TRENDS



NATIONAL & SUNY DEGREE GROWTH TRENDS



SUNY-WIDE PROGRAM AREAS OF GROWTH AND DECLINE, 2010-2015



AREAS OF GROWTH, COMMON & UNIQUE

National & SUNY-Wide Common Areas of Growth:

1. Biological & Biomedical Sciences
2. Computer & Information Sciences & Support Services
3. Engineering
4. Health Professions & Related Clinical Services

Sector-Specific Areas of Growth:

Research University Centers

Mathematics & Statistics
Physical Sciences

Comprehensive Colleges

Parks, Recreation, Leisure
& Fitness Studies
Psychology

Colleges of Technology

Business, Management,
Marketing & Related
Support Services
Security & Protective
Services

SO WHAT?

- Some campuses have experienced sharp declines in enrollment.
- At a system level, enrollment has been stable, despite declining high school graduate demographics:
 - Increasing numbers of less-prepared students
 - More diverse student body
 - More students that require various forms of support
- Academic program enrollment has shifted from Education and Liberal Arts programs to those requiring specialist spaces.
- Students appear to be making ROI decisions based on a clear path to employment.
- The role of facilities in recruitment (facilities quality) and retention (elimination of impediments) has become critical.



SYSTEM-WIDE TRENDS

SPACE

Almost all State-operated campuses have sufficient space at an aggregate level to support enrollment and growth. Space surplus is undifferentiated.

Existing classroom inventories are not designed to support collaborative and team learning environments.

There is an increasing need for specialist laboratory or applied learning spaces.

The campuses have qualitative, rather than quantitative, issues.





Antiquated Laboratories



Student Classrooms and Lecture Halls Do Not Facilitate Collaborative Learning and Team-Building





FACILITIES

Evolution of libraries as learning centers

- Learning commons, team rooms
- Maker spaces, Hacker Spaces, Collaboration spaces

Increased emphasis on student success

- Consolidation of student support spaces
- Career development
- Academic advising
- Academic support,

Demand for athletic and recreation support for retention

Greater Emphasis on Specialist Instructional spaces

- Laboratories
- Applied learning spaces



Binghamton Student Support Services
University Union North





New Paltz
Sojourner Truth Library



**HOW DO WE
MOVE FORWARD?**

MORE STRATEGIC PROJECTS

Core Campus Infrastructure and High Priority Critical Maintenance remain our First Priority.

Targeted renovations addressing poor facilities conditions and;

- Retooling of classroom and lab inventories.
- Investment in high-need areas and in-demand programs.
- Elimination of bottle necks that constrain those programs with growth potential.
- Consolidation of student support spaces.
- Improvements that support recruitment and retention.



**OUR NEXT
SPEAKER**