SUNY ONEONTA

Summary of Phase 5: Final Recommendation

Final Report - Web Version - September 2023
Facilities Master Plan Update 2023 - 2033
SUCF Project # 091051

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Executive Summary

Please note that the Facilities Master Plan reports were developed just prior to SUNY Oneonta attaining University status in January 2023. Because of the timing, the reports refer to the institution as "the College" rather than "the University."

Additional information about the Facilities Master Plan, the contents of this report, as well as translations of the document can be made available upon request.

Executive Summary

In early 2009, New York's State University Construction Fund (SUCF or "the Fund") commissioned comprehensive facilities master planning efforts at thirty-two college campuses within the State University of New York (SUNY) System. This was done to assess the anticipated future capital projects at each of the schools and allow the Fund to compare information between campuses with relative ease. These Facilities Master Plans (FMPs) are intended to be updated approximately every 10 years in order to provide the colleges with guidance for the next 10-year period.

At the State University of New York College at Oneonta, the first FMP study process began in 2010 and provided the College with a guide for the period of 2013 – 2023. Development of that FMP was spearheaded by a consultant team led by Ayers Saint Gross. In 2020, the process to update that FMP was initiated, with the purpose to review, confirm, clarify, expand, or adjust the contents of the 2010 FMP as appropriate to provide a plan for the for next ten years (2023 – 2033). The intent of the updated Facilities Master Plan is to:

- Support the College's academic mission and strategic vision by providing criteria and guidelines for campus and facility improvements.
- Improve the built environment by identifying opportunities for enhancement, maintenance, and improvement.
- Strengthen current and future campus program uses by identifying strategies for demolition, rehabilitation, modernization, conversion, expansion, and new construction.
- Guide future capital funding requests by identifying and prioritizing future projects for the period of 2023 – 2033, with consideration for projects extending beyond this horizon.

This report provides a summary of the final section of the updated five-phase Facilities Master Plan. It presents the final concept for facilities development at SUNY Oneonta for the period of 2023–2033 and beyond. The proposed path of development is based on the comments, collaboration, and consensus sought during meetings with the Advisory and Executive Committees in 2021 and 2022.

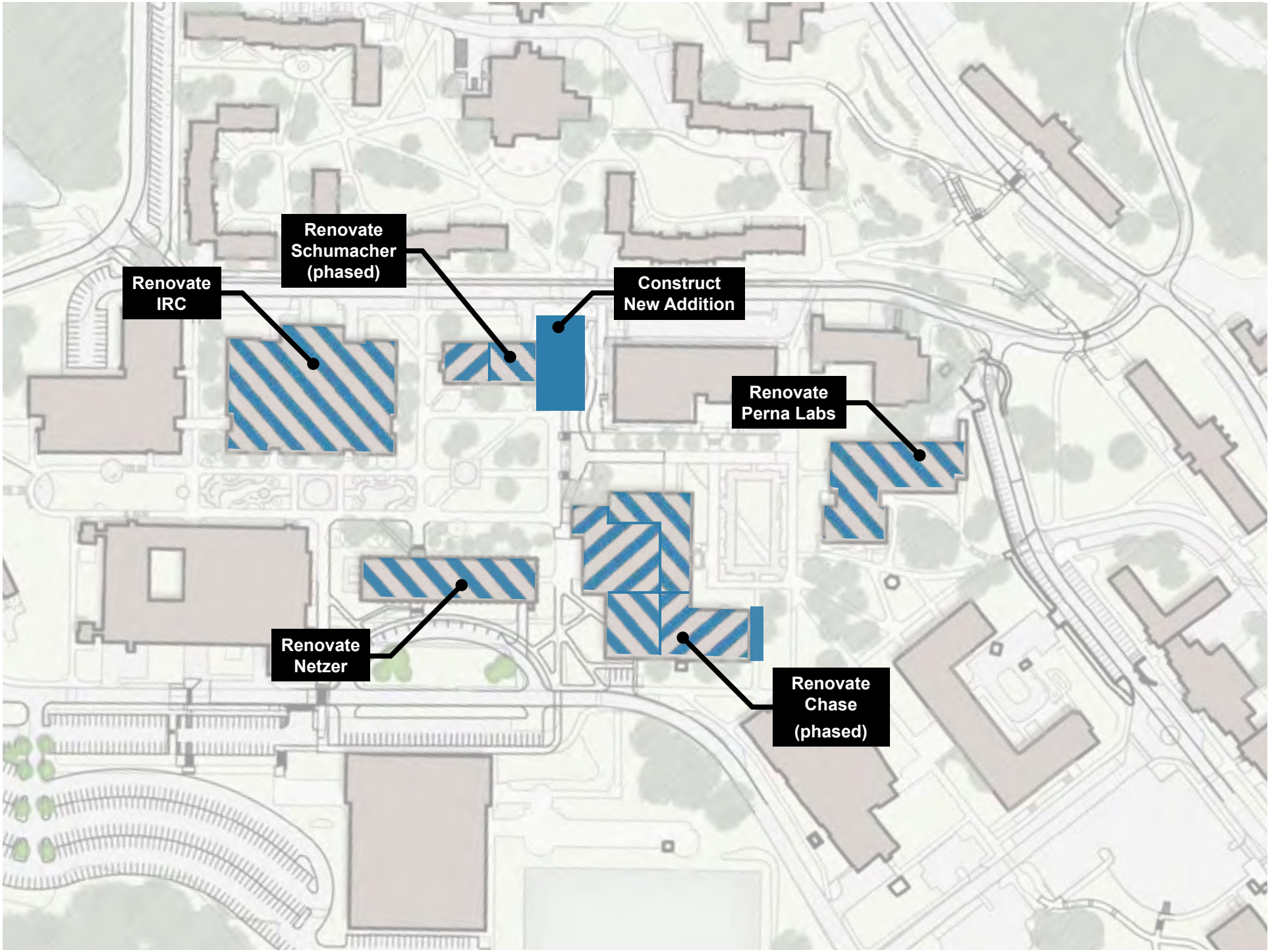
Overview

SUNY Oneonta is located in the foothills of the Catskills in Oneonta, New York. Located between Albany and Binghamton, the College enjoys a rural location with convenient access to larger urban areas. Because the larger upstate cities of Albany, Binghamton, and Utica are some distance from Oneonta, the College has become a major provider of educational, cultural, and economic opportunities for its students, its employees, the City of Oneonta, and the surrounding communities. Established in 1889 as one of the eleven original New York State normal schools, the College at Oneonta began with the mission of training teachers. Today, the College is a multi-purpose, comprehensive public institution with programs in liberal arts, business, education, human ecology, sports studies, and sciences.

The projects proposed at SUNY Oneonta over the next ten years were developed in response to the College's space needs, strategic and academic initiatives, facilities condition, and qualitative assessments such as interviews and committee meetings. The space needs are a key concern, and the Phase 3 Assessment of Space Needs report outlines the facilities that are required for SUNY Oneonta to support its existing and future population and program distribution. That assessment suggests that **while enrollment is projected to decline, there is a need for additional academic space due to SUNY Oneonta's current deficits in academic space in comparison to its peers, and the discrepancies between the existing classroom inventory and the current pedagogies.**

New construction has been identified as the preferred method to substantially add to the College's classroom inventory. The final recommendations focus on how new construction can be used to both expand the classroom inventory and facilitate renovation of existing buildings to address other space needs and desired improvements.

The outcome of the FMP work is a set of recommendations for new construction and renovations that will shape the campus over the next ten years. For this initiative, the planning horizon extends to 2033, although some features proposed may be completed after that date.


Renovate Schumacher (phased)
Renovate IRC
Construct New Addition
Renovate Perna Labs
Renovate Netzer
Renovate Chase (phased)

Key Building Projects

The final recommendations for the FMP focus on a number of major building projects at the core of the academic campus. These key projects provide several enhancements to campus facilities, including a major new academic building addition to house medium-size classrooms along with Sociology and other departments to establish a sociology focus. This addition would greatly add to SUNY Oneonta's classroom inventory, which was found to be deficient and not aligned with current pedagogies. Through various meetings with the Advisory and Executive Committees, it was confirmed that the deficit of medium-size classrooms compatible with the current pedagogies was the highest priority issue in terms of space needs.

The first major capital project to occur during the FMP study period (2023-2033) would be the renovation of the Perna Science labs. This project is currently in design (as of the writing of this report), with construction slated to start in 2024. Another project currently in design is the major renovation of the Netzer Building, with construction anticipated to begin in 2025.

The next major project would be the construction of the new classroom addition to Schumacher. This building addition is sized at approximately 45,000 gross square feet, which includes 1,500sf of student activities space, 4,900sf of departmental space, and 16,000sf of classrooms. The classrooms in the new addition would be sized at 1,000 - 1,200sf, which would yield approximately 15 new registrar-controlled classrooms. This addition will also house the Sociology department, which is a major user of the medium-size classrooms. Through discussions with campus stakeholders, the preferred location for the new addition was determined to be between Schumacher Hall and Milne Library.

Once the new addition is occupied, its classrooms would relieve the scheduling pressure on the IRC lecture hall spaces, thereby enabling that building to be renovated. As shown in the Phase 3 report, the large lecture halls in the IRC are generally underutilized, mostly due to the fact that they are greatly oversized for the current pedagogies. A full rehabilitation of the IRC would allow for converting the majority of the large lecture halls into more-appropriately sized classrooms.

With thoughtful design, the number of classrooms in the IRC building could increase significantly, and additional space in the building would also be made available for other uses. For example, the Communications and Media Studies department and the Instructional Resource Center unit would be given more space. Creating more suitable spaces for Communications and Media Studies is considered especially desirable based on the space needs assessment.

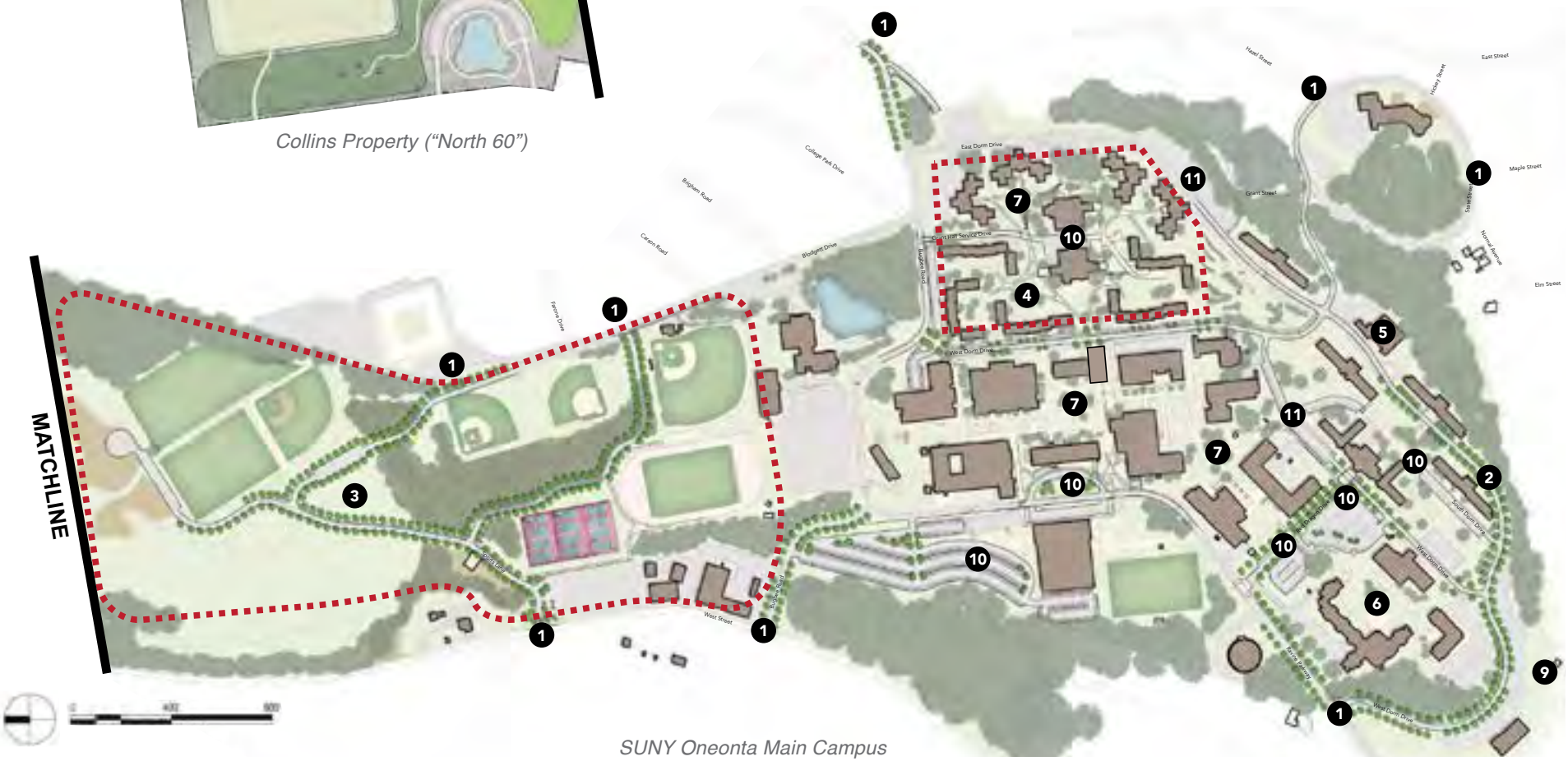
Another major project would be the total renovation of Schumacher Hall, with a programmatic focus on academic department offices. The structural column spacing in the building greatly limits its ability to be used for medium-size classrooms, yet the building is well-suited for offices. This renovation would likely need to be phased. Once complete, Schumacher and the connected new addition would provide programmatic synergies by locating classrooms and department offices in close proximity to one another. The project would explore the potential for connecting Schumacher to the IRC and Milne Library (via the addition) in order to establish a protected pedestrian circulation corridor.

The other key building project proposed is the total renovation of the Chase Physical Education building, which would occur in the outyears of the planning period. Like the Schumacher project, it is anticipated that this renovation will likely need to be phased. One major driver of this project is the pressing need to create more suitable spaces for the growing Sport and Exercise Sciences program. Another significant concern for this building is the swimming pool, which is in need of a replacement. The recommendation is to demolish and replace the existing pool rather than building a entirely new natatorium facility, which is difficult to accomplish adjacent to Chase given the constrained site in the core of campus. Also, it could prove difficult to secure capital funding for a new natatorium building. The existing six-lane 75' x 38' pool would be replaced by an NCAA-compliant eight-lane 25m (82') x 60' swimming pool. In order to accommodate the increased footprint in the existing space, the mezzanine would be eliminated, and the building wing would likely have to be extended slightly (±12') to the south. While the new pool would be designed to accommodate diving as well as swimming, it is important to note that a 25m long pool is too short to allow for both activities to occur simultaneously.

Collins Property ("North 60")

KEY

1. Campus Gateway Improvements
2. Complete Loop Road
3. North Campus Master Plan
4. East Campus Sidewalk Master Plan
5. Lee Hall Identity
6. Residential Recreation Spaces
7. Outdoor Learning Spaces
8. Pedestrian & Trail System Improvements
9. Collins Property Improvements
10. Vehicular Improvements
11. Landscape & Stormwater Management Improvements



SUNY Oneonta Main Campus

Key Site Projects

In addition to the key building projects, there are also a number of recommended improvements related to site. The following projects are recommended in order to: elevate overall landscape aesthetics, reinforce campus identity and delineate property boundaries, and improve wayfinding for visitors, faculty, staff, and students:

- Campus Gateway Improvements
- Complete the Loop Road
- Develop a North Campus Master Plan
- Develop an East Campus Sidewalk Master Plan
- Enhance the Identity of CRJIE at Lee Hall
- Provide Residential Recreation Spaces
- Provide Outdoor Learning Spaces
- Improve Pedestrian & Trail System
- Develop Collins Property ("North 60")
- Improve Vehicular Circulation
- Improve Landscape & Stormwater Management

Summary Findings: Phases 1, 2, 3, and 4

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Phase 1: Campus Profile Summary

The Phase 1: Campus Profile report contains historical and contextual information about the College at Oneonta. It places the College in context of region, history, and aspirations, so that future recommendations may grow organically from the institution that the College was once and is today, into the one it will be in 2033, and beyond.

The SUNY College at Oneonta is located in the foothills of the Catskills in Oneonta, New York. Located between Albany and Binghamton, the College enjoys a rural location with convenient access to larger urban areas. Because the larger upstate cities of Albany, Binghamton, and Utica are some distance from Oneonta, the College has become a major provider of educational, cultural, and economic opportunities for its students, its employees, the City of Oneonta, and the surrounding communities.

Established in 1889 as one of the eleven original New York State normal schools, the College at Oneonta began with the mission of training teachers. Today, the College is a multi-purpose, comprehensive public institution with programs in liberal arts, business, education, human ecology, sports studies, and sciences. SUNY Oneonta is known for its high-caliber faculty and a campus community committed to academics, service and life-long learning.

The College at Oneonta is one of SUNY's 13 "University Colleges". Total enrollment in Fall 2022, the most recent semester for which data is available, was 5,443 students, which includes 510 part-time students. Undergraduate enrollment was 4,869, which includes 101 part-time students (2.07% of the undergraduate population). Graduate enrollment during the same semester was 574, which includes 409 part-time students (71.25% of the graduate population).

After a rush of expansion in the 1960s and 1970s, the College's enrollment has remained relatively constant, with a few notable decreases in the sizes of incoming classes in recent years. Between Fall 2016 and 2022, the number of international students decreased from 55 to 12. The College acknowledges the decrease in its Institutional Agenda, which identifies the opportunity to "Design a scalable plan to increase the number of international students enrolled at SUNY Oneonta."

In Fall 2021 the headcount of individuals who identified as a race/ethnicity considered an underrepresented minority (URM) was 1,307; 22.1% of the total enrollment of 5,918. This count does not include students who self-identified as "unknown" or international students. These numbers indicate an uptick in racial/ethnic diversity from 2016 (1,067 students, or 17.6%). As stated in the Institutional Agenda, the College is committed to serving the growing number of students from underrepresented groups and being a more inclusive and true minority-serving institution.

Oneonta employed 271 full-time and 189 part-time faculty members in Fall 2022. Approximately sixteen percent were tenured, thirty-seven percent were tenure-track, and forty-seven percent were non tenure-track (adjuncts, lecturers, visiting). In Fall of 2020, the College's student-to-faculty ratio was 16, which placed Oneonta 10th out of SUNY's 13 university colleges that year; ahead of only Geneseo (17), Old Westbury (17) and Empire State (18). Potsdam had the lowest student-to-faculty ratio, at 11.

Institutional Agenda

In Spring 2022, the College completed its Institutional Agenda, which will provide interim guidance until a new strategic plan is developed. The Agenda identifies multiple strategic opportunities for student success and community building:

Strategic Opportunities for Student Success

New Students (recruitment)

1. Develop a set of micro-credentials and/or certificate programs that allow students to explore interests and document skills and experiences that will help them make use of the complete array of learning opportunities available at the college.
2. Construct a college-wide set of learning priorities that integrate academic and co-curricular student experiences leading to varied skills and proficiencies.

3. Complete the general education curriculum reform so that it responds to the SUNY requirements and, more importantly, creates a vibrant academic experience for our students.
4. Continue to foster the hiring of diverse faculty and staff by strengthening the college's inclusive search processes.
5. Develop a plan that commits to allowing all SUNY Oneonta students to complete at least one experiential learning opportunity.
6. Support academic departments, Deans, and academic affairs leadership to engage in continual review of the college's academic portfolio, so as to ensure a curriculum that is relevant and dynamic for students of the future.
7. Restart the discussion about an Honors Program that recognizes the mission and values of SUNY Oneonta
8. Design a scalable plan to increase the number of international students enrolled at SUNY Oneonta and the number of SUNY Oneonta faculty-led international opportunities.
9. Develop a purposeful plan for the development of a robust continuing education portfolio with focus on early college experiences, workforce development and micro-credentials.
10. Finalize the next facilities master plan and create an outline of how our future facilities will be both attractive and conducive to the teaching, learning, scholarship, work, and community building that occur in them.

Existing Students (retention)

1. Develop and/or strengthen a purposefully designed array of retention initiatives, both for the short and long term that focuses on the needs of our diverse student body, including:
    - Establishment of a cross-divisional structure to address retention
    - Appraisal of the current advising/mentoring/engagement models and development of adjustments and new strategies that let all students benefit from a relationship-rich educational experience
    - Implementation of a first-year experience.
    - Drafting and offering workshops on inclusive pedagogies/ curriculum/teaching.
    - Adoption of a common student development model that builds and strengthens student engagement and augments the co-curricular retention strategies.
    - Development of a communication campaign and activities that focus on creating a sense of belonging among key student populations, especially those from marginalized groups
    - Adoption of an early warning system and communication platform to support individual student success.
    - Exploration of mechanisms for scaling-up strategies used by our access and opportunity programs that have proven student success metrics.
2. Create an outline and plan a system to integrate career development services with the academic curriculum
3. Increase access to experiential learning opportunities by minimizing barriers created by administrative processes
4. Continue to build and strengthen the linkages between the college's academic mission and its strong alumni base.
5. Begin to establish a campus-based internship program that associates on-campus positions and experiences with academic attribution.
6. Continue to increase the size and strengthen the impact of the student emergency fund

Strategic Opportunities for Community Building
The College Community

1. Establish a college-wide schedule of meetings, during common hours that enables employees to explore, discuss and give input on college issues, learn from each other, and socialize together.
2. Continue to focus on the college's recent efforts to improve internal communication.
3. Discuss and design consultative forums that complement governance

and allow all campus constituencies to contribute thoughts and feedback contributing to the strategic direction of the institution.

4. Complete the work set out for the Labor/Management Taskforce on equitable compensation.
5. Increase support for efforts that promote the physical, mental and social well-being of all campus constituencies.
6. Develop a plan to engage all employees through leadership development, improved onboarding of new employees, mentoring opportunities, and mechanism for expanding service opportunities of all employees.
7. Broaden opportunities for student/faculty/staff interactions that engender a sense of belonging and purpose for all college community members
8. Focus on efforts that will reiterate the institutional value of inclusivity, by
    - Revamping the Tapestry of Diversity and Inclusion Award Program
    - Creating clear support opportunities for faculty and staff from underrepresented groups
    - Planning a staff oriented PRODiG (Promoting Recruitment, Opportunity, Diversity, Inclusion and Growth) program
    - Strengthening the Bias Act Response Team's ability to diminish acts of bias
    - Expanding the college's diversity, equity and inclusion (DEI) education program for employees and students
9. Design strategies that celebrate and financially support scholarly accomplishments, program excellence, and employee expertise.
10. Continue to grow opportunities for engagement between students and alumni.

Local Community

1. Establish a college community advisory board and advocacy group.
2. Expand the college's presence and role in the city and town of Oneonta as well as other areas of Otsego County.
3. Develop a regional plan with key community stakeholders that will allow the college to contribute to regional economic, cultural and community development and integrate the college's expertise using
    - a network of student internships
    - applied scholarship
    - promotion of arts and culture
    - support of business and entrepreneurship
    - its research centers and
    - continuing education and workforce development opportunities.
4. Expand the college's regional leadership through established collaborations and key partnerships with local and regional research centers, health care systems, human service organizations, and educational institutions.

Summary

The Phase 1 Campus Profile report provides contextual background for SUNY Oneonta in order to establish a solid foundation for the FMP study. In order to connect the College's Vision, Mission, and Values with the FMP's proposed planning actions, the Advisory Committee developed a set of planning principles for the study. Decision making was informed by these principles, and they played a significant role in the development of the three concept alternatives (Phase 4) and provided a rubric for assessment of the final recommendations (Phase 5).

The Phase 5 Final Recommendations respond to the opportunities outlined in the Phase 1 report, as well as the College's Institutional Agenda, Vision, Mission, and Values by giving physical form to the resources necessary to meet future campus needs and goals.

Phase 2: Assessment of Physical Conditions Summary

The Phase 2: Assessment of Physical Conditions report provides a summary of existing conditions on the College at Oneonta campus. The assessment is informed by the 2010 FMP report and subsequent studies, which include the 2019 ADA Accessibility Assessment, the 2019 Parking Study, the 2022 SUCF AiM Asset Life Cycle Analysis, as well as records from projects completed since 2010. Through referencing these materials, performing site visits to observe and document physical conditions, and meeting with members of the SUNY Oneonta campus, the consultant team was able to comprehensively assess the condition of the campus and its facilities. Meeting with members of the campus was especially important for gathering anecdotal impressions of existing conditions, program needs, and desired improvements. The following text briefly highlights a few of the key findings of the sections included in that report:

Land Use

While the SUNY Oneonta campus has well-defined residential and academic zones in close proximity, the topography and steepness of the walks from the lower residence halls to the academic core increases the perception of distances. During meetings with students, a common concern heard was the need for additional opportunities for outdoor recreation (e.g., volleyball, basketball, frisbee), especially adjacent to the residential zones. Additionally, the land comprising the northern reaches of campus (beyond the tennis courts), is viewed as a potential site to realize multiple campus initiatives, including building stronger and more visible connections to the College Camp, which is seen as a valuable yet underutilized resource.

Circulation

The existing roadways on the campus can make for confusing vehicular circulation and wayfinding. Conceptually, the idea of connecting East Dorm Drive to South Dorm Drive near Tobey and Littell Halls is seen as an opportunity to redefine the loop road around the campus and simplify circulation. The FMP team noted additional weaknesses with campus roadways and parking related to circulation patterns, pedestrian

safety, and placemaking. There is opportunity to improve on the existing conditions through thoughtful design enhancements. As part of the FMP effort, a separate signage and wayfinding study was performed for the campus (see Appendix B of Phase 2 report).

Opportunities for pedestrian circulation improvements have also been identified. Some of the existing crosswalks would benefit from upgrades to improve pedestrian safety. Additionally, the pathway network in the eastern residential zone, which has evolved piecemeal over the years, would benefit from a more holistic approach. The comprehensive redesign of pathways in this location has the potential to improve circulation, accessibility, and drainage, and to create additional greenspace for recreation. Currently, there are mostly informal pathway connections to downtown and the northern reaches of campus. Formalizing and strengthening these campus connections is viewed as a worthwhile endeavor.

Landscape

The College maintains a policy to plant two new trees for every one tree removed. This approach is commendable, but the core campus is running low on potential planting locations. Less-central areas of campus, such as those north of the tennis courts, could be potential sites for reforestation. There is also potential to coordinate tree planting work with the desire to establish a campus-wide arboretum. Additionally, while a well-maintained lawn will always be part of the traditional campus aesthetic, there are opportunities to streamline managed lawn zones and introduce open meadow areas, especially on steep slopes where maintenance is difficult. Optimization of lawn areas and reforestation of select open sites has the potential to alleviate maintenance costs, reduce stormwater runoff, reduce use of fossil fuels, and increase habitat value.

Geography

The sloping topography of the campus, combined with large areas of impervious paving, creates challenges for managing stormwater. Currently, the campus is 50% underserved in managing runoff. Residential Parking Lot 57 currently also serves as a stormwater pinch point, with the entire side of east campus draining off into it. There are opportunities to improve stormwater management with targeted projects as well as taking stormwater issues into consideration for every construction project.

The SUNY Oneonta campus hosts several stunning views into the greater landscape. One of these views has been capitalized on with the construction of the Welcome Center, but there are additional opportunities to enhance other significant views to strengthen the sense of identity for the campus.

Building Conditions

During the spring of 2022, the FMP consultant team assessed the buildings on the SUNY Oneonta campus in order to compare any observed deficiencies with the needs identified in the 2011 FMP and the current SUCF AiM asset management system (see Appendix A of Phase 2 report). This process involved performing a qualitative review that included interior components such as floors, walls, ceilings, stairs, and elevators, as well as exterior components including foundations, walls, windows, doors, and hardware. Building mechanical, electrical, plumbing (MEP) infrastructure systems were also assessed. Overall, the buildings were found to be in good condition; a result of the College's commitment to proactive maintenance and an appropriate asset renewal schedule.

Information Technology

The College's mission critical IT spaces located in Milne Library and the Netzer Administration Building are well maintained. According to current models, the campus-wide data distribution network should be able to accommodate growing data transmission demands for the next 10 years, thanks to the recent improvements. Campus Wi-Fi has a large coverage base, but a heatmap for the whole network has not yet been developed to identify potential weak areas. This may need to be undertaken in the coming years if plans for improvement are being contemplated.

Audiovisual

The largest issue noted for AV was the lack of publicity around what technologies various classrooms and facilitates have to offer, as well as how they might align to pedagogical methods. For example, the Technology Enhanced Active Learning (TEAL) facility was created to support Active Learning initiatives, however, it is underutilized.

There is opportunity for greater collaboration between end-users, both faculty and students, and the AV management group to ensure that the technology is best supporting the needs of the community, and that the community is taking full advantage of the technology that is made available.

Security

The SUNY Oneonta campus access control system is based on the Millennium access control system software, which has been in use at the campus for over 20+ years. The system is connected to approximately 800 +/- doors across campus. Given the system age and size, there are almost daily failures of either door hardware or access control equipment. Card access systems rely on various types of power supplies. Most of these power supplies are provided with batteries to maintain functionality in the event of power loss or degradation. These batteries need to be replaced approximately every 24 months, and often do not function reliably. Expansion of emergency power generation across the campus will need to include integration of the card access system.

Summary

Observations collected during Phase 2 form a foundation for the physical improvements suggested in the Phase 5 Final Recommendation report. Concerns about building conditions prompted discussions about the most appropriate uses for each building. Thoughts on pedestrian circulation led to the testing of roadway and pathway improvements. Conversations about campus landscapes and open spaces provided guidance on opportunities to strengthen and enhance the campus grounds.

Phase 3: Assessment of Space Needs

The Phase 3: Assessment of Space Needs report evaluates the current and future space needs for SUNY Oneonta based on enrollment projections. Currently, the College has 1.9 million square feet of facilities. Of this total, roughly 670,000 gross square feet are devoted to residence halls, and 1,230,000 are dedicated to academic space or support functions. Compared to the other SUNY University Colleges, SUNY Oneonta is relatively lean; the only College having less academic/support space per student FTE is SUNY New Paltz.

Looking at just academic space, SUNY Oneonta has the lowest assignable square footage (ASF) per student FTE of all the SUNY University Colleges. Currently, Oneonta is at less than 40 ASF per student FTE, roughly 80% of the College's next closest peer, New Paltz. In addition, SUNY Oneonta has 67% of Geneseo's allocation, a college focused on general liberal arts education that lacks Oneonta's significant science, professional, and visual and performing arts programs.

Early in the last decade, the SUNY University Colleges avoided the substantive declines of SUNY Community Colleges. But recently, as of Fall 2017, the first-time, full-time student enrollment has declined consistently across the twelve University Colleges. Even with these recent enrollment declines and the resulting increases in academic space per FTE, SUNY Oneonta's enrollment would have to decline further to 4,250 student FTEs to reach the current median.

Enrollment Scenarios

The enrollment model used for the space needs assessment assumes a declining enrollment over the next decade. This model is not a prediction, but rather relies upon and extrapolates the most recent historical enrollment at the College, the SUNY University Colleges, and the SUNY System. The College will continue to develop various enrollment strategies through new programs, student recruitment, and student retention in order to mitigate the anticipated decline. This means that the targets set in the analysis are movable, and the assessment can vary.

Two enrollment scenarios were utilized to assess future space needs. Scenario 1 has a target of 5,250 student FTEs. Scenario 2 has a target of 4,750 FTEs, which is roughly 22% below Fall 2019.

The implication of these two targets, along with the recent decline seen in the Fall 2022 enrollment, is that the FMP cannot be based on the premise that an overall space deficit will require an incremental expansion to the College. Instead, the plan focuses on selective deficits and whether those deficits can be resolved by the adaptive reuse of existing facilities or are better addressed through new construction.

Methodology

The academic portion of the space needs assessment is constructed from the program level up. First, individual academic departments within each School were reviewed, starting with the program offering and the related headcount enrollment. Then, enrollment projections were determined based on each department's unique programs.

Next, the student FTE enrollments by lower-division, upper-division, and graduate level were projected. These student FTEs are essential in understanding academic departments with a significant service role, either towards the general education offering or supporting another department's majors through either prerequisites or corequisites.

The student FTEs, historical and projected, were then correlated to instructional delivery by weekly student contact hours (WSCH). By identifying the WSCH, individual instructional modes such as lecture, lab, independent study, or practicum can be quantified, converting those activities into facility resources. Finally, an instructional staff model was utilized to convert student FTEs into faculty FTEs.

The net result of these efforts is a space profile for each academic department providing existing and needed space for departmental offices, teaching space, research space, and specialized space not accommodated under the previous three categories. The assessed need is for space required today and the projected requirements at five and ten-year intervals.

Departmental Space Needs

The School of Liberal Arts & Business

The School of Liberal Arts & Business has thirteen departments: Africana and Latinx Studies, Art, Communication and Media, Economics, English, Foreign Languages and Literatures, History, Management, Music, Philosophy, Political Science, Theatre, and Women's and Gender Studies. Significant deficits in the visual and performing arts are projected for 2030.

The School of Sciences

The School of Sciences has nine departments: Anthropology, Biology, Chemistry & Biochemistry, Earth & Atmospheric Sciences, Geography & Environmental Sustainability, Mathematics, Computer Science & Statistics, Physics & Astronomy, Psychology, and Sociology. Substantive deficits are projected to remain in 2030 for Chemistry & Biochemistry, Psychology, and Sociology.

The School of Education, Human Ecology & Sports Studies

The School of Education, Human Ecology, and Sports Studies is comprised of three departments: Human Ecology, Education and Sport and Exercise Sciences. The Department of Sport and Exercise Sciences, which offers majors in Sport Management and Exercise Science along with a broad spectrum of courses for professional preparation, is the growth element within the School, and is projected to have a space deficit in 2030.

Classroom Inventory

The assessment of space needs also included studying the sizes of class sections at SUNY Oneonta. The most significant number of sections for a given enrollment is 64 sections at 25 students each. A secondary peak is at 40 students with a total of 40 sections. The section count by registration descends from there, with only a scattering of sections over 100 students.

This size distribution is a significant problem in that roughly 25% of the classroom space inventory at the College is devoted to capacities between 110 seats and 385 seats, mostly located in the Hodgdon Instructional Resource Center. Those rooms are significantly underutilized because the College has few large enrollment sections. Based on the recent Fall 2022 course schedule, the number of large lecture sections will continue to decline.

Hodgdon Instructional Resource Center

The IRC represents both a significant utilization problem and a significant rehabilitation opportunity for the College. In terms of utilization of the nine lecture halls/classrooms, as the room capacity goes down, the utilization goes up. This is because the four smaller rooms are sized at the "sweet spot" of the College's classroom need, with few other similarly sized classrooms available elsewhere on campus. As a result, these rooms meet their fill requirements and are over-scheduled regarding the total number of sections.

The largest lecture space in the building, IRC-3, is the least used. While the capacity is 385 seats, only two of the current sections exceed 100 students. Most sections are here because the College cannot provide any alternative. IRC-3 is also used for non-academic assembly, though the largest current user is an off-campus entity.

Summary

At a macro-level, the Phase 3 assessment suggests that while enrollment is projected to decline, there is a need for additional academic space. This is due to SUNY Oneonta's current deficits in academic space in comparison to its peers, and the discrepancies between the existing classroom inventory and the current pedagogies.

At a micro-level, each of the individual departments at Oneonta has unique space needs that are addressed as part of the Phase 5: Final Recommendation. Solutions to issues such as departmental identity, department co-location, sufficient student activities space, and right-sizing classrooms are proposed as part of the Phase 5 work. Many departments have adequate space today, and will not increase their needs through 2030. Other departments are projected to experience a deficit of space, and their needs will need to be addressed through careful planning and renovations that better allocate space on campus. By continuing to identify opportunities for reallocating and transforming space to better suit its needs, SUNY Oneonta will ensure that it continues to be a vibrant learning community well into the future.

Phase 4: Concept Alternatives

The Phase 4: Concept Alternatives report studies three concept alternatives for future facilities and campus renovation and development at SUNY Oneonta. The concepts were arrived at through the analysis and synthesis of a wide range of information and data sets into viable development plans.

The development of concept alternatives was approached as a scenario planning exercise, where each concept represents a possible future for the College. This methodology allows for flexible long-term planning that is able to incorporate factors that are often difficult to formalize such as insights about the future, alternate sets of values, and innovations in pedagogy, technology, or business model.

Development of the concept alternatives began with a one-day design workshop/ charrette at the College in March 2022. During that session, two preliminary options for a new classroom building or addition were shared with the Facilities Master Plan (FMP) Advisory Committee. The Committee reviewed these concepts, offered suggestions for improvement, and explored possibilities for placement of new buildings or additions using scaled paper cutouts and site plans. The day also included specific sessions to brainstorm possibilities for site development and to identify engineering priorities.

Using an iterative design approach, these initial concepts were revised for each subsequent meeting of the Advisory Committee to solicit feedback in order to make changes for the following meeting. This occurred between March and October of 2022. By October, the Concept Alternatives were ready to present to the larger campus community to encourage dialogue and obtain feedback, and an open forum was held on October 26, 2022. The Advisory Committee finalized the Alternatives following the forum, and provided direction on the selected alternative, which is described in the Phase 5 Final Recommendation report.

Introduction to Final Recommendations

Introduction to Final Recommendations

Overall Strategy

The proposed improvements for SUNY Oneonta were developed in response to the findings from prior phases of the FMP, as well as the University's strategic and academic plans, building condition, and qualitative assessments such as interviews and committee meetings.

SUNY Oneonta requires the addition of facilities to its inventory to start to address the space needs identified in the Phase 3 Space Need Assessment Report. The need for additional space results from past and projected future program growth, as well as to facilitate vacating existing buildings for renovation. Specifically, the need for additional medium-size classrooms to support modern pedagogies has been identified as a top priority, as the current classroom inventory is not aligned to the current needs.

New construction has been identified as the preferred method to substantially add to the College's classroom inventory. Renovation of existing buildings could also be pursued to increase the number of medium-sized classrooms, but those types of spaces cannot be easily accommodated in the existing buildings. For example, Schumacher Hall's structural column grid limits suitability for retrofits for classrooms of the needed size. Also, given the current limited number of classroom facilities, taking any off-line for a renovation project exacerbates the issue of insufficient quantity. The final recommendation focuses on how new construction can be used to both expand capacity and facilitate renovation of existing buildings to address the College's space needs and desired improvements.

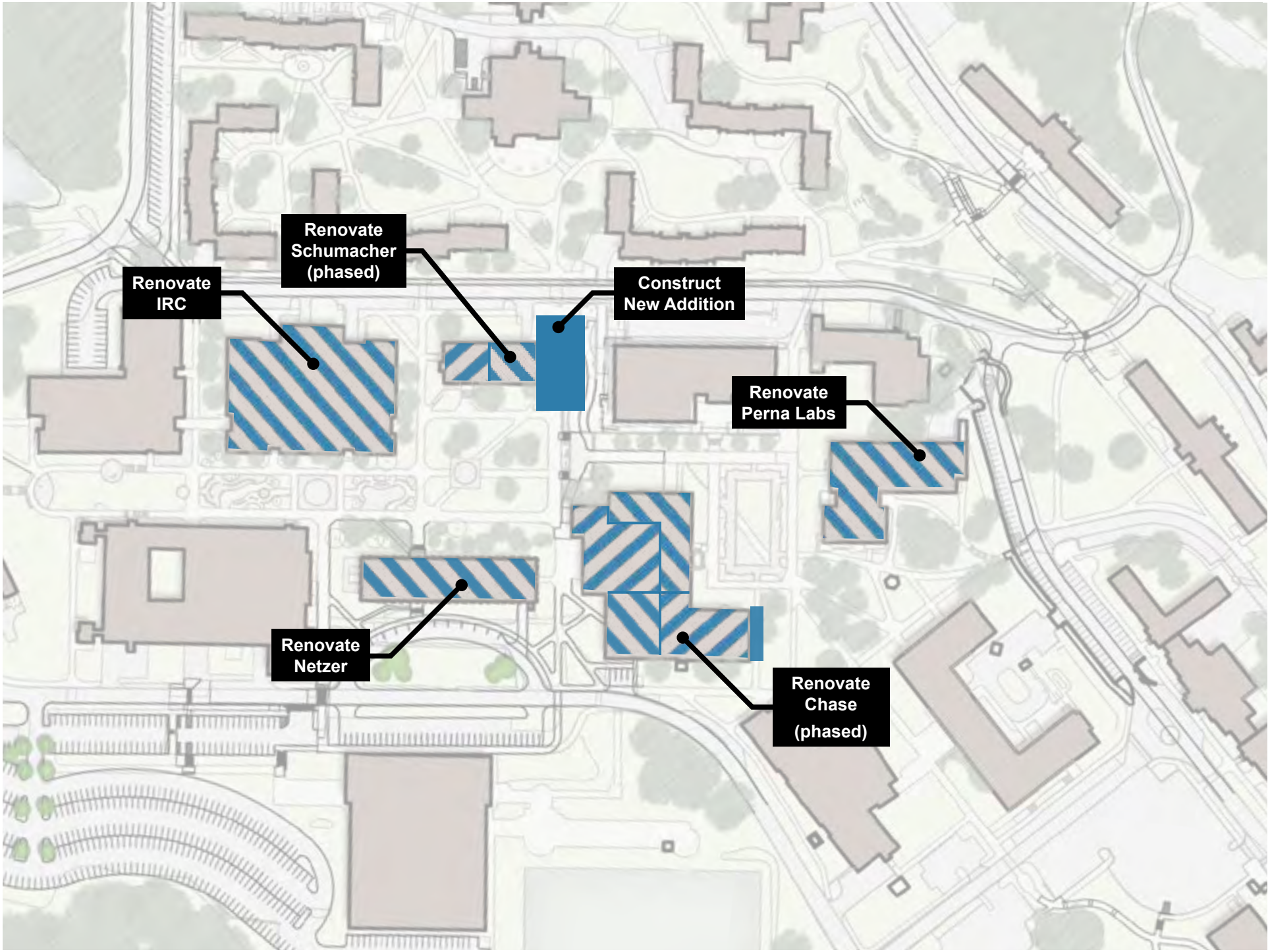
The Phase 5: Final Recommendation report outlines a series of key building and site projects, as well as provides SUNY Oneonta with recommendations for topics such as signage, AV, IT, and security. Realization of the recommended projects will shape the overall campus and its facilities well into the future. For this FMP initiative, the planning horizon extends to 2033, although some projects are shown for future planning purposes beyond that date.

Planning Principles

The FMP process allowed the Advisory Committee to have a high level of engagement and input, and the Committee developed the following planning principles to help focus the scope of the FMP work. The planning principles provide a crucial bridge from SUNY Oneonta's Vision, Mission, and Values, to the FMP's proposed planning actions. Throughout Committee meetings, decision making was informed by these principles, and they played a significant role in the development of the three concept alternatives (Phase 4) and provided a rubric for assessment of the final recommendations (Phase 5).

1. ***Transform instructional space inventory to support inclusivity and active learning***
2. ***Create/transform research spaces facilities***
3. ***Eliminate facilities bottlenecks or constraints to program growth & introduction of new programs***
4. ***Develop of a sense of place for Academic departments/program***
5. ***Develop facilities that support Student Diversity, Equity and Inclusion***
6. ***Provide indoor & outdoor gathering spaces to support the social & service development of our students***
7. ***Provide mindfulness, spirituality, recreation & fitness spaces***
8. ***Realign student support and services functions to best serve the student body***
9. ***Develop competitive athletic facilities that respond to accreditation quality and recruitment issues***
10. ***Improve access to public transport, parking, pedestrian, and vehicular circulation***
11. ***Integrate energy efficiency & long-term carbon reduction strategies***
12. ***Realign organization/location of administrative units***
13. ***Strengthen community relationships***

Building Recommendations


Renovate Schumacher (phased)
Renovate IRC
Construct New Addition
Renovate Perna Labs
Renovate Netzer
Renovate Chase (phased)

Building Recommendations

Recommendations for Key Buildings

The final recommendations for the FMP focus on a number of major building projects at the core of the academic campus. These key projects provide several enhancements to campus facilities, including a major addition to Schumacher to house medium-size classrooms, the Sociology department, and possibly another, smaller, department such as Women's and Gender Studies. This addition would greatly add to SUNY Oneonta's classroom inventory, which was found to be deficient and not aligned with current pedagogies in Phase 3: Assessment of Space Needs. Through various meetings with the Advisory and Executive Committees, it was confirmed that the deficit of medium-size classrooms compatible with the current pedagogies was the highest priority issue in terms of space needs.

The majority of SUNY Oneonta's classrooms are currently held within the IRC and Schumacher. Combined, these buildings provide 29 classroom spaces (approximately 31,900 sf), including the lecture halls. Following the capital projects recommended in this report, these two buildings, along with the new classroom addition to Schumacher, would provide the College with approximately 35 classrooms (~41,100 sf). It is important to note that the new inventory of classrooms would be sized to align with the current and projected needs, as determined by section sizes and pedagogies (see Phase 3 report).

Perna Labs and Netzer

The first major capital project to occur during the FMP study period (2023-2033) would be the renovation of the Perna Science labs. This project is currently in design (as of the writing of this report), with construction slated to start in 2024. The major renovation of the Netzer Building is also currently in design, with construction anticipated to begin in 2025. Once complete, the fully-renovated Netzer Building will be a vibrant student services hub for the campus.

New Academic Building Addition

The next major project would be the construction of the new academic building addition. It is sized at approximately 45,000 gross square feet, which includes 1,500sf of student activities space, 4,900sf of departmental space, and 16,000sf of classrooms. As identified in Phase 3, the greatest space need at SUNY Oneonta is for medium-size classrooms appropriate for classes of 40-50 students. Active learning spaces are desired in order to support current pedagogies, and the classrooms in the new addition would be sized at 1,000 - 1,200sf, which would yield approximately 15 new registrar-controlled classrooms. This addition will also house the Sociology department, which is a major user of the medium-size classrooms.

Through discussions with campus stakeholders, the preferred location for the new addition was determined to be between Schumacher Hall and Milne Library. This location is desirable because it is centrally located and adjacent to the main quad, yet it does not take away from the valuable central greenspace. The new building is being conceptualized as an addition to Schumacher, which is desirable for multiple reasons. One of which is the long-term campus goal of having an interior or covered accessible route connecting Fitzelle south to IRC, Schumacher, and ultimately Milne Library (via the addition). A covered accessible route is considered especially valuable for use during inclement weather. It is important to note that this site is a major east-west pedestrian corridor, and any new building/addition needs to take this into account and maintain access. Also, a potential wind-tunnel effect was voiced as a concern, and the issue should be considered during building design.

Another major benefit of constructing the new building as an addition to Schumacher is the synergistic connection that is created between adjacent programs housed in the two buildings. For example, the classrooms on a given floor of the addition could support the departments that have offices on the corresponding floor of Schumacher, given the potential direct internal connections between the two buildings.

IRC

Once the new addition is occupied, its classrooms would relieve the section scheduling pressure on the IRC lecture hall spaces, thereby enabling that building to be renovated. As shown in Phase 3, the large lecture halls in the IRC are generally underutilized, mostly due to the fact that they are greatly oversized for the current pedagogies. However,

some of the large lecture halls may provide a valuable function for non-academic large events throughout the school year.

A full rehabilitation of the IRC would allow for converting the majority of the large lecture halls into more-appropriately sized classrooms, but the project must include a thoughtful programming phase. It is important to further study the non-academic uses of the lecture halls in order to decide which spaces should be retained. This decision should also consider the potential to run large functions elsewhere on campus, such as the Hunt Union Ballroom, or by live-streaming to multiple locations.

Conceptual program studies of a rehabilitated IRC suggest that it would be possible to replace the five large lecture halls and adjacent support spaces with two large lecture halls and eight medium-size classrooms. Four additional classrooms would be provided across the hall in the western portion of the building.

With thoughtful design, the number of classrooms in the IRC building could increase significantly, and additional space in the building would also be made available for other uses. For example, the Communications and Media Studies department and the Instructional Resource Center unit would be given more space. Creating more suitable spaces for Communications and Media Studies is considered especially desirable based on the space needs assessment.

Schumacher

Another major project would be the total renovation of Schumacher Hall, with a programmatic focus on academic department offices while maintaining some classroom space. This renovation would likely need to be phased. Once complete, Schumacher and the connected new addition would provide programmatic synergies. For example, the structural column spacing in Schumacher limits the number of medium-size classrooms it could provide, yet the building is well-suited for departmental offices. By focusing Schumacher on academic departments, and the new addition on classrooms, the resulting mixed-use complex has a more vibrant atmosphere than if it were just devoted to a single programmatic element.

Chase

The other key building project proposed is the total renovation of the Chase Physical Education building. Like the Schumacher project, it is anticipated that this renovation will likely need to be phased. One major driver of this project is the pressing need to create more suitable spaces for the growing Sport and Exercise Sciences program. Another significant concern for this building is the swimming pool. The prior FMP summarized the issue succinctly; "The current swimming pool has reached the end of its useful life and a replacement is urgently needed in the next five to 10 years." The concept proposed is to replace the existing pool rather than building a entirely new natatorium facility, which is difficult to accomplish adjacent to Chase given the tight site in the core of campus. Also, it might prove difficult to secure capital funding for a new natatorium building. Under this concept, the existing six-lane 75' x 38' pool is replaced by an NCAA-compliant eight-lane 25m (82') x 60' swimming pool. In order to accommodate the increased footprint in the existing space, the mezzanine would be eliminated, and the building wing would likely have to be extended slightly (±12') to the south. While the new pool would be designed to accommodate diving as well as swimming, it is important to note that a 25m long pool is too short to allow for both activities to occur simultaneously.

Additional Building Recommendations

Besides the key building projects described in the prior section, the FMP includes a number of additional recommendations for the building facilities on the SUNY Oneonta campus. During meetings with the Advisory and Executive Committees, a list of goals related to building facilities was created while developing the concept alternatives for Phase 4 of the FMP. All of the alternatives aimed to:

- ***Reorganize academic departments to:***
  - ***Co-locate departments that are currently split***
  - ***Gather departments in one school together where possible***
  - ***Address projected expansion and contraction***
- ***Diversify use of Bugbee Hall with compatible programs***

- ***Reconfigure IRC to right-size teaching spaces***
- ***Improve spaces in Schumacher***
- ***Create more suitable spaces for Communication & Media Studies***
- ***Create more suitable spaces for Sport and Exercise Sciences***
- ***Renovate Chase in phases to address space needs***
- ***Renovate Netzer to focus on student success and persistence***
- ***Renovate labs in Perna Science***
- ***Develop a Downtown presence***

While many of these goals are being addressed by the key projects described previously, others are not. The reorganization of academic departments across the campus is especially of interest, and while it is partially addressed through major capital projects, it would also require a series of minor projects.

Programmatic Changes in Buildings

Inside the SUNY Oneonta academic buildings, several programmatic changes are recommended. The campus is fortunate in that many of its buildings currently have clearly defined programs, with the units forming strong adjacencies. Still, certain departments could benefit from improved locations. Additionally, each of the individual departments at Oneonta has unique space needs that are described in the Phase 3 report. Many departments have adequate space today, and will not increase their needs through 2030. Other departments are projected to experience a deficit of space, and their needs will need to be addressed through careful planning and renovations that better allocate space on campus.

This Facilities Master Plan update includes studying the reorganization of departments in order to; co-locate departments that are currently split, gather departments in one school together where possible, and address projected expansion and contraction.

Impact of New Executive Order 22 – "Leading By Example: Directing State Agencies to Adopt a Sustainability and Decarbonization Program"

"EO22" was issued by Governor Kathy Hochul in September 2022. It provides updated guidance and revokes previous Orders affecting energy efficiency and greenhouse gas (GHG) emissions, including EO88 and EO166. There are 75 affected entities – state agencies and departments including SUNY. EO22 describes requirements for affected entities regarding sustainable procurement, reducing GHG emissions, reducing waste, improving electricity reliability, climate resilience and adaptation, promoting biodiversity and habitat protection including native species and pollinators, and beneficial impacts on disadvantaged communities. A GreenNY Council, with leaders from state entities, will implement the order, issue guidance documents and provide technical support.

The following sections of EO22 may be of particular interest and will be considered in future revisions to Directive 1B-2:

- VII(B) Beginning Jan. 1st, 2024, **new construction shall avoid fossil fuels** "excluding the necessary use for backup emergency generation and process loads".
- VII(C) By 2025, **energy savings** targets of the BuildSmart 2025 Program must be achieved. 2030 energy savings goals will be established for affected entities by 2025.
- VII(D) Starting Jan. 1st, 2023, design teams shall calculate the **total embodied carbon content** of their new construction projects and significant renovations. Bidders shall submit environmental product declarations (EPDs) showing embodied carbon content of building materials.
- VII(E) By 2035, 100% of light-duty vehicle fleets will be **Zero Emission Vehicles (ZEVs)**. 100% of medium- and heavy-duty vehicle fleets (over 10,000 lbs.) will be ZEVs by 2040. Vehicle fleet decarbonization plans must be developed within one year (three years for medium- and heavy-duty). **Battery electric vehicles and hydrogen fuel cells** are the priority. OGS shall provide guidance and coordinate phased implementation of

ZEV charging stations.

- VII(F) **Distributed energy resources (DERs) and energy storage** shall be evaluated for inclusion to the maximum extent possible. [This is not defined but would likely include on-site solar PV, wind turbines, battery electric and other electric power generation and storage, but not fossil fuel-based systems.]
- VII(G) The **DEC Value of Carbon** shall be used for evaluating greenhouse gas emissions reductions.
- XI(C) **Climate change adaptation and resilience** shall be incorporated into building projects.

AV, IT, & Security Recommendations

Audiovisual

The Audiovisual or Instructional Technology systems on the SUNY Oneonta campus span across a variety of facility types and use cases. Supporting both the educational mission as well as student life, AV systems are some of the most common technology deployments a student, instructor, or visitor will interact with. Furthermore, as desire and need to support changes in remote learning develop, AV will be at the core of how campus events are captured and viewed – within the campus community and the larger world audience. The need for a continued focus on AV systems and their integration with both the physical buildings and facilities they are installed in and the campus community members which will utilize them is an essential component in developing a future technology strategy.

The typical AV deployment found in facilities across campus is described in detail in the Phase 2 report. Overall, the AV systems on the SUNY Oneonta campus have been designed in a consistent fashion, with a uniform feature set, and similar methods of operation. As is typical on any campus deployment, there are several generations and tiers of systems in active use following an equipment refresh schedule.

AV Recommendations

- Expedite campus-wide transition to Extron controls to reinforce deployment uniformity
- Create methodology for user group / stakeholder feedback to the AV groups
- Advertise latest AV upgrades and planned upgrades
- More accurately monitor facility usage (such as TEAL) to provide metrics for future upgrades / deployments. EMS scheduling platform and booking panels / occupancy can be used to assist in this
- Maintain tight workflow between technology teams and facilities design teams to ensure best practices are being followed with regard to space planning, room geometry and viewing angles, acoustics, etc.

Information Technology

The observations and recommendations in this section relate to information technology systems at SUNY Oneonta.

Milne Library and the Netzer Administration Building each house components of the campus-wide data backbone. Both locations are well-kept mission critical spaces. Power for these spaces is backed up by UPS units and generators. CRAC units supply the required air conditioning to keep the rooms climate controlled. A recently completed project has fortified the campus-wide backbone distribution cabling. Wi-Fi and cellular coverage are being actively assessed and upgraded as needed. The addition of any new buildings to the campus will need to be assessed for impacts to each observation.

IT Recommendations

- Develop a network trend assessment model to explore future connectivity needs regarding network upgrades.
- Create a Data Center Operations manual for support staff. This document should be a curated collection of assessments and remediations, methods of procedures, and a complete set of associated drawings. It has been noted that a disaster recovery plan is being identified. Once complete, that report should be included in the manual.
- Continue to pursue power optimization strategies.
- Undertake a campus-wide heatmap survey to illustrate the coverage areas and the cohesiveness between them in relation to the campus standard. Formal documents should be curated and used to upgrade and expand campus use and deployments.
- Undertake a campus-wide cellular survey / heatmap for blanket campus coverage. This coverage survey would help the College create a Strength, Weakness, Opportunities and Threats (S.W.O.T.) analysis for cellular coverage.
- Extend cellular signals into basements and tunnels. This could be achieved by using a cellular repeater system.

Security

The recommendations in this section relate to the physical electronic security system, the associated sub-systems, and their connected components.

Physical Electronic Security Systems Recommendations

Access Control System (ACS)

The SUNY Oneonta campus access control system is based on Millennium access control system software and hardware. This system has been in use at the College for over 20 years, and it is connected to approximately 800 +/- doors across the campus.

The system architecture is made up of the following components:

- ***ESCU – Master Controller:*** These are master access control boards. They are typically located in IT closets, and they have all been upgraded by the campus to-date.
- ***DCD – Door Control Device:*** These Door Control Devices (DCD) are older, downstream devices that are connected to the ESCU. The installation locations of the DCDs are typically above doors, which can make replacing and upgrading them a more time-consuming process. There are approximately 800 DCDs installed on the campus.
- ***eDCD – Enhanced Door Control Device:*** These are the newer version devices designed to replace the DCDs. They are upgraded on a continual basis. As of August 2021, 200 of the older DCD boards had been upgraded to the new eDCDs.

Millennium System Software Recommendations

- Keep software maintained and updated to the latest versions. Apply security patches to the OS as required.
- Periodically go through the system's software and user database to double-check that all users have appropriate permissions. Forgetting to remove users' access control permissions is a quick way to make the system vulnerable to attack.
- Staffing should be reviewed and considered to ensure there is

proper administration of the system and user database. The recommendation is for redundancy – there should be multiple individuals with expert-level skills managing the card access system.

Millennium System Hardware Recommendations

- ESCU – Master Controller: No action required.
- DCD – Door Control Device: DCDs are the older door controllers, and they should all be replaced with the new eDCDs. The process to replace SUNY Oneonta's DCDs has already begun, and replacements should be complete by the end of 2023.
- eDCD – Enhanced Door Control Device: These newer boards should be maintained via remote firmware updates. No other action required.

Access Control Card Reader Recommendations

- As of summer 2022, all the legacy card readers at SUNY Oneonta have been replaced. The card readers on campus are now capable of supporting both legacy credentials, as well as high security technology credentials.
- The mobile credential capability is supported by 497 of the 800 doors that have card readers. The other 303 doors need hardware upgrades in order to support mobile credentials. These upgrades are recommended, with the timeline for completion being dependent on SUNY Oneonta's timeline for rolling out mobile credentials.

Access Control Credential Recommendations

- Physical ID Card/Credential: The recommendation is to migrate students and staff to HID iCLASS credentials, which will provide higher security technology and mitigate any potential duplication.
- Mobile Credential: HID mobile access is recommended, which will allow for using a mobile device as a credential to access doors, networks, services, and more. Leveraging this credential technology can significantly increase convenience, boost efficiency, and maximize security. These credentials work with both Android and Apple devices. They are impossible to duplicate, and they can easily be issued and revoked via a web portal interface.

Physical Keys Recommendations

- The campus still relies heavily on the use of physical keys. Currently, these are mostly being managed by a software tracking system. Past key management has been somewhat haphazard, and the lack of a clear process for key retrieval has made the tracking system prone to error. There are several key tracking systems on the market that are software and hardware based. These systems can log and track keys by location as well as by the users that possess them.

Electronic Locking Hardware Recommendations

- Access controlled entry doors to buildings: There are approximately 350 entry doors into buildings. A number of these are not on the access control system, and they are only managed by a physical key lock. Many of these doors have aging locking hardware that is past end-of-life and requires constant maintenance. This makes procuring replacement parts difficult, which often leads to refurbishing on-site. Repeat failure is common.
- Electromechanical Lock: Each of the 686 card access locations that count as entries has one or more electromechanical lock devices – electrified strikes, mortises, vertical rods or electrified crash bars. It is recommended that the College engage a door hardware professional (or staff with expertise) for a campus-wide survey to determine where replacements are needed. Any new door hardware should be selected with the goal of maintaining consistency throughout the campus. Using standardized items allows the College to store surplus hardware more easily. Maintaining a surplus of hardware enables quick repairs with minimal downtime.

Security Exterior Doors at Campus Building Recommendations
As noted, SUNY Oneonta has facilities with aging door hardware that has undergone millions of cycles. The hardware on campus is made up of the following types: electric strikes, electrified mortises, electrified crash bars and vertical rod assemblies. There are several components of this hardware that are in dire need of replacement before they fail completely. A full assessment of door hardware on campus should be performed by a hardware specialist (or staff with expertise) in order to provide recommendations and a clear timeline for replacement. Other recommendations include:

- Access controlled entry doors to buildings: Key locations that lack access control should be identified and provided with access control locking hardware and security.
- Entry doors should be part of the campus-wide door hardware survey. Aging hardware should be replaced with new hardware and/or doors.
- There are many doors on campus that are configured "EXIT ONLY" with card-access-based prop alarm hardware. These should be reviewed, as they may be better suited as entrance doors.
- Any new door hardware added should be throughly vetted with the goal of creating uniformity of hardware types throughout the campus. A surplus of components should be maintained to enable quick repairs with minimal downtime.

Video Surveillance System (VSS)

The SUNY Oneonta campus video surveillance system was fully upgraded and completed in the fall of 2021. The system leverages software, cameras, and Network Video Recorders (NVR) provided by AXIS Communications. The current system has a video retention capability of 30 days.

Camera Location / Expansion Recommendations:
There are locations on campus lacking video surveillance that should be considered for future expansion of the surveillance network. Expansion would provide the campus police with the ability to monitor areas of the

campus that not currently covered:

- The main vehicle entries into the campus.
- The athletic fields and adjacent wooded area.
- All main lecture halls and any other spaces where many students gather.
- Bugbee Hall, which is a college-owned building that contains a childcare center run by an outside party. This building lacks any video surveillance, and it is recommended that it be monitored by the campus police.
- License Plate Recognition (LPR) is not currently used at SUNY Oneonta, but it is recommended for the vehicle entries into the campus.
- The Cooperstown Biological Field Station does not have any video surveillance cameras deployed. It is recommended that coverage be provided for this facility to allow it to be monitored by the campus police.
- Body worn cameras made by AXON are used by campus police, but there are currently no vehicle patrol (dash cams) in use. It is recommended that the College make use of this technology in conjunction with body worn cameras.

Blue Light Phones Recommendations

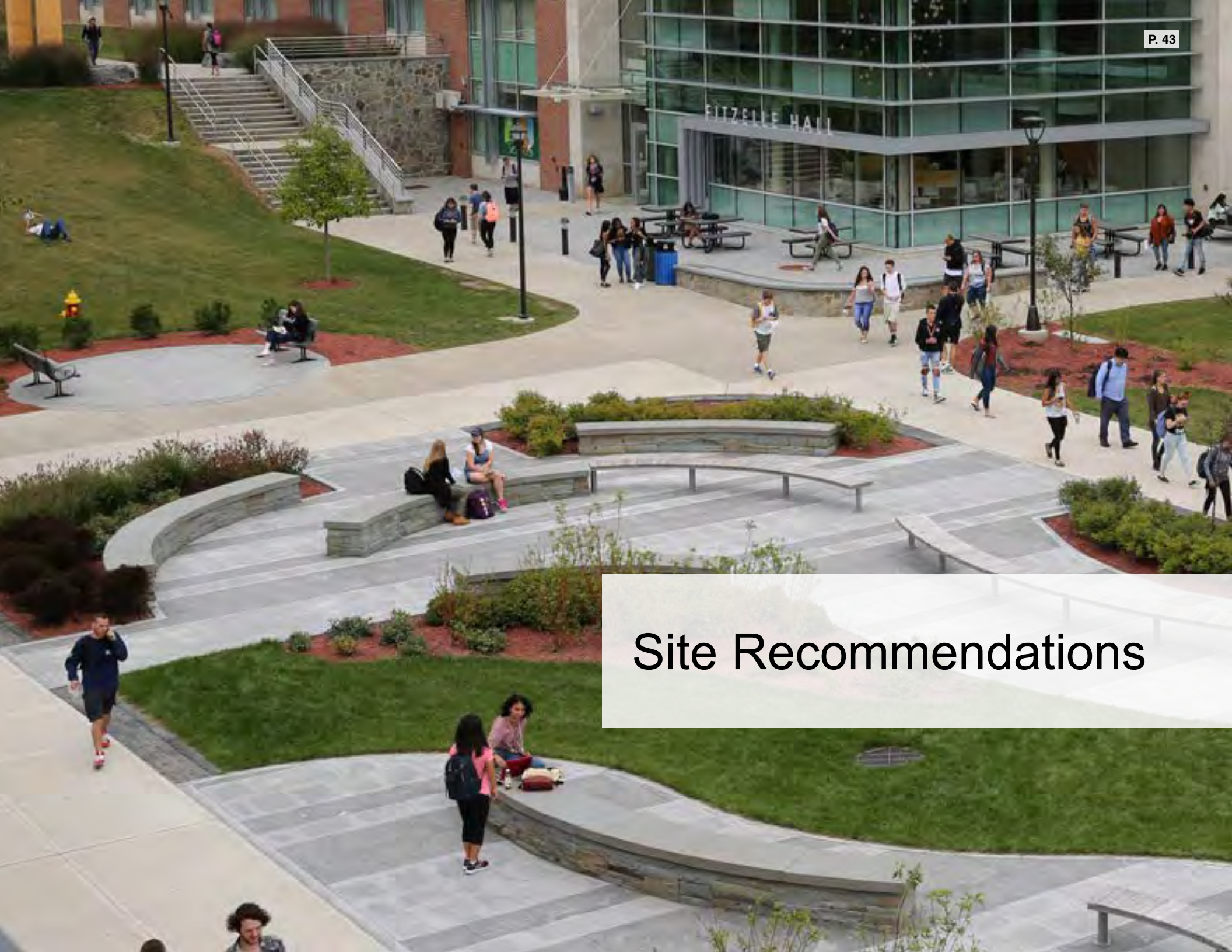
SUNY Oneonta has blue light phones spread throughout the campus grounds. These are a mix of analog units, with the majority being manufactured by Gai-Tronics. Recommendations for blue light phones consist of:

- All blue light phone locations should be retained, as they provide a sense of security for both students and staff.
- The trend on college campuses is to leverage mobile technology to send and receive notifications during events of personal emergency. This is done using applications that students can activate from their phones. The applications can also provide GPS tracking capabilities once activated. It is recommended that SUNY Oneonta consider this type of technology within the next ten years.
- A mass notification system is currently in use at Oneonta. This is a state-sponsored system that has the ability to send text alerts and make automated phone calls. It is recommended that the College continue to use this system.

Campus Vehicle Entry Points Recommendations

Currently, it is physically possible to control, restrict or prevent vehicle access to campus in the event of an emergency. It is unclear whether it is legal to do so, as public roads traverse the campus, and the College's status as a public entity may make its closure dependent on approval from a higher authority.

There may be scenarios where a specific, clear, and present danger permit campus security forces to take any action necessary to ensure the safety of the public for very short periods of time. The questions surrounding this require further study. It is recommended that the College provide power and data infrastructure to the main vehicle entry points to enable the use of a portable security station or vehicle control gate if ever needed.

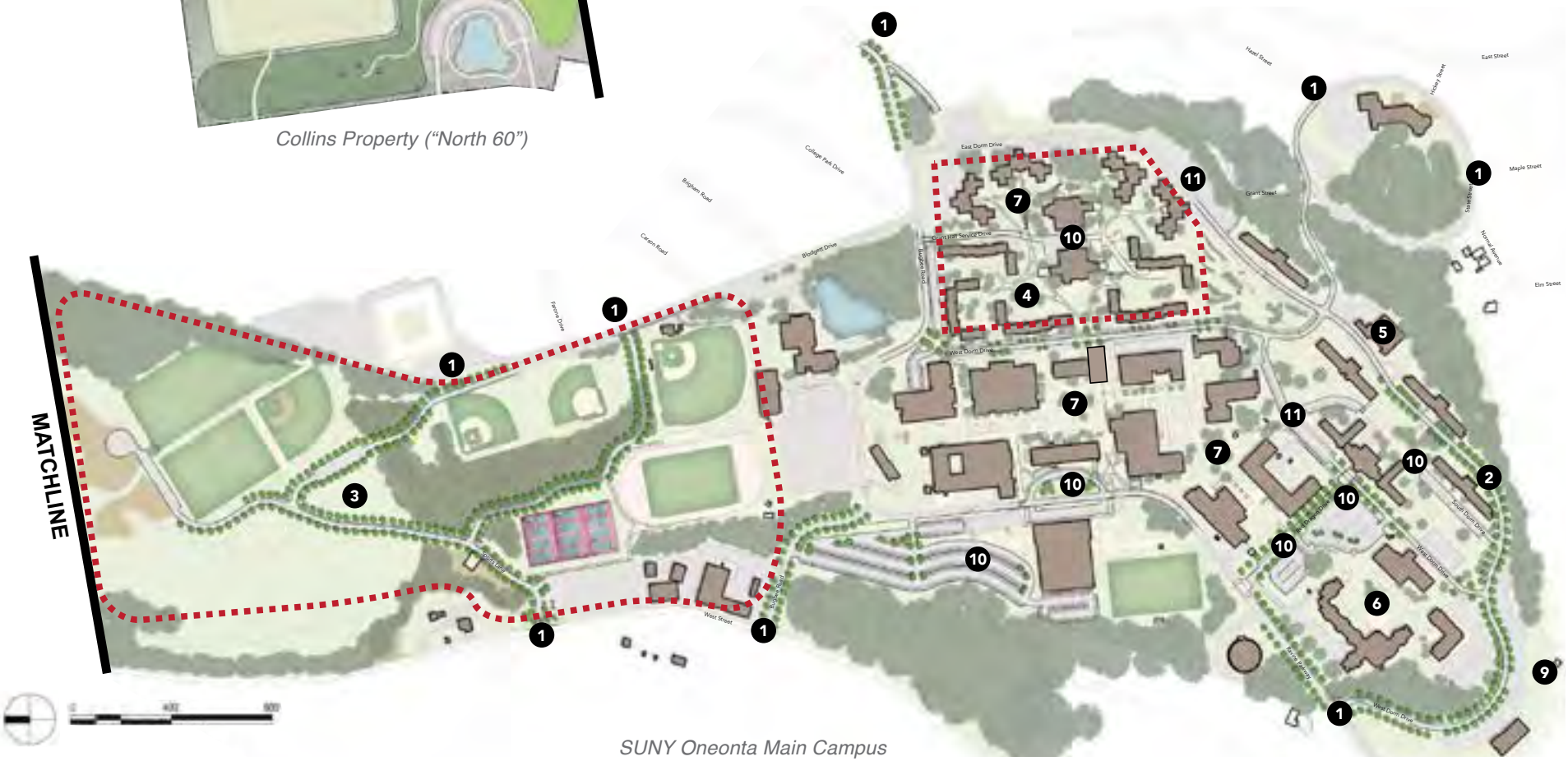


Site Recommendations

Collins Property ("North 60")

KEY

1. Campus Gateway Improvements
2. Complete Loop Road
3. North Campus Master Plan
4. East Campus Sidewalk Master Plan
5. Lee Hall Identity
6. Residential Recreation Spaces
7. Outdoor Learning Spaces
8. Pedestrian & Trail System Improvements
9. Collins Property Improvements
10. Vehicular Improvements
11. Landscape & Stormwater Management Improvements



SUNY Oneonta Main Campus

Site Recommendations

The following site projects are recommended in order to: elevate overall landscape aesthetics, reinforce campus identity and delineate property boundaries, and improve wayfinding for visitors, faculty, staff, and students.

Each of the following improvements are recommended, and are described in greater detail in the Phase 5 report:

- Campus Gateway Improvements
- Complete the Loop Road
- Develop a North Campus Master Plan
- Develop an East Campus Sidewalk Master Plan
- Enhance the Identity of Lee Hall
- Provide Residential Recreation Spaces
- Provide Outdoor Learning Spaces
- Improve Pedestrian & Trail System
- Develop Collins Property ("North 60")
- Improve Vehicular Circulation
- Improve Landscape & Stormwater Management

Campus Gateway Improvements

SUNY Oneonta has a distinct primary entrance on Ravine Parkway, where the College recently constructed an improved large-scale entrance gateway feature. However, the secondary and tertiary campus entrances are in need of improvements that increase their visibility and provide continuity of visual quality and materials that is consistent with the new gateway sign. Improvements are recommended for the following secondary entrances:

- Ravine Parkway Main Entrance – Continuing with the precedent established by the new gateway sign, extend materials such as plantings and lighting in order to lead the eye to the main campus, since the perceived entrance is far from the primary destination.

This newly constructed sign at the intersection of Ravine Parkway and West Street is appropriately-scaled, utilizes stone masonry to distinguish SUNY Oneonta from Hartwick College brick, and is heavily landscaped to provide seasonal interest and to increase the visual scale.

- Bugbee Road East Entrance – Clearly delineate the roadway from the campus by providing greater separation from the parking lot. Eliminate the guardrail and replace the sign with the new stone masonry standard. Provide additional landscaping, light poles, and banners.
- West Street Athletics Entrance – Improve the secondary entrance on West Street connecting to Sports Lane and the athletic fields. Redevelop this entrance drive with signage, including sports-related banners and lighting.

The following tertiary entrances on Blodgett Drive require minimal improvements to establish the campus edge:

- Blodgett Drive Athletics Entrances – Improve driveway and road connections along Blodgett Drive to provide additional access points to athletics facilities.
- Bugbee Hall – Improve tertiary entrances to Bugbee Hall at Hazel Street and Maple Street to reinforce campus identity. Provide site amenities that indicate that this parcel is part of the larger campus including standard signage, lighting, and landscaping.

The palette of materials established by the recently installed gateway sign at West Street should be continued at each of the entrances, but modified to correspond to the hierarchy of each entrance.

Complete the Loop Road

The goals of the vehicular circulation improvements are to improve wayfinding for visitors, minimize confusion and congestion in parking search patterns, and to reduce the potential for conflicts with pedestrians.

A potential vehicular loop around the campus can be completed by building the connection between West Dorm Drive and East Dorm Drive. There is a forthcoming site electrical infrastructure project that will enable this connection, as the route of the underground electrical infrastructure approximates the future roadway.

It is recommended that the College eliminate the turnaround in front of the Morris Conference Center and convert the section of West Dorm Drive between Red Dragon Drive and Bugbee Road back to two-way traffic. This two-way conversion was recommended in the 2020 Campus Parking Study by Nelson\Nygaard Consulting Associates, Inc. It may also be beneficial to consider converting South Dorm Drive to two-way as well.

A section of existing sidewalk connects West Dorm Drive to East Dorm Drive currently, and it can easily be converted to a roadway. Electrical infrastructure replacement will be occurring along the alignment and will enable future redesign as a roadway.

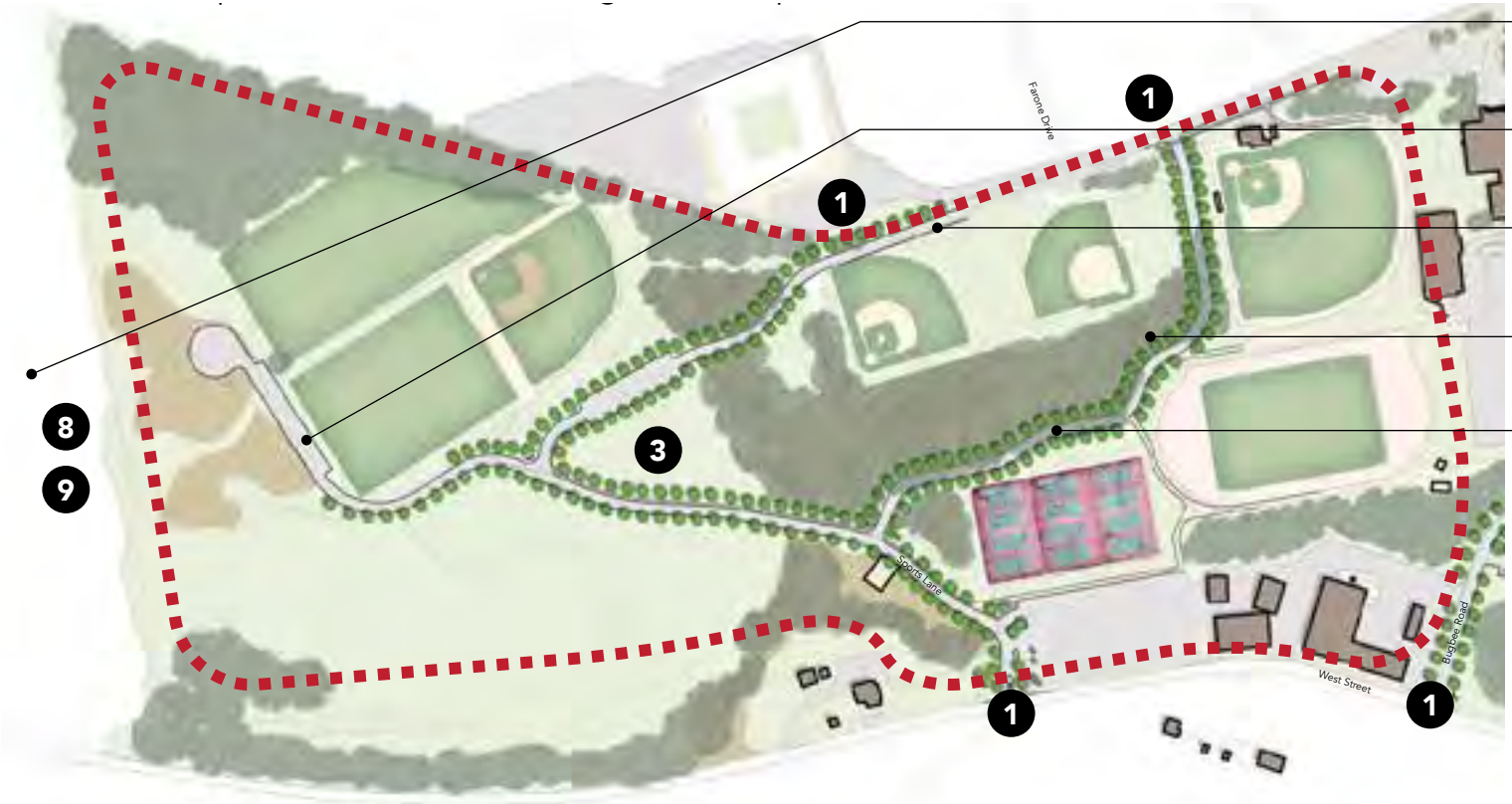
View of the existing sidewalk towards Tobey Hall

Develop a North Campus Master Plan

Further design studies should be undertaken to determine the feasibility of new road and sidewalk connections to the northern reaches of campus. Sports Lane should be designed as a complete street with an uphill bike lane, sidewalks, lighting, and landscaping. The road profile should be designed to improve visibility to the field destinations at the upper elevations, and to make connections to Blodgett Drive. Parking areas should be formalized and clearly signed for ease of use by visiting teams and spectators.

Road design for the Collins ("North 60") property will need to be coordinated with the other concept plan elements, including the proposed amphitheater and solar array. Extension of the roadway to the OAS parcels may be optional, dependent on whether further development is anticipated.

Potential roadway and/or sidewalk alignment behind (east of) the tennis courts



Potential connection to the Collins Property and beyond.

Provide formal parking; utilize porous paving where practicable.

Gravel road already exists; but it requires grading, drainage, and paving.

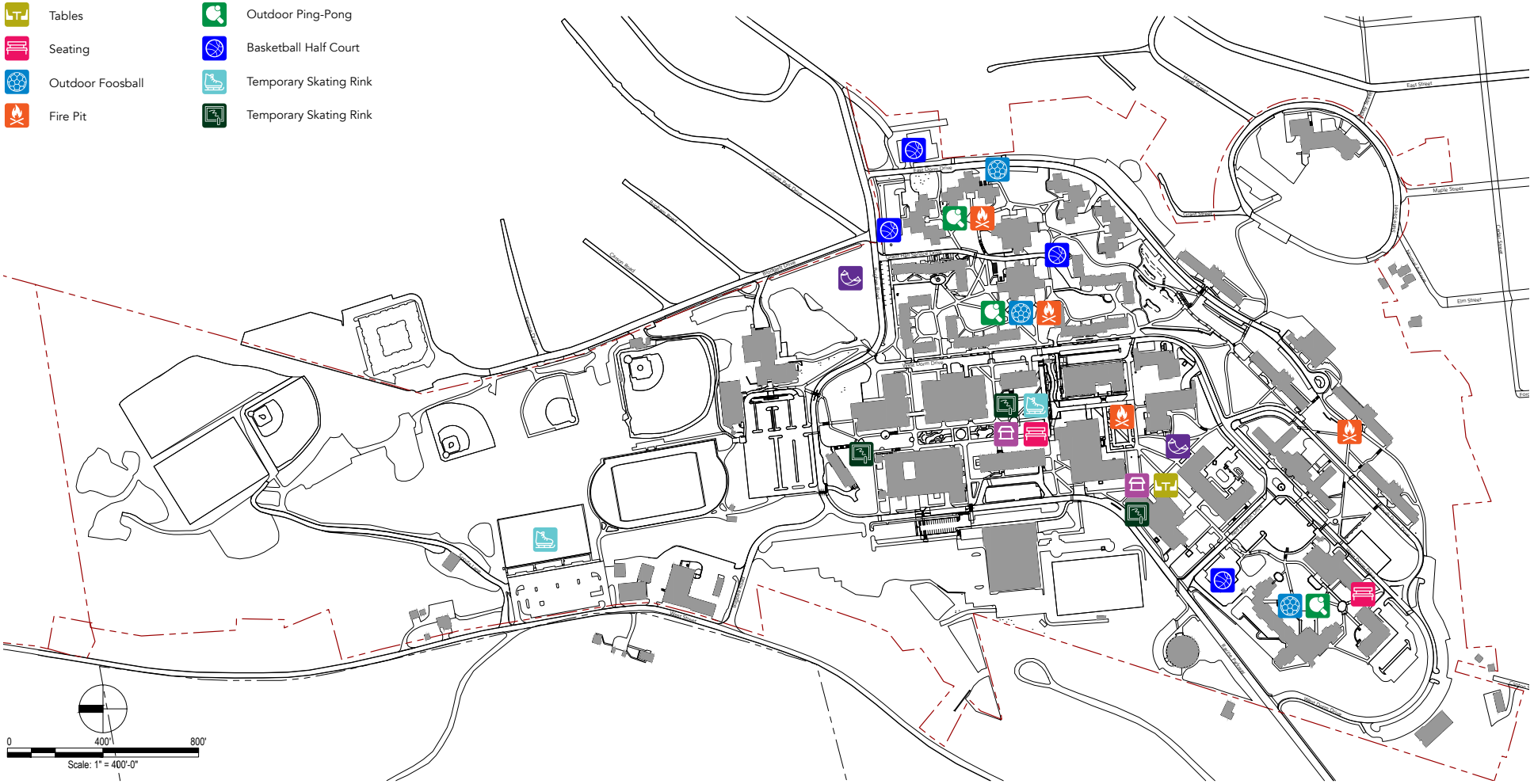
Steep slopes may require extensive regrading.

Flatter grades with more space available, but there is a need to consider runoff from slope above.

OUTDOOR RECREATION & LEARNING

LEGEND

- Hammocks
- Tables
- Seating
- Outdoor Foosball
- Fire Pit
- Shade Structure
- Outdoor Ping-Pong
- Basketball Half Court
- Temporary Skating Rink
- Temporary Skating Rink



Provide Outdoor Recreation Spaces

Multiple requests for increased outdoor recreation opportunities were heard during meetings with the College. Outdoor spaces are desired for formal and informal recreation, and a large-scale event venue is also of interest. Students repeatedly identified a lack of recreational spaces near the residence halls. The green space between Alumni Hall and Hulbert Hall is currently undergoing construction, and upon completion it will provide the adjacent residence halls with a more usable lawn area.

Informal recreation opportunities can easily be created on the main academic campus and residential areas through the addition of site amenities such as seating, tables, outdoor-quality ping pong and foosball tables, shade structures, and hammocks. Recently, many campuses have been adding gas or wood fire pits, which can help extend the outdoor season beyond the warmer months. The accompanying plan diagram highlights potential locations for various types of outdoor recreation.

The existing athletic fields can be improved to provide additional recreation options when they are not in use by athletic and intramural teams. The following improvements are recommended for the existing athletic facilities:

- Provide lighting at Alumni Field. Lighting should comply with International Dark Sky Association and IESNA recommendations to ensure community-friendly sports lighting.
- Improve signage and parking to allow users to navigate to fields.
- Improve drainage at the edges of the Blodgett Drive softball fields.

An example of a formal outdoor classroom that includes a chalkboard.

Provide Outdoor Learning Spaces

With the presumption that learning happens everywhere, the College should provide formal and informal outdoor learning spaces that can be used as classrooms, living laboratories, and study areas. An example of a formal outdoor learning space may include tiered seating, a shade structure, and a board for writing. Informal study areas can be enhanced with tables that include shade and possibly electrical charging capabilities.

Additional formal outdoor classrooms should be appropriately sized for small groups and preferentially located near academic buildings. Careful consideration should be made for the design; the site elements should not appear empty and desolate when not in use.

Improve Pedestrian & Trail System

Improvements to the campus sidewalk network include making new connections to downtown by formalizing and paving informal paths. ADA accessibility modifications on campus are ongoing, and should continue in the coming years.

The existing trail network that extends north from the athletic area of campus and connects to the College Camp should be enhanced with larger trail blazes and intermittent trailhead and wayfinding signage. The College should explore identifying trail loops with measured distances and approximate amount of time to complete in order to encourage greater use by the campus community. Trail loops should extend to the core of the campus, in order to provide walking/hiking opportunities that can be easily accessed by faculty, staff, and students in the course of a typical weekday.

- Improve the sidewalk and overall streetscape on Blodgett Drive to prioritize pedestrians and reinforce the campus identity.
- Redesign and formalize the "goat path" near Golding Hall that connects to Grant Street and Bugbee Hall.
- Create a new connection to Clinton Street near the Emergency Services Building.

The missing section of sidewalk on Blodgett Drive should be paved in concrete to give pedestrians priority. Campus-standard light poles can be added to help reinforce the campus identity and define this edge of campus.

Improve Landscape & Stormwater Management

Landscape

Much of the campus landscape is actively managed as lawn, athletic fields, and landscape beds. Steeply sloped areas of campus that are currently mown can be replaced with low-mow grass and meadow mixes, or low-growing shrub beds. In addition to minimizing maintenance costs and fossil fuel usage from mowing, converting lawns can slow stormwater runoff and increase infiltration.

The campus should explore analyzing the existing tree inventory using MyTree or i-Tree Eco, applications that allow users to enter location, size, and species data to calculate amount of carbon sequestration, stormwater mitigation, air pollution removal, and energy savings generated by trees. This activity can be integrated into academic curriculum and performed by students and provide additional data that can be incorporated into achieving the campus' carbon neutrality goals. Additionally, this exercise would provide insight into species and age distribution of existing trees on campus, allowing the campus to make informed decisions for future tree plantings.

There is a lot of support for development of a campus arboretum. This would require common signage identifying specific trees and could be enhanced using a website or mobile application that provides additional information.

Tree tags should be 3-inch by 5-inch UV-stable, anodized aluminum with simple text and graphic layout. If possible, tags should be mounted on the trees using stainless steel springs and aluminum nails to allow for an air gap between the tag and the bark. Tags should be mounted approximately 5 feet above grade. Ground stakes should only be used if located within a protected landscape bed, and not in mown lawn areas, as they can easily be damaged or displaced.

Composting

The College has expressed an interest in on-campus composting. As part of the site development of the northern sections of campus, which will likely require relocation of maintenance sheds, accommodations can be made for a small-scale compost facility. A small, aerated system at Mohican Farm in Cooperstown has been identified as a precedent. It

consists of an approximately 20-by-35 foot, 4-bay structure, which could easily be accommodated on campus. Its location should be removed from the general public, as odors, vermin, birds, and unsightly piles of organic material can be off-puting.

Additional study of on-campus composting is necessary, as a facility of economic scale might cost $1.5-$1.8M, and could require substantial campus resources to operate. The campus will explore partnering with the county at another location closer to waste transfer.

A small, aerated composting facility at Mohican Farm in Cooperstown.

Stormwater Management

Stormwater has historically been a concern for the campus and this concern will continue well into the future with the expectation of increasingly severe storm events. The College should continue to implement stormwater retention and treatment facilities with forthcoming construction projects, and should strive to design for additional capacity if possible. New roadway and parking lot reconstruction projects should incorporate facilities to retain stormwater on-site as much as possible.

Some strategies that can be explored in-depth as part of a larger campus-wide approach include:

- Roof Leader Disconnection. This has already been implemented by the SUNY Oneonta on the academic quad, the College should explore additional opportunities with each forthcoming project.
- Reduction in Impervious Areas. When parking lots and large plaza areas are redesigned, increase green space and utilize porous pavements when practicable.

Exceed Required Capacity. Consider increasing storage capacity of stormwater facilities to accommodate adjacent and future projects.

Example of bioretention planters at Orange County Community College.

Signage Recommendations

Gateways

Replace existing gateways.

Observations

There are several routes into the campus. Depending on the arrival experience, visitors do not have an exciting sense of arrival or welcome to the Oneonta campus.

Several entrances have identification signs but are easily missed because of their small size and orientation. In some cases, the signs seem to be placed at legal property lines rather than where one feels a sense of arrival.

Recommendations – Location

Routes into campus should announce SUNY Oneonta where the university's physical presence is recognizable (rather than at legal boundaries). The main Ravine Parkway entrance should be treated as a "primary" gateway. Other entrances should be considered "secondary" gateways, and be smaller and simpler.

Recommendations – Design

The three existing gateway signs are underscaled and weathered. There is a new stone gateway on Ravine Parkway, and additional campus gateways should utilize the same stone aesthetic. The stone can be used as a base, structural component, or landscape. Using the stone as a consistent feature will create a more unified appearance that supports the branding of SUNY Oneonta.

Gateways are often used for photo opportunities. Graduates, in particular, will be using the gateways for photo posted on social media.

New Gateway Sign at Ravine Parkway

Campus Gateways Examples

Arrival Experience

Add supplemental identifiers for the Welcome Center, Visitor Parking, and Hunt Union.

Recommendations: Welcome Center

The Welcome Center, visitor parking lot and Hunt College Union will collectively be the most important "landing zone" for visitors to SUNY Oneonta. It is the primary place to offer a formal welcome and acquire parking passes. Currently, the Welcome Center is not identifiable from either direction until a visitor drives past the Main Entrance. The Welcome Center can be made more identifiable by adding dimensional letters to the adjacent wall and/or above the main entrance door.

Visitors that need to find Admissions should be directed to the Welcome Center. Consider adding "Admissions" to Welcome Center signage.

Arrival Experience Examples

Vehicular Directional Signs

Help newcomers understand the campus and navigate to major destinations.

Observations

SUNY Oneonta's existing red and white signs are too low and the directional information is not large enough. The college logo takes up half the sign area and it is difficult to quickly read the lower directional information. Parked cars can obscure the signs.

Recommendations

The destinations have to take first priority. The existing letter height is 2 7/8" and increasing it will make it easier to read. Also, we strongly recommend the use of upper and lower case characters which are much easier to scan. The college name should be very small on these signs since they are located on campus and will be seen frequently.

Raising the existing signs will help bring the directional information closer to the driver's eye level. Sign messages should also be made reflective for dusk and night viewing.

Message Loads

Message loads should be limited to a maximum of 4 destinations. MUTCD suggests a maximum of 3 messages but this is not always possible in areas with many destinations. Long names should be abbreviated to fit on a single line so the sign can carry more listings. Vehicular sign listings are limited to 13-15 characters (varies depending on character width). Messages should be grouped by direction to help drivers.

Content

Locations should be listed in order of movement: left, right, ahead; then closest to furthest.

Locations

Signs on highways should be placed 200 feet in advance of the intersection. On lower-speed roads, shorter distances are acceptable: 100-150 feet.

Legibility Requirements

From MUTCD 2009, regulations require 6" capital letters and 4" capital letters for streets with speeds of 25 mph or less. SUNY's campus speed limit is 25 mph. Mock-up reviews are needed to confirm legibility during design. The font needs to be sans serif for legibility. Symbols may be used (parking, food, campus safety).

Vehicular Directional Examples

Parking Identification Signs

Mark designated permit parking areas for all users.

Observations

There are parking identification signs designated for residents, commuter students, faculty and staff. It is difficult to quickly comprehend the information due to the small size. The low contrast between the yellow and white makes that sign difficult to read.

Recommendations

Increasing the letter size, changing the typeface, and using upper and lower case letters will help with visibility. A higher contrast is needed with the white letters on the yellow background to help with legibility. A darker yellow or alternative dark color background are recommended.

Signs should have reflective text or background. Placing the signs higher will provide better visibility and reduce obstructed views from taller vehicles.

Parking Identification Examples

Digital Signage

Add digital infrastructure to quickly inform the public of events, emergencies, or serve as a public, and entertaining, message board.

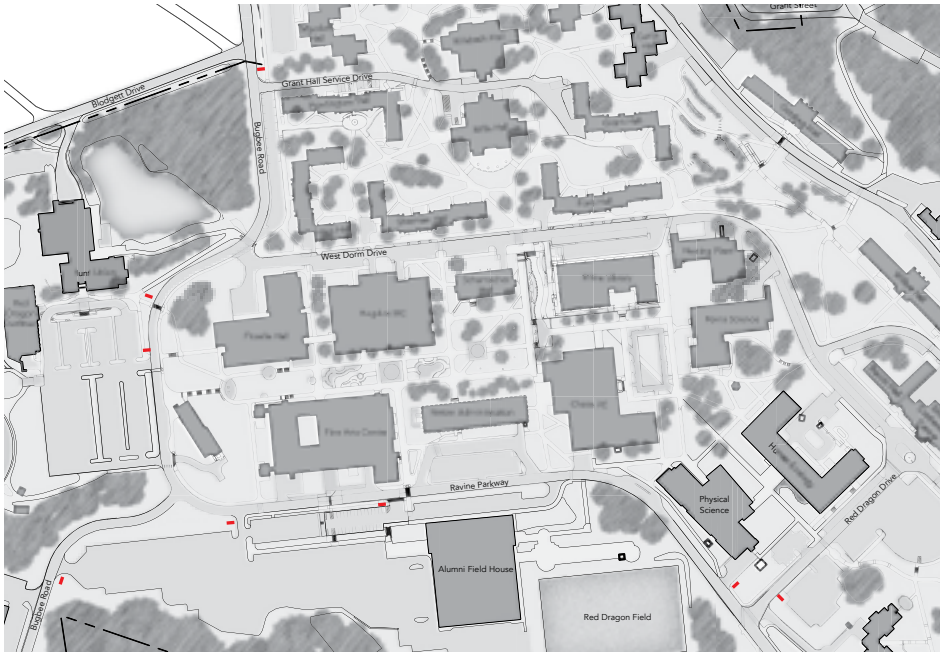
Observations

There is a prominent digital display on Ravine Parkway by Hunt Union. It can display different types of information that can be quickly updated. Currently the display changes between a welcome message, hours of operation for Hunt Union, and advertisements for amenities such as Starbucks. The digital sign can be further utilized to display public events, emergency information, or traffic/detours.

Recommendations

Additional digital displays can be added on Ravine Parkway to inform travelers of detours due to campus improvements, upcoming events, or other important public messages.

The facilities departments wants a digital solution to show open and full parking lots.



Proposed additional digital display locations marked in red.

Digital Signage Examples

Orientation Maps

Update existing map stations with larger text and simplified graphics to help with legibility and faster comprehension.

Observations

Maps are used to provide a quick layout of the campus and identify major destinations and parking. Maps are useful because they can list or show many more destinations than can be included on directional signs.

Maps can display the campus's multiple parking lots, which can be helpful to first-time and infrequent visitors.

Recommendations

A map showing the new campus renovations will match the updated layout of the campus. The building list can be made easier to scan by using a larger type size and increasing the line spacing between each listing. Major vehicular and pedestrian routes can be highlighted on the map to direct people to important destinations.

Rotating the map to match the sign's orientation (i.e. making it "heads up") will help visitors get oriented. Color coding the destinations (e.g. academic, residential, athletic, parking, etc) would also be helpful.

As it does currently, the map can provide helpful phone numbers (such as for security, parking office and admissions). It can also have web addresses and/or QR codes (such as for the parking map or athletic information).

The maps should have matte surfaces to reduce glare, and manufactured in a material that can reproduce small type clearly.

It is desirable to use the same map for all applications (e.g. print, phones, websites, signage). Specialty maps (e.g. for parking) should also use the same base map. The consistency is very helpful to visitors.

Orientation Map Examples

Pedestrian Wayfinding

Provide clear identification of accessible paths and directions to major destinations.

Observations

The picturesque campus has some steep pedestrian paths. A clear accessible route needs to be identified to help wheelchairs and mobility-assisted users travel safely.

Recommendations

Pedestrian directional signs can provide directions to major destinations on campus. Priority should be given to major amenities (Welcome Center, Campus Safety, Student Life & Leadership at Hunt Union, etc.), destinations for prospective students (Admissions), destinations for visitors (athletics, planetarium), and the trail network. Helpful websites and phone numbers can be included. A simplified map can further help orient visitors and new students.

Pedestrian signs can direct to the accessible paths. Signs can be located at pedestrian crosswalks and decision points.

Pedestrian Wayfinding Examples

Building Identification

Identify building entrances with dimensional letter where possible.

Observations

The majority of the campus buildings are identified with dimensional aluminum letters and have a consistent appearance. There are older looking signs that require refurbishment to maintain a quality aesthetic.

Recommendations

A standard font for all building identification is highly recommended. Standardizing the font/material finish/attachment details will ensure a consistent and elegant appearance throughout the campus.

Building Identification Examples

Interpretive Signage

Provide descriptive narratives for notable stories or public art.

Observations

Interpretive signs celebrate people, places, subjects and traditions that are significant to the campus community. There is much potential subject matter for SUNY Oneonta; initial signs might include the public art collection, ecological initiatives and phenology. Interpretive signs could also highlight the campus as an arboretum. Storytelling can be layered, allowing viewers to read and reflect at their own pace and level of interest.

Recommendations – Public Art

A short narrative or credit to the designer/artist would help showcase the public art.

Recommendations – Campus Features

The existing interpretive signs have a lot of interesting information about the campus features. Refurbishing the sign structure will address the weathered appearance. Updating the inserts or panels would encourage people to read the material.

There is an opportunity to design more prominent signage that highlights the arboretum and observatory. For example, a map showing the network of plaques that identify the species of trees. A descriptive history of the observatory can help people understand its significance as well. (Largest optical telescope in NY).

Interpretive Signage Examples

Hiking Trails

Increase student awareness of hiking trails and existing natural areas on campus.

Observations

There is a disconnect between the vast hiking trail network and academic/student life areas. There is no visible information on campus that directs to the hiking trails.

Recommendations

Pedestrian signs and maps should direct to the trail heads, where people will find a comprehensive trail map. Adding hiking trail maps with designated hiking times and distances will encourage students to visit the trails on their breaks between classes or for exercise.

Hiking Trail Examples

Map example showing color coded paths with hiking times and distances.

Project List

Project List

More often than not, Facility Master Plans for SUNY institutions identify more projects than can reasonably be addressed during the 10-year FMP period due to constraints such as funding, time, and capacity. This is why the FMP process is designed to clearly identify the institution's strategic goals, existing conditions, and future space needs before identifying and finalizing the recommendations for the next ten years. In order to ensure the best use of limited resources, it is important to identify the priorities. These priorities are then addressed through the development of the concept alternatives.

Still, it is important to identify and record all the projects that have been discussed during the FMP planning process that appear worthwhile for SUNY Oneonta to pursue or at least consider in the future. This step is necessary in order to explore FMP project phasing and rough order of magnitude costs, which is included in the Phase 5: Final Recommendations report.

The following lists summarize the projects that have been discussed during the FMP planning process. This list includes the projects described for the concept alternatives that have been identified as priorities for SUNY Oneonta, as well as other projects that are considered important by the institution. Also included are projects that are currently underway at the College (i.e. in the design phase), and will be part of the construction work occurring between 2023 and 2033.

Major Projects

Buildings

- New classroom addition to Schumacher
- IRC renovations
- Schumacher renovations
- Fine Arts renovations
- Chase renovations
- Convert Sherman for Netzer surge
- Netzer renovations
- Hunt Union renovations
- Perna Science lab renovations
- Convert Morris Complex – steam to hot water
- Replace Alumni Field House floor
- New athletics facility
- MOC major renovations
- Alumni Field House renovations
- Mills Hall renovations
- Wilsbach Hall renovations
- Downtown location for community outreach programs

Site

- Convert campus heating – steam to hot water
- East Dorm Drive extension to South Dorm Drive
- Road improvements at Morris West Dorm Drive / Red Dragon Drive
- Traffic Circle at Perna Science / West Dorm Drive
- Other vehicular circulation improvements
- Underground electrical infrastructure
- Construct new electrical substation
- Red Dragon Field lighting
- Potential road connection to Bugbee (needs additional study)
- Seasonal (outdoor) or year-round (indoor) ice skating rink

Minor Projects

Buildings

- Hulbert Dining adaptation as event space
- Bacon and Denison ADA upgrades
- Milne Library continued renovations
- MOC minor renovations
- Bugbee programing diversification
- Field House fitness center expansion
- Private spaces for individuals and small groups
- Lee Hall program space expansion

Site

- Welcome Center sitework
- ADA accessibility sitework
- Build solar array on North 60
- Site improvements on North 60
- Campus gateway and signage improvements
- Campus sustainability improvements
- Outdoor recreation upgrades
- Site improvements on Ravine Parkway- sidewalks, etc
- Other pedestrian circulation improvements
- Tennis courts renovations
- Glass canopy covered outdoor space for gatherings
- Acquire land south of President's House
- EV charging stations
- Campus arboretum
- Campus shuttle

Phasing Strategy

Phasing Strategy

The timeline on the following pages provides recommendations for project phasing, and gives rough order of magnitude costs for the proposed and confirmed facilities projects that are anticipated to occur during the next ten years. Connecting arrows are shown wherever a given project is dependent on completion of another project.

Revisiting the Planning Principles

Following the development of the final recommendations and project phasing, the FMP planning principles developed by the Advisory Committee were again revisited in order to check that all items were being addressed. The following lists the SUNY Oneonta FMP planning principles, along with the proposed projects that specifically address each principle.

1. ***Transform instructional space inventory to support inclusivity and active learning***

   Classroom Addition, IRC Renovation, Schumacher Renovation

2. ***Create/transform research spaces facilities***

   Perna Science Labs, Chase PE Renovation

3. ***Eliminate facilities bottlenecks or constraints to program growth & introduction of new programs***

   IRC Renovation, Chase PE Renovation

4. ***Develop of a sense of place for Academic departments/program***

   Classroom Addition, IRC Renovation, Schumacher Renovation, Chase PE Partial Renovations

5. ***Develop facilities that support Student Diversity, Equity and Inclusion***

   Netzer Renovation, Hunt Union Upgrades, Lee Hall Program Expansion

6. ***Provide indoor & outdoor gathering spaces to support the social & service development of our students***

   Most Building Projects, Outdoor Recreation Upgrades

7. ***Provide mindfulness, spirituality, recreation & fitness spaces***

   Outdoor Recreation Upgrades, Chase PE Renovation

8. ***Realign student support and services functions to best serve the student body***

   Netzer Renovation

9. ***Develop competitive athletic facilities that respond to accreditation quality and recruitment issues***

   Fitness Center Expansion,Tennis Court Rehab, Red Dragon Field Lighting, Field House Floor, Chase PE Renovation

10. ***Improve access to public transport, parking, pedestrian, and vehicular circulation***

    E Dorm Dr Extension, W Dorm Dr / Red Dragon Dr Improvements, ADA Sitework, Ravine Parkway Sidewalks

11. ***Integrate energy efficiency & long-term carbon reduction strategies***

    Steam to HW conversion, Solar Array, Geothermal Systems, Sustainability Improvements, Clean Energy Master Plan Renos

12. ***Realign organization/location of administrative units***

    Netzer Renovation

13. ***Strengthen community relationships***

    Develop Downtown Presence, Expand Use of Bugbee

Project Timeline

Building Projects	Total Cost	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	OUTYEARS
Construct Classroom Addition	$35.0M		$2.1M	$2.1M	$15.4M	$15.4M						
IRC Renovations (Classrooms, Media Comms)	$68.0M					$4.1M	$4.1M	$29.9M	$29.9M			
Schumacher Renovations (Phased Summer Work)	$25.0M	$3.0M	$6.0M	$4.0M	$4.0M	$4.0M	$4.0M					
Fine Arts Goodrich ADA upgrades	$1.3M	$156K	$1.1M									
Fine Arts Music Renovations	$500K				$60K	$440K						
Fine Arts Upgrades (Program after IRC)	$1.0M								$120K	$880K		
Chase PE Minor S&ES Renovations	$1.0M			$120K	$880K							
Chase PE Major Renovations	$66.0M									$4.0M	$4.0M	
Convert Sherman for Netzer Renovations Surge	$750K	$90K	$660K									
Netzer Renovations	$45.8M	$2.7M	$2.7M	$20.2M	$20.2M							
Hunt Union Renovations (1st floor structural)	$7.5M	$3.3M	$3.3M									
Hunt Union Upgrades (Student Activities)	$1.0M						$120K	$880K				
Perna Science Labs (Phased)	$3.2M	$384K	$1.4M	$1.4M								
Adaptation - Hulbert Dining	$100K	$12K	$88K									
ADA upgrades to Bacon (Elevator)	$2.0M	$240K	$1.8M									
Continued Renovation - Milne Library	$6.0M				$720K	$5.3M						
Minor Renovations MOC	$1.0M			$120K	$176K	$176K	$176K	$176K	$176K			
Repurpose Bugbee (Program TBD)	$1.0M					$120K	$880K					
Convert Morris Steam to HW	$2.0M					$240K	$1.8M					

Project Timeline (continued)

	Total Cost	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	OUTYEARS
Site Projects												
Steam to HW Conversion (Requires Morris HW)	$5.0M						$300K	$300K	$2.2M	$2.2M		
Stormwater Management	$1.1M		$132K	$1.0M								
East Dorm Drive Extension to South Dorm Drive	$1.0M						$120K	$880K				
Road Improvements Morris WDD/Red Dragon Dr	$1.0M						$120K	$880K				
Traffic Circle - Perna Sci & WDD	$875K								$105K	$770K		
UG Electrical Infrastructure (Replace cabling)	$13.0M	$1560K	$5.7M	$5.7M								
Construct New Electrical Substation	$10.0M										$1.2M	
Sitework - Welcome Center	$750K	$660K										
Sitework - ADA Accessibility, Phases 4-5	$2.0M					$240K	$587K	$587K	$587K			
Build Solar Array - North 60 (Approx. 2.5 MW)	$3.0M			$360K	$2.6M							
Site Improvements North 60	$2.5M		$300K	$1.1M	$1.1M							
Campus Gateway Improvements	$1.0M		$120K	$880K								
Sustainability Improvements	$2.0M			$240K	$1.8M							
Outdoor Recreation Upgrades	$2.0M	$240K	$880K	$880K								
Site Improvements Ravine Parkway - Sidewalks etc	$3.0M									$360K	$2.6M	
Resiliency Upgrades (Emergency Generators)	TBD	TBD	TBD	TBD								
Athletics												
Fitness Center Expansion - Field House	$100K	$88K										
Tennis Courts Rehab	$100K	$88K										
Lighting - Red Dragon Field	$1.2M						$144K	$1.1M				
Replace Field House Floor	$1.2M										$144K	
New Athletic Facility - Indoor Track etc.	TBD											TBD
Other Outyears Projects												
MOC Renovations	TBD											TBD
Alumni Field House Renovation	TBD											TBD
Mills Hall Renovation	TBD											TBD
Wilsbach Hall Renovation	TBD											TBD
Potential Road Connection to Bugbee (Needs Study)	TBD											TBD
Rehabilitation & Infrastructure Subtotal	$209.0M	$12.6M	$24.2M	$34.4M	$27.1M	$14.6M	$12.3M	$34.7M	$33.1M	$8.2M	$7.9M	
New Construction Subtotal	$36.0M		$2.1M	$2.3M	$16.2M	$15.4M						
Other Funding Subtotal	$5.0M	$12K	$88K	$1.3M	$3.6M							
Grand Total	**$250.0M**	**$12.6M**	**$26.4M**	**$38.0M**	**$46.9M**	**$30.0M**	**$12.3M**	**$34.7M**	**$33.1M**	**$8.2M**	**$7.9M**	
				↓ $154M					↓ $96M			

Guidelines for Implementation

Guidelines for Implementation

Because the final recommendations involve new construction, this section includes approaches and strategies to ensure that future projects address concerns about sustainability. The guidelines set forth in this section should be viewed as supplemental to the Phase 5: Final Recommendation Report, suggesting how the Facilities Master Plan's proposed projects can be implemented to foster cohesive campus growth.

Sustainable Design Guidelines

The recommendations set forth in these guidelines are intended to support campus sustainability initiatives. In the broadest sense, the College seeks to create a campus environment that actively improves the quality of life and the environment for its users. Sustainability is viewed as a continuous process affecting environmental, social and fiscal concerns. Sustainable practices occur at all scales, from the city and campus, to buildings and landscapes, to products used within those buildings. These guidelines direct sustainable practices at the campus scale by addressing goals within four broad categories: the built environment, energy, ecology and hydrology, and sustainability education.

Built Environment

Today, building design is a more integrated process than ever before. The classic elements of form, function, materials and site orientation should be applied in concert with the latest technologies and innovations to optimize a building's long-term performance. Each building must balance culture, history, function, material use and technology in a setting that respects the capacity and parameters of the site.

The College will prioritize adaptive reuse of existing buildings as a means to minimize its carbon footprint and reduce the consumption of raw materials. In addition, architects and designers of new construction projects will consider solar, wind, geothermal and heat recovery systems as means to reduce and/or generate energy on campus. Per SUCF standards, the United States Green Building Council's Leadership in Energy and Environmental Design (LEED) Guidelines will be applied during a new building's design; also, all new buildings will be rated LEED Silver.

Architects and designers of new projects will be required to reduce impervious surfaces and encourage green landscapes. They should incorporate innovative stormwater management practices into the building design. Likewise, alternative means of access (i.e. bicycle, public transit, etc.) will be incorporated into the building's design to limit the impact to the existing road network and reduce the need for personal vehicles. Bicycle storage space and showers, and facilities to accommodate use of public transportation are all examples of elements that will be explored in campus projects.

Individual building projects will be designed as part a sustainable campus network. This integration requires that the designer pay particular attention to existing site infrastructure such as utilities, roadways and pedestrian paths. In addition, both the College and the designer must test the appropriate capacity of the site to ensure that introducing a new infill project does not create a burden to the surrounding area.

Maintenance and operations of the completed building must be considered during design, and recycling and composting collection streams should be addressed.

Energy

The College has embraced a Clean Energy Master Plan that is aimed at reducing energy consumption and reducing its carbon footprint. Integrated into the plan are improvements to the existing facilities, educating students through the college curriculum and reaching out to faculty, staff and students through on-going initiatives to change the culture of the College to support and champion sustainable practices.

Renovations and new construction projects will be designed to reduce a building's energy consumption through appropriate high-efficiency and energy-conserving equipment (HVAC, hot water, bathroom fixtures, and lighting) with digital monitoring systems. They will integrate fresh air ventilation, natural day-lighting and passive solar design as well. The College will evaluate the use of new technologies as they become available and affordable.

Energy will be conserved through an integrated design approach requiring whole-systems life-cycle evaluations. Equipment selection must be coupled to operational performance requirements to minimize

building energy loads. Innovative design and engineering solutions will be encouraged at the inception of a project to support the energy conservation initiatives outlined in the College's Clean Energy Master Plan.

Ecology and Hydrology

A college campus often functions as a dynamic, natural space that plays host to smaller ecosystems while also connecting to the wider ecology of the surrounding region. As such, the College at Oneonta will act within its power to honor the connections from its campus to habitat and stream corridors within the Susquehanna River Valley, which drains into the Susquehanna watershed. New construction shall take care not to fragment wooded habitats and bio-corridors. In addition, the College will enhance campus connections to the larger region through support of trails (to the College Camp for example) and protect the waterways of Silver and Oneonta creeks.

As the College develops its physical grounds, it will ensure that the massing of new buildings allows daylight to reach active, outdoor spaces. As well, new landscaping projects will prioritize a palette of native species. Where appropriate, labor- and resource-intensive lawns will be supplanted over time with low-mow grasses that require significantly less maintenance.

New projects shall be sensitive to the ways in which stormwater run-off affects areas downstream. The College will strive to act responsibly to protect the waterways that run through campus and eventually empty into the Susquehanna watershed. Building and landscape design must actively address stormwater management issues of both quantity and quality of runoff. As well, the College will reduce potable water demand through conservation, reuse and recycling. New building projects shall meet or exceed City requirements for stormwater controls.

Campus as a Classroom

The physical campus can function as a dynamic, living classroom in which students of all disciplines learn the roles essential to civic responsibility in a sustainable world. Campus buildings, landscapes and demonstration projects should be designed to engage users of campus, pique curiosity and encourage exploration. The South Campus Runoff and Pedestrian Project is an example of how the physical campus can promote passive sustainability education through clear signage about the projects sustainable features. The College is encouraged to explore implementation of additional green infrastructure projects, such as rainwater collection cisterns, exposed stormwater runnels/channels, wind turbines, roof gardens, porous pavement, geothermal wells, solar panels and an arboretum. All of these projects have the potential to stimulate learning and discussion if presented and displayed in an educational way. Clear signage displaying information about each green feature and how it works is critical to successfully educating the campus community about sustainability.

Landscape Plan

The College has made great strides in improving its campus landscape, evidenced by the recently redesigned North Quad between Fine Arts and IRC . This open space, located at an important crossroads within the academic core, is where the campus community meets and lingers.

The landscape projects recommended in this report encourage the College to continue its strategy, with only a few modifications. Many plantings across campus tend to be low-maintenance and hardy, in part due to a deer overpopulation problem in the area. However, there is a predominance of clipped and manicured shrubs that require frequent tending. By developing a more refined and diverse native plant palette, the College will become more sustainable, reduce maintenance costs, and preserve one of the campus's strongest attributes.

The campus community, particularly students, cited a need for more informal recreation spaces at the College. Currently, the campus offers few flat, open and sunny places to play catch or read outside on a blanket, due to its sloping, shady topography.

Greening Initiatives

As indicated by the strategic plan and guiding principles of this planning effort, the College is committed to implementing sustainable practices on its campus. This dedication is recognized by the commitment to Energy Star for new and renovated facilities, following Leadership in Energy and Environmental Design (LEED) standards for new construction; tracking and lowering campus greenhouse emissions; and other initiatives. These

changes in culture and practice are the result of policy implementation and can be reinforced through the Facilities Master Plan.

More significant sustainability measures stem from the physical setting of the campus. The College is situated on Silver Creek, which flows directly into the Susquehanna River. Its location, just 20 miles from the headwaters of the entire Susquehanna watershed, suggests the importance of managing storm water and presents an opportunity for the College to become a model for other campuses in treating runoff. This approach is already evident in the demonstration South Campus Runoff Project, and could be reinforced by installing such landscapes at various spots on campus. Collection of rainwater in underground systems is also possible, as occurs on North Quad.

Vegetated curb-extensions, or bump-outs, along busy roadways provide stormwater controls as well as traffic calming. They vary from the traditional bump-out in that the interior area of the curb extension is filled with flood-tolerant plants, creating a mini-rain garden. An inlet cut into the curb allows rainwater to reach the vegetated area, slowing the rate of runoff and cleaning the water caught in the curb extension. Several busy roadways on campus could benefit from this treatment.

SUNY Oneonta is actively taking measures to reduce its carbon footprint, and the recent Clean Energy Master Plan provides the College with a path towards the goal of having campus facilities not depend on fossil fuels.

The College at Oneonta is a large landholder, directly controlling approximately 500 acres for campus use. Many of these acres are wooded and undeveloped to create interior forest habitats that protect plant, animal, bird and insect diversity. Maintaining or re-establishing these wooded corridors are essential for accommodating the migratory patterns of species. The design guidelines section of this document proscribes the siting of future development in a way that maintains contiguous forested areas.

Encouraging the use of alternative transportation is already a key component of the College's commitment to sustainability. Thirty-nine percent of undergraduate students live on campus in residence halls, and freshmen and sophomores are not permitted to bring vehicles to campus. Both conditions lower the number of single-occupancy vehicles arriving on campus each day; however, they do not eliminate the need or desire for cars on campus. The transition from a car-dominant culture to one that promotes walking, biking and transit will not be easy, but it may be helped through current practices on campus.

A successful partnership with Oneonta Public Transit (OPT) offers shuttle service between the campus and the city. This transportation represents a resource and an infrastructure already in place that the campus may be able to utilize to a greater extent in the future, as the need arises.

Mountain biking is popular among many of the College's students and the campus setting is ideal for this activity. However, most students use their bicycles for sport, not for commuting. Climate and topography are the most commonly cited reasons for the low cycling rates, but some campus community members pointed to a lack of bicycle facilities (racks, lockers, showers, etc.) as the cause. Others noted that the lack of bicycle lanes leading to campus also function as a deterrent to riding. Bicycle facilities can be easily installed incrementally on campus, with building and landscape projects, however creating bicycle lanes on city-owned roads will take additional coordinated efforts.

Acknowledgments

Acknowledgments

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