



Facilities Master Plan

2013 - 2023

PHASE 1 - CAMPUS PROFILE

PHASE 2 - ASSESSMENT OF CONDITIONS

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LETTER FROM THE PRESIDENT

At SUNY Oswego, we foster liberal and professional learning in a dynamic, interactive and supportive environment. SUNY Oswego offers an opportunity for students to pursue unlimited horizons. With a student body of more than 8,200 learners, we are large enough to offer more than 100 programs of study yet small enough for students to form quality relationships with each other and caring faculty.

Our learner-centered approach stresses quality education and experience inside and outside the classroom on our scenic, 690-acre lakeside campus. Students pursue bright futures through programs in our College of Liberal Arts and Sciences; School of Business; School of Communication, Media and the Arts; and School of Education — as well as innovative interdisciplinary programs that cross traditional boundaries. Oswego opens doors to the future with internships and study-abroad opportunities that consistently rate among the highest in the SUNY system.

Deborah F. Stanley
President



ACKNOWLEDGEMENTS

FACILITIES MASTER PLAN 2013 - 2023

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- A. HISTORY
- B. MISSION
- C. SUNY SYSTEM CONNECTIVITY
- D. CHARACTERISTICS
- E. STATISTICAL DATA
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A. HISTORY

CAMPUS CREATION

The State University of New York at Oswego was founded in 1861 as the Oswego State Teachers Training Institute by Edward Austin Sheldon, who embraced and popularized some of the most innovative teaching methods of his day. In 1913, the campus moved from the city of Oswego to the current lakeside location following the construction of Sheldon Hall.

In 1942, state legislation elevated the institution from a normal school - a two-year school which trains elementary grade teachers - to the Oswego State Teachers College and in 1948, Oswego became one of SUNY's charter members. The institution broadened its academic perspective in 1962, becoming a full-fledged arts and sciences institution in the SUNY system and featuring a range of liberal and professional studies.

Oswego's student body quadrupled during the 1960s and early 1970s, which was a time of building on campus as well. The institution created the College of Arts and Sciences, School of Business and School of Education in 1992 and the School of Communication, Media and the Arts in 2007. The College of Arts and Sciences became the College of Liberal Arts and Sciences in 2008. Today, Oswego is one of 13 university colleges in the SUNY system, out of a total of 64 campuses system-wide. More than 8,200 students enroll, including 7,100 full-time undergraduates, and there are more than 70,000 living alumni.

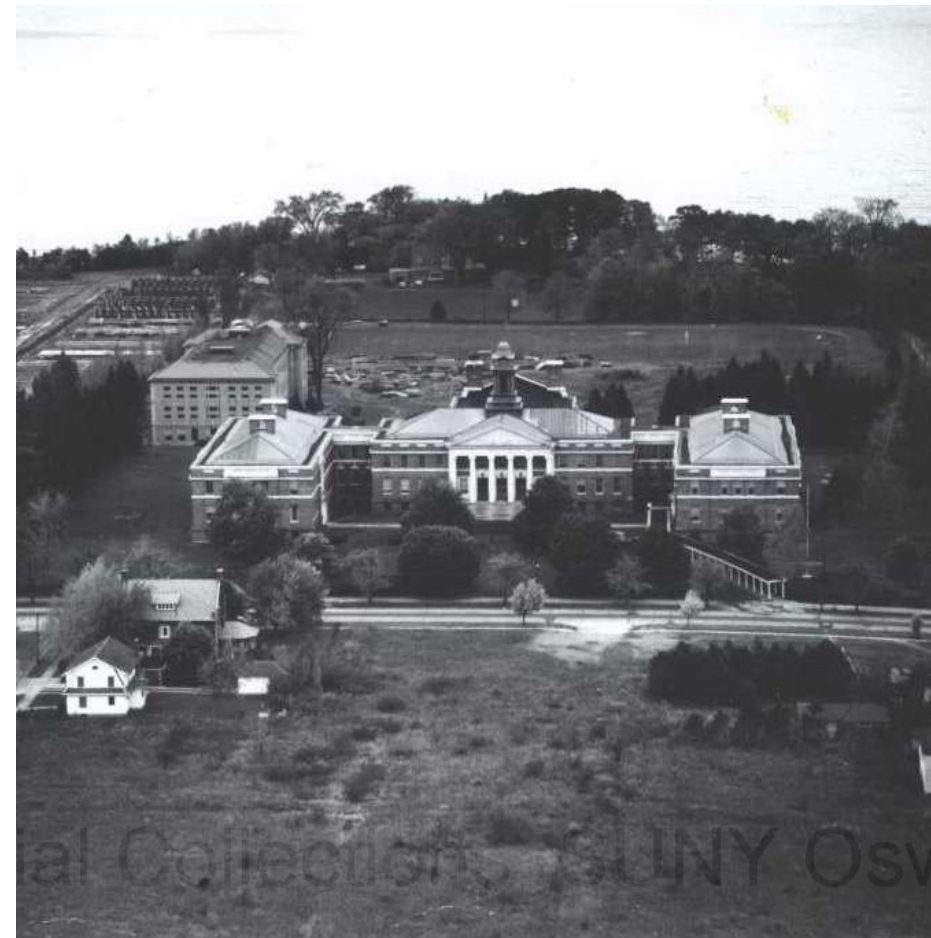
The campus today consists of 46 buildings on nearly 700 acres, with classroom, laboratory, residential and athletic facilities. Recent years have witnessed the launch of a \$250 million campus-wide renovation and renewal program, highlighted by the October 2006 opening of the Campus Center – the college's first new building in 35 years. Rehabilitation of Swetman and Poucher Halls have successfully created a new campus center for the College.

Oswego's mission has changed over time since its inception as a normal school. Since 1962 its offerings have increased in breadth and depth to now include offers more than 100 undergraduate majors, minors, and graduate programs in arts and sciences, education, and business.

Historical and Current Enrollment

Current headcount is 8,680, up from 8,289 in 2004, with a peak of 8,909 in 2008. The growth over the last five years exceeds projections in the 2006 MOU between the Oswego campus and the SUNY system. Graduate student enrollment has declined during the same period, from a 2004 high of 1,230 to 985 in 2009.

Student Population	Headcount Enrollment					
	2004	2005	2006	2007	2008	2009
All Students	8,289	8,282	8,183	8,660	8,909	8,680
Total Undergraduate	7,059	7,138	7,096	7,680	7,971	7,695
Total Graduate	1,230	1,144	1,087	980	938	985



Sheldon Hall with Park Hall Behind

GROWTH THROUGH TIME

The construction of Park Hall in 1933 formed the first campus open space known as Sheldon Quad. This is the historic quad formed by Sheldon, Park and Rich Halls. From then, the Oswego campus grew slowly until the 1950's with the construction of Lee Hall, Rich Hall, Johnson Hall and Lakeside Dining Hall. Barracks style housing was also present on the campus between Lee Hall and Johnson Hall. (see photo) Swetman Hall became the new school model, replacing the original functions of Sheldon Hall.

A new residential village comprised of Oneida, Onondaga, Cayuga and Seneca Halls added more than 2,000 new beds to campus. Littlepage and Pathfinder Dining Halls were constructed to serve this community.

The athletics fields south of Route 104 were also established around 1970 with the construction of Romney Fieldhouse and Laker Hall. The Commissary Building and Maintenance Building were constructed adjacent to the fields.

A successful renovation and addition to Rich Hall for the School of Business was completed in the 1990's. Johnson and Riggs Residence Halls as well as Lakeside Dining Hall were successfully renovated in the 2000's.

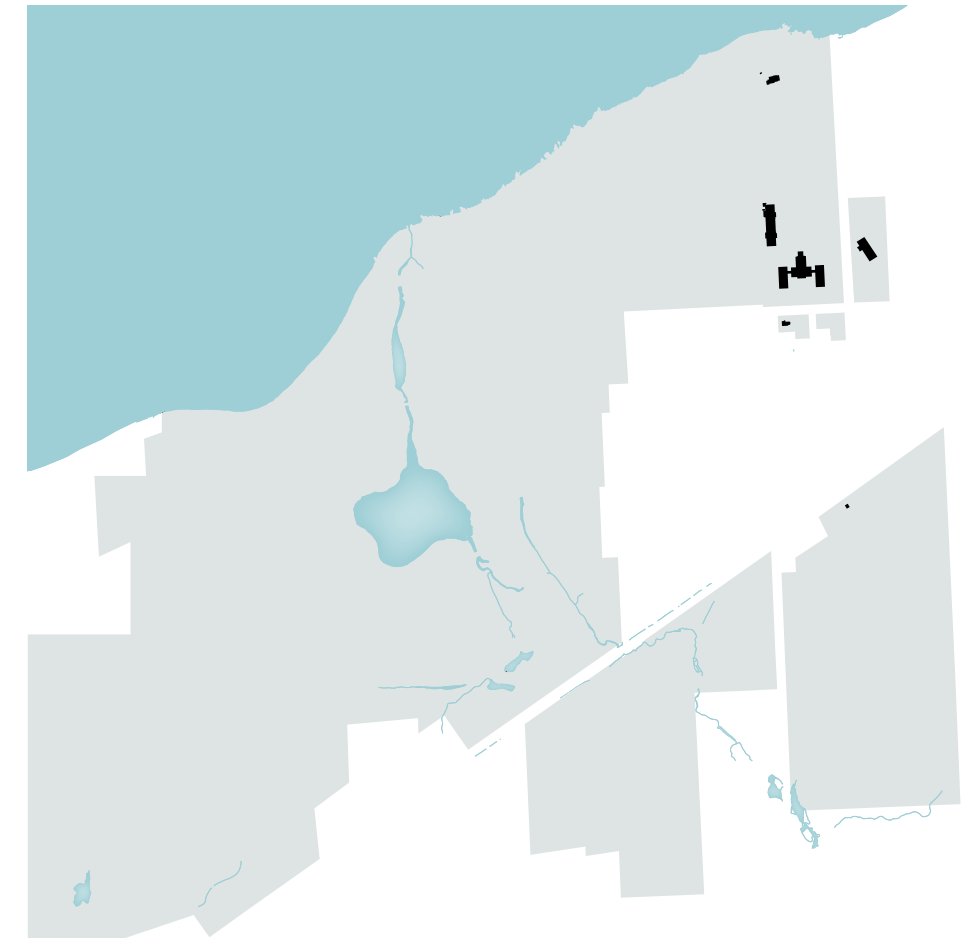


Figure Ground – From 1909-1942

The campus today consists of 45 buildings with classroom, laboratory, residential and athletic facilities. Recent years have witnessed the launch of a \$250 million campus-wide renovation and renewal program, highlighted by the October 2006 opening of the Campus Center – the college's first new building in 35 years.

Construction is also underway on The Villages Housing Complex which will include 350 beds in a townhouse configuration.

A new Science and Technology Building and an addition and renovation of Wilber Hall are moving toward construction in the near future.



Figure Ground – From 1942-1960

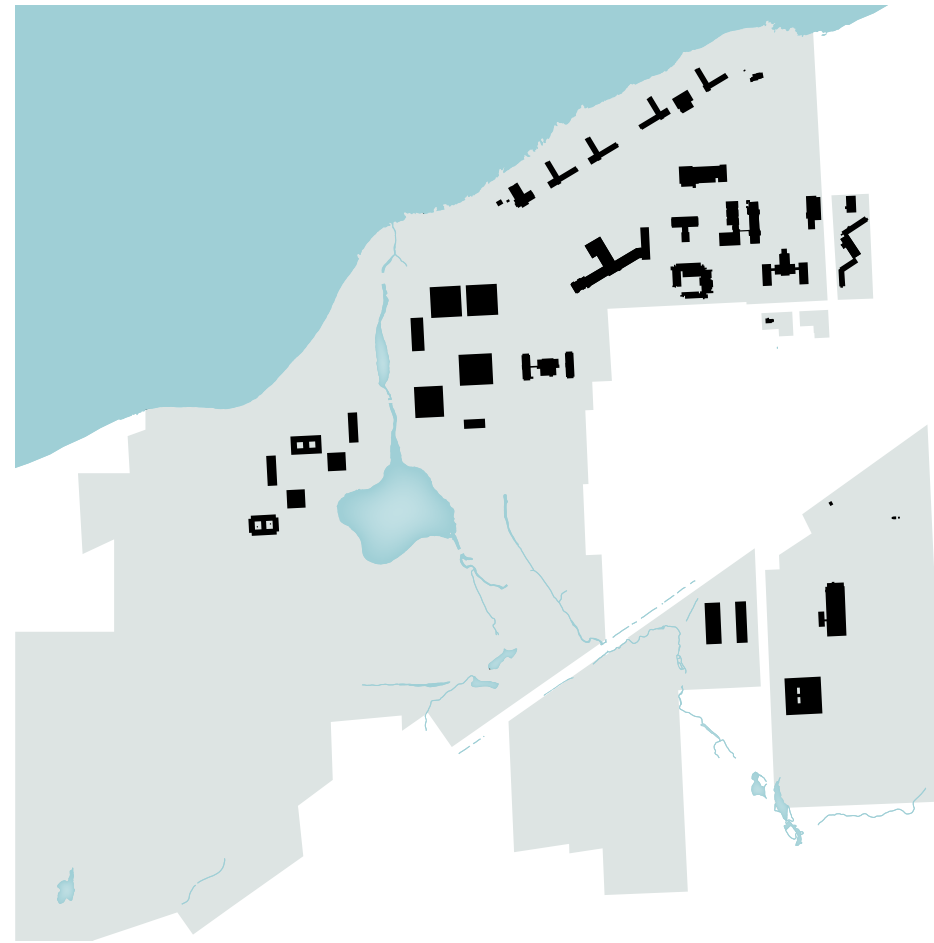


Figure Ground – From 1961-1970



Figure Ground – From 1971 to 2010



Historic Photo of Housing between Johnson Hall and Lee Hall



Historic Photo of Hewitt Quad



Campus Center

A. HISTORY

NOTABLE PERIODS AND STYLES

Original campus buildings such as Sheldon and Park Hall were designed in the Collegiate Neo-Classical style. This style is characterized by beaux arts symmetry, brick facades with white glazed terra cotta and limestone trim, a large pedimented entry portico and copper hipped roofs.

The next major recognizable architectural style, chronologically, is that of a 1950's modernism embodied in buildings like Lee Hall, the original Rich Hall, the Mackin Complex, the original Johnson and Riggs, Scales and Waterbury and the Infirmary. Characterized by flat roofs, tan to orange-brown brick with pre-cast trim and large expanses of glass.

60's era modernism is exemplified by the Hewitt quad architecture and the similarly styled residential village on west campus. These structures sit on large plinths that houses service functions at the ground level. Constructed of heavy concrete frames, these buildings are characterized by their neutral bay structure and infill panel system of glazing or concrete panels. Penfield, Lanigan and Hewitt all display a civic scale in their proportions. Penfield and Lanigan's second and third levels read as one large level. Hewitt's large glass opening reflects the large ballroom on the interior. Mahar, Tyler and Culkin are more appropriately scaled to the office and classroom functions that they house. The residential buildings further minimize the scale of openings and bay structure to that of the housing unit.

Contemporary construction on campus includes the renovation of Riggs, Johnson and Lakeside Dining as well as of Poucher, Swetman and the addition of the Convocation Center. The former project reflects a renewed interest in vernacular and climate appropriate building forms. The renovated residence halls now have pitched metal roofs, better defined entries and public spaces. The Convocation Center blends a mix of materials and architectural forms appropriate to its function as a public building.

Large amounts of glass provide daylighting as well as offer views into the building. These buildings provide a good example of "fitting in" with the campus context as well as being "of the times."

The Village townhouse complex is currently under construction and is slated to open for the Fall 2010 Semester. This project will bring approximately 350 new beds to campus. A Science Complex including a new building and the renovation of Piez Hall is in the final stages of design. This project will require the demolition of Snygg Hall.

The differing styles of these two projects reflects the varied attitudes toward contextualism, zeitgeist and building typology in today's design profession.

Studies are underway for the renovation of Penfield Library into an "Information Innovation Center" and for Tyler Hall.



Sheldon Hall

Neo-classical



Lee Hall

1950's Modern



Park Hall



Mary Walker Health Center



Culkin Hall



Riggs Hall



New Townhouse Village Complex

1960's Modern

Contemporary

Future Buildings



Penfield Library

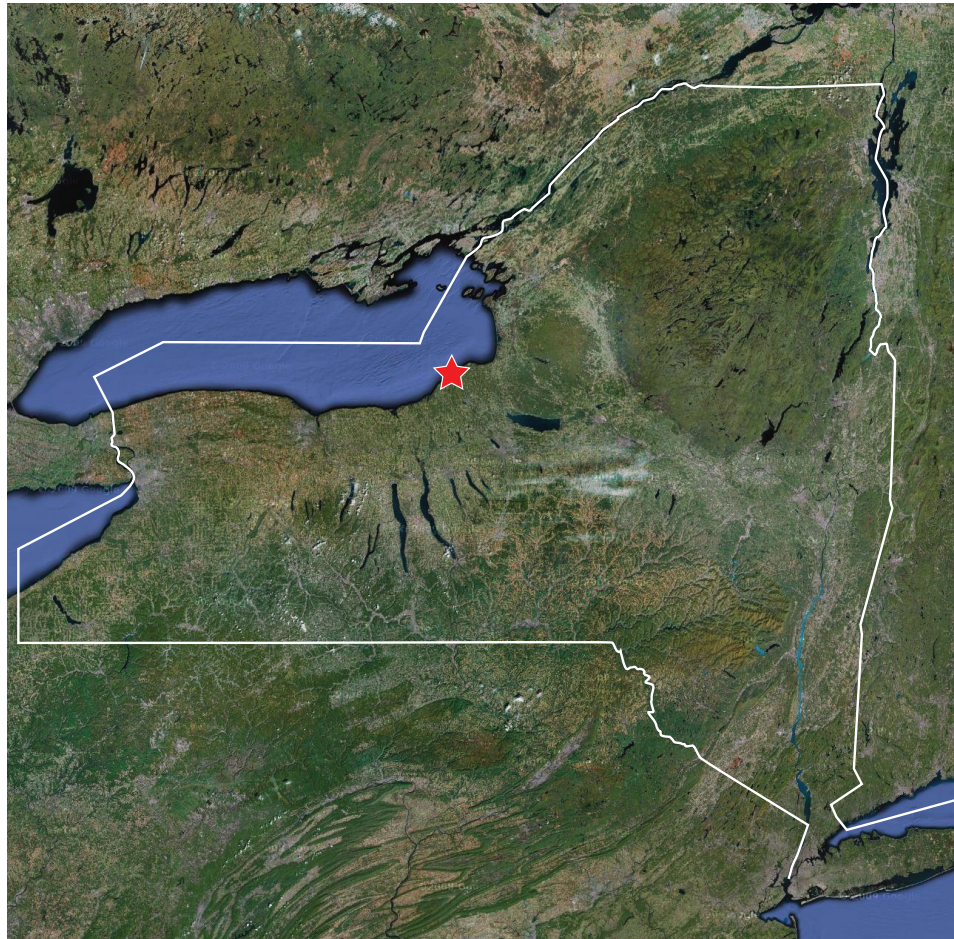


Campus Center



Proposed New Science Building

A. HISTORY



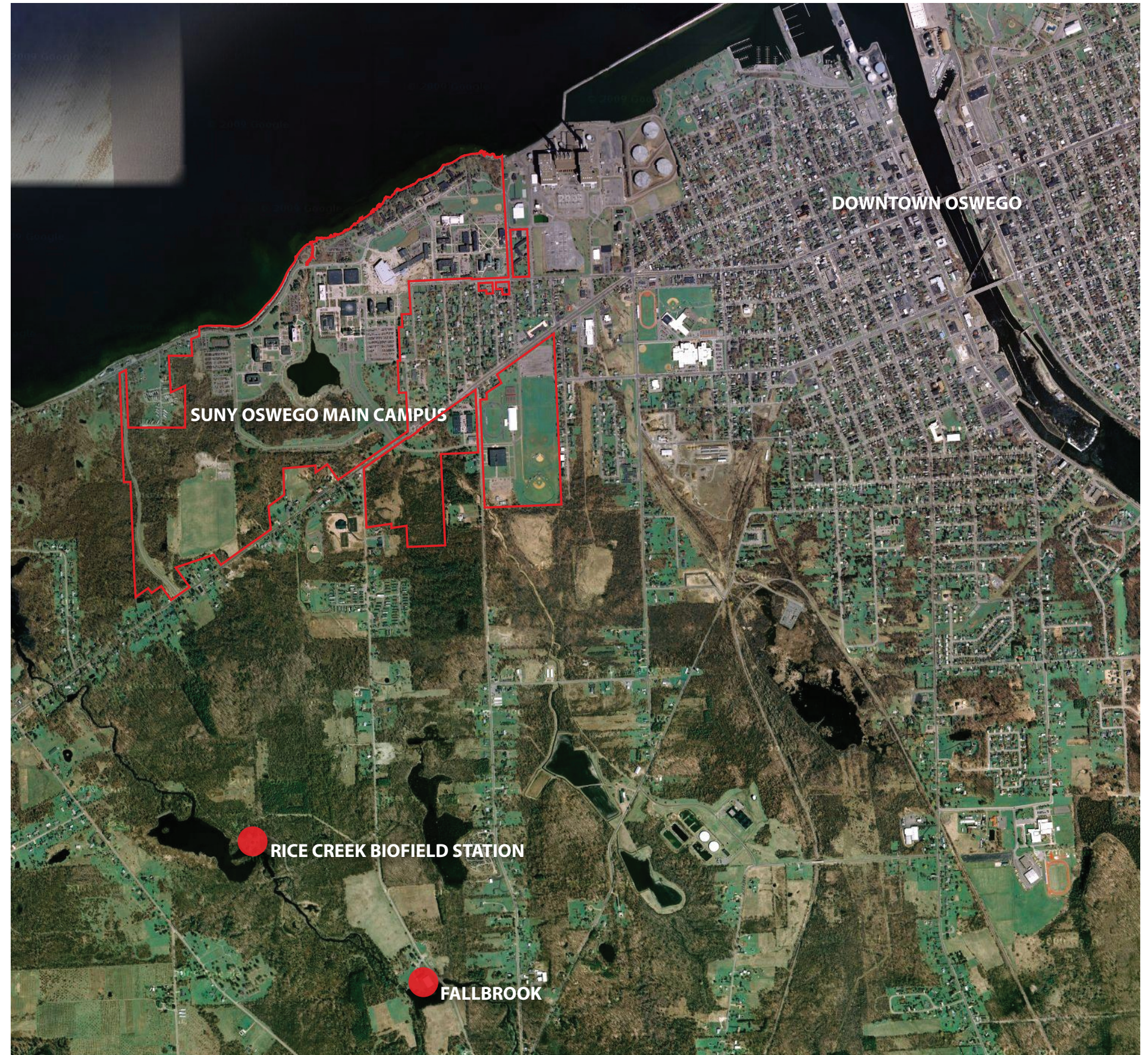
Regional Location

OVERVIEW OF LOCATIONS, PRECINCTS, BUILDINGS, PHYSICAL FEATURES

The SUNY Oswego campus sits on the south shore of Lake Ontario approximately 33 miles north northwest of Syracuse and approximately 60 miles east northeast of Rochester. The campus lies adjacent to the City of Oswego on its western boundary. The south and west borderland to campus remains rural with sparsely developed residential areas.

The Institution has a satellite location at Metro Center in Syracuse, a small storefront location in the City of Oswego and an outlying property called Fallbrook used mainly as a park and for special events.

The campus has a moderately sloping terrain with the high point near the southeastern corner just west of Sheldon Hall. The slope falls to the north and west toward Lake Ontario. Glimmerglass Lagoon sits on the western portion of the campus.



Campus Location



Campus Topography



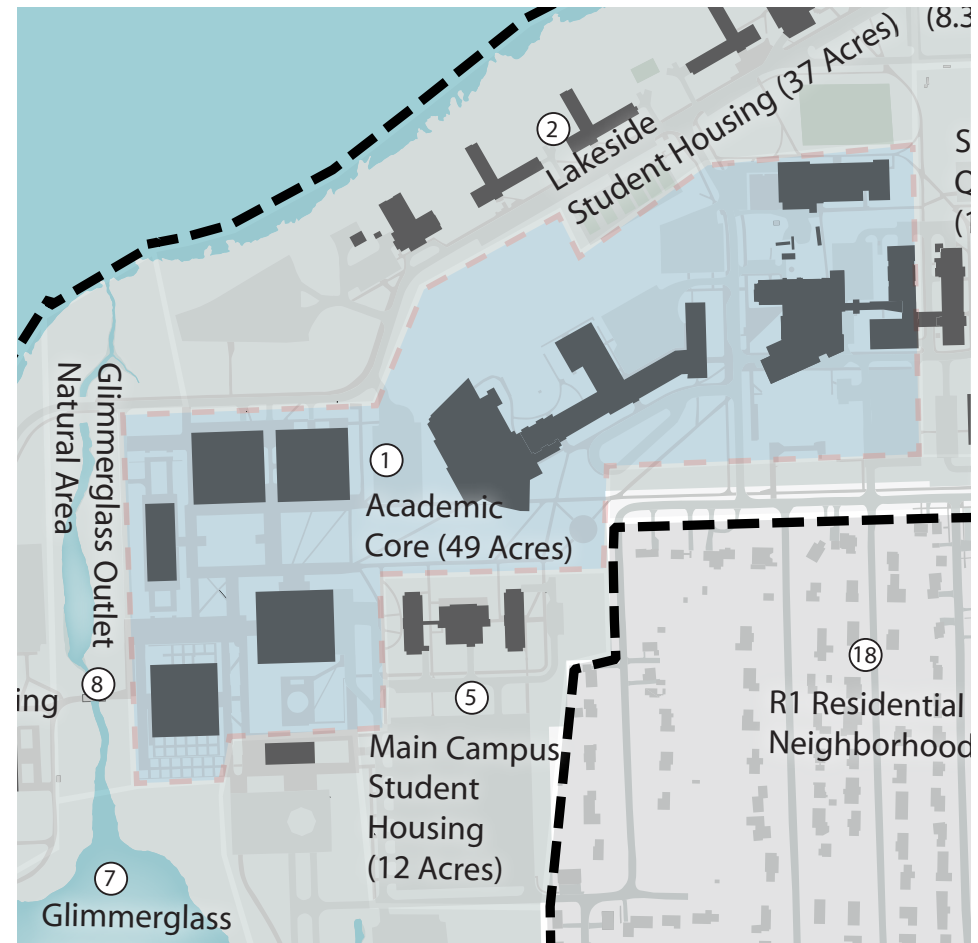
Campus Zones

CAMPUS ZONES

The following pages describe major Campus Zones. Each campus zone has been defined by the central characteristics of the campus or the surrounding land use. The campus zones have been given a number, title, and generalized acreage. These descriptions assist in defining the campus profile. The descriptions are broadly defined. More specific campus details, such as building age and characteristics, are found in other places in this report.

The sequence of descriptions of the campus zones begins with the academic core of the campus and proceeds outward to the campus natural areas and subsequently the immediately adjacent land uses in the private sector.

A. HISTORY



Key Plan – Academic Core Zone

1. ACADEMIC CORE

The academic core is defined by an area of approximately 49 acres. This zone includes Penfield Library, almost all academic buildings and includes Culkin Hall, the Central Administration Building. In addition, this zone also includes more recent buildings such as the new Campus Center and the recently renovated buildings of Swetman and Poucher Halls. Other buildings such as (the soon to be renovated) Lee and Wilber Halls, are included, as is the site for the new Science and Technology Building.

This area, the Academic Core Zone, is structured in a somewhat linear manner: the Poucher, Swetman and Campus Center complex is linked to an academic plaza, sometimes called the "Sun Quad" or the Hewitt Quad. Smaller landscape courtyards adjoining Culkin Hall and Tyler Hall are also in this zone. The Hewitt Quad is composed of 1960's modern building style architecture. The east side of this zone is comprised of 1950's era modern buildings.

The academic core has a landscape that is primarily lawn, trees and shrub masses. Large paved areas, such as the Hewitt Quad characterize this area. Such paved areas are typical of landscape design of the 1960-70's period. For the most part, the buildings and associated landscapes are oriented inwards, even though important buildings such as the library could have significant views to Lake Ontario.



Pedestrian Spine in the Academic Core, View Towards Penfield Library



Pedestrian Spine in the Academic Core

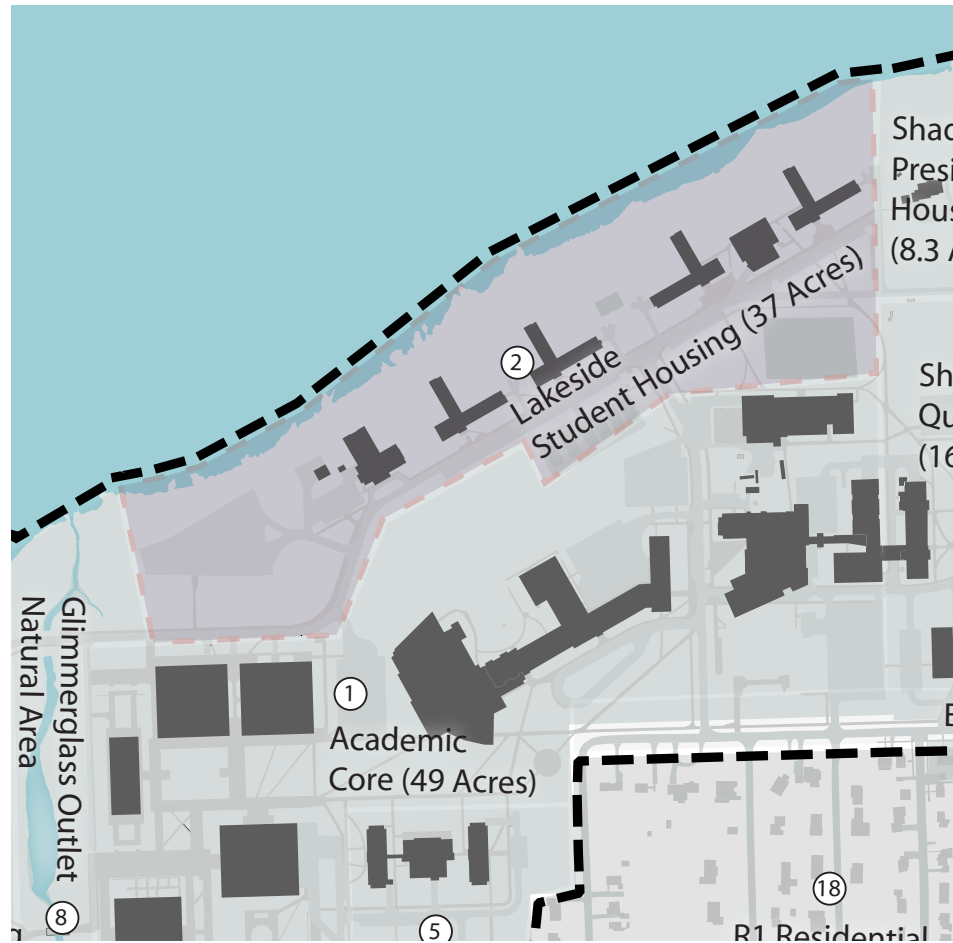
This area has been more recently characterized by a significant exterior walkway known as the pedestrian spine. An interior walkway which parallels the pedestrian spine has been developed within the Campus Center, Swetman and Poucher Halls. Both the exterior pedestrian spine and the extension of the interior walkway are proposed through the new Science and Technology Building, linking to Wilber Hall.

Character of the Academic Core:

- Linear arrangement of academic buildings
- Defined primary pedestrian circulation routes
- Large paved areas
- Tree and lawn landscape



The "Sun Quad" in the Academic Core



Key Plan – Lakeside Student Housing Zone



Lakeside Residence Hall – Rudolph Road at Riggs Hall



Lakeside Residence Hall – Streetfront

2. LAKESIDE STUDENT HOUSING

Dating from the early 1960's these residential Halls which cover approximately 37 acres, are the some of the oldest student housing on campus, with the exception of Moreland Hall. These residential halls are perched on the bluff adjacent to Lake Ontario with visual and potential physical access to the lake. Half of these residential halls have been renovated, as well as adding additions and new programs, over the past decade. The renovated Johnson and Riggs Halls have set a new precedent for residence hall architectural character on campus with features relating more to the context of upstate New York.

These residential halls, while adjacent to the academic core, are located topographically lower than the academic buildings, which affects ease of access to the core of campus. The landscape of the area is characterized by informal planting, and groves of trees, which are primarily evergreens and oaks. Some of the plantings date from the time these residential halls were constructed. A recent landscape master plan for the Lakeside Residential Halls was developed. Significant areas of this plan were constructed during the summer of 2009.

In addition to residential halls, this zone also includes some recreational areas (such as sand volleyball), residential parking and the campus health facility, the Mary Walker Health Center.

The campus "loop road", formed by Rudolph Road in this area, separates the Lakeside Residential Halls from the core academic area. This road provides convenient access to the residential hall for move-in and move-out as well as serving on a day-to-day basis.

Character of Lakeside Student Housing:

- Lakefront Opportunities
- Architecturally in Transition
- Informal Plantings & Some dense Natural Areas
- Easy Vehicle Access
- Topographically Low in the Campus Landscape



Lakeside View from Johnson Hall

A. HISTORY



Key Plan – Sheldon Quad Zone

3. SHELDON QUADRANGLE

The Sheldon Quadrangle is an approximately 16 acre area that defines the historic center of the campus. The namesake for this quadrangle, Sheldon Hall, is the iconic image of the campus. Details from Sheldon Hall are used for branding the campus and for promotional materials. Sheldon Hall was also the original normal school, which acted as the teaching and practice center for the original campus. The other associated academic buildings form a more classic quadrangle of lawn, trees, and crossing sidewalks. Park Hall, an historic campus building, and Rich Hall face one another across the quad. Sheldon Hall was recently renovated and now houses the admissions office—the destination of visitors and applicants to the College and their likely first impression.

The quad is open to the north and should potentially have a lake view. Unfortunately, this view is interrupted by a parking lot, and to some extent the power plant, at the north edge of the quad.

There has been a feasibility study to develop a campus “ballroom” on the north side of Sheldon Hall. This would provide a much needed and important public venue with a view to the Sheldon Quad and Lake Ontario.



South Side of Sheldon Hall



Sheldon Hall

The Sheldon Quad is a part of what is known as the East Campus. The East Campus also includes the Piez Hall Complex and the Mackin Residential Hall Complex.

Character of Sheldon Quadrangle:

- Point of First Impressions
- Potential Views North
- Traditional Style Quadrangle
- Integral part of Campus Image
- Southeast corner is a vital campus gateway



Historic Photo of Sheldon Quad



Key Plan – West Campus Student Housing Zone



Seneca Hall



Oneida Hall

4. WEST CAMPUS STUDENT HOUSING

The west campus residential halls, on approximately 41 acres, includes modern style buildings that were proposed as part of the SOM 1967 Master Plan. This area includes some informal recreational quadrangles, walkways and large residential parking areas. The residential halls house both traditional double rooms and suite style arrangements. The buildings are both low-rise and mid-rise residential towers. Food service is provided in two venues; Littlepage Hall and Pathfinder Hall, where the campus police also have facilities.

The landscape, characteristic of the period within which it was built, is very minimal. It is mainly represented by a tree and lawn landscape. The area is serviced by public and campus transit/bus service and has easy access to parking.

Despite that the west campus is adjacent to the academic core campus; the Glimmerglass Lagoon Outlet separates the residential halls from the adjacent academic buildings surrounding the Hewitt Quad.

The west campus is public image or gateway to the campus for those individuals that approach the campus from the lakeside route or Iroquois Way. There is potential not only to see the lake from this area but also to access the lakefront. Unfortunately, there is a high bluff between the west campus and access to the lake.

Character of West Campus Student Housing:

- Minimal Landscape
- Large Parking Areas
- Adjacent to larger Natural Areas
- Lakeside Access



Pathfinder Hall

A. HISTORY



Funnelle, Cooper & Hart Halls

5. MAIN CAMPUS STUDENT HOUSING

There are two mid-rise residential halls and food service immediately south of the academic core and the new Campus Center. These residential halls which include Funnelle and Hart Halls provide an alternative to residential halls at lakeside, west campus, or the Mackin Complex. This area includes approximately 12 acres of buildings, their immediate landscape, and some residential/staff/commuter parking.

There are popular and easily accessible public spaces associated with these residential halls. Views to Lake Ontario occur from the upper floors of these residential halls. Public Transit is convenient from them.

There is an opportunity in this area to complete the loop road concept. Campus vehicular access routes could occur east of Funnelle Hall re-routing traffic out of the adjoining residential area (Zone 18).

Character of Main Campus Student Housing:

- Centrally Located
- Less Separation/Distinction from Academic Core
- Adjacent to Residential Neighborhood



Entrance to Campus from NYS Route 104

6. CAMPUS ENTRANCE

This zone constitutes the formal and ceremonial vehicular access from Route 104. This is the primary vehicular entrance for individuals visiting campus, particularly Culkin Hall, the campus' administrative complex. The entry roadway is a median separated road that has parkway qualities. The campus recently provided additional parking adjacent to this entrance roadway and has done planning for a visitor's information building and parking permit facility. The landscape associated with this entrance roadway is characterized by lawn and finely managed trees and landscaped areas. The entry roadway terminates in a traffic circle and associated parking south of Culkin Hall.

Character of Campus Entrance:

- Divided Lane Travel with Parkway Character
- Passes by Campus Natural Areas (Zone 16)
- Passes by Glimerglass Lagoon (Zone 7)
- Landscape Massings and Trees with Lawn
- Architectural, Landscape and Signage Improvements would create an appropriately Civic Gateway



Glimerglass Lagoon

7. GLIMMERGLASS LAGOON

At the heart of the campus is a scenic area called Glimerglass Lagoon which includes 14 acres of open water, associated landscape and the "community walk" that borders on the lagoon. Historically, the lagoon provided stormwater retention for the campus. Currently, the lagoon no longer may be used as a stormwater practice as defined by New York State Department of Environmental Conservation (NYS DEC). Subsequently, when new stormwater practices have been built by the campus, they occur adjacent to the lagoon as has occurred for the Campus Center and more recently the Townhouse Complex. A "9/11" Memorial has been developed on the south side of the lagoon along the community walkway. This area provides several opportunities for recognition and interpretation. The edges of the lagoon provide unique opportunities for teaching and learning with edge ecologies.

Character of Glimerglass Lagoon:

- Man Made Lake/Legacy Stormwater Treatment
- Tree and Lawn Landscape
- Three-Quarters Perimeter Ringed with Multiuse path
- Provides Potential Teaching & Learning Landscape
- Built Portion of Campus does not Engage the Lagoon



Glimmerglass Outlet



Lake Ontario Shoreline Along Rudolph Road Entrance to Campus



Mackin Complex

8. GLIMMERGLASS OUTLET / NATURAL AREA

This area is systematically linked to the lagoon. This ecological corridor space provides a unique landscape separating the west campus residential complex and the academic core. This outlet includes a recently installed NYDEC accepted stormwater practice for the recently constructed Campus Center Building.

There is an opportunity for the campus to develop an ecological and physical/pedestrian corridor between Lake Ontario and the Glimmerglass Lagoon. Other stormwater practices might be developed within this corridor. This area also might provide an outdoor classroom for teaching and learning. Recent development of stormwater practices along this corridor, and potential future development suggest the campus may manage this area to develop a unique local landscape.

Character of Glimmerglass Outlet:

- Riparian Corridor formed by Glimmerglass Lagoon and Lake Ontario
- Boundary between West Campus (Zone 4) and Academic Core (Zone 1)
- Provides Potential Teaching & Learning Landscape

9. ENTRANCE

This approach to campus along the lakefront is a unique opportunity/condition for the campus. This 3 acre area along Rudolph Road is perhaps the most scenic opportunity for the campus and provides opportunities for pedestrian access to the lakefront. This segment of the "loop" roadway provides broad lake views from vehicles and potentially from pedestrian walkway.

Character of Entrance on Rudolph Road:

- Lakefront Vistas
- Massings of Evergreens on Open Lawn
- Potential for Pedestrian Way and Shoreline Access

10. MACKIN COMPLEX

This residential hall complex with food service is at the easterly extreme of the campus, helping define this entry to the campus from Washington Avenue. These residential Halls have not been renovated and represent dormitory style housing. A cost benefit analysis of renovating versus demolishing this facility is forthcoming. They face onto a city street, on two sides which characterizes the landscape quality. It will be essential to engage the City of Oswego when any future traffic/street or facilities improvements are contemplated for this area. The site approximates 5 acres.

Character of Mackin Complex:

- Informally sited buildings
- Small Landscape Spaces Immediately surrounding Buildings
- Perimeter Defined by the City Street Grid
- Adjacent to the Power Facility

A. HISTORY



Shady Shore

11. SHADY SHORES

President's House – This area, just over 8 acres, fronts directly on Lake Ontario and provides an on-campus residence for the president. Recent site improvements have made the landscape of this area more attractive as well as functional. On-site drainage and drives/walkways have been improved.

The president's house and grounds are separated from the campus at large by a rustic stone wall. The residence is only partially screened from campus life, particularly the lakefront residential halls. Just to the east of the President's residence is the Oswego Harbor Power, LLC. While the presidential complex is adjacent to the power plant, there is minimal visual or environmental impact due to the mature nature of the landscape.

Character of Shady Shore:

- Within View Corridor from Sheldon Hall
- Lakefront Residence
- Distinguished by Stone Walls
- Buffered from Potential Views of Power Facility by Landscape



New Townhouses

12. TOWNHOUSES

Student Housing – this new housing initiative, described by the President as a “bridge” from academia to future professional lives, represents about 350 new student beds in a contemporary townhouse complex. While this complex is currently under construction, it will represent a unique residential alternative to student housing with the intention to both retain residential students on campus as well as draw commuting students back to campus. The townhouse layout is structured around two pedestrian streets, where the buildings “muse” around a pedestrian first and highly landscaped corridor. Between the two clusters of townhouses/streets is a multi-purpose great lawn which can be used for informal recreation and programming. Architecturally, this project is following the residential character created with the Johnson and Riggs renovations. Environmentally, the site plan worked around NYS DEC designated wetlands. When wetlands were disturbed, they were mitigated off-site with new wetlands and educational programs. The townhouses located south of Glimmerglass Lagoon are highly visible from the core campus and in particular Culkin Hall. Residential parking in this area will be limited due to LEED designation (Executive Order III) as well as the intentions of promoting a pedestrian-first environment.

Character of the Townhouses:

- Pedestrian First Environment
- Surrounded by Wooded Natural Areas (Zones 15 & 16)
- Separated from Core Campus by Glimmerglass Lagoon



Rugby at the Hidden Fields

13. HIDDEN FIELDS

The recreation area, south of the core campus is approximately 30 acres of athletic fields. This is an under utilized area of campus. Its name is representative of its lack of visibility from campus and potential users. Recently it has been used for construction staging and storage (soil). The topographic low-lying nature of the site makes it harder to maintain and potentially limits its seasonal use as an athletics site. This area may be re-assessed for other uses. Since the Hidden Fields links the campus loop-road (Iroquois) to route 104, it has the potential to provide a secondary access to campus and provide a unique location for campus programs that require such a transportation link.

Character of Hidden Fields:

- Athletic Fields isolated from The Main Campus
- Surrounded by Natural Area (Zones 15 & 16)
- Near but not connected to Route 104
- Partially used for Construction Material (Fill) Storage
- Used for Construction Vehicle Parking during construction of the Villages



Natural Forest Area of Campus



Wetlands are Interspersed Throughout the Natural Areas on Campus



Laker Hall Natatorium

14. NATURAL AREA

There is a 33 acre area that is primarily re-growth vegetation and wetlands. While it is adjacent to the Laker Athletic Complex; it had topographic and environmental limitations resulting in the re-growth area as we know it today. This large site has the potential to act as an outdoor classroom providing an opportunity for teaching and learning.

15. NATURAL AREA

There is an extensive parcel of approximately 70 acres primarily west of the Hidden Fields area and west of Iroquois Drive. This parcel is unique in that it potentially links the lakefront with Route 104. Topographically the site is low with numerous undocumented wetland areas. From the age and appearance of the vegetation, it was likely in some form of agriculture during the early part of the twentieth century. This site acts as a naturally occurring buffer between development to the west of campus and the under-developed area of the Hidden Fields and the large parking lots of west campus.

Character of Natural Area:

- Wooded Wetland and Forest
- Large Continuous Forested Area Surrounding the Hidden Fields
- Edge of Campus
- Links Lake Ontario to Route 104

16. NATURAL AREA

This area of almost 50 acres is a combination of naturally occurring and created wetlands west of the primary entrance to campus. The vegetation is relatively immature, showing qualities of re-growth during the first half of the twentieth century. Some of the created and NYSDEC designated wetlands are the sediment filled and re-vegetated fore-bay to the Glimmerglass Lagoon. This area is topographically low creating a dense and complex habitat with upland and lowland areas.

Character of Natural Area:

- Wooded Wetland
- Buffers Residential Campus from Route 104
- Visible from Main Entrance and from Route 104
- Drainage Linked to Glimmerglass Lagoon
- Potential Teaching & Learning Landscape

17. LAKER ATHLETICS COMPLEX

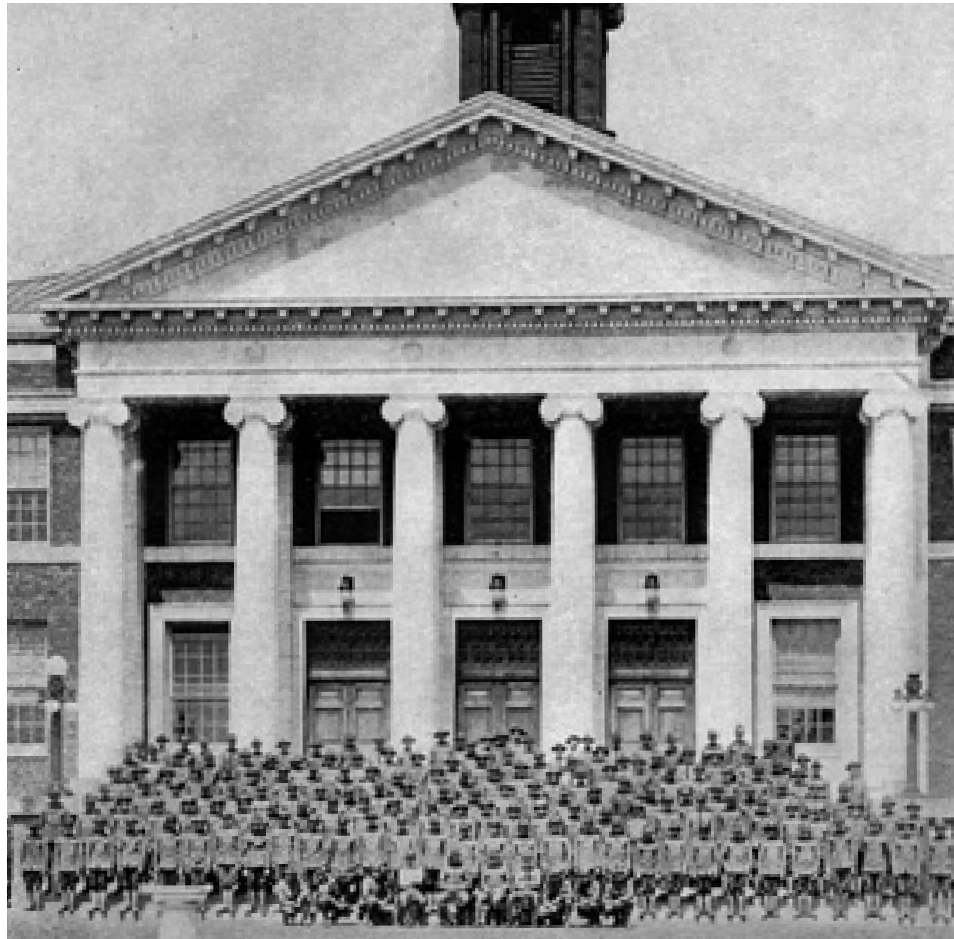
This athletics complex of over 75 acres includes large areas of parking associated with athletic events as well as commuter parking lots, interior and exterior athletics fields and facilities. This athletics complex is somewhat disconnected from the core campus. This is due in part to separation created by Route 104. Furthermore, a residential neighborhood sits between the Laker Athletic Complex and the core campus. It will be critical to re-imagine this entire area to consider transit connections, vehicular routes that are logical and intuitive, and that do not impact the adjacent residential neighborhood. And further, to provide safe and logical pedestrian routes including sidewalks and safe lighting.

18. & 19. R1 & R2 – RESIDENTIAL NEIGHBORHOOD

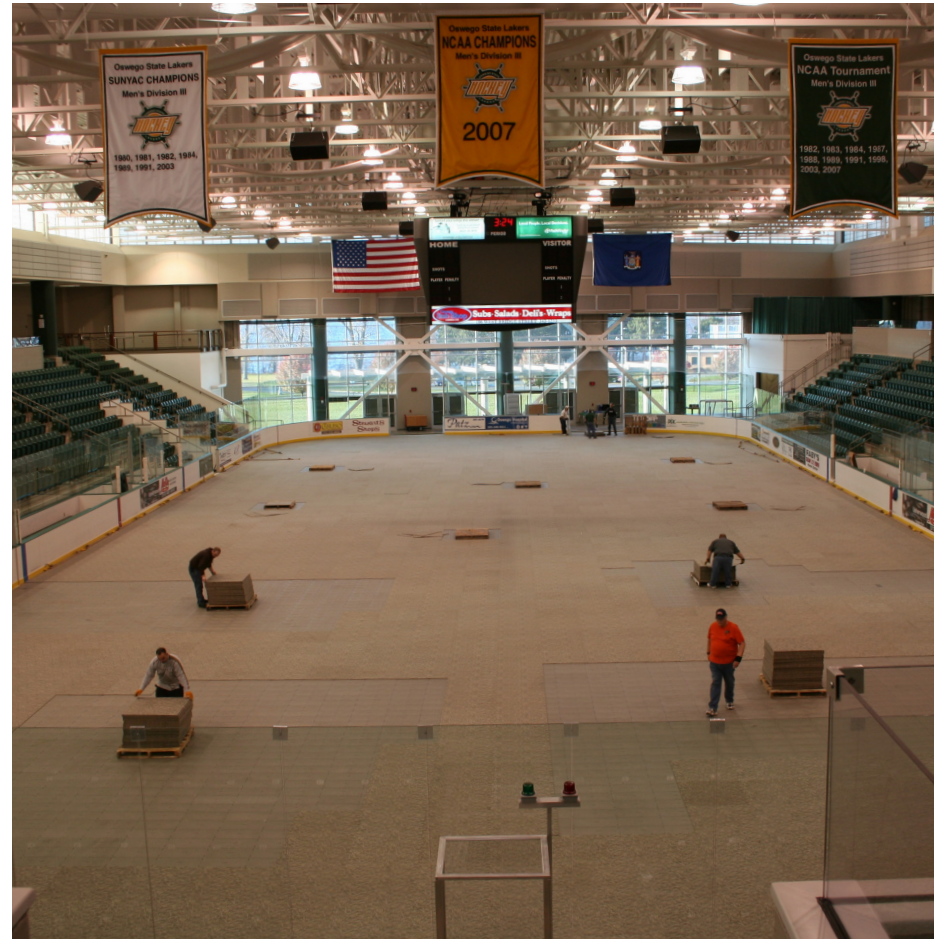
R1 - This neighborhood south of the core campus is a mix of rental units and owner-occupied housing. Currently, vehicular traffic associated with the campus uses streets within this neighborhood to travel to and through the campus. There needs to be a critical analysis of vehicular and pedestrian routes that are used by the campus community, and recommendations for how to mitigate these circulation routes and related conflicts.

R2 - This small pocket of rental and owner occupied housing is immediately west of a residential area of campus. There are few campus-related impacts with this small enclave of housing. Campus-owned natural areas buffer this residential neighborhood.

A. HISTORY



Historic Photo of Sheldon Hall



Convocation Center



Addition to Park Hall

STRUCTURES OF HISTORICAL OR CULTURAL IMPORTANCE

Sheldon Hall is the oldest building on campus and presents the iconic image of the institution. Park Hall also has historic value. Culturally Sheldon Hall plays an important role in hosting the Admissions Office and many important campus activities. Culkin houses the Office of the President. The Convocation Center is used for major public events in addition to being the home to the Laker Hockey Team. Penfield Library is an important public building. Tyler Hall houses the Waterman Theater which hosts theatrical performances open to the larger Oswego community. These two buildings in particular also represent a clear example of a collegiate form of the International Style of architecture prevalent in the 1960's.

Athletic events are held in Laker Hall, Romney Fieldhouse and their adjacent fields.



Penfield Library

Expansions and Land Acquisitions

Campus expansion - Building renovations and expansions include Park Hall, Riggs and Johnson Residence Halls and Lakeside Dining Hall. Poucher and Swetman were also renovated with the addition of the Convocation Center in 2006. Rich Hall was renovated in the early 1990's.

Acreage Land Acquisition	
Year	Acres
1912	27.50
1964	261
1968	448
1970	721.64
2009	690



Renovation and Addition to Johnson Hall



Lake Ontario



Power Plant Next to Campus



New Entry to Rich Hall

ADJACENT OR NEARBY EXTERNAL INFLUENCES

Lake Ontario is without question the most influential attribute adjacent to campus. It is an amenity in the warm months and for its view all year. The school nickname is the Lakers. In colder months the lake brings strong frigid winds from the northwest and helps to produce large amounts of “lake effect” snow.

The Niagra Mohawk Steam Station sits on Lake Ontario immediately adjacent to the campus’ east boundary. Its stacks reach hundreds of feet and therefore it is a major presence. It’s electrical substation also has a perceptual influence along the Washington Boulevard entry to campus.

The moderately sized, low density neighborhood south of Washington Boulevard is essentially surrounded by the campus on all three sides. There are several campus institutions and buildings that exist within the neighborhood, however it mainly consists of private single family residences.



Surrounding Neighborhoods

A. HISTORY



Sustainable Practices



Proposed Sustainable Science Project

PLANNING EFFORTS AND MAJOR PROJECTS

Sustainability is an important initiative affecting campus growth and operations. The SUNY Oswego Climate Action Plan (CAP) is spurred by President Stanley's signing the American College and University Presidents' Climate Commitment (ACUPCC). The mission of the CAP is:

"Through our engagement in, and commitment to, meeting the needs of the present generation while sustaining the ability of future generations to meet their needs, we strive to demonstrate strong leadership in making SUNY Oswego an educational community dedicated to ecological, social, and economic sustainability, as well as being a model for the region and beyond."

The CAP sets interim CO2 reduction goals of 25% by 2015, and 40% by 2020, with an eventual goal of zero emissions in 2050. As a first step toward meeting these goals, the campus has conducted studies to evaluate its present level of emissions and determine the most effective strategies for reducing them. The overall strategy calls for efficiency improvements in school equipment, lighting, heating, and building construction; revised transportation strategies to reduce vehicular emissions; sustainable electrical generation by wind, solar, and geothermal; and purchase of carbon offsets to balance remaining emissions.

The campus is taking a variety of actions to support these strategies. SUNY Oswego has partnered with the Syracuse Center of Excellence in Environmental and Energy Innovations, and joined the AMOS project - an effort to capture stories of sustainability efforts from organizations all over the region. Two new construction projects - a science facility and residential village - are both targeted to achieve LEED gold classification, and all new construction must meet at least LEED silver qualification. The Science Complex project includes the use of an adjacent geothermal energy field under new parking lots along Washington Boulevard. The Transportation Demand Management Program (TDM) under development will identify policy and planning steps to achieve vehicular emissions reduction. Oswego is also evaluating its academic programs to assess the degree to which sustainability is embedded in the curricula. Goals in this area are to create an interdisciplinary sustainability-related program, courses, and possibly a related graduate certificate. As Oswego continues to address sustainability it will be important to evaluate its performance in meeting goals and maintaining focus on reaching them.

A major campus planning initiative evidenced by the Campus Center is to physically connect the east and west sides of campus. An internal "street" was developed on the south side of the multi-building center in order to facilitate indoor pedestrian circulation while creating important student life programs and functions along its edge. Future projects will extend this connector further toward Sheldon Quad with the construction of a new science building.

The current master plan will be focused on strengthening the Hewitt Quad through building function, synergistic programs between buildings and strengthening the overall sense of place.

The SUNY Oswego campus has an active and comprehensive administrative and faculty committee structure designed to integrate the academic goals of the campus into the overall design and prioritization of facilities projects. The Campus Concept Committee serves this purpose, and is a representative committee of presidential appointees and elected faculty members.

The College has 17 active projects in various stages of development and implementation. The responsibility for project administration is divided between the Fund and the College. The College is managing 11 projects valued at \$55.6M. The Fund is managing the remaining six projects valued at \$129.1M.

Major Projects in Planning:

- Penfield Library Renovation
- Laker and Lee Halls Exterior Rehabs
- Rehab Tyler Hall
- Rehabilitation of Elevators at Various Buildings
- Roof Replacements – Various Buildings

Major Projects in Design:

- General Science Lab
- Rehabilitation of Park and Wilber Halls
- Exterior Reconstruction Sheldon Hall

Major Projects in Construction:

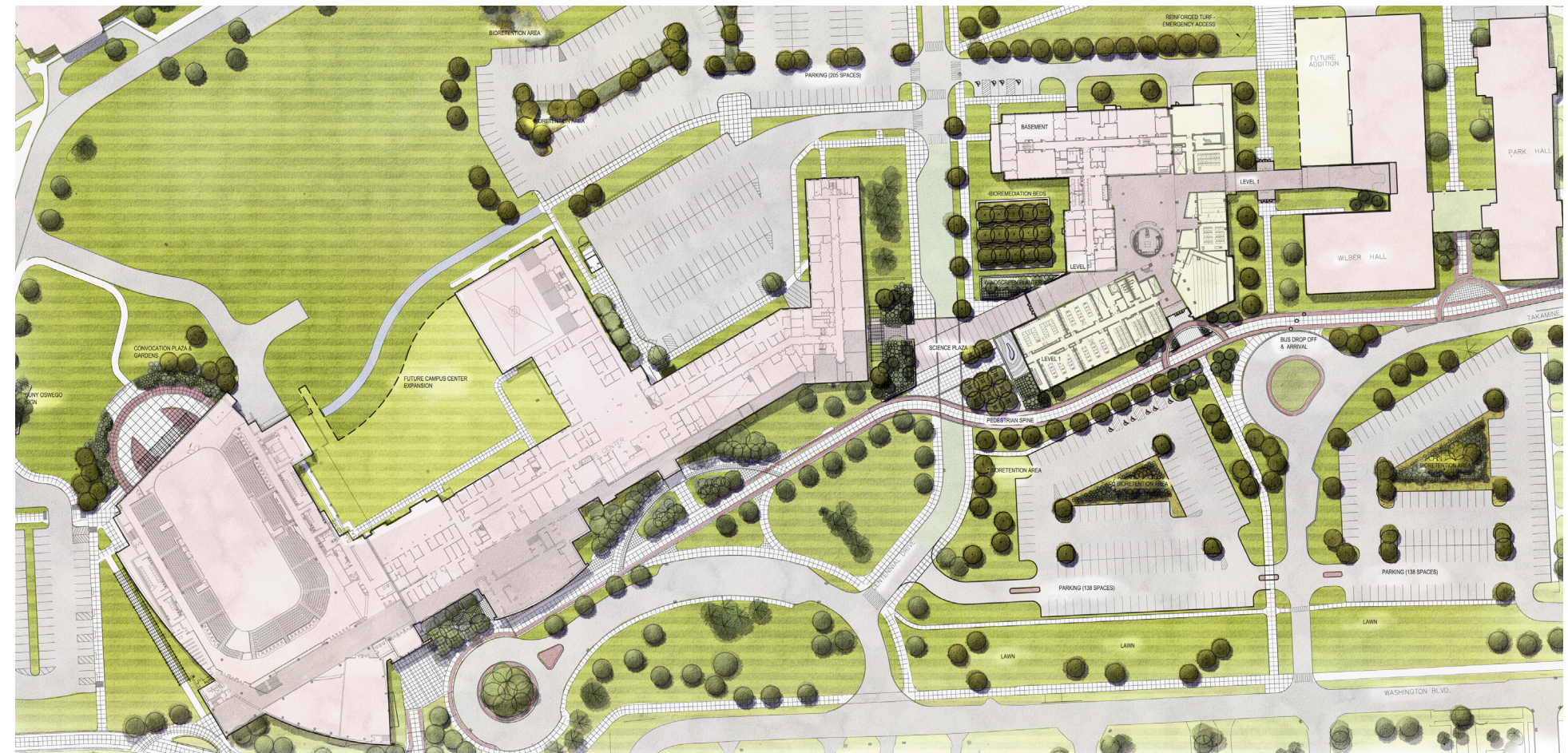
- The Village Townhouse Complex is currently under construction

Major Projects Recently Completed:

- Campus Convocation & Recreation Center
- Swetman Hall Rehabilitation
- Poucher Hall Rehab
- Rich Hall Rehab

Future Educational Capital Needs

At this time the campus has identified the Rehabilitation of Mahar Hall, Rehabilitation of Hewitt Union, and the Sheldon Hall Addition as important projects in need of funding. The Facilities Master Plan will help define future capital needs.



Proposed East Campus Development Plan by Cannon Design

In recent years, SUNY Oswego has made significant progress on its capital planning priorities, such as opening a fully renovated academic building and a fully-renovated first-year residential facility in Fall 2003; upgrading facilities at the library with the opening of the Lake Effect Café in Fall 2003; incorporating wireless Internet capability to support the growing use of mobile technology in newly renovated buildings and spaces; and beginning construction on a new Campus Center in Fall 2003. The critical maintenance accomplishments of the past eight years include replacing an underground power distribution system; making mechanical ventilation and code compliance improvements in two buildings; replacing walkway routes, entries, elevators, and fire alarm systems to address handicapped accessibility requirements; and reconstructing an exterior plaza and tunnel drainage system.

In general, campus systems and facilities that have not received significant recent investment have exceeded their performance life. The campus plans to maintain or expand the current level of capital investment to address critical maintenance and program upgrade needs. Given the current space under renovation, the facilities currently available are only marginally able to support current and projected classroom and program needs. SUNY Oswego’s capacity will expand significantly in both quantity and quality as the institution completes planned academic building renovations. Further, effective utilization of

classroom space is being achieved through the use of a scheduling strategy that has made it possible to accommodate schedule-related problems. In addition, as part of the planning for capital improvements, the campus continues to evaluate the type, size, and technological support for classrooms.

Fiscal Year	Critical Maintenance	Strategic Initiatives	Total Funding
1998	\$22,400	\$0	\$22,400
2004	53,100	0	53,100
2005	0	1,300	1,300
2006	0	25,000	25,000
2007	3,800	0	3,800
2008	21,900	69,500	91,400
2009	21,400	0	21,400
TOTAL	\$122,600	\$95,800	\$218,400

B. MISSION

SUNY Oswego's ideals are reflected in its Mission and Vision Statements:

"Our mission is to contribute to the common good by lighting the path to wisdom and empowering women and men to pursue meaningful lives as productive, responsible citizens."

"Inspired by a shared commitment to excellence and the desire to transcend traditional higher-education boundaries, SUNY Oswego will be a premier institution that provides a transformative experience to a diverse body of students, empowering them to live ethical and meaningful lives and build a better world."



Orientation

INSTITUTIONAL REPUTATION

Innovation is a signature at Oswego and a point of pride. Programs and faculty are forward-looking and innovative. The campus is gaining a national reputation. Oswego has strong programs in science, education, broadcasting and communications. Alumni are very attached to the campus.

The University's effectiveness in pursuing its mission is reflected in its institutional standing. The Princeton Review has repeatedly selected SUNY Oswego for inclusion in its Best Northeastern Colleges, while Cosmo Girl magazine listed SUNY Oswego among the best 50 colleges in the country for women in 2004. In addition, the Princeton Review rated the College's School of Business among the best 143 in the country, and the Carnegie Foundation for the Advancement of Teaching selected the institution as a model of engaged and practical liberal education as part of a three-year national project on integrative learning.

SUNY Oswego's initiatives for first-year students - including its first-year advisement program, First Choice comprehensive freshman experience, Oswego Reading Initiative, and first-year residential experience - have received national recognition from the Commission on Higher Education of the Middle States Association of Colleges and Schools, the National Center for the First-Year Experience and Students in Transition and Houghton Mifflin Co., John Gardner's First Year Policy Center, the Association to Advance Collegiate Schools of Business, USA Group Noel-Levitz, and the National Academic Advising Association. Further, U.S. News has consistently included Oswego in its America's Best Colleges guidebook, and at times has ranked it among the best values and best public colleges in the North. US News and World Report currently ranks SUNY Oswego 74th in its Tier 1 College Category: Universities - Master's (North).

ENROLLMENT CHARACTERISTICS

The enrollment on campus increased from 6,839 FTE students in Fall 1999 to 7,332 FTE students in 2008, an increase of nearly 10%.

According to the 2006 MOU, SUNY's 2004-2008 Master Plan reaffirmed the State University's commitment as a public university to ensuring access to the full range of populations served, and therefore emphasized student diversity as a priority goal. SUNY Oswego projected that the mix and diversity of its students would vary incrementally through 2010. A slight increase in the number of graduate students was expected, as was a slight increase in the enrollment of female students as well as students who reside in the residence halls. The transfer/freshmen mix was expected to continue in approximately the same ratio.

With respect to gender, from 1995 to 2002, the College experienced a slight reduction in male undergraduate student enrollment (i.e., from 47.5% to 45.9%) but still exceeded the comprehensive college average of 41.4%. Male graduate student enrollment showed an increase from 33.4% to 35.9% for the same period of time, also exceeding the comprehensive college average of 30.9%. In terms of students' geographic origin, 31.4% of first-time, full-time undergraduate students were from Oswego county or contiguous counties for 2004-05. By comparison, 66% were from other New York counties, 2% were out-of-state students, and 0.7% were international students. The entering class of 2009 has 25% of the students from more than 8 hours away. The campus is looking at enrolling more immigrant students, international students, and out of state students.

Overall, ethnic student undergraduate enrollment increased significantly since Fall 2000, from 599 students of color enrolled during that semester to 704 in Fall 2004, representing an increase of 17.5%. Fall 2005 undergraduate enrollment for this group indicated a total of 733, and additional 4.1% increase in one year. Growth primarily occurred in the enrollment of Hispanic and Asian/Pacific Island students. Ethnic student graduate enrollment declined slightly during this same period, with the enrollment of Hispanic students increasing at a rate slightly lower than the rate of decline of African-American students. The College has developed a comprehensive recruitment plan to increase ethnic diversity on the campus, both undergraduate and graduate, with projections calling for increases through 2010.

The College's main competitors for undergraduate students are the University at Albany, SUNY Cortland, SUNY Oneonta, Lemoyne College, and Syracuse University. For graduate students, Oswego's main competitors are SUNY Cortland, Lemoyne College, and Syracuse University.

Student Population	Headcount Enrollment in Fall Semester																		
	Actual 2007	Est. 2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
All Students	8,660	8,909	8,680	8,698	8,708	8,717	8,717	9,123	9,078	9,249	9,566	9,552	9,498	9,678	10,010	9,995	9,939	10,127	10,476
Total Undergraduate	7,680	7,971	7,695	7,700	7,705	7,707	7,707	8,146	8,033	8,190	8,502	8,481	8,427	8,592	8,919	8,897	8,841	9,014	9,357
Full Time First-Time	1,384	1,475	1,290	1,290	1,290	1,290	1,290	1,348	1,313	1,352	1,396	1,393	1,384	1,425	1,472	1,468	1,459	1,501	1,551
Full Time Transfer	663	650	685	685	685	685	685	700	707	708	742	740	735	736	771	769	764	766	802
Full Time Undergrad Cont./Ret.	4,523	4,577	4,625	4,625	4,630	4,632	4,632	4,801	4,734	4,827	5,011	4,998	4,966	5,064	5,257	5,243	5,210	5,312	5,514
Part Time Undergrad	1,110	1,269	1,095	1,100	1,100	1,100	1,100	1,297	1,279	1,304	1,354	1,350	1,342	1,368	1,420	1,416	1,407	1,435	1,490
Total Graduate	980	938	985	998	1,003	1,010	1,010	977	1,045	1,059	1,064	1,071	1,071	1,085	1,091	1,098	1,098	1,113	1,119
Full Time New Graduate	164	154	140	140	140	140	140	140	140	140	140	140	140	140	140	140	140	140	140
Full Time Graduate Cont./Ret	221	220	255	258	258	260	260	259	300	304	304	306	306	309	309	312	312	316	316
Part Time Graduate	595	564	590	600	605	610	610	578	605	615	620	625	625	636	641	647	647	658	663

Actual and Projected Headcount Enrollment by Student Level, Student Load and Higher Education History

State Operated Institutions, State University of New York, Fall 2007 through Fall 2025

ACADEMIC CHARACTERISTICS

Examination of other aspects of the College are necessary to create a detailed portrait of the College's present character and performance.

Peer Institutions

Comparisons to other, similar institutions provide useful benchmarks for campuses, reinforce an institution's confidence in existing practices, and can lead to new ideas for improvement. SUNY Oswego identified current and aspirational peers using criteria such as total FTE's and headcount, percentage of full-time students, full-time faculty headcount, number of degrees awarded, percentage of courses by class size, SAT/ACT admission scores, and percentage of full-time faculty by rank.

Accreditations

SUNY Oswego is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools (ACMS). The School of Education at SUNY Oswego is accredited by the National Council for Accreditation of Teacher Education (NCATE, 2010 Massachusetts Ave., NW, Suite 500, Washington, C 20036, 202-466-7496); this accreditation covers initial teacher preparation programs and advanced educator preparation programs. All School of Business undergraduate and graduate programs are accredited by AACSB International, The Association to Advance Collegiate Schools of Business. The Department of Chemistry is accredited by the American Chemical Society (ACS) in both the chemistry and biochemistry tracks. The Department of Art is accredited by the National Association of Schools of Art and Design (NASAD), the Department of Music is an accredited member of the National Association of Schools of Music Curriculum (BASM), and the Department of Theatre is accredited by the National Association of Schools of Theatre (NAST).

Faculty Profile

For 2004-05, SUNY Oswego employed 490 faculty, 320 of whom were full-time. Of these full-time faculty members, 134 (41.9%) were female and 35 (10.9%) were ethnic minority. Overall, 142 (44%) of the full-time faculty were tenured, with 119 (37%) on tenure track. Of the tenured faculty, 76 (53.5%) were at the rank of professor, 57 (40.1%) were associate professors, and 9 (6.3%) were assistant professors. The College appoints new tenure-track faculty with terminal degrees in hand or in process or those with comparable expertise.

SUNY Oswego expects to maintain its full-time tenure track faculty as the core of its instructional staff and to increase the racial, ethnic, and international diversity of its faculty. The College also expects to maintain or increase its reliance on part-time faculty in selected fields, and plans to reduce the overall student/faculty ratio. According to the 2006 MOU, SUNY Oswego planned to increase the percentage of full-time to part-time faculty members from 62% to 64% by 2010; increase female representation on the faculty to 44.4% in 2008 and to 46% in 2010; and increase the proportion of ethnic and international faculty to 12.2% in 2008 and to 13% in 2010. These increases were to be commensurate with appropriate funding.

The campus has a large portion of the faculty that is new within the last five years. The young faculty are bright and will be engaged in research. Oswego is not a research intensive institution, but there is still an expectation of research for the faculty. Faculty is expected to do research and submit peer reviewed publications.

Table 1 – SUNY Oswego Peer Analysis Table

	Current Peer Institutions					Aspirational Peer Institutions			
	SUNY College at Oswego	SUNY College at New Paltz	Bloomsburg University of Pennsylvania	Radford University	Central Washington University	Appalachian State University	Millersville University of Pennsylvania	Western Washington University	University of Wisconsin LaCrosse
Total Head count Enrollment (IPEDS)	8,465	7,908	8,282	9,219	9,903	14,343	7,861	13,845	9,550
Full-Time Head count Enrollment (IPEDS)	6,945	5,938	7,292	8,165	8,485	12,482	6,353	12,329	7,939
Percent of Enrollment which is Full-Time (IPEDS)	82.0%	75.1%	88.0%	88.6%	85.7%	87.0%	80.8%	89.1%	83.1%
Total Degrees/Certificates Awarded (IPEDS)	1,874	2,012	1,629	1,964	2,179	2,666	1,355	3,112	2,163
% Course Sections with <20 Students (College Board)	36.9%	47.5%	25.2%	36.9%	38.2%	36.4%	24.1%	54.5%	29.0%
% Course Sections with >50 Students (College Board)	9.4%	3.9%	6.3%	5.4%	5.8%	7.3%	4.7%	9.5%	8.6%
Total Faculty Head count (IPEDS)	503	711	413	1,018	573	728	459	537	547
% Full-Time Faculty (IPEDS)	66.2%	41.6%	91.8%	50.0%	65.4%	96.0%	71.5%	94.8%	65.3%
% Full-Time Faculty with PhD/Terminal Degree (College Board)	78.0%	76.6%	82.2%	84.1%	89.9%	79.2%	89.0%	85.7%	81.9%
% Full-Time Faculty with Tenure (IPEDS)	41.1%	50.0%	66.8%	44.8%	56.5%	58.7%	72.3%	67.6%	46.2%
Faculty Rank Distribution									
% Full Professor	22.2%	19.6%	32.5%	41.2%	36.2%	36.5%	32.8%	33.1%	26.8%
% Associate Professor	27.0%	30.1%	29.4%	25.3%	25.7%	22.9%	29.4%	35.6%	27.9%
% Assistant Professor	40.5%	36.5%	29.4%	25.3%	27.6%	25.8%	34.4%	25.9%	28.5%
% Instructor	8.1%	0.0%	8.7%	8.2%	0.0%	0.9%	3.4%	2.2%	0.0%
% Lecturer/Other	2.1%	13.9%	0.0%	0.0%	10.5%	9.5%	0.0%	3.2%	15.4%
% No Rank (IPEDS)	0.0%	0.0%	0.0%	0.0%	0.0%	4.4%	0.0%	0.0%	1.4%
Student/Faculty Ratios and % Adjunct (IPEDS)									
Student FTE/Total Faculty FTE	19.3	15.3	19.6	18.7	20.9	20.4	18.5	25.4	21.7
Student FTE/Total Faculty Head count	15.1	9.6	18.5	12.5	16.1	19.8	15.0	24.5	18.7
Student FTE/FT Faculty Head count	22.6	22.3	20.2	25.0	24.7	20.7	21.0	25.9	23.7
Student FTE/Tenure Track Faculty	28.4	26.1	21.5	14.9	28.7	23.0	21.8	25.5	28.3
% Adjunct Faculty	33.4%	57.0%	6.6%	7.9%	35.1%	3.5%	28.4%	-	20.8%
First-Year Retention (2003 Cohort, IPEDS)	78%	84%	82%	76%	80%	84%	79%	83%	86%
% First-Time, Full-Time Students Graduating within Six Years (IPEDS)	56.3%	54.1%	58.5%	55.0%	52.7%	61.2%	65.8%	62.3%	59.5%
SAT Scores 25th and 75th Percentiles (IPEDS IC04)	1020/1170	1010/1200	930/1110	900/1080	880/1100	1020/1210	960/1150	1010/1220	1070/1180
% Freshmen with a High School G.P.A >3.0 (College Board) ^{1, 2}	66%	75%	66%	54%	65%	93%	-	95%	88%
Freshmen Acceptance Rate (IPEDS IC04)	56.9%	33.5%	63.4%	75.8%	82.6%	65.6%	60.3%	75.0%	57.6%
Research Expenditures (NSF)									
Total R & D (in 000s)	\$1,207	-	-	\$294	\$2,698	\$986	-	\$4,716	\$1,483
(Rank)	(446)	-	-	(562)	(359)	(469)	-	(313)	(422)
R & D per FT Faculty (in 000s)	\$3.6	-	-	\$0.6	\$7.2	\$1.4	-	\$9.3	\$4.2
Faculty Scholarship (ISI)³									
Publication/FT Faculty '98-01	0.3	0.2	0.4	0.3	0.3	0.5	0.4	0.9	0.3
Publication/FT Tenure Fac '98-01	0.4	0.3	0.5	0.3	0.3	0.6	0.4	0.9	0.4
Citation/FT Faculty '98-01	0.2	0.1	0.1	0.1	0.1	0.5	0.2	0.6	0.1
Citation/FT Tenure Fac '98-01	0.2	0.1	0.1	0.1	0.1	0.5	0.2	0.6	0.2

Note: This table reflects the most recent data available from the Integrated Postsecondary Education Data System (IPEDS 2003). The College Board Annual Survey of College (2004-05) except where indicated. Institute for Scientific Information (ISI). National Science Foundation (NSF, 2003), and data files maintained by the State University of New York Office of Institutional Research and Analysis.

¹Percent of Freshmen with a H.S. GPA >3.0 for University of Wisconsin LaCrosse from 2001-02 College Board Annual Survey of College
²Percent of Freshmen with a H.S. GPA >3.0 for Western Washington University taken from the 2003-04 College Board Annual Survey of College
³Institute for Scientific Information (ISI), summarized by SUNY Office of Institutional Research and Analysis; publication converted to full article equivalents; note that full-time faculty are instructional/research faculty regardless of tenure status.

B. MISSION



PROGRAM GROWTH AND CHANGE

Although SUNY Oswego is largely an undergraduate institution, the College anticipates growth in graduate programs. It is an institutional priority to grow graduate programs and to be more responsive to the educational needs of the region. One of the keys to increasing graduate students is to add new programs. The campus has made a shift from being teaching-centered to being learning-centered. Physically, this results in a need for more student-centered space for hands-on and active learning.

SUNY Oswego provides numerous interdisciplinary programs in areas such as linguistics, cognitive science, human-computer interaction, biochemistry, and cultural areas. Oswego has an Interdisciplinary Programs and Activities Center (IPAC) to encourage collaboration.

Another sign of programmatic expansion is last year's separation of the School of Communication, Media, and the Arts from the College of Liberal Arts. Additionally, SUNY Oswego plans to increase its offerings in Syracuse at the Metro Center, and the School of Business is strategically investigating the development of on-line programs. The College hopes to grow its graduate programs, particularly the part-time programs both at the Oswego campus and the Metro Center.

New programs of study that were tentatively planned for introduction over the last five years included:

- M.A.T Adolescence Education: Mathematics
- B.S. Biochemistry
- M.S.Ed. Curriculum and Instruction
- M.S.Ed. Family and Consumer Sciences Education (All Grades)
- M.A. Human Computer Interaction
- M.S./Adv.Cert.School Psychology

STUDENT OUTCOMES

SUNY Oswego has implemented several effective retention strategies over the years, including some that have received national recognition. In 1996 the College began its First-Year Residential Program, in 1998 it implemented its First-Year Advisement Program, and in 2004 it initiated its First Choice Program. Recently, SUNY Oswego has put into place a number of initiatives to improve retention and graduation rates, including a focus on advisement with initiatives to improve retention and graduation rates, including a focus on advisement with consistent faculty development; establishment of an excellent career planning facility and of living and learning centers that encourage and reward academic achievement; and increasing venues for transfer and non-traditional studies and faculty-student research and internship opportunities.

Ongoing support for learning skills is vital to ensure that students develop the study, research, and test-taking techniques necessary for academic success. Students have Individual Student Learning Plans, and the Office of Learning Services (OLS) is staffed with instructional and support specialists in writing, reading, mathematics and study skills, as well as counselors who provide academic and financial planning. OLS oversees Math and Writing centers offering individual help, as well as the Learning Skills Center providing courses, tutoring services and study groups that encourage active learning strategies.

Since 1995, SUNY Oswego has shown improvement in its retention and graduation rates and by 2004 retention rates exceeded its 3-year goal. As freshman retention improves, the College expects to see improvement in the 6-year graduation rate.

The campus is beginning an academic plan. They are reviewing paradigms that are historically attached to education but may not be best practices for the 21st century. The committee planners will be reviewing such factors as the four year program of instruction, seat-based pedagogy, and others. The campus may conduct pilot programs to evaluate the effectiveness of changes to pedagogy.

Project Changes in Retention and Graduation Rates

Indicator	Current	2008	2010
First-Year Retention Rate	75.3% (2004)	78.0% (2007)	80.0% (2009)
Six-Year Graduation Rate	42.7% (1998)	52.0% (2002)	55.0% (2004)

Note: Dates in parentheses indicate cohort years



Tyler Hall

SUNY Oswego has participated in the Teacher Education Transfer Template project from its inception, is an active participant in the New York State Transfer and Articulation Association, and has implemented policies as recommended from the SUNY Transfer Action Plan. Examples include participation in the course equivalency project; offering merit scholarships for transfer; appointment of a transfer coordinator to work on articulations with community colleges; increasing transfer-related information on the college Web site; and increasing mailings and visits to two-year colleges.

SUNY Oswego's most active transfer partners are the following SUNY community colleges: Onondaga, Cayuga County, Jefferson, Monroe, Broome, and Mohawk Valley. In addition, the College works closely with SUNY Morrisville and Tompkins Cortland, Herkimer County, and Finger Lakes community colleges to improve articulation and enhance transfer success.

Educational Outcomes for Full-Time Students Transferring Into the Institution

Indicator	2004	2008	2010
First-Year Retention Rate	75.9% (2003)	76.5% (2007)	77.0% (2009)
Four-Year Graduation Rate	63.1% (2000)	64.0% (2004)	66.0% (2006)

Note: Year in parentheses denotes transfer year.
Note: Graduation rates are calculated four years post transfer.



Cooper Hall

INTERNATIONAL PROGRAMS

The Office of International Education Programs encompasses the Division of Overseas Academic Programs and the Division of International Student and Scholar Services. The former unit recruits students for study abroad at 32 different partner institutions in every part of the world, while the latter unit recruits and assists roughly 100 international students from Europe, Asia, Africa, Latin America, and Australia.

Twenty percent of students have study abroad experience. The international experience is not merely exchange programs but is tied to course work and to service learning.

Oswego has a Global and International Studies curriculum. Students study language and culture as part of the General Education requirements. The language departments not only teach languages but offer cultural experiences and events. Hart Living Learning Center houses some international students and domestic students interested in international issues.

For the future, SUNY Oswego's plans in this area include increasing the number of SUNY Oswego student who participate in study abroad; focusing further attention of international issues in the curriculum; increasing the number of international students on campus; and working with SUNY's Office of International Programs to develop additional collaborations with colleges, universities, and other partners.

STUDENT SUPPORT AND STUDENT LIFE

Student involvement at SUNY Oswego is jointly encouraged through Student Affairs and the Student Association, with the objective to provide and promote opportunities for students to better connect with the College through participation in co-curricular activities and events. The College recognizes the significant contribution that an active and purposeful co-curricular environment makes to academic success and retention. The College and the Student Association are engaged in initiatives to increase student involvement in co-curricular activities particularly those emphasizing intellectual development, pluralism, leadership, civic engagement, and academic and career interests. The new campus center highlights student activities and student/faculty interaction while providing a comfortable setting for social interaction, student organization activities, co-curricular learning opportunities, and campus events.

The Student Organization Services, the heart of the college student involvement initiative, offers daily assistance and advisement to student organization officers and faculty/staff advisors, and assesses the effectiveness of these services in a variety of ways, including satisfaction surveys, participation statistics, and the Student Opinion Survey (SOS). Further, the College offers two living/learning communities that give nearly 600 students unique opportunities for growth. The Hart hall Living learning Center provides undergraduate, graduate, and international students with the opportunity for faculty/student interaction beyond the walls of the classroom, while the Johnson hall First-Year Residential Experience

A unique element of SUNY Oswego's student support is the Oswego Guarantee:

WE GUARANTEE entering freshmen that the necessary classes will be available to complete a baccalaureate degree in four academic years of full-time study. If a student meets the academic expectations described below and cannot graduate after four years because of course unavailability, the college will enroll the student in the remaining course or courses necessary to meet graduation requirements tuition free.

WE GUARANTEE entering transfer students that the necessary classes will be available to insure timely completion of a baccalaureate degree. Before students enroll, they will receive a transfer credit evaluation indicating their progress toward a degree in their chosen field of study. If a student meets the academic expectations described below and because of course unavailability cannot graduate as the credit evaluation and college catalog suggest, the college will enroll the student in the additional course or courses necessary to meet graduation requirements tuition free.

Nearly 86 percent of all classes offered at Oswego over the past four years enrolled fewer than 40 students. In fact, close to half (48%) of the 1,063 lecture classes offered at Oswego in 2008 enrolled fewer than 20 students. WE GUARANTEE continued availability of small classes because we believe that small classes offer students the opportunity for invaluable interaction with faculty. Oswego faculty serve as mentors to students, helping them to shape their futures.

Room and board now account for about 60 percent of the cost of an Oswego residential education. WE GUARANTEE that students entering Oswego in the fall of 2009 will not experience any increase in the cost of room or meal plans for four consecutive years. For students and their families, this means that the major portion of the cost of a residential education will be held constant for four years.

is a structured program for first-year students that encourages success through learning activities, hall council meetings, community service, and a freshman seminar.

SUNY Oswego understands that diversity in the staff and student population is a hallmark of an educationally sound public institution. In addition to the General Education requirements described earlier, the College offers activities such as the Rainbow Month celebration and the African, Latino, Asian and Native American leadership Conference, and sponsors student organizations like the Black student Union, the Latino Student Union, the Asian Student Union, the Native American Heritage Association, the Women's Center, and the Rainbow Alliance, all of which provide programs aimed at intellectual and cultural development.

C. SUNY SYSTEM CONNECTIVITY



Each campus within the SUNY system has a unique role, encompassing both distinctive features that complement other campuses and common features that ensure necessary breadth, quality, and access. As the nation's largest comprehensive system of public higher education, SUNY has unparalleled opportunities to generate efficiencies while nurturing campus distinctiveness and excellence.

The campuses of the SUNY system are organized into five categories: Colleges of Technology, Community Colleges, Comprehensive Colleges, Doctoral Degree-Granting Institutions, and Related Educational Centers. SUNY Oswego is categorized as a Comprehensive College. Campuses of this type provide a range of high quality disciplinary and interdisciplinary programs at the baccalaureate and master's level, as well as selected undergraduate and graduate professional programs, based on state and regional need. The Comprehensive Colleges vary in size, setting, academic focus, and degree of comprehensiveness, while providing a range of undergraduate experiences.

SYSTEM-WIDE COMPARISON OF ENROLLMENT

The following table compares enrollment numbers at SUNY Oswego to its comprehensive college peer institutions within the system.

The SUNY Oswego headcount enrollment is 9% of all SUNY colleges of Arts + Sciences.

**State University of New York
Annual Headcount Enrollment: A Comparison Between SUNY Oswego and Other SUNY
Colleges of Arts Sciences
2002-2003 through 2006-2007**

	2002-03	2003-04	2004-05	2005-06	2006-07
University Colleges	88,902	87,545	86,808	87,171	89,059
Brockport	8,862	8,742	8,595	8,484	8,312
Buffalo College	11,803	11,157	11,072	11,006	11,220
Cortland	7,444	7,337	7,350	7,224	6,995
Empire State	9,475	9,722	9,750	9,996	12,038
Fredonia	5,301	5,260	5,359	5,432	5,406
Geneseo	5,668	5,550	5,573	5,484	5,530
New Paltz	8,019	7,908	7,603	7,822	7,699
Old Westbury	3,147	3,227	3,359	3,398	3,450
Oneonta	5,728	5,724	5,806	5,859	5,786
Oswego	8,716	8,465	8,289	8,282	8,183
Plattsburgh	6,238	6,047	5,909	6,044	6,217
Potsdam	4,445	4,307	4,311	4,329	4,332
Purchase	4,056	4,099	3,832	3,811	3,891



UNIQUE AND NICHE PROGRAMS

SUNY Oswego offers several unique programs, including a B.S. in Wellness Management, B.S. in Information Science, and B.A. in Applied Mathematical Economics. It is the first public college in New York to offer a software engineering degree. New programs include bachelor's degrees in Cinema Studies and Creative Writing, and combined bachelor's and MBA degrees in psychology and human-computer interaction.

The College of Arts and Sciences is characterized by a number of distinctive clusters and programs in such areas as Global and International Studies, Meteorology, and Human-Computer Interaction.

The Oswego curriculum is focused on the region. The curriculum is planned to discuss the needs of the people in the region, their health care, social, and employment needs, and how Oswego can help the region thrive. The engineering curriculum has project-based activities that are connected with firms in the region. Undergraduate research has a prominent role. All programs have a capstone experience.

CENTERS AND INSTITUTES

Several centers and institutes enhance the college's educational mission and ability to serve the campus and community:

- The Center for Community Journalism provides continuing journalism education for small news organizations and strengthens the link between the classroom and the newsroom.
- The Center for Neurobehavioral Effects of Environmental Toxins conducts extensive and valuable research on how toxic chemicals affect humans and animals.
- The Center for Excellence in Learning and Teaching provides workshops, conferences and resources to enhance the campus learning environment and tools available to teachers.
- The Environmental Research Center is affiliated with the Department of Chemistry and specializes in the analysis of pollutants in our environment.
- The Interdisciplinary Programs and Activities Center promotes cross-disciplinary learning that spans traditional barriers between majors.
- The Office of Business and Community Relations provides services to help launch small businesses, supports local economic development, and creates opportunities for workforce enhancement.

- The Institute for Professional and Organizational Development, headquartered at the Phoenix Education Center, builds leadership and management skills among professionals.
- The Molecular Biology and Biochemistry Center is a teaching and research facility that consists of several laboratories and offices, including the mass spectrometry and proteomics center funded by the National Science Foundation in 2004.
- The Center for Urban Education offers teaching opportunities in inner-city schools in New York City and Syracuse that provide graduates with experience in urban settings.

D. CHARACTERISTICS



Culkin Hall



Event in Convocation Center



Campus Fitness Center

ADMINISTRATIVE ORGANIZATION:

- Office of the President
- Academic Affairs
- Student Affairs and Enrollment Management
- Administration and Finance
- Development and Alumni Relations
- Office of Business and Community Relations
- Public Affairs

FOUR PRIMARY ACADEMIC SCHOOLS:

- The College of Liberal Arts and Sciences
- The School of Business
- The School of Communication, Media and the Arts
- The School of Education

STUDENT LIFE ACTIVITIES

Organizations and Activities

SUNY Oswego offers more than 150 clubs and organizations each year that span a wide range of categories including academic, media and publications, club sports, religious, cultural, special interest, Greek life, the arts, and community service.

The campus is home to student-run media services WTOP 10 Television, WNYO 88.9 FM Radio, and the Oswegonian Newspaper.

The hub of campus life is the new Campus Center, a 111,492-square-foot complex, incorporating the newly renovated Swetman and Poucher Halls. In addition to the Convocation Center/Ice Arena, the complex includes facilities for student activities, retail space, meeting rooms, a food court, offices, auditoriums, and the Educational Planning Center.

Living and Learning Centers

SUNY Oswego offers two residence halls that serve as innovative “learning laboratories” for students living on campus. Johnson Hall and Hart Hall are meant to be supportive environments, which not only give them a place to live but also present opportunities for personal growth. The recently renovated Johnson Hall is meant to be a community-oriented first-year residential experience. Hart Hall is host to the global living and learning center, where presentations, meetings, and other activities are organized to engage students in discussions about global issues and cultures.

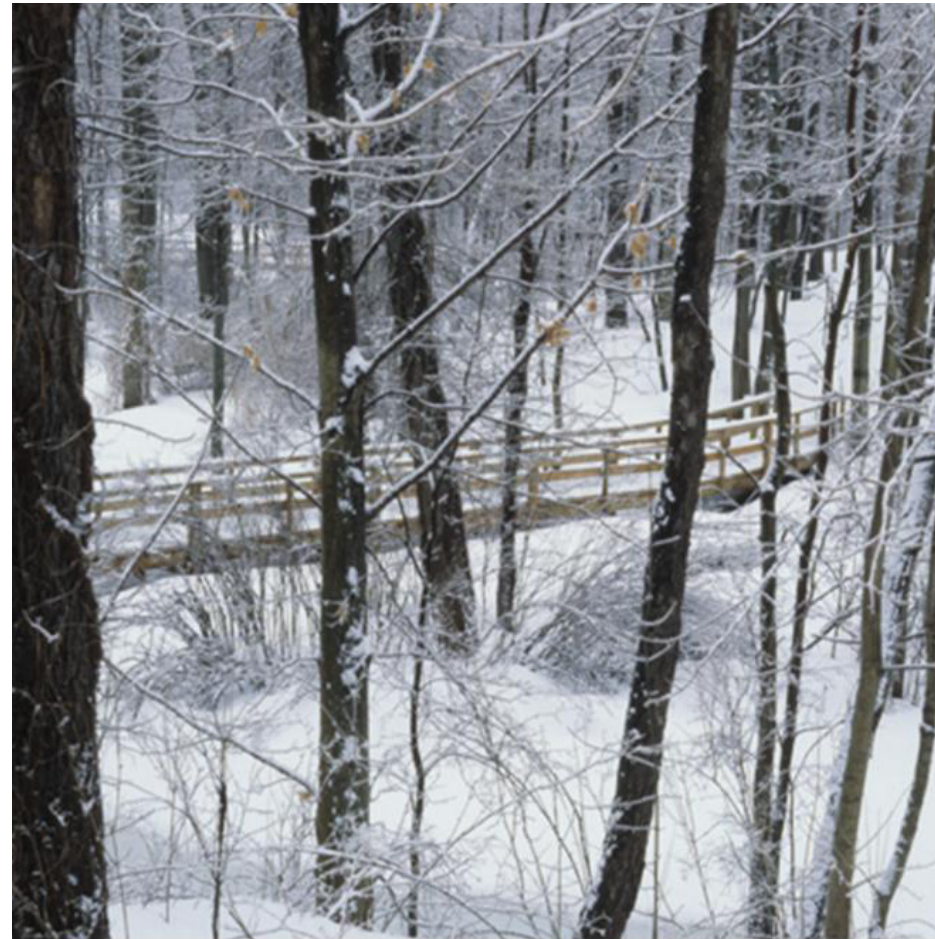
Living and Learning Communities offer first year students social and academic opportunities to interact with faculty and students who share their interests.

Health, Wellness and Fitness

Physical and mental health resources are available in the Walker Health Center, where trained physicians, nurse practitioners, physician assistants, and trained counselors are housed. Walker also has a LifeStyles Center, which provides students with information and support about general wellness, sexual health, alcohol and drugs, and violence prevention. Physical fitness is offered in two resident fitness centers (Cooper Fitness Center and Glimmerglass Fitness Center), which members of the college community may subscribe for a membership. In addition, SUNY Oswego offers an extensive intramural program along with many club sports activities.



Oswego Crew



Rice Creek



Fallbrook Lodge Entrance

Athletics

Athletics has 24 intercollegiate sports. Eight teams compete each season. The sports are NCAA Division III and compete in the State of New York Athletic conference with nine other SUNY schools. Oswego won the NCAA Division III men's ice hockey championship in 2007.

Oswego's primary indoor facility is Laker Hall, which includes a 3,500-seat gymnasium, pool, auxiliary gymnasium, and facilities for racquetball and squash.

The convocation center/ice arena in the brand-new Campus Center hosts the men's and women's ice hockey programs. This state-of-the-art facility opened in October 2006. The Campus Center complex represents the new social hub of campus, connecting with renovated Swetman and Poucher halls.

Oswego's outdoor facilities are extensive. The Laker Field complex adjacent to Laker Hall and Romney Fieldhouse includes game and practice fields for baseball, softball, track and field, field hockey, soccer, and lacrosse. It also includes six tennis courts used by both the men's and women's programs.

Rice Creek

Natural history, including natural sciences and environmental education is studied and researched at the Rice Creek Field Station, which is part of SUNY Oswego. Academic instruction, research, and public service are all supported by the Rice Creek Field Station.

This field station was established between 1965 and 1966 when the current Field Station building was constructed. Rice Pond was also created then by constructing a dam on Rice Creek. The use of this field station to understand elements of natural history is important for the biological sciences of SUNY Oswego. The Biology Department encourages students to reflect on a broad view of natural history as well as understanding mankind's natural roots in the universe.

Fallbrook

Fallbrook is a beautiful retreat as well as a recreational facility which serves the State University of New York at Oswego. Fallbrook is located about two miles away from the college on Thompson Road. Fallbrook includes a lodge, a barn, and a network of trails on its 188 acres. The trails are used for hiking, mountain biking, and cross-country skiing. Fallbrook is a "Wildlife Safety Area" where hunting, camping, fishing, trapping, motorized vehicles and guns are not permitted.

A former president of SUNY Oswego named Dr. Foster Brown purchased the farm during his term (between 1952 and 1963) and named it Fallbrook. The buildings were remodeled, and from 1961 to 1968 Fallbrook Hall served as a men's dormitory. The students were transported to and from the main campus by a shuttle bus. Once the west campus dorms were built in 1968, Fallbrook Hall was closed.

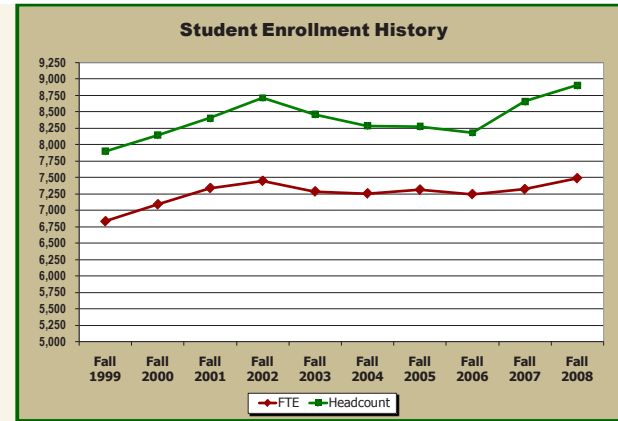
For a time after that, Fallbrook hosted the SUNYCO Equestrian Program, and accommodated sledding and skiing during winter months with a motorized tow rope. The tow rope was suspended in 1979, and the horses departed in 1980 due to liability concerns.

A renovated ski lodge was made into a meeting space for campus and community groups of up to 50 people in the 1960's. In 1983 the large red barn was converted into a reception facility that can accommodate 250 people.

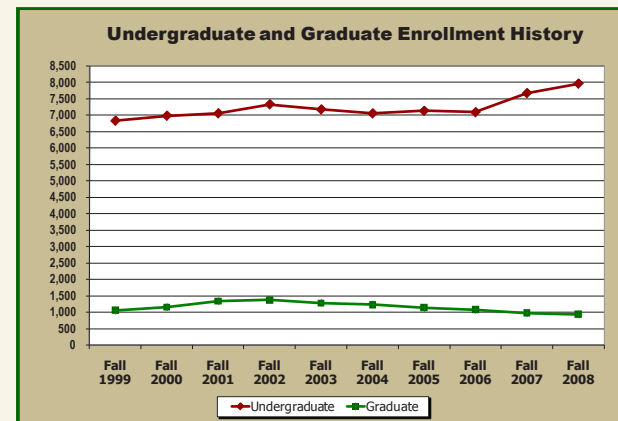
The large barn is now used for alumni reunions, summer weddings, and other large gatherings.

E. STATISTICAL DATA

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



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



Enrollment and Persistence (2008 -2009)				
	Full-Time		Part-Time	
	Men	Women	Men	Women
Undergraduates				
Degree-seeking, first time freshmen	659	809	3	2
All other degree-seeking	2,507	2,708	176	231
Total degree-seeking	3,166	3,517	179	233
All other undergraduates enrolled in credit courses	9	10	374	483
TOTAL UNDERGRADUATES	3,175	3,527	553	716
Graduates				
Degree-seeking, first time	56	78	11	36
All other degree-seeking	65	148	91	216
All other undergraduates enrolled in credit courses	6	21	89	121
TOTAL GRADUATES	127	247	191	373
TOTAL ALL GRADUATE & PROFESSIONAL STUDENTS			938	
GRAND TOTAL ALL STUDENTS			8,909	

First Time, First Year (Freshman) Admission (2008 - 2009)	
Total first-time, first-year who applied	9,965
Total first-time, first-year who were admitted	4,682
Total first-time, first-year who were enrolled (full-time)	1,468
Total first-time, first-year who were enrolled (part-time)	5

Transfer Admission (2008 - 2009)			
	Applicants	Admitted Applicants	Enrolled Applicants
Men	1,121	618	375
Women	1,048	596	315
TOTAL	2,169	1,214	690

Existing Enrollment by College/School Fall 2008 FTE			
College/School	Under-graduate	Graduate	Total
College of Liberal Arts & Science	4,215	30	4,245
School of Business	582	53	635
School of Communication, Media & the Arts	859	17	876
School of Education	986	4,13	1,399
Other*	170	7	177
UNIVERSITY TOTAL	6,812	520	7,332

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

Demographic Profile

Projected Change in High School Graduates from 2009 -2019 From New York & Surrounding States

	& Change
New Jersey	-3%
Massachusetts	-10%
Connecticut	-11%
Pennsylvania	-11%
New York	-18%
Vermont	-23%
Average	-13%

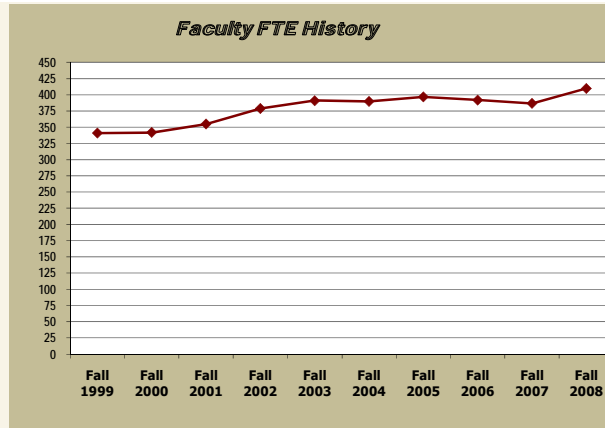
Projected Change in High School Graduates from 2009 -2019 For Oswego & Surrounding Counties

	2009	2019	% Change
Madison	809	725	-10.4%
Jefferson	1163	1024	-12.0%
Onondaga	4648	4032	-13.3%
Oneida	2509	1992	-20.6%
Oswego	1499	1181	-21.2%
Lewis	325	246	-24.3%
Cayuga	709	516	-27.2%
TOTAL	11,662	9,716	-16.7%

Faculty FTE Profile

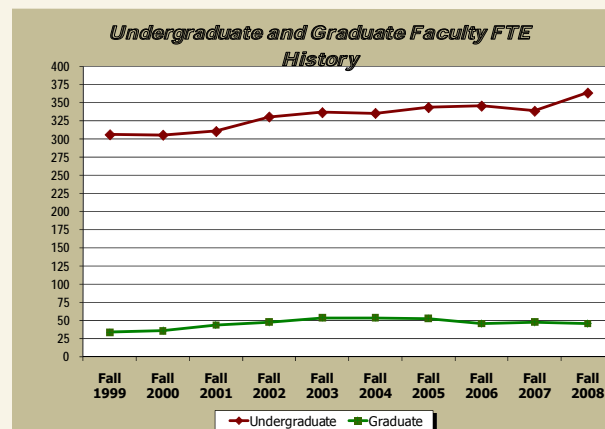
Ten Year Faculty History

	FTE
Fall 1999	341
Fall 2000	342
Fall 2001	355
Fall 2002	379
Fall 2003	391
Fall 2004	390
Fall 2005	397
Fall 2006	392
Fall 2007	387
Fall 2008	410
10 Year % Change	+ 20%



Undergraduate & Graduate Ten Year Faculty FTE History

	Under-graduate	Graduate
Fall 1999	307	34
Fall 2000	306	36
Fall 2001	311	44
Fall 2002	331	48
Fall 2003	337	54
Fall 2004	336	54
Fall 2005	344	53
Fall 2006	346	46
Fall 2007	339	48
Fall 2008	364	46
10 Year % Change	+ 19%	+ 35%



Existing Faculty FTE by College/School Fall 2008 FTE

College/School	Under-graduate	Graduate	Total
College of Liberal Arts & Science	209	5	214
School of Business	54	2	56
School of Communication, Media & the Arts	33	3	36
School of Education	68	36	104
UNIVERSITY TOTAL	364	46	410

Academic Offering & Policies (2008 - 2009)

Specialized Academic Programs

1. Accelerated program
2. Cross-registration
3. Distance learning
4. Double major
5. Dual enrollment
6. English as a second language (ESL)
7. Exchange student program (domestic)
8. External degree program
9. Honors program
10. Independent study
11. Internships
12. Liberal arts/career combination
13. Study abroad
14. Teacher certification program

Student Life (2008 - 2009) Enrollment

	First-time, first-year (freshman) students	Undergraduates
Percent who are from out of state (exclude international/nonresident aliens from the numerator or denominator)	2%	2%
Percent of men who join fraternities	6%	7%
Percent of women who join sororities	5%	6%
Percent who live in college-owned, operated, or affiliated housing	90%	58%
Percent who live off campus or commute	10%	42%
Percent of students age 25 and older	0%	10%
Average age of full-time students	18	21
Average age of all students (full & part-time)	18	21

Graduation Rate 2001 - 2002

Six-year graduation rate for 2001 cohort	58
Six-year graduation rate for 2002 cohort	59.4%

Retention Rate Fall 2008 for 2007 Incoming Freshman

For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduates students who entered your institution as freshman in Fall 2007 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2008?	78%
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F. ACADEMIC GOALS AND DIRECTIONS



EARLIER GOALS AND DIRECTIONS

Acting on recommendations in the 2000 MOU, Oswego developed several new programs, such as Native American Studies, Language and International Trade, and TESOL, to reflect its promotion of interdisciplinary and a growing emphasis on global issues. M.A.T. degrees in Chemistry, Art, and Mathematics, as well as M.A. in Human-Computer Interaction are a response to national need for educators and specialists in those technical subjects. National accreditation of the School of Business (AACSB) and School of Education (NCATE) was sought and achieved in the early 2000's.

Recommendations to upgrade the school's technological systems were met through development of 54 Advanced Technology Classrooms, as well as wireless capacity on campus. Present efforts are directed toward expanding the College's array of web-based courses. An effort, begun in 2000, to integrate technology into curricula is ongoing.

FUTURE GOALS AND DIRECTIONS

The College's Sesquicentennial Plan defines its future direction:

"Through our strategic directions of Vitality, Intellectual Rigor, Engagement, World Awareness, and Solutions, we will be a closely connected community of scholars with lifelong allegiance to the college, learning, and humankind, resulting from the synergies of a culture rich in pride, intellectual energy, diversity, curiosity, inquiry, innovation, and service. We will be an academic community moving in concert with the needs of the world."

Stipulated in Oswego's 11/06 MOU and intrinsic to Oswego's Sesquicentennial Plan, Oswego emphasizes the development of these programs:

- In the Science, Technology, Engineering, and Math (STEM) fields: Engineering (software, computer, electrical), Science and Math Education, Gerontology, and Interdisciplinary Sciences, with a focus on issues like power and energy, natural resources, and health care. In Global/Multicultural fields: Area studies for global awareness, International Studies, new languages, study abroad, global decision-making, multiculturalism, and civic engagement
- In Creative/Design fields: Design, technology, entrepreneurship, creative writing, new media and use of technologies, and new product development
- In Information and Communication, and Regional Development fields: Information analysis and CCIT programming, and Risk Management

The Launch of the School of Communication, Media and the Arts

In January of 2008, SUNY Oswego added a fourth school of Communication, Media and the Arts. This school combines the departments of art, communication, music and theatre. This new college encourages "innovative thinking, dynamic collaboration, and scholarly and artistic achievement through a balanced study of history, theory and application" as stated in its mission statement. This is a growing field, which will help attract new talent to SUNY Oswego. The art, music, and theatre departments are all nationally accredited at Oswego. The new school has the opportunity of connecting not only students, but alumni as well who studied within these disciplines creating mentoring relationships.

Facilities Master Plan will provide recommendations for the appropriate programmatic distribution of this new school and physical planning opportunities.



Center for Energy Education and Economic Solutions

SUNY Oswego’s Climate Action Plan initiative has stemmed many efforts towards sustainability and the reduction of CO2 emissions. One such effort is a \$300,000 federal earmark which was secured to help fund and create the Center for Energy Education and Economic Solutions. This will be a collaborative effort between Oswego, Morrisville State, Cayuga Community College, the Institute for the Application of Geospatial Technology and other development groups. SUNY Oswego Provost Susan Coultrap-McQuin hopes that with Central New York’s major industry of energy generation, the center could also serve a key economic development role. Interest in alternative energy is increasing, and this is a step towards energy independence. Best practices in the energy industry will be identified along with training on topics such as employing global-positioning technology for alternative-energy site selection or using biofuels for economic progress.

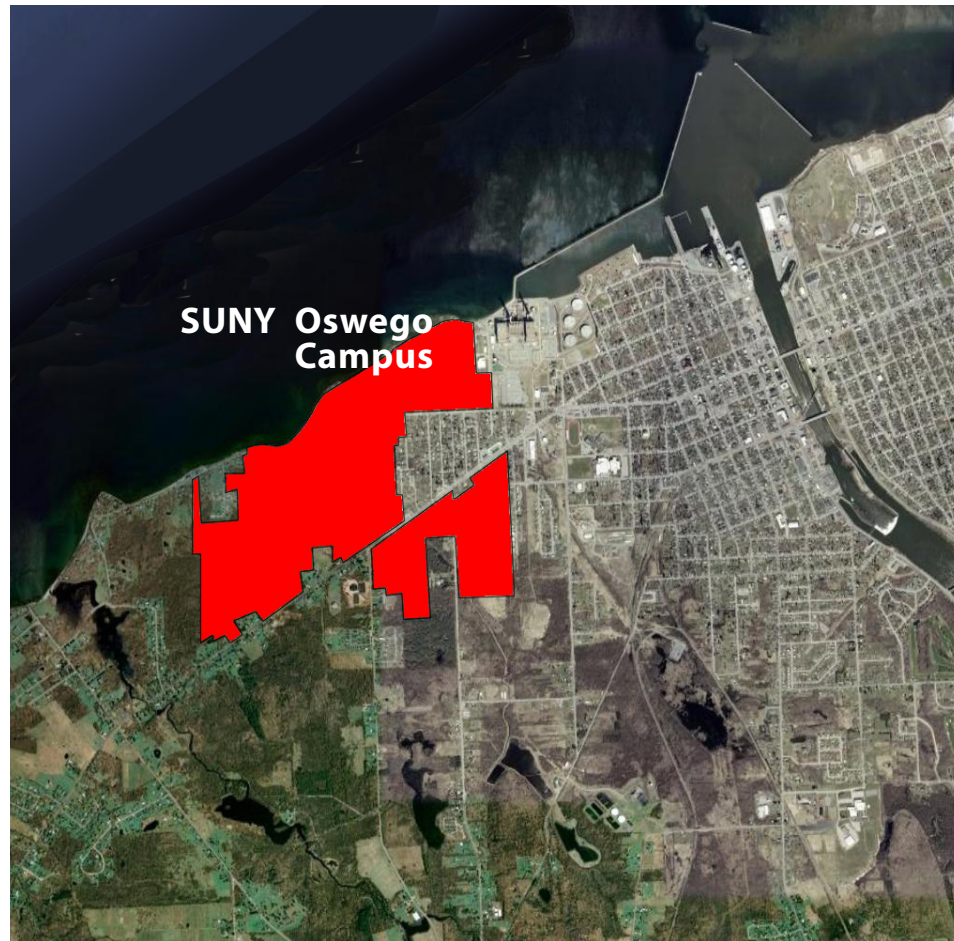
Recent Milestones

- Oswego earned approval for the SUNY system’s first degree in risk management and insurance in 2009.
- SUNY Oswego became the first public college in New York to offer a software engineering degree in fall 2008.
- Inspiring Horizons: The Campaign for Oswego exceeded its \$23 million goal by hundreds of thousands of dollars as it concluded its six-year run on June 30, 2008, with an outpouring of support from alumni and others.
- Oswego’s first study-abroad program in Africa, a course in Benin that continues an ongoing educational exchange with the developing nation
- New bachelor’s degree programs in cinema studies and creative writing (formerly a popular flavor of the English major for 40 years) approved in fall 2006
- New combined bachelor’s and MBA degrees in psychology and in human-computer interaction

Scientific Stimulus

SUNY Oswego’s research team, studying the effects of low levels of lead in children, has rendered groundbreaking discoveries. These discoveries have won them additional funding through the American Recovery and Reinvestment Act, otherwise known as the “stimulus package”. The Oswego team has garnered worldwide interest in their research into the correlation of lead intake and cardiovascular disease.

G. PHYSICAL CONDITIONS



Location

The SUNY Oswego campus sits adjacent to the western boundary of the City of Oswego. The Campus Center is a five to ten minute drive from Oswego's center city. Lake Ontario comprises the northern campus boundary. Areas to the south and west are mainly rural residential zones. Athletics fields and arena are located on a discontinuous parcel a short distance south of the main campus.

Access

Route 104 provides good access to the campus via the main entry at Sweet Road. Washington Boulevard was the original campus gateway and continues to serve a critical role in campus circulation. Centro system transit buses connect directly to campus from downtown Oswego. A separate loop also operated by Centro circles the campus to provide shuttle service to commuter lots and the most distant student housing.



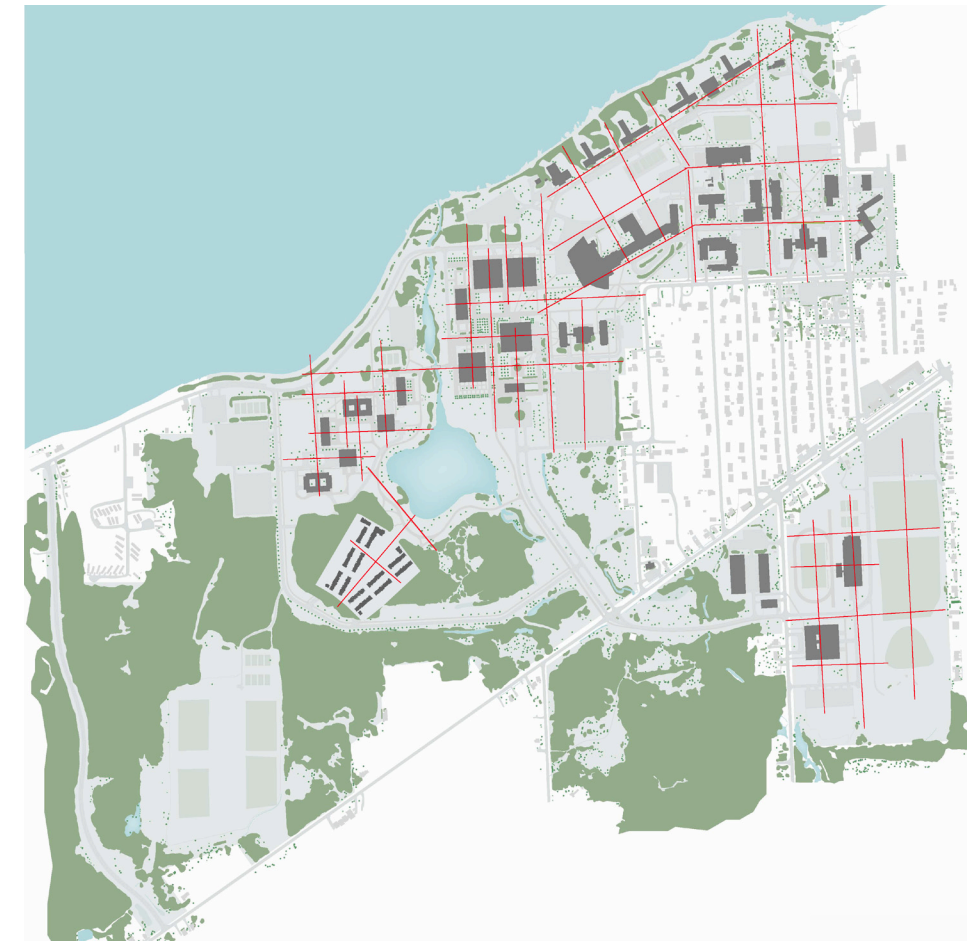
Campus Districts

Physical Description of the Campus

The 690 acre campus enjoys substantial lake frontage which is one of its primary assets. Sheldon Hall was constructed near the high point of the campus at the southeast corner. The rest of the campus gently rolls downhill to the north and west. The historic campus grew from Sheldon to the north toward the lake.

The Sheldon Quad area is the first in a series of "villages" that have been created from east to west across campus. The Lakeside Residential Village sits at the lake edge to the north. Hewitt Quad was created between the lake and Glimmerglass Lagoon. Connecting Sheldon Quad with Hewitt Quad is the newly renovated and constructed Poucher, Swetman and Convocation Center complex known collectively as the Campus Center. The Glimmerglass residential village lies to the north and west of the lagoon. Another residential complex named The Village is currently under construction south and west of the lagoon.

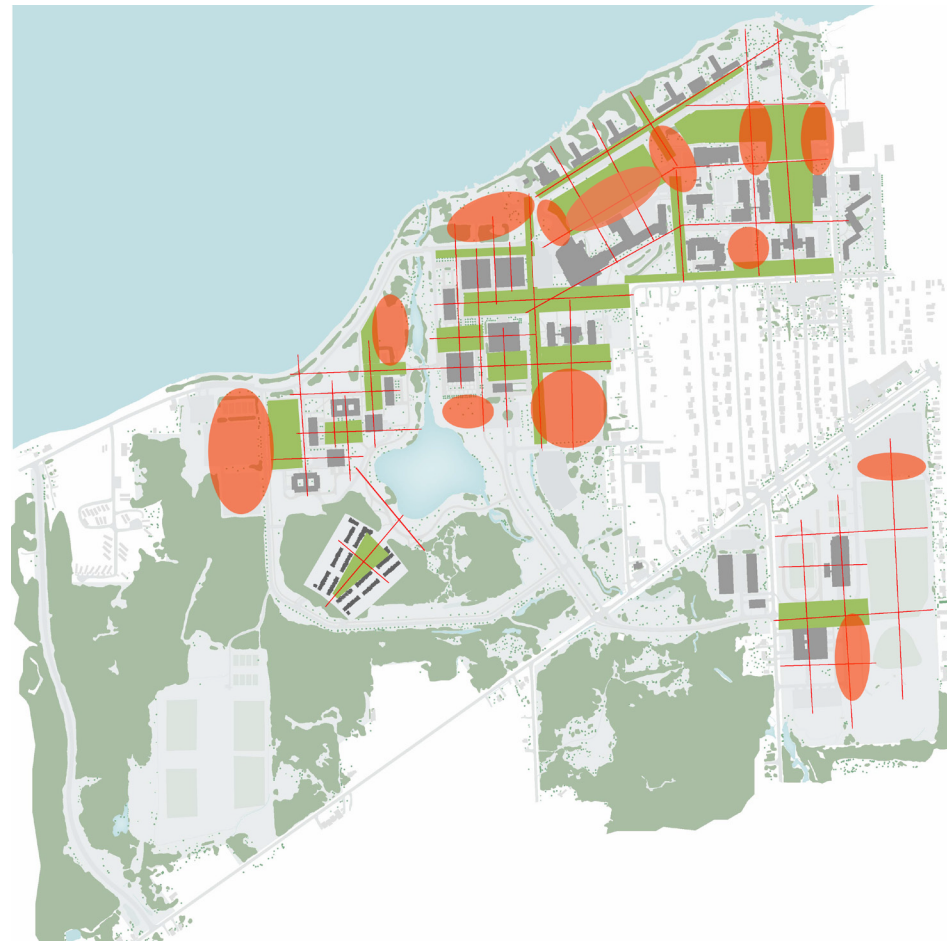
Connecting the campus from east to west is a primary initiative for future campus planning. A harsh winter climate makes efficient pedestrian and vehicular circulation a must. The campus grid reflects the natural topography of the site and in essence "pivots" around the high point near the Washington Boulevard and Swift Street intersection. The Campus Center provides the diagonal connector between major grids.



Campus Grid

Qualitative Aspects of the Campus

Given the linear nature of the campus, facilities are generally well zoned. The two academic quads of Sheldon and Hewitt are connected via the major student life center on campus. Residential villages are typically at the perimeter of campus with the exception of Hart and Finelle Halls. Major surface parking lots have been developed at the campus perimeter so as to keep the campus core pedestrian friendly.



Opportunity Zones



FEATURES AFFECTING CAMPUS SUCCESS

Density

There are many opportunities to create greater density on the Oswego Campus. From Sheldon Quad to Hewitt, many opportunity zones for future buildings exist that would help to connect campus through this compaction. This compact and connected campus would create a cohesive network of open spaces that would physically and mentally shorten the distance across campus. Large natural areas on south and west side of campus could then be retained and used for recreational purposes. This sustainable approach would make moving across campus less daunting while enhancing the overall campus image.

Natural Amenities

With the exception of the Lakeside Village, campus buildings and grounds do not fully take advantage of opportunities to engage with the lake. New campus interventions, whether they be building additions, new buildings or new landscapes should focus on this amenity. Buildings should focus views in this direction, open spaces should orient to the lake. Other opportunities include developing trails along the lake edge and into natural areas for walking, running and cross country skiing. The naturally wooded landscape of this region should be preserved as much as possible. Making the campus more compact will surely help, but enhancing and regenerating this landscape on campus also be positive.

Hierarchy

Campus structure is easily understood to consist of connected villages each with its own grid system. Hierarchy within these villages and across campus is harder to discern. Sheldon Hall was constructed on one of the most prominent sites on the campus. The addition of Park Hall and later Rich Hall create the beginning of a wonderful collegiate quad. Today however it still feels unfinished. It could be extended down to the President's Residence to the north. Again, Sheldon Hall is well placed at the head of the space, but a major public room and entry on the north side would give this quad the face it deserves.

Hewitt Quad is a neutrally designed space with Mahar being the default head building. Typically the library would be given the hierarchically most prominent position. Penfield's placement adjacent to a classroom building of the exact same exterior design confuses the expectation that a building's exterior reflect its use, especially for major public buildings. Similarly, the neutral structural grid of Tyler belies the existence of the major public performance venue that it houses, Waterman Hall.

Campus Heart

The new Campus Center is a major success in connecting campus. Given its linear nature however, it struggles a bit to create the feeling of a true campus heart. The dispersed nature of dining facilities over five halls serves those villages well, but this arrangement doesn't allow food to be the major campus wide community maker. Fitness centers are similarly dispersed. The Convocation Center is an important place for campus-wide events and celebrations. The space to the north of the Campus Center provides opportunity for growth to bring more student centered uses to the complex, create a highly used outdoor space and capitalize on views of the lake, thus amplifying the feeling of a true campus center.

Campus Access Points

There are two primary access points to the campus:

- Sweet Road & NYS Route 104
- Sheldon Avenue & Washington Boulevard

G. PHYSICAL CONDITIONS



Parking North of Sheldon Quad

Sweet Road & NYS Route 104 – This access point is controlled by a two-phase traffic signal. Currently, auxiliary turn lanes are not provided on NYS Route 104; however this section of NYS Route 104 is to be reconstructed in the near future and it is the general understanding that auxiliary turn lanes will be included at this access point. A high occurrence of accidents was not noted at the access point proper; however, college staff had observed accidents just to the west at the New Street intersection as well as along the NYS Route 104 near Sheldon Avenue intersection.

Sheldon Avenue & Washington Boulevard – This access point is controlled by stop signs on the Sheldon Street approaches. Horizontal grades to the west limit intersection sight distance. Overall the intersection's sight distance is further reduced by the build up of snow banks along the edge of the roadway. Several studies have been conducted for the intersection, which included installing stop signs on Washington Boulevard and the need for a traffic signal.

Campus Roadway General Description

The roadway system on campus primarily consists of one travel lane in each direction that is curbed. Few if any service lanes or pull off areas are provided, as a result buses, service vehicles and waiting cars use the travel lane thereby restricting traffic flows. The roadway physical condition was observed to be in a fair to good state of maintenance.



Existing Roadway Network

A defined loop road serves the western and northern sections for the campus starting at Sweet Road near the NYS Route 104 access point and ending at Sheldon Avenue. A series of public streets (West End Avenue, Swift Road, Washington Boulevard) serve the southeast portion of the campus. Run-off-the road occurrences were noted by the College's staff on the right angle curve formed by Swift Road and Washington Boulevard in the vicinity of the Campus Center.

Predominant Issues

- Sheldon Avenue & Washington Blvd – Operations and Safety.
- Washington Avenue Curve – Safety.
- Formalized loop road along the southeast portion of the campus.
- Need for convenient bus transit service to local retail destinations and
- Need for convenient shuttle service to/from remote commuter parking lots and between the east and west sides of the campus.
- Lack of service lanes/pull off areas at key points (bus shelters, building accesses, etc.) along campus roadway.
- Emergency vehicle maneuverability.



Existing Parking

There does remain however a significant amount of parking between the academic campus and the lake. This arrangement puts quite a bit of pressure at the Washington Boulevard and Sheldon Avenue intersection as that is the primary campus access point. Again, with the harsh winter climate considered, safe and convenient parking along with reliable and frequent transit is critical. The consideration of parking decks should be undertaken for their ability to provide large numbers of covered spaces in a convenient location. Funding and maintenance costs are primary issues when determining the feasibility of constructing parking decks.

It is important to promote the Sweet Road and Route 104 gateway as the main campus gateway. Concentrated parking off of this entrance would bring much relief to the Washington Boulevard and Sheldon intersection. Operationally, a welcome center with parking passes and maps would be helpful at Sweet Road and Iriquois Trail. Visitor parking next to Culkin would bring guests just adjacent to the center of campus.

GEOGRAPHY

Soil Types

Based on the Soil Survey of Oswego County, soils on campus are mostly moderately to poorly drained and maintain a hydrological soil classification of C (A through D with A being most permeable and D being least permeable). Other low lying portions of campus to the west maintain poorly drained D soils.

Coastal Zone

The shoreline of Lake Ontario is designated with a Coastal Erosion Hazard Area (CEHA). The actual location of the CEHA varies from location to location along Lake Ontario depending on site characteristics and subject to review by the New York State Department of Environmental Conservation (NYSDEC) and conformance with Local Waterfront Revitalization Programs that may be in effect. This typically results in a setback requirement for development from the top of bank adjoining the Lake Ontario shoreline.

Floodplains

According to the Flood Insurance Rate Map (FIRM) for the Town of Oswego, Oswego County, Community Panel No. 360657 0002 F, the campus is not situated in a regulatory flood zone.

Site Topography

The campus is generally flat to gently sloping. Most areas maintain less than a 5% slope while the remainder of campus has between 5% and 10% slopes. Site topography is not considered to be an encumbrance on campus.

Wetlands

There are a series of generally small regulated wetlands mostly located south of Glimmerglass Lagoon, which is considered a regulated wetland. These are federal wetlands regulated by the US Army Corp of Engineers. Their size does not meet the acreage requirement to be considered fresh water wetlands that are regulated by the NYSDEC. There are other wetlands located on campus that are considered to be "isolated" with no surface connection to navigable waters and, therefore, are not regulated.

Water Courses

There are three regulated streams that bisect the campus. Two are both designated as Tributary to Ont. (Lake Ontario) 66B and discharge to Glimmerglass Lagoon. The third is Ont. 66 that discharges from Glimmerglass Lagoon to Lake Ontario. These streams maintain a C stream classification. Streams are classified AA through D with AA being the most pristine and D being the least.

Drainage

The campus mostly drains either towards Glimmerglass Lagoon or directly to Lake Ontario. There are small portions of the easterly and westerly edge of campus that drain away from campus and ultimately to Lake Ontario. Storm drainage facilities mostly consist of storm sewers that convey stormwater from the campus and discharge directly to either Glimmerglass Lagoon or Lake Ontario.



Shore Along Lake Ontario

With the adoption of more restrictive environmental regulations in recent years, any significant new development is required to provide stormwater quality mitigation. Two such projects are the Campus Center and the new townhouse student housing. These projects constructed stormwater detention basins at the edge of Lake Ontario and the southerly edge of Glimmerglass Lagoon respectively. Because most of the campus discharges to Lake Ontario (and Glimmerglass Lagoon), an infinite water course, stormwater detention generally not warranted for new development.

INFRASTRUCTURE

Site Utilities

The campus maintains a network of water distribution lines, steam lines, sanitary sewers, storm sewers, electric, gas, and communication lines. The college has undertaken a comprehensive assessment of these utilities to determine their extent and condition. An Infrastructure Study is being performed by an outside consultant to document site utilities. This was completed in 2010 and will be included as reference material.

Water distribution is provided throughout campus for domestic use and fire protection. Review of available water pressure data indicates that water pressures are average throughout campus and are not considered to preclude water usage and future development on campus.

The sanitary sewer system consists of a conventional collection system and two sanitary sewer pump stations that are maintained on campus. They are known as the west pump station and main pump station. The west pump station collects sanitary sewer flow from the westerly portion of campus and delivers it to the main pump station. The main pump station collects sanitary sewer from a larger central portion of campus and discharges to the city limits where it is collected in the City of Oswego sanitary sewer collection and treatment system.

Review of other campus utility systems will be provided with the issuance of the Infrastructure Study in future submissions.

