



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

FACILITIES MASTER PLAN 2013 - 2023

APRIL 2011 REPORT
PHASE V: FINAL RECOMMENDATIONS



State University Construction Fund Project No.: 02829

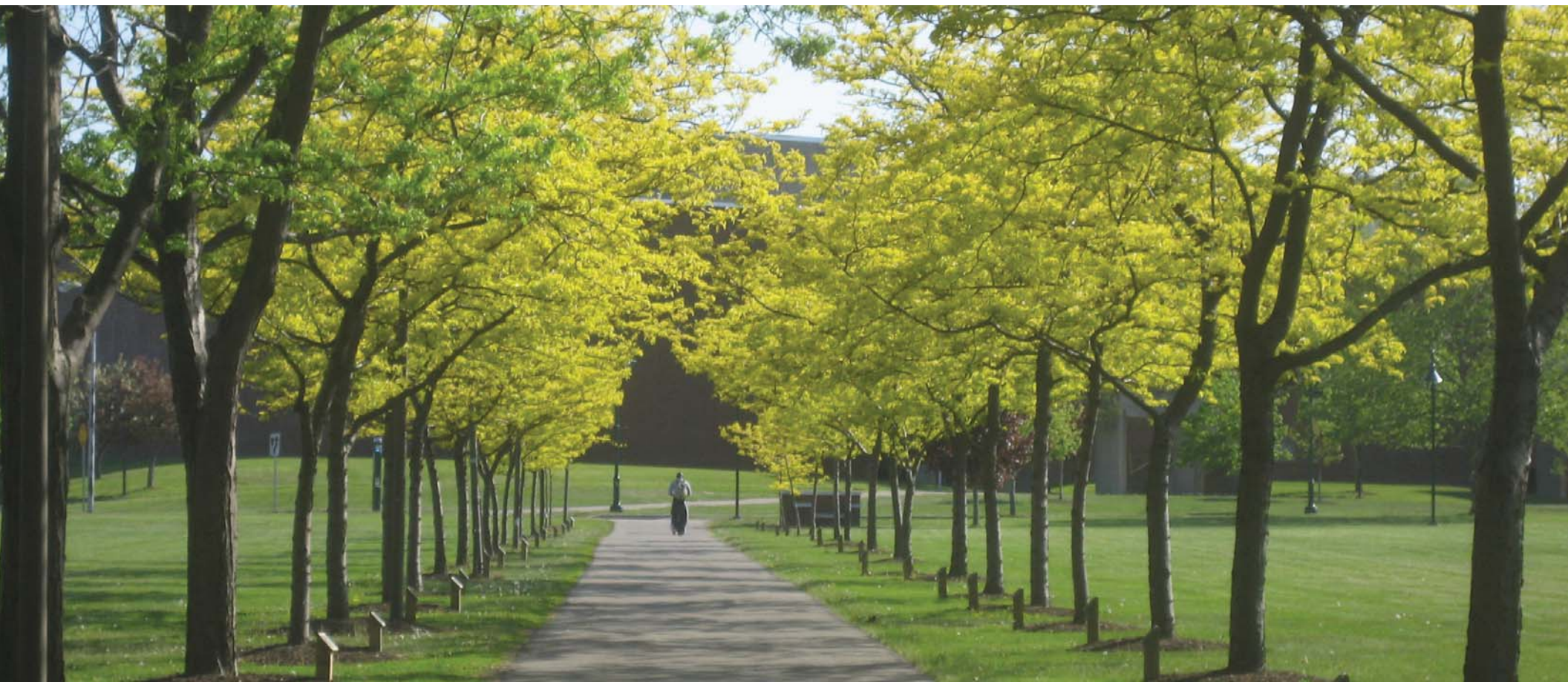


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Message from the President

By combining The College at Brockport's number one priority of "student success" with the attributes of our facilities infrastructure, our campus community has collaboratively and creatively developed this forward-looking, all encompassing Facilities Master Plan (FaMP). I fully endorse the findings and recommendations of this master plan and consider it our facilities transformational road map as we continue our ascendancy toward national recognition.

I am appreciative of the wide participation and exemplary work of those who so expertly contributed to creating the FaMP. The members of the State University Construction Fund, their consultant Ayers Saint Gross, and the campus-based FaMP Steering and Advisory Committees certainly deserve special recognition for their leadership and creativity. Additionally, the extensive and valuable input from students, faculty, staff, alumni, local municipalities, and our College Council played a vital role in the high quality and validity of this plan. This kind of universal affirmation speaks volumes regarding our campus and the ability of our leadership to have a shared vision for decades to come.

As we wisely look to the future, our FaMP will supplement our campus initiatives, including our dynamic strategic plan, yielding continuous improvements to educate our students of tomorrow — both in and outside of the classroom. The future for The College at Brockport looks bright indeed!

John R. Halstead, PhD

President

Executive Summary

In early 2009, The College at Brockport, in conjunction with New York's State University Construction Fund (SUCF or "the Fund"), commissioned a comprehensive facility master planning effort for the College. The Fund initiated similar master planning initiatives at each of the state-operated campuses within the State University of New York (SUNY) System. The Facilities Master Plan (FaMP) is intended to define the programmatic needs at each campus that, in turn, drive facilities needs. This information will then be used to inform SUNY capital requests, allowing all to understand the long-term vision and direction of the institution.

At The College at Brockport - State University of New York ("the College"), this process officially began in January 2010 with a kick-off meeting on campus. Prior to the selection of the Facilities Master Plan consultant, the campus prepared its constituencies for this process by organizing a leadership group to function as the Steering Committee and to identify representatives from a variety of campus constituencies to function as an Advisory Committee. Supported by SUCF staff and Facilities and Planning staff, these groups began the FaMP process by amassing an electronic library of information. This report, Phase V Final Recommendations, is the fifth and final report of the Facilities Master Plan. The Facilities Master Plan (FaMP), inclusive of all five phases, has multiple intents as follows:

- To support the College's academic mission and strategic vision by providing guidelines for campus and facility improvements.
- To improve the built environment in a way that facilitates learning by identifying opportunities for enhancement, maintenance, and improvement.
- To strengthen current and future campus program uses by identifying strategies for reconfiguration, reorganization, modernization, expansion, demolition, and new construction.
- To guide future capital funding requests by identifying and prioritizing future projects for the target period of 2013 – 2023, with consideration of projects extending beyond this horizon.

Inclusiveness has defined the Facilities Master Plan process at Brockport from the outset, along with the active involvement of College leadership. During Phase I: Campus Profile, close to 200 campus community members participated in interviews and open forums. From these sessions, a consensus began to emerge about the College's strengths and weaknesses. Open forums were held during Phase IV, and monthly meetings with the FaMP committees were held throughout the process. Sessions to share the final Facilities Master Plan with the campus community were held on March 22 and 23, 2011, and drew approximately 100

people. Finally, briefings were provided to the College Council and the Village of Brockport leadership. It is the intent of the FaMP to consider the ideas voiced during these sessions, along with College's mission, current student-focused initiatives, previous planning efforts, and the identified goals of the College, and suggest a future campus that responds directly to these factors.

Whereas the Concept Alternatives phase of work (Phase IV) was specifically intended to suggest and test three different strategies for campus development, the goal of Phase V has been to narrow these options to one, final set of recommendations for campus development through 2023 (and beyond). The Phase V Final Recommendations are a framework for change and address previously identified concerns with campus organization, building use, vehicular and pedestrian circulation, parking, potential property acquisitions, community issues, housing, site utilities, landscape, areas for athletics and recreation, capital improvements, demolition, technology, phasing, surge space, and costs.

This report begins with a summary of key findings from Phases I through IV to ground the reader in the concerns that are central to the Phase V Final Recommendations. Initial campus comments raised during the Phase IV effort of work are addressed and shown to be resolved. The report then documents the details of the recommendations pertaining to sequencing, phasing, and cost.



The College at Brockport's goal is national recognition as a comprehensive college through its focus on student success, and the Facilities Master Plan will serve as a road map.

Summary Findings, Phases I - IV

Phase I: Campus Profile

The earliest seed of The College at Brockport was planted in 1835. In that year, the community members of the Village of Brockport raised funds and land to create a small, denominational college. That school evolved through financial panic, fire, and war to become one of New York State's first normal schools in 1867. In 1942, the final class graduated from the Brockport Normal School, at which point the school officially became a college that granted four-year bachelor degrees (rather than teaching certificates). Six years later, Brockport State Teachers College was adopted into the new State University of New York system. The school then became what it is known as today: The College at Brockport – State University of New York. Throughout its history, the College has been dedicated to educating students. It began by reaching out to those in the immediate community, grew to attracting students from the region, and is now a strong institution capable of drawing students from the entire state and abroad.

SUNY is the country's largest comprehensive public university system, which includes community colleges, colleges of technology, university colleges, research universities, medical schools, academic medical centers, and specialized schools. The College at Brockport is one of SUNY's 64 campuses and falls into the category of comprehensive colleges. With a total enrollment of just under 8,500 students, Brockport is one of the larger comprehensive colleges within SUNY.

The College at Brockport enjoys an ideal position as the largest four-year SUNY school in the Rochester metropolitan area. In terms of academic programs, physical education and dance both have strong reputations that attract students and faculty. The Business Administration and Economics department is the largest at the College in terms of student majors and it is being transformed into a separate School

of Business. Nursing is also a growing program and the College is proceeding with plans to expand the department. The traditional liberal arts disciplines of History and English are popular majors, which the College's new liberal arts academic building will better support. The Phase IV Concept Alternatives suggest ways to highlight other key departments and programs through building reconfigurations, additions, renovations, and new construction.

The College maintains long-standing leadership in the area of international education. The Office of International Education administers the largest study abroad program within the SUNY system. The FaMP Committees endorsed a concept that would showcase the program by creating new space for it to occupy.

At a macro-level, The College at Brockport's goal is national recognition as a comprehensive college through its focus on student success. This initiative is supported by the College's mission statement as follows:

The College at Brockport – State University of New York:

- Is committed to providing a liberal arts and professional education - at both the undergraduate and graduate level - for those who have the necessary ability and motivation to benefit from high quality public higher education;
- Has the success of its students as its highest priority, emphasizing student learning, and encompassing admission to graduate and professional schools, employment, and civic engagement in a culturally diverse society and in globally interdependent communities; and
- Is committed to advancing teaching, scholarship, creative endeavors, and service to the College community and the greater society by supporting the activities of an outstanding faculty and staff.

There are four specific areas through which the College will obtain optimal student success and national recognition:

1. Learning Environment and Quality of Place
2. Academic Quality and Engagement
3. Co-Curricular Programming and Supportive Services
4. A Culture of Philanthropy and Alumni Connectedness

The Facilities Master Plan, as the physical embodiment of the College's mission, will focus on opportunities to enhance student success within these four constructs.

In the fall of 2009, the College underwent several organizational shifts within the Academic Affairs division. Previously, the College had three schools (Letters and Sciences; Arts and Performance; and Professions) but re-organized into four separate schools to better align with the actual work and mission of the departments, with plans to create a fifth school, a School of Business:

- School of Arts, Humanities, and Social Sciences
- School of Education and Human Services
- School of Health and Human Performance
- School of Science and Mathematics

A primary goal of the Phase IV Alternatives, as provided by the FaMP steering committee, was to better configure the location of departments around this reorganization (i.e. "academically organize the campus"). Each Alternative attempted to find the ideal adjacencies between the departments comprising each School to increase synergy and efficiency. These departmental migrations were considered to be one of the most important outcomes of the Phase IV Concept Alternatives.

At the College, a significant shift has occurred over the past two decades in terms of the academic reputation of admitted students. This change is tied to the school's effort to improve student quality and academic success. The number

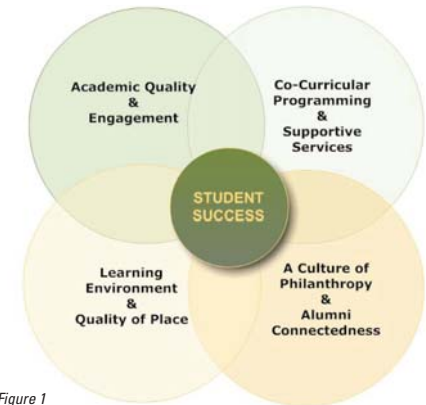


Figure 1

of incoming freshmen that have graduated in the top tenth percentile of their high school class has more than doubled since 1999. In a less obvious way, this trend has an impact on the physical campus. The College now wishes for its buildings, classrooms, and grounds to more closely reflect the collegiate aesthetic found on the campuses of aspirational peers. This goal may include expansion of outdoor learning environments, classrooms with integrated technology, and space set aside within buildings for "intellectual collision." It will need to do so in order to continue attracting and retaining students who are likely being pursued by competitor schools. The College has made significant advancements in the area of student retention, which is tied to the academic strengths of each incoming class. In 2009, 86 percent of full-time freshman returned the following year, an increase of 10 percentage points from 1999. Retention rates for transfer students are similar. Efforts to increase student engagement and improve student profile will translate into higher levels of student success.

The College at Brockport is also interested in pursuing these changes for the benefit of its graduate students. The College has one of the largest graduate portfolios within the comprehensive colleges and these programs fulfill workforce development needs within the greater Rochester community. For example, New York State requires its teachers to hold master degrees, and the graduate programs offered at the MetroCenter in downtown Rochester provide an important avenue for pursuing these degrees. Investments in both the

main Brockport campus and the MetroCenter building will help keep the College's graduate programs competitive.

Phase II: Conditions Assessment

The College at Brockport has approximately 2.75 million square feet within its 74 buildings on 464 acres. Approximately 200 acres have been developed for major academic, student life, housing, and athletic/recreational purposes. The original vision of the campus as compact and walkable is a valuable asset today. Most of the buildings on campus were constructed in the mid-1960s and early 1970s, and exterior conditions have begun to show their age. Often, interior finishes are original to the building. Neither of these conditions reflects the collegiality of the campus and the FaMP suggests phased opportunities to remedy both.

Campus boundaries are defined by permanent edges to the north and south (Erie Canal to the north and the Brockport Central School District to the south). These landmarks have forced the campus to grow east/west, making for what feels like a long, linear campus. In addition to these edge-defining elements, an existing railroad track divides the campus and limits travel and access in the north/south direction. Alternatives for the physical arrangement of campus tested options to strengthen north/south connections and alter patterns of pedestrian movement on campus. There are three entrances to campus marked with a wall or sign; however, the FaMP committees recognized a need to strengthen these portals to campus. The Alternatives tested several options to address this concern.

Entering into Phase IV, the FaMP Advisory and Steering Committees agreed that the compact core of campus should be maintained while buildings to the south of the tracks should be pulled into the daily activities of campus. The future of Drake Library, which is south of the tracks and literally connects the Tuttle Complex to the core via a bridge, became a central theme to each Alternative. Drake could continue housing traditional library functions, with some administrative offices and classrooms, or it could evolve into a hub of activity focused on learning, interaction, cross-disciplinary study, and new technology. The FaMP committees identified additional buildings housing programs that would require attention during Phase IV: the Brown Building, which currently houses academic faculty offices, Dailey Hall, and the Seymour Student Union. The Alternatives tested how



Aerial photograph shows the campus, as well as surrounding conditions and boundaries

these buildings might be better used in the future to best serve the needs of the College community.

In addition to the conditions occurring inside buildings, the Alternatives tested solutions to conditions observed outside, in the roads, pathways, and grounds of campus. To this end, the Phase IV Alternatives build off key observations made during Phase II. For example, primary vehicular circulation tends to be at the perimeter of the north campus core, resulting in noted conflict zones on campus. The campus mall funnels pedestrians to a crossing of Kenyon Street near Hartwell Hall where drivers then encounter a steady flow of pedestrians during class changes. The conditions along Holley Street contribute to multiple conflict zones as pedestrians walk to and from Tower Fine Arts Center or cross the street from parking lots C and D. There are additional points of vehicular/pedestrian conflict zones along Residence Drive. This road is lined to the south with parking lots that many consider to be premium spaces due to proximity to the campus core. The high demand of these spaces means that vehicles are constantly circling the area, while those who have successfully found a parking space must cross against this traffic to reach their destinations. The Alternatives for campus address each of these noted conditions and offer



Figure 2: Existing Campus Plan

solutions for improvement as part of a circulation plan for campus.

The circulation plan also addresses conditions for pedestrians. As observed during Phase II, the Campus Mall is the major spine of circulation, running east/west from Hartwell Hall towards Harrison Dining Hall. In Alternatives for campus, this spine was viewed as the central, organizing element of the campus core, and it was tested to find an optimal alignment. The pedestrian route from Seymour Union to the Tuttle Complex is also an important pedestrian pathway on campus, although, as discussed, north/south connections today are not as strong as they ought to be. Approximately 10 percent of the College's student population major in Kinesiology, Sport Study, and Physical Education (KSSPE), which is primarily housed in Tuttle, making it essential to improve this connection. Phase II also documented issues of safety, drainage, and ADA accessibility attached to many building entrances, sidewalks, and crosswalks on campus that the FaMP addresses.

The campus has 17 major parking lots to provide approximately 4,000 parking spaces; more than one-third are adjacent to the academic core. Overall, the campus has a

sufficient number of parking spaces for the size of its student population. Therefore, this topic was not a driver of the discussions surrounding the alternatives. Many on campus do perceive the location of these spaces to be inconvenient (as heard during campus interviews), so opportunities to improve this perception were tested. The X Lot is the most remote parking location but has capacity to be expanded should lots close to the core be removed. This situation can be considered a "walking problem," not a "parking problem."

Regarding campus site utilities, the need for infrastructure improvements emerged from Phase II of the FaMP process, and these general recommendations were incorporated into budget projections of the Final Alternative (2013-2023 planning period). Proposed improvements will need to be coordinated with current campus initiatives, such as the East Campus Utilities Project. The intent is to adequately maintain and upgrade the current infrastructure systems, while providing guidance on the infrastructure development projects needed to support the strategic vision of this Facilities Master Plan.

Phase III: Analysis of Space Needs

The Facilities Master Plan (FaMP) Steering Committee and Advisory Committee provided a strong level of oversight during Phase III: Space Needs Assessment. With active input from campus organizations and departments, they forecasted campus enrollment and personnel growth through 2023. These projections formed the basis of the space needs program that identifies shortages and surpluses of space on campus today and in the future. Also, a comprehensive classroom and utilization study was completed as part of this effort. The full Phase III Report provides extensive data and analysis on the campus; a summary of key findings follows.

Enrollment Projections

Despite projected decreases in the total number of high school graduates in New York State, The College at Brockport projects a modest increase in enrollment through 2023. For several reasons, the College believes that the decline in state high school graduates will have a lesser impact on their enrollment. First, the College intends to expand only modestly in the next decade, with an increased focus on transfer students and international students to make up for the anticipated decline in high school graduates. Second, the College is fortunate to have found a niche within the Rochester metropolitan area, offering a public, four-year degree to a region with more than one million residents. Third, increasing retention rates at the College will help stabilize enrollment from one year to the next. Fourth, the flexibility that the College has shown, such as evening/weekend courses at the MetroCenter and online learning, will aid the institution as it adjusts to changing demographics. Finally, as the College continually improves its academic reputation, it will have greater success at attracting students from outside the state. The improved academic profile and reputation of the College will enable it to compete as a cost-effective alternate to private institutions in the region.

As determined during Phase III, headcount enrollment is expected to increase from 8,490 students in Fall 2009 to 8,789 students in Fall 2023, an overall increase of 3.5 percent. The College believes that greater investments made in student experience and retention programs will drive a portion of this increase. The school also has a historic record of attracting and graduating transfer students that will continue. Although not used to determine its projections, the College has begun investing in resources to attract and

support international students. As the College strengthens programs such as Business and Economics, Nursing, and the liberal arts through capital investments, it may find more students in its applicant pool. Improvements to campus buildings and grounds may increase the yield rate of new students, as suggested by experiences at other institutions of higher education. That is, more students who are admitted to the College will accept their offers.

Full-time graduate enrollment is expected to grow by 6 percentage points through 2023. This represents an increase of 61 new, full-time students enrolled in graduate programs – nearly twice the expected growth in undergraduate headcount enrollment. Part-time graduate enrollment will also grow, but more modestly; the College projects part-

time graduate enrollment to increase by 4 percentage points through 2023. This growth reflects the College's strategy to focus on improving the quality of students admitted (both graduate and undergraduate), versus increasing quantity.

Personnel Projections

Between Fall 2009 and Fall 2023, the number of faculty and staff is expected to increase by 136 (from 1,372 to 1,508 persons). The largest growth, at 81 persons, is projected for Academic Affairs, as it increases the number of full-time faculty and reduces the number of adjunct faculty. This, the College believes, is a critical step towards accomplishing its academic goals and mission. Administration and Finance will grow by 32 people to support new facilities currently coming on-line, restore prior staffing reductions, and continue

general maintenance and support needs. The projected 17-person increase in Enrollment Management and Student Affairs is a response to anticipated enrollment increases and will support the College's mission of student success.

Distribution of Existing Space - Observations

Phase III also consisted of an in-depth review of current campus spaces and utilization rates. Physical Space Inventory (PSI) data submitted by the College was categorized and aggregated by building, type, and department to determine the quantity, distribution, and types of existing space. This organization helps the College understand how its space is being used while identifying potential surpluses and deficits.

	2010			2023			DELTA		
Organization	Staff FTE	Faculty FTE	Total FTE	Staff FTE	Faculty FTE	Total FTE	Staff FTE	Faculty FTE	Total FTE
Academic Affairs	228.50	471.50	700.00	265.00	531.00	796.00	36.50	59.50	96.00
Admin and Fin	241.75	-	241.75	273.00	-	273.00	31.25	-	31.25
Advancement	38.00	-	38.00	41.50	-	41.50	3.50	-	3.50
Enrlmt Mgt SA	189.50	3.50	193.00	206.00	3.50	209.50	16.50	-	16.50
Office of the President	5.00	-	5.00	5.00	-	5.00	-	-	-
Total	702.75	950.00	1,652.75	790.50	1,069.00	1,859.50	87.75	119.00	206.75

Figure 3

	ACTUAL	PROJECTED			% Change	# Change
	Fall 2009	Fall 2013	Fall 2018	Fall 2023	2009 - 2023	
Undergraduate						
Full-time	6474	6650	6724	6692	3.40%	218
Part-time	645	650	650	650	0.80%	5
Total Undergraduate	7119	7300	7375	7342	3.10%	223
Graduate						
Full-time	371	372	380	386	4.00%	15
Part-time	1000	959	1008	1061	6.10%	61
Total Graduate	1371	1331	1388	1447	5.50%	76
Total Headcount	8490	8631	8763	8789	3.50%	299

Figure 4



General-Purpose Classrooms: Recommendations

Today, The College at Brockport has 78 general-purpose classrooms seating fewer than 75 persons. On the surface, this appears to be close to the right number of rooms; however, observation indicates that these rooms are not the right sizes, their configurations are not as efficient as they could be, and they tend to lack desired technology. It is recommended that the College double the number of classrooms with 60 or more stations (spaces where students sit). Technically, the College has a sufficient number of classrooms, but the quality of these spaces impairs their use. Station sizes are too small and rooms lack flexibility. Any new or renovated classrooms will need to be integrated with the proposed array of classroom capacities and technologies. Acoustic conditions and the availability of appropriate instructional technology within many classroom buildings are poor and should be addressed as well.

Lecture Halls: Recommendations

Large lecture halls support credit-bearing courses as well as events and meetings. Therefore, the preference is to retain lecture halls rather than alter the spaces for smaller classrooms. However, all existing lecture hall spaces should be reviewed for quality and aesthetics. Finishes, furniture, acoustics, and technology will need to be replaced. Doing so will improve the appeal of teaching and learning in these

spaces. Edwards Communication Building was cited by many familiar with campus as being in need of such renovations.

Phase III: Space Needs Assessment - Summary

The need for additional space is driven by three factors: a modest projected increase in enrollment, an expected increase in personnel, and the application of current space planning methods and guidelines to determine space needs. The projected space need for 2023 is 155,079 Assignable Square Feet (ASF) greater than the College's existing assignable area. Although the Phase III analysis results in a quantitative deficit, it also factors in the functionality of spaces. For example, the College may have the right number of classrooms on paper, but these classrooms may not function well due to size, layout, acoustics, etc. As a result, the Phase III finding that the College has a deficit of more than 100,000 ASF reflects an ideal distribution of space according to contemporary planning guidelines. The greatest need for 2023 will be in the area of research laboratories, followed by assembly and exhibition space, and central services/storage. These order-of-magnitude space projections are the basis for the Phase IV concept alternatives that re-organize departments and address space deficit needs. Each Alternative was developed with these specific concerns in mind.



New, upgraded classrooms and lecture halls are an important recommendation in the Facilities Master Plan.

Space Type	Existing Space	CURRENT: 2009		PROJECTED: 2023	
		Current Need	Surplus/Deficit (From Existing)	Projected Need	Surplus/Deficit (From Existing)
Classroom 100	80,149	94,365	-14,216	98,106	-17,957
Laboratory 200 / Instructional	136,565	148,662	-12,097	150,322	-13,757
Laboratory 220 / Open	23,355	27,697	-4,342	28,659	-5,304
Laboratory 250/Research & Organized	14,410	71,187	-56,777	85,444	-71,034
Office 300/Academic	107,397	88,982	+18,415	99,692	+7,705
Office 300/Administrative	142,712	149,113	-6,401	155,362	-12,650
Library/Study 400	79,180	97,407	-18,227	99,027	-19,847
Special Use 500/Athletics Only	175,000	183,991	-8,991	183,991	-8,991
Special Use 500/ Other	96,330	7,500	+88,830	7,500	+88,830
General Use 600: A&E only	18,755	41,957	-23,202	42,737	-23,981
General Use 600: Other, Activities	20,643	76,340	-55,697	79,252	-58,609
Central Services Support 700	80,166	95,732	-15,566	99,625	-19,459
Building Services 700	524	0	+524	0	+524
Health Care 800	3,177	3,646	-468	3,724	-547
Uncategorized	0	0	0	0	0
TOTAL	978,363	1,086,579	-108,216		-155,077
Square Feet /Full-Time Equivalent	131	145		146	

Figure 5

Phase IV: Concept Alternatives

The College's Strategic Vision provided a framework for thinking about the planning principles and goals of the Facilities Master Plan. Together with the Facilities Master Plan team, the Steering and Advisory Committees explored how the four constructs of student success might affect the physical development of the campus and formed the planning principles for the FaMP process. The FaMP planning principles, as crafted by the joint Committees are:

Enhance Learning Environment and Quality of Place:

- Develop a comprehensive framework to ensure an enduring and vibrant future.
- Optimize the efficiency and utilization of the existing facilities and identify the potential for new facilities to accommodate programmatic needs.
- Improve the pedestrian experience with walkways that are intuitive, safe, and accessible.
- Create places and spaces to foster campus community.
- Organize the campus to strengthen the academic mission.
- Connect the campus perimeter to enrich the academic core.
- Strengthen the entrances and define the campus edges.

During the Phase IV design workshops, these planning principles were referenced as part of the joint Committees' decision-making process. Various proposed options were weighed against their ability to support and further the planning principles. The benefit of this type of process was that it created a common language so that members of the Advisory and Steering Committees could address and resolve the planning concepts within a similar context.

As the Alternatives developed and evolved, it was essential that each reflect the College's commitment to student success; however, the Alternatives also had to test solutions to other concurrent issues identified through the analysis of the first three reports. The concerns of campus leadership and constituencies clustered in three areas: Student Success, Academics, and Physical Improvements.

As evidenced by the College's strategic vision, student success is at the heart of its mission. A proposed Academic Success Center providing resources in a "one-stop" location to assist students in their various academic pursuits, best encapsulated this commitment. The departments to be

included in this Center and the best location for it were the topics of several conversations with the FaMP committees. The Committees agreed that the Academic Success Center include services such as academic tutoring, first-year retention programs, and disability services. In various iterations of the Alternatives, the Center appeared in Brockway, Dailey, Cooper, and Drake. The thoughtfulness behind its placement highlights its importance to the College. Another building on campus was identified as part of the "puzzle" of supporting student success: Seymour Student Union. Opportunities to improve the Union and add relevant and useful functions for students were explored. Regardless of whether the Academic Success Center went into Drake, the library and Union were expected to be renovated and expanded in each Alternative to better serve student needs.

Within the realm of campus academic programs, the Alternatives focused on providing the physical space needed to satisfy projected growth for student enrollment, staffing, and research. They were also required to test solutions for known program initiatives such as the School of Business, the Nursing Department relocation from Tuttle and expansion, and a New Academic Building. Perhaps most central to forming each Alternative was the recent reorganization of the Academic Affairs division. In the fall of 2009, The College at Brockport reorganized into four academic schools: Arts, Humanities and Social Sciences; Education and Human Services; Health and Human Performance; and Science and Mathematics (with plans to create a fifth - School of Business). The current locations of departments on campus do not reflect this change, but each alternative tested opportunities to move and cluster similar departments and build synergy between them. This arrangement has the added benefit of improving efficiency of spaces on campus by encouraging the sharing of resources like conference rooms and storage areas.

The conditions of campus buildings were documented in detail during Phase II. While the Alternatives had to test improvements to campus experience – through circulation, wayfinding, and landscaping, for example – they also addressed very tangible conditions of campus buildings, grounds, and utilities. In proposing a future building use, the Alternatives considered the current condition of the building, its critical maintenance requirements, and programmatic renovation opportunities.



During Phase IV, workshops and forums with the campus community helped to shape the Final Recommendation.

Phase V: Final Recommendations

The goal of the Facilities Master Plan and its final recommendations are to support student success with physical enhancements – infrastructure and programmatic – and improve the adjacencies of similar departments within and between campus buildings. The College's current organization of academic departments does not align with the academic Schools. For example, the School of Arts, Humanities, and Social Sciences (represented in blue in the corresponding diagram) appears fragmented across campus. The New Academic Building will cluster many of these departments into a focused arrangement, and additional moves proposed by the final recommendation will improve academic adjacencies further.



EXISTING ORGANIZATION OF ACADEMIC DEPARTMENTS

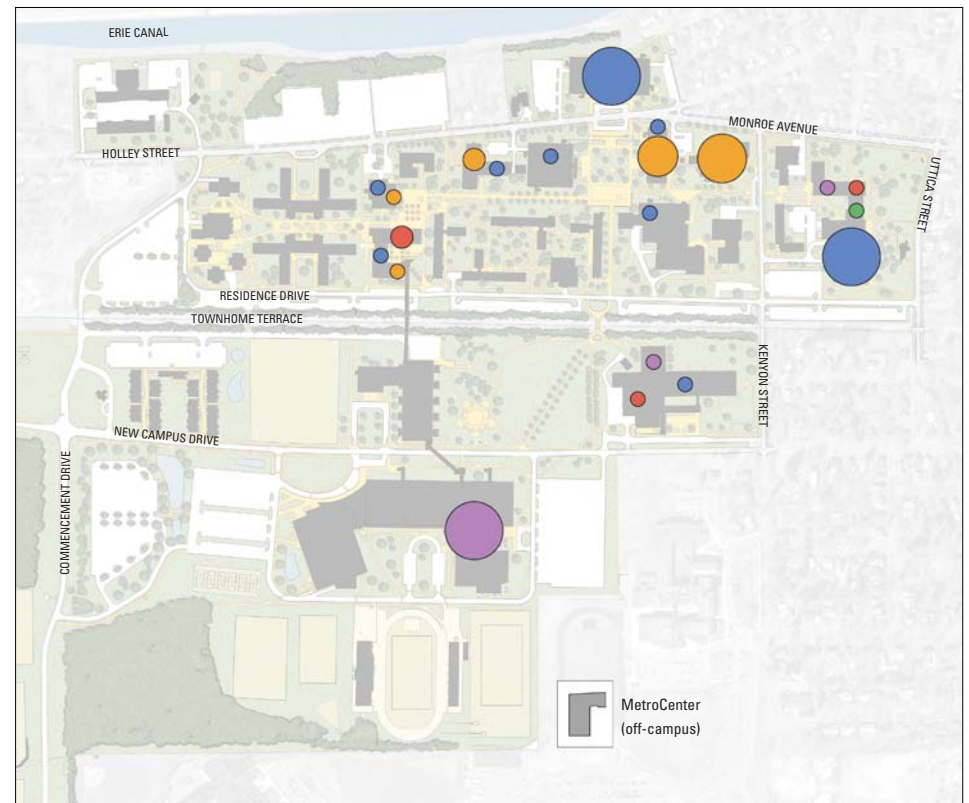


Figure 6

- School of Arts, Humanities & Social Sciences
- School of Education & Human Services
- School of Health & Human Performance
- School of Science & Mathematics
- School of Business
- Academic Success Center

2023 RECOMMENDED FINAL CONCEPT

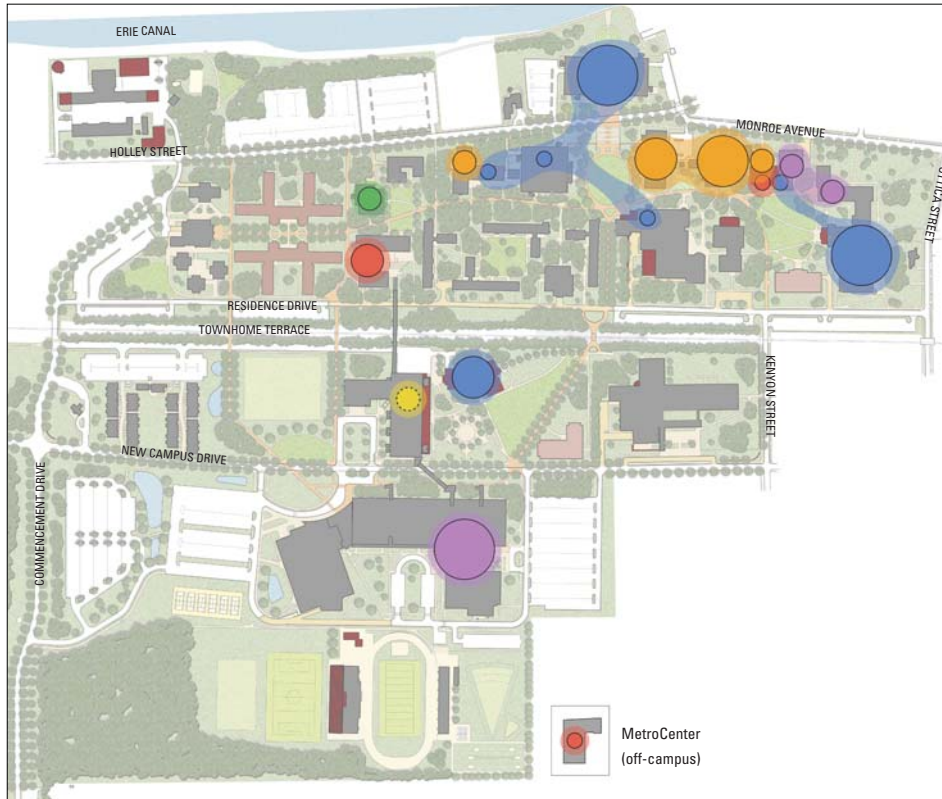


Figure 7

Under this plan, many positive changes are made to the campus as documented in the Phase V report. The highlights of the plan are summarized as follows:

1. In general, the final concept enables the “right sizing” of departments on campus through a combination of strategic moves, renovations, and new construction. The majority of buildings will receive some type of renovation to modernize the spaces and infuse technology into classrooms.
2. The Nursing Department moves into Lathrop/Neff to create positive adjacencies with Biology and Chemistry and address an immediate space need. This relocation also enables the first phase of renovations to the Tuttle Complex.
3. The New Academic Building is located east of Drake Library and will house History, English, Philosophy, Modern Languages and Cultures, and Women and Gender Studies.
4. Dailey Hall becomes the School of Business. By renovating an existing building to create a state-of-the-art business school, the College creates a stand-alone presence in the center of campus for an important program.
5. The Academic Success Center is created in a renovated and expanded Drake Library. The Center for Excellence in Learning and Teaching (CELT) also moves to the library, creating an interactive space in support of collegiate teaching and learning.
6. The New Science and Research Building addresses a current deficit of lab/research space. It also creates a strong presence for the School of Science and Mathematics along the northern edge of campus, building on the existing investments in Smith and Lennon.
7. The Seymour Student Union addition and renovation addresses a deficit of student-focused space on campus as well as expands student dining capabilities.
8. The Brown Building creates a singular identity for education programs on campus. All of the education departments within the School of Education and Human Services are housed in one building with integrated labs and general classrooms.
9. Hartwell Hall becomes a cluster of social science programs, while retaining existing programs with more specific space needs, like Dance and Health Science. Honors Program and Delta College move into Hartwell Hall as well.
10. Brockway is repurposed for much needed on-campus event space. Existing student dining is relocated to Seymour and the New York Room and President’s Dining Room move from Cooper to Brockway. The Office of Alumni Relations and Development also backfills Brockway.
11. MetroCenter houses additional graduate-only programs, allowing it to become a center of graduate program activity in downtown Rochester.
12. An addition and renovation to Rakov Center consolidates administrative student support services in one building and provides space for the Office of International Education, Graduate Studies Admissions, and Special Sessions to expand.
13. Academic and Student Affairs programs are decanted from Cooper. The vacated space in Cooper will be used as swing space to enable ongoing building renovations.
14. Morgan is demolished after all occupants are re-located and Kenyon Street is closed to enable landscape improvements for the new Hartwell Quad.
15. Critical maintenance and landscaping improvements throughout the campus are integral to the plan, regardless of whether a programmatic relocation is involved.

The final recommendation for changes occurring inside campus buildings goes hand-in-hand with the final campus physical plan. Together, they create a framework for the College to use for planning purposes to 2023 and beyond.

THE COLLEGE AT BROCKPORT: FINAL PLAN

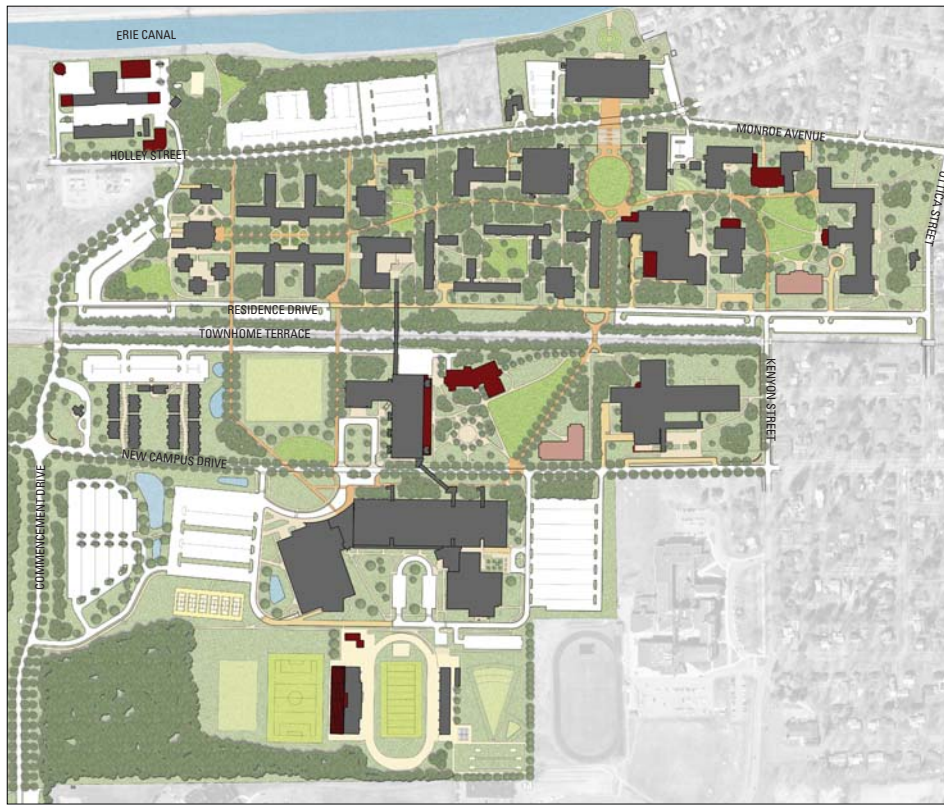


Figure 8

- Existing Campus Building
- Proposed Building
- Potential Future Building Site
- Major Pathways & Plazas



THE COLLEGE AT BROCKPORT: FINAL BUILDING RENOVATION PLAN

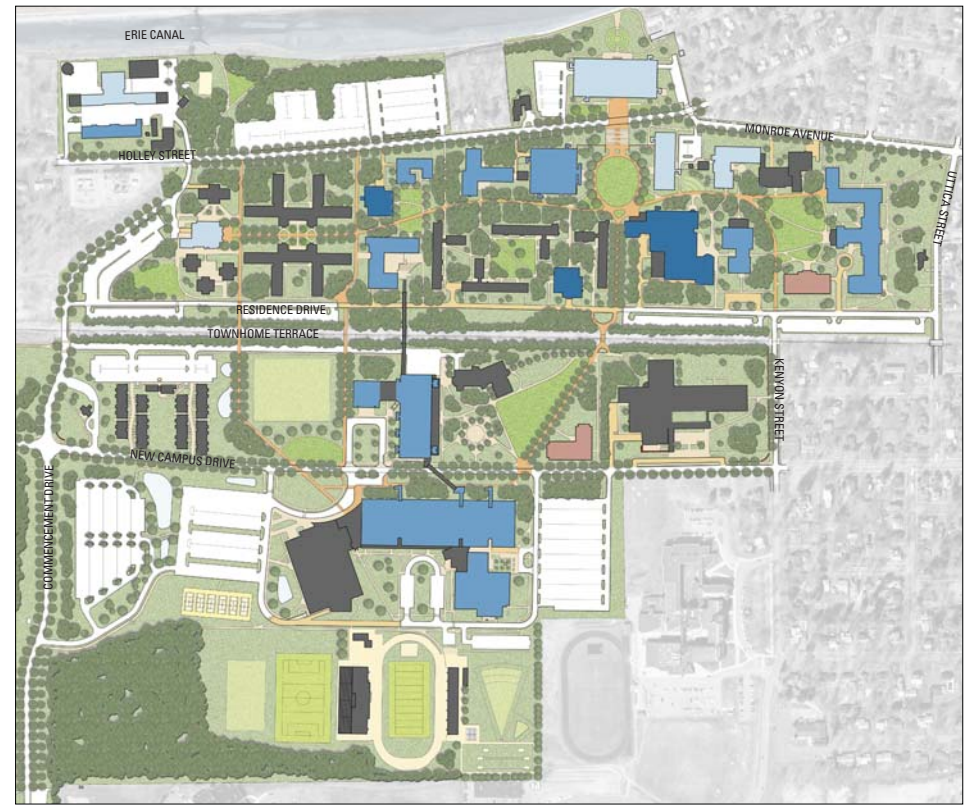


Figure 9

- Low Intensity Renovation
- Medium Intensity Renovation
- High Intensity Renovation



2023 CAMPUS PEDESTRIAN CIRCULATION



The plan proposes greater emphasis on north/south pedestrian connections, from the Tuttle Complex to Tower Fine Arts, and from SERC to the high-rise residence halls. A second pedestrian crossing to the railroad tracks northwest of the Allen Building also facilitates greater north/south movement. A new central mall with a curvilinear pathway softens the campus and provides an appealing contrast to the orthogonal buildings that frame the walk. The middle section of Residence Drive is closed to daily traffic to improve the pedestrian experience in this area. Several parking lots once central to campus are relocated to the periphery of campus (X Lot) to enable landscape improvement projects. The College intends to expand its shuttle system to support remote parking lots.

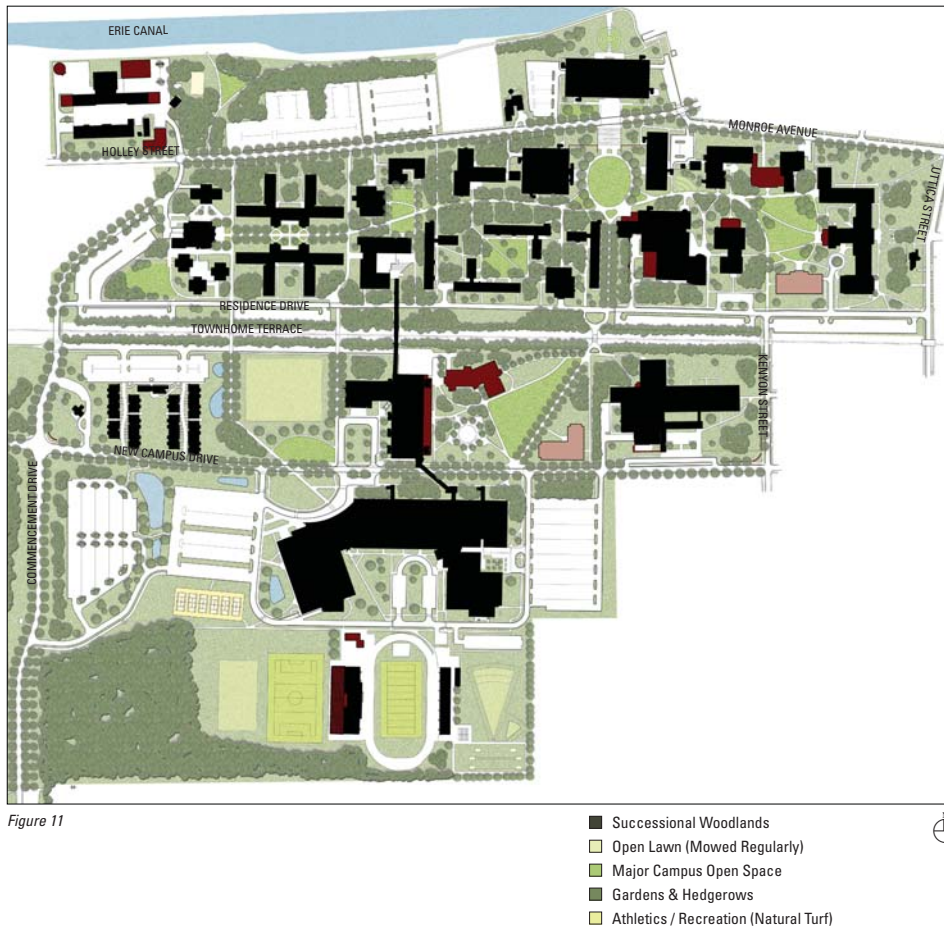


Existing campus pedestrian circulation will be greatly enhanced through the Final Plan Recommendation.



Johns Hopkins University (top) and the University of Scranton (bottom) are examples of how a consistent palette of materials - including paving, benches, and light fixtures - can strengthen a campus landscape.

2013 - 2023 OPEN SPACE NETWORK



It was important that the plan create more outdoor spaces on campus that would encourage community interaction. This type of space was noted as lacking during several campus interviews. The extensive hardscaping that characterizes the existing campus mall gives an impression of harshness that is not conducive to socializing, lounging, and hosting special events. In contrast, the proposed quad to the west of Hartwell Hall would create a place that would support these types of activities. Additional improvements along the mall replace hardscaped features with trees and plantings, and create pockets for social interaction. Improved courtyards around many residence halls will provide opportunity for students to congregate informally, play, and enjoy the campus. An improved recreation field south of the tracks, to the west of the Allen Building, will provide students with a more formal recreation area in close proximity to on-campus housing. The second railroad crossing will improve access to this field.

Opportunities to increase the College's connection to the Erie Canal are also incorporated into this plan. The Canal is viewed as a valuable resource by the College and one that it is not capitalized on currently. By clearing overgrowth along the College's property and working with the Canal Authority to create waterfront pedestrian walks, the College can open views to the Canal and reinforce the connection. A proposed outdoor amphitheater behind Tower Fine Arts will also provide new opportunities to engage with the Canal.



New open spaces are proposed to encourage student interaction and strengthen the overall campus aesthetic, such as at University of Georgia (top) and Johns Hopkins University (bottom).

