

A. SUMMARY FINDINGS

BACKGROUND

The University at Buffalo has evolved significantly from its inception in 1846, with an initial founding focus of the University as a medical school, to the present day research intensive public university that is a flagship institution of the State University of New York system. It is now the largest and most comprehensive campus in the 64 campus SUNY system.

The University grew from those initial roots in Downtown Buffalo to the Main Street Campus, or South Campus as it now known. In 1962, the private University of Buffalo was absorbed into SUNY and became the University at Buffalo and in 1968 the State University Construction Fund commissioned a comprehensive campus plan for the newly acquired property in Amherst. This master plan was ambitious: 10.6 million gross square feet (GSF) of buildings to house 32,500 full-time students and an overall campus population of 50,000.

The present day plans for the University are more realistic in terms of size and population, but equally ambitious in terms of clarity of vision for the University's three campuses and a long term strategy for academic excellence and improving the quality of facilities, amenities and the environment.

Please refer to the Phase I Report for detailed description of the history of the University.

ACADEMIC MISSION AND STRATEGIC PLAN

The pursuit and practice of academic excellence is the University at Buffalo's guiding institutional principle. As the University at Buffalo looks to the future, it is imperative that it establishes the appropriate institutional conditions that will allow academic excellence to flourish. The University at Buffalo will pursue and practice academic excellence in ways that ensures its institutional commitment to integrity, collegiality, equity, diversity, and to educational access.



Figure A-1: The construction of the Clinical Translational Research Center will help establish the Medical School on the Downtown Campus (<http://ubphoto.smugmug.com/>).

THE VISION OF THE UB2020 COMPREHENSIVE MASTER PLAN – BASIS OF FMP

The basis for the development of the Facilities Master Plan alternatives has been the vision put forth in the UB2020 Comprehensive Master Plan, developed by the University and their consultant Beyer Blinder Belle, Inc. and completed in 2009.

BUILDING UB – THE COMPREHENSIVE PLAN

The UB2020 strategy, of which this Comprehensive Physical Plan is an enabling element, takes as its goal nothing less than the advancement of the University at Buffalo into the ranks of America's great public research universities. The Comprehensive Plan establishes a roadmap for the ultimate qualitative goals of the University. The quantitative aspects of the plan, how much can be achieved and in what timeframe, should be seen as expanding or contracting to align with the pace of NY State funding and the success of other partnerships.

Broad Purpose

UB2020 will guide development of a single university located on three well-connected campuses, each one organized by a compelling academic concept, each one responding to powerful practical realities arising from the history of the institution. The UB2020 plan establishes a purpose for each Campus:



Figure A-2: The Architecture School will remain on the South Campus as part of the Professional Education Campus (<https://www.buffalo.edu/photossearch-guest/>).

- The Downtown Campus as a Medical School
- The South Campus as a Professional Education Campus for the Schools of Social Work, Architecture, Education and Law
- The North Campus for the Sciences, Engineering and the Arts

The catalyst of the UB2020 academic realignment is the planned relocation of UB's five Health Sciences Schools to Downtown Campus. This action will reinforce an emerging world-class medical research and health care center in downtown Buffalo by bringing teaching, in the clinic and in the classroom, together with research and clinical programs already established on the Buffalo Niagara Medical Campus.

The departure of the health sciences schools will make room for the reinvention of South Campus as a new interdisciplinary professional education campus. Closer to the city and close enough to one another to foster greater collaboration, UB's Schools of Law, Education, and Social Work will join the School of Architecture and Planning in this new arrangement.

Locating UB's professional schools together will give a new purpose to South Campus focused on mining the interdisciplinary potential of the four professions with an orientation to civic engagement with urban populations. This new role will give the campus a

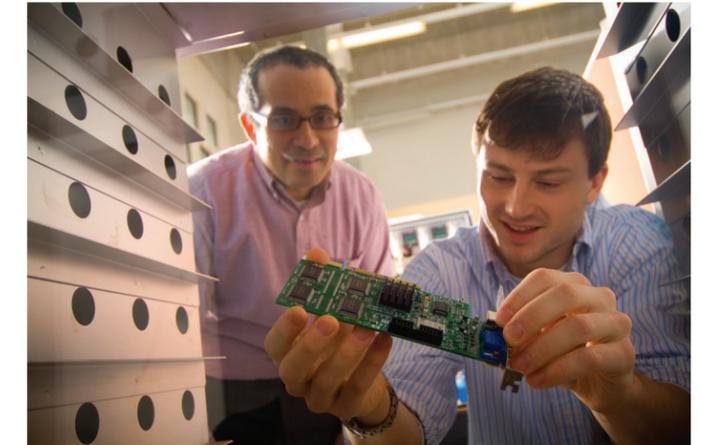


Figure A-3: The North Campus will be the campus for the Sciences, Engineering and Arts (<https://www.buffalo.edu/photossearch-guest/>).

stronger identity for the community as well as for members of the University.

While three professional schools will depart North Campus, the academic center of gravity for the campus and the University as a whole, the College of Arts and Sciences will remain and grow where it is today, along with UB's schools of management and engineering. Thus, the purpose and identity of North Campus will remain much the same as today, even as South Campus is reorganized and a new UB presence is established downtown.

More importantly, a related set of projects will address the central problem of North Campus' physical character and its isolation from surrounding neighborhoods. Improvements to public spaces indoors and out will make the campus easier to reach, more welcoming, warmer, more sociable, and overall, more lovable.

While specific portions of the UB2020 vision are beyond the time frame this FMP describes, the broad purpose and "story" of UB2020 should not change over time but respond to scenarios that are shaped by opportunity, funding, real estate acquisitions, and public/private initiatives. There should be one clear narrative to the story but alternative ways to get the story told. Phasing or funding scenarios should not put the essential story at risk.

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Figure A-4: Habitat for Humanity House built by UB students (<https://www.buffalo.edu/photosearch-guest/>).

Guiding Principles for Planning

The six guiding principles of UB2020 are as follows:

1. Promote academic excellence
2. Three strong, distinctive and seamlessly interconnected campus centers
3. Responsibility to the community
4. Prudent management of University resources
5. A leader in environmental stewardship
6. Design excellence

The guidance of the UB2020 Comprehensive Physical Plan will influence the Capital Plan for 2013 – 2023 to work toward the following:

- Accommodate growth, migration of schools and transformation of the campuses.
- Ensure economic, social and environmental stewardship.
- Support interdisciplinary research, teaching / learning and enrichment of campus life.
- Move closer to neighbors, broaden transportation options and clarify campus navigation.
- Enhance campus character, create great public spaces and revitalize campus landscapes.



Figure A-5: Students walking on North Campus (<https://www.buffalo.edu/photosearch-guest/>).

Specific planning assumptions include:

- UB Medical School will move downtown
- Cary/Farber/Sherman, Triads, and Annexes will be demolished
- Other Health Sciences will remain on South Campus (including undergraduate Medical School Education)
- Professional programs will move South to balance loss of the Medical School

Future Growth Assumptions

Key aspects of the current planning framework have significant difference when compared to that of the UB2020 growth assumptions. The current assumptions, established by the Phase III Analysis of Space Needs, are as follows:

- 5% growth in graduate enrollment concentrated on areas with growth capacity
 - College of Arts and Sciences
 - Engineering & Applied Sciences
 - Pharmacy (2-4 conversion)
 - Dental Medicine
 - Medicine
 - Nursing
- Faculty growth by 10% on average by 2023 across all units

The Facilities Master Plan will focus on implementation of the broad principles of the Comprehensive Plan, viewed through the lens of priorities established by the University and the revised projections for anticipated student growth. These priorities will take into consideration infrastructure, critical maintenance and facility improvement needs and will be shaped by the realities of funding. This, along with phasing strategies and the impact of real estate acquisitions over time, will be discussed later in this document.

Past Growth Assumptions

UB2020 mapped out a growth profile that would greatly increase the population of UB across all three campuses. From this population projection the University would not only see the number of students increase at each campus but would also see dramatic increases in faculty and staff as well.

While the migration of the Health Sciences and Professional Schools described in UB2020 has not changed, the population growth projections and the anticipated length of time for the health sciences migration is substantially different. While current assumptions described in Phase III indicated modest growth across the University, UB2020 assumptions envisioned significant increases in the following ways:

- Student Enrollment would see an increase of 32.6%
- Faculty at the University would grow by 38% by the Final Build out
- Staff would increase by 48.8%

SUMMARY FINDINGS

CAMPUS OVERVIEW

Although the University at Buffalo is one University, it is comprised of three distinct campuses. Each Campus has a unique feel and context. Academic realignments will only help to strengthen the identity of each campus upon the final build out. The Downtown Campus will center its identity on the Health Sciences, South campus will be the epicenter of the Professional Schools and the North Campus will be home to the Sciences, Engineering and the Arts.

THE DOWNTOWN CAMPUS

The Downtown Campus is comprised of facilities in and around the Buffalo Niagara Medical Campus (BNMC). The BNMC is a consortium of nine health care related institutions, including UB, Kaleida Health, and Roswell Park Cancer Institute, all of which occupy a 100-acre district at the northern edge of downtown Buffalo. The few UB buildings that exist downtown are heavily integrated into the urban street grid and are amalgamated with other BNMC members, thus making it difficult to identify the UB campus among the other organizations. Several existing UB facilities, such as the New York State Center of Excellence in Bioinformatics and Life Sciences, the Research Institute on Addictions, and the Ira G. Ross Eye Institute, a new Global Vascular Institute building (in cooperation with Kaleida), UB's Clinical and Translational Research Center, and a UB Biosciences Incubator, are also located in the Downtown Campus.

Downtown is becoming a hub for the University's civic engagement programs, with the 2007 acquisition of the former M. Wile factory building, now the UB Downtown Gateway and construction of the New Educational Opportunity Center (EOC). The Jacobs Executive Development Center, occupied by Alumni Relations, rounds out UB's current Downtown Campus.

Strategies for the Downtown Campus

The future of Downtown Campus hinges upon the migration of UB's Health Sciences Schools from South Campus to downtown. The inherent benefit lies in the integration of resources and potential for collaboration with partner institutions, Kaleida Health, Roswell Park Cancer Institute and other members of BNMC. Of the three campuses, the vision for the Downtown Campus is the most ambitious, involving the creation of a world-class center of clinical practices, medical education, and health sciences research. Making the most of this opportunity will require the migration of all five of UB's Health Sciences Schools beginning with the School of Medicine and Biomedical Sciences by 2023. The School of Nursing and the School of Public Health and Health Professions will move after 2023. Eventually, the School of Dental Medicine and the School of Pharmacy and Pharmaceutical Sciences will follow in future generations. While there are many important factors involved in the making of the future of the University at Buffalo, the relocation of the School of Medicine and Biomedical Science from South Campus to Downtown Campus is arguably the most significant factor in its role as catalyst for following moves throughout the University.

SOUTH CAMPUS

The South Campus is located among relatively dense residential neighborhoods on the northeast edge of Buffalo, and is accessed via local arterial roadways. The triangular shaped South Campus is bordered by Main Street on the north and west side and Bailey Avenue towards the east. Main Street is a common link between the Downtown and South Campuses, which are less than 5 miles from one another.

Formally dedicated in 1920 the South Campus covers 154 acres and has a distinctively historic character due to its architecture, landscapes, and pathways defined within the original E.B. Green master plan of 1930. Currently the 49 buildings on campus provide lab space, lecture halls, classrooms, recreation facilities and student housing. Currently on the South Campus are UB's Health Sciences Schools: the School of Dental

Campus Comparisons (2011)

	Location	Size of Campus	Number of Buildings	GSF	Population
Downtown Campus	Buffalo	Portion of 100 Acre Buffalo Niagara Medical Campus	7	1 million	520
South Campus	Buffalo	154 Acres	49	3.0 Million	7,623
North Campus	Amherst	1,192 Acres	127	6.8 Million	28,852

Table A-1. Campus Comparisons (ppopulation figures taken from Parking Demand Summary on p. 52).



Figure A-6: Aerial view of the Downtown Campus (<https://www.buffalo.edu/photossearch-guest/>).



Figure A-7: Aerial view of the South Campus (<https://www.buffalo.edu/photossearch-guest/>).

Medicine, the School of Medicine and Biomedical Sciences, the School of Nursing, the School of Public Health and Health Professions, and the School of Pharmacy and Pharmaceutical Sciences (8/2012). The School of Architecture and Planning and various programs of the Schools of Education and Social Work are present as well.

Strategies for the South Campus

Plans for the South Campus include a strategy that restores the form of the E.B. Green plan while charting out the vision for the future professional campus. The guiding design principles include strengthening the Professional Education Campus, while maintaining critical mass of population throughout stages of academic realignment. Creating an active and attractive public realm by landscaping quads and defining edges with buildings will require removing outmoded buildings and creating a connected campus loop road for improved circulation within the campus. Similar to the North campus, included in the plan is the creation of an active and attractive Heart-of-the-Campus (HOTC).

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Figure A-8: Aerial view of the North Campus (<https://www.buffalo.edu/photosearch-guest/>).



Figure A-9: Computer Sciences and Engineering student and teacher (<http://ubphoto.smugmug.com/>).

NORTH CAMPUS

Unlike the other two campuses, which are both located in the City of Buffalo, the North Campus is located in the suburb of Amherst. The suburban setting creates a relatively isolated feeling for the North Campus as it is separated from the surrounding community by major highways and ring roads. Despite being virtually cut off from the immediate area, North Campus is connected to the South Campus via Millersport Highway, only a four and half mile journey between the two. Born from the master planning efforts of Sasaki Dawson DeMay in the early 1970s, the North Campus is the largest of the three UB campuses at 1,192 acres. Its 125 buildings include state-of-the-art academic and research spaces, student dormitories and apartments, the Student Union, athletics venues and the University's administrative offices. Complementing the built environment are abundant green spaces, Lake LaSalle, and Letchworth Woods.

North Campus is currently home to the College of Arts and Sciences, the Graduate School of Education, UB Law School, the School of Engineering and Applied Sciences, the School of Management, the School of Social Work, and the School of Pharmacy and Pharmaceutical Sciences (until move to South Campus is complete 8/2012). These programs support both undergraduate and graduate study. Baird Research Park, which supports the creation of new technology based businesses founded on research activities at UB is located on the western edge of campus.

Strategies for the North Campus

The goal of the Facilities Master Plan for North Campus is to improve and build on its essential assets, the dense academic core, Lake LaSalle, and the ring of naturalized lands that surround them to create a more beautiful, more active, and more welcoming campus. While professional schools such as the School of Social Work, Education, Pharmacy and Law School will relocate to South Campus. The North Campus will expand and improve the College of Arts and Sciences, School of Engineering and Applied Sciences, and the School of Management. The plan provides modernization of facilities, a focus on campus life initiatives, infrastructure renewal, a new heart-of-the-campus, and public realm improvements. Through these measures, the plan will be able to apply lessons learned from prior decades to create a more unified and vibrant place of learning, research, and work.

UB's other properties

Property not located on one of the three campuses includes the president's house, library annex space, the UB Boat House on Tonawanda Creek, Baird Research Park, leased space at several health care institutions affiliated with Health Sciences Schools, and the existing EOC spaces currently being relocated to the Downtown.

ASSESSMENT OF CONDITIONS

An assessment of campus and facility conditions is documented in the Phase II volume of the Facilities Master Plan.

UB is the steward of extensive physical assets, all of which require ongoing maintenance. Although all of the significant buildings on North Campus were constructed after 1972, those built during the first two decades of campus construction are coming due for major reinvestment. All but two buildings on South Campus were built before 1966, with many dating from the 1920s and 1930s and several from the 19th century. These older buildings also require significant reinvestment.

Simply repairing existing UB facilities will not be enough to achieve the vision of UB2020. Many of the campus facilities for research, teaching, and learning need updating to support an increasingly interactive technology-intensive, learner-centered approach to university-level education. Many academic spaces lack the level of connectedness, both physical and technological, with each other and with other aspects of campus life that is necessary to create the immersive "living-learning" environment that today's students seek. At the same time, UB's campuses as a whole need to be much more fully connected with one another, their surrounding communities, and the region in order to support interdisciplinary collaboration, enable the migration of schools, and maximize UB's potential to make a positive impact on economic, environmental, and social conditions beyond campus boundaries.

Many of the University's facilities do not match the needs of a modern public research university. While other SUNY campuses like Stony Brook enroll several thousand fewer students than UB, Stony Brook has in excess of 1 million more square feet of space than UB. UB's lower space-to-student ratio is due in part to the efficiency with which its spaces are utilized. But it is also due to a shortage of the kinds of spaces that would make UB more competitive. On the academic side, these include more flexible and more technology-intensive classrooms, labs, and informal spaces for research, studying, and learning; incubator and business development space; facilities for executive education programs; and spaces specifically designed to enhance interdisciplinary collaboration. On the campus life side, they include a broader range of attractive student amenities and recreation facilities, housing options, dining venues, and welcoming public spaces inside and out. While UB's campuses have many of these facilities now, they are missing the capacity, quality, and diversity crucial to enhancing UB's competitive ability to attract and retain students, faculty, and staff.

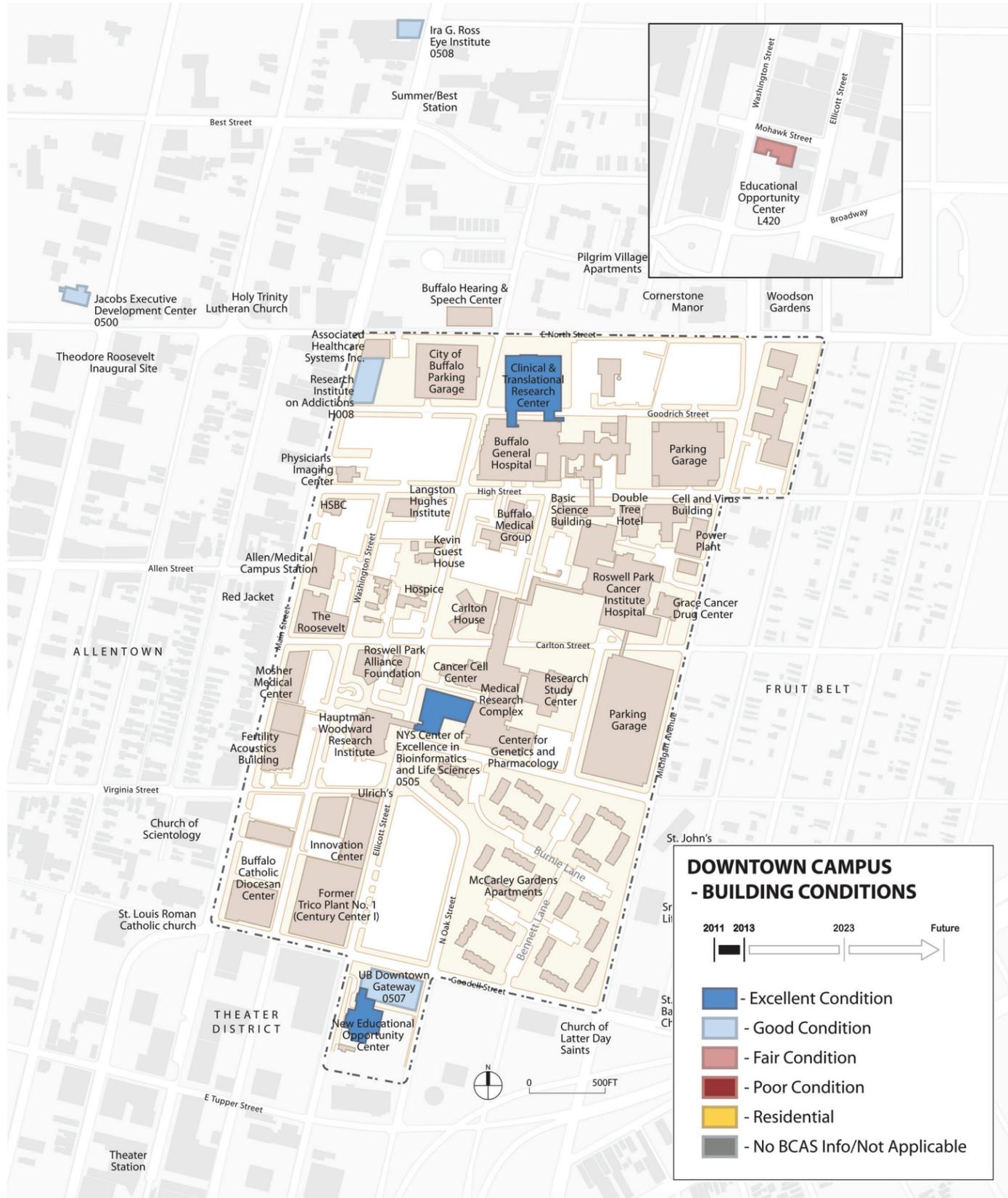


Figure A-10: Downtown Campus Building Conditions Map.



Figure A-11: Downtown Campus Building Suitability Map.

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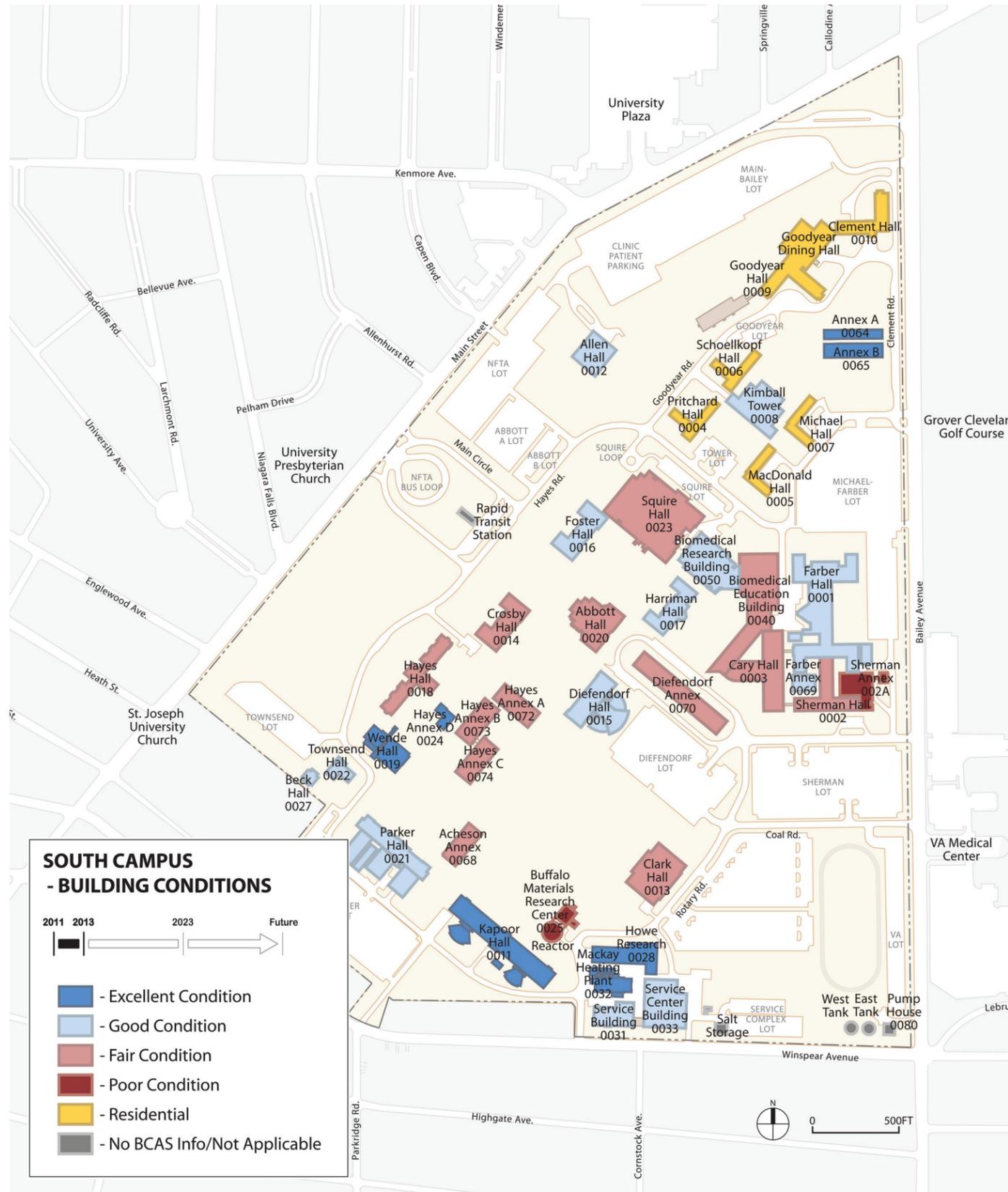


Figure A-12: South Campus Building Conditions Map.

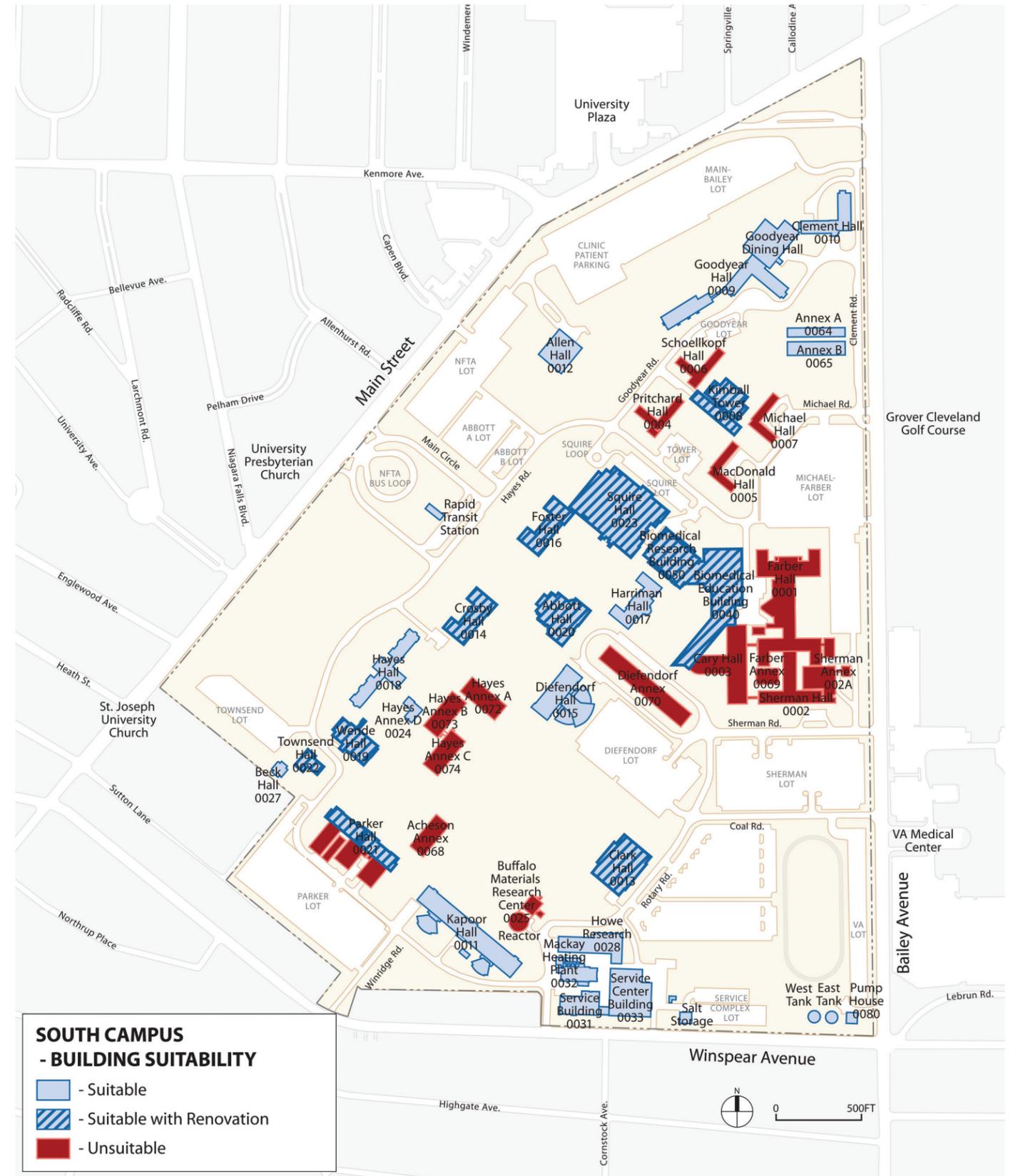


Figure A-13: South Campus Building Suitability Map.

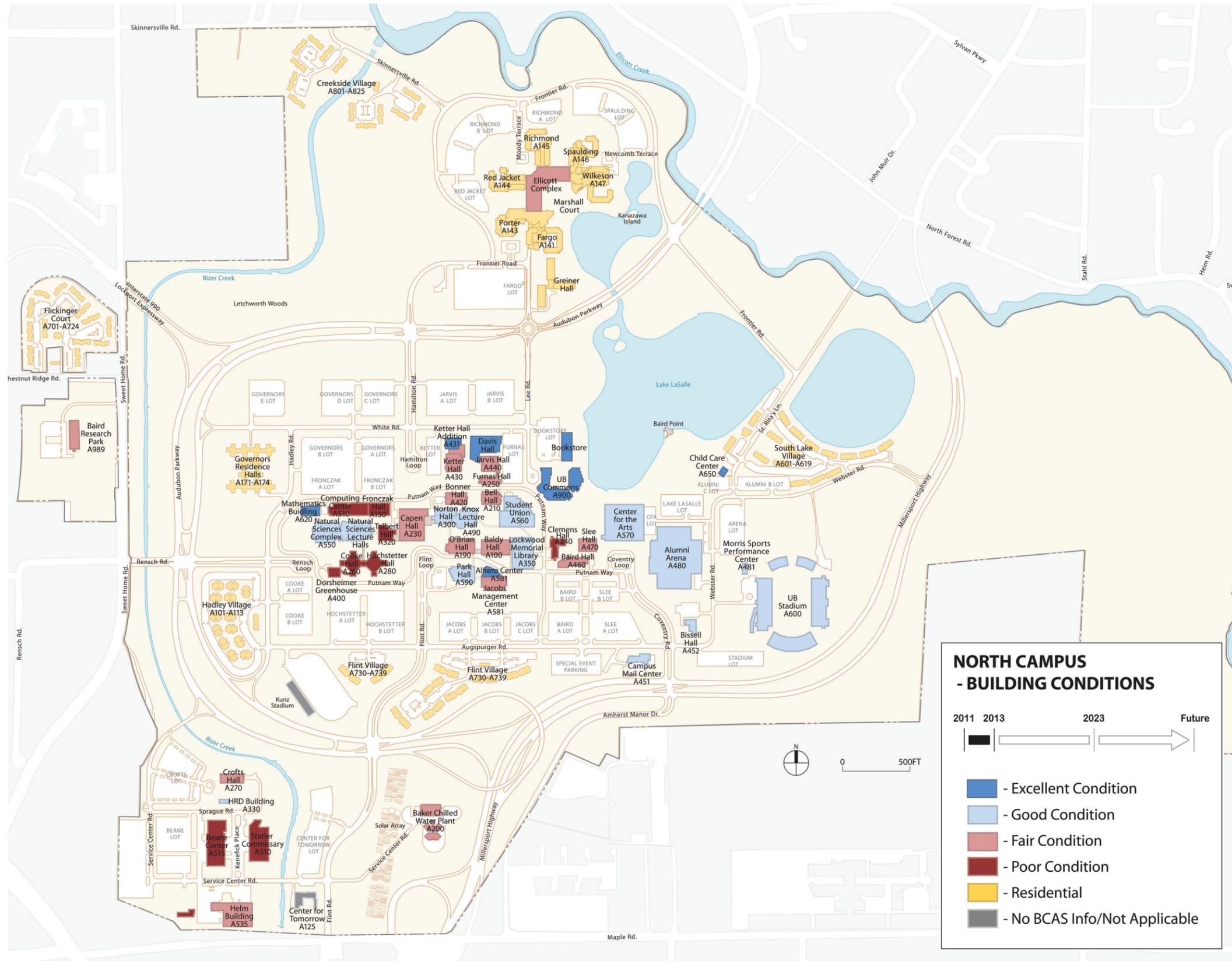


Figure A-14: South Campus Building Conditions Map.

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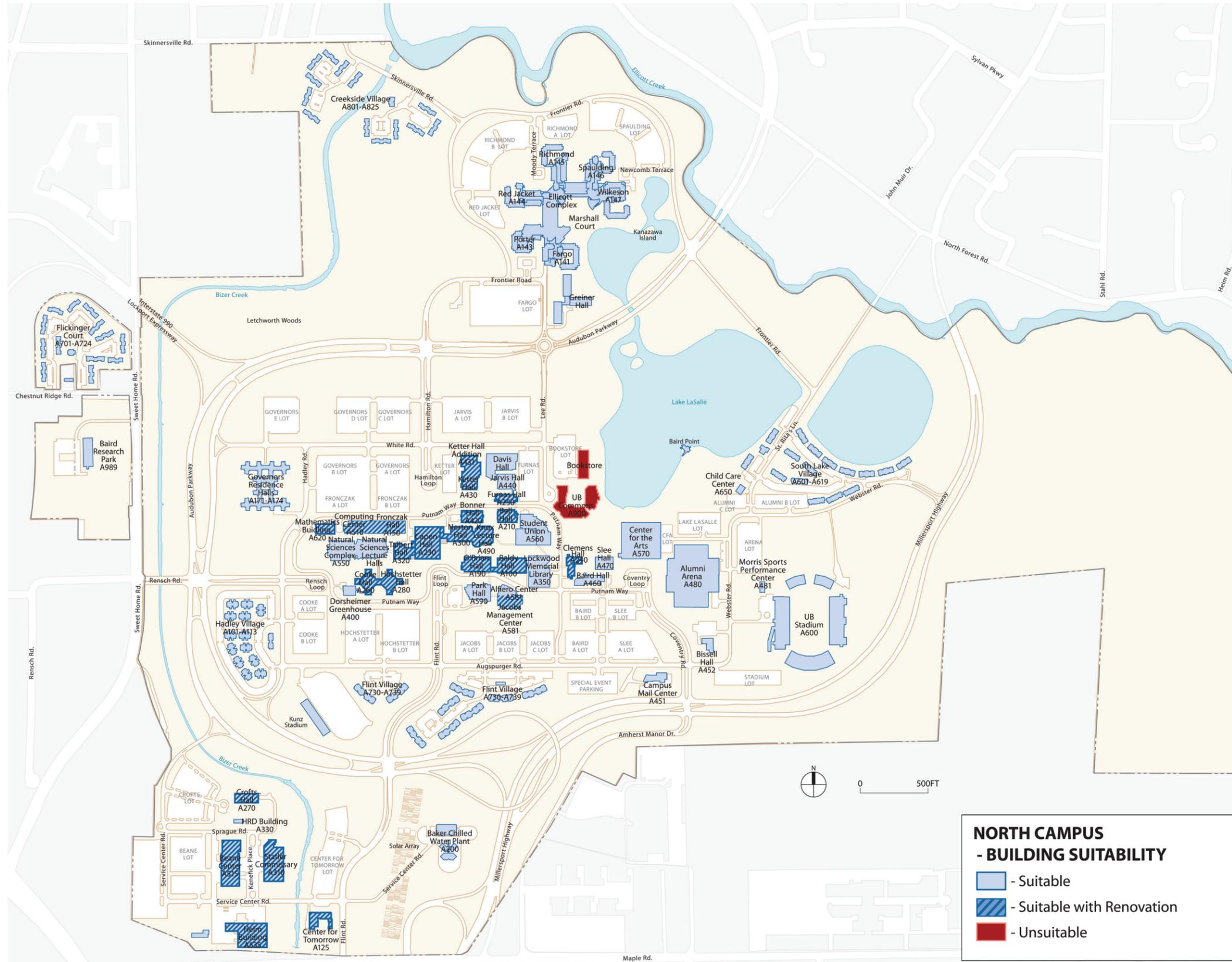


Figure A-15: North Campus Building Suitability Map.

ENROLLMENT PROJECTIONS

The space needs analysis for the facilities master plan projects current space needs and future space needs for three planning horizons – 2013, 2018, and 2023. The analysis is based on data supplied by the University at Buffalo. The baseline established was for Fall 2010. The planning assumptions used for determining space projections are as follows:

ENROLLMENTS

There is no planned increase in undergraduate and professional students. The projected growth is in graduate students with an increase of 160 FTE for Fall 2013; 327 FTE for Fall 2018; and 521 for Fall 2023. The 2023 planning horizon has a very conservative growth rate of 1.88% for the entire institution.

FACULTY AND STAFF

The growth in faculty and staff is not projected to occur until the 2018 and 2023 planning horizons. The growth in faculty is 5.4% for 2018, an increase of 147 faculty, and 11.1% for 2023, an increase of 304 faculty. There is a projected growth of 106 staff for 2018 and 212 staff for 2023. This staff growth is in the professional and secretarial/clerical staff categories. While this is very conservative growth, the rate of growth is more than that of the students.

RESEARCH

Research is expected to increase significantly over the next decade or so. For the baseline, UB had almost \$149 million in research expenditures. This is expected to increase by 13.5% for 2018 and by 40% for 2023. No growth is assumed for 2013. The growth areas are projected in the Sciences, Engineering, Architecture, Management, and Medicine and Biomedical Sciences.

SPACE

Spaces currently under construction or renovation include Davis Hall, Greiner Hall, Kapoor Hall, and the Clinical and Translational Research Center (CTRC). The total amount of this space is about 374,500 ASF. About 100,000 ASF is residence life space with another

19,000 ASF being Outside Organization space and 2,500 of Medical Facilities none of which impact the space needs analysis. The remaining 253,000 ASF is included as planned existing ASF for the three planning horizons.

SPACE NEEDS

The resulting analysis indicates that there is significant need for space at the base year and for all three planning targets. Residential facilities and medical facilities were not included in the analysis. For Fall 2010 the consultants findings show there is a shortage of 670,000 ASF or a 17% space shortage over existing space. The consultant findings indicate that all space categories show a need for additional space. This deficit increases by ten percent, to 27%, at the 2023 planning horizon showing a need of approximately 1,080,000 ASF. More specific findings include:

FALL 2010

- The largest need for space is in Student Recreation – a 182,500 ASF deficit. This need is somewhat being met by sharing Athletic space.
- A need for additional academic offices is shown with a 120,700 ASF deficit. This deficit is related to who receives office space on the UB campus and how much office space presently exists per office. Additionally there appears that a shortage of office service space exists at UB.
- There is a need for more classroom space which shows a deficit of about 87,300. The deficit is more related to the amount of space per student station rather than the number of classrooms. In order to adopt more collaborative learning modalities in the classroom more space is required per student station.
- Student Union and Dining space is showing a deficit of about 86,000 ASF. UB has been very creative about using its circulation space to create food kiosks and eating environments for students.

Space Needs Analysis (Paulien's Recommendation)

Space Category	Fall 2010				Planned Existing ASF	2013			2018			2023		
	Existing ASF	Guideline ASF	Surplus/ (Deficit)	Percent Surplus/ (Deficit)		Guideline ASF	Surplus/ (Deficit)	Percent Surplus/ (Deficit)	Guideline ASF	Surplus/ (Deficit)	Percent Surplus/ (Deficit)	Guideline ASF	Surplus/ (Deficit)	Percent Surplus/ (Deficit)
Academic Space														
Classroom & Service	227,400	314,710	(87,310)	(38%)	245,559	315,894	(70,335)	(29%)	317,806	(72,247)	(29%)	319,885	(74,326)	(30%)
Laboratories	1,120,037	1,164,991	(44,954)	(4%)	1,172,820	1,166,313	6,507	1%	1,304,378	(131,558)	(11%)	1,540,222	(367,402)	(31%)
Teaching Laboratories & Service	219,321	231,540	(12,219)	(6%)	225,260	231,907	(6,647)	(3%)	232,745	(7,485)	(3%)	234,214	(8,954)	(4%)
Open Study Laboratories & Service	144,114	166,363	(22,249)	(15%)	149,480	167,318	(17,838)	(12%)	168,321	(18,841)	(13%)	169,485	(20,005)	(13%)
Research Laboratories & Service	756,602	767,088	(10,486)	(1%)	798,080	767,088	30,992	4%	903,312	(105,232)	(13%)	1,136,523	(338,443)	(42%)
Academic Offices & Service	785,016	905,675	(120,659)	(15%)	829,729	905,675	(75,946)	(9%)	938,620	(108,891)	(13%)	974,555	(144,826)	(17%)
Other Academic Space	298,218	304,998	(6,780)	(2%)	314,891	306,750	8,141	3%	308,587	6,304	2%	310,722	4,169	1%
Academic Space Total	2,430,671	2,690,374	(259,703)	(11%)	2,562,999	2,694,632	(131,633)	(5%)	2,869,391	(306,392)	(12%)	3,145,384	(582,385)	(23%)
Academic Support Space														
Administrative Offices & Service	193,691	206,825	(13,134)	(7%)	195,839	206,825	(10,986)	(6%)	211,485	(15,646)	(8%)	215,885	(20,046)	(10%)
Other Administrative Space	63,584	83,186	(19,602)	(31%)	63,584	83,662	(20,078)	(32%)	84,161	(20,577)	(32%)	84,744	(21,160)	(33%)
Library	368,317	397,808	(29,491)	(8%)	368,317	407,585	(39,268)	(11%)	413,991	(45,674)	(12%)	420,763	(52,446)	(14%)
Assembly & Exhibition	132,213	171,362	(39,149)	(30%)	131,307	172,316	(41,009)	(31%)	173,318	(42,011)	(32%)	174,482	(43,175)	(33%)
Recreation / Athletics	265,901	467,870	(201,969)	(76%)	265,901	468,347	(202,446)	(76%)	469,188	(203,287)	(76%)	470,114	(204,213)	(77%)
Recreation	85,369	267,870	(182,501)	(214%)	85,369	268,347	(182,978)	(214%)	269,188	(183,819)	(215%)	270,114	(184,745)	(216%)
Athletics	180,532	200,000	(19,468)	(11%)	180,532	200,000	(19,468)	(11%)	200,000	(19,468)	(11%)	200,000	(19,468)	(11%)
Physical Plant	258,161	277,643	(19,482)	(8%)	261,313	310,102	(48,789)	(19%)	319,590	(58,277)	(22%)	334,174	(72,861)	(28%)
Student Union and Dining	163,438	249,542	(86,104)	(53%)	172,316	250,974	(78,658)	(46%)	252,477	(80,161)	(47%)	254,222	(81,906)	(48%)
Student Health Services	12,786	13,864	(1,078)	(8%)	12,786	13,943	(1,157)	(9%)	14,027	(1,241)	(10%)	14,124	(1,338)	(10%)
Academic Support Space Total	1,458,091	1,868,100	(410,009)	(28%)	1,471,363	1,913,754	(442,391)	(30%)	1,938,237	(466,874)	(32%)	1,968,508	(497,145)	(34%)
UNIVERSITY AT BUFFALO NON-RESIDENTIAL TOTAL	3,888,762	4,558,474	(669,712)	(17%)	4,034,362	4,608,386	(574,024)	(14%)	4,807,628	(773,266)	(19%)	5,113,892	(1,079,530)	(27%)
Residence Life	1,606,319				1,705,581									
Medical Facilities	128,738				131,278									
Internal Circulation														
Counted as NASF	85,784				84,450									
Inactive / Conversion Space	135,413				244,892									
Outside Organizations	94,757				113,692									

ASF = Assignable Square Feet

Table A-2. Space Needs Analysis Table (Phase III, 43).

Enrollment Projection Summary

	Student FTE	Percent Change
Fall 2010	27,727	
Fall 2013	27,886	0.58%
Fall 2018	28,053	1.18%
Fall 2023	28,247	1.88%

Table A-3. Enrollment Projection Summary Table (Phase III, 43).

Research Growth

	Expenditures	Percent Change
Fall 2010	\$148,920,633	
Fall 2018	\$169,091,164	13.54%
Fall 2023	\$209,069,498	40.39%

Table A-4. Research Growth Table (Phase III, 15).

Faculty & Staff Projections

	Fall 2010		Fall 2013		Fall 2018		Fall 2023	
	Head Count	% Change	Head Count	% Change	Head Count	% Change	Head Count	% Change
Emeritus	803	0.0%	803	0.0%	803	0.0%	803	0.0%
Executive/Administrative/ Managerial	150	0.0%	150	0.0%	150	0.0%	150	0.0%
Faculty	2,733	0.0%	2,733	0.0%	2,880	5.4%	3,037	11.1%
Medical/ Dental Residents	684	0.0%	684	0.0%	684	0.0%	684	0.0%
Undetermined	1,619	0.0%	1,619	0.0%	1,619	0.0%	1,619	0.0%
Professionals	2,219	0.0%	2,219	0.0%	2,274	2.5%	2,329	5.0%
Secretarial/ Clerical	489	0.0%	489	0.0%	540	10.4%	591	20.9%
Service Skilled	1,046	0.0%	1,046	0.0%	1,046	0.0%	1,046	0.0%
Non-Student Worker Total	9,743	0.0%	9,743	0.0%	9,996	2.6%	10,259	5.3%

Table A-5. Faculty and Staff Projections (Phase III, 15).

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Figure A-16: Students at microscopes, Capen Hall (<http://ubphoto.smugmug.com>).



Figure A-17: Dental School Onlookers, 1919 (<http://ubphoto.smugmug.com>).



Figure A-18: Media Study Lab (<http://ubphoto.smugmug.com>).

FUTURE YEARS

- The major increase in space deficit can be attributed to the amount of space needed to support the projected increase in research activity. This space category alone shows a deficit of 338,000 ASF – over 31% of the total projected need.
- The deficit in Student Recreation increases to 185,000 ASF.
- The need for academic offices increases to 145,000 ASF, an increase of 24,000 ASF which reflects the office space needed to support the increase in faculty and staff.
- The deficits in classroom space and student union and dining space slightly decrease due to the additions of new construction described above. The needs in both of these categories are still large with deficits of 74,000 ASF and 73,000 ASF respectively.
- The deficit in physical plant space increases dramatically to about 73,000 ASF.
- The library space need also increases to about 52,400 ASF.

PLANNING PROCESS – PHASES I THROUGH IV

This Facilities Master Plan has been a result of a collaborative process among SUCF, the University and the planning team. The work commenced in November 2010 and was completed in November 2011. A report followed each phase:

PHASE I - CAMPUS PROFILE

This Phase documented the University today - academically, physically, and in terms of mission and aspirational goals. The “Campus Profile” of the University at Buffalo provides an overall understanding of the three campuses and how they contribute to the University as a whole. It has described the University’s historical background, academic goals, and strategic mission. This campus profile paints a picture of a vibrant institution that

has ambitious goals for its future. The plan aims to further define UB as a single University located on three well-connected campuses, each one organized by a compelling academic concept and responding to powerful practical realities arising from the history of the institution. The Phase I document also provides some perspective on previous master planning efforts including the most recent UB2020 initiatives and comprehensive plan – which has been a significant guide and inspiration for this Facilities Master Plan for 2013-2023.

In preparing the Phase I document, the design team relied extensively on information made available to them by the University. The study began with the aggregation and synthesis of hundreds of University owned documents, the majority of which were related to the 2009 UB2020 Comprehensive Plan, also known as “Building UB”. This process was helpful in gaining a full comprehension of the University in terms of academics, facilities, community and culture.

PHASE II – ASSESSMENT OF CONDITIONS

The Phase II document developed an “Assessment of Conditions” at the University at Buffalo that describes each of the three campuses in terms of land use, circulation, landscape, and geography. It also describes current conditions relating to security, life safety, accessibility, environmental issues, and technology. Physical conditions of buildings, grounds and general suitability of buildings for their current use was discussed in this volume.

The Phase II Assessment of Conditions document describes an institution that is a responsible steward of extensive physical assets, all of which require ongoing maintenance. Although all of the significant buildings on North Campus were constructed after 1972, those built during the first two decades of campus construction are coming due for major reinvestment. All of the buildings on South Campus but two were built before 1966, with many dating from the 1920s and 1930s, and several from the 19th century; these, too, require significant reinvestment.

The planning team met with representatives of Facilities Planning & Design group and the Capital Planning Group who facilitated tours of the campuses. The scope of work included a detailed review and on-site assessment of nine representative facilities and the overall site conditions of the three campuses. The design team conducted further review of the BCAS and VFA studies for all other UB facilities and prepared a Buildings Manual (see Phase II Appendix C - Buildings Manual) that describes current facility conditions.

PHASE III – ANALYSIS OF SPACE NEEDS

The Phase III effort provides a detailed statistical analysis of the academic goals, enrollment projections and related statistical data that have informed the Phase IV and V planning options and final recommendations. In the analysis of space needs, several data sets are required to calculate current space needs and project future space needs. UB provided the consultant with data on facilities, courses, and staffing for Fall 2010.

UB also provided the consultant with the Physical Space Inventory database (PSI-2010-11-18.accdb) containing information on the facilities at the University at Buffalo. The consultant was sent a staffing file on 11-22-10 and the course file on 11-23-10 from Fall 2010.

The Consultant met with representatives of the Capital Planning Group to discuss the data received and the Consultant's analysis and conclusions.

PHASE IV – PLANNING OPTIONS

The Facilities Master Plan for the University at Buffalo is in a unique category, compared to other SUNY institutions. The recent comprehensive physical planning effort by UB that culminated in September 2009 with the publishing of their "Comprehensive Physical Plan – Building UB," developed an extremely clear direction for the University's future development and forms the basis of the UB2020 Capital Plan. During early meetings with the University the clear direction received was that we should respect the



Figure A-19: Wende Hall Renovations (<http://ubphoto.smugmug.com>).

Comprehensive Plan as the road map for facilities planning and that we should build upon, not reinvent the planning solutions contained therein.

Because extensive alternative planning scenarios have been analyzed during the work of UB2020 the development of additional concepts for the North and South Campuses would result in repetitive and duplicate options. The approach to developing "options" has therefore focused on the Downtown Campus where the permutations of land acquisition and potential partnering with other downtown institutions has led us to examine more than three alternative planning options.

With regard to the North and South Campuses, the RTKL planning team has certainly explored variations on the established themes and initiatives that were proposed by UB2020, but have not developed "options" in the usual sense of the SUNY planning guidelines. This approach to Phase IV was followed with the understanding and agreement of both UB and SUCF team leadership.

The Phase IV document developed "Facilities Master Plan Concept Alternatives", primarily for the Downtown Campus, although options and variations for North and South Campuses were considered and discussed in some detail.



Figure A-20: Students in North Campus lecture hall (<https://www.buffalo.edu/photosearch-guest/>).

[A. SUMMARY FINDINGS]



Figure A-21: Center of Excellence (<http://www.ubphoto.smugmug.com/>).

PHASE V – MASTER PLAN FINAL RECOMMENDATIONS

The Phase V recommendations align closely with the preceding UB2020 Comprehensive Plan in reaffirming the following direction:

- Downtown Campus as a Medical School and Academic Health Center.
- South Campus as a Professional Education Campus for the Schools of Social Work, Architecture, Education and Law.
- North Campus for the Sciences, Engineering and the Arts.



Figure A-22: Graduate School of Education Lab (<https://www.buffalo.edu/photossearch-guest/>).

DOWNTOWN CAMPUS

The Planning Committee selected the Option 1A for the Downtown Campus, where the School of Medicine and Biomedical Sciences (SMBS) will return to a site near its original location near Buffalo General Hospital. The location of the new SMBS is adjacent to Buffalo General Hospital, the new Global Vascular Institute (GVI)/UB Clinical and Translational Research Center (CTRC) complex, and the future Kaleida Health Women’s and Children’s Hospital and the Medical Office Building (MOB). These facilities will all be physically connected, thereby creating a “coatless environment” for medical education, research and care. For the first time in Western New York, this will bring together the three components of patient care, medical education and bio-medical research in one physical location. This integrated program will place emphasis on patient outcomes, foster advancements in medical education and will provide the setting for new breakthroughs in medical research.

The SMBS facility will be constructed in two phases:

- Phase I will be roughly 520,000 GSF and will hold the dean’s functions, biomedical education, the basic sciences departmental space and most of the research and faculty.
- Phase II will be approximately 305,000 GSF and will hold the clinical department administrative space, additional biomedical education to accommodate



Figure A-23: North Campus Art Studio (<https://www.buffalo.edu/photossearch-guest/>).

growth, and research and faculty/staff offices for the remainder of the basic sciences departments and clinical translational research space.

SOUTH CAMPUS

The plan for South Campus focuses on the strengthening of the Professional Education Campus for the Schools of Social Work, Architecture, and Education, while ensuring the medium term viability of the Schools of Public Health and Dentistry prior to their eventual migration downtown.

South Campus building projects and initiatives proposed for 2013-2023 include:

- Renovation of Allen Hall for Buffalo Preparatory and Community Relations
- Renovation of Townsend Hall for the School of Social Work
- New Professional Education Conference Center (PEC)
- Renovation and Addition to Parker Hall for the Graduate School of Education
- Hayes Hall Addition for the School of Architecture
- Renovation of Biomedical Research Building (BRB) and Biomedical Education Building (BEB) for Dental and Public Health



Figure A-24: Ongoing improvements to South Campus (<http://ubphoto.smugmug.com/>).

- Renovation of BRB: (Phase 2) Centrally Scheduled Spaces
- Renovation of Abbott Hall (Heart of the Campus) and Harriman Hall (food service upgrades)
- Renovation and Addition to Clark Hall for Athletics and Recreation
- Winridge Parking Garage (South Campus)
- Transit Pavilion
- Renovation of Foster Hall



Figure A-25: Proposed Field House and Tennis Center on North Campus (Building UB, 105).

Demolition of buildings that have reached the end of their useful life and are an impediment to the overall planning strategies for the South Campus include:

- Triads Demolition
- Annex Demolition (Hayes A,B & C)
- Annex Demolition (Acheson)
- Annex Demolition (Diefendorf)
- Cary/Farber/Sherman Demolition (including Annexes)
- Parker Hall Rear Wings Demolition
- Buffalo Materials Research Demolition

Site restoration and improvement projects on the South Campus include:

- Quadrangle restorations
- Lawn restorations
- Entrance improvements
- Parking Lots
- Streetscape improvements
- Loop Road Completion

NORTH CAMPUS

Phase V recommendations for the North Campus will focus on academic realignment and backfill, the “Heart of the Campus” initiative, as well as significant improvements in campus environment and facilities for Student Life and recreation.

North Campus building projects and initiatives proposed for 2013-2023 include:

- Renovation & Backfill of Cooke-Hochstetter for Biology & Geology
- Renovation & Backfill of Baldy Hall for College of Arts and Sciences & Management
- Renovation of O’Brian Hall classrooms for Law School
- Building-wide Restoration of Furnas Hall for Engineering
- Renovation of Bell Hall: Backfill
- Renovation of Bonner Hall: Backfill
- Renovation of Clemens Hall for Arts & Humanities
- Renovation of Capen, Norton, Talbert and Lockwood Halls for the “Heart of the Campus”
- Athletics Field House



Figure A-26: Proposed Oval restoration on North Campus (Building UB, 137).

- Varsity Tennis Complex
- University Club
- Recreation & Wellness Center
- Bookstore & Living Learning Quarter
- Housing Expansion: North

Demolition of buildings on the North Campus include:

- Bookstore
- The Commons

Site restoration and improvement projects on the North Campus include:

- Quadrangle restorations
- Lawn and public realm restorations
- Entrance improvements
- Streetscape improvements
- Road and Round-about improvements
- Trail Improvements
- Oval

[A. SUMMARY FINDINGS]

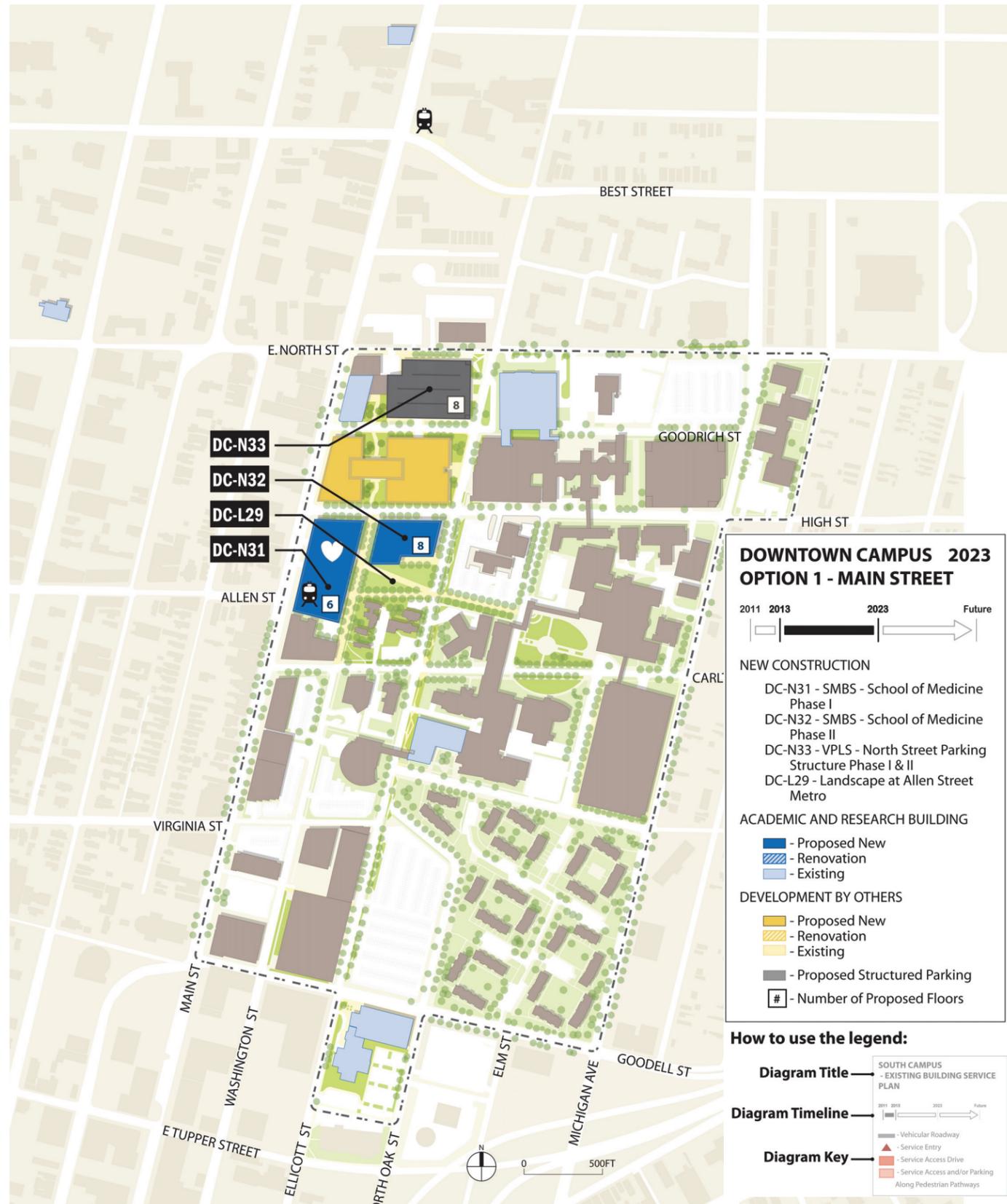


Figure A-27: Downtown Campus 2023 Buildout.



Figure A-28: South Campus 2023 Buildout.



Figure A-29: North Campus 2023 Buildout.

[A. SUMMARY FINDINGS]

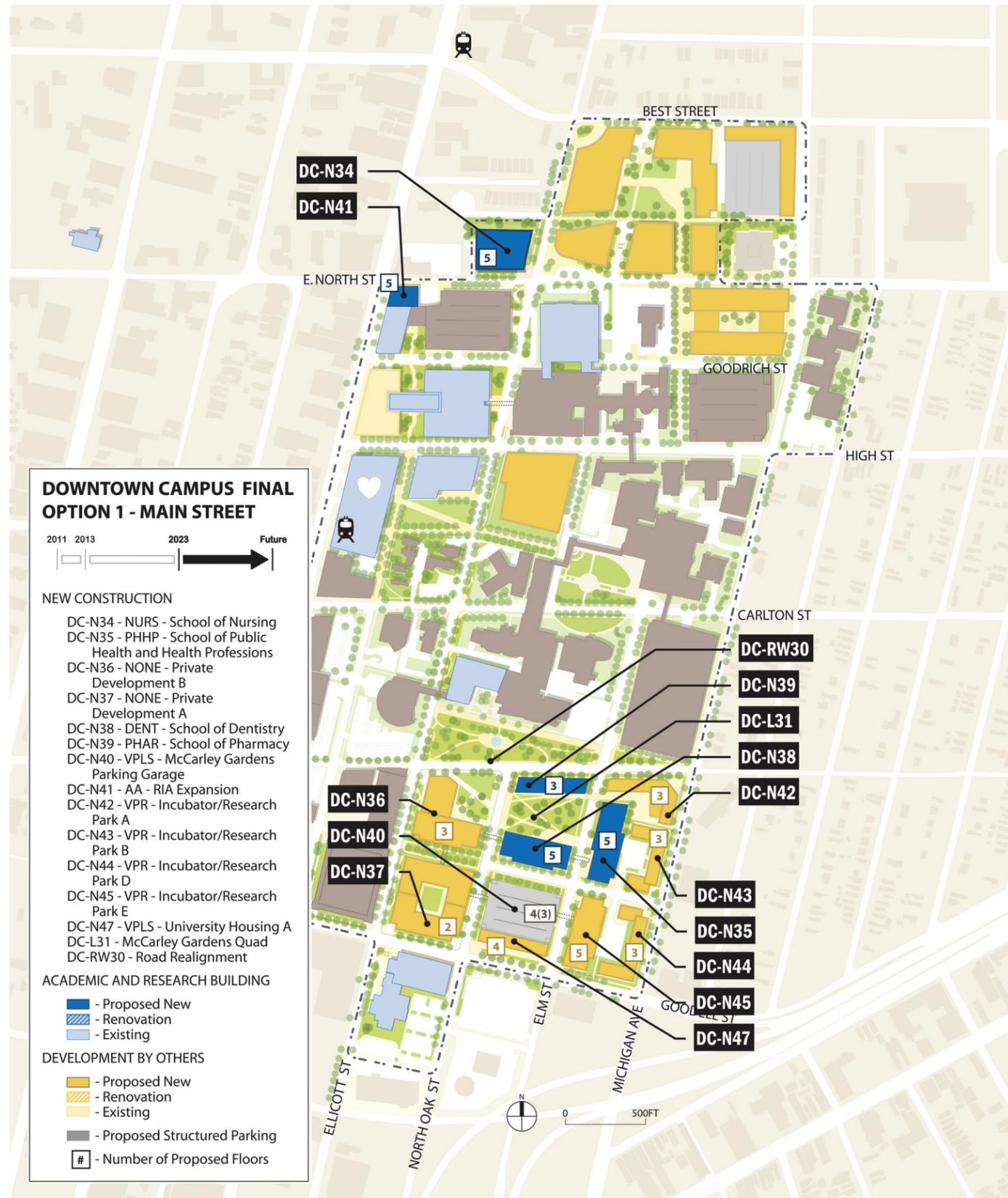


Figure A-30: Downtown Campus Final Buildout.



Figure A-31: South Campus Final Buildout.

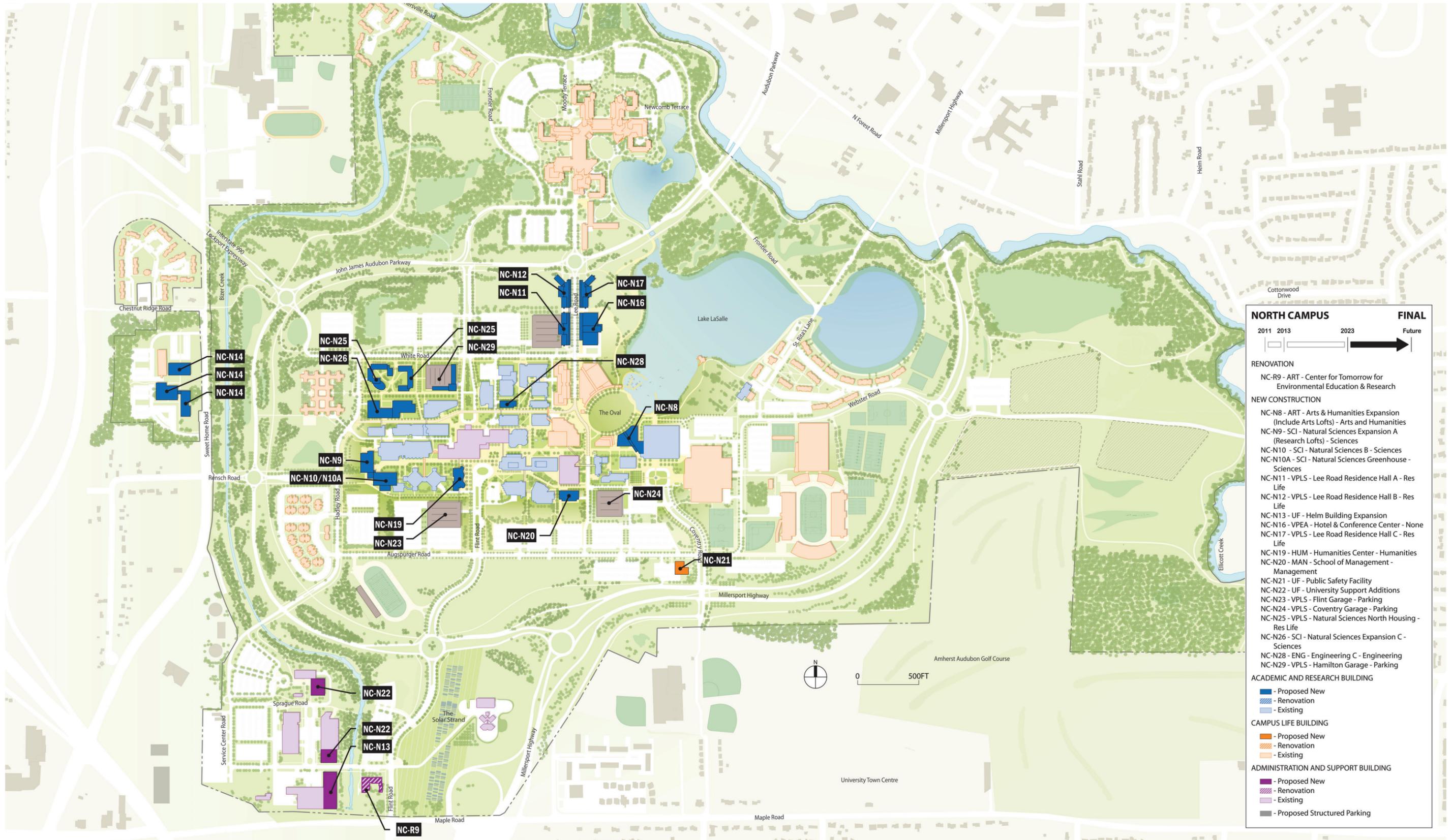


Figure A-32: North Campus Final Buildout.

[A. SUMMARY FINDINGS]

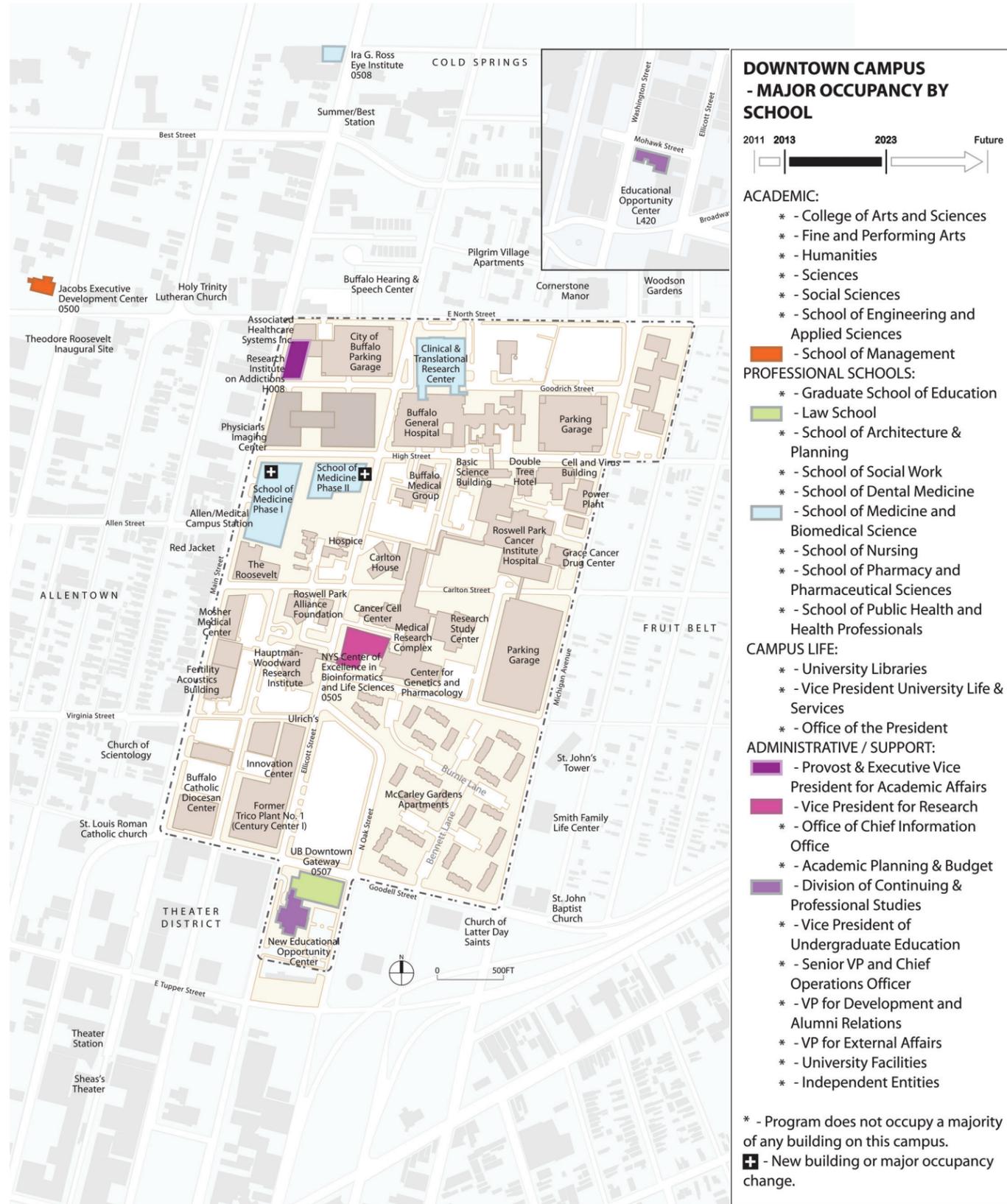


Figure A-33: Downtown Campus Occupancy by Department.

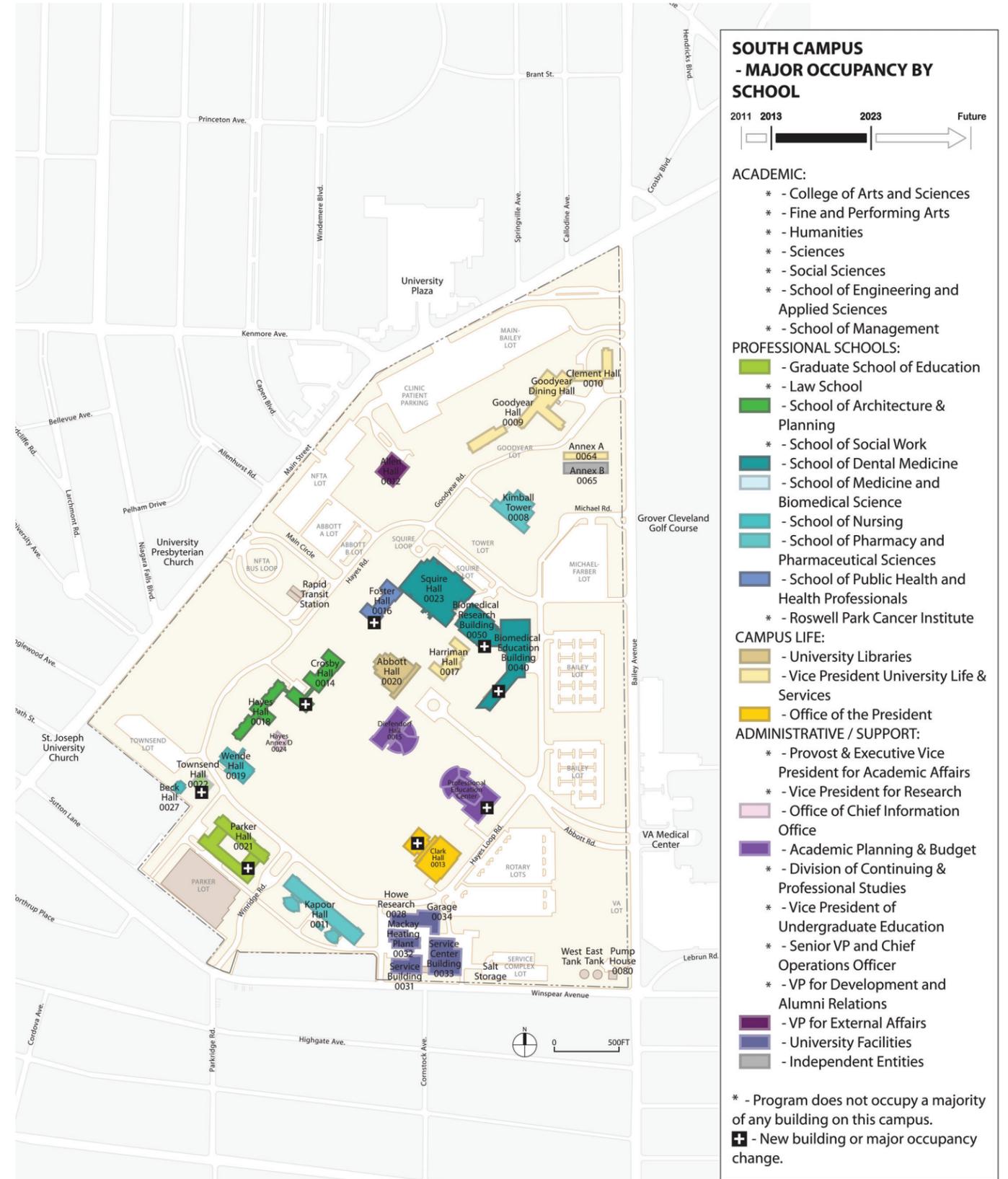


Figure A-34: South Campus Occupancy by Department.

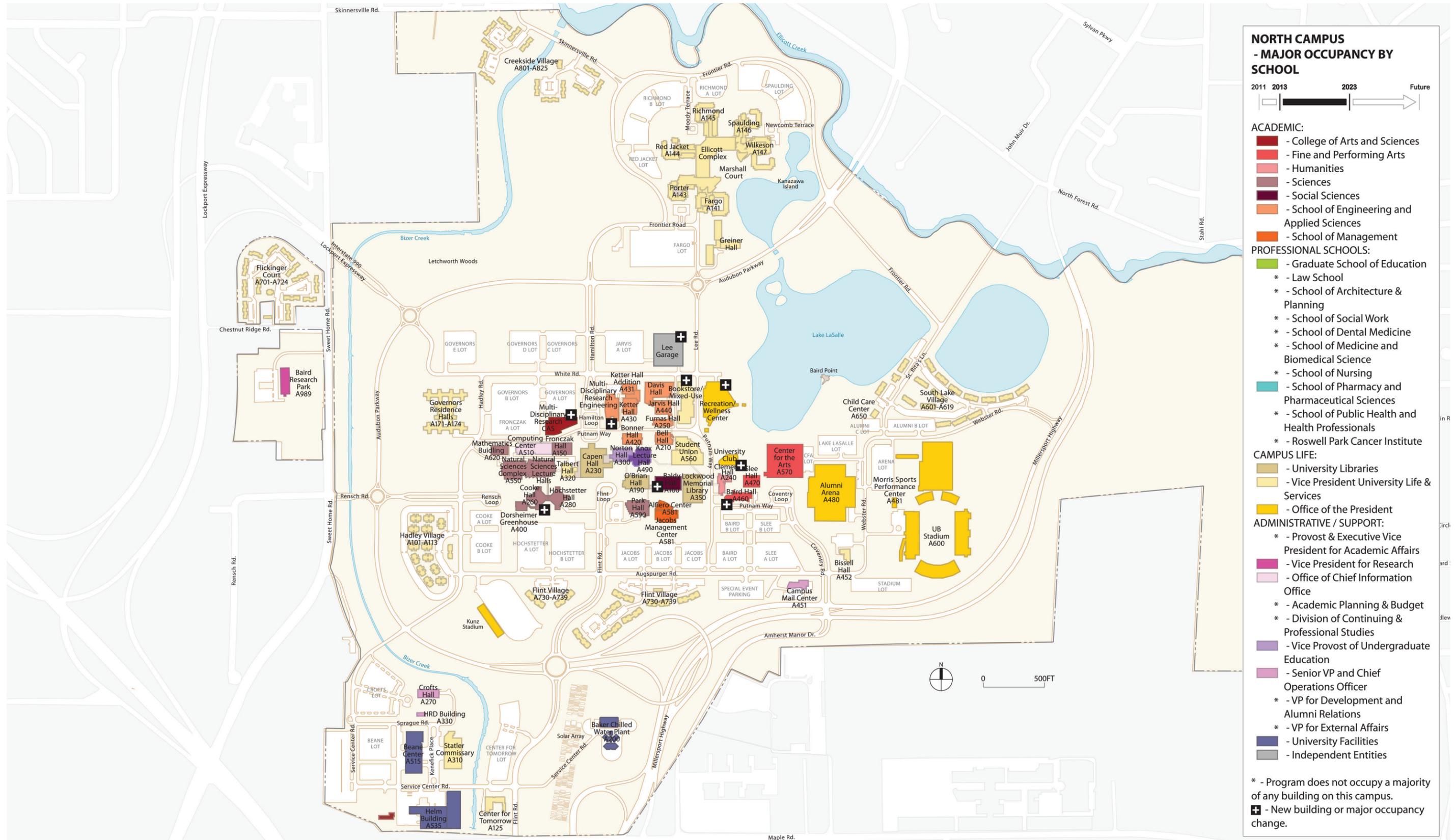


Figure A-35: North Campus Occupancy by Department.

[A. SUMMARY FINDINGS]

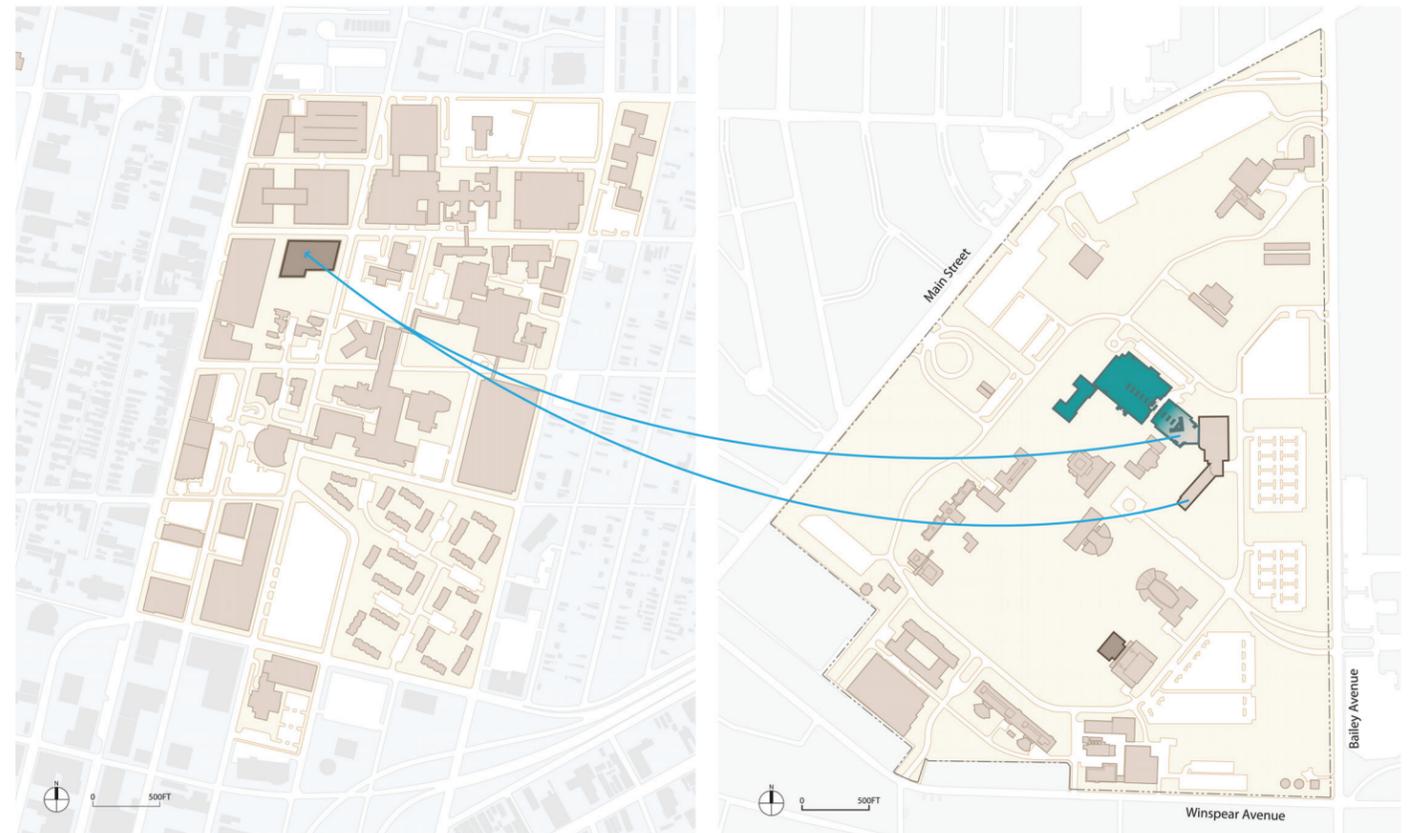
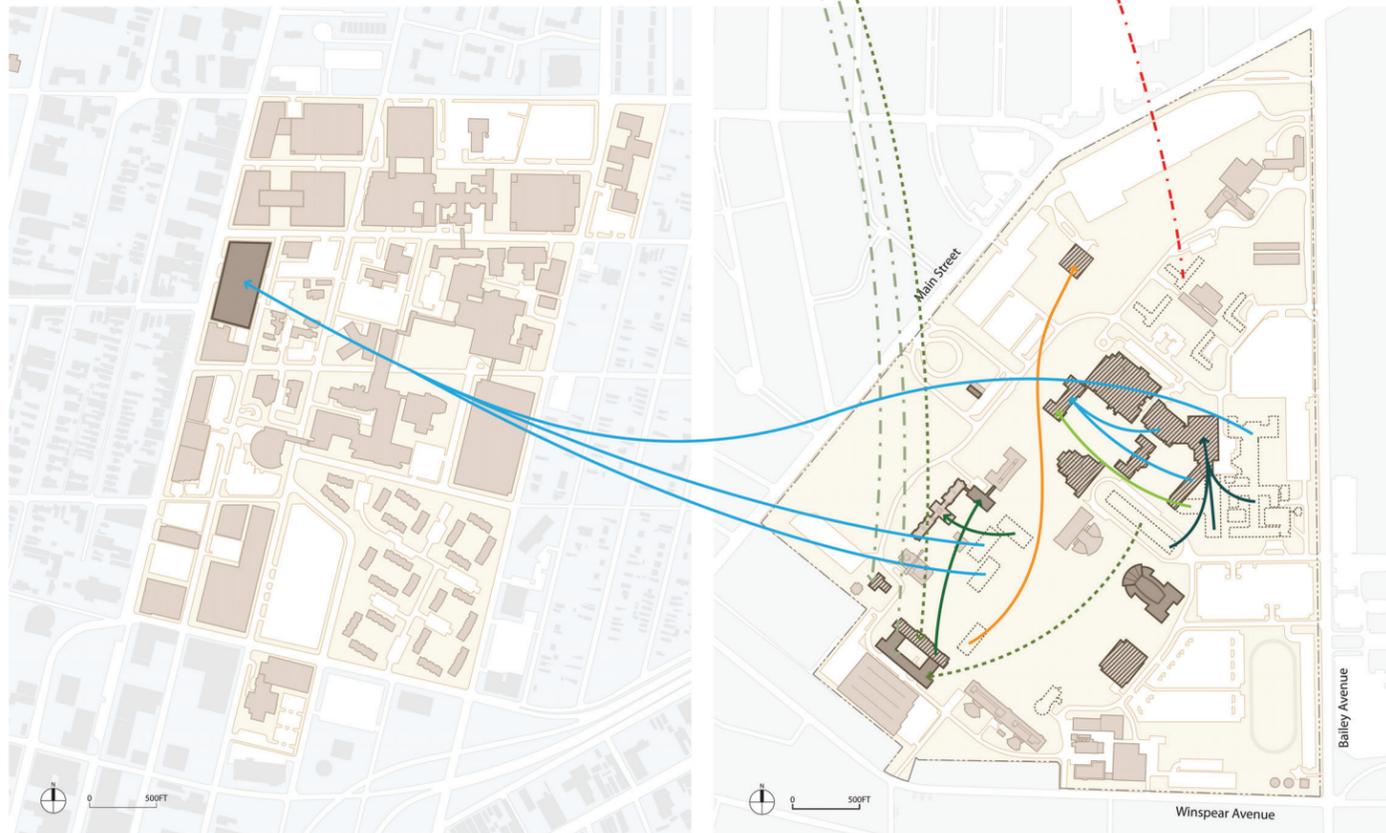
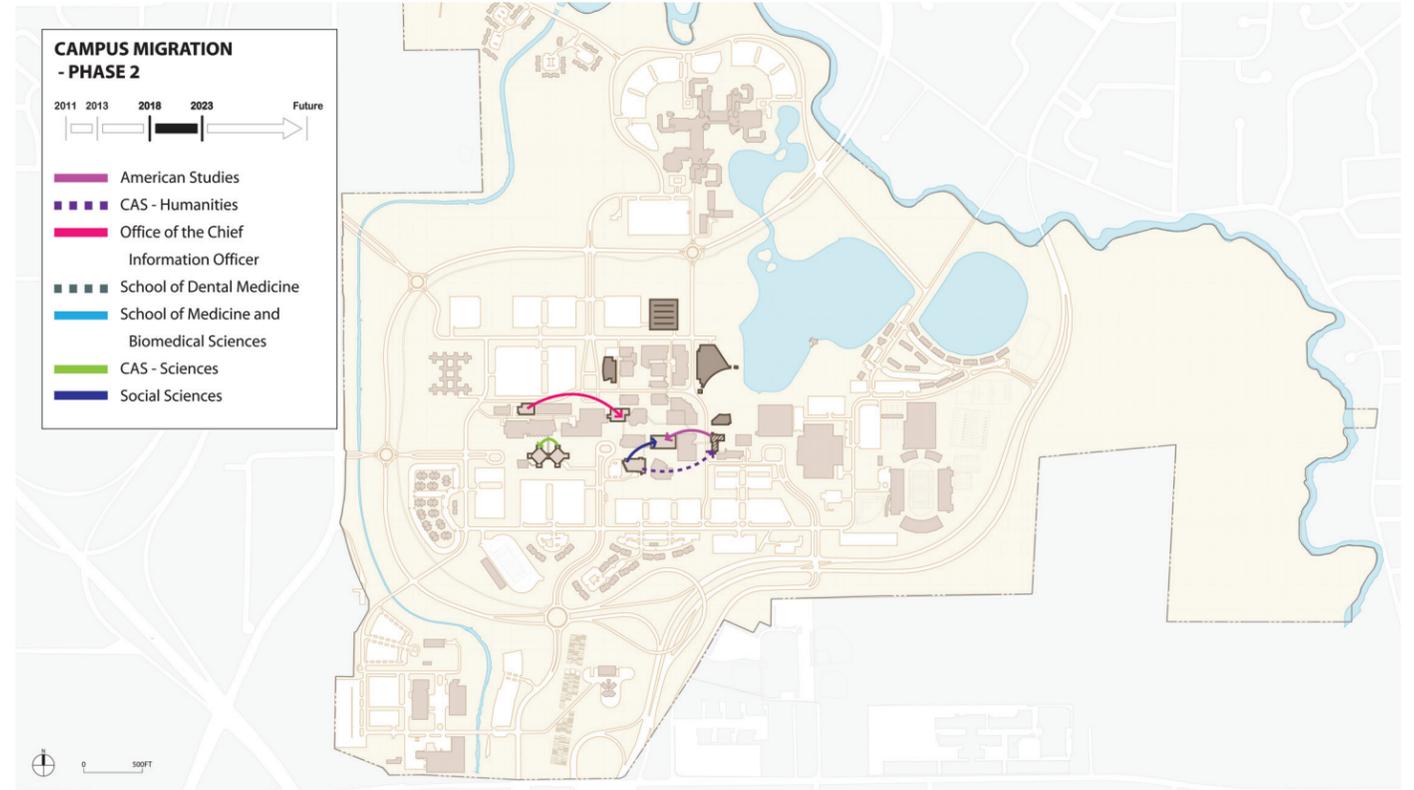
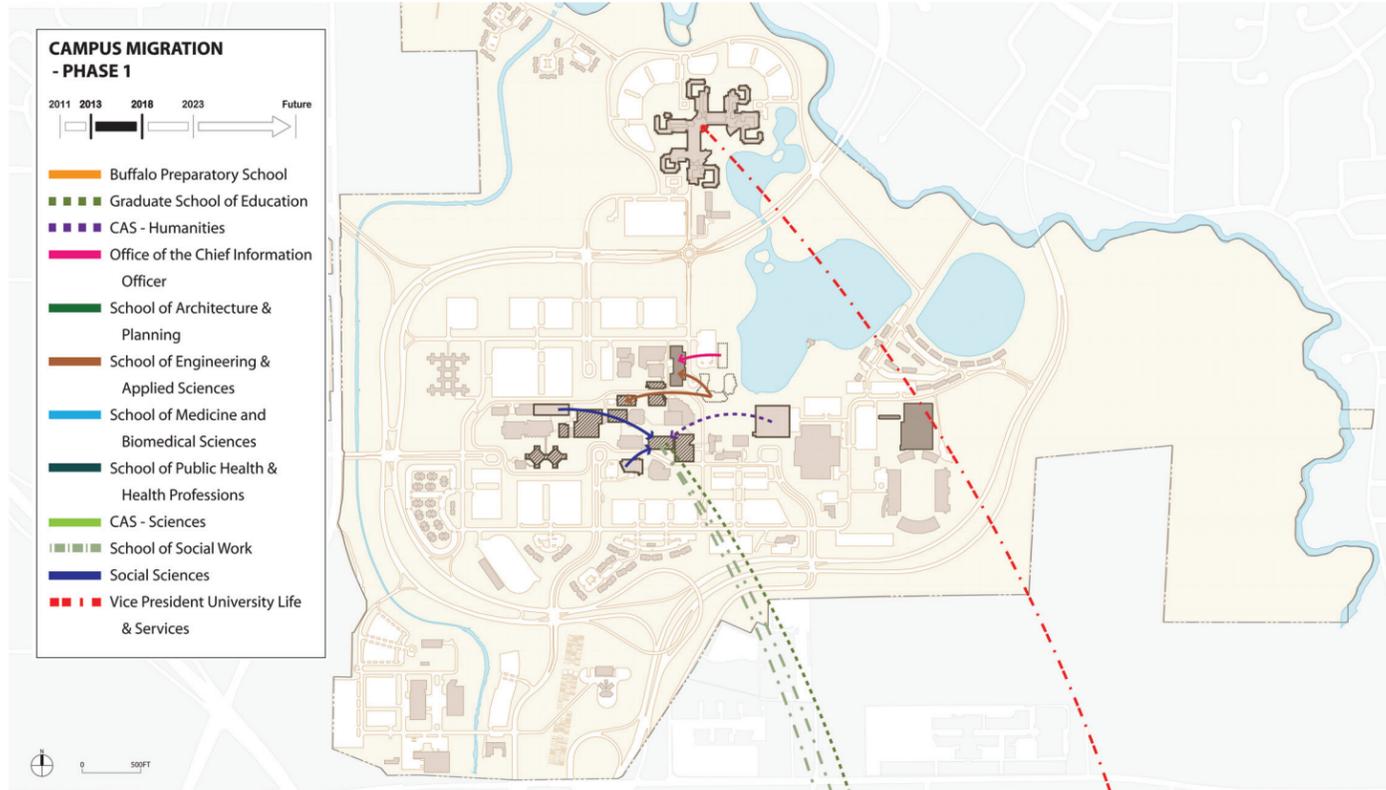


Figure A-36: Campus Migration Phase I.

Figure A-37: Campus Migration Phase II.

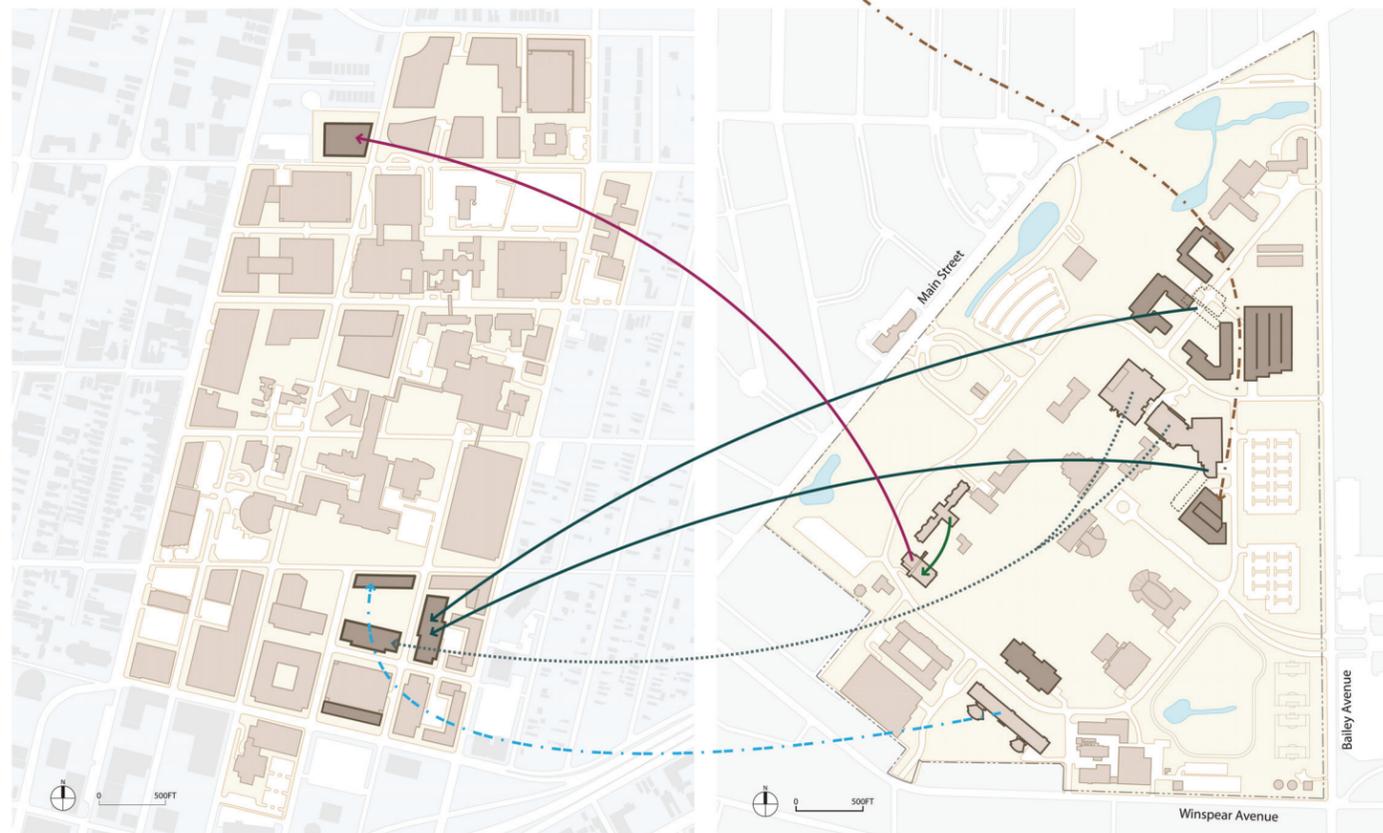


Figure A-38: Campus Migration Phase Beyond 2023.

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