

### **III. MASTER CAPITAL PLAN OBJECTIVES**

The University's objectives for its Master Capital Plan are to protect, maintain, preserve, and modify its physical plant to comply with health and safety codes; to address environmental and energy conservation measures; to keep pace with changes in telecommunications, information and educational technologies, and emerging research requirements; to support the State of New York and the University's energy initiatives; as well as to adapt to ongoing changes in academic pedagogies, programs and student life affected by evolving educational and emerging marketplace demands.

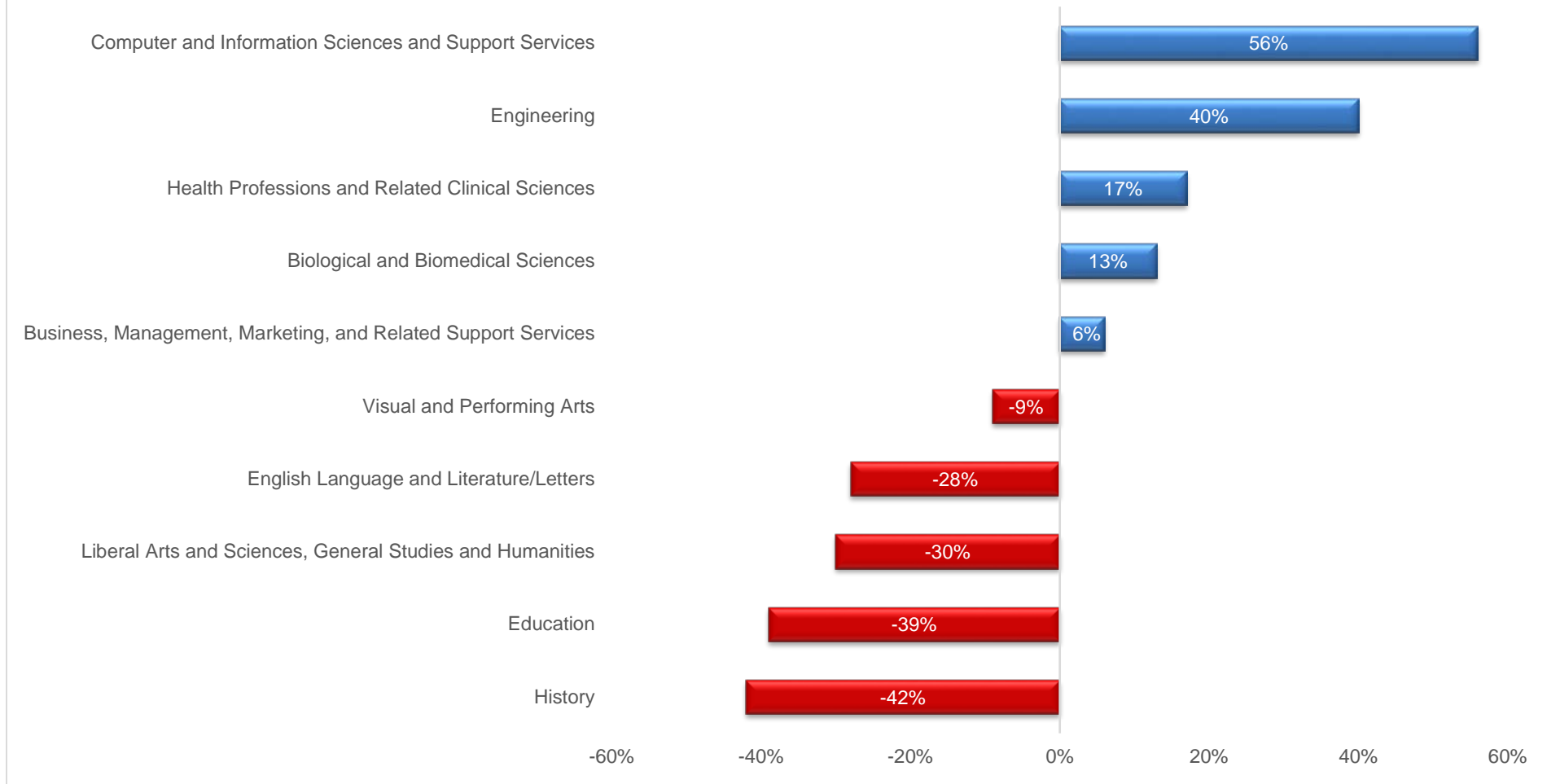
Maintaining core campus infrastructure and SUNY's more than 1,800 academic buildings is the University's highest priority, and that priority is reflected in the current Master Capital Plan project portfolio. A large portion of the Plan is related to projects designed to preserve, protect, and prevent deterioration of existing facilities, such as:

- Building exterior and interior rehabilitations and renovations
- Site infrastructure and utility projects
- Projects to replace or repair building systems (mechanical, electrical, plumbing) or energy efficiency projects (building exteriors, roofs, windows, lighting, etc.)
- Smaller critical maintenance projects such as masonry repairs, roof replacements, small classroom renovations, etc.

In 2017, SUNY and the Fund implemented new software to maintain data on asset conditions and allow for continual life cycle modeling. The framework consists of identifying the remaining useful life of asset components for each building and infrastructure system, tracking approximately 44,000 items across the system. Each component has a replacement cost that is used to quantify the amount of investment needed to renew the component. In turn, this model will help SUNY determine the annual levels of investment needed to keep these components in a state of good repair. Life cycle modeling also identifies the most immediate capital needs, which will help facilitate the planning process. Useful lives of components will be updated in real-time as construction work is completed, allowing for intelligent analysis of data to determine renewal information for each campus. Responsible planning practices have proven to help maintain the aging physical plant of SUNY in the past and will continue to do so with the more comprehensive life cycle modeling data in the future.

Also of high importance are specific construction projects that address a campus' changing programmatic and academic needs. SUNY has grown over the last 10 years with an overall enrollment increase of 11 percent since 2005. Despite a significant drop in the number of nationwide high school graduates from the peak year of 2008-2009, state-operated and statutory full-time equivalent SUNY enrollment has remained steady at approximately 195,000 in academic year 2015-16. Yet growth alone does not equal success. As demonstrated in the following chart, over the last 5 years there has been a dramatic shift in demand for certain programs:

## SUNY-Wide Program Areas of Growth and Decline 2010-2015



To address these rapidly changing demands and meet the increasingly diverse needs of today's students, existing facilities must be renewed and repurposed to remain competitive.

## ***Facility Master Plans***

Effective long-term planning requires a comprehensive, disciplined and focused approach. SUNY and the Fund addressed this need in 2011 by completing the first-ever system-wide Facilities Master Plan (FMP) initiative.

The FMP initiative resulted in a 10-year plan projecting the capital investment needs for each of SUNY's 34 state-operated and statutory campuses, as well as System Administration. Campus and Fund staff looked carefully at the current mission and strategic plans of individual campus programs, and assessed the ability of existing facilities to meet future expectations. The FMP considers mission, enrollments, and course planning in identifying physical space needs; evaluates the ability of existing space inventories, usage and condition to accommodate need; and provides recommendations for strategic facility improvements to meet current and future educational demands.

While individual FMPs provide each campus with a roadmap to plan its future capital facilities improvements, the bigger benefit of the FMP initiative is the opportunity to align campus investment with SUNY's overall mission from a system perspective. Strategic enrollment priorities – on a system basis – will be combined with academic priorities for both the State and SUNY to reach a SUNY-wide plan that is flexible and useful in helping SUNY to meet the educational and workforce demands of the future.

As part of the University's continuous planning process, the FMPs at each of the campuses were updated during 2016-17 in response to campus leadership and programmatic changes as priorities shift and strategic plans evolve. These updates show emerging trends driving SUNY's capital needs such as:

- Renovations to Support Student Success – Reconfiguring space for Academic Success Centers which provide one location for tutoring, counseling, Educational Opportunity Programs, and other student support services
- Renovations to Support Recruitment & Retention - Upgrades and modernization of facilities that enhance student life, including athletic facilities and student unions
- Renovations to Create “Learning Commons” & Facilitate Collaborative Learning - Creating spaces for small study groups, often in libraries
- Laboratory Upgrades to Support Growing Programs – Particularly, STEM and Allied Health

In tandem with their age, the intended use of SUNY facilities is ever changing to suit the evolving pedagogies of higher education, and to maximize suitability for the advancement of SUNY's mission. Classrooms and labs built decades ago no longer meet the needs of today's students or New York State's workforce needs. Students require and expect a campus that is both attractive and serviceable, with up-to-date technology and instructional facilities at least better than those offered by their K-12 education. A Cooperative Institutional Research Program survey<sup>1</sup> noted that a visit to the campus placed high on a list of important issues to a prospective college student, falling only slightly below the academic reputation, financial assistance/cost, and the likelihood of employment after graduating. The upgrading and repurposing of existing resources to meet these needs often comprises a significant portion of a campus' intended capital plan.

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<sup>1</sup> *Higher Education Research Institute*