



**REPORT OF THE
CAMPUS SPACE UTILIZATION TASK FORCE**

January 9, 2023

Report of the Campus Space Utilization Task Force

Table of Contents

Introduction	1
Enrollment Changes and Projects Necessary for their Maintenance and Utilization	2
Physical Facilities of the Campus	2
Current or Pending Construction Projects Impacting Classroom Availability and Office Space	3 – 6
The Impact of Academic Program Changes on Space Requirements	6
Classrooms of the Campus and their Utilization	6
Current and Projected Numbers of Classrooms on Campus Related to Construction Projects	7
Additional Campus Rooms Suitable for Use as Instructional Spaces	8
Continued Requirement of Classrooms for Face-to-Face Instruction	9
Influence of Scheduling Practices on Classroom Utilization	10 – 13
Office Availability and Utilization	13 – 14
Hiring Plans of the College for Additional Faculty and Staff	14
Building-Specific Recommendations	15 – 19
Course Scheduling Recommendations	19 – 22
Recommendations to optimize office utilization	22 – 23

REPORT OF THE CAMPUS SPACE UTILIZATION TASK FORCE

Introduction

The Campus Space Utilization Task Force Committee presents the following report on its findings and recommendations in response to President Nader's Draft Charge of September 9, 2022. That Draft Charge is attached to this report as Appendix A.

The members of the Task Force have gathered data on the issues identified in that Draft Charge both by direct inspection of facilities and by extraction of information from available databases and reports. We have undertaken an analysis of these data through a series of meetings during the 2022 fall semester. And we have arrived at a set of conclusions and recommendations for steps to ensure optimum utilization of campus space under both current and projected conditions on the campus. These conclusions and recommendations take into account several converging developments: the impending loss of a portion of the usable classroom and office space as several multi-year campus construction projects get underway; the probability of a return to earlier rising enrollment trends, especially if new undergraduate and graduate academic programs attract more students; the additional hiring of faculty and professional staff necessary to support this enrollment that will make it necessary to improve the utilization of office space.

As will be seen in the recommendations offered by the Task Force, there is a need for the implementation of several policies and procedures to ensure the optimum utilization of campus space. These will include such things as designating underutilized instructional time periods and days for scheduling classes, assignment of faculty and staff to shared office spaces when those offices have sufficient capacity for two or more occupants, and utilization of various options within the Alternate Work Arrangements Policy where appropriate. Some of these policies and procedures may require a culture change. Therefore, the communication of the necessity of adopting them will be a critical element of their implementation.

Submitted by the members of the Campus Task Force on Space Allocation and Utilization on January 9, 2023.

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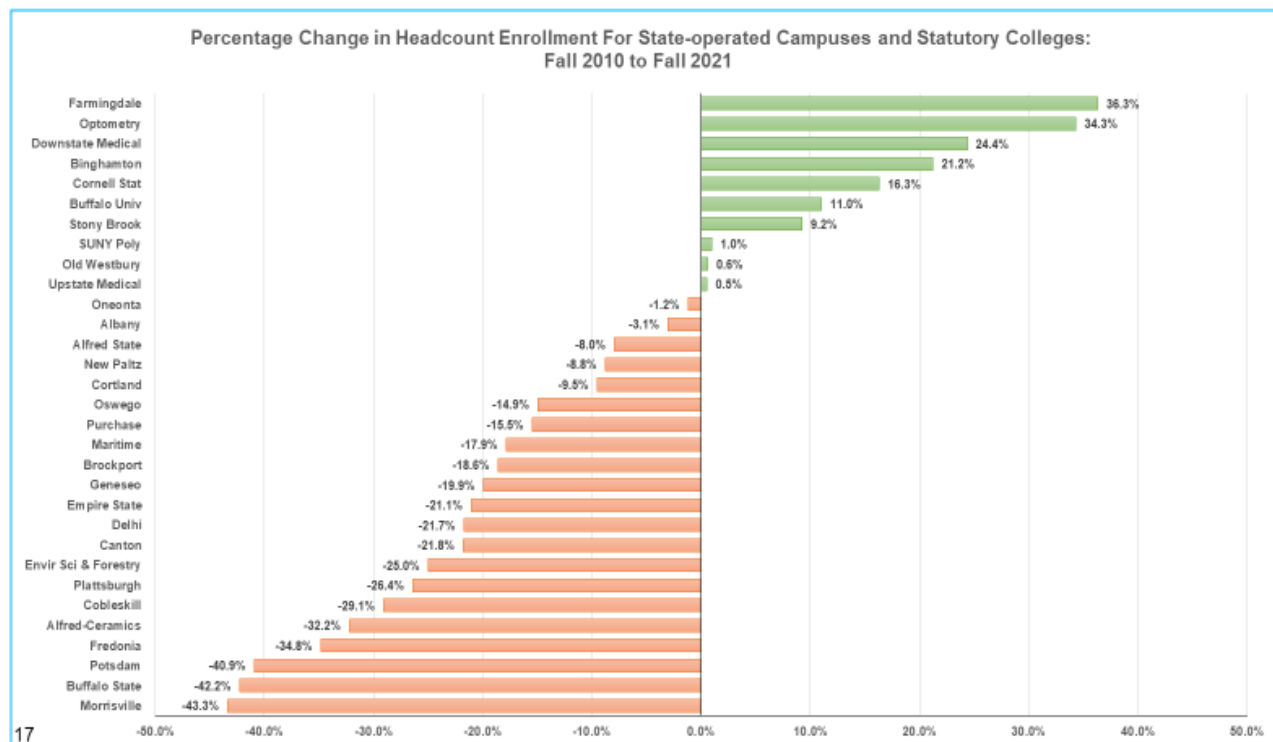
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Figure 1.
SUNY Enrollment Growth Fall 2010 to Fall 2021

The chart below illustrates the significant enrollment growth of Farmingdale State College.



Physical Facilities of the Campus and Projects Necessary for their Maintenance and Utilization

This report begins with an overview of the existing physical facilities of the campus and the various construction projects that are planned or underway to ensure the best utilization of those facilities. Appendices B, C, D, and E supplement this section of the report.

Appendix B is the Campus Building Inventory, a spreadsheet that shows the status and other data for all 49 structures currently located on the campus as of January of 2023.

Appendix C is an updated and detailed report on the 21 occupied buildings of the campus prepared by Erika Murray. Her report includes extensive background information on each building, the current condition of each building, and recommendations specific for each building both in its current state and following any renovations of the building that are underway or planned. The recommendations contained within this appendix have been incorporated into the Building-Specific Recommendations that are included within the body of this report.

Appendix D is the Rolling Five-Year Funding Needs Plan, a spreadsheet that shows the current status and other data for a wide range of campus projects extending into the future.

Appendix E is the current Project Planner for the college that shows those campus construction projects that are currently underway or that are scheduled through the beginning of 2026. Several of these projects will have an impact on classroom and office availability, so those impacts are addressed within the next section of this report.

Current or Pending Construction Projects Impacting Classroom Availability and Office Space

These seven construction projects are listed below in alphabetical order, but the target dates for their completion range from May 24, 2023, to January 3, 2026. A summary of each project is provided, along with notes on the associated relocation of administrative offices or academic departments, and on the losses and gains of meeting rooms (considered to be potential “instructional spaces” for consistency), during and at the completion of each of these construction projects.

Campus Commons –

Construction project. Renovation of the entirety of Campus Commons to provide a modernized administrative use building, with a January 6, 2025, completion target.

Planned utilization and reassignments. The administrative offices that will occupy this space are: Human Resources, Purchasing, Accounts Payable, Payroll, and Institutional Research.

Spaces left vacant after project is completed.

- The current offices of HR, AP, Purchasing and Payroll in Whitman 261-281
- The current Institutional Research offices in Ward Hall 204 and 206.

Dewey Hall First Floor Renovations –

Construction project. Renovation of the entirety of the first floor of Dewey Hall and partial renovation of the second floor to create two new office suites, with July 13, 2023, completion target.

Planned utilization and reassignments. The offices that will occupy these spaces are:

- Residence Life
- Mental Health Services.

Spaces left vacant after project is completed.

- The current Residence Life suite in Sinclair 134-138
- The current Mental Health Services suite in Sinclair 160-168.

Knapp Hall First Floor Renovations –

Construction Project. Renovation of the entire first floor to create space for grant sponsored programs, with a May 24, 2023, completion target. Renovation will also include a departmental suite for the Research Foundation and Department of Academic Support & Access Programs.

Instructional Spaces Created.

- 1 x 22-seat tutoring room
- 1 x 24-seat computer lab
- 2 x 8-seat tutoring rooms

Planned utilization and reassignments. The offices that will occupy this space are:

- Educational Opportunity Program
- TRIO programs

- P-Tech
- Smart Scholars
- Liberty Partnerships Program
- CSTEP

Spaces left vacant after project is completed.

- Current EOP office in Laffin 315-320A
- Current TRIO offices in Laffin 112 and 103
- Current ASAP, Smart Scholars, and P-Tech offices in Ward 300-305
- Current Smart Scholars office in Ward 305
- Current Liberty Partnership Program offices in Ward, 3rd floor, and Sinclair 181
- Current CSTEP office in Sinclair Suite 101
- Current Research Foundation offices in Thompson 106, 108, 115, and 116

Laffin Hall Welcome Center –

Construction project. Renovation of the entirety of the first floor of Laffin Hall to create a state-of-the-art Welcome Center, with a January 3, 2025, completion target.

Instructional Space Created. 1 x 50 seat Admissions Tour Room

Planned utilization and reassignments. Once the renovations are completed, the Disability Services Center will be housed in this building.

Spaces left vacant after project is completed.

- The current Disability Services Center Rooms 180-186, 201, and 205.

Roosevelt Hall Renovations –

Construction project. Renovation of the entirety of Roosevelt Hall to create a public use building and conference center space, with a July 13, 2024, completion target.

Instructional spaces created.

- 1 x 8-seat classroom
- 1 x 10-seat classroom
- 1 x 19-seat classroom
- 2 x 28-seat classrooms
- 1 x 68-seat classroom

Planned utilization and reassignments. The offices that will occupy this space are:

- University in the High School
- Institute for Learning in Retirement
- Auxiliary Services Corporation
- Small Business Development Center

Spaces left vacant after project is completed.

- The current UHS/ILR offices in Thompson 119, 127-129
- The current ASC offices in Laffin 119-124
- The current SBDC offices in the Campus Commons 109-116
- The current SBDC Conference Center

Sinclair Hall Renovation –

Construction project. Renovation of the entirety of Sinclair Hall to create the Center for Criminal Justice Studies and to modernize teaching spaces, with an August 9, 2025, completion target.

Near-term loss of classrooms.

- 7 classrooms
- 1 computer laboratory

Instructional spaces created.

- 5 x 39-seat classrooms
- 1 x 42-seat classroom
- 1 x 44-seat classroom
- 1 x 45-seat classroom
- 3 x 49-seat classrooms
- 1 x 49-seat active learning classroom
- 1 x 107-seat lecture room/mock courtroom
- 2 x 39-seat computer labs
- 1 x 49-seat computer lab
- 1 x 8-seat complex social interaction lab
- 1 x 5-seat library/tutoring room
- 1 x 19-seat forensics science lab

Planned utilization and reassignments. The department that will occupy this space is the Center for Criminal Justice Studies.

Spaces left vacant after project is completed.

- Lupton Hall Rm 101
- Whitman Hall 163
- Gleeson 310-312

Thompson Hall Renovation –

Construction project. Renovation of the entirety of Thompson Hall to create modernized classrooms and spaces for academic departments, with a January 3, 2026, completion target.

Near-term loss of classroom spaces.

- 6 classrooms
- 2 laboratories
- 1 drafting studio

Instructional spaces created.

- 4 x 40-seat classrooms
- 1 x 20-seat seminar room
- 1 x 22-seat computer lab
- 1 x 30-seat drafting lab
- 1 x 24-seat Soils Lab

Planned utilization and reassignments. The departments that will occupy this space are Urban Horticulture, Psychology, and Sociology & Anthropology.

Spaces left vacant after project is completed.

- The current offices of the Psychology department, Knapp Hall 246-257
- The current offices of the Sociology & Anthropology department, Memorial Hall 122-133

The Impact of Academic Program Changes on Space Requirements

There are new programs coming online in the near future, but they are all online programs that are not expected to require significant new office or classroom space.

The existing in-person degree programs in Computer Programming and Information Systems and Applied Economics will be joined by fully online versions of the degrees. These aren't expected to reduce the current need for classrooms, as these programs are intended to supplement in-person enrollments, not replace them. The proposed AI degree program is currently being reviewed by SUNY System and will be delivered entirely online. The proposed MS in Nursing is currently being reviewed by the Office of the Professions and will be delivered entirely online.

The Automotive Engineering program is no longer offering lower-level courses, and will serve only as a degree completion program. Several of the former automotive labs in Lupton hall will be, or already have been, repurposed.

Classrooms of the Campus and their Utilization

According to the Fall Semesters of Utilization Report prepared by Scott Page (Appendix F), there are currently 88 lecture rooms and 86 laboratories, clinics, and studios among the nine classroom buildings of the campus, for a total of 174 classrooms. Of these 174 classrooms, Scott Page's report shows that 6 of the lecture rooms and 11 of the laboratories, clinics, and studios had 0% utilization. Also shown in his report are one lecture room and six laboratories with less than 20% of the Weekly Student Contact Goal per Station.

By contrast, a campus-generated list of classrooms (Appendix G) shows a total of 189 instructional spaces, but an inspection of that list reveals that several rooms (such as one in the Campus Commons, and several in Greenly Library with capacities of fewer than 10 stations and code capacities of zero) are not functional classrooms. It appears therefore that the 174 cited in Scott Page's report provides a more accurate count of functional classrooms.

Interpretation of Scott Page's Report

It should be noted that some of the citations included in Scott Page's report apparently fail to consider the conditions and policies that are specific to Farmingdale State College, so some of the citations of under-utilization of classrooms in that report are misleading. As pointed out by Cindy McCue, "...the citations that were listed for GLSN 102, GLSN 104 and WHIT 150 do not take into consideration that FSC does not offer many sections 50 and above; in fact, we pride ourselves for our small classes."

Cindy McCue has also responded to the notation in Scott Page's report that stated, "Excess capacity of room when the largest section sizes are rarely more than 48" with the following information: "In the Spring of 2018, we offered a total of 1,733 in person sections (excluding OFF-CAMPUS and ONLINE sections) – Of this, 24 sections had a class limit between 50-60, the remaining 1,709 sections had class limits under 50, hence we used these rooms as needed for other courses. During the scheduling process, classes with large class limits are assigned to the larger classrooms first, followed by the second set of largest class limits, etc."

There was also a notation in Scott Page's report that appeared to question why section sizes of 32 were placed into classrooms with a listed capacity of 30, and as Cindy McCue has pointed out, this discrepancy was related to the facilities reporting of the floor space of these classrooms with square footage below their actual sizes, not an overloading of the rooms beyond their capacity.

One other comment regarding the findings in Scott Page's report is that they show that many of the lecture rooms and laboratories on campus are utilized at levels far above the 100% Weekly Student Contact Goal per Station, with Whitman 111 reported at 761%, Lupton 131 at 421%, and Gleeson L102 at 417%.

Current and Projected Numbers of Classrooms on Campus Related to Construction Projects

The current numbers of classrooms in two categories (lecture rooms; laboratories/clinics/ studios) located in each of the nine classroom buildings of the campus are listed in Table 1 below, based on the data in Scott Page's report. This table also includes the projected numbers of classrooms in these same categories in the spring of 2024 (representing the period when both Sinclair and Thompson will be closed for renovations), and in the spring of 2026 (representing the time when both renovated buildings are projected to reopen). According to these projections, the net gain of classrooms from the construction projects in these two buildings will be 10 lecture rooms and 5 laboratories/clinics/studios.

Table 1.
Impact of Sinclair and Thompson Construction on the Numbers of Classrooms
in the Nine Classroom Buildings of the Campus

	Numbers of Classrooms					
	Current 2022 – 2023 Academic Year		Spring 2024 (Sinclair and Thompson closed)		Spring 2026 (Roosevelt, Sinclair, and Thompson reopened)	
Building	Lecture Rooms	Labs/Clinics/ Studios	Lecture Rooms	Labs/Clinics/ Studios	Lecture Rooms	Labs/Clinics/ Studios
School of Business	12	1	12	1	12	1
Greenhouse	1		1		1	
Gleeson	36	13	36	13	36	13
Hale	1	19	1	19	1	19
Lupton	9	38	9	38	9	38
Nold	3		3		3	
Roosevelt					6	
Sinclair	7	1			12	6
Thompson	6	3			5	3
Whitman	13	11	13	11	13	11
Totals:	88	86	75	82	98	91

Additional Campus Rooms Suitable for Use as Instructional Spaces

A survey was conducted to identify additional campus rooms that could serve as instructional spaces, including various conference rooms and special purpose rooms in a wide range of campus locations. The full list of surveyed rooms is presented in Appendix H, and as noted in that appendix many of these rooms would be unsuitable for this purpose for various reasons such as being inaccessible to students or converted to other functions. However, there are 13 rooms that were identified as being quite appropriate for use as instructional spaces, ranging from conference rooms suitable for small sections such as seminar courses to very large rooms that could serve as lecture rooms if furnished with student desks. Table 2 presents the findings of this survey.

Table 2.
Additional Campus Rooms Identified as
Ideal for Use as Instructional Spaces*

Building Name	Room #	# Seats	Tech-Ready	Comments
<i>Greenley Library</i>	220	18	Y	Distance Learning Computer Lab – typically under-utilized
<i>SBDC Conference Center</i>	8	50	Y	Classroom configuration (significant distance from academic buildings)
<i>Quintyne Hall</i>	100	40	Y	Can seat 28 at table / plus an additional 12 along perimeter of the room
<i>Quintyne Hall</i>	101	25	Y	“Media Lounge” – very large room which is typically under-utilized
<i>Quintyne Hall</i>	109	24	Y	Large room, but current configuration has only 12 chairs at table
<i>Whitman Hall</i>	185	16	N	Could fit 24+ Lecture style – Plenty of other spaces in Math Center (WHIT 138, & 182 are each approx. 900 Sq Ft and essentially used as offices)

Hale Hall	126	24	Y	Biology Department Conference Room
Campus Center "A"	144	12	Y	Small Meeting Room
Campus Center "B"	145	15	Y	Small Meeting Room
Hale Hall	137	14	Y	Visual Communications Department Conference Room
Nold Hall	138	20	Y	Athletics Conference Room
Ward Hall	101	12/40	Y	"Great Room" – May be configured as 12 Conference / 40 Lecture
Campus Center	159	60	Y	"Student Lounge" Could easily fit 60 if configured as a lecture room

**Rooms are listed in priority order with the most suitable and least utilized spaces shown by bold italicized text in the first six rows. All rooms are ADA accessible, and all but one is already tech-ready.*

Continued Requirement of Classrooms for Face-to-Face Instruction

The vast majority of course sections offered by the college are currently face-to-face, now that the college has returned to on-campus instruction for the most part as we recover from the disruptions of the pandemic. A historic strength of this institution has been the effectiveness of face-to-face instruction with relatively small section sizes, so the emphasis on this mode of instruction can be seen as a positive trend even though classroom availability may be of concern.

There has also been an increase in the scheduling of hybrid sections that utilize a lecture room on just one day of the week for the face-to-face session, and the expectation has been that classroom utilization would improve by having the same classroom occupied by another hybrid section on the matching day of the week (assuming MW or TR classroom scheduling). Unfortunately, this benefit has not been fully realized: a review of hybrid course scheduling has shown that many of the classrooms occupied by a hybrid section are not currently occupied by another one-day class on the matching day, but instead sit empty on the other day of the week. Although Friday would appear to be an ideal day for scheduling the face-to-face session of a hybrid course, it turns out that the number of hybrid sections using Friday for this purpose is exactly one in each of the semesters in the 2022-23 academic year.

The increase in the number of online sections over the past 5 years has yielded the benefit of reduced demand for classroom assignments even as the total number of sections has increased. To illustrate this point, Cindy McCue has noted that the number of online sections in the spring semester had increased from 127 in the spring of 2018 to 421 in the spring of 2022. The recent implementation of an online synchronous model for certain courses has the potential to reduce this demand even more. Table 3 shows the distribution of sections by mode of instruction in the 2022-23 academic year based on Banner data for the fall and spring semesters.

Table 3.
Numbers of Sections by Mode of Instruction for 2022–23 Academic Year

	Fall 2022	<i>Percent of Total</i>	Spring 2023	<i>Percent of Total</i>
Face-to-Face Sections	1,790	72%	1,631	74%
Hybrid Sections	138	6%	71	3%
Traditional Online Sections	315	13%	329	15%
Online Synchronous Sections	19	1%	14	1%
Off-Campus Sections (Internships, Clinicals, Study Abroad, etc.)	207	8%	166	8%
Totals:	2,469		2,211	

Influence of Scheduling Practices on Classroom Utilization

As reported by Cindy McCue, the scheduling practice that has been followed up to this time has consisted of “rolling over” the previous schedule for that semester for each academic department as a starting point, and the submission of requests from department chairs to the Registrar for additions and changes to that schedule for classroom assignments of face-to-face sections at preferred days and times. When a suitable classroom is not available at the requested time, the Registrar will advise the department chair of alternatives to consider. Although the rolling over of schedules from previous semesters tends to perpetuate prior scheduling patterns, it is the only feasible way to start the scheduling process given the time required to create a schedule for each new section in Banner.

By implementing the new Event Management Software (EMS), the College will be able to streamline the scheduling of classes and events. This resource will centralize data and allow us to configure, integrate and maximize the use of our facilities and services while minimizing manual processes. Currently, implementation is in the initial phase of configuring all campus facilities into the system.

Scheduling preferences for specific days of the week.

The distribution of face-to-face sections by days of the week is represented by Table 4. The numbers in this table refer to the frequency of class meetings on each day, rather than to the number of sections utilizing a particular scheduling pattern. The reason for this is that the number of meetings days for different categories of sections can vary from 1 (for hybrid courses) to 3 (for courses with 3-day meeting patterns); the significant issue in this case is the preference for particular days for any meetings of a face-to-face class.

Table 4.
Utilization of Days of the Week for Face-to-Face Class Meetings
of Any Kind in Any Scheduling Pattern During the 2022-23 Academic Year*

	Fall 2022		Spring 2023	
Days scheduled	Numbers of Class Meetings	Percentage of Total Meetings	Numbers of Class Meetings	Percentage of Total Meetings
Mondays	632	23.8%	603	24.8%
Tuesdays	636	24.0%	563	23.2%
Wednesdays	645	24.3%	606	24.9%
Thursdays	617	23.3%	549	22.6%
Fridays	120	4.5%	109	4.5%
Saturdays	17	0.6%	10	0.4%
Total Meetings:	2,650		2,430	

* Numbers represent class meetings on given days, not the numbers of sections with a particular scheduling pattern

Although the data in this table show that the number of Friday class meetings is relatively low, there are several academic programs that are making substantial use of Friday instructional periods during the current 2022-23 academic year: Nursing (29 sections), Mathematics (28 sections), Biology (22 sections), Mechanical Engineering Technology (19 sections), and Visual Communications (16 sections). Of the Natural Sciences other than Biology, Chemistry has scheduled 10 Friday sections for the year, but Physics has scheduled none at all. The subjects that are scheduled on Saturdays are primarily BCS, BIO, and BUS.

Scheduling preferences for “prime time” instructional periods.

As pointed out by Cindy McCue, there continues to be a strong preference for the scheduling of daytime face-to-face lecture classes within the “prime time” instructional periods (those starting at 9:25, 10:50, 12:15, and 1:40), with lower levels of utilization of the instructional periods starting at 8:00 a.m. and 3:05 p.m., and very low utilization of the instructional period starting at 4:30 p.m. The scheduling pattern for the 2022-23 academic year is shown graphically in Figure 1.

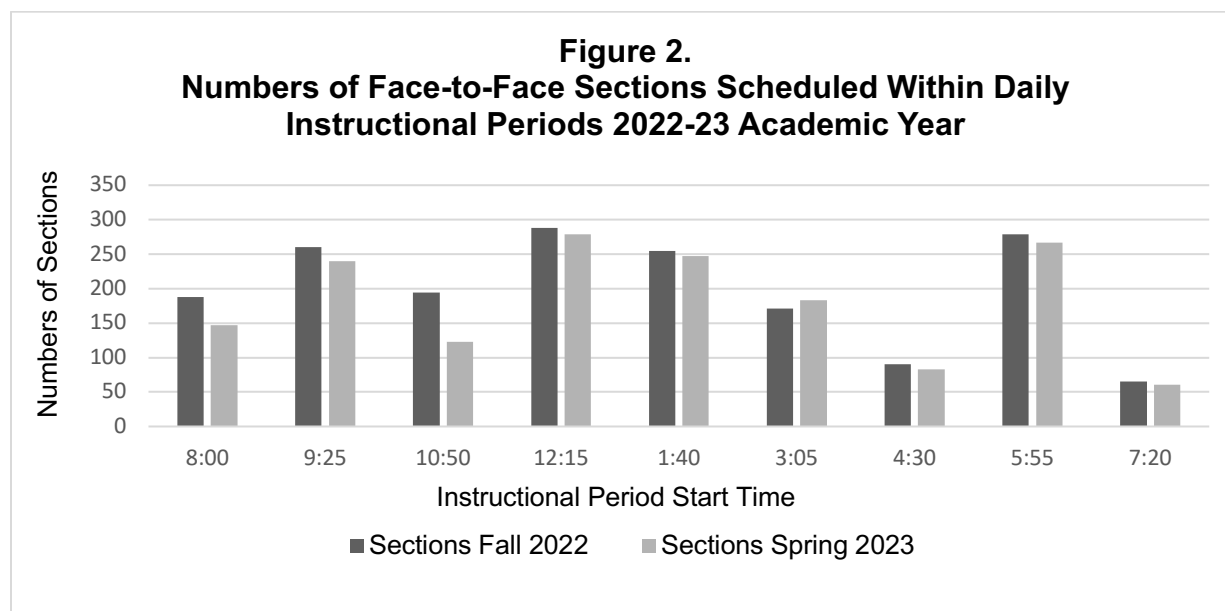


Table 5 presents the same data as shown in Figure 1 for section schedules by instructional period for 2022-23, and these data are placed next to corresponding data for 2017-18 to provide a comparison of the scheduling practices in these two academic years separated by 5 years of time. It is apparent that while the total numbers of face-to-face sections have increased over the 5 years between these two reporting periods (up 9% from fall 2017 to fall 2022 and up 6% from spring 2018 to spring 2022), the scheduling of sections across the instructional periods of the day has remained consistent for the most part.

Table 5.
Face-to-Face Sections Scheduled within Instructional Periods for
Fall and Spring Semesters, Comparing 2017–18 with 2022–23

Class Period Start Time	Fall 2017		Spring 2018		Fall 2022		Spring 2023	
	Number of Sections	% of Total	Number of Sections	% of Total	Number of Sections	% of Total	Number of Sections	% of Total
8:00	162	10%	130	8%	188	11%	147	9%
9:25	253	15%	234	15%	260	15%	240	15%
10:50	124	8%	118	8%	194	11%	123	8%
12:15	262	16%	254	16%	288	16%	279	17%
1:40	239	15%	215	14%	255	14%	247	15%
3:05	158	10%	153	10%	171	10%	183	11%
4:30	97	6%	87	7%	90	5%	83	5%
5:55	273	17%	286	19%	279	16%	267	16%
7:20	66	4%	67	4%	65	4%	61	4%
8:45	2	--	1		0	--	0	--
Total:	1636		1545		1790		1631	

Although there has been minor improvement in the number of sections scheduled in the 8:00 a.m. period, this instructional period continues to be underutilized. A low level of utilization of the instructional period with the 4:30 start time has also persisted, but it may be very difficult to make an improvement in the utilization of this time block going forward because students just don't register for sections at this time. The reality is that day students are heading to evening jobs and evening students are still at work, so there is little chance of improving the utilization of that instructional period if the sections don't fill.

Table 6 (next page) shows the predicted availability of classrooms for the scheduling of any requested new sections in the fall of 2023. These numbers are based on the projected availability of classrooms for all the sections on the fall 2022 course schedule once they are rolled over to the fall of 2023, and they take into account the loss of classrooms related to campus construction projects by that time. As shown in this table, most of the available classrooms would be at the 8:00 a.m. and the 4:30 and later time blocks, which are the class times that are requested least often by department chairs.

Table 6.
Predicted Fall 2023 Room Availability Summary 2022–23

Fall 2023 Room Availability Summary		
	M & W	T & R
08:00 am – 09:15 am	14	18
09:25 am – 10:40 am	5	4
10:50 am – 12:05 pm	3	[Activity Hour]
12:15 pm – 01:30 pm	4	4
01:40 pm – 02:55 pm	8	2
03:05 pm – 04:20 pm	7	12
04:30 pm – 05:45 pm	28	33
05:55 pm – 08:35 pm	21	23
07:20 pm – 10:00 pm	30	26

Office Availability and Utilization

Each building of the campus was surveyed to determine the number of offices that are in each one. At the same time, the status of each office was evaluated regarding whether it could be (or currently is) shared by two or more employees. The results of this survey have been compiled into a detailed listing by building and office number showing those offices that have sufficient capacity to be shared by two or more occupants. Appendix I contains the report of these findings.

Surveyed Office Spaces of the Campus

Of the 532 offices that were reviewed, it was found that 64%, or 340 offices, are not large enough to be shared, or are occupied by an employee in a role that cannot share an office due to the nature of their work (i.e., Vice President, Director, Department Chair, departmental administrative assistant, etc.). There are 59 offices, or 11%, that are currently being shared, and another 81 offices (15%,) that have the capacity to be shared. Finally, there are 52 offices, or 10%, that were categorized as *Unknown* as the members of the Task Force were unable to gain access to them. The numbers of offices in each category within each building are presented in Table 7 (next page).

Table 7
Campus Office Count with Analysis of Capacity for Sharing

Building	Can this office be shared?				Grand Total
	No	Yes	Already Shared	Unknown	
Campus Commons	8	4			12
Cohen Infirmary ("Health & Wellness")	1	5			6
Dewey Hall	–	–		2	2
Gleeson Hall	–	1	10	8	19
Greenly Library	40	2	1		43
Hale Hall	42	–	2		44
Horton Hall	21	7	6		34
Knapp Hall	6	19	6		31
Laffin Hall	38	–	10		48
Lupton Hall	54	8	4	7	73
Memorial Hall	49	2			51
Nold Hall	4	9			13
Quintyne Hall	8	4	1		13
Service Building	8	6			14
Sinclair Hall	18	1	2	9	30
Smart Grid Demo House	–	3			3
Thompson Hall	5	–	6	15	26
Ward Hall	10	8		2	20
Whitman Hall	28	2	11	9	50
Grand Total:	340	81	59	52	532
Percentage of Total Offices:	64%	15%	11%	10%	

Hiring Plans of the College for Additional Faculty and Staff

The availability of office space for administrative offices and academic departments is not only important for current employees of the college, but also for new faculty and staff identified in the hiring plans of the college, many of whom will require office space. The number of faculty and staff in Academic Affairs who are expected to be hired by the fall of 2023 is 20, are shown in Appendix K. Although some of these new hires may occupy existing offices in the academic departments to which they will be assigned, the planning for office space will need to take this number into account. The number of staff in the Administrative Division to be hired by the fall of 2023 is 62, as shown in Appendix L, but it is likely that only about 20 of these employees will require an office space.

Building-Specific Recommendations

The Task Force offers the following recommendations for achieving the optimum usage of campus buildings, encouraging the efficient utilization of available classroom time and space for course scheduling, and ensuring the most effective use of office space to meet the needs of academic departments and administrative offices.

This section consists of a series of recommendations for optimum usage of campus buildings based on evaluations by the Task Force of various campus functions and the availability of space to support those functions. Much of this information has been extracted from Appendix E (Campus Building Assessment) prepared by Erika Murray, but it also includes recommendations by other members of the Task Force.

Because these are building-specific, these recommendations are presented by building name in alphabetical order. Those buildings that are (or will be) effectively utilized in their current or renovated state, and for which no recommendations are made, are the following: Campus Commons, Dewey Hall, Hale Hall, Nold Hall, Roosevelt Hall, and the School of Business Building. The buildings for which recommendations are offered are:

Alumni Hall: If the resident population continues to decline, Alumni Hall could be converted to faculty office space without a costly rehabilitation. Could house up to 50 faculty.

Broad Hollow Bioscience Park: The Broad Hollow Bioscience Park contains approximately 20 offices and other spaces that are not anticipated to be used by the current tenant. Due to the remote location of the Bioscience Park, these spaces would be ideal swing space for administrative offices that need temporary relocation due to renovation, but do not often require students to visit in person. There would be some minor work required to make these spaces suitable for staff use.

Gleeson Hall: There are several immediate relocations and modifications of usage underway or recommended. After the planned renovation of both the lower level of Gleeson Hall (construction of new restrooms on the lower level) and the completion of the Sinclair renovations, there are additional recommendations for relocations and modifications of usage in Gleeson Hall.

Immediate relocations and modifications.

- Relocation of Matthew Brown's Anthropology lab from Thompson Hall to Gleeson L106.
- Relocate 4 faculty from Gleeson Hall room 119 to Gleeson Hall rooms 240 and 241.
- Combine functions from Gleeson Hall 240 and 241 into room 325 (conference room / break room/ copier machine, etc.). Storage items can be moved to Gleeson room 250 or storage rooms on the lower level of Gleeson. Gleeson room 119 will need AV for a teaching station and classroom furniture.

Future relocations and modifications.

- Relocate Nutrition Science & Wellness programs from Lupton to Gleeson after new restrooms are built to accommodate a higher occupancy.
- Relocate Security Systems laboratories out of Gleeson and into Whitman Hall once the Sinclair building renovation is completed, which will be necessary before Criminal Justice can move out of Whitman and into Sinclair. (Security Systems may eventually move into the new Computer Science Building.)
- Expand Nursing into rooms 310, 311, and 312 when they are vacated by Security Systems.

Greenley Hall: There are several relocations and modifications of usage recommended.

- Relocate Math Tutoring Center from Whitman Hall to Greenley Hall to bring all tutoring services under one roof.
- Relocate AAIC and/or RAM to the second floor of Knapp Hall once it is renovated.
- Expand the lower level of Greenley for Information Technology, if needed.
- Create student study space, including several private study spaces for small groups and individuals.

Hooper Hall: Relocate LIEOC to an off-campus facility (something that may not be politically feasible at this time). If this were done, it would allow Hooper to serve as a faculty office building that could accommodate 40 faculty. This would require a major renovation.

Horton Hall: There are several recommendations that are linked with renovations planned in other buildings of the campus:

- Relocate Use of Facilities office to Campus Commons once the construction project in that building is completed.
- Relocate Marketing Offices to the SBDC Conference Center once the Roosevelt renovation is completed.
- Relocate Development & Alumni Engagement from the 2nd floor of Ward to the Marketing Department Suite in Horton Hall. This will allow Ward Hall to undergo a renovation and/or serve as swing/surge space for future building renovations.

Knapp Hall: Near-term recommendations for the second floor of this building relate to utilization of office space, so they are addressed in the Office Usage Recommendations section of this report.

Long-term recommendations for the second floor of Knapp Hall are linked to the renovation of this floor that is in the 5-year capital plan, and which includes the installation of an elevator. At that time, the recommendation is that this space be occupied by AAIC, RAM, Dean of Students, and International Education and Programs – or other student support services. The buildings around Bunche Plaza should service as a student support service “quad” complex.

A recommendation regarding the University Club is that this space be retained for that purpose going forward.

Laffin Hall: Recommendations for the second and third floors of this building are related to FERPA requirements for student support services to enable private conversations with students (Admissions, Financial Aid, Registrar, Student Accounts). All of these offices require additional space that would become available if it were possible to relocate the Dean of Students and International Education and Programs to the second floor of Knapp Hall as recommended above.

Lupton Hall: As noted above, the plan is to relocate Nutrition Science & Wellness programs from Lupton to Gleeson after new restrooms are built in the lower level of Gleeson Hall to accommodate a higher occupancy; this will free up office space in Lupton Hall. Additional recommended changes in Lupton Hall are:

- Conversion of Lupton 120 and Lupton 120A into offices.
- Conversion of Lupton 118 into a classroom.
- Conversion of Lupton 126 (loading dock) into a classroom.

Memorial Hall: While some of the long-term recommendations for this building are linked to completion of construction projects in other buildings, there are several near-term changes that would improve the utilization of space and make additional faculty offices available immediately.

Near term changes recommended. There is a very inefficient usage of two large rooms by the LAS curriculum (Memorial 100 and Memorial 102 with areas of 785 ft² and 241 ft² respectively) in addition to as many as 7 potential offices for full-time faculty that are currently designated for other purposes such as adjunct offices, conference rooms, mailrooms, and photocopier rooms. Specific changes that are recommended in the way these rooms are utilized include:

- Conversion of Memorial 102 into a shared mailroom/photocopier room/conference room for the building. It will be necessary to build a partition within this room to separate the conference area from the other functions. This room is currently designated as a student waiting room, but this function could be transferred to Memorial 100.
- Subdivision of Memorial 100 into an administrative office area (its current function) and a student waiting room. It will be necessary to construct a partition within this room to provide privacy for the administrative functions of the LAS department office by separating it from the student waiting room function.
- Conversion of the current departmental mailrooms/photocopier rooms/conference rooms (Memorial 203, 204, 220) into full-time faculty office spaces.
- Conversion of the current adjunct faculty offices (Memorial 206, 207, 214) into full-time faculty offices.

Future relocations of departments recommended. Following the relocation of the Sociology & Anthropology Department to the renovated Thompson Hall (target date is fall of 2025), and the relocation of the Science, Technology & Society Department and the GIS program to the new Computer Science building (unknown target date), there will be vacated offices in Memorial Hall. The departments that are designated to occupy those vacated offices are English & Humanities and Professional Communications.

Quintyne Hall: Several internal relocations of functions are recommended to improve the utilization of rooms in this building:

- Relocate the Veteran's Affairs space to Quintyne 101, taking the place of the Media Lounge which can be transferred to the lower level of the building.
- Make the currently underutilized Quintyne 001 and 002 available to Student Activities or Campus Recreation if those areas can make better use of this space. Otherwise, these rooms could be utilized as additional fitness rooms for such things as cardio equipment or a location for yoga classes.

Sinclair Hall: Renovations of this building to create the Center for Criminal Justice Studies are scheduled to begin by the fall of 2023, creating a need to relocate current occupants of this building before that time.

- The Disability Services Center will need to find another temporary home while the first floor of Laffin undergoes renovation. A suggested location for that temporary home is within underutilized space in the Mathematics Department as described below under Whitman Hall.
- The faculty of the Center for Criminal Justice Studies (as many as 10) will need to find a temporary home until the renovation of Sinclair Hall is completed (target date August 9, 2025)

Thompson Hall: One short-term recommendation is offered, but this would only be for the next calendar year, assuming that the construction project to renovate this building for the creation of a center for Urban Horticulture & Design and to create departmental suites for Psychology and Sociology & Anthropology is expected to begin by the spring of 2024, requiring the relocation of all of its occupants.

- Convert Thompson 226 from an unutilized conference room into a two-person office for the 2023 calendar year.
- The faculty of the Urban Horticulture Department (as many as 10) will need to find another temporary home until the renovation of Thompson Hall is completed (target date January 3, 2026).
- The CSEA offices in Thompson Hall will also require a new location.
- Thompson 125 was shown to be not utilized in Scott Pages reports, and is therefore being converted into a 36 seat classroom.

Ward Hall: Several recommendations are offered regarding the utilization of this building in its present condition, even though there are long-term plans to renovate it.

- Relocate Development and Alumni Engagement into Horton after Marketing and Communications is relocated.
- Relocate Institutional Research to the Campus Commons.
- Relocate the CSEA offices from Thompson Hall to Ward Hall.
- Upgrade the restroom on the first floor of Ward Hall to meet ADA accessibility standards.

- Utilize vacated office space on the second and third floors of this building for surge space for administrative functions that do not require face-to-face interaction with students or other campus personnel, given the lack of an elevator.

Whitman Hall: There are two near-term recommendations. There is also a long-term recommendation for the use of this building following the full renovation that is on the 5-year capital plan.

Near-term recommendations.

- Sharing of the Math Center with the Disability Services Center is recommended because of the low level of utilization of this space currently and the requirement for a temporary home for the Disability Services Center while Laffin Hall is under construction. The rooms that can be shared by these two Centers are Whitman 181, 182, 183, and 185. Room 181 is a nearly 1,000 SF “classroom” that could accommodate 50 students. Room 182 is a 348 SF computer lab that could accommodate DSC for a small testing room. Room 183 is an 800 SF room that could accommodate DSC’s primary testing room. Room 185 is a conference room that is shared throughout the building but could be scheduled for DSC testing as well.
- A relocation of the network rack out of room 244 and into room 243 is recommended so that room 244 can be converted into offices or a conference room. Whitman 243 is the Cisco Lab and has space to accommodate that network rack.

Long-term recommendation.

- Once Whitman Hall undergoes a planned renovation, and the new Computer Science building is available to house the Computer Science programs, a long-term recommendation is to designate this building for the use of the School of Business. The expectation is that the Mathematics Department would have relocated to an alternate location in time for the Whitman Hall renovation to take place.

Course Scheduling Recommendations

The general recommendation by the Registrar and other members of the Task Force is that academic departments should follow a policy of using all of the instructional periods of the day and all 5 days of the week for scheduling classes. However, given the practice of rolling-over schedules from previous semesters, there is no realistic means of “forcing” departments to utilize the less desirable instructional periods over a short transition period. The draftonly way to achieve the desired level of utilization is for the Registrar to ration the supply of such time slots whenever a request is made to add a section or to change the time of an existing section. Once sections are placed into classrooms at the less desirable times, they become part of the schedule that is rolled over into the next corresponding semester, and it will be the Registrar’s responsibility to continue to ration the desirable time slots to prevent a reversion to the current pattern of unbalanced utilization. (Considering the anticipated shortage of classrooms within the next few years, there may be such a limited supply of desirable time slots that departments will have no choice but to utilize whatever instructional periods are available, which will hasten the transition to the desired scheduling pattern.)

Recommendations relating to Friday course scheduling. The objective of making greater use of Fridays for course schedules is more complex than it may appear.

Questionable benefit of offering 3-credit lecture sections on a one-day Friday schedule.

Although there have been many recommendations to make greater use of Fridays for scheduling, it must be recognized that such a schedule for a 3-credit lecture course consists of 160-minute class meeting (two 75-minute blocks separated by a 10-minute break). While there have been suggestions to establish 2-day schedules that include a Friday (such as a WF or TF schedule), it should also be recognized that this would be extremely difficult to arrange because of competition with MW and TR sections for classrooms on those other days.

While a 160-minute class would be manageable for seasoned students, there is a significant question regarding the success of the learning outcomes for freshmen enrolled in an introductory course with this kind of schedule, and unfortunately those are the sections that are most likely to be placed on a Friday. If success of our freshmen were the main objective rather than just finding classes to put on a Friday, it would be much better to schedule upper-level courses taught by senior faculty on a Friday. Unfortunately, it is the introductory freshman courses typically assigned to adjuncts or junior faculty that are most often relegated to a Friday schedule.

Recommendations for targeted placement of sections on a Friday. A more immediate and preferable way to increase the number of class meetings on a Friday would be to target those courses and sections that include a one-day session of no more than 75 minutes. The main examples of such courses and sections are the one-day face-to-face meeting of hybrid sections, the one-day meeting of 4-credit courses that meet on three days, and the one-day recitation section that is linked to the one-day laboratory meeting of many Physics courses. Each of these options requires separate consideration.

Recommendation that Friday be utilized for the one-day face-to-face meeting of hybrid sections.

As noted above, the number of hybrid sections with a face-to-face meeting on a Friday this academic year is one each semester. This means that there are more than 200 other hybrid sections that make use of a day from Monday to Thursday for their one day face-to-face meetings. While it would be hoped that those one-day meetings would be paired up with another section utilizing the opposite day of the week to utilize the same classroom, a survey of hybrid sections shows that this is often not the situation, and that in a very large number of cases the classroom sits empty on the other day of the week. Fridays would be much better utilized if there were a policy to schedule all of the one-day face-to-face meetings of hybrid sections were scheduled on that day.

Recommendation that Friday be utilized for the third day meeting of 4-credit 3-day classes.

For the 4-credit Mathematics courses MTH 116, MTH 117, MTH 129, MTH 130, MTH 150, MTH 151, and MTH 253, an additional class session on a third day is included in daytime schedules to provide the instructional hours necessary to satisfy this number of credits. (An extended 2-evening schedule is employed for evening sections of these Mathematics courses so that a third evening is not needed for meeting the required instructional hours.) This third day scheduling results in the occupation of a classroom on one additional day (with schedule like MTW, TWR, or sometimes TRF). However, if the third day is from Monday to Thursday rather than a Friday, it frequently results in the use of that classroom on only one day while it sits empty on the other day of the week.

To the credit of the Mathematics Department, a number of these third day meetings are already scheduled on a Friday, but many others are not. Fridays would be much better utilized if all the one-day meetings of 3-day Mathematics sections were scheduled on that day.

Recommendation that Friday be utilized for the recitation meeting of Physics courses that have a recitation linked to a laboratory meeting on the same day. All daytime sections of the Physics courses PHY 135, PHY 136, PHY 143, and PHY 144 meet on a Monday-Wednesday or a Tuesday-Thursday schedule along with a recitation on a third day, but that third day is never on a Friday. The 1-hour recitation is linked to the laboratory component of such courses, and the 2-hour laboratory follows the recitation on the same day, with the result that each recitation + laboratory set occupies 3 instructional periods. (For the evening sections of these Physics courses, an extended 2-evening schedule is employed so that a third evening is not needed for meeting the required instructional hours.)

Because the Physics recitation + laboratory sets meet one day a week Monday through Thursday, there are very few cases when the lecture room is utilized on the second matching day of the week by a section of another course, so the assigned classroom sits empty on the second day of the week. Fridays would be much better utilized if at least 6 of the Physics linked recitations and laboratory sets were scheduled on a Friday. The reason the maximum would be 6 is that there are only two Physics instructional laboratories available, and each set requires 3 instructional periods, (of which there are 9 each instructional day).

It should also be noted that Physics never offers Friday sections of stand-alone laboratory courses such as PHY 125 or 126 in a third available instructional laboratory, so shifting some of those laboratories to Friday (using a different instructional laboratory) would also improve the utilization of that day by the Physics Department.

Expectations of a synergistic reinforcement of Friday class meeting schedules. The three policies described above that would lead to the scheduling of many more one-day class meetings on a Friday would be expected to encourage students to register for additional Friday classes, creating a higher level of demand for courses offered on that day.

Recommendations relating to Saturday course scheduling. The challenge faced by departments that attempt to offer Saturday sections is that these attract very low enrollment, often resulting in a need to consolidate or cancel such sections. A strategy to recruit more adult learners to take courses on the weekend represents the most effective means for increasing Saturday enrollments that would lead to the offering of more Saturday sections. At the same time, a broader selection of courses on a Saturday (such as EGL 101 and other introductory Gen Ed courses) would also attract more enrollment by adult learners and other potential students.

Other recommendations to improve efficiency of classroom utilization. Other recommendations offered by the Registrar and other members of the Task Force include:

- Offering larger sections during the week to make better use of larger lecture rooms.
- Implement a real-time reporting system to the Registrar's office regarding any revisions or updating of classroom capacity or utilization. One of the findings of the Task Force has been that the Registrar's office has not been made aware of such classroom changes, with the result that Banner shows inaccurate classroom information that creates errors in the assignment of sections to classrooms. A draft Property Profile Update is provided as Appendix J.
- Increase the number of online sections to draw students away from face-to-face sections that require classroom assignments.

- Schedule Accelerated Saturday classes for those subjects that are heavily subscribed or that have longer wait lists than can be accommodated with existing sections.

Recommendations to Optimize Office Utilization.

General recommendations for improving utilization of available office space involve two main approaches: establishing procedures for ensuring that an office location is identified for a new hire as part of the Request to Hire procedure and requiring the sharing of those offices that are large enough to accommodate two or more occupants. Several of the appendices of this report consist of drafts of policies and relating to the first approach, so the adoption of these policies will guide the hiring process going forward. However, there is likely to be resistance to the second of these approaches, especially by faculty accustomed to having a private office even if the room is large enough to be shared by two or more faculty.

One strategy to minimize the impact of requiring shared office space is to use “hoteling,” which is the practice of assigning staff who have complimentary schedules to share workspaces such as offices, desks, cubicles, etc. This strategy is ideal for faculty and staff participating in alternate work arrangements or those who do not have a full-time presence on campus.

Recommended policies relating to hiring procedures. Drafts of these policies and related hiring forms are represented by the following appendices:

- Appendix M. Draft Office Space Utilization Policy, presenting procedures for requesting an office space, and listing definitions for various space utilization strategies including hoteling and shared workstations.
- Appendix N. Request to Fill form, for which additional lines are recommended for showing the office location of a requested new hire.
- Appendix O. Alternate Work Policy.
- Appendix P. Telecommuting Policy.

Recommended policies relating to sharing of office space. As pointed out above, the requirement that faculty share offices that have a capacity for two or more occupants will require a cultural change.

A specific case is presented below that represents just such a situation, and there will be a need for clear direction (including presidential authority) to correct a situation involving both underutilization of space and a dramatic imbalance of office resources between two neighboring departments. The resolution of this case will offer the added benefit of making office space available for at least one of the departments displaced by campus construction over the next several years.

The underutilization of office space on the second floor of Knapp Hall plus the imbalance of office resources between English & Humanities and Psychology. The understanding of this situation requires background information on the three departments sharing that building.

English & Humanities Department office suite. There are 16 members of the English & Humanities Department who are single occupants of 16 two-person offices (216 ft.²). The English & Humanities Department also “owns” Knapp 211, which is a completely unoccupied room suitable as a one-person office (176 ft.²), and which has an existing door opening into the Psychology suite of rooms.

Psychology Department office suite. By contrast, six of the members of the Psychology Department are in severely overcrowded conditions: three of these faculty share a two-person office (220 ft.²), and three of these faculty share a one-person office (188 ft.²).

Professional Communications Department office suite. On a positive note, the seven faculty and staff of the Professional Communications Department are in a suite of offices that is appropriate for a department of this size: a chairperson office, an administrative assistant office, 2 two-person offices shared by two faculty each, and a one-person office occupied by one faculty member. No recommendations for change are needed for this suite of offices.

Steps needed to resolve the underutilization and imbalance described above.

- Direct the faculty of the English and Humanities Department to choose office mates by the end of the summer of 2023 so that they can share 8 of the 16 two-person offices that they currently occupy. However, a ninth office should remain assigned to this department to house two additional faculty expected to be hired because of planned faculty searches.
- Reassign both Knapp 211 and one of the 7 remaining two-person offices to the Psychology Department so that they can relieve the overcrowding of their faculty.
- Utilize the 6 remaining unoccupied offices that could accommodate faculty from other departments, such as the 10 Criminal Justice faculty who will be displaced from Sinclair by the end of the summer of 2023. (Criminal Justice will require a director office, an administrative assistant office, and four additional offices to accommodate the 8 faculty of that department).

List of Appendices

- A** Charge for the Campus Space Utilization Task Force
- B** Campus Building Inventory
- C** Updated and Detailed Report of the 21 Occupied Buildings
- D** Rolling 5-Year Funding Needs
- E** Project Planner Building Assessment
- F** Scott Page Report
- G** Classroom Locations
- H** Conference Rooms and Additional Rooms Suitable for Instruction
- I** Campus Office Count by Building
- J** Draft Property Profile
- K** Number of Anticipated Hires – Academic Affairs Division
- L** Number of Anticipated Hires – Staff
- M** Draft Office Utilization
- N** Request to Fill Form
- O** Alternate Work Policy
- P** Telecommuting Policy
- Q** Space Request Application Form

Appendix A.

Task Force on Space Allocation and Utilization

DRAFT CHARGE

The continued robust enrollment at Farmingdale State College places a substantial burden on our facilities and infrastructure. This is particularly true as we plan and execute the renovation of multiple campus buildings. Evaluating the current use of existing space as well as the potential need for better space utilization is a growing imperative, particularly in light of the College's capital program that will involve closure of major academic buildings for renovations. Some difficult decisions will be needed.

With that in mind, I am forming a Task Force on Space Allocation and Utilization. This Task Force will have an important part in addressing our pressing space constraints. The group is charged with: 1) examining and reporting on current constraints; 2) carefully reviewing actual and proposed utilization of new and existing spaces, and 3) making recommendations on optimal space allocation. The last task will undoubtedly require difficult tradeoffs.

A review of current space utilization should include the scheduling of academic courses and sections, the current allocation and configuration of office space, and the times at which events, activities, and courses are held. Where there are advantages for the College, relocation options and costs should be considered. Attention should also be given to weekend and non-peak time options for classes and events as well as exploring underused spaces on campus in which smaller sections may be taught. Examples might include utilization of large conference rooms for seminar courses, expanded evening/weekend programs, expanding our accelerated class offerings, or offering additional hybrid or online courses.

Options to be explored should include, but need not be limited to, identifying:

- 1) Areas/offices/programs/functions that have sq. ft. significantly above or below that which is required to fulfill their campus function
- 2) Efficiencies that may be gained through changes in frequency/location of class meetings and times
- 3) Office sharing and hoteling
- 4) Functional areas that may effectively utilize the "Alternate Work Policy"
- 5) Possible repurposing of underused or unassigned space
- 6) Space that could be made useful through reasonable renovation costs.

At our initial meeting on Friday, September 9, we will discuss the timeline for completion of a report with recommendations.

Appendix B. Campus Building Inventory

January 2023

<u>BLDG ABR</u>	<u>BLDG NO</u>	<u>Building Name</u>	<u>Status</u>	<u>Property Class</u>	<u>Date Built</u>	<u>GSF</u>
COTG	1	COTTAGE	VACANT	INACTIVE	7/1/1914	4,407
LAFF	2	LAFFIN HALL	ACTIVE	STUDENT SERVICE	7/1/1967	28,535
CUTL	3	CUTLER HALL	VACANT	INACTIVE	7/1/1914	11,579
GHSE	4	GREENHOUSE (26-041)	ACTIVE	INSTRUCTION	2/1/1980	22,330
HICK	5	HICKS HALL	VACANT	INACTIVE	7/1/1914	11,579
COMM	6	CAMPUS COMMONS	ACTIVE	PUBLIC SERVICE	7/1/1915	13,902
GLSN	7	GLEESON HALL	ACTIVE	INSTRUCTION	8/1/1983	115,869
WARD	11	WARD HALL	ACTIVE	ADMINISTRATION	7/1/1914	13,277
QUIN	12	DELORES Y. QUINTYNE HALL	ACTIVE	STUDENT SERVICE	9/1/2017	17,935
VOLS	13	VOLATILE STORAGE	ACTIVE	MAINTENANCE	8/1/1983	486
HALE	14	NATHAN HALE	ACTIVE	INSTRUCTION	7/1/1967	89,225
HOOP	15	HOOPER HALL	ACTIVE	PUBLIC SERVICE	7/1/1920	15,934
GRLY	18	GREENLY LIBRARY	ACTIVE	LIBRARY	11/1/1972	73,233
MDLE	19	MODULE	ACTIVE	ADMINISTRATION	7/1/1971	1,066
STORAG	0029A	STORAGE BUILDING	ACTIVE	MAINTENANCE	2/1/2011	20,000
HTSP	37	HORTICULTURE SUPPLY	ACTIVE	INSTRUCTION	9/1/1940	1,451
KNAP	40	KNAPP HALL	ACTIVE	INSTRUCTION	7/1/1936	45,762
THOM	41	THOMPSON HALL	ACTIVE	INSTRUCTION	7/1/1935	32,084
ROOS	42	THEO. ROOSEVELT	CONSTRUCTION	STUDENT SERVICE	7/1/1965	72,661
POLC	46	CAMPUS POLICE	ACTIVE	ADMINISTRATION	1/1/1963	5,489
WHIT	50	WHITMAN HALL	ACTIVE	INSTRUCTION	7/1/1964	81,871
HRTN	54	HORTON HALL	ACTIVE	ADMINISTRATION	7/1/1953	22,046
LUPT	63	LUPTON HALL	ACTIVE	INSTRUCTION	7/1/1952	166,175
ALUM	65	ALUMNI	ACTIVE	RESIDENCE HALLS	7/1/1950	12,569
MEML	66	MEMORIAL	ACTIVE	ADMINISTRATION	7/1/1950	12,569
SERV	70	SERVICE BLDG.	ACTIVE	MAINTENANCE	7/1/1968	21,077
HEAT	71	HEATING PLANT	ACTIVE	UTILITIES	7/1/1950	14,806
AGRI	75	AG. SERVICE	ACTIVE	MAINTENANCE	5/1/1981	11,886
INCB	76	VETERINARY SCI BLDG	ACTIVE	ORGANIZED ACTV	5/1/1981	3,528
POLT	77	POULTRY HOUSE	ACTIVE	MAINTENANCE	5/1/1981	12,600
CCI	78	CANINE COMPANIONS	ACTIVE	MAINTENANCE	5/1/1981	3,584
HAYS	79	HAY BARN	ACTIVE	MAINTENANCE	12/1/1980	3,588
NOLD	85	NOLD HALL	ACTIVE	ATHLETICS	7/1/1972	97,236
SEWG	87	SEWAGE PUMPS	ACTIVE	MAINTENANCE	7/1/1955	1,000
INFM	89	COHEN INFIRMARY	ACTIVE	HEALTH SERVICES	7/1/1969	6,177
DEWY	91	DEWEY	ACTIVE	RESIDENCE HALLS	7/1/1970	37,506
SINC	94	SINCLAIR HALL	ACTIVE	ADMINISTRATION	7/1/1970	43,444
EJECT	110	EJECTOR SHED	ACTIVE	MAINTENANCE	1/1/1972	160
AERO	111	FLIGHTLINE	ACTIVE	INSTRUCTION	2/1/1996	20,384
SALT2	112	SALT/SAND STORAGE	ACTIVE	MAINTENANCE	2/1/1999	3,056
BIO	113	BIO TECH FACILITY	ACTIVE	PUBLIC SERVICE	6/1/2001	50,000
BIO1	114	BIOTECH ADDITION	ACTIVE	PUBLIC SERVICE	6/1/2002	14,000
ORCHRD	115	ORCHARD HALL	ACTIVE	RESIDENCE HALLS	9/1/2005	107,000
PRESHS	116	PRESIDENT'S RESIDENCE	ACTIVE	RESIDENCE OTHER	4/1/2005	7,250
BIO2	117	BIOSCIENCE INCUBATOR FARM	ACTIVE	PUBLIC SERVICE	1/1/2008	37,427
CCNTR	118	CAMPUS CENTER	ACTIVE	DINING	8/1/2010	45,124
SGHOUS	119	SMART GRID DEMO HOUSE	ACTIVE	PUBLIC SERVICE	11/1/2013	2,301
CHILDC	120	CHILD CARE BUILDING	ACTIVE	PUBLIC SERVICE	5/1/2012	11,812
BUSC	121	SCHOOL OF BUSINESS	ACTIVE	INSTRUCTION	10/1/2013	39,118

TOTAL GSF

1,486,098

Appendix C.

Campus Buildings Data, Findings, and Recommendations

1. Alumni Hall

Year Constructed: 1950

Last Major Rehab: N/A

Gross Sq Ft: 12,569

Two story brick building constructed as a single occupancy dormitory accommodating 45 persons. Also included is a large lounge space and a four-room apartment. The roof was replaced in 2012 and a fire sprinkler system was added in 2018.

Findings/Recommendations:

- a. If the resident population continues to decline, Alumni Hall could be converted to faculty office space without a costly rehabilitation. Could house up to 50 faculty.
- b. A window replacement project is needed.

3. Campus Commons

Year Constructed: 1915

Last Major Rehab: N/A

Gross Sq Ft: 13,902

One story concrete structure originally a farm machinery storage building. It also served as a daycare center, campus police headquarters and food service/retail space. Currently one wing houses the Small Business Development Center and Marketing and Communications. The other wing is used as storage for Aramark. It also houses an unused Solar Energy Center.

Findings/Recommendations:

- a. The Commons is slated for a major renovation for administrative functions inclusive of Purchasing, Accounts Payable, Human Resources, Payroll, and Institutional Research.

4. Dewey Hall

Year Constructed: 1970

Last Major Rehab: 2015 – Electrical Distribution Upgrades

Gross Sq. Ft.: 37,506

Four story reinforced concrete building was built along with the other three stage XII dormitories (Smith, Lehman & Hughes) to serve as one of the four quad dormitories. The College has since demolished Smith, Hughes, and Lehman due to the decreasing residence hall program.

Over the past ten years or so the building has seen a new roof, a new elevator, the installation of sprinklers and upgraded electrical distribution with the addition of a generator.

Findings/Recommendations:

- a. There is currently a project on the books to renovate the first floor of Dewey Hall to accommodate the relocation of Mental Health Services and Residence Life from Sinclair Hall.

5. Gleeson Hall

Year Constructed: 1983

Last Major Rehab: Partial Lower-Level Renovation in 2018

Gross Sq Ft: 115,869

Four story brick building designed during the energy crisis of the 1970s but not built until the early 1980s. The original building occupants suffered from ‘tight building syndrome’ and the building underwent total renovation to make it more functional.

A more recent rehab was done on the lower level to create space for ITSC and also built two brand new classrooms.

Findings/Recommendations:

- a. A major critical maintenance project is in the works to replace the windows and upgrade the HVAC systems. This project will be quite disruptive to the operation of the building and will need to be phased accordingly.
- b. Relocate Matthew Brown’s anthropology lab from Thompson Hall to Gleeson Hall L106 permanently. This is in the works already and expected to be completed by the beginning of the Fall 2023 Semester.
- c. Recommended internal reconfiguration: Relocate 4 faculty from Gleeson Hall room 119 to Gleeson Hall rooms 240 and 241. Combine functions from Gleeson Hall 240 and 241 into room 325 (conference room / break room/ copier machine, etc.). Storage items can be moved to Gleeson room 250 or storage rooms on the lower level of Gleeson. Gleeson room 119 will need AV for a teaching station and classroom furniture.
- d. Longer-range projects:
 - Renovate the existing restroom facilities and build new restrooms on the lower level to enable us to expand the lower level to include more classrooms or offices.
 - Relocate Nutrition Sciences from Lupton to Gleeson after new restrooms are built to accommodate a higher occupancy.
 - Relocate Criminal Justice to Sinclair once the building renovation is completed. Expand Nursing into rooms 310, 311, and 312.

6. Greenley Hall

Year Constructed: 1972

Last Major Rehab: 2018

Gross Sq Ft: 73,233

Four story brick and concrete structure constructed as a Library and Instructional Resource Center. In the 1980s the campus main frame computer operation was moved to the lower level. In 2015 a major reconstruction of the main and second floor converted outdated library space into a state-of-the-art Information Commons. In 2018 a major renovation of the third floor and a partial renovation of the second floor created brand new space for the Writing Center and the Tutoring Center and expanded space for Distance Learning. Books and Beans, the retail food operation located in the lobby, was also recently renovated.

Findings/Recommendations:

- a. There is a project on the books to renovate and expand on the restrooms throughout the building. Funding needs to be secured in the next fiscal year capital plan.
- b. Recommended internal reconfigurations/Long-Range Projects:
 - Relocate AAIC and/or RAM to the second floor of Knapp Hall once it is renovated and expand the lower level of Greenley for Information Technology as well as the creation of a second seminar room for Library use and scheduling.
 - Relocate Math Tutoring Center from Whitman Hall to Greenley Hall to bring all tutoring services under one roof.

7. Hale Hall

Year Constructed: 1967

Last Major Rehab: 2011

Gross Sq Ft: 89,225

Two story reinforced concrete structure that received a total rehab in 2011. It houses both the Visual Communications and Biology Departments.

Findings/Recommendations: The building is in excellent condition and no major rehab projects are planned at this time.

8. Hooper Hall

Year Constructed: 1920

Last Major Rehab: 1960

Gross Sq Ft: 15,934

Three story brick building with basement. Originally constructed as the men's dormitory. Converted to office and class/lab space for Long Island Educational Opportunity Center (LIEOC).

Findings/Recommendations:

- a. Relocate LIEOC to off campus facility. This would allow Hooper to serve as a faculty office building that could accommodate 40 faculty.
- b. The exterior of the building could use renovations similar to those recently completed at Ward Hall. The interior is also in need of rehabilitation.

9. Horton Hall

Year Constructed: 1953

Last Major Rehab: 1982

Gross Sq Ft: 22,046

Two story brick building originally served as classroom/lab building for poultry research. A 1980's rehab converted it to an administration building housing Executive Offices.

Findings/Recommendations:

- a. Exterior renovation was recently completed, and a complete HVAC renovation is on the 5-year plan.
- b. The upcoming HVAC project will be extremely invasive and may require temporary relocation of half the staff at a time.
- c. Relocate Use of Facilities office to Campus Commons once project is completed.
- d. Relocate Marketing Offices to the SBDC Conference Center once Roosevelt renovation is completed.
- e. Relocate Development & Alumni Engagement from the 2nd floor of Ward to the Marketing Department Suite in Horton Hall to allow Ward Hall to undergo a renovation and/or serve as swing/surge space for future building renovations.

10. Knapp Hall

Year Constructed: 1936

Last Major Rehab: ongoing

Gross Sq Ft: 45,762

Originally constructed as the main campus dining facility with dormitory rooms located on the second floor. It now houses faculty offices on the second floor including Psychology, English & Humanities, and Professional Communications.

A recent renovation project reconstructed the main dining space and kitchen addition to provide shell space for a future fit-out.

Findings/Recommendations:

- a. A renovation project is ongoing to reconfigure the first floor to accommodate grant sponsored programs including: TRIO, STEP/CSTEP, Smart Scholars, P-tech, EOP and LPP. The renovation will also accommodate a departmental suite for the Research Foundation and the Department of Academic Support & Access Programs.
- b. Renovation of the second floor is on the current 5-year capital plan. This renovation will also include installing an elevator. Recommend relocating other student support services to the second floor which could include: AAIC, RAM, Dean of Students, International Education Program.
- c. A project to renovate the exterior façade of the building is also on the books and is scheduled to start design in fiscal year 23/24.
- d. Retain University Club space as currently utilized

11. Laffin Hall

Year Constructed: 1967

Last Major Rehab: 2001

Gross Sq Ft: 28,535

Three story brick building originally constructed as campus administration building, replacing Thompson Hall. Due to a leaking roof and delamination of sprayed on asbestos ceiling finishes, it was evacuated to allow for complete interior and exterior renovation. It came back online as a student services building. The building's façade was just recently renovated to fix the spalling concrete.

Findings/Recommendations:

- a. There is a current project in design to renovate the first floor of Laffin Hall as a Welcome Center for Admissions as well as creating a permanent space for Disability's Services Center.
- b. This building is in good condition but due to the growth of the college, it is overcrowded.
- c. Admissions, Registrar, and Student Accounts need more space.
- d. Improve confidentiality within Financial Aid and Student Accounts. This is not FERPA compliant as they have sensitive conversations with students in open area.
- e. TRIO will be relocated to Knapp as well as EOP. ASC will be relocated to Roosevelt Hall. The EOP suite on the third floor could be used to expand Financial Aid and Student Accounts.
- f. Recommend relocating Dean of Students to the second floor of Knapp as well as International Education & Programs. Moving these departments out will ensure appropriate spaces for Admissions, Student Accounts, Registrar, and Financial Aid.

12. Lupton Hall

Year Constructed: 1952

Last Major Rehab: between 1990-2012

Gross Sq Ft: 166,175

Two story brick building built as campus Industrial Arts building. Over the past 65 years it has seen dozens of interior renovation projects as well as a new copper roof and a window replacement project. The entire second floor has been updated as well as parts of the first floor.

Findings/Recommendations:

- a. Lupton is now awaiting three major upgrades: phase 2 of window replacement, new HVAC system and a first-floor renovation/upgrade.
- b. Lupton 132 is undergoing a renovation for a new Civil Engineering Lab
- c. Lupton 121 was recently renovated as a Wind Energy and Turbine Technology Lab
- d. Lupton 124A was just renovated as the Pasternack Lab for Radio Frequency and Microwave Technology
- e. Relocate Nutrition Health Sciences to Gleeson Hall, freeing up office space for other departments.
- f. Convert Lupton 120 and Lupton 120A into offices
- g. Convert Lupton 118 into a classroom
- h. Convert loading dock room 126 into a classroom

13. Memorial Hall

Year Constructed: 1950

Last Major Rehab: N/A

Gross Sq Ft: 12,569

Two story brick building constructed as a single occupancy dormitory accommodating 45 residents. It received a new standing seam metal roof in 2012.

Findings/Recommendations:

- a. A window replacement project is needed.
- b. The building could use a complete interior renovation including the installation of an elevator to accommodate academic departments. Relocate English & Humanities and Professional Communications from the second floor of Knapp into Memorial once Sociology & Anthropology are relocated to Thompson after building renovation is completed.
- c. Relocate GIS and STS to the new Computer Science Building once the project is completed.
- d. A review of the space suggests some duplication of functions and some underutilized areas that could be repurposed to gain additional faculty space.
- e. Combine 3 separate mail rooms/work rooms/ conference rooms into one in room 102. Move waiting area inside LAS suite 100. Put up a lockable panel system within room 100 to secure files. Put up a sheetrock wall inside room 102 to keep conference space separate from copier/work room/ mail room. This will free up 3 rooms in Memorial Hall for offices.

14. Nold Hall

Year Constructed: 1972

Last Major Rehab: 2014/2017

Gross Sq Ft: 97,236

Constructed to serve as the campus Athletic & Physical Education facility. The functionality of the building changed once the college no longer offered Physical Education as an educational program. A total rehab of the building was undertaken with removal of the swimming pool, upgrading HVAC systems and reconfiguring the locker rooms to meet Title IX requirements. This project also

provided three large classrooms. The 2017 rehab concentrated on the field cage space and provided new seating and indoor athletic track and multi-sport flooring including a wood main basketball court.

Findings/Recommendations:

- a. None – Building is fully utilized and renovated.

15. Quintyne Hall

Year Constructed: 1914

Last Major Rehab: 2016

Gross Sq Ft: 17,935

Two story brick building was originally the central heating plant for the college. A total rehabilitation was recently completed and the building is now a functional student activity building. It appears to be a great success with students and is a much-needed enhancement to student life. The new facility contains numerous conference rooms utilized for campus activities.

Findings/Recommendations:

- a. Use of Student Club rooms is limited. Recommend keeping Veteran's Affairs in the building and possibly giving them a spot on the first floor where it is quieter. Recommend relocating the media lounge from the first floor (room 101 is underutilized) to the lower level where it is noisier and give that space to the Veteran's.
- b. There are two rooms in the lower level that are next to the student lounge that are not used at all (001 and 002). Recommend these spaces for any offices requested for Student Activities or Campus Recreation.

If the above two rooms (001 and 002) will not be utilized for offices any time soon, recommend adding another fitness club for student use in this space. One room could be for cardio equipment and the other room could be used for classes such as yoga

16. Roosevelt Hall

Year Constructed: 1965

Last Major Rehab: Ongoing

Gross Sq Ft: 72,661

One story brick and reinforced concrete structure was built to be the campus Phys Ed building and auditorium. It quickly became evident that the building's round footprint was not functional for Phys Ed and Athletics, so plans were begun for Nold Hall. The building was then reassigned to be a student activities space, tavern (Ram's Den) student lounge (Loft Lounge) and student related offices were added. Bowling alley, rifle range and a recreation room were constructed in the previously unfinished basement. The building was never designed to be a student activity center and was recently replaced with the Campus Center and Quintyne Hall.

Findings/Recommendations

- a. A complete building renovation is underway and scheduled for completion in Spring 2024. Occupants moving to Roosevelt Hall will include ASC, SBDC, UHS and ILR.
- b. The building will serve as a public use facility with event space and break-out rooms/classrooms.

17. School of Business

Year Constructed: 2012

Last Major Rehab: N/A

Gross Sq. Ft: 39,118

A three-story academic building consisting of classrooms, lecture halls, offices and student lounge spaces.

Findings/Recommendations:

- a. The building is in excellent condition and there are no pending projects for this facility
- b. The School of Business is short on office space and would be the likely majority occupants for Whitman Hall once it undergoes a complete renovation.

18. Sinclair Hall

Year Constructed: 1970

Last Major Rehab: 2010

Gross Sq Ft: 43,444

Two story reinforced concrete building, originally called Dewitt Clinton Hall was built along with the four stage XII dormitories (Smith, Dewey, Lehman & Hughes) to serve as the main residence dining hall. When constructed it was over built as the college was planning to greatly increase the resident population. Resident dining was eventually moved to Knapp Hall and Sinclair became surge space for the Nathan Hale rehab project.

Findings/Recommendations:

- a. The building is currently in design for a major renovation. The renovation will include creating a Center for Criminal Justice on the second floor.
- b. Relocation of Mental Health Services and Residence Life to the first floor of Dewey once that project is completed.
- c. STEP/CSTEP will move back to Knapp once that project is completed.
- d. The Disability Services Center will need to find another temporary home while the first floor of Laffin undergoes renovation.

19. Thompson Hall

Year Constructed: 1935

Last Major Rehab: N/A

Gross Sq Ft: 32,084

Two story brick building constructed as a classroom and administrative building. A small two-story addition was added for dairy labs and a milk processing facility several years later. This building was also the location of the original campus library. Administration eventually moved to the newly constructed Laffin Hall and Thompson became strictly faculty offices and classrooms. The exterior façade and roof were renovated in 2018.

Findings/Recommendations:

- a. A complete renovation of Thompson Hall is currently in design to create a center for Urban Horticulture & Design and will also create departmental suites for Psychology, Sociology, and Anthropology.
- b. Room 226 is an unutilized 225 SF conference room. Clear the room out and it can be utilized as a 2-person office.

20. Ward Hall

Year Constructed: 1914

Last Major Rehab: exterior rehab-2017

Sq. Ft: 13,277

Three story brick building originally constructed as women's dormitory. In the 1950's it became a faculty office building and housed laboratories for both Nursing and Dental Hygiene departments until completion of Gleeson in early 1980's. The 'Great Room', originally the living room of the dormitory, has been restored.

Findings/Recommendations:

- a. The exterior of this building was totally renovated in 2017 and is in excellent condition
- b. The first floor has limited office space, currently housing Alumni Relations and UUP. Relocate Alumni Relations (possibly Horton Hall or Laffin Hall or Knapp Hall), move the CSEA Offices here (from Thompson Hall) and upgrade the restroom on the first floor for ADA accessibility.
- c. Large offices and open spaces on 2nd floor underutilized with current occupants. Can be reconfigured for use by other departments. Relocate Institutional Research to the Campus Commons. Relocate Development & Alumni Engagement to Horton Hall. The second floor should remain empty and used as swing/surge space while buildings are undergoing major renovation.
- d. Third floor underutilized. This space can provide 10 faculty offices and a conference room. Currently being utilized as swing/surge space and should remain that way while major building renovations are occurring.
- e. **Note:** Ward Hall upper floors are not handicapped accessible. Consider moving functions to the third floor that don't need to interact with students or other campus personnel.
- f. There is a project on the 5-year capital plan to renovate the entirety of the building and add an elevator.

21. Whitman Hall

Year Constructed: 1964

Last Major Rehab: Partial lower-level rehab in 2018.

Sq Ft: 81,871

Two story brick and concrete building originally built as classroom/laboratory building and library. In the early 1970's the library function moved to the newly constructed Greenley Hall, and the space was converted to the campus business office. Physics labs and Secretarial Science occupied most of the first and second floors and the basement housed a fully functional morgue for the Mortuary Science Program

Findings/Recommendations:

- a. The exterior is in good condition; the interior needs a full renovation.
- b. The Math Center is underutilized and should be shared with the Disability Services Center while Laffin Hall is under construction. The following rooms can be shared with DSC and the Math Center: 181, 182, 183, and 185. Room 181 is a nearly 1,000 SF "classroom" that could accommodate 50 students. Room 182 is a 348 SF computer lab that could accommodate DSC for a small testing room. Room 183 is an 800SF room that could accommodate DSC's primary testing room. Room 185 is a conference room that is shared throughout the building but could be scheduled for DSC testing as well.
- c. Room 244 is currently serving as a network room for the Cisco Lab in 243. Move the network rack into the lab and convert 244 into offices or a conference room.
- d. A full renovation of Whitman Hall is on the 5-year capital plan. The building should be programmed as classroom and computer lab space for the School of Business as they have outgrown their existing building and the department is only expanding in programs and staff.

Appendix D.

Rolling 5 Year Funding Needs Plan \ September 27, 2022 Update

Farmingdale State College

Project Number	Project Name	Current Phase	Status	Responsibility	Total Project Budget	Design Funding Need	Construction Funding Need	Equipment Funding Need	Design Start Date	Construction Start Date	SUBOA Allocation	Proposed Funding from 'Lump'	Other: 384, 2020, SI	Remaining Funding	Comments, Totals, etc.
↓ FY 22/23 ↓															
Current available funding											\$ 5,855,062		\$ -		FY 22-23
261062-00	MCM			Campus	\$ 300,000	\$ -	\$ -	\$ -			\$ 300,000	\$ -		\$5,855,062	
	Site Reps			Campus	\$ 200,000	\$ -	\$ 200,000	\$ -			\$ 200,000	\$ -		5,760,062	
261050-00	Rehabilitate Dewey Hall First Floor	Design	Bidding	Campus	\$ 3,500,000	\$ -	\$ 3,000,000	\$ 500,000			\$ 3,000,000	\$ -	\$ 500,000	2,560,062	Enabling project for 261049
261048-00	Renovate Campus Commons	Design	sign Mar	Campus	\$ 12,000,000	\$ 1,200,000	\$ -	\$ -			\$ -			1,360,062	
	Upgrade for ADA per Campus Laffin, Greenlee and Whitman Phase 1	Design	Bid Read	Campus	\$ 1,800,000	\$ -	\$ 1,500,000	\$ -			\$ -	\$ 1,500,000		1,360,062	Approved for 21/22 Lump
261020-00	Rehabilitate Knapp Hall For Grant Funded Programs	Construction	onstructi	Campus	\$ 9,105,000	\$ -	\$ -	\$ 570,000			\$ 570,000			790,062	
261045-01	Replace Campus Steam Distribution System - Phase 1	Design to SD	Schemati	SUCF	\$ 32,850,256	\$ -	\$ 10,000,000	\$ -			\$ -	\$ 10,000,000		790,062	
26X325-00	New Computer Science Building	Design	ogrammi	SUCF	\$ 75,000,000	\$ -	\$ 75,000,000	\$ -			\$ -	\$ 45,000,000	\$ 30,000,000	790,062	
261054-00	Replace Windows Lupton Hall Ph. 2 of 2	Design	sign Mar	SUCF	\$ 4,675,000	\$ -	\$ 4,000,000	\$ -			\$ -	\$ 4,000,000		790,062	
261060-00	Renovate University Police Headquarters	Design	sign Mar	Campus	\$ 100,000	\$ 100,000	\$ -	\$ -			\$ 100,000	\$ -	\$ -	690,062	February 2023 Bid Date
New	Facilities Master Plan	Planning		SUCF	\$ 250,000	\$ -	\$ 250,000	\$ -			\$ 250,000	\$ -	\$ -	440,062	
					\$ -	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -	440,062	
↓ FY 23/24 ↓															
Roll-In :											\$ 5,963,062		\$ -		FY 23-24
New	MCM			Campus	300000	\$ -	\$ 300,000	\$ -						\$ 5,963,062	
New	Site Reps	Construction		Campus		\$ -	\$ 490,000	\$ -						\$ 5,663,062	
261060-00	Renovate University Police Headquarters	Design		Campus	\$ 1,800,000	\$ -	\$ 1,800,000	\$ -			\$ 1,200,000		\$ 600,000	\$ 5,173,062	
261002-00	Rehabilitate Roosevelt Hall	Construction	Comple	SUCF	\$ 40,140,556	\$ -	\$ 113,200	\$ 800,000			\$ 913,200			\$ 3,059,862	
261027-00	Rehabilitate Thompson Hall	Design to SD	Concept	SUCF	\$ 23,514,000	\$ -	\$ 19,111,000	\$ -				\$ 19,111,000		\$ 3,059,862	
261048-00	Rehabilitate Campus Commons	Planning		Campus	\$ -	\$ -	\$ 8,080,000	\$ 400,000				\$ 8,480,000		\$ 3,059,862	
261049-00	Rehabilitate Sinclair Hall	Design to SD	Schemati	SUCF	\$ 21,634,000	\$ -	\$ 21,634,000	\$ -				\$ 21,634,000		\$ 3,059,862	
				Campus		\$ -	\$ -	\$ -							
261055-00	Rehabilitate Laffin Hall For Welcome Center	Planning				\$ -	\$ 9,500,000	\$ 400,000				\$ 9,900,000		\$ 3,059,862	
261046-00	Rehabilitate Whitman Hall	Planning		SUCF	\$ 36,000,000	\$ 5,000,000	\$ -	\$ -				\$ 5,000,000		\$ 3,059,862	
261059-00	Renovate Service Building - Phase 2	Planning		Campus	\$ 1,200,000	\$ -	\$ 900,000	\$ 100,000			\$ -	\$ 900,000		\$ 2,959,862	
				Campus	\$ 9,500,000		\$ -	\$ -							
261019-00	Rehabilitate Site Ph. 4 - Interior Campus Areas	Design	Schemati			\$ -	\$ 4,250,000	\$ -			\$ 4,250,000	\$ -		\$ (1,290,138)	
261047-00	Upgrade for ADA per Campus Gleeson and Greenley	Design		Campus	\$6,200,000	\$200,000	\$6,000,000							\$ (7,490,138)	
MSP	Rehabilitate Lupton Hall 1st Floor Interiors & Mechanicals	MSP		SUCF	\$ 73,850,000	\$ 9,000,000	\$ 58,500,000	\$ 5,000,000				\$ 4,200,000		\$ (75,790,138)	
MSP	Rehabilitate Knapp Hall - Replace Roof and Exterior Façade Repair	MSP		Campus	\$ 3,904,000	\$ 640,000	\$ 3,200,000	\$ -				\$ 4,500,000		\$ (75,130,138)	
261045-01	Replace Campus Steam Distribution System - Phase 2	Design to SD	Schemati	SUCF			\$ 20,000,000							\$ (95,130,138)	
↓ FY 24/25 ↓															
Roll-In :											\$ (89,607,138)		\$ -		FY 24-25
						\$ -	\$ -	\$ -						\$ (95,050,138)	
261029-00	Construct New Auditorium Addition at Campus Center	Planning		TBD		\$ 5,443,000	\$ -	\$ -						\$ (100,493,138)	
261039-00	Rehabilitate Mechanical System and Windows at Gleeson Hall	Design	Concept	SUCF	\$ 54,554,000	\$ -	\$ 50,000,000	\$ -				\$ 50,000,000		\$ (100,493,138)	
261039-01	Rehabilitate Mechanical System and Windows at Gleeson Hall - CM & CX	Design	Concept	SUCF	\$ 54,554,000	\$ 5,000,000	\$ -	\$ -				\$ 5,000,000		\$ (100,493,138)	
261051-00	Rehabilitate Greenhouse Facility	Planning		SUCF	\$ 17,989,550	\$ -	\$ 15,504,350	\$ -				\$ 15,504,350		\$ (100,493,138)	
MSP	Rehabilitate Ward Hall and Install Elevator	MSP		SUCF	\$ 15,900,000	\$ 2,300,000	\$ 11,500,000	\$ 1,000,000						\$ (115,293,138)	
MSP	Replace Mechanical System at Horton Hall - Design to SD	MSP		SUCF	\$4,223,580	\$ 305,000	\$ -	\$ -						\$ (115,598,138)	Moved from 22/23 FY
	MCM & Site Reps			Campus		\$ -	\$ 510,000	\$ -						\$ (116,108,138)	
↓ FY 25/26 ↓															
Roll-In :											\$ (110,585,138)		\$ -		FY 24-25
						\$ -	\$ -	\$ -						\$ (111,185,138)	

Appendix E.

Project Planner November 2022 Update

PROJECT PLANNING REPORT				REPORT DATE:	11/14/2022																																									
PROJECT TITLE/DESCRIPTION	PLANNED START	PLANNED BENEFICIAL OCCUPANCY	PLANNED DURATION (DAYS)	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26			
Renovate Knapp Hall First Floor	12/1/2021	5/23/2023	538																																											
Roosevelt Hall Rehab	1/5/2022	7/14/2024	921																																											
Gleeson/Laffin Faade Repairs	5/6/2022	4/19/2023	348																																											
Health & Wellness Renovation	7/27/2022	1/26/2023	183																																											
Renovate First Floor of Dewey Hall	1/2/2023	7/17/2023	196																																											
Bathroom Rehab (Whitman & Laffin)	2/10/2023	12/20/2023	313																																											
Steam Distribution Upgrades - Phase 1	3/24/2023	11/30/2023	251																																											
Lupton Hall Window Replacement - Phase 2	6/16/2023	5/15/2024	334																																											
Renovate Sinclair Hall	8/9/2023	8/9/2025	731																																											
University Police Partial Renovation	8/17/2023	6/27/2024	315																																											
Renovate First Floor of Laffin Hall	9/4/2023	1/3/2025	487																																											
Renovate Thompson Hall	1/3/2024	1/3/2026	731																																											
Renovate Campus Commons	1/16/2024	6/2/2025	503																																											
Rehabilitate Greenhouse Facility	6/5/2024	10/23/2025	505																																											
Rehab Site Infrastructure - Campus Interior	TBD	TBD	#VALUE!																																											
Computer Science Building	TBD	TBD	#VALUE!																																											
Replace Mechanical Systems & Windows at Gleeson Hall	TBD	TBD	#VALUE!																																											

Appendix F.

Scott Page Classroom Utilization Report

Semesters of Utilization
Farmingdale Sstate College
State University of New York

Building	Building Abbreviation	Room Number	Room Number	Room Description	Room Type Description	Assignabl e Square Feet	Number of Workstations	Weekly Student Contact Goal per Station	Room WSC Goal	WSC H Fall 2019	WSC H Fall 2020	WSC H Fall 2021	WSC H Fall 2022	WSCH Utilization Fall 2019	WSCH Utilization Fall 2020	WSCH Utilization Fall 2021	WSCH Utilization Fall 2022
BUSC		BUSC 115	115	Tiered Classroom	Classroom	953	45	24	1,080	1,522	21	1,152	1,040	141%	2%	107%	96%
		BUSC 120	120	Tiered Classroom	Classroom	980	45	24	1,080	1,800	0	863	1,185	167%	0%	80%	110%
		BUSC 121A	121A	Tiered Classroom	Lecture Hall	1273	65	24	1,560	1,083	0	321	855	69%	0%	21%	55%
		BUSC 121B	121B	Tiered Classroom	Lecture Hall	1273	65/32	24	#VALUE!	1,296	0	417	756	#VALUE!	#VALUE!	#VALUE!	#VALUE!
		BUSC 124	124	Tiered Classroom	Lecture Hall	1244	65/32	24	#VALUE!	2,610	0	1,403	1,644	#VALUE!	#VALUE!	#VALUE!	#VALUE!
		BUSC 215	215	Classroom	Classroom	956	37	24	888	1,743	0	1,218	1,287	196%	0%	137%	145%
		BUSC 218	218	Tiered Classroom	Classroom	811	37	24	888	1,599	0	920	1,068	180%	0%	104%	120%
		BUSC 221	221	Tiered Classroom	Classroom	542	25	24	600	564	0	588	762	94%	0%	98%	127%
		BUSC 222	222	Tiered Classroom	Classroom	812	37/36	24	888	1,548	0	922	1,184	174%	0%	104%	133%
		BUSC 223	223	Tiered Classroom	Classroom	1186	45/44	24	1,080	1,594	699	1,850	1,523	148%	65%	171%	141%
		BUSC 315	315	Classroom	Classroom	956	37/36	24	888	1,433	1,116	1,308	1,455	161%	126%	147%	164%
		BUSC 318	318	Computer Lab	Class Laborator	1015	37	19.2	710	612	0	549	921	86%	0%	77%	130%
GHSE		BUSC 321	321	Classroom	Classroom	1087	45	24	1,080	1,017	852	1,647	1,707	94%	79%	152%	158%
		GHSE 003	003	Greenhouse	Greenhouse	8335	24	24	576	696	603	995	558	121%	105%	173%	97%
GLSN		GLSN 102	102	Tiered Classroom	Lecture Hall	2218	141	24	3,384	1,332	1,385	1,544	1,493	39%	41%	46%	44%
		GLSN 104	104	Tiered Classroom	Lecture Hall	2218	141	24	3,384	1,123	741	1,427	1,409	33%	22%	42%	42%
		GLSN 108	108	Class Laboratory	DH Clinic	1786	24	24	576	478	392	981	968	83%	68%	170%	168%
		GLSN 113	113	Class Laboratory	DH Clinic	1892	24	24	576	100	80	140	160	17%	14%	24%	28%
		GLSN 114	114	Dh Classroom	Classroom	834	26	24	624	172	0	32	28	28%	0%	5%	4%
		GLSN 121	121	Classroom	Classroom	520	32	24	768	898	63	717	1,026	117%	8%	93%	134%
		GLSN 122	122	Classroom	Classroom	520	32	24	768	1,210	32	1,074	1,236	157%	4%	140%	161%
		GLSN 123	123	Classroom	Classroom	520	32	24	768	1,267	23	866	911	165%	3%	113%	119%
		GLSN 125	125	Classroom	Classroom	520	32	24	768	1,173	0	843	1,047	153%	0%	110%	136%
		GLSN 127	127	Classroom	Classroom	520	32	24	768	896	0	744	824	117%	0%	97%	107%
		GLSN 129	129	Classroom	Classroom	520	32	24	768	1,073	41	834	1,078	140%	5%	109%	140%
		GLSN 131	131	Classroom	Classroom	520	32	24	768	891	0	591	849	116%	0%	77%	111%
		GLSN 218	218	Classroom	Classroom	520	32	24	768	1,185	0	653	996	154%	0%	85%	130%
		GLSN 220	220	Classroom	Classroom	520	32	24	768	1,425	63	834	1,141	186%	8%	109%	149%
		GLSN 222	222	Classroom	Classroom	520	32	24	768	1,133	45	911	1,143	147%	6%	119%	149%
		GLSN 223	223	Classroom	Classroom	630	40	24	960	1,334	0	882	1,041	139%	0%	92%	108%
		GLSN 224	224	Classroom	Classroom	520	32	24	768	1,194	45	815	1,031	155%	6%	106%	134%
		GLSN 225	225	Classroom	Classroom	520	32	24	768	1,407	38	528	764	183%	5%	69%	99%
		GLSN 227	227	Classroom	Classroom	520	32	24	768	1,188	0	1,005	902	155%	0%	131%	117%
		GLSN 229	229	Classroom	Classroom	520	32	24	768	1,176	0	932	1,085	153%	0%	121%	141%
		GLSN 231	231	Classroom	Classroom	520	32	24	768	863	0	654	853	112%	0%	85%	111%
		GLSN 233	233	Classroom	Classroom	520	32	24	768	978	26	483	877	127%	3%	63%	114%
		GLSN 235	235	Classroom	Classroom	520	32	24	768	1,199	0	828	894	156%	0%	108%	116%
		GLSN 237	237	Classroom	Classroom	520	32	24	768	1,181	0	750	1,098	154%	0%	98%	143%
		GLSN 238	238	Classroom	Classroom	660	40	24	960	1,397	137	1,263	1,133	145%	14%	132%	118%
		GLSN 239	239	Classroom	Classroom	660	40	24	960	1,865	74	891	1,377	194%	8%	93%	143%
		GLSN 242	242	Classroom	Classroom	640	40	24	960	1,716	0	803	1,247	179%	0%	84%	130%
		GLSN 243	243	Classroom	Classroom	640	40	24	960	2,084	0	1,137	1,347	217%	0%	118%	140%
		GLSN 302	302	Demonstration	Class Laborator	1148	6	19.2	115	48	54	177	178	42%	47%	154%	155%
		GLSN 304	304	Demonstration	Class Laborator	1120	24	19.2	461	128	87	123	182	28%	19%	27%	39%
		GLSN 306	306	Nurs Lab	Class Laborator	520	12	19.2	230	38	67	112	166	16%	29%	49%	72%
		GLSN 308	308	Nurs Lab	Class Laborator	520	12	19.2	230	21	0	12	24	9%	0%	5%	10%
		GLSN 310	310	Surv. Lab	Class Laborator	1718	20	19.2	384	667	360	491	569	174%	94%	128%	148%
		GLSN 311	311	Surv. Lab	Class Laborator	600	18	19.2	346	193	60	444	207	56%	17%	128%	60%
		GLSN 312	312	Surv. Lab	Class Laborator	520	18	19.2	346	274	245	144	132	79%	71%	42%	38%
		GLSN 313	313	Computer Lab	Class Laborator	520	20	19.2	384	46	58	44	62	12%	15%	11%	16%
		GLSN 315	315	Lab	Class Laborator	1302	24	19.2	461	126	89	96	78	27%	19%	21%	17%
		GLSN 317	317	Lab	Class Laborator	1302	24	19.2	461	270	237	224	279	59%	51%	49%	61%

	GLSN 319	319	Computer	Classroom	632	40	24	960	978	0	375	726	102%	0%	39%	76%
	GLSN 320	320	Classroom	Classroom	638	39	24	936	1,573	0	768	1,331	168%	0%	82%	142%
	GLSN 321	321	Classroom	Classroom	653	40	24	960	1,518	0	683	1,319	158%	0%	71%	137%
	GLSN 322	322	Classroom	Classroom	725	41	24	984	1,606	0	569	921	163%	0%	58%	94%
	GLSN 326	326	Classroom	Classroom	725	41	24	984	1,570	0	746	1,251	160%	0%	76%	127%
	GLSN 327	327	Classroom	Classroom	653	40	24	960	671	292	399	566	70%	30%	42%	59%
	GLSN 328	328	Computer	Classroom	638	26	24	624	555	0	407	615	89%	0%	65%	99%
	GLSN L100	L100	Classroom	Classroom	1250	50	24	1,200	1,559	633	1,595	1,564	130%	53%	133%	130%
	GLSN L102	L102	Bio Lab	Class Laborator	1232	24	19.2	461	1,410	740	1,811	1,922	306%	160%	393%	417%
	GLSN L108	L108	Classroom	Classroom	538	24	24	576	450	0	543	554	78%	0%	94%	96%
	GLSN L111	L111	Classroom	Classroom	914	38	24	912	1,107	558	1,488	1,343	121%	61%	163%	147%
HALE	HALE 120	120	Lab	Class Laborator	1237	17/24	19.2	326	297	42	600	655	91%	13%	184%	201%
	HALE 122	122	Lab	Class Laborator	1241	25	19.2	480	390	411	381	425	81%	86%	79%	88%
	HALE 123	123	Lab	Class Laborator	1144	25	19.2	480	1,167	1,089	1,074	1,053	243%	227%	224%	219%
	HALE 125	125	Lab	Class Laborator	1208	25	19.2	480	972	0	1,068	940	203%	0%	223%	196%
	HALE 138	138	Digital Studio	Class Laborator	1258	31	19.2	595	544	0	361	435	91%	0%	61%	73%
	HALE 139	139	Digital Studio	Class Laborator	1258	31	19.2	595	696	0	717	508	117%	0%	120%	85%
	HALE 141	141	Digital Studio	Class Laborator	1206	31	19.2	595	668	0	273	317	112%	0%	46%	53%
	HALE 142	142	Digital Studio	Class Laborator	1204	31	19.2	595	176	0	200	224	30%	0%	34%	38%
	HALE 210	210	Instructional Lab	Class Laborator	1239	25	19.2	480	723	726	591	459	151%	151%	123%	96%
	HALE 212	212	Instructional Lab	Class Laborator	1080	25	19.2	480	396	360	306	309	83%	75%	64%	64%
	HALE 213	213	Instructional Lab	Class Laborator	1101	25	19.2	480	520	344	356	300	108%	72%	74%	63%
	HALE 214	214	Instructional Lab	Class Laborator	1252	25	19.2	480	1,095	1,205	1,149	1,012	228%	251%	239%	211%
	HALE 216	216	Instructional Lab	Class Laborator	1265	25	19.2	480	621	522	474	471	129%	109%	99%	98%
	HALE 222	222	Smart Class Roor	Classroom	1012	51	24	1,224	2,484	507	1,845	1,323	203%	41%	151%	108%
	HALE 224	224	Design Studio	Class Laborator	1192	24	19.2	461	576	0	506	498	125%	0%	110%	108%
	HALE 226	226	Design Studio	Class Laborator	1054	21	19.2	403	555	0	218	430	138%	0%	54%	107%
	HALE 228	228	Photography Stud	Class Laborator	1366	17	19.2	326	316	0	726	656	97%	0%	222%	201%
	HALE 231	231	Art Studio	Class Laborator	1118	24	19.2	461	470	0	549	431	102%	0%	119%	94%
	HALE 232	232	Art Studio	Class Laborator	1046	19	19.2	365	577	0	730	720	158%	0%	200%	197%
	HALE 234	234	Art Studio	Class Laborator	1108	24	19.2	461	355	0	356	182	77%	0%	77%	39%
LUPT	LUPT 113	113	Drafting Lab	Class Laborator	1040	30	19.2	576	560	330	584	0	97%	57%	101%	0%
	LUPT 115	115	Auto Elec Lab	Class Laborator	1236	20	19.2	384	913	252	512	0	238%	66%	133%	0%
	LUPT 118	118	Test Lab	Class Laborator	875	20	19.2	384	0	0	0	0	0%	0%	0%	0%
	LUPT 119	119	Auto Shop	Class Laborator	2900	24	19.2	461	216	77	114	12	47%	17%	25%	3%
	LUPT 121	121	Wind Lab	Class Laborator	2108	20	19.2	384	0	36	379	818	0%	9%	99%	213%
	LUPT 124A	124A	Energy Lab	Class Laborator	1700	24	19.2	461	0	0	273	160	0%	0%	59%	35%
	LUPT 124B	124B	Robotics Lab	Class Laborator	1300	20	19.2	384	0	0	100	506	0%	0%	26%	132%
	LUPT 130A	130A	Thin Client Comp	Class Laborator	854	44	24	1,056	267	0	136	530	25%	0%	13%	50%
	LUPT 130B	130B	Lab	Class Laborator	626	42	19.2	806	231	48	293	339	29%	6%	36%	42%
	LUPT 131	131	Lab	Class Laborator	1136	24	19.2	461	1,964	480	2,127	1,941	426%	104%	462%	421%
	LUPT 132	132	Elec Auto Lab	Class Laborator	2200	20	19.2	384	84	85	49	0	22%	22%	13%	0%
	LUPT 137	137	Soils Lab 1986	Class Laborator	1880	37	19.2	710	126	46	178	138	18%	6%	25%	19%
	LUPT 137A	137A	Arch. Studio	Class Laborator	1022	24	19.2	461	32	32	24	392	7%	7%	5%	85%
	LUPT 146	146	Classroom	Classroom	1067	25	24	600	317	0	438	443	53%	0%	73%	74%
	LUPT 156	156	Classroom	Classroom	908	24	19.2	461	1573.5	612	1424	901	341%	133%	309%	196%
	LUPT 161	161	Computer Lab	Class Laborator	1015	30	19.2	576	1147.5	42	597	954	199%	7%	104%	166%
	LUPT 165	165	Computer Room	Class Laborator	1570	24	19.2	461	1,132	310	814	734	246%	67%	177%	159%
	LUPT 181	181	Machine Tool	Class Laborator	3984	24	19.2	461	596	390	440	540	129%	85%	95%	117%
	LUPT 184	184	Lab	Class Laborator	950	18	19.2	346	0	0	0	108	0%	0%	0%	31%
	LUPT 185	185	Lab	Class Laborator	1312	18	19.2	346	0	0	0	0	0%	0%	0%	0%
	LUPT 186	186	Classroom	Classroom	408	20	24	480	0	0	0	0	0%	0%	0%	0%
	LUPT 188	188	Controls Lab	Class Laborator	408	20	24	480	0	0	0	0	0%	0%	0%	0%
	LUPT 189	189	Lab	Class Laborator	1312	18	19.2	346	0	0	0	0	0%	0%	0%	0%
	LUPT 190	190	Pers Comp	Class Laborator	1155	24	19.2	461	858	39	744	620	186%	8%	161%	135%
	LUPT 194	194	Pers Comp	Class Laborator	1155	24	19.2	461	1,024	405	706	816	222%	88%	153%	177%
	LUPT 220	220	Organic Lab	Class Laborator	1620	20	19.2	384	494	512	464	348	129%	133%	121%	91%
	LUPT 221	221	Lab	Class Laborator	1346	20	19.2	384	472	484	340	444	123%	126%	89%	116%
	LUPT 222	222	Lab	Class Laborator	1435	24	19.2	461	651	648	636	603	141%	141%	138%	131%
	LUPT 223	223	Lab	Class Laborator	1435	24	19.2	461	686	432	680	717	149%	94%	147%	156%
	LUPT 233	233	Classroom	Classroom	700	44	24	1,056	694	36	726	781	66%	3%	69%	74%
	LUPT 234	234	Lab	Class Laborator	1360	24	19.2	461	0	0	0	0	0%	0%	0%	0%

	LUPT 235	235	Lab	Class Laborator	1190	24	19.2	461	468	48	456	500	102%	10%	99%	109%
	LUPT 237	237	Lab	Class Laborator	1190	24	19.2	461	426	0	382	475	92%	0%	83%	103%
	LUPT 238	238	Lab	Class Laborator	1190	24	19.2	461	298	0	254	505	65%	0%	55%	110%
	LUPT 239	239	Classroom	Classroom	850	40	24	960	916	0	657	0	95%	0%	68%	0%
	LUPT 242	242	Classroom	Classroom	646	30	24	720	1,001	72	631	0	139%	10%	88%	0%
	LUPT 243	243	EET Lab	Class Laborator	646	30	24	720	973	78	52	0	135%	11%	7%	0%
	LUPT 244	244	Lab	Class Laborator	1156	24	19.2	461	920	129	745	0	200%	28%	162%	0%
	LUPT 247	247	Lab	Class Laborator	1122	24	19.2	461	734	256	740	955	159%	56%	161%	207%
	LUPT 248	248	Lab	Class Laborator	1360	24/50	19.2	#VALUE!	712	301	347	621	#VALUE!	#VALUE!	#VALUE!	#VALUE!
	LUPT 249	249	Lab	Class Laborator	1360	24/50	19.2	#VALUE!	843	176	411	492	#VALUE!	#VALUE!	#VALUE!	#VALUE!
	LUPT 250	250	Classroom	Classroom	1156	60	24	1,440	2,166	63	1,331	1,856	150%	4%	92%	129%
	LUPT 268	268	Drafting	Class Laborator	1365	30	19.2	576	743	176	886	819	129%	31%	154%	142%
	LUPT 274	274	Drafting	Class Laborator	1225	30	19.2	576	592	110	610	1,044	103%	19%	106%	181%
	LUPT 275	275	Studio	Class Laborator	1546	25	19.2	480	240	0	105	366	50%	0%	22%	76%
	LUPT T101	T101	Conference Room	Classroom	1050	48/67	24	#VALUE!	0	0	64	309	#VALUE!	#VALUE!	#VALUE!	#VALUE!
	LUPT T102	T102	Conference Room	Classroom		25										
NOLD	NOLD 100	100	Class Room No 1	Classroom	853	42	24	1,008	885	207	684	1,035	88%	21%	68%	103%
	NOLD 101	101	Classroom No 2	Classroom	853	42	24	1,008	562	75	516	693	56%	7%	51%	69%
	NOLD 102	102	Class Room No 3	Classroom	838	42	24	1,008	793	72	615	818	79%	7%	61%	81%
SINC	SINC 201	201	Classroom	Classroom	840	30	24	720	0	0	0	0	0%	0%	0%	0%
	SINC 203	203	Classroom	Classroom	1120	24/30	19.2	#VALUE!	0	0	0	230	#VALUE!	#VALUE!	#VALUE!	#VALUE!
	SINC 205	205	Classroom	Classroom	784	30	24	720	0	0	0	0	0%	0%	0%	0%
	SINC 207	207	Classroom	Classroom	896	30	24	720	0	0	0	0	0%	0%	0%	0%
	SINC 209	209	Computer Lab	Class Laborator	812	18/28	19.2	346	870	202	223	361	252%	58%	65%	104%
	SINC 211	211	Classroom	Classroom	868	24	19.2	461	0	0	417	1,110	0%	0%	90%	241%
	SINC 213	213	Classroom	Classroom	784	18	24	432	1,518	0	459	1,047	351%	0%	106%	242%
THOM	SINC 215	215	Classroom	Classroom	1092	49	24	1,176	0	0	0	0	0%	0%	0%	0%
	THOM 113	113	Classroom	Classroom	466	30	24	720	213	78	299	549	30%	11%	41%	76%
	THOM 117	117	Classroom	Classroom	936	50	24	1,200	1,341	0	406	851	112%	0%	34%	71%
	THOM 135	125	Lab	Class Laborator	879	16	19.2	307	204	153	0	0	66%	50%	0%	0%
	THOM 200	200	Computer Lab	Class Laborator	924	16/20	19.2	307	0	0	0	26	0%	0%	0%	8%
	THOM 218	218	Classroom	Classroom	580	35	24	840	1,084	44	273	717	129%	5%	33%	85%
	THOM 220	220	Classroom	Classroom	560	35	24	840	1,125	96	330	544	134%	11%	39%	65%
	THOM 221	221	Classroom	Classroom	630	40	24	960	1,218	0	336	627	127%	0%	35%	65%
	THOM 222	222	Classroom	Classroom	705	40	24	960	1,027	0	617	951	107%	0%	64%	99%
WHIT	THOM 223	223	Drafting Lab	Class Laborator	1176	60	19.2	1,152	417	408	468	644	36%	35%	41%	56%
	WHIT 108	108	Classroom	Classroom	465	26	24	624	251	0	0	67	40%	0%	0%	11%
	WHIT 111	111	Classroom	Classroom	236	2	24	48	792	0	484	366	1650%	0%	1008%	761%
	WHIT 123	123	Computer Lab	Class Laborator	712	29	19.2	557	716	0	224	321	129%	0%	40%	58%
	WHIT 124	124	Computer Lab	Class Laborator	820	24	19.2	461	1,127	0	798	755	245%	0%	173%	164%
	WHIT 150	150	Tiered Classroom	Lecture Hall	2000	90	24	2,160	1,452	477	1,305	1,500	67%	22%	60%	69%
	WHIT 159	159	Classroom	Classroom	458	30	24	720	635	80	171	567	88%	11%	24%	79%
	WHIT 161	161	Classroom/Lab (S	Class Laborator	960	24	19.2	461	894	0	453	429	194%	0%	98%	93%
	WHIT 166	166	Temp Bio Lab	Class Laborator	880	24	19.2	461	252	0	216	20	55%	0%	47%	4%
	WHIT 168	168	Classroom	Classroom	458	30	24	720	531	0	143	501	74%	0%	20%	70%
	WHIT 208	208	Smart Classroom	Classroom	727	26	24	624	684	0	494	765	110%	0%	79%	123%
	WHIT 209	209	Smart Classroom	Classroom	460	26	24	624	1,145	0	681	971	183%	0%	109%	156%
	WHIT 214	214	Computer Lab	Class Laborator	482	26	19.2	499	1,163	0	210	213	233%	0%	42%	43%
	WHIT 215	215	Computer Lab	Class Laborator	470	24	19.2	461	966	0	730	489	210%	0%	158%	106%
	WHIT 216	216	Computer Lab	Class Laborator	979	27	19.2	518	1,112	0	741	632	214%	0%	143%	122%
	WHIT 217	217	Computer Lab	Class Laborator	755	29	19.2	557	927	0	306	519	166%	0%	55%	93%
	WHIT 221	221	Computer lab	Open Laborator	1480	56	19.2	1,075	0	0	0	0	0%	0%	0%	0%
	WHIT 242	242	Computer Lab	Class Laborator	964	32	19.2	614	623	0	0	251	101%	0%	0%	41%
	WHIT 243	243	Classroom	Classroom	380	21	24	504	629	0	288	454	125%	0%	57%	90%
	WHIT 245	245	Computer Lab	Class Laborator	964	32	19.2	614	782	0	518	511	127%	0%	84%	83%
	WHIT 248	248	Security Lab	Class Laborator	917	24	19.2	461	822	522	603	555	178%	113%	131%	120%
	WHIT 251	251	Classroom	Classroom	449	30	24	720	698	60	331	516	97%	8%	46%	72%
	WHIT 253	253	Computer Lab	Class Laborator	982	30	19.2	576	671	0	429	314	116%	0%	74%	55%
	WHIT B19	B19	Computer Lab	Class Laborator	943	48	19.2	922	0	0	525	804	0%	0%	57%	87%
	WHIT B26	B26	Computer Lab	Class Laborator	980	49	19.2	941	0	0	234	680	0%	0%	25%	72%

Appendix G.

Classroom Locations List Generated by Campus

Building Name	Property	Floor	Room Number	Location Type	Number of Stations	Code Capacity
Campus Commons	6	1	6	210	24	24
Gleeson Hall	7	1	102	110.1	141	141
Gleeson Hall	7	1	104	110.1	141	141
Gleeson Hall	7	1	114	110	26	26
Gleeson Hall	7	1	121	110	32	32
Gleeson Hall	7	1	122	110	32	32
Gleeson Hall	7	1	123	110	32	32
Gleeson Hall	7	1	125	110	32	32
Gleeson Hall	7	1	127	110	32	32
Gleeson Hall	7	1	129	110	32	32
Gleeson Hall	7	1	131	110	32	32
Gleeson Hall	7	2	218	110	32	32
Gleeson Hall	7	2	220	110	32	32
Gleeson Hall	7	2	222	110	32	32
Gleeson Hall	7	2	223	110	40	40
Gleeson Hall	7	2	224	110	32	32
Gleeson Hall	7	2	225	110	32	32
Gleeson Hall	7	2	227	110	32	32
Gleeson Hall	7	2	229	110	32	32
Gleeson Hall	7	2	231	110	32	32
Gleeson Hall	7	2	233	110	32	32
Gleeson Hall	7	2	235	110	32	32
Gleeson Hall	7	2	237	110	32	32
Gleeson Hall	7	2	238	110	40	40
Gleeson Hall	7	2	239	110	40	40
Gleeson Hall	7	2	242	110	40	40
Gleeson Hall	7	2	243	110	40	40
Gleeson Hall	7	3	302	210	6	6
Gleeson Hall	7	3	304	210	24	24
Gleeson Hall	7	3	306	210	12	12
Gleeson Hall	7	3	308	210	12	12
Gleeson Hall	7	3	310	210	20	20
Gleeson Hall	7	3	311	210	18	18
Gleeson Hall	7	3	312	210	18	18
Gleeson Hall	7	3	313	210	20	20
Gleeson Hall	7	3	315	210	24	24
Gleeson Hall	7	3	317	210	24	24
Gleeson Hall	7	3	319	110	40	40
Gleeson Hall	7	3	320	110	39	39
Gleeson Hall	7	3	321	110	40	40
Gleeson Hall	7	3	322	110	41	41
Gleeson Hall	7	3	326	110	41	41

Gleeson Hall	7	3	327	110	40	40
Gleeson Hall	7	3	328	110	26	26
Gleeson Hall	7	B	L102	210	24	24
Gleeson Hall	7	B	L108	110	24	27
Gleeson Hall	7	B	L111	110	38	46
Hale Hall	14	1	120	210	17	17
Hale Hall	14	1	122	210	25	25
Hale Hall	14	1	123	210	25	25
Hale Hall	14	1	125	210	25	25
Hale Hall	14	1	138	210	31	31
Hale Hall	14	1	139	210	31	31
Hale Hall	14	1	141	210	31	31
Hale Hall	14	1	142	210	31	31
Hale Hall	14	2	210	210	25	25
Hale Hall	14	2	212	210	25	25
Hale Hall	14	2	213	210	25	25
Hale Hall	14	2	214	210	25	25
Hale Hall	14	2	216	210	25	25
Hale Hall	14	2	222	110	51	51
Hale Hall	14	2	224	210	24	24
Hale Hall	14	2	226	210	21	21
Hale Hall	14	2	228	210	17	17
Hale Hall	14	2	231	210	24	24
Hale Hall	14	2	232	210	19	19
Hale Hall	14	2	234	210	24	24
Greenley Library	18	1	105	210	26	0
Greenley Library	18	3	301	110	30	0
Greenley Library	18	3	303	210	4	0
Greenley Library	18	3	304	210	10	0
Greenley Library	18	3	307	110	8	0
Greenley Library	18	3	308	110	9	0
Greenley Library	18	3	309	110	9	0
Greenley Library	18	3	310	110	13	0
Greenley Library	18	3	317	110	14	0
Greenley Library	18	3	320	210	25	0
Greenley Library	18	3	322	110	2	0
Greenley Library	18	B	35	210	5	5
Thompson Hall	41	1	113	110	30	30
Thompson Hall	41	1	117	110	50	50
Thompson Hall	41	1	125	210	16	24
Thompson Hall	41	2	200	210	16	20
Thompson Hall	41	2	218	110	35	35
Thompson Hall	41	2	220	110	35	35
Thompson Hall	41	2	221	110	40	40
Thompson Hall	41	2	222	110	40	40
Thompson Hall	41	2	223	210	60	60
Whitman Hall	50	1	108	110	26	26

Whitman Hall	50	1	111	110	2	2
Whitman Hall	50	1	115	220.1	20	20
Whitman Hall	50	1	123	220.1	29	29
Whitman Hall	50	1	124	220.1	24	24
Whitman Hall	50	1	150	110.1	90	90
Whitman Hall	50	1	159	110	30	30
Whitman Hall	50	1	161	210	24	24
Whitman Hall	50	1	166	210	24	24
Whitman Hall	50	1	168	110	30	30
Whitman Hall	50	1	181	220.1	35	35
Whitman Hall	50	1	182	220.1	10	10
Whitman Hall	50	1	183	220.1	32	32
Whitman Hall	50	B	19	220	36	48
Whitman Hall	50	2	208	110	26	26
Whitman Hall	50	2	209	110	26	26
Whitman Hall	50	2	214	210	26	26
Whitman Hall	50	2	215	210	24	24
Whitman Hall	50	2	216	210	27	27
Whitman Hall	50	2	217	220.1	29	29
Whitman Hall	50	2	221	220	56	56
Whitman Hall	50	B	24	220	36	48
Whitman Hall	50	2	242	220.1	32	32
Whitman Hall	50	2	243	110	21	21
Whitman Hall	50	2	245	220.1	32	32
Whitman Hall	50	2	248	210	24	24
Whitman Hall	50	2	251	110	30	30
Whitman Hall	50	2	253	220.1	30	30
Whitman Hall	50	B	26	220	48	49
Lupton Hall	63	1	113	210	30	30
Lupton Hall	63	1	115	210	20	20
Lupton Hall	63	1	118	210	20	20
Lupton Hall	63	1	119	210	24	24
Lupton Hall	63	1	121	210	20	20
Lupton Hall	63	1	124A	210	24	24
Lupton Hall	63	1	124B	210	20	20
Lupton Hall	63	1	130A	110	44	44
Lupton Hall	63	1	130B	210	42	42
Lupton Hall	63	1	131	210	24	24
Lupton Hall	63	1	132	210	20	20
Lupton Hall	63	1	136	210	4	4
Lupton Hall	63	1	137	210	37	37
Lupton Hall	63	1	137A	210	24	24
Lupton Hall	63	1	144E	210	24	24
Lupton Hall	63	1	146	110	25	25
Lupton Hall	63	1	156	210	24	24
Lupton Hall	63	1	161	220.1	12	12
Lupton Hall	63	1	165	210	24	24

Lupton Hall	63	1	181	210	24	24
Lupton Hall	63	1	184	210	18	18
Lupton Hall	63	1	185	210	18	18
Lupton Hall	63	1	186	110	20	20
Lupton Hall	63	1	188	110	20	20
Lupton Hall	63	1	189	210	18	18
Lupton Hall	63	1	190	210	24	24
Lupton Hall	63	1	194	210	24	24
Lupton Hall	63	2	220	210	20	20
Lupton Hall	63	2	221	210	20	20
Lupton Hall	63	2	222	210	24	24
Lupton Hall	63	2	223	210	24	24
Lupton Hall	63	2	233	110	44	44
Lupton Hall	63	2	234	210	24	24
Lupton Hall	63	2	235	210	24	24
Lupton Hall	63	2	237	210	24	24
Lupton Hall	63	2	238	210	24	24
Lupton Hall	63	2	239	110	40	40
Lupton Hall	63	2	242	110	30	30
Lupton Hall	63	2	243	110	30	30
Lupton Hall	63	2	244	210	24	24
Lupton Hall	63	2	247	210	24	24
Lupton Hall	63	2	248	210	24	24
Lupton Hall	63	2	249	210	24	24
Lupton Hall	63	2	250	110	60	60
Lupton Hall	63	2	268	210	30	30
Lupton Hall	63	2	274	210	30	30
Lupton Hall	63	2	275	210	25	25
Lupton Hall	63	1	T101	110	48	48
Nold Hall	85	1	100	110	42	42
Nold Hall	85	1	101	110	42	42
Nold Hall	85	1	102	110	42	42
Sinclair Hall	94	2	201	110	30	30
Sinclair Hall	94	2	203	110	24	24
Sinclair Hall	94	2	203A	210	1	1
Sinclair Hall	94	2	205	110	30	30
Sinclair Hall	94	2	209	210	18	18
Sinclair Hall	94	2	211	210	24	24
Sinclair Hall	94	2	212	110	8	8
Sinclair Hall	94	2	213	110	18	18
Sinclair Hall	94	2	215	110	49	49
School of Business	121	1	115	110	45	45
School of Business	121	1	120	110	45	45
School of Business	121	1	121	110.1	65	65
School of Business	121	1	124	110.1	65	65
School of Business	121	2	215	110	37	37
School of Business	121	2	218	110	37	37

School of Business	121	2	221	110	25	25
School of Business	121	2	222	110	37	37
School of Business	121	2	223	110	45	45
School of Business	121	3	315	110	37	37
School of Business	121	3	318	210	37	37
School of Business	121	3	321	110	45	45

Appendix H.

Surveyed Conference Rooms with Potential for Use as Instructional Space.

October 2022

Suitability Codes:

A = Easily Usable: good access, minimal to no modifications

B = Usable but with access limitations, furniture issues, or small capacity

C = Usable with additional furniture or minimal room modifications

D = Limited adaptability for use as instructional space

F = Not suitable for use as instructional space

X = Usage changed – office space or other

Building Name	Floor	Room #	# Seats	Suitability	Comments
Campus Center "A"	1	144	12	B	Small Meeting Room
Campus Center "B"	1	145	15	B	Small Meeting Room
Campus Commons (SBDC)	1	103	14+	B	Additional chairs along perimeter
Capital Planning Trailer	1	3	12	C	Small groups only
Gleeson Hall	3	324	1	X	Being used as an office
Gleeson Hall	3	325	1	X	Being used as an office
Greenley Library	1	125	10 12	C	Small groups only
Greenley Library	2	219	14	B	Space used for multiple functions
Greenley Library	3	312	6-8	F	Tutoring Area
Greenley Library	3	308	8	F	Science & Nursing Tutoring
Greenley Library	3	309	9	F	Tutoring Area
Greenley Library	3	310	12	C	Tutoring Area
Greenley Library	LL	25	10	F	Small conference room in RAM Ctr with partition-height walls
Greenley Library	3	312	8	F	Small conference room within Tutoring Center
Greenley Library IT	LL	007	13	F	Secure area – authorized access only
Greenley Library DL	2	202	8	F	Small Group Study Area / Tech Room
Greenley Library	2	209	8	F	Small Group Study Area / Tech Room
Hale Hall	1	126	24	A	Biology Department Conference Room
Hale Hall	1	137	14	B	Visual Communications Department Conference Room
Hale Hall	2	220B	20	B	Arts & Sciences Dean's Conference Room – entrance inside Dean's Suite
Health & Wellness	1	30	8	F	Not suitable due to health privacy reasons
Horton Hall	2	254	12	B	President's Conference Room
Knapp Hall	2	233	14	B	English, Sociology & Psychology Shared Conference Room
Laffin Hall	1	103	8	X	Used as office space
Laffin Hall	3	321	12	B	Shared Conference Room
Lupton Hall	1	138A	1	X	No longer conference room – now Assistant Dean's Office

Lupton Hall	1	158	10	B	Conference Room
Lupton Hall	2	201	12	B	Physics Department Conference Room within Dept Office Suite
Lupton Hall	2	216K	10	B	Chemistry Department Conference Room within Dept Office Suite
Lupton Hall	2	246L	10	B	Engineering Department Conference Room within Dept Office Suite
Nold Hall	1	138	20	A	Conference Room
Nold Hall	1	163	15	A	Athletics Department Conference Room
Quintyne Hall	1	100	40	A	28 at table / + 12 along perimeter
Quintyne Hall	1	101	25	A	"Media Lounge" Very large under-utilized room
Quintyne Hall	1	102	10	F	Small Meeting Room
Quintyne Hall	1	108	12	D	Small room
Quintyne Hall	1	109	24	D	Only 12 chairs at table
Quintyne Hall	1	110	12	A	Conference Room
SBDC Conference Center	1	8	50	A	Space is suitable – significant distance from academic buildings
School of Business	1	113	12	B	AACSB Resource Room / Meeting Room
School of Business	3	326	16	B	Business Dean's Conference Room – entrance inside Dean's Suite
Service Building	1	121	14	B	
Service Building	1	123	14	B	
Sinclair Hall	1	183	12	B	No Hallway Access – Located within two outer rooms
Thompson Hall	2	226	11	X	No longer conference room
Ward Hall	1	101	12	B	Great Room 12 Conference / 40 Lecture
Ward Hall	3	300	12	X	No longer conference room
Whitman Hall	1	185	16	A	Could fit 24+ Lecture style – Plenty of other spaces in Math Ctr

ADDITIONAL ROOMS – With Potential Use as Instructional Space • October 2022

Building Name	Floor	Room #	# Seats	Suitability	Comments
Campus Center (Ballroom A)	1	152A		B	Would require frequent setup and breakdown
Campus Center (Ballroom B)	1	152B		B	Would require frequent setup and breakdown
Campus Center (Ballroom C)	1	152C		B	Would require frequent setup and breakdown
Greenley Library	2	220	18	A	Distance Learning Computer Lab
Whitman Hall	1	181		C	Math Center
Whitman Hall	1	182		B	Computer Lab
Whitman Hall	1	183		D	Center for Applied Math – Combine with Math Center?

Appendix I.

Potential for Additional Shared Office Space on Campus

Building Name	Room #	Status	Department	Shareable Status	Notes About Space
CAMPUS COMMONS	102	ACTIVE	Marketing & Communications	Yes	Large office that can accommodate 2 FTE
CAMPUS COMMONS	106	ACTIVE	Marketing & Communications	Yes	Open office area
CAMPUS COMMONS	107	ACTIVE	Marketing & Communications	Yes	Large Office that can accommodate 2 FTE
CAMPUS COMMONS	116	ACTIVE	SBDC	Yes	Open Admin Area
GLEESON HALL	L117	ACTIVE	ITSC-Director's Office	Yes	
WARD HALL	200	ACTIVE	Development & Alumni Engagement	Yes	Large Office that can accommodate 3 FTE
WARD HALL	201	ACTIVE	Development & Alumni Engagement	Yes	Large Office that can accommodate 2 FTE
WARD HALL	204	ACTIVE	Institutional Research	Yes	Large Office that can accommodate 3 FTE
WARD HALL	205	ACTIVE		Yes	Large office that can accommodate 2 FTE
WARD HALL	301	ACTIVE		Yes	Large Office that can accommodate 2 FTE
WARD HALL	307	ACTIVE		Yes	Large Office that can accommodate 2 FTE
WARD HALL	308	ACTIVE		Yes	Large Office that can accommodate 3 FTE
WARD HALL	309	ACTIVE		Yes	Large Office that can accommodate 2 FTE
QUINTYNE	6	ACTIVE	Campus Rec	Yes	office is full of stuff but can fit 2 full time FTE
QUINTYNE	7	ACTIVE	Campus Rec	Yes	office is full of stuff but can fit 2 full time FTE
QUINTYNE	112	ACTIVE	Student Activities	Yes	open admin area
QUINTYNE	119	ACTIVE	Student Activities	Yes	Large office that can accommodate 2 FTE
GREENLY LIBRARY	12	ACTIVE		Yes	Door was closed, Secretary office, then, separate rooms inside
GREENLY LIBRARY	321	ACTIVE	Writing Center	Yes	
KNAPP HALL	211	ACTIVE	English & Humanities	Yes	"work room" that could open into Psychology suite of rooms with larger doorway to serve as an office
KNAPP HALL	215	ACTIVE	English & Humanities	Yes	Can accommodate 2 FTE
KNAPP HALL	216	ACTIVE	English & Humanities	Yes	1 faculty, can accommodate 2 FTE
KNAPP HALL	217	ACTIVE	English & Humanities	Yes	1 faculty, can accommodate 2 FTE
KNAPP HALL	218	ACTIVE	English & Humanities	Yes	1 faculty, can accommodate 2 FTE
KNAPP HALL	219	ACTIVE	English & Humanities	Yes	1 faculty, can accommodate 2 FTE
KNAPP HALL	220	ACTIVE	English & Humanities	Yes	1 faculty, can accommodate 2 FTE
KNAPP HALL	221	ACTIVE	English & Humanities	Yes	1 faculty, can accommodate 2 FTE
KNAPP HALL	222	ACTIVE	English & Humanities	Yes	1 visiting faculty, can accommodate 2 FTE
KNAPP HALL	237	ACTIVE	English & Humanities	Yes	1 faculty, can accommodate 2 FTE
KNAPP HALL	238	ACTIVE	English & Humanities	Yes	1 faculty, can accommodate 2 FTE
KNAPP HALL	239	ACTIVE	English & Humanities	Yes	1 faculty, can accommodate 2 FTE
KNAPP HALL	240	ACTIVE	English & Humanities	Yes	1 faculty, can accommodate 2 FTE
KNAPP HALL	241	ACTIVE	English & Humanities	Yes	1 faculty, can accommodate 2 FTE

Building Name	Room #	Status	Department	Shareable Status	Notes About Space
KNAPP HALL	242	ACTIVE	English & Humanities	Yes	1 faculty, can accommodate 2 FTE
KNAPP HALL	243	ACTIVE	English & Humanities	Yes	1 faculty, can accommodate 2 FTE
KNAPP HALL	244	ACTIVE	English & Humanities	Yes	1 faculty, can accommodate 2 FTE
KNAPP HALL	246	ACTIVE	Psychology	Yes	1 staff (dept admin), can accommodate 2 FTE
WHITMAN HALL	247	ACTIVE	Administrative Tech	Yes	
WHITMAN HALL	249	ACTIVE	Administrative Tech	Yes	
HORTON HALL	110	ACTIVE	Provost	Yes	Unoccupied, Pam Shovelson moved to Suite 210, - Large Office that can accommodate 2-3 FTE
HORTON HALL	115	ACTIVE	VP Student Affairs Suite-Clerical	Yes	
HORTON HALL	117	ACTIVE	VP Student Affairs Suite	Yes	Unoccupied- Large Office that can accommodate 2FTE
HORTON HALL	130	ACTIVE	Diversity Equity & Inclusion	Yes	Open Office Area, currently setup for 1FTE
HORTON HALL	187	ACTIVE	Marketing & Communications	Yes	Large Office that can accommodate 2 FTE
HORTON HALL	188	ACTIVE	Marketing & Communications	Yes	Large Office that can accommodate 2 FTE
HORTON HALL	210	ACTIVE	Office of the Provost	Yes	(2) Offices with 1 room number, Larger Office can fit 2-3 FTE
LUPTON HALL	148	ACTIVE	MET	Yes	
LUPTON HALL	149	ACTIVE		Yes	
LUPTON HALL	150	ACTIVE	Computer Security	Yes	
LUPTON HALL	157	ACTIVE	School of Engineering Tech	Yes	
LUPTON HALL	163	ACTIVE	School of Engineering Tech	Yes	
LUPTON HALL	271	ACTIVE	CET	Yes	
LUPTON HALL	272	ACTIVE	CET	Yes	
LUPTON HALL	273	ACTIVE	Arc CoN	Yes	
MEMORIAL HALL	100	ACTIVE	LAS	Yes	2 staff (dept admin); currently used as a large LAS office space with multiple filing cabinets, conference table for approx. 10, at 785 SF, could be subdivided
MEMORIAL HALL	102	ACTIVE	LAS	Yes	currently used as LAS student waiting room, at 241 SF
SERVICE BLDG	120A	ACTIVE		Yes	Large Office that can accommodate 3 FTE
SERVICE BLDG	122	ACTIVE		Yes	Large Office that can accommodate 2 FTE
SERVICE BLDG	125	ACTIVE		Yes	Large Office that can accommodate 2 FTE
SERVICE BLDG	202	ACTIVE		Yes	Large Office that can accommodate 2 FTE
SERVICE BLDG	204	ACTIVE		Yes	Open Admin Area
SERVICE BLDG	205	ACTIVE		Yes	Open Admin Area
NOLD HALL	200	ACTIVE	Athletics	Yes	Large Office that can accommodate 2 FTE
NOLD HALL	201	ACTIVE	Athletics	Yes	Large Office that can accommodate 2 FTE
NOLD HALL	202	ACTIVE	Athletics	Yes	Large Office that can accommodate 3 FTE
NOLD HALL	206	ACTIVE	Athletics	Yes	Large Office that can accommodate 2 FTE
NOLD HALL	207	ACTIVE	Athletics	Yes	Large Office that can accommodate 2 FTE
NOLD HALL	208	ACTIVE	Athletics	Yes	Large Office that can accommodate 2 FTE

Building Name	Room #	Status	Department	Shareable Status	Notes About Space
NOLD HALL	209	ACTIVE	Athletics	Yes	Large Office that can accommodate 2 FTE
NOLD HALL	210	ACTIVE		Yes	Large Office that can accommodate 2 FTE
NOLD HALL	211	ACTIVE		Yes	Large Office that can accommodate 2 FTE
COHEN INFIRMARY	7	ACTIVE		Yes	Large Office that can accommodate 2 FTE
COHEN INFIRMARY	8	ACTIVE		Yes	Large Office that can accommodate 2 FTE
COHEN INFIRMARY	9	ACTIVE		Yes	Large Office that can accommodate 2 FTE
COHEN INFIRMARY	10	ACTIVE		Yes	Large Office that can accommodate 2 FTE
COHEN INFIRMARY	16	ACTIVE		Yes	Large Office that can accommodate 2 FTE
SINCLAIR HALL	202	ACTIVE		Yes	Has student work spaces/1 worker
SMART GRID DEMO HOUSE	1	ACTIVE		Yes	Large Office that can accommodate 2 FTE
SMART GRID DEMO HOUSE	2	ACTIVE		Yes	Large Office that can accommodate 3 FTE
SMART GRID DEMO HOUSE	5	ACTIVE		Yes	Large Office that can accommodate 2 FTE

Appendix J. Property Profile Update

Property		
Description:	(Building Name)	Internal Office Notes Only
Date:		
Name:		
Location		

Location EXAMPLE	Floor	Location Type:	220.10 (OPEN LABORATORY (DRY)-INSTRUCTION)
115 (COMPUTER ROOM)	01 (FIRST)	Department:	BIOLOGY
		Capacity:	20

Location EXAMPLE	Floor	Location Type:	310.30 (OFFICE-FACULTY)
128 (FAC OFFICE)	(01) (FIRST)	Department	ASSIGNABLE
		Capacity:	2

Location	Floor	Location Type:	
		Department	
		Capacity:	

Location	Floor	Location Type:	
		Department	
		Capacity:	

Location	Floor	Location Type:	
		Department	
		Capacity:	

Location	Floor	Location Type:	
		Department	
		Capacity:	

Location	Floor	Location Type:	
		Department	
		Capacity:	

Location	Floor	Location Type:	
		Department	
		Capacity:	

Location	Floor	Location Type:	
		Department	
		Capacity:	

Location	Floor	Location Type:	
		Department	

[illegible]

Location	Floor	Location Type:	
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		Capacity:	
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		Capacity:	
Location	Floor	Location Type:	
		Department	
		Capacity:	
Location	Floor	Location Type:	
		Department	
		Capacity:	

Appendix K.
Academic Affairs Hiring Plan for September 2023

<u>Faculty or Professional</u>	<u>School</u>	<u>Department</u>	<u>Rank or Title</u>	<u>Replacement or NEW</u>	<u>Anticipated Start Date</u>
Faculty	Arts & Sciences	Biology	Lecturer	New	9/1/2023
Faculty	Arts & Sciences	Criminal Justice	Assistant Professor	New	9/1/2023
Faculty	Arts & Sciences	Criminal Justice	Director	New	9/1/2023
Faculty	Arts & Sciences	Criminal Justice	Lecturer	New	9/1/2023
Faculty	Arts & Sciences	Liberal Arts	Lecturer & Coordinator	New	1/1/2023
Faculty	Arts & Sciences	Modern Languages	Assistant Professor	New	9/1/2023
Faculty	Arts & Sciences	Science, Technology & Society	Assistant Professor	New	9/1/2023
Faculty	Business	Horticulture	Lecturer	New	9/1/2023
Faculty	Business	Horticulture	Lecturer	New	9/1/2023
Faculty	Business	Visual Communications	Lecturer	New	9/1/2023
Faculty	Engineering Tech	Civil Engineering	Assistant Professor	New	9/1/2023
Faculty	Engineering Tech	Construction Mgmt	Lecturer	New	9/1/2023
Faculty	Engineering Tech	Construction Mgmt	Assistant Professor	New	9/1/2023
Faculty	Engineering Tech	Mechanical Engineering	Lecturer	New	9/1/2023
Faculty	Engineering Tech	Comp Security Dept	Assistant Professor	New	9/1/2023
Faculty	Health Sciences	Health Promotion & Wellness	Assistant Professor	New	9/1/2023
Faculty	Health Sciences	Nutrition Science	Assistant Professor	New	9/1/2023
Faculty	Health Sciences	Applied Gerontology	Assistant Professor	New	9/1/2023
Professional	Health Sciences	Nursing	Staff Associate	New	ASAP
Professional	Engineering Tech	Dean's Office	Assistant Dean-Division of Computing	New	9/1/2023

Appendix L.
Administrative Hiring Plan

Reporting Level 2	Department	Position Salary Grade	Title	Total
Campus Wide - Admin & Finance	Administration & Finance	NSMP3	Director	1
Controller's Office	Procurement	NSSL2	Staff Associate	1
		NSSL4	Staff Associate	1
		NSSL6	Director	1
Development /Alumni Engagement	Development /Alumni Engagement	NSSL2	Staff Position	1
Enrollment Management	Admissions 2	NSSL4	Senior Admissions Advisor	2
Health & Wellness	Health and Wellness	NSSL4	Deputy Title IX Coordinator & Prevention Specialist	1
			Staff Associate	1
		SG016	Nurse 2	1
Human Resources	Payroll	NSSL2	Staff Assistant	1
Information Technology	Information Technology	NSSL3	Lead Programmer/Analyst	1
		NSSL4	Mac Technician	1
			Senior Programmer/Analyst	1
		NSSL5	Assistant Director Computing Services	1
Marketing and Communications	Marketing and Communications	NSMP3	Director	1
Physical Plant	Carpentry and Locksmith	SG012	Trades Generalist	1
	Custodial	SG005	Cleaner	11
		SG007	Janitor	6
	Grounds	SG006	Facility Operations Assistant 1 (Grounds)	3
		SG009	Facility Operations Assistant 2 (Grounds)	1
	Heating Plant	SG009	Plant Utilities Assistant	1
		SG014	Plant Utilities Engineer 1	2
	Mail & Supply	SG006	Office Assistant 1 (Stores/Mail)	1
	Physical Plant	NSSL3	Senior Staff Assistant	1
			Senior Staff Associate	1

		NSSL4	Staff Associate	2
		NSSL6	Director	1
		SG006	Facility Operations Assistant 1	1
		SG009	Plant Utilities Assistant	3
		SG014	Plant Utilities Engineer 1	1
		SG106	Security Services Assistant 1	1
	Trade Services	SG012	Service & Repair Mechanic (HVAC-R)	1
			Trades Generalist	1
Student Engagement	Student Engagement	NSSL4	Title IX Administrator	1
Student Financial Services	Student Accounts	NSSL2	Staff Assistant	1
		SG009	Office Assistant 2 (Calculations)	1
University Police	University Police	SG110	University Police Communications and Security Specialist 1	1
		SG114	University Police Officer 1	3
Grand Total				62

Appendix M.

Draft Office Space Utilization Policy

Purpose

Space is a limited College resource that must be managed responsibly and in a way that promotes the advancement of the College's mission and strategic priorities. The purpose of this policy is to provide principles and guidelines to consider when planning, allocating, and utilizing office space on campus.

Persons Affected

Faculty, Staff, Related Entities

Policy Statement

All Farmingdale State College facilities are the property of the State University of New York. The President has overall responsibility for the equitable and optimal use of space and has final decision-making authority for the planning, allocation, assignment and reassignment of spaces based on the College's operational needs and strategic priorities. The President may choose to delegate this authority to other College administrators.

The Director of Capital Projects and Construction is responsible for the campus' space management program, which includes maintaining and updating the college's space allocation records. This role also assists the President or designee with the review, planning, assignment and coordination of new and existing space allocations and serves as a resource to administrative offices or academic departments in assigning allocated space.

Allocation of Space

Principal considerations for the use of any building space will be the original intent, current function and the sources of funds originally used to create or renovate the space. Codes, regulations, and local College policies governing the availability of lavatory facilities, safety, handicapped accessibility, energy conservation, heating, ventilation, and environmental concerns will be considered when developing and allocating space. Allocations of new and existing space within a unit's overall allocation will ultimately be based on many factors, including overall building context, adjacencies, design features unique to the structure, and individual administrative office or academic department functions.

Office space allocations will be based on recommendations in the [SUNY Facility Programming Standards](#), the Facilities Master Plan, the current five year Capital Plan. Although the College will use the recommendations in the [SUNY Facility Programming Standards](#) as a guide when assigning space, there may be instances in which the College chooses to allocate space differently than the guidelines suggest to meet campus needs and/or address space limitations.

Office space is college property that will be allocated to a given administrative office or academic department, as available, in a manner that best advances strategic priorities. Administrative offices and academic departments do not own the space that has been allocated to it. Space allocations are regularly evaluated and may be reevaluated during periods of change

such as a reorganization or program disbandment. The President or designee may reallocate space and modify an administrative office's or academic department's space allocation to meet operational needs and strategic priorities or to utilize the space more efficiently.

College space should not be assigned to outside organizations. Any use of college facilities by third parties must follow Use of Facilities guidelines and procedures.

Office Space

Each Administrative office or academic department will be responsible for assigning its allocated office space to faculty and staff in accordance with the [SUNY Facility Programming Standards](#) and this policy.

Some fundamental elements administrative offices or academic departments must consider when assigning office space include need, availability, and suitability of the intended use.

Administrative offices or academic departments should deploy and use office space efficiently to maximize functionality and to best serve programmatic and strategic priorities.

All faculty and staff will be provided with a suitable working environment for the type of work they perform. Faculty and staff participating in alternate work arrangements in accordance with the Alternate Work Arrangements Policy or those who do not have a full-time presence on campus will be considered for shared and open office spaces and/or other space utilization strategies.

Office Types

In accordance with the SUNY Facility Programming Standards, administrative offices or academic departments can assign the following office space types from its allocated space:

1. Private Offices – these offices typically have one primary occupant and generally have hard walls that extend from floor to ceiling.
2. Shared Office Space – these spaces typically meet the needs of up to four individuals. If available, administrative offices or academic departments should provide access to a location in which private meetings with students, colleagues, and staff can be held by those with shared office spaces.
3. Open Office Space – these spaces are designed to meet the needs of five or more individuals and/or to serve the reception needs of a unit. These spaces are commonly identified as suites. Suites may contain other functions besides individual desk space, such as a reception area, conference and meeting rooms, and office service space (mail, break areas, copier and equipment space, supply and file storage space, student desks etc.).

Shared office and/or open office spaces are encouraged whenever possible as they are a more efficient use of the campus' limited space. The need for open and/or shared office space versus private office space will be critically evaluated by the College when allocating, assigning, and reassigning space.

Administrative offices or academic departments must consult with the Director of Capital Projects and Construction prior to making any changes to office layouts. This includes, but is not limited to, adding panels or furniture to create or divide spaces.

Space Utilization Strategies

Below are strategies administrative offices or academic departments should use to maximize the use of college space and resources:

1. **Hoteling** - Hoteling is a method of office management in which workers schedule their use of workspaces such as desks, cubicles, and offices. This strategy is ideal for faculty and staff participating in alternate work arrangements or those who do not have a full-time presence on campus.
2. **Shared workstations** - workstations that can be shared by individuals who require the same equipment, perform the same role, or require a limited time at the workstation (i.e., police officers sharing a dispatch workstation).
3. Conference rooms and office service spaces are encouraged to be shared among multiple administrative offices or academic departments whenever possible.
4. To optimize space utilization, long-term storage (items not requiring regular access) may be stored outside of the administrative office's or academic department's functional area.
5. When offices are left unoccupied for significant periods of time, due to sabbaticals, other leaves, or changing workspace requirements, units should consider other uses for these spaces, especially to relieve space pressures or to provide for small group meeting space.

Construction

For renovations and new construction projects, project coordinators in the Office of Capital Planning and Construction and the applicable administrative offices or academic departments will refer to this policy and the [SUNY Facility Programming Standards](#) when working with project stakeholders and architects during the design phase. Discussion and decisions regarding the type(s) of space to provide should occur before project program development. For renovations of existing space, building constraints may require adaptation of the SUNY standards. Exceptions to the [SUNY Facility Programming Standards](#), for whatever reason, will require approval through the project approval process.

Procedures

Definitions

Related Documents

[SUNY Facility Programming Standards](#)

Farmingdale State College Alternate Work Policy

UOF Procedures

Project Initiation Policy?

Responsible Office

Capital Projects and Construction

Date of Approval

Appendix N.
Draft Request to Fill Form



Request to Fill/Annual Appointment Authorization Form

Instructions

1. All full-time positions intended for at least one year must be searched.
2. All competitive classified positions, full and part time, must be searched & appointed from an official Civil Service list.
3. If the Part Time Professional Position is not to be searched, attach the resume of the individual being nominated for appointment.

Refer to the [FSC Search Procedures](#) for detailed information on conducting a job search. A justification must accompany any request for a new position.

Please refer to the Search Procedure Guidelines or Call Human Resources if you have any questions regarding this process

Check One:	If Replacement Position was selected, who was the prior incumbent?
------------	--

Division:	Department:
-----------	-------------

Position Justification

A justification as to why this position is necessary:

Describe this position's relationship to other positions in the department:

What is the relative priority for filling this position, including the impact on other staff and/or campus services/programs if this position remained vacant?

How will this position contribute to the strategic plan of the College?

Are there any safety considerations that make this position critical?

What are the operational needs that make this position necessary?

Does the filling of this position create any revenue potential for the College?

Are there any other impacts of leaving this position vacant?

Does this position require additional space allocation outside of the business units existing space allocation? If so, see "space utilization policy" and "space request allocation form."

Position Information

Position Type:	Please select: PT/FT	Please select: Perm/Temp
Account to be charged:	Number of hours per week:	Anticipated Duration: (i.e. One Year, Six Weeks, etc.)
Line Number:	Grade (If Known):	Budget Title (If Known):
Anticipated Start Date:	Local Title:	Supervisor of Position:

Salary or Salary Range

Please Select Pay Type:	Amount:
-------------------------	---------

☐ Determined By Civil Service

Posting Information

Is this an Internal Search Only?

Opening Date For Receipt of Applications: (ASAP, or enter a specific date)	Closing Date For Receipt of Applications: (ie: 30, 45, 60 days from posting)	Salary To Be Posted: (This is what the candidate will see on our website. For Civil Service positions, leave this blank; the appropriate salary will be listed in the posting. If no salary is to be posted, indicate as such.)
--	--	---

(For Faculty, Professional and M/C searches): The search committee should be comprised of 3 to 7 members. This committee should have diverse representation.

Chairperson:	Department:
Members:	Department:

Second Level Interviewer(s)
Includes the hiring manager who will be making the final hiring decision, and other staff members assisting in that process. It is strongly recommended this team not overlap with members from the initial search committee.

Interviewer:	Department:	Hiring Manager (Yes/No)

All faculty and professional positions will be advertised on Farmingdale’s Employment site and HigherEdJobs. If you wish to advertise using additional sites, please indicate below:

STOP HERE, the following section will be completed at the conclusion of the search.

Hiring Manager Section

Start Date:	Salary:	Provide comments on why this candidate was selected over others:
-------------	---------	--

STOP HERE, the following section is for Human Resources ONLY.

Candidate Full Name:	Position Title:
Line #:	Previously Employed By Farmingdale State College?
Employee Type:	Pay Basis:
Please select:	If Part Time, enter Appointment %
Budget Title:	Campus Title:
Full Time Salary:	Part Time Actual Salary:
Effective Date:	End Date:
SL/Grade:	Appointment Type:
PaySR Action:	PaySR Reason:
PaySR Action:	PaySR Reason:

Additional Payroll Codes

Additional Code:	Additional Amount:	Additional Code:	Additional Amount:

Department:	Account To Be Charged:
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For Civil Service Positions

Title of List:	Rating:
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List No.:	Serial No.:
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Remarks:

Policies

Alternate Work Arrangements Policy

Policy Purpose

This Policy establishes guidelines for Alternate Work Arrangements for eligible employees of Farmingdale State College (hereinafter “the College”).

Persons Affected

Faculty, Staff

Policy Statement

The College recognizes that flexibility in determining where administrative work is performed can have a positive effect on employee retention, recruitment, and efficient utilization of space. Alternative work arrangements are available to eligible College faculty and staff and are subject to the College’s operational needs, and as such, are not a right or entitlement. Job duties are the primary factor that will be considered when making determinations on alternate work arrangements. Alternate work arrangements can be modified or rescinded by management. The employee’s supervisor will have the unilateral authority to make changes to alternative work arrangements of employees based on operational needs.

Below the College’s available Alternative Work Programs:

1. Hybrid Remote Work

The **SUNY Telecommuting Policy** outlines the guidelines and procedures for the alternative work program for hybrid remote work. The College will not approve a hybrid remote schedule of more than two (2) days per work week or a Friday/Monday combination. Those participating in a hybrid remote work schedule will be considered for shared office space. Employees participating in hybrid remote work must live in the NYC Tri-states region and be expected to reside within commuting distance to their assigned FSC work location, unless otherwise approved by the College. This program is not widely applicable for Faculty who are expected to teach in person.

2. Occasional Remote Work

On occasion it may be appropriate for an employee to work from a remote work location for a brief period of time. This program is designed to allow the College to maintain business continuity while allowing the employee to perform their professional obligation from a remote location. Occasional Remote Work is limited in duration and not regularly scheduled. For example, an employee may request to work one day in a month to work from home while awaiting furniture delivery.

Occasional alternate work locations can allow employees to continue to perform work during workplace disruptions and other rare circumstances, including suspended operations and construction related building closures. Unless directed otherwise by management (i.e. workplace disruption), if an employee using occasional remote work more than 2 times per month the manager should consider utilizing the SUNY Hybrid Telecommuting Policy.

3. Fully Remote Work

If there is an operational need, fully remote alternate work arrangements for current positions may be requested through supervisors. Fully remote alternate work arrangements will be granted in very limited circumstances. This program will permit the employee to work from a remote location while the College maintains business continuity. Fully remote work arrangements require employees live within a commuting distance to Farmingdale State College in order to appear on campus as needed and in the possible instance the alternate work arrangement is modified or rescinded.

Department heads will have the opportunity to consider posting new and vacant positions as fully remote to meet operational needs. Such decisions should be discussed and approved by the area Vice President and Human Resources prior to posting. Positions posted and searched by the College with the expectation of fully remote work are subject to the College’s search procedures and are excluded from the procedures detailed in this policy.

4. Flex/Compressed Work Schedules (FCWS)

Flex and compressed work schedules allow employees the opportunity to alter their work schedules to meet the College’s operational needs and maintain business continuity. With flex schedules, arrival and departure times can be altered while maintaining the required number of hours worked per week. Compressed work schedules may increase the hours worked per day to allow for reduced or no hours on other workday(s), while maintaining the required number of hours per pay period. Sample schedules and information about time and attendance for FCWS can be found [here \(link\)](#). These options differ from the Voluntary Reduction in Work Schedule which is a reduction in work hours and pay received.

Employees participating in FCWS are required to take meal breaks; they cannot use meal breaks or rest periods to shorten their workday. FCWS work schedules may be more difficult in one-person operations with one employee, but employees may enlist others in a similar title to develop creative solutions to provide adequate coverage. When more than one employee from an office is seeking the same FCWS work schedule, the person with the most seniority will be awarded their first preference of FCWS work schedule if all else is equal and conducive to operational needs. Employees’ schedules are fixed for

PRINTED ON 12/12/2022

the duration of their selected FCWS (i.e., arrival & departure times; same day off each week or each pay period in the case of compressed workweeks). Employees can choose to return to their normal workday/workweek with two weeks' notice; the return to regular schedule may need to be the beginning of a pay period.

Exclusions

Applications for Alternate Work and Telecommuting applications will not be approved if job duties require a physical presence at the College including roles commonly providing services and support to students, faculty, and/or staff. Positions primarily considered forward-facing are excluded from hybrid and fully remote arrangements. Clerical positions are generally excluded from consideration for remote work arrangements due to the nature of the work performed and level of supervision required. However, each request will be considered on a case by case basis and will depend upon the specific situation and operating needs of the College.

Due to operational needs, Facilities (Grounds, Trades, Heating Plant, Moving & Trucking) and Construction Management staff are not eligible for any of the Alternate Work Programs and faculty members are not eligible for the Flex/Compressed Work Schedule (FCWS) program.

Considerations for Alternate Work Arrangements

In making the decision to allow an employee to utilize an alternative work arrangement the following must be considered:

- The outcome of work performed can be quantified, monitored, and easily assessed.
- The area supervisor, confirms that the nature of the work and the ability to perform such work is suitable to a remote work location or a flex/compressed schedule.
- The assignments to be completed in the remote work location or within the flex/compressed schedule are consistent with the employee's performance program.
- The assignments and remote work location or flex/compressed schedule clearly meet the operational needs of the College.
- The employee has completed all campus mandatory trainings.
- A current performance program is on file with Human Resources.

Factors other than job duties may impact the availability of alternative work arrangements, such as; operational needs, departmental staffing, employee's length of service, and employee performance.

Expectations for Working Remotely

Consistent with the expectations that would exist onsite, employees who are approved for a remote work arrangement should avoid conflicting commitments that would distract them from their work such as engaging in non-work-related activity during work hours.

Remote work is not to be used for purposes of taking leave or time off from work. Requests for leave or time off (e.g., to bond with a newborn child or care for a family member with an illness) should be made under the appropriate policy.

Employees working remotely are responsible for commuting costs to their departmental office locations. Any expenses associated with travel to their departmental office locations are not reimbursable.

Below is a list of responsibilities of employees while working remotely:

- Stay current on all required campus trainings.
- Professional and administrative staff must be logged into Microsoft Teams during regular business hours.
- Staff who are responsible for answering the main office phone line or regularly answering calls from outside the College must be logged into Mitel Connect during regular business hours.
- While working remotely, no "out of office" message should be placed on email or phone messages.
- No official campus records, original documents, or other documents containing personal financial information or any restricted or controlled information under FERPA, HIPPA, or other regulation may be removed from campus while working at the alternate work location.
- If a student/staff member requests an appointment, a virtual or phone meeting must be arranged.
- It is understood that remote work is not a substitute for childcare. Adequate arrangements should be made to assure uninterrupted work time.
- It is understood that remote work is not an appropriate substitute for sick time and should not be used when the employee's own or a family member's illness or injury interferes with the employee's ability to perform their work.
- Employees remain obligated to comply with all College rules, policies, procedures and instructions. Violations of such may result in preclusion from occasional remote work location assignments and/or disciplinary action as deemed appropriate by management and as outlined in the collective bargaining agreement.

Responsibilities of supervisors managing employees working remotely include ensuring:

- Campus offices remain open and fully operational.
- Remote employee is logged onto Microsoft Teams, and Mitel Connect (if required) during regular business hours.
- Employee has completed all campus mandatory trainings.
- Employee has a current performance program on file with Human Resources.
- Services are not compromised and office continuity is maintained.
- Data security is maintained.
- Specific, measurable work goals with distinct deliverable products are a result of the work performed at the remote work location.

The College provides equipment needed by employees to effectively perform their duties; however, the College will not duplicate resources between the on-campus workplace and the remote work location. Out-of-pocket expenses for those supplies normally made available in the office will not be reimbursed.

Employees approved for remote work locations *may* be provided with a single device to be used in both locations. It will be the responsibility of the employee to bring the device to and from the College when designated to be on or off campus. If the employee currently has a desktop computer and is approved for off campus work, the supervisor and Information Technology will work to have that changed to a remote desktop setup.

Use of college-owned equipment is to be used only for legitimate College purposes. Employees are responsible for protecting college-owned equipment from theft, damage, and unauthorized use. The Information Technology Department will maintain, service, and repair college-owned equipment, but will not be responsible for transporting or installing equipment, nor for returning it to the campus for repairs or service. Information Technology staff cannot provide onsite assistance for any equipment or connectivity issues located off campus. IT staff may be able to access Farmingdale owned computers remotely to resolve issues. If that is unsuccessful, the employee may need to bring the computer to campus for troubleshooting, repairs, or replacement. All equipment the College provides to a staff member, whether used on campus or in connection with a remote work arrangement, remains the property of the College and must be returned upon separation from employment or at any other time upon notice from the College.

Faculty and staff are responsible for purchasing secure and adequate internet services to work remotely. The College is not responsible for these costs. Staff must use the Mitel software available through the College to serve as their primary office phone when working remotely. Employees working remotely must agree to follow College-approved security procedures in order to access College resources and to ensure security of data. Secure VPN access is provided to employees working remotely along with connection via the VDI gateway. Employees working remotely are expected to utilize Microsoft Teams or Google Meet as the application to attend meetings and web conferencing as well as alternative inter office communication.

The need to process paper correspondence should be taken into consideration when assessing the eligibility of the position for remote work. The procurement of, or reimbursement for, home office printers for remote work use is generally not permitted. Where no alternative is viable, exceptions may be approved when a case can be made that printing is an absolute essential function of the job and requires access to a home printer. If an employee has been approved for a home printer, toner and/or ink cartridges will be allowable purchases and must be purchased through the employee's department. Farmingdale will not approve purchases or reimbursements for toner and/or ink cartridges for personal devices.

Procedures

1. Employees must consult with their supervisor regarding possible alternate work arrangements.
2. Supervisors must submit a [Request for Alternate Work](#) to Human Resources for the fully remote, occasional remote, and FCWS alternative work arrangement programs.
3. The requests will be reviewed by HR to ensure the employee meets the requirements such as; has an updated performance program on file, confirms the job function can be completed remotely or via a flex or compressed schedule, and that all required trainings have been completed.
4. If the employee does not meet the requirements, Human Resources will notify the supervisor.
5. If the employee does meet the requirements, Human Resources will obtain approval from the area Vice President and draft an Alternate Work Arrangement Agreement with the details in the request.
6. The Alternate Work Arrangement Agreement will be sent to the employee and require the employee sign the agreement and submit it to Human Resources.
7. To utilize the occasional remote work program after an initial request has been submitted, employees must:
 1. Request to utilize a remote work day to their supervisor, via email, as soon as is practical.
 2. Complete the Alternate Work Progress Report and submit it to their supervisor, who will retain the document.
8. Alternate work arrangements can be modified at the discretion of management. Management will provide the employee with reasonable notice of any modifications to alternate work arrangements.
9. For the hybrid work arrangement, employees must complete a [Telecommuting Program Application and Work Plan](#).
10. Human Resources will notify the employee if the hybrid work arrangement has been approved or denied.

Definitions

Occasional Remote Work: A flexible work model which allows employees to work remotely on a limited basis i.e. one time per month, or on an extended basis during workplace disruptions. This program is intended to address an employee's occasional need to work remotely who is able to work but has limited ability to be present on campus.

Hybrid Remote Work: A flexible work model that combines remote and on-campus work which is intended to permit employees to work remotely on established days and on campus at other times. Please refer to the [SUNY Telecommuting Policy](#).

Fully Remote Work: Work performed almost exclusively from a remote location.

Flex Work Schedule: A work program in which an employee's work schedule is staggered to begin earlier or later than normal hours of operation.

Compressed Work Schedule: A work program in which the employee works an increased number of hours per day to allow for reduced or no hours on other workdays.

Related Documents

Tools to Assist Management

Voluntary Reduction in Work Schedule Guidelines - CSEA

Voluntary Reduction in Work Schedule Guidelines - UUP

Voluntary Reduction in Work Schedule Form

[Request for Alternate Work Arrangements](#) 

[Telecommuting Program Application and Work Plan](#)

[Telecommuting Policy](#)

[Alternate Work Progress Report](#)

Responsible Office

Human Resources

Policy History

Approved Date: September 27, 2022

Policies

Telecommuting Policy

Policy Statement

SUNY Workplace Flexibility

-Telecommuting-

Overview

SUNY's policy is to support telecommuting where it is reasonable to do so based on the University's mission, operational and program needs. These guidelines are the basis for a telecommuting program that is beneficial to University operations, employees, and students.

This program's purpose is to support implementation of telecommuting programs, where desired, establish guidelines designed to clearly articulate employee and campus expectations, and provide an additional vehicle for employee development while offering campus management the flexibility to operate a successful telecommuting program and plan for future workforce needs.

Every application will be considered on an individual basis.

Definitions

Telecommuting -- An alternate work arrangement that allows employees to conduct some of their work away from the official work site. Under the Telecommuting Program, employees will be expected to have a regular in-person presence at the official work location. Employees should not expect to be approved to telecommute on a full-time or near full-time basis. The number of days and which days an individual employee may be allowed to telecommute is determined by management based on operational need. However, the maximum allowable days per pay period that may be approved for telecommuting is 5 (five) workdays and in no event will an employee telecommute for their full obligation.

Official Work Site -- The employee's SUNY-provided, on-campus, workstation. This is the employee's usual and customary work address.

Alternate Work Site -- A specific location away from the SUNY-provided work site where the employee is authorized to conduct business. This location must meet all criteria set forth in this document and be approved in advance by the telecommuter's immediate supervisor/manager and the campus senior leadership. Any changes in the location of the Alternate Work Site must be approved in advance.

Telecommuting Application -- An application form, furnished by management, and completed by the employee requesting or being assigned to become an approved telecommuter. Each approved application shall be effective for a specified period, not to extend beyond the effective dates of this program.

Telecommuting Work Plan -- A document, part of the telecommuting application, completed by the telecommuter which identifies the specific work to be performed on telecommuting days, consistent with the employee's normal obligation.

Campus Senior Leadership -- A single cabinet level (vice presidential level) employee at the campus who has authority over the department/division reviewing/approving telecommuting.

Participation

Telecommuting is not an employee entitlement and is not operationally feasible for many job functions. Determinations as to which job functions are eligible for telecommuting is subject to management discretion, based on operational need. While each campus is ultimately free to determine where telecommuting is operationally feasible and desirable, the topic of where telecommuting is operationally feasible, as well as other issues regarding implementation of telecommuting, are appropriate topics for the labor/management forum.

Applications may be submitted at any time; there is no specified application period. To request to participate, an interested employee must submit a completed Telecommuting Application to their immediate supervisor/manager. The employee should identify the preferred number of days and which days per week/pay period they wish to telecommute in the application, not to exceed 5 workdays as noted above. The immediate supervisor/manager should review the employee Telecommuting Application, including the specified days per week, to make an *initial* determination whether an employee meets the criteria within 7 (seven) calendar days. Any possible modification by the supervisor/manager to the number of days or identified days requested by the applicant should be discussed with the employee/applicant prior to processing the application to the Dept/Division Leader. The application then will be sent to the Dept/Division Leader for review/approval which should be provided within 7 (seven) calendar days of receipt. Thereafter, the application will be sent to campus senior leadership or their designee for final approval which should be provided within 7 (seven) calendar days of receipt. All responses will be in writing. If the request for telecommuting is denied, an explanation of the basis for the denial will be provided to the employee.

Once a Telecommuting Application has been approved, participation and start dates may be subject to equipment availability and management discretion. A telecommuting work arrangement shall not commence until it has received written final approval.

PRINTED ON 12/12/2022

An individual's participation in the telecommuting arrangement can be modified, suspended or cancelled at any time by management with 30 calendar days advance written notice to the employee where feasible and consistent with operational needs. Employees who have had an arrangement cancelled or suspended may reapply 6 (six) months from date of cancellation or suspension. An employee may suspend or cancel their participation with 30 calendar days advance written notice to their immediate supervisor/manager unless the immediate supervisor/manager agrees to a shorter period of time.

Employee Appeal Process

If an employee in a job function deemed eligible for telecommuting has their telecommuting application disapproved, they may appeal to the Chief Human Resource Officer or their designee in writing within 7 (seven) calendar days following receipt of the denial. The appeal shall state the reasons for disagreement with management's determination. A decision on the appeal shall be rendered by the Chief Human Resource Officer or their designee(s) within seven (7) calendar days of receipt of the appeal stating the reasons for the decision if denied. Denials of applications for telecommuting under the Telecommuting Program are not grievable under any collective bargaining agreements. Employees who have had an application denied may reapply 6 (six) months from date of the decision on the appeal referenced herein.

General Guidelines

Employees must comply with all NYS, SUNY, campus laws, rules, regulations, policies, and guidance required at the official work site when telecommuting. Failure to abide by all laws, rules, regulations, policies and guidance may result in exclusion from Telecommuting Program and/or administrative action, including disciplinary action.

Campuses are encouraged to provide orientation on the terms of this telecommuting program to employees and supervisors. Employees must complete such orientation and/or other telecommuting-related training if one is provided, before any telecommuting is permitted. This includes, but is not limited to, training in the use of any software required for remote access, data security procedures, and any necessary orientation to the process of submitting work plans.

Telecommuters are responsible for submitting telecommuting work plans to their immediate supervisor/manager which identify the specific work to be performed on approved telecommuting days. The work plan originally submitted with the telecommuting application may be modified at a later date by the immediate supervisor/manager, with written notice to the employee. An employee must submit to their immediate supervisor/manager progress reports describing work completed while telecommuting on a periodic basis.

Employee ability to effectively perform work functions in a telecommuting setting should be one factor considered in approval of telecommuting work plans.

Telecommuters will treat telecommuting days like regular workdays and will be expected to maintain their normal work schedule/workday (including overtime when appropriate and authorized in advance) and routine while telecommuting. Managers should make clear expectations for meeting core service to students, partner offices, as well as internal and external constituents while remotely working.

Telecommuters must request time off in advance and submit all leave requests as currently required. All current laws, regulations, contract provisions and standard rules governing employee work schedules apply including, but not limited to, existing call-in procedures.

A telecommuter may be required to report to the official work site on a scheduled telecommuting day to engage in functions which require an in-person presence and cannot be scheduled for an in-office workday.

When telecommuters are required to report to the official work site on a scheduled telecommuting day, there is no expectation that the telecommuter will be granted a substitute telecommuting day in return. However, with flexibility as a key component of the program, with management approval, a scheduled telecommuting day may be changed within the same pay period.

If a telecommuter is required to report to their official work site, they will not be paid or reimbursed for their commute to/from the official work site.

Telecommuters must be available via all required methods of communication throughout the workday. Should a telecommuter not be available through official channels, management may contact the telecommuter via their personal contact information provided in the Work Plan.

Telecommuters may be required to forward their official work site phone to the phone that will be used while telecommuting or have other technical support to ensure phone calls related to work are attended to in a timely fashion.

In-Person meetings at the telecommuter's alternative work site are *prohibited*. This restriction does not preclude a telecommuter from participating in, or being required to participate in, phone or web-based meetings from their alternate work site.

Telecommuters agree that, with job-related cause, SUNY may access the alternate work site following 48 hours' advance notice to the employee unless exigent circumstances require less notice. Such access shall be for the purposes of assessing safety concerns, data security concerns, or to inspect or retrieve campus-issued equipment or records.

Unless otherwise directed, telecommuters will not be excused from work when a directed departure is issued for the official work site. Conversely, if an emergency occurs at the alternate work site and the telecommuter is unable to work at the telecommuting site that day or if the telecommuter is unable to, for any reason, continue working during their scheduled hours, the immediate supervisor/manager may direct the telecommuter to come to the official work site or grant authority to charge accruals.

Employees must safeguard all passwords used in connection with agency/facility/campus service files or programs and ensure sensitive information is protected.

Supervisor/Campus Considerations:

The proposed telecommuting work does not require in-person student/constituent interaction, classroom presence and/or patient care or contact and the work is typically performed away from the end customer (i.e. the student or patient).

The work can be performed as effectively from a telecommuting location as a campus location.

The telecommuting arrangement does not necessitate the transfer of work which increases the workload to co-workers on campus.

The assignments completed in the telecommuting location are consistent with the employee's performance program and scope of responsibilities, or job description based upon civil service title.

Key performance metrics such as quality of work products, quantity of work produced, response time/turnaround time, level of service, etc., are measurable and are routinely measured and assessed consistent with the employee's regular professional obligation or job description.

The immediate supervisor/manger is accountable for communicating performance expectations, monitoring and measuring performance, providing ongoing performance feedback and formally addressing performance issues via established policies and collective bargaining agreements.

Recognizing that telecommuting arrangements cannot be approached in a one-size fits all manner, supervisors must ensure equity when evaluating the operational need for telecommuting arrangements.

Telecommuting arrangements must be evaluated, reviewed, documented, and approved by the immediate supervisor/manager, department head/division leader of the area, and senior campus leadership.

Telecommuting arrangements are reviewed for effectiveness on an ongoing basis and in conjunction with the ongoing assessment of the employee's performance.

Telecommuting arrangements may be modified or terminated at any time following appropriate notice (as discussed above) by an immediate supervisor/manager in consultation with HR, based on operational needs, performance concerns, or any other non-discriminatory reason.

Employee Responsibilities

Telecommuting arrangements simply allow work to be performed in settings other than the traditional on campus worksite. All policies, work rules, performance expectations, professional obligations and codes of conduct apply as they normally would in a traditional campus setting. Specific employee responsibilities include:

Employees are actively working towards and are fully focused on business goals and professional obligations during normally scheduled hours of work. Employees are easily accessible throughout the workday, answer phones, and respond to emails and other inquiries in a prompt and timely manner.

Employees meet or exceed all performance goals and expectations as outlined in performance program and/or in alignment with special projects and other duties as assigned.

Employees ensure effective and productive communication with their immediate supervisor/manager, team members and all other constituents or campus partners. Employees' behavior is professional, courteous, service oriented and aligned with codes of conduct, campus values, etc.

Employees return to campus for onsite meetings, teambuilding activities, trainings etc., as required.

Employees submit requests for scheduled time off (vacations, holidays, etc.) in accordance with established policies and/or contracts and charge appropriate time off benefits.

Employees notify immediate supervisor/manager of unanticipated full day or partial day absences or lateness in accordance with established policies and/or contracts and charge appropriate time off benefits.

Telecommuting should not be considered as a substitute for child or elder care nor should a campus mandate or monitor such arrangements.

Employees are expected to make such arrangements for child or elder care so as not to adversely impact telecommuting workflow and productivity.

Employees who have childcare obligations, family care obligations and/or any other obligations that would prevent them from focusing their full time and attention on work, must follow all leave and/or time off policies as needed.

While NYS Workers Compensation through the State Insurance Fund covers the employee working from a flexible location, it is the employee's responsibility to also ensure that this type of arrangement is permissible under their homeowners or renters insurance policy. Employees must practice safe work habits and do all they can to minimize the risk of work-related injuries.

Employees understand and acknowledge that telecommuting arrangements are not an entitlement and can be modified or discontinued by management at any time following appropriate notice (as discussed above). Likewise, telecommuting arrangements may be terminated at any time by an employee following appropriate notice to their immediate supervisor/manager and HR.

Employees understand and acknowledge that telecommuting arrangements do not change the employee's terms and conditions of employment including an employee's classification, base compensation, or benefits.

Employees understand and acknowledge that the SUNY campus is not responsible for equipping their telecommuting location(s) and the specific policies of individual campuses related to loaning, borrowing, transporting and/or supporting supplies and equipment will apply.

Equipment and Supplies

The employer will not provide telecommuters durable equipment such as desks, chairs, file cabinets, or other office related furniture. The employer may, at its discretion, provide a laptop or other similar device to telecommuters to facilitate work at the telecommuting worksite; alternatively, employees may be allowed to bring work-assigned equipment to the telecommuting worksite where authorized in advance.

The use of an employee's personal computer to access work-related sites, applications, systems and other information, will be dependent on the use of appropriate security protocols, which will be deployed at the discretion of, and as directed by, the employer. Examples of security protocols include but are not limited to **Virtual Desktop Infrastructure (VDI), Virtual Private Network (VPN) access, and/or multi-factor authentication. Management will determine which connection mechanism is appropriate based on operational need. Telecommuters using personal devices will receive instruction on how to implement any necessary software, hardware and/or other security processes, all of which must be tested before telecommuting can begin.**

Minimal office supplies may be provided by the employer and should be requested during the telecommuter's in-office work period. Supplies will not be shipped to the alternate work site. Any out-of-pocket expenses incurred for supplies, equipment, food, commuting, etc. will not be reimbursed.

Generally, the telecommuter must have an internet connection with bandwidth that is appropriate for conducting the telecommuter's full professional obligation/job description and SUNY official business without disruption. The telecommuter is responsible to secure and pay for an internet connection. The agency will not reimburse internet costs. In limited instances, telecommuting assignments that do not require an internet connection may be available. Where such assignments meet operating needs, they may be made/approved.

The telecommuter is responsible for having a phone for all work-related calls or having other technical support to ensure phone calls related to work are attended to in a timely fashion.

If assigned work equipment or other work item is lost or stolen, the telecommuter must immediately notify their immediate supervisor/manager and refer to the agency's usage agreement for portable Media and End User Devices and complete all steps outlined within the policy/procedure.

When the Telecommuting Program ends, the employee must return all SUNY-issued devices and equipment, provided to facilitate work at the alternate worksite, if applicable, and any supplies issued on their next workday unless otherwise specified by management.

SUNY Policies/Security of Information

Any SUNY/campus information possessed by the telecommuter cannot be shared with or made available to any other individuals except as appropriate, consistent with their campus work obligation.

Telecommuters must ensure that official records and information are secure and not maintained in a way that would make them available to any other individuals except as appropriate, consistent with their campus work obligation.

Telecommuters and campuses are responsible for adhering to the SUNY Information Security Policy (Document 6900) and all State, university or campus policies, procedures and standards concerning use of computer equipment and the security of data/information while utilizing this telecommuting program. Such policies, procedures and standards can be found in the Policies and Procedures section of the university or campus website.

Unauthorized access to or disclosure of official information or systems must be immediately reported to the telecommuter's immediate supervisor/manager. Such unauthorized access or disclosure, including the release of confidential information or the personally identifiable information of university or campus staff or customers, which happened due to the telecommuter's neglect, will be addressed through administrative actions.

Telecommuters must protect and safeguard files, documents, equipment, and other materials transported back and forth between the official work site and the alternate work site. Telecommuters shall protect official records and documents from unauthorized disclosure or damage and shall comply with all established policies and procedures regarding such matters.

Telecommuters must also take the following specific precautions:

1. Only take confidential information offsite when authorized in advance by their immediate supervisor/manager.
2. Avoid transmitting confidential information from work e-mail to personal e-mail addresses or text messaging services (e.g., icloud.com, aol.com, yahoo.com or g-mail.com).
3. Securely store all hard copy documents or office media so that others cannot access it.
4. Do not communicate confidential information where others can listen.
5. Place documents requiring destruction in Confidential/Sensitive destruction bins located at the official work site.

Telecommuters will be required to take appropriate action to protect the items from damage or theft. Loss or theft of equipment must immediately be reported to the telecommuter's immediate supervisor/manager.

Any suspected data breach containing sensitive data must immediately be reported to the telecommuter's supervisor and the and the Chief Information Security Officer, consistent with the SUNY Cyber Incident Reporting requirements. The telecommuter must complete any required documentation of the suspected breach.

Every effort should be made to avoid transferring or storing official data or information on any personal devices. Under no circumstance may the telecommuter allow agency issued equipment to be used by any other person except as appropriate consistent with their campus work obligation.

Telecommuters should log off and secure any computer being utilized to conduct official business when not in use, consistent with campus computer use policies.

Management will not require the production of personal equipment unless legally required and will not access or otherwise use any personal information on an employee's personal device.

Program Dates

This SUNY Telecommuting Program is effective through December 31, 2022. Where required by exigent operational concerns, SUNY System Administration reserves the right to suspend or terminate this telecommuting program prior to that date. Should the Chancellor or their designee determine that such action is necessary, advance consultation with affected unions and reasonable advance notice to program participants will be provided to the greatest extent allowed by the exigent operational concerns on which the Chancellor's determination is based.

Related Documents

- Telecommuting Application Addendum Form
- SUNY Telecommuting Application and Work Plan
- Alternate Work Progress Report

Appendix Q.
Draft Space Request Application Form

SPACE REQUEST APPLICATION FORM

INSTRUCTIONS:

- The Applicant shall fill out the following pages of this form in its entirety.
- Prior to submitting any request for space, **the request must be approved and signed by the Dean or Vice President of the requester**, to ensure they agree with moving forward and that funding for the work is in place.
- Applications will not be processed without a current inventory of all spaces assigned to the unit/department/college/division making the request. The inventory must include occupancy and use information. The Office of Campus Planning has provided a template available for your use. **Need to insert form on website and create a new website** Please note that this inventory record may be followed by a physical space audit by a staff member of the Office of Campus Planning.
- Any space that will be vacated to accommodate this request will be assigned to the Colleges Physical Space Inventory space portfolio.
- If you have any questions, require assistance or need clarification, please contact the Office of Campus Planning at 934-420-5327.
- **Please complete this form electronically, scan and forward via email to capitalplanning@farmingdale.edu. Attach any relevant supporting materials with your space request application form and in the subject line of the email, please write "SPACE REQUEST APPLICATION FORM".**

PART 1 – Requestor Information

Name of Applicant:	Title of Applicant:
Department:	
Building / Room:	
Email:	Phone:

PART 2 – Space Request Information

1. Briefly describe why new space is being requested?

2. What attempts have been made to locate space requested within the unit/department's current space inventory? List specific solutions explored and reason(s) for insufficiency. For example, has the department/college/division considered maximizing under-utilized space to solve this need?

3. Have possibilities for shared space been explored? If so what avenues were considered?

SPACE TYPE REQUESTED:

<u>Office</u>	<u>Support</u>	<u>Special Purpose</u>
Department Head / Chair:	Director / Manager:	Instructional:
Full-time Faculty:	Professional:	Research:
Part-time Faculty:	Secretarial:	Other:
Secretarial:	Work-study:	
Work-study:	Other:	
Other:		

REFERENCE:

Web links

PLANNED OCCUPANTS:

NAME	Work Title	Budget Title (payroll)	FTE	Room #	Use (hours/week)

See attached appendix if more space is needed for this chart

4. Please describe any adjacency / proximity needs:

5. How often will the space(s) be used? Hours of operation? Days of the week?

6. Is this application a result of your department hiring additional staff? If so, is funding approved for the new hires?

7. Do you anticipate the number of people in your unit increasing within the next one to five years? If yes, please indicate reasons for anticipated growth and whether or not funding has been identified for those positions as well.

8. Do you anticipate that staff within your department will be leaving or retiring in the next five years? If so how many?

9. Explain the implications to your department if your request space is not approved.

10. Please provide any additional notes and information that would assist in the application and review of your request.

PART 3 – Additional Information

1. Preferred location of space(s) requested, (campus, building, floor, room). Is the space already occupied?

2. Is this space need permanent or temporary? If temporary, please identify when the space will be vacated:

3. Anticipated need by date: _____

4. What if any rooms will the department vacate and return to the Colleges space portfolio if space request is granted:

Funding source:

Grant ID and Account # (if applicable):

PART 4 – Special Requirements

1. Does the space request require any office furniture? If yes, please explain.

2. Does the space request require specific equipment? If yes, please explain and provide manufacturer specifications.

3. Does the space request require specific electrical and/or data requirements? If yes, please summarize.

4. Does the space request require any modifications/repairs? If yes, please explain and follow-up with a Project Request Form or a workorder.

5. Does the space request require other or additional specific utilities? If yes, please explain.

PART 5 – Required Signature

Applicant:

(Printed Name)

(Signature)

(Date)

Authorized By:

(Printed Name of Dean or Vice President of Department)

(Signature)

(Date)

PART 6 – For Internal Use Only

Review

Reviewed by:	Date:
Assigned to:	Date:
OCP Audit (if required)	Date:

Action

College Cabinet Meeting (if required)	Date:
College Cabinet Meeting Response Letter	Date:
Communication to Applicant regarding status of review	Date:

Project Notification (if approved)

Office of Capital Planning & Design (includes Code Review)	Date:
Office of Facilities Operations (if required)	Date:
Energy (if required)	Date: