



RESOLUTION

concerning

THE COMPREHENSIVE CAMPUS MASTER PLAN FOR
CENTRAL CONNECTICUT STATE UNIVERSITY

July 9, 1999

- WHEREAS, Central Connecticut State University completed a Master Plan in 1988 and it was approved by the Board of Trustees on September 9, 1988 (BR 88-117), and
- WHEREAS, The Strategic Plan for Central Connecticut State University was approved by the Board of Trustees for the Connecticut State University System by Board Resolution 96-55 dated September 10, 1996, and
- WHEREAS, The updated Program for the Master Plan which transformed the Strategic Plan and Academic Program into facilities requirements was completed on June 30, 1999, therefore be it
- RESOLVED, That the Board of Trustees for the Connecticut State University System hereby approve the Comprehensive Campus Master Plan for Central Connecticut State University, and be it further
- RESOLVED, That the new projects to be implemented at Central Connecticut State University in accordance with the Comprehensive Campus Master Plan shall follow the following priority order: 1) Willard/DiLoreto Infill and Renovation; 2) Construction of a New Admissions Building; 3) Construction of New Academic Space; 4) Construction of a New Field House; and 5) Library Addition.

A Certified True Copy:

William J. Cibes, Jr.
Chancellor

ITEM

Comprehensive Campus Master Plan for Central Connecticut State University

BACKGROUND

The Board of Trustees develops and systematically updates Comprehensive Campus Master Plans for the four universities. In recent years, the Board of Trustees has approved Comprehensive Campus Master Plans for Southern Connecticut State University (1993), Western Connecticut State University (1995) and Eastern Connecticut State University (1997). The Comprehensive Master Plan process for Central Connecticut State University uses a planning model methodology developed by the firm of Dober, Lidsky, Craig and Associates and adopted by the System Office for use in developing master plans for the universities. Central's Master Plan is based upon their Strategic Plan approved by the Board of Trustees in September 1996.

ANALYSIS

The firm of Dober, Lidsky, Craig and Associates was hired by the System Office to work with CSU and CCSU to update Central's Master Plan. The Plan consists of several components: the AutoCad floor plans, the Existing Condition Survey, the site survey, the Program for the Master Plan, and the Master Plan.

Plan for Master Plan - The model uses data supplied by the university to project space requirements in several space categories. The space projections are summarized in the chart shown on the next page. The space projections are based upon student, faculty, staff and course file information, and adhere to national standards.

To supplement the data obtained during the development of the Program for the Master Plan, the consultants met with the chairperson of each academic department and the head of each administrative area. The departments were asked about their facilities needs, how they see their department changing over time and how those changes may affect their space needs in the future.

Master Plan - The Program for the Master Plan for Central resulted in the identification of 446,174 net square feet of additional non-residential space. The majority of this space is required to meet Central Connecticut State University's current academic program. The Master Plan is based upon an enrollment growth estimated at 1,095 FTE students from an enrollment base of 7,647 FTE students over the next ten years. Additionally, the university's goal is to house 33% of their full-time students. Central currently is able to provide housing for approximately 29% of its students. An additional 230,517 SF is required to meet the 33% goal.

A new classroom facility is currently in construction and will provide for a 51,641 Net Square Feet (NSF) facility. The project will contribute 21,460 NSF of classroom space and 29,307 NSF of academic and faculty space. An addition to the Student Center is currently being designed and will result in an increase of approximately 8,329 NSF for Student Life/Campus Center space needs.

The total space deficit identified during the development of the Program for the Master Plan is 676,691 net square feet.

The summary of the program is as follows:

Central Connecticut State University Master Plan				
	Existing	Present 7,647 FTE	Future 8,742 FTE	Space Deficit
Academic and Support	204,493	326,735	364,346	159,853
Administrative and Support	123,521	154,215	166,873	43,352
Athletic/PE/Recreation	113,289	197,833	208,543	95,254
Classroom/Auditorium	80,816	79,920	90,720	9,904
Library	91,143	148,353	156,565	65,422
Student Life/Campus Cntr/Dining	138,483	182,406	210,872	72,389
Subtotal	751,745	1,089,462	1,197,919	446,174
Residential Life	309,118	419,878	539,635	230,517
Total	1,060,863	1,509,340	1,737,554	676,691

The development of a solution to meet CCSU's space requirements is a participatory, iterative process involving the administration, faculty, staff, and students. The first new priority of the updated Master Plan is the development of a Student Services Center in Willard and DiLoreto Halls. The project will provide for an addition between the two buildings to accommodate the needs of student services and other administrative departments as well as the English Department. Other priorities include the completion of renovations to Kaiser Hall, a new Admissions Building, and the development of a new academic building. Additional Athletic/PE/Recreational space will also be added to the university in the form of a new Field House. Further projects include renovations to Sheridan and Galludet Halls, the addition of a new parking garage, an addition to the Library and the development of a new Child Care Facility. Seth North Hall will allow for swing space as Master Plan construction evolves.

CHANCELLOR'S RECOMMENDATION

Approval of the Comprehensive Campus Master Plan for Central Connecticut State University, as well as the following priority order for new projects: 1) Willard/DiLoreto Infill and Renovation; 2) Construction of a New Admissions Building; 3) Construction of New Academic Space; 4) Construction of a new Field House; and 5) Library Addition.

BR. 99-43

CENTRAL CONNECTICUT STATE UNIVERSITY

CAMPUS PLAN 1998 - 1999

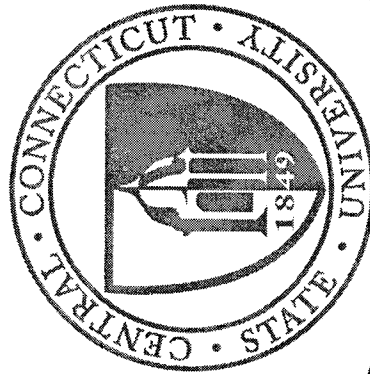


Honoring Our History • Celebrating Our Future

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SECTION ONE :



Honoring Our History • Celebrating Our Future

EXECUTIVE SUMMARY

Central Connecticut State University is a metropolitan, comprehensive public university dedicated to learning in the liberal arts and sciences and to education for the professions. CCSU offers Connecticut citizens access to academic programs of high quality. The University is also a responsive and creative intellectual resource for the people and institutions of the state's capital region. Because of its many international programs and contacts, CCSU is uniquely positioned to provide students and business interests with opportunities to grow and prosper in the emerging global community.

The overarching principles that will guide the University in sustaining these goals are identified in the Statement of Mission, which is the basis for Central Connecticut State University's Strategic Plan, 1997-2003.

Central Connecticut State University is a community of learners dedicated to teaching and to scholarship. We encourage the development and application of knowledge and ideas through research and outreach activities. We prepare students to be thoughtful, responsible, and successful citizens.

The Statement of Mission goes on to define those qualities that CCSU values as it fulfills its mission.

Central Connecticut State University is, above all else, about teaching undergraduate and graduate students. Our research endeavors improve us as teachers and expose our students to methods of inquiry. The public service expected of all members of our community benefits our society - local and global - and builds our sense of citizenship.

We value the development of knowledge and its application in an environment of intellectual integrity and open discourse. We expect that members of the university will engage in activities ranging from basic research and the creation of original work, to helping individuals and organizations achieve success in purely practical endeavors. All these activities enrich our community of learners.

As a public university, we receive support from the state of Connecticut. We have two designated Centers of Excellence and many nationally accredited programs. We take very seriously our commitment to provide access to higher education for all citizens in this state who can benefit from our offerings. Our high expectations for ourselves contribute to the fine quality and continuous

improvement of our undergraduate and graduate programs. We believe that quality and access are compatible and simultaneously achievable; our objective is to provide the support needed for our students to reach their full potential.

We also believe that higher education should promote the personal and social growth of our students, as well as their intellectual achievement and professional competence. We provide various opportunities for students to engage in activities or to join organizations and clubs where they develop leadership and other social skills. We foster a welcoming environment in which all members of our diverse community receive encouragement, feel safe, and acquire self-confidence.

In its vision for the future, Central Connecticut State University aspires to:

- be the premier public comprehensive university in Connecticut, with teaching as its primary focus, enhanced by the dynamic scholarship of its faculty;
- be highly regarded by its many constituents;
- be a significant resource contributing to the cultural and economic development of Connecticut; be global in its perspective and outreach; and
- be widely respected as a university dedicated to innovative, activity-based, life-long, and learner-centered higher education.

CCSU began in 1849 as the New Britain Normal School, a teacher training facility that was Connecticut's first publicly supported institution of higher education. The school was moved to the present location in 1922. It became Teachers College of Connecticut in 1933, when it began offering four-year baccalaureate degrees. In 1959, after extensive growth and expansion, the school evolved into Central Connecticut State College.

The present name and status - Central Connecticut State University - was conferred in 1983 in recognition of the institution's change in commitment, mission strategy, and aspiration. The University is the largest of four comprehensive universities within the Connecticut State University System. CCSU enrolls approximately 6,200 full-time students and nearly 6,000 part-time students, and offers undergraduate and graduate programs through the Master's and sixth-year levels.

The 1999-2000 Master Plan

A master planning process was initiated at CCSU in 1997 to develop a strategy for realizing the physical setting that will be required to support the University's mission, and goals. The vision for the campus, iterated in the Strategic Plan, is that the

... core campus will be a model: an exemplar of using historic structures for new purposes and technologies, energy efficient and respectful of the aesthetic and natural environment, demonstrative of clear communication and mutual respect among all who work there. Students in residence will experience a healthy and interesting environment which deepens the value of education.

The Master Plan provides a framework and establishes priorities for making decisions regarding facility improvements. The objective is that such decisions will not only fit within a broad context, but can be made in a sensible, predictive, and timely fashion.

The University's intentions and aspirations for the future are described in the Strategic Plan and given physical definition in the Master Plan. Each project or initiative is quantified in the *Program for the Master Plan*, a separate study that shows the physical and programmatic implications of the Strategic Plan.

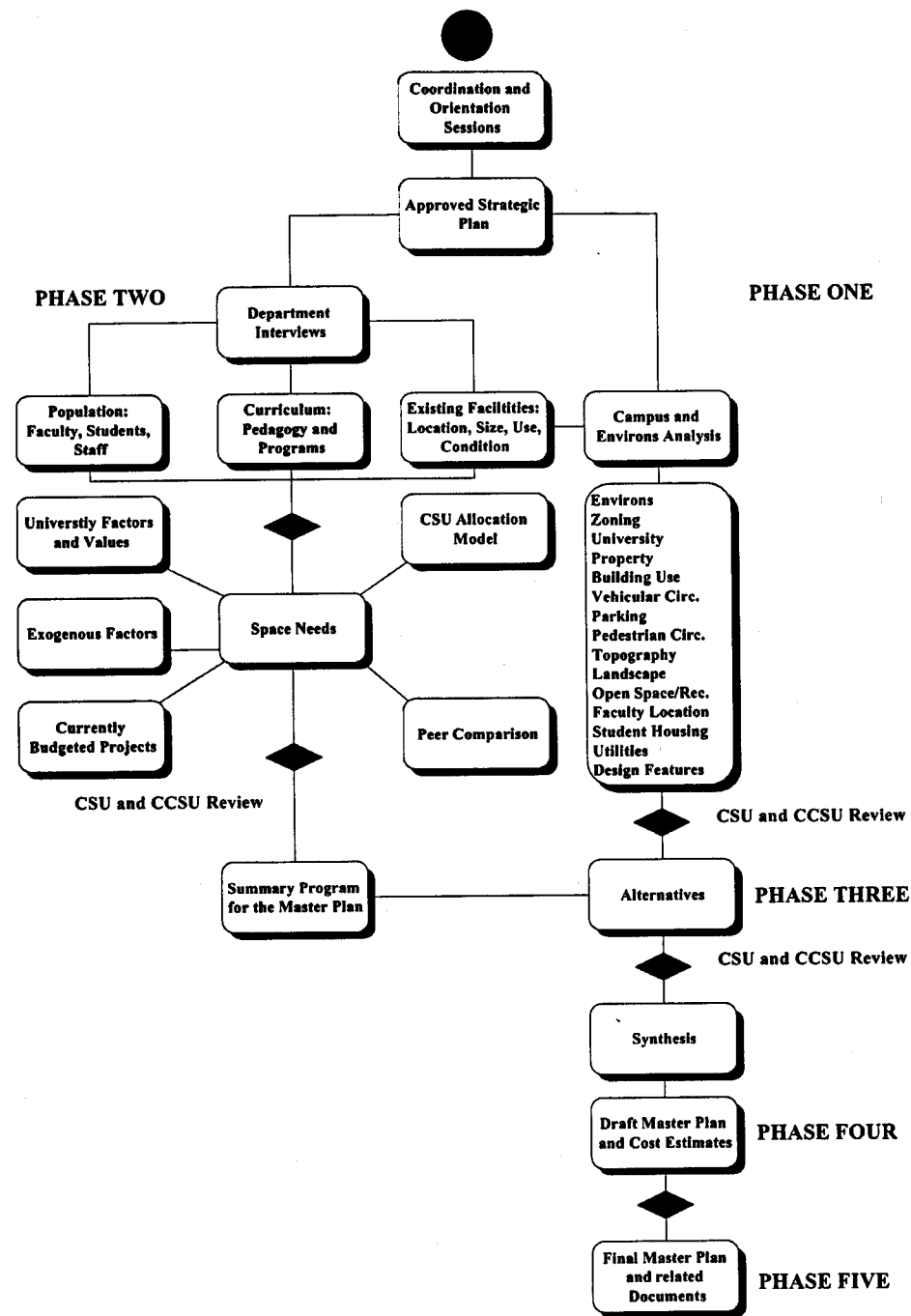
The five-phase campus planning process at Central Connecticut State University was designed to be inclusive and collegial, involving faculty, students, and staff, as well as representatives from the Connecticut State University System Office. In order to identify the issues and concerns to be addressed in the Master Plan, interviews were conducted with each academic and administrative department. In addition to structured meetings with targeted groups, several open forums were held so that all from the campus community interested in the process could be involved.

Through the planning process, illustrated in Diagram 1, needs were identified and quantified based on the information collected from interviews combined with background data resulting from an analysis of existing facilities, the campus, and the environs. The defined space needs were evaluated in terms of relevant University factors, and justified through comparisons with CCSU's peer institutions and the Space Allocation Model developed by the System Office.

The quantified needs became the *Program for the Master Plan*, and the basis for generating alternative solutions to meet those needs. The alternatives included site development opportunities and possible projects for both new construction and reallocation and renovation of existing buildings. The alternatives were presented in a series of meetings intended to encourage comment and to provide an opportunity for those affected by the outcome to participate in shaping the Plan.

The Master Plan concept is a synthesis of the best alternatives. The projects represented in the Plan and summarized in this report were accepted by the University, prioritized for phased implementation, and subsequently submitted to and approved by the Board of Trustees.

Diagram 1: Master Planning Process



An essential part of developing both the Master Plan and the *Program for the Master Plan* for CCSU was determining the amount and quality of space currently assigned to each department or user group, and identifying those areas where there is a need for additional space. This analysis shows that there is insufficient space even for present programs and enrollments.

Table 1 summarizes the amounts of non-residential and residential space, expressed in net assignable square feet (NASF). The non-residential category is divided into four subcategories to more clearly show the areas of greatest need. The first column is the NASF that exists, followed by the amount appropriate for the current enrollment of 7,647 FTE students based on the CSU Space Allocation Model and normative standards. The third column shows the NASF that will be needed when the University's enrollment reaches the projected 8,742 FTE students. See Table 2 for a more detailed listing.

The most influential factor in the need for additional space is the University's goal of providing adequate facilities to accommodate existing programs and the new initiatives outlined in the Strategic Plan. The anticipated fourteen percent increase in enrollment does not account for the majority of the overall increase of net assignable square feet that is projected, although increasing enrollment does generate the need for more space. Significant additional space is required simply to bring existing facilities up to standard for the current number of students and program offerings.

The space projections listed in Table 1 are guided by the University's Strategic Plan and based on requirements identified through meetings with faculty, administrators, and staff. The needs have been quantified in the *Program for the Master Plan*; and conform to space allocation standards appropriate for the University's enrollment, programs, and mission. The required amounts, configuration, and distribution of space were used to produce the reallocation alternatives and new building footprints that are shown in the Master Plan, summarized in the Overview that follows, and are the basis for construction and project cost estimates for implementation.

Table 1: University Space Summary

Program Element	Existing NASF	Required NASF for Current Enrollment of 7,647 FTE Students	Required NASF for Future Enrollment of 8,742 FTE Students
Academic	376,500	555,000	611,600
Physical Education/Athletics/Recreation	113,300	197,800	208,500
Student Life	138,500	182,400	210,900
Other	123,500	154,200	166,900
Subtotal Non-residential	751,800	1,089,400	1,197,900
Residential	309,000	419,900	539,600
Total (rounded)	1,060,800	1,509,300	1,737,500

The Master Plan is a framework for decision making that embodies a point of view regarding all aspects of the campus - environs, land use, topography, pedestrian and vehicular circulation, parking, building use, landscape and campus design, development constraints and opportunities, and implementation costs and sequence. The Plan identifies sites for new construction, enhanced landscape development, improved building service and site access; and describes the continued use or reuse of existing facilities to achieve a functional and attractive physical environment and an appropriate sense of place.

The Master Plan is summarized below by brief descriptions of key building and campus projects. The projects are located on Drawing 1.

A. Willard/DiLoreto Renovations & Infill

Willard and DiLoreto halls provide thirty-two percent of the CCSU classroom inventory, as well as space for the School of Arts and Sciences including six academic departments, and Media Services. In addition to these academic uses, many student-related services are located here. The Master Plan calls for renovating Willard and DiLoreto and linking them with new space to create an up-to-date academic building and student services one-stop-shop complex. The latter concept, which has been successful at many colleges and universities, combines student service offices in one location that is easy to access.

Moving the other administrative units that serve students, primarily from Davidson, to this location, will create the one-stop-shop. The departments represented will be the Bursar's and Cashier's offices, Enrollment Services and Continuing Education, Career Services and Cooperative Education, Financial Aid, Registrar, Graduate Studies, Advising Center, Perkins Loan, Business Services, Prevention and Counseling Services, Pre Collegiate Access Services and the Learning Center, and Student Athletic Support Services.

Willard and DiLoreto will still be a classroom resource on campus, with accommodations for Media Services until construction of the Library addition. These buildings, with the infill link, will also provide space for the English and Modern Language departments and computer labs equipped with software to support the language program.

B. Lawrence J. Davidson Hall Renovation

Davidson is now a mixed-use facility housing both administrative and academic departments. As a result of Master Plan actions, space will be provided elsewhere for Admissions and Institutional Advancement, and for those student services offices that will be part of the one-stop-shop complex at Willard and DiLoreto.

Academic space in Davidson is assigned to Modern Languages, which will also be relocated to Willard and DiLoreto, and to classrooms that will be replaced as academic projects are completed.

Davidson will be renovated for the remaining administrative departments, which can expand as space is vacated. Additional resources will include a conference facility with teleconferencing capability and break out rooms.

The central courtyard, a pleasant and distinctive feature of this flagship building, has recently been restored and will continue to contribute to the building's ambiance. The special event spaces - Founders Hall and Thaddeus L. Torp Theatre - will remain in place.

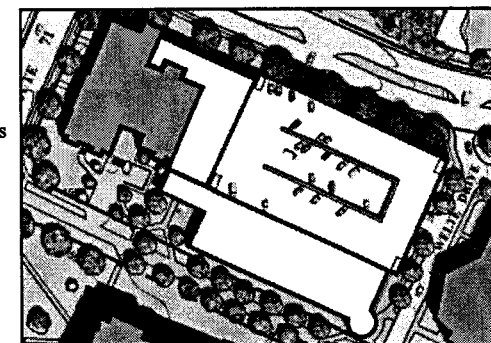
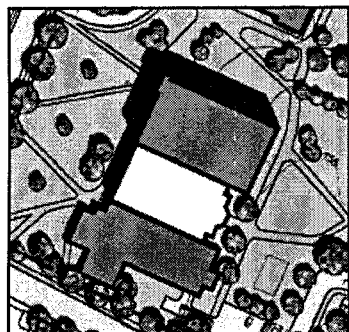
C. Henry Barnard Hall Renovation

The School of Education and Professional Studies is the major tenant in Barnard, occupying more space than any of the other twelve departments currently in this building. As the Master Plan is implemented, these other uses will be relocated so that Education can expand.

D. Arts Expansion

Additional space for Art and Theatre will be located adjacent to the Fine Arts Center and James J. Maloney Hall. The new, three-level addition in conjunction with a general renovation of the existing space will provide more and better Art teaching studios and both set and costume shops for Theatre. Besides addressing these major space needs, there will be more faculty offices and space to improve existing offices that are below standard. Service to the building will be through the adjacent parking deck.

Music is located in Welte, where expansion space is limited to existing classrooms. Consequently, some music functions can be part of the Arts addition.



E. Academic Buildings

Three new academic building projects are identified in the Master Plan. Two new buildings and a renovated, and possibly expanded, Maria Sanford Hall are planned for the CCSU main campus. The three discipline areas that will be the occupants are the social sciences, Mathematics and Computer Science, and the humanities.

The social sciences are now scattered in four buildings and, with a new facility, will become an identifiable entity. Discussions will occur to assess the structural locations of academic departments within the different schools. History and Philosophy, currently in three buildings, will be consolidated.

One of the new buildings will be the east-west leg of an L-shaped complex abutting a new parking deck. The north-south leg will be the arts addition. A building in this location will reinforce the linear aspect of the east-west pedestrian spine. This concept will be further advanced as the new façade is balanced against that of existing Henry Barnard Hall. A landscaped entrance court serving both the arts buildings and the Academic Building will be created opposite the front campus open space east of Barnard.

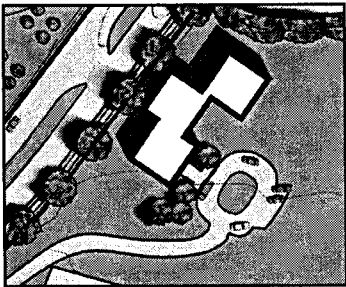
Ideally the parking deck would be sited elsewhere to release more land in this academic precinct for these academic needs. The solution that is shown was developed to accommodate the University's desire for more parking to serve Welte Auditorium and the reality that few good sites for academic buildings remain on the main campus.

The second Academic Building will be between Memorial and Copernicus halls. This site relates to the sciences as well as to the new Classroom Building to the south. A quadrangle will be developed north of the facility, between Memorial and Copernicus, facing the Campus Center and Burrirt Library.

Maria Sanford is the third academic project. In the short term it will be a valuable swing space resource, as the School of Business will be vacating almost a third of the building. In the long term a comprehensive renovation is planned, perhaps with the addition of a fourth level. All three facilities will provide classrooms and laboratories, state-of-the-art computer access, faculty offices, and departmental office and support space.

F. Day Care

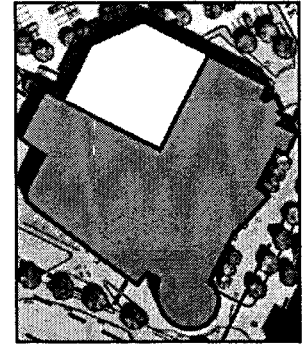
A day care facility for children of CCSU faculty, staff, and students is now located on the arts addition and social sciences building sites. Prior to that construction, day care will be relocated to new accommodations. It must be on a site adjacent to outdoor play space and convenient and safe for parents to drop off and pick up their children. The site that is shown, south of Ella Grasso Boulevard, offers these amenities. This is currently a practice field that will be replaced to the north by a regulation-sized field.



G. Student Center

The design of an addition to the existing Student Center occurred during the master planning process. This project will expand food services and add offices for student organizations and student-related administrative functions.

Even with this addition, more space will be required to support both student and campus life activities - as this facility becomes a campus center. The most significant block of space, over 11,000 NASF, will be required for bookstore expansion. The only site available is the north-west corner of the original building. By building in this location, a new façade can be created that will enhance an improved north entrance to campus as well as the view of both campus and building from Ella Grasso Boulevard.



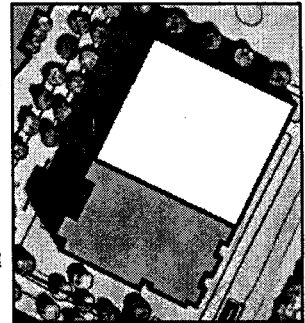
H. Library Expansion

The Library requires over seventy percent more space than exists today. An addition that matches the existing levels can be built north of Burrirt. A new entrance at ground level is envisioned, to replace the minimal, fortresslike second-level entrance, inappropriate for a significant central campus building.

Included in the Library project will be space for both Media Services and Information Systems and Computer Services. Bringing library, media, and computer functions together will create a contemporary center for information resources on campus.

The reorganization of the library that will occur as a result of this addition will greatly improve both user access and library operations. Functions that do not relate to the Library will be relocated. One that occupies the most space is the Academic Center for Student Athletes, which will be relocated to Willard and DiLoreto.

A plaza will be developed west of the Library, facing the Campus Center. Because of the close proximity to this active facility and to the major pedestrian access from the north, this plaza will be an important outdoor gathering area in a garden setting with benches, sculpture, special lighting, and all-season landscapes.



I. Classroom Building

A new Classroom Building was also designed during the master planning process, and is now nearing completion. The primary tenant will be the School of Business. Besides offices, classrooms, and computer laboratories, the building offers case discussion rooms and associated break out rooms, spaces unique to the case method of teaching. With the new facility, not only will the space match desired teaching methodology, but the School will be in a position to reach its projected growth.

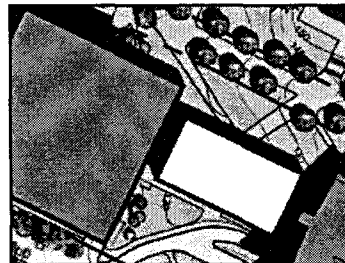
In addition to Business, the new building will house the Economics Department; the Communication Department, with its specialized radio and video studios; and Information Design. This is a related activity which is involved with corporate design issues.

In the short-term, the Classroom Building can be used as swing space. When renovation projects are implemented, departments that must move during construction can be temporarily housed here.

J. Marcus White

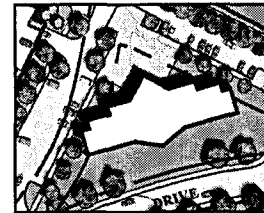
Marcus White is a faculty office resource, as well as the location for Health Services. This facility will be renovated and space reassigned when additional academic space and the relocation of Health Services to the athletics complex is realized. Special academic centers and institutes such as the Center for International Education could be an appropriate use for such a central location.

K. The Sciences & the School of Technology



Both of these programs are located in Copernicus Hall and both require additional space, which will be provided by an addition to the east. Labs that require sophisticated air-handling systems or that require a high-bay configuration and will not fit within the existing building will be located in the new space. Similarly, consolidation of animal care facilities, which also have unique requirements, can be effected at this time. Renovation of Copernicus, also part of this project, will afford the opportunity to reconfigure and reallocate existing space to better suit the needs of the sciences and technology.

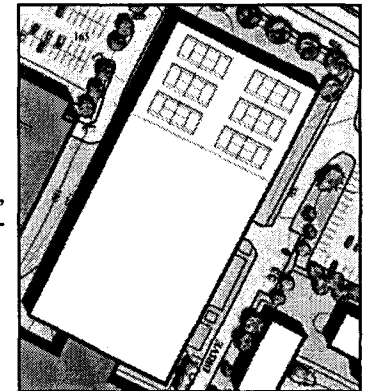
L. Admissions



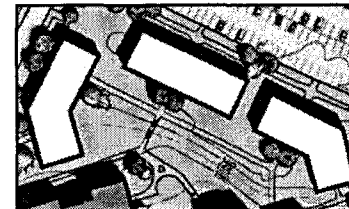
This project will bring Admissions and the Development and Alumni Affairs components of Institutional Advancement together in a new building. The site for this facility is in a prominent, central campus location that will allow Central to reach out to important constituencies in ways not currently possible. Welcoming to both prospective students and families and to alumni and other external groups, the facility will be supported by dedicated parking in a landscaped setting adjacent to Manafort Drive and near the campus core.

M. Fieldhouse

A new fieldhouse will replace the Kaiser Annex, an air-supported structure that is reaching the end of its life span. The most significant new element will be an eighth-mile track that will surround four basketball or tennis courts. Besides this resource, the large activity spaces will include a performance court, a pool, dance studio, and fitness lab. The additional space will permit reconfiguration and expansion of the locker, academic, administrative, and support space.



N. Student Housing

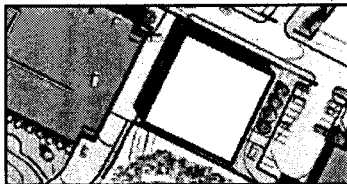


The existing housing inventory is not sufficient to realize the University's goal of providing housing for one-third of the full-time headcount students. This deficiency, combined with a loss that will be incurred when some of the existing residence halls are decongested, results in a shortfall of 716 beds. The desired new housing will be in apartment style configurations, which is shown in the Plan as three halls that expand the north housing cluster. Landscape improvements will be part of the expansion plan, and will include redesign of the existing housing quadrangle in that sector.

O. Information Center/Public Safety

The Information Center, serving campus visitors, and Public Safety are currently located in a small building and two temporary buildings on the site for the new Admissions and Institutional Advancement building. New space for the Information Center and Public Safety will be part of the Manafort Drive parking deck, which is near one of the new campus gateways. In the short term these functions will be located in Seth North Hall swing space.

P. Energy Center



The Energy Center project has been in the planning stages for many years. The goal is to replace the Power House functions with contemporary, efficient utility generation and distribution systems. This project will create an opportunity for the comprehensive landscaping of the Wells Street pedestrian corridor, a major campus spine and landscaped open space bounded by the Campus Center; Burritt Library; and Copernicus, Memorial, and Welte halls.

Q. Parking Decks

The two existing parking decks on campus will be supplemented with three new facilities in this planning cycle. A fourth deck is planned for the long term. A 420-space deck near the new Classroom Building will be on line by the fall of 2000.

Another deck will be near the intersection of Stanley Street and Ella Grasso Boulevard, serving the central campus and Welte. It will be connected to the new arts expansion and one of the new academic buildings; and will provide service access to Maloney Hall and the fine Arts Center. The third deck is near the intersection of Stanley Street and Manafort Drive. This project, also serving the central campus as well as student housing in this area, will include space for the Information Center and Public Safety Department.

The fourth, long-term deck site will be located in the Kaiser lot.

R. Track & Field

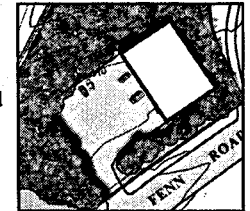
An outdoor athletic facility that is lacking on campus is a running track and performance soccer field. The large University parcel of land north of Ella Grasso Boulevard, and at the eastern extreme of this sector of campus, will be developed for this purpose. There will be a regulation 400-meter track and turf soccer field as well as spectator seating, adequate storage, and toilet facilities

S. Power House

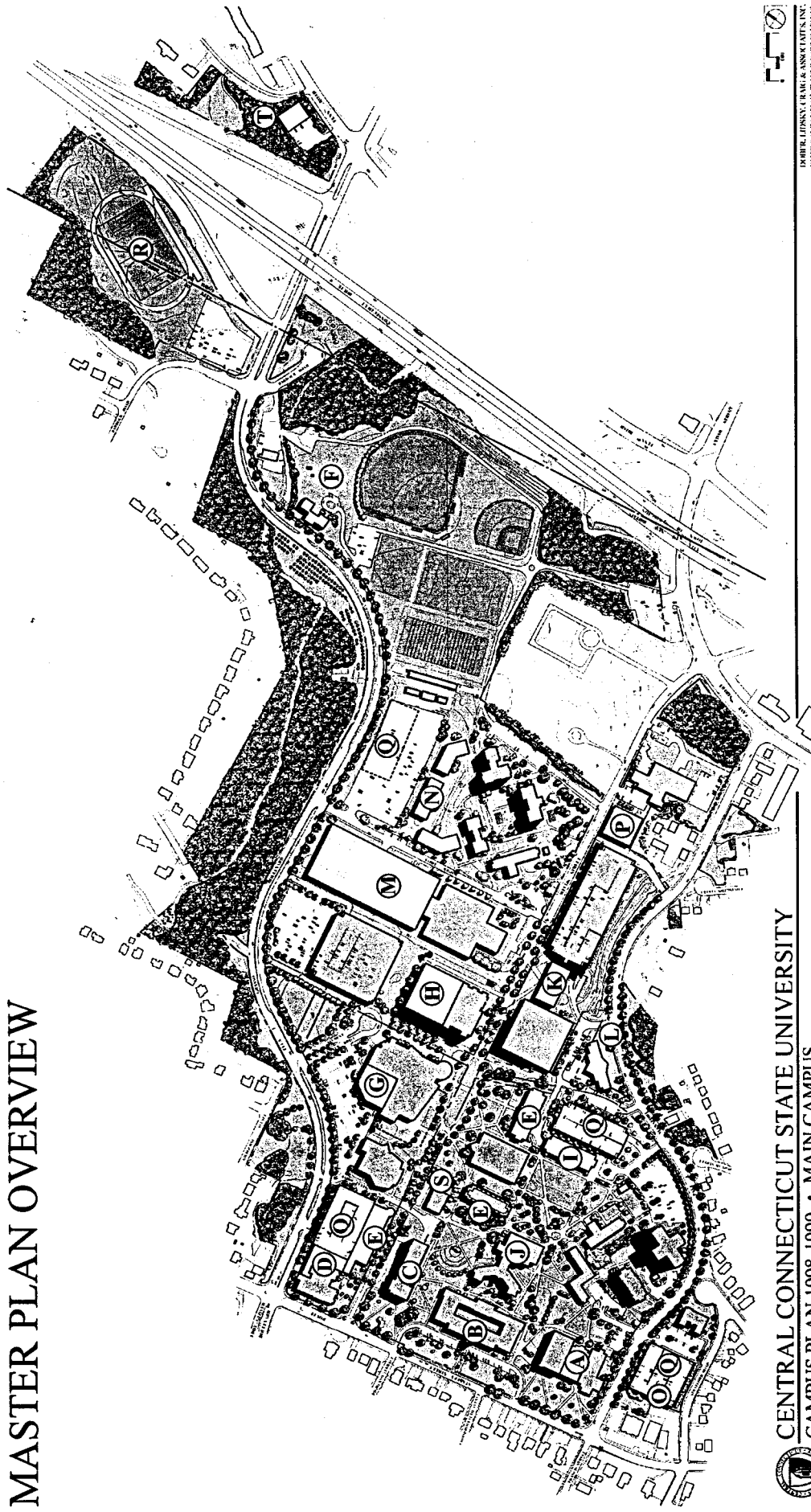
When the Energy Center and campus-wide utility tunnel project is completed, some space within the Power House will become available. This could be used for student gathering space, perhaps a small cyber café.


T. Maintenance/Grounds Building

A maintenance building will be located on University land east of Route 9 and north of east campus. The new facility will provide eight bays for grounds vehicles, and adequate space to store salt, sand, and other road maintenance materials.



MASTER PLAN OVERVIEW





 DOBER, LIDSKY, CRAIG AND ASSOCIATES, INC.

 CAMPUS AND FACILITY PLANNING CONSULTANTS



 CENTRAL CONNECTICUT STATE UNIVERSITY

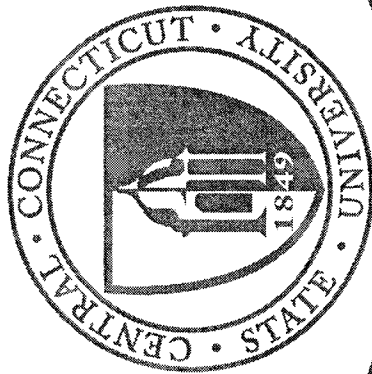
 CAMPUS PLAN 1998-1999 • MAIN CAMPUS

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SECTION TWO:



Honoring Our History • Celebrating Our Future

TERMS OF REFERENCE

The mission, goals, and objectives of an institution form the basis for all its planning. Central's vision of purpose will have an impact on both campus and facilities. A necessary element in responding to projected change is a program that identifies and quantifies development that is required.

An overall development program - a definition of space requirements for each campus function - is as important to each institution in the Connecticut State University system as a strategic plan. The program is designed to help CSU and the campus administrators develop and effect plans for renovating existing buildings and for building new space. The objective of the programming is to make projections that are both responsive to the strategic plans and academic offerings at each campus, and responsible in terms of normative space standards appropriate for state-funded institutions of higher education. The *Program for the Master Plan* at CCSU, published as a separate document, is briefly described here.

Program Model

CCSU's *Program for the Master Plan* involved a study of all background documentation concerning Central's strategic goals and objectives; an analysis of the ways space is used to support the activities on campus; and a synthesis of information and ideas gathered from meetings and discussions with academic and administrative departments. This information was used to modify the existing CSU space allocation model so that it more clearly reflects the particular programs at CCSU.

The resulting space Model consists of seven spreadsheets, one for each of six facility types, and a summary sheet. The use categories are: academic, administrative, classroom, library, residential, and unique programs.

The Model uses quantitative information routinely tracked on the CCSU campus: FTE faculty, FTE professional and non-professional staff, FTE undergraduate and graduate students, student workers, scheduled and unscheduled classroom and laboratory contact hours, existing library volumes and acquisition rates, and a variety of program specific space standards. This data is factored by normative space standards, and other variables, to predict space requirements in a comprehensive, rigorous way, responding to CCSU's specific situation.

The Model is designed to be easily revised or manipulated so that decision makers can adjust it to changing circumstances to predict differing outcomes, using differing variables. This feature proves useful in exploring alternative scenarios, such as changes in enrollment levels. It will also facilitate periodic reviews and updating of the Master Plan.

Projected Space Needs

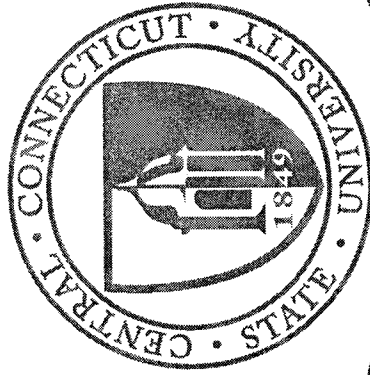
Central Connecticut State University's existing building inventory consists of thirty-one buildings providing a total of 1,060,863 net assignable square feet (NASF) of space. Not included in the inventory are two parking decks. There are two temporary buildings, providing 1,862 NASF, that will be removed from the inventory when replacement space is available. Academic and administrative activities are located in twelve buildings. There are two campus life and two athletic facilities, and there are eight student residence buildings. Physical plant-related functions are located in seven buildings.

The Model was used to project the amount of space required for existing programs with today's enrollment of 7,647 FTE, and for the projected programs and future enrollment of 8,742 FTE. Table 2 summarizes the existing and projected space requirements by department, and shows the percentage change of each projection from the amount of space that exists..

Table 2: Existing and Projected Space Needs

Program Element	Existing NASF	Required NASF for Current Enrollment of 7,647 FTE Students	Percentage Change from Existing	Required NASF for Future Enrollment of 8,742 FTE Students	Percentage Change from Existing
ACADEMIC					
Classrooms	80,816	79,920	-2%	90,720	12%
Schools/Departments/Support	204,493	326,735	60%	364,346	78%
Library	91,143	148,353	63%	156,565	72%
Subtotal Academic	376,452	555,008	47%	611,631	62%
PHYSICAL EDUCATION/ATHLETICS					
	113,289	197,833	75%	208,543	84%
STUDENT LIFE					
Book Store	7,807	16,823	115%	19,232	146%
Food Services	55,968	52,655	-6%	60,912	9%
Health Services	2,771	2,020	-27%	3,620	31%
Prevention & Counseling	564	1,350	139%	1,560	177%
Student Affairs	2,220	1,410	-36%	1,620	-27%
Student Center Operations and Events Services	24,029	69,913	191%	80,218	234%
University Events & Scheduling	45,124	38,235	-15%	43,710	-3%
Subtotal Student Life	138,483	182,406	32%	210,872	52%
RESIDENTIAL					
ADMINISTRATION & SUPPORT					
	309,118	419,878	36%	539,635	75%
Administration	43,145	45,134	5%	46,519	8%
Information Services	23,773	25,877	9%	30,464	28%
Day Care	2,379	4,000	68%	4,000	68%
Copy Center	1,633	1,120	-31%	1,280	-22%
Mail Services	1,304	1,580	21%	1,760	35%
Media Services	8,242	9,190	12%	9,400	14%
Observatory/Planetarium	3,285	3,285	0%	3,285	0%
Public Safety	3,835	6,410	67%	7,280	90%
Facilities Management	35,925	57,619	60%	62,885	75%
Subtotal Administration & Support	123,521	154,215	25%	166,873	35%
Total	1,060,863	1,509,340	42%	1,737,554	64%

SECTION THREE:



Honoring Our History • Celebrating Our Future

CAMPUS ANALYSIS

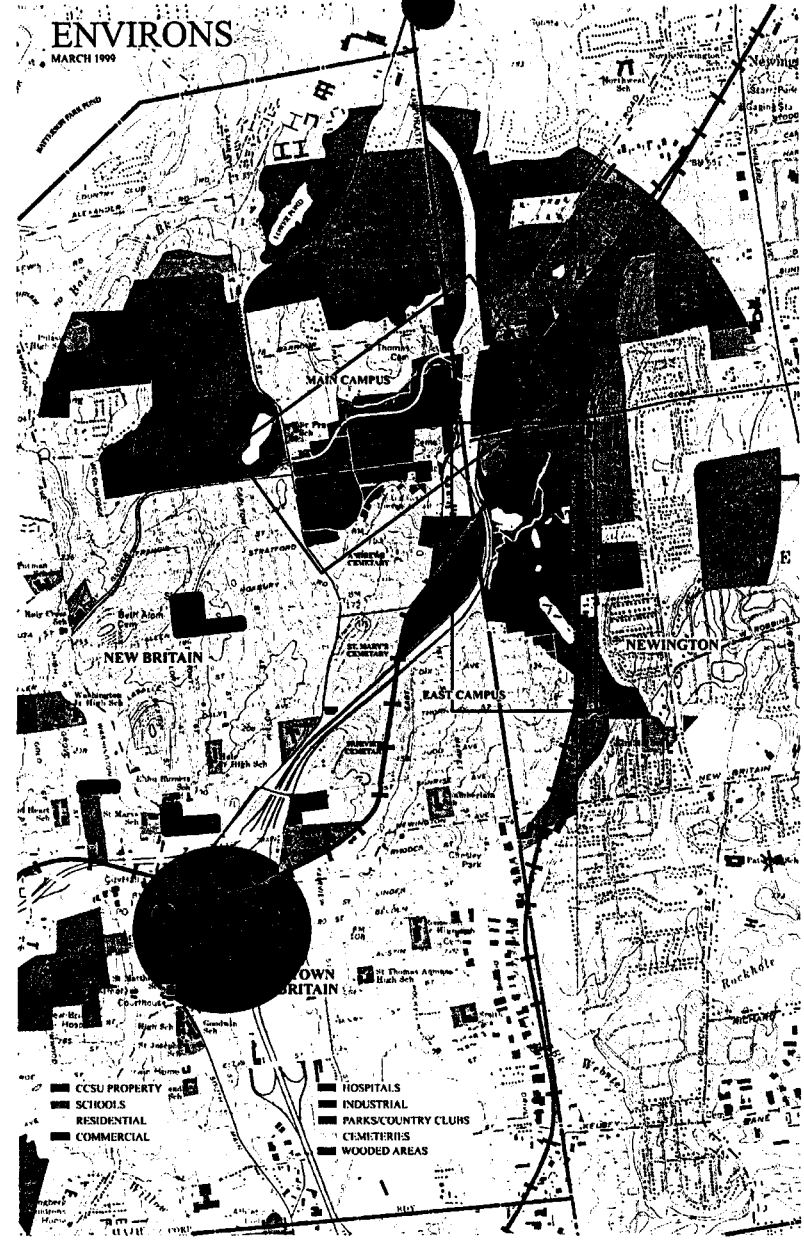
The planning process significantly informs and determines the planning product. Thus, a consequential step in the articulation of the Master Plan for Central Connecticut State University was the careful analysis of existing physical conditions.

The drawings that follow map the CCSU campus and environs, and reflect conditions that existed during the period from late 1998 to early 1999. Various components of the built and planted environment that comprise the campus are disaggregated and highlighted. These drawings were produced as a set of wall-sized drawings and were used during campus planning work sessions and review meetings to inform the proposals that constitute the campus plan for the year 2000.

This map locates the Central Connecticut State University campus in the context of surrounding land uses. The main campus, shown in blue, is 11 miles south of Hartford, and lies in the northeastern quadrant of the city of New Britain. The campus's easternmost edge, as well as an undeveloped tract of CCSU land, lies along the western border of the town of Newington, east of New Britain. New Britain and Newington are separated by Connecticut's Route 9 which, as it curves from north to south through the picture plane, forms the main campus's de facto eastern boundary.

Surrounding the University's main campus are residential areas (yellow), commercial developments (red), wooded tracts (dark green), parklands and open spaces (olive-green), industrial tracts (gray), and cemeteries (light green). Lands east of the institution are near rail lines and are either industrial, commercial, or undeveloped properties.

The detail areas for subsequent analytic studies of the main campus and east campus are outlined by black rectangles, that angle across the town boundary line.



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The zoning map echoes the division between the two bordering towns - New Britain and Newington.

The Central Connecticut State University main campus is largely in New Britain and is colored green, reflecting an office and public land use zoning. All land north and west of the campus is classified for residential (yellow) or compatible open space land uses. One small commercially zoned plot (orange) borders the campus to the south along with additional residential areas. A general industrial tract (dark gray) edges the campus along the Newington border.

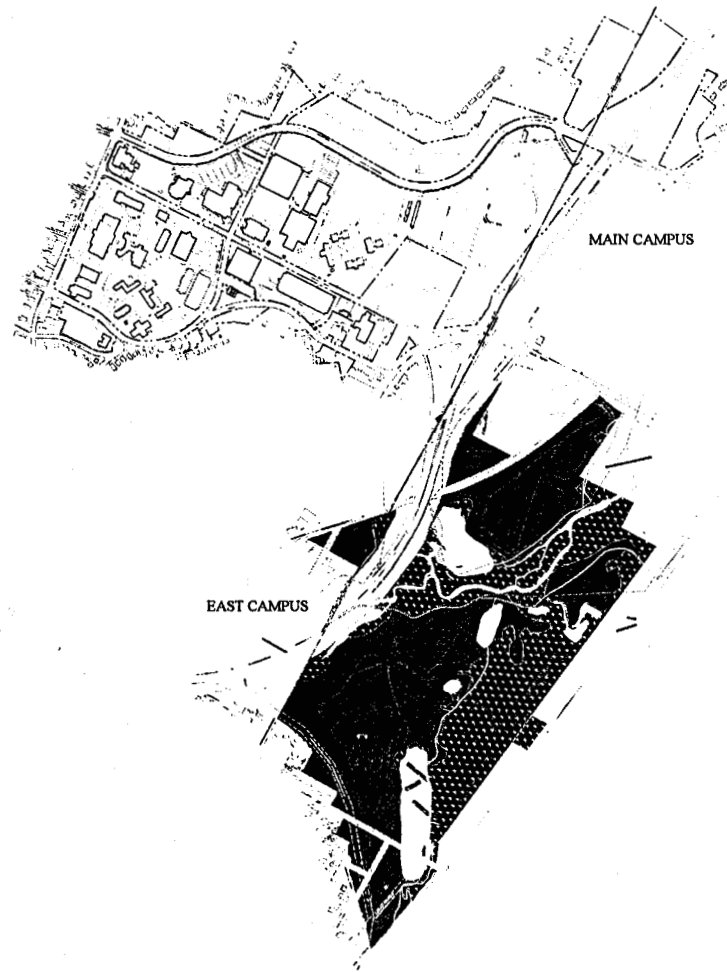
Across the Newington line, most properties abutting and including University lands are zoned for industrial uses (light gray), save a small area for business development (red).



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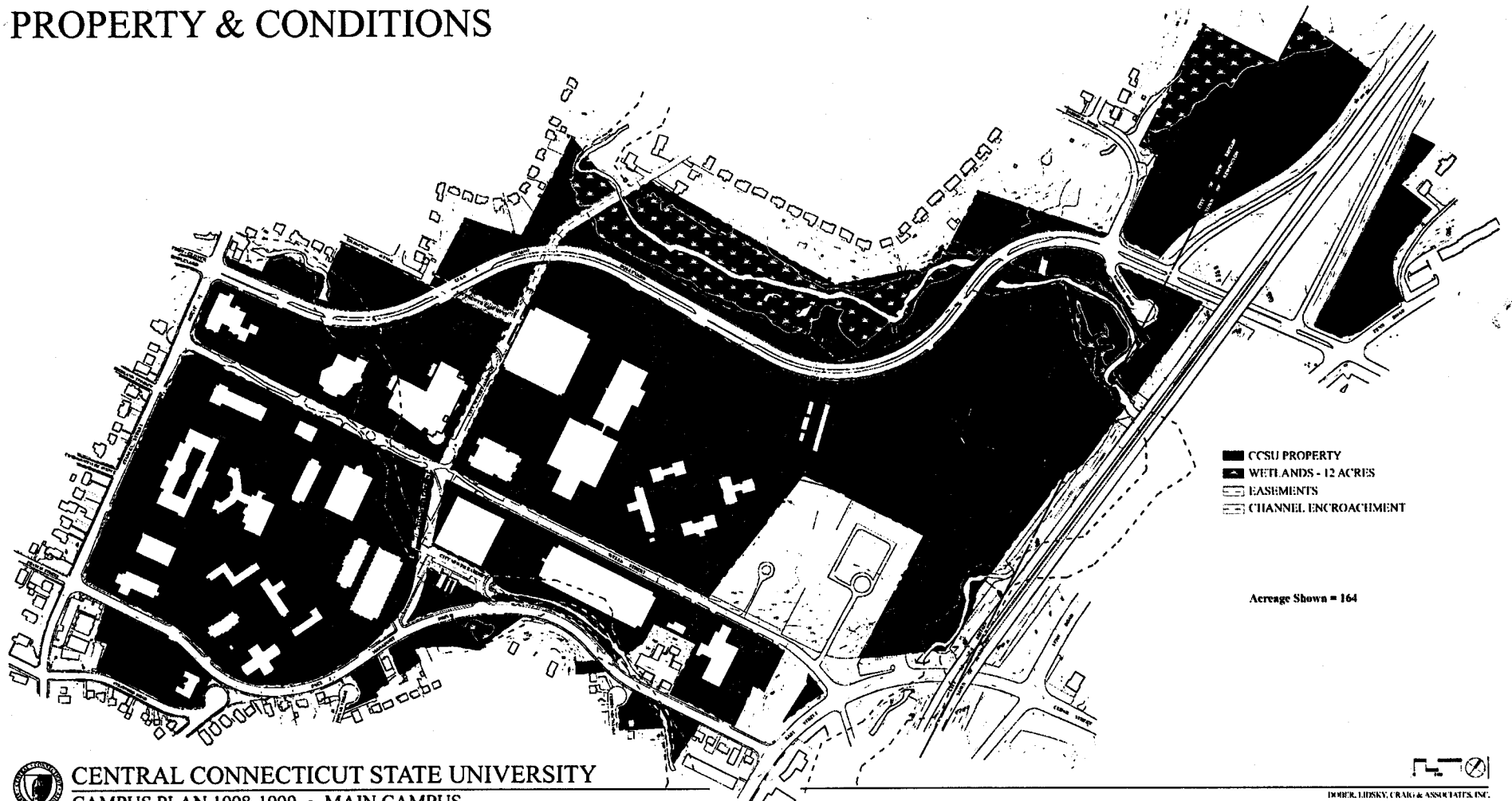
University-owned properties comprising the main campus are shown in blue in the accompanying drawing. The history of the campus land assembly is traceable by the existence of easements crossing the campus on the north-south and east-west axes. Respectively, these are a city sewer easement and the partially vacated right-of-way of Wells Street, a street that once bisected the main campus.

Some CCSU land parcels within the main campus precinct are separated from the body of the campus by Ella Grasso Boulevard to the north and by Paul Manafort Drive to the south. Stanley Street forms the western boundary of the campus. Route 9 is the eastern boundary. The northern and northeastern areas of the campus that lie along the streambed are classified as wetlands. Channel encroachment bounds cross the main part of the site on an axis running northwest to southeast. These lines reflect the stream that flows through the campus in a culvert.

The east campus property, undeveloped as yet, is shown to the left. A significant feature of this tract is the large proportion of wetlands. The 100-year and 500-year flood plain limits are identified, respectively, by the orange and yellow dotted lines. Easements and channel encroachments are also shown.

CCSU's main campus is 164 acres, dispersed across an oblong tract - approximately 900 feet by 5,000 feet. The east campus, separated by Route 9, adds 152 acres to the total University acreage. Of the total 316 acres, 77 acres are classed as wetlands, 12 acres on the main campus and 65 acres on the east campus.

PROPERTY & CONDITIONS



- CCSU PROPERTY
- ▨ WETLANDS - 12 ACRES
- - - EASEMENTS
- ▤ CHANNEL ENCROACHMENT

Acreage Shown = 164

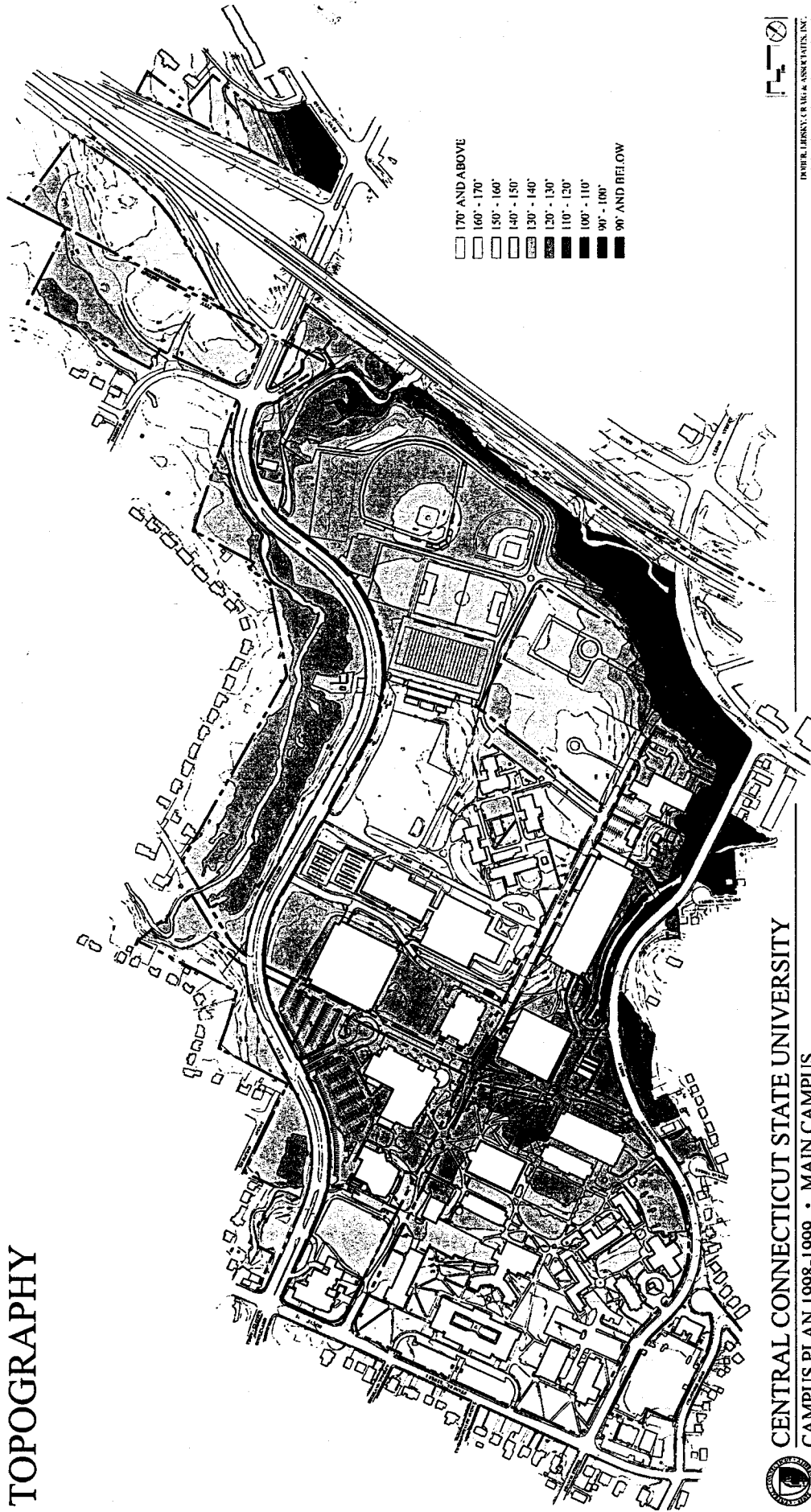
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Topographic analysis reveals a land configuration that offers opportunities for interesting landscape development on the Central Connecticut State University campus. Changes of ten feet in elevation are represented by the colored bands on the drawing opposite. Light colors indicate high ground; dark colors indicate lower elevations. There is a difference, from high to low grades, across the campus of about 100 feet, or the equivalent of an eight-story building. Narrow bands of color signify steep grades. Broad bands of color signify more level land and better building sites.

This overview shows that the CCSU campus is characterized by two elevated sectors divided by a declivity or vale. The original, front campus, an academic precinct along Stanley Street, and the athletic-recreation-housing precinct to the east occupy the high ground. Academic buildings and shared or common use facilities occupy the lowlands.

TOPOGRAPHY




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Campus land use sectors are plotted on this map. Existing and planned buildings are shaded tan and light gray, respectively, for orientation.

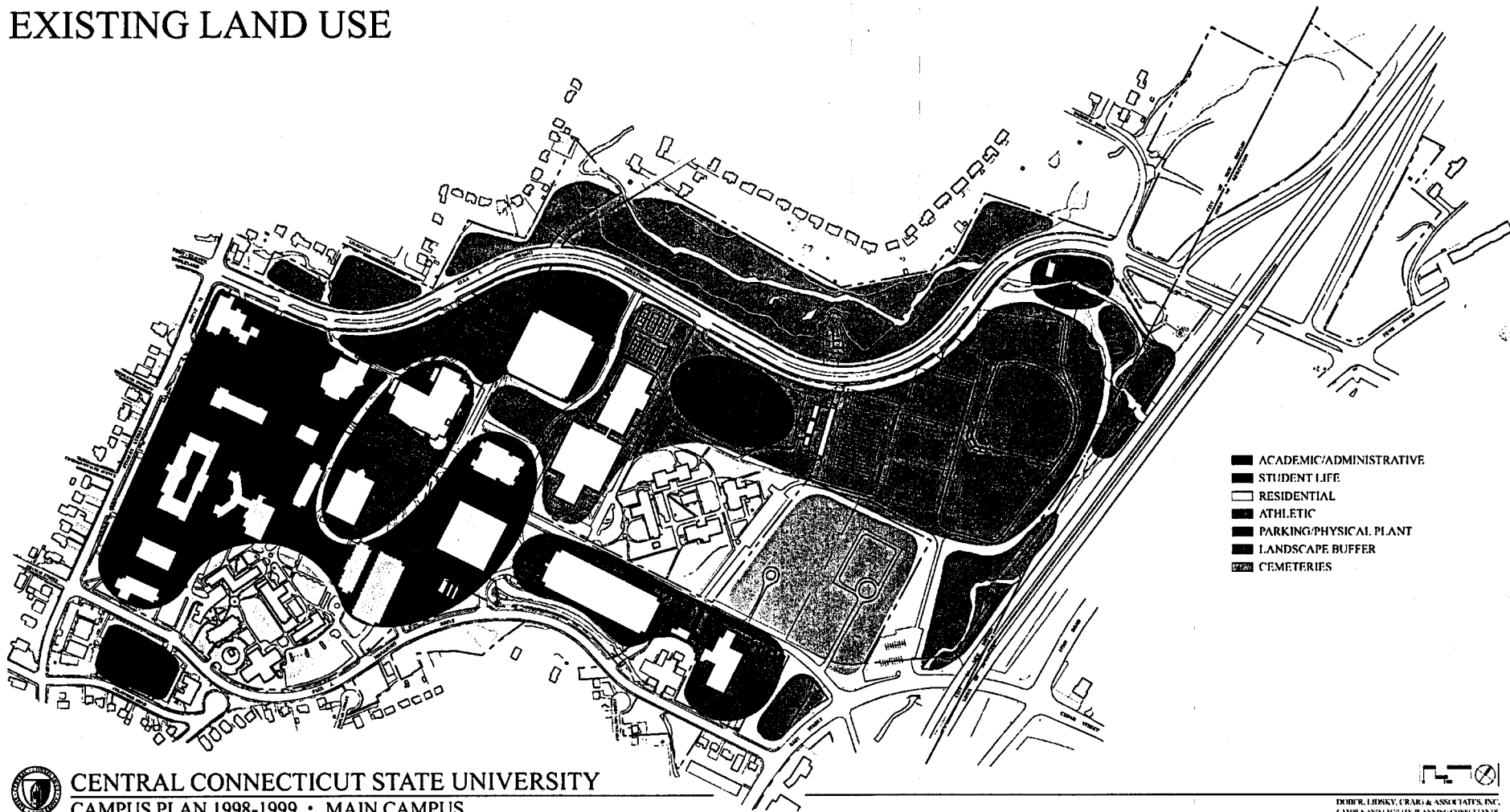
The academic sector (red) ranges eastward from the Stanley Street frontage - location of the University's oldest buildings - to and including the sites for Burritt Library and the science building, Copernicus Hall, the easternmost academic facilities.

Campus life activities (dark green), focused in the Student Center and the dining facility in Memorial Hall, occur at the geographical center of campus, in the vale between the east and west upper campus sectors.

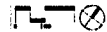
Two housing areas (yellow) occupy high ground along Manafort Drive at the south and at the terminus of Wells Street in the midst of the campus adjacent to the two cemeteries - the Polish National Cemetery and the Greek Orthodox Cemetery - abutting the campus property. Athletic and recreational facilities, courts, and fields (brown) extend from the west, next to Burritt Library, to the eastern edge of the main campus at Route 9.

The above-listed, active use areas are interspersed by parking lots and parking deck structures, the dark gray sections. Open spaces, both undeveloped and landscaped segments of the site, are shown as light green, complementing the main campus landholdings.

EXISTING LAND USE



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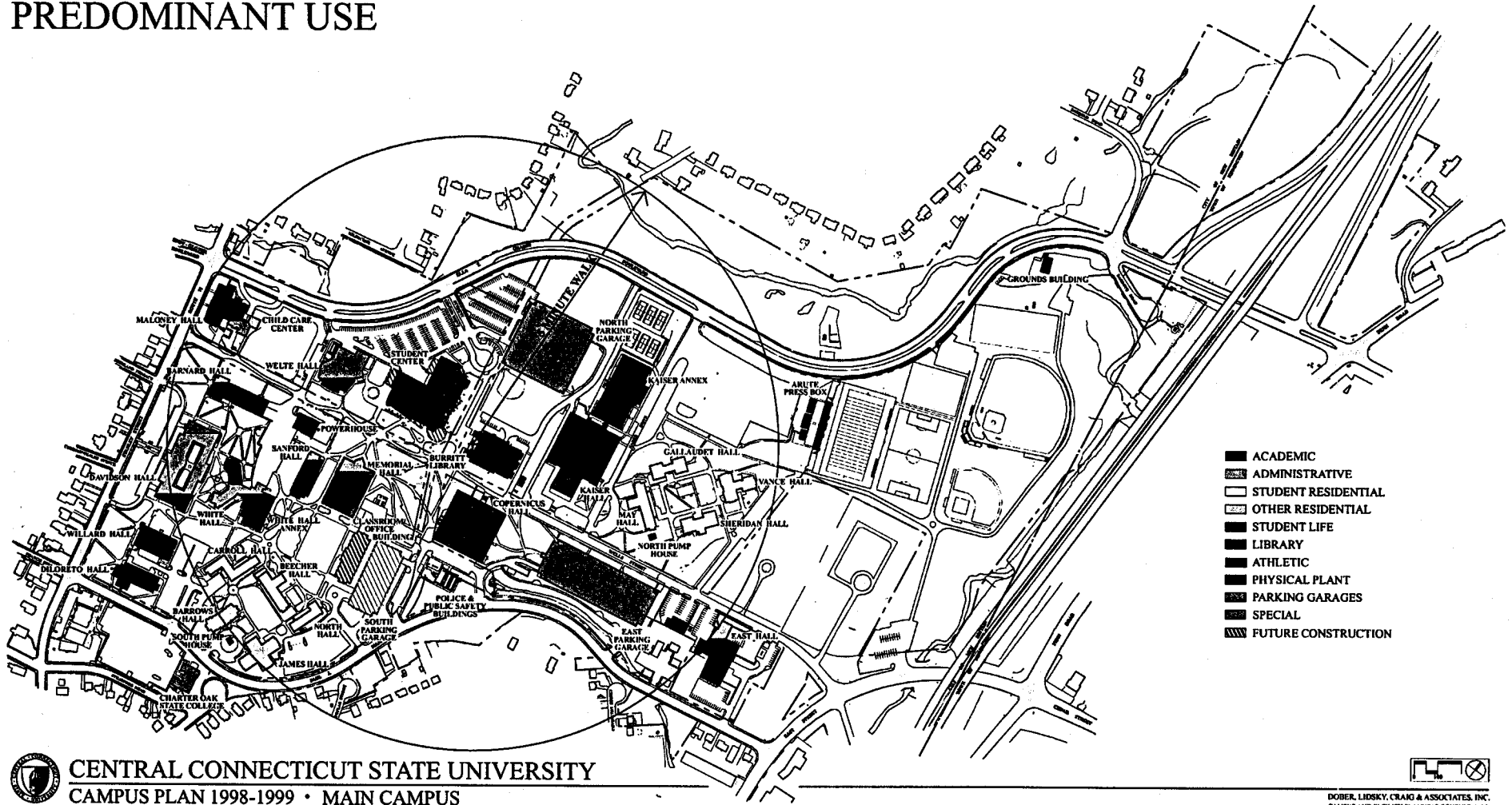
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Just as land uses can be mapped across the campus, so too can building functions. This level of mapping reveals a finer-grained pattern of a multiplicity of functions on the campus.

Academic facilities are shown in red - solid color for existing buildings and a hatched pattern for buildings in late stages of planning and design. Administrative uses are located in blue colored buildings. Campus life facilities are colored dark green. Light green indicates special use facilities - chiefly assembly halls or special events locations. The Elihu Burritt Library is purple. Yellow designates student residences, and brown indicates athletic and recreational buildings. Light gray means parking structures; dark gray means physical plant facilities, both operations and power plant. Again, striping or hatching indicates planned, but not extant, buildings with functions corresponding to the colors described.

The circle superimposed on the drawing is based on a theoretical 5-minute walking distance (radius of the circle) from the front door of the library. This measure is theoretical as the dimension assumes both level ground and a constant 3 mph walking speed. Where students and faculty may be capable of sustaining a brisk walking pace, the site is certainly not level. Even so, the circle does gauge the dimension of a pedestrian-scaled campus, one on which all major facilities can be accessible to those on foot within the ten minutes typically allotted between scheduled course sessions.

PREDOMINANT USE



Highways and major streets near the Central Connecticut State University campus are colored orange and dark yellow on this drawing. Local access streets are colored pale yellow.

The balance of vehicular routes and parking areas shown bear the color red in some form - indicating CCSU campus roads, driveways, parking lots, and parking structures. The exception is one short, unpaved drive leading to athletic fields at the eastern edge of the main campus. Solid red means a paved surface, either a road or a lot. Red and white striping means a pavement shared by pedestrians and vehicles - a conflicting use pattern. Red and tan stripes locate parking structures. Tinted red, or pink, areas indicate currently planned improvements. Tinted red striping means a parking structure planned for near-term construction.

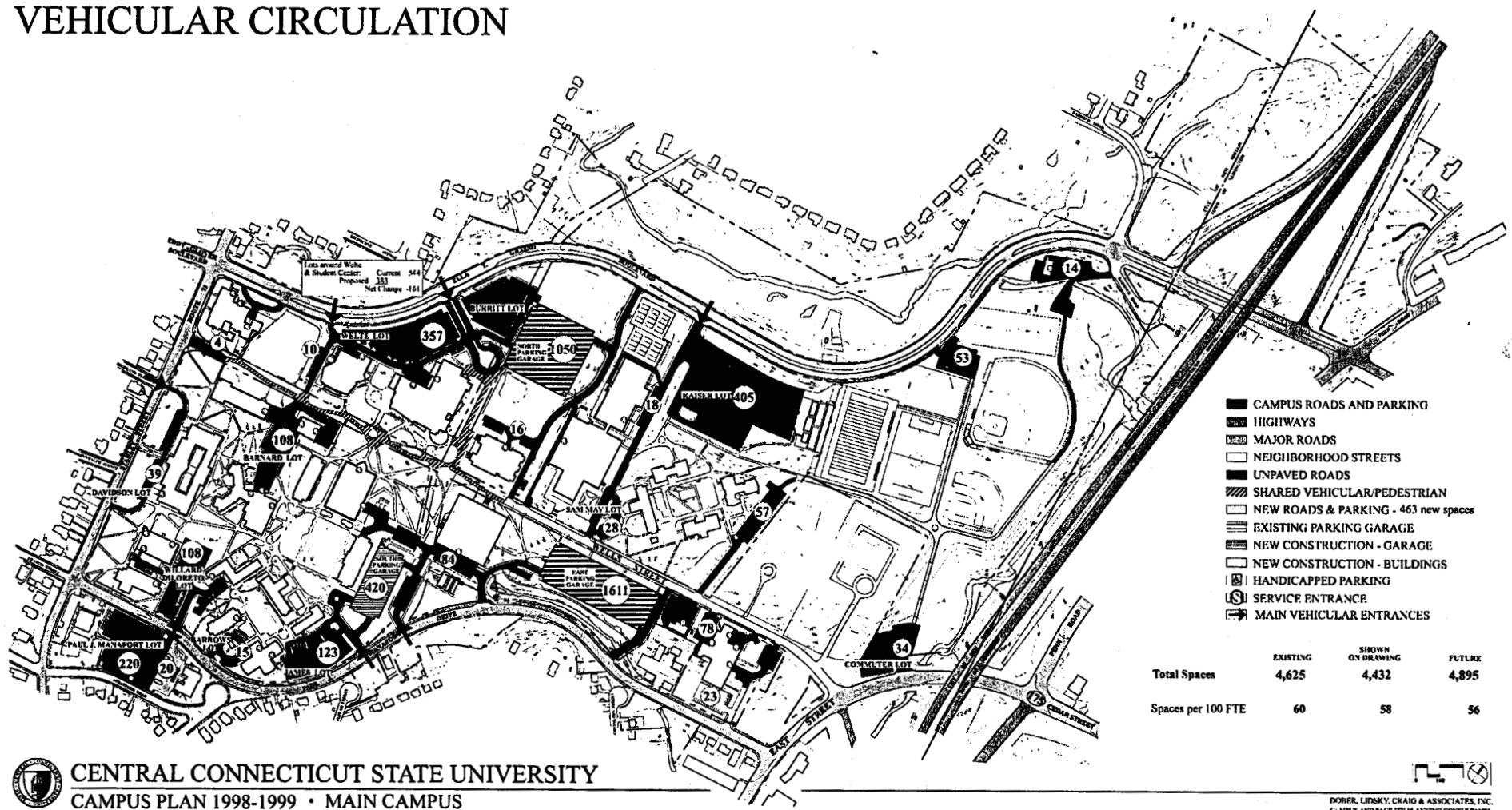
Motor entrances to the CCSU campus are located by the black arrow symbols. Service delivery docks at buildings are shown by the blue S symbol. Parking locations reserved for the handicapped are marked with a wheelchair symbol.


Parking counts, at decks and grade lots, are shown in the white circles. The numbers used are based on changes that were close to being implemented at the time of the analysis. The total number of spaces that were actually available in 1998 was 4,625, or 60 spaces per 100 full-time equivalent (FTE) students. The national mean is 49 spaces per 100 FTE students.

At that time, the total number of spaces planned for the short-term (the amount indicated on the drawing) and the long-term was 4,432 and 4,895 respectively with corresponding ratios of 58 and 56 spaces per 100 FTE students. The long term total includes the spaces in the parking deck adjacent to the new Classroom Building, the expansion of the lot south of Manafort Drive and the lot adjacent to the East Hall expansion.

The future ratio for CCSU reflects a calculated lower supply ratio because of a projected rise in enrollments. Even so, CCSU seems reasonably well supplied with parking at convenient locations across the 164-acre site. However, there are high demands for parking at selected locations and times, largely due to the significant proportion of non-traditional students at CCSU. A parking study conducted by Desman Associates in 1998 corroborated this by suggesting a need for approximately 1,000 parking spaces located near the central campus.

VEHICULAR CIRCULATION



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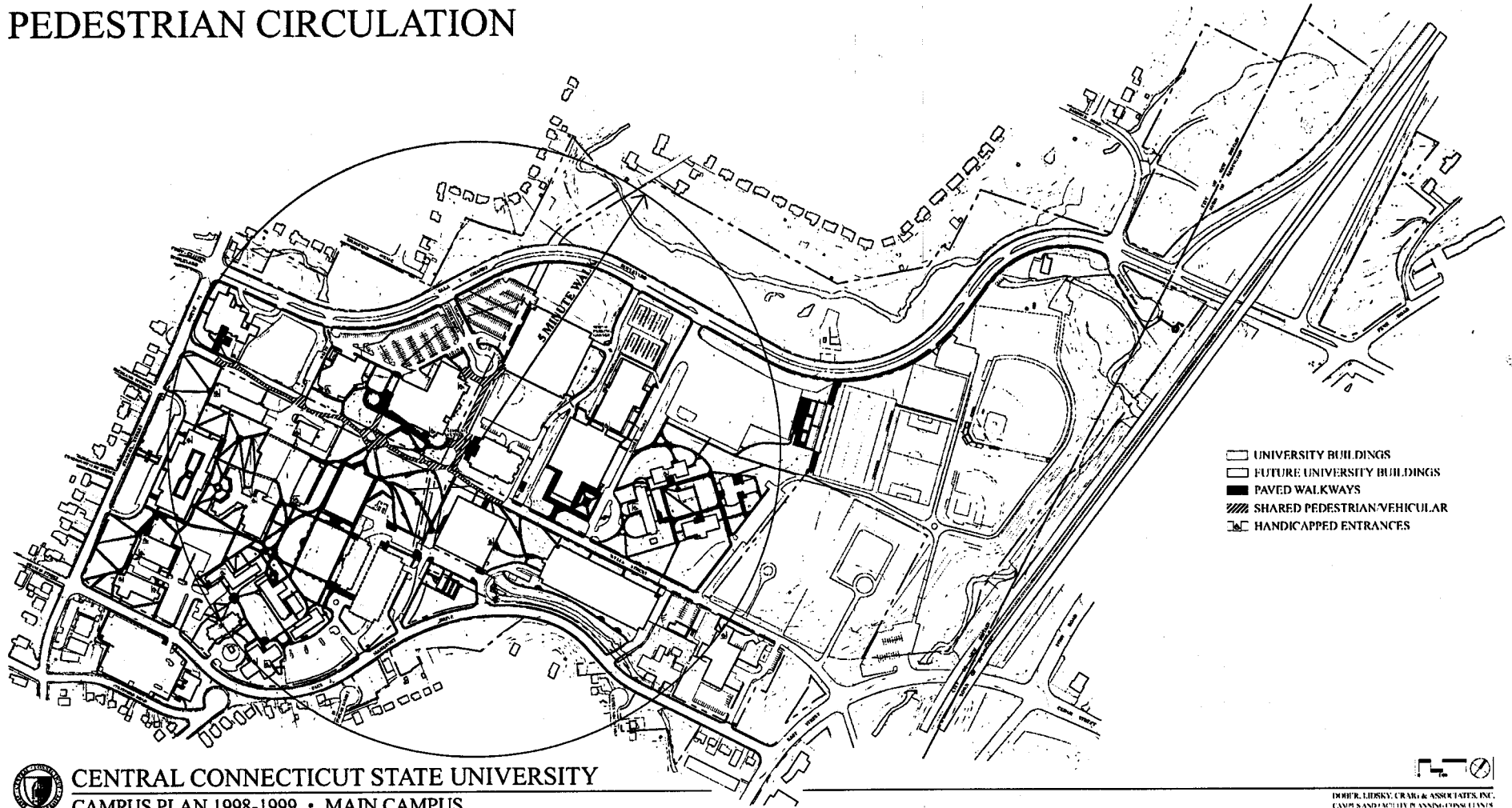

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PEDESTRIAN CIRCULATION

Pavements dedicated for pedestrian use are shown in red on Drawing 9. Red-colored surfaces are wholly dedicated to pedestrian use. Red and white striped surfaces are shared by people and service vehicles on a regular basis.

The pattern of red is well-defined, but lacy and occasionally interrupted - in contrast to the bold, contiguous pattern of paved surfaces for cars shown on the Vehicular Circulation drawing. Linkages across the campus need to be clarified and strengthened by making broader, more direct walkways than the existing pattern shows.

PEDESTRIAN CIRCULATION



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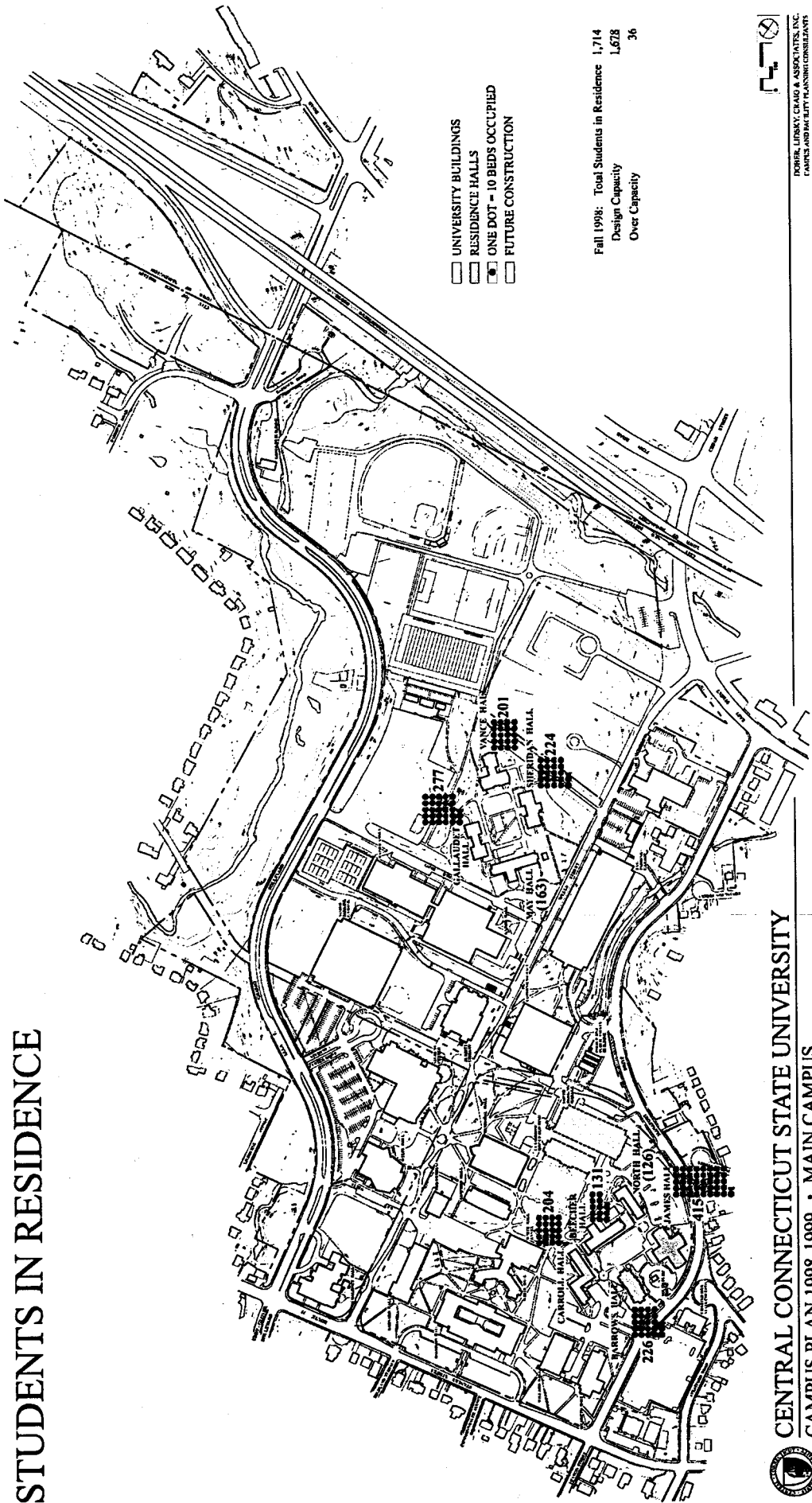
Campus Plan 1998-1999

Only twenty-three percent of the total of 7,426 full time headcount students enrolled at Central Connecticut State University in 1998 lived on campus. The University would like to provide housing for thirty-three percent. This drawing locates student residence halls by the color yellow. The capacity of each residence hall is represented by the red dots, each representing ten students in residence.

Two residential sectors are apparent, one at the western side of the campus that houses 976 students. Seth North Hall has been renovated for swing space for non-residential campus renovations. To the east, near the athletic fields, five residence halls accommodated 702 students. When the May Hall renovation is completed, approximately 138 beds will be added for a total of 840.

During the 1998 academic year while North and May halls were off-line, a total of 1,714 students were housed in buildings designed to hold 1,678 students - 36 beds above design capacity. The 138 beds in May Hall will rectify this situation, but the housing inventory will still be below the target.

STUDENTS IN RESIDENCE



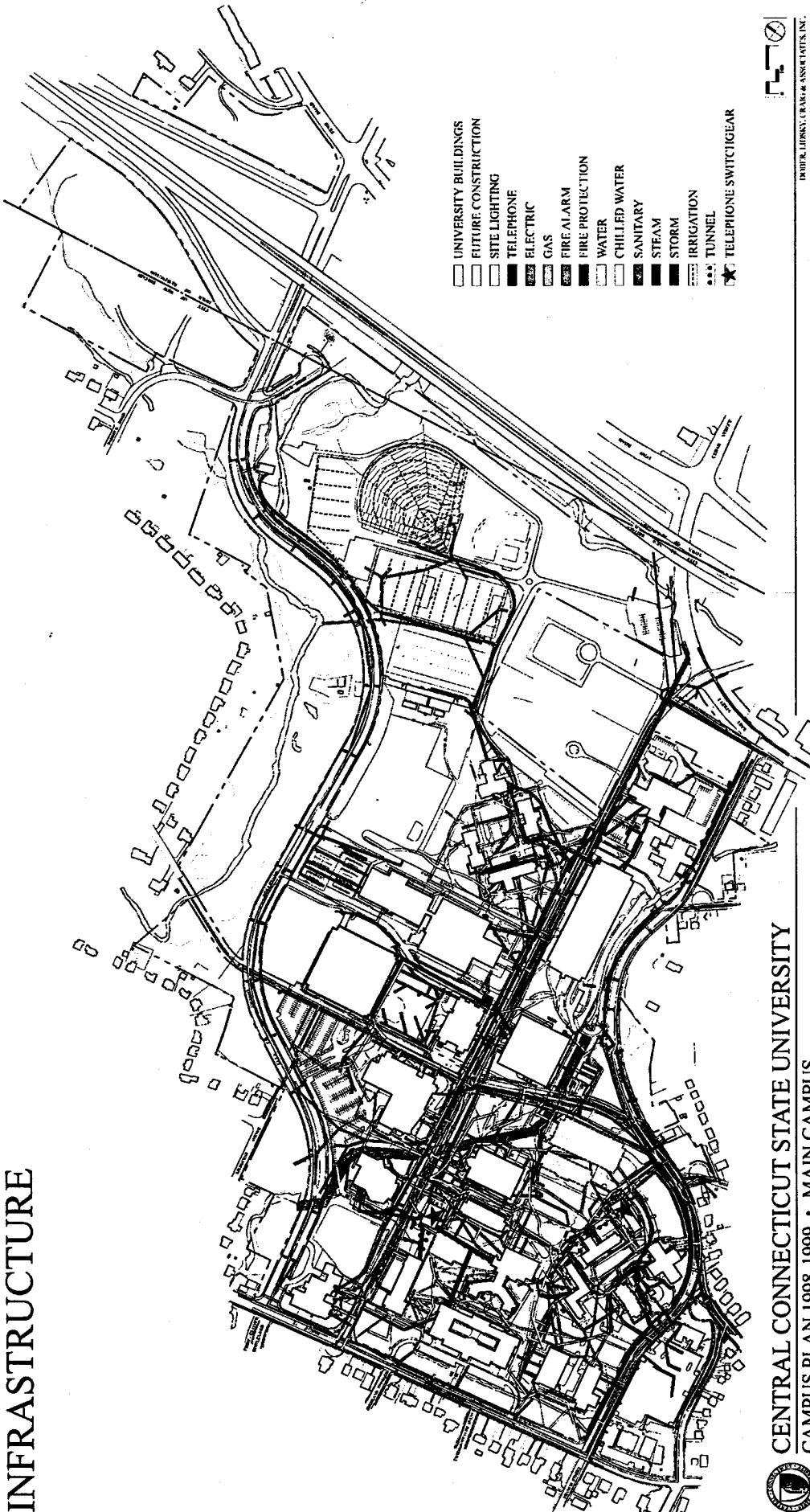
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Drawing 11 shows the conceptual layout of underground utilities across the Central Connecticut State University campus. For the most part, major utility corridors follow low street and easement rights-of-way. Densely bundled lines create a grid along existing or vestigial streets, including (from north to south) Ella Grasso Boulevard, the Wells Street right-of-way, and Manafort Drive, and also (from west to east) Stanley Street and the city easements crossing the lower campus. Other parts of the campus appear to be laced with utility lines including a tunnel network amongst the older University buildings on the front campus. Another significant element is the culvert traversing the lower, mid-campus - the vale - along the line of an old streambed.

INFRASTRUCTURE



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The last map of the analytical set shows an amalgam of visual elements that contribute to an observer's impression of the institution. This drawing plots positive enhancements, neutral elements, and detractions.

Positive Factors

The more pleasant aspects of the CCSU campus relate to the built environment. Buildings of distinctive architecture - denoted by red outlines marking significant façades - create a strong visual impression. Some campus structures are landmarks - not in the historic sense, but rather as tall, visible, noticeable structures. The main building, Davidson Hall, is one, an emblematic example. A second landmark, in terms of height and visibility, is the smoke stack on the power plant. Black circles with white stars identify both landmarks.

A unique feature of the CCSU campus is that some buildings have been designed to form courtyards that are exceptionally pleasing spaces to linger within. The older buildings on campus, Davidson and Marcus White halls, form two such spaces, both delightfully scaled, each with divergent characters.

Campus gateways are designated by the symbols of dark blue, paired semicircles. These locate campus entrances that are formed by constructed gates or pylons. The only two on the campus are on Stanley Street. Artworks are located across the campus and are noted on the map by black stars. Similarly, outdoor gathering places are located by the red circles with white triangular centers; and are typically characterized by paved areas with seating.

Characteristic campus landscape features include large-scaled, maintained open spaces - both frontage landscapes and building-formed quadrangles - and are indicated by the olive green shapes superimposed on the site map. Critical features of any campus are playfields. CCSU playfields and courts are color-coded by pale yellow-green toned areas. They are interspersed among buildings along the north side of the site and are concentrated at the eastern edge or the athletic/recreation precinct.

Two types of tree plantings are indicated on the map. Generalized tree canopies - shown by the mid-green color - are densely planted or naturally wooded. The second type is the edge or perimeter plantings of shade trees - some recent and small in scale - that line streets around the campus. Over time, as the trees mature, these plantings will form a clear and distinctive edge to the campus.

Neutral Factors

Neutral features of the campus that can be identified include such site characteristics as topography and wetlands. The abutting cemeteries are also in this category. Parking is another neutral feature as it is a necessity that is not positive nor necessarily negative, but can be intrusive if not carefully planned.

The brown-colored bands running parallel with the direction of the slopes indicate steeply sloped land, and occur at various places across the campus. Wetlands are delineated on the drawing by the blue toned areas. The black, long-tailed arrows show vistas, which are afforded by the changes in topography and chiefly evident as views across the central campus vale.

A feature, distinctive to the campus environs but not part of the campus itself, is the adjacent two cemeteries, the Polish National and the Greek Orthodox. This is the orange-toned area along Wells Street.

Parking reservoirs are at the campus edges and interior, and are located by the encircled letter P. Vehicular access points from the local street system are shown by the bold red triangles.

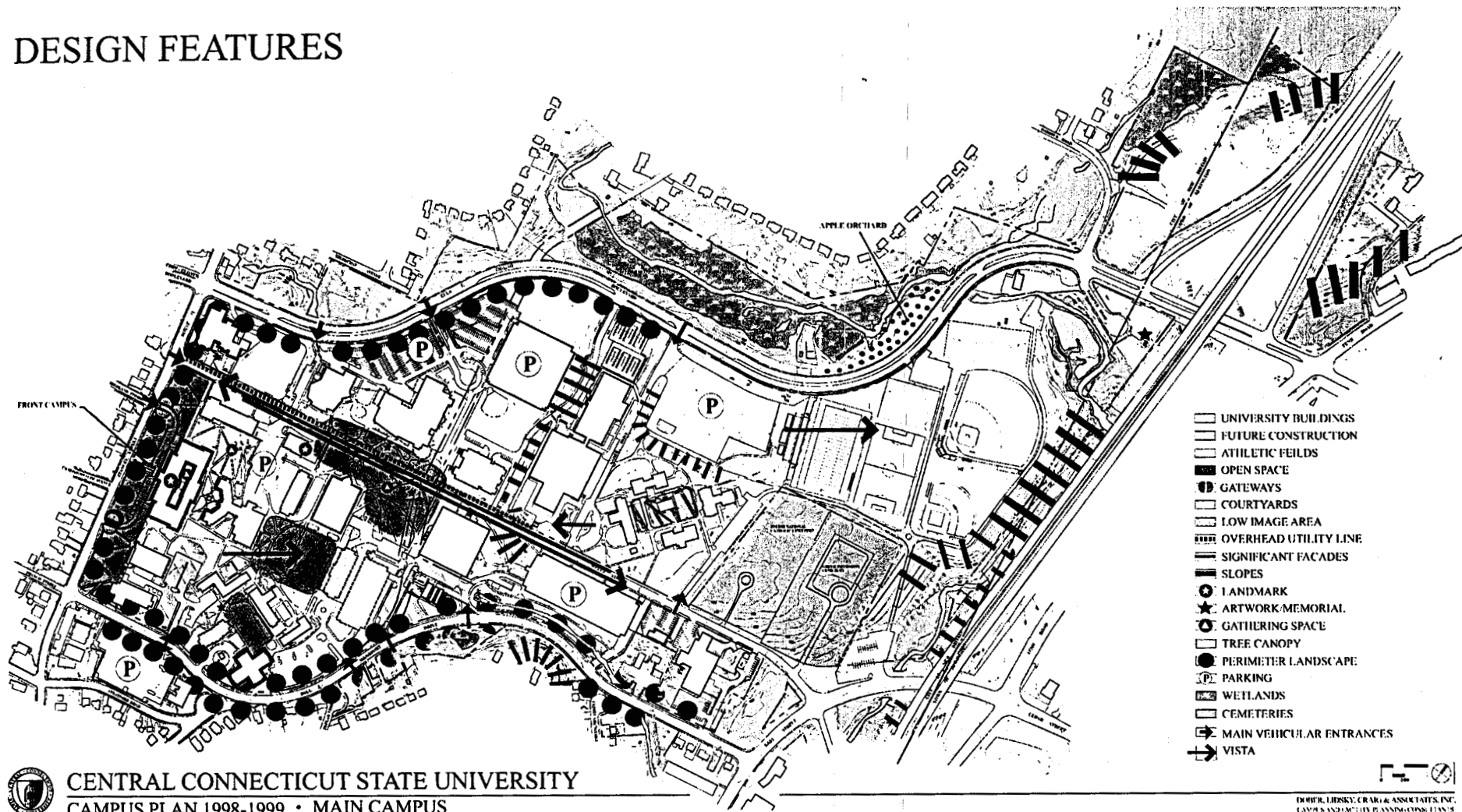
Negative Factors

Two components of the visible landscape are detrimental to the image of the campus. The first is a group of features labeled as low image areas, located on the drawing by the gray-toned stripes. These areas are primarily un-landscaped, grade parking lots. Also marked is the area near the physical plant buildings at Manafort Drive, an area that would benefit from screening fences and landscaping.

An area of surprising starkness is the quad within the eastern residential grouping. This low image open space lacks landscaping, amenities, and human-scaled architectural detail - a utilitarian environment. Coordinated site furnishings (benches, waste receptacles, etc.), low-scaled light fixtures, and landscaping (new pavements and plantings) would improve this space, give it a collegiate image, and make it welcoming.

The second visually intrusive element is the overhead utility line system that runs along the old, Wells Street right-of-way. It is shown as the orange dotted line. Portions of the street have been vacated and re-landscaped - a significant aesthetic improvement. However the overhead power lines are an unmistakably industrial and visually divisive feature. The University is planning to relocate these lines to underground conduits as part of the Energy Center utility upgrade project which will enhance the campus even further.

DESIGN FEATURES



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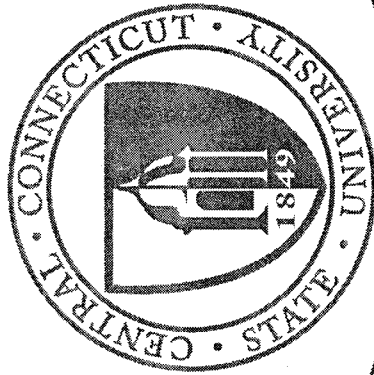
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SECTION FOUR:



Honoring Our History • Celebrating Our Future

M A S T E R P L A N

One obvious intention of the Master Plan for Central Connecticut State University is to locate the building projects identified by the program study to support the current and projected academic and campus life activities. Of equal importance is the opportunity, in part presented by new construction projects, to strengthen the physical image of the campus. This image or sense of place serves and symbolizes the institution.

The existing campus design pattern at Central is a three-dimensional mosaic of design impulses reflecting the tastes and technology of various architectural periods, all overlaid on a rolling topography, which in the main has yet to be used to full aesthetic effect. The campus periphery is well defined, the core unformed, but susceptible to dramatic improvement.

On the western edge, the University buildings, landscapes, and visitor parking are set back from Stanley Street in a classical composition.

Davidson Hall is the centerpiece. Maloney Hall and the Fine Arts Center, arguably the best contemporary building at CCSU, anchor one end of front campus, and DiLoreto Hall the other. The simplicity of the campus design in this sector should be maintained. It conveys a sense of comfort in image making, with a willingness to permit new architectural expressions in conjunction with traditional styles.

The opposite end of campus is buffered by the play fields. The north boundary is Ella Grasso Boulevard abutting a densely landscaped, linear natural preserve where seasonal changes in color and texture provide a welcome relief to the nearby University parking lots. Manafort Drive is to the south where, opposite the parking deck, there is a massive rock formation which forms a campus gateway.

The outdoor gathering spaces or quadrangles that exist are unconnected in terms of spatial sequence, not well defined, and in some cases, in poor condition. These elements could play a major role in generating a comprehensive sense of place.

Vehicular and pedestrian traffic are intermixed, with no strong organizing principle or seemingly purposeful campus design concept, such as axial building and landscape compositions, or orchestration of space sequence. The medley of paved and unpaved paths, some too narrow and some too wide, may serve convenience but not aesthetics. On the other hand there is a significant, indeed an extraordinary opportunity to develop a landscaped campus spine along a major east-west pedestrian axis.

During the course of the planning a development strategy was articulated. These ideas are summarized on the drawing opposite.

The campus is divided in three sections. The upper west campus will continue to be allocated to academic, administrative, and residential use. The lower central campus, in the campus vale, will continue to be academic and campus life with a concentration of parking. Admissions will also be in this sector, adjacent to a campus gateway. The upper east campus will be athletic, housing and physical plant uses. The three sections will be linked by a well-landscaped pedestrian spine.

Focal landscapes are olive green and represent the development of the campus spine with an open space midway, which will be a center of campus life and academic activities. The front campus green, along Stanley Street, will be protected and maintained.

An academic quadrangle will connect Memorial Hall, the new Classroom Building, the south residential complex, Marcus White Annex, and Maria Sanford Hall. A second academic quadrangle will connect Marcus White and the annex with Davidson, Barnard, the Power House, and Maria Sanford. An amphitheater can be created as this open space nestles into the terrain. Quadrangles will also be created and improved in both housing sectors.

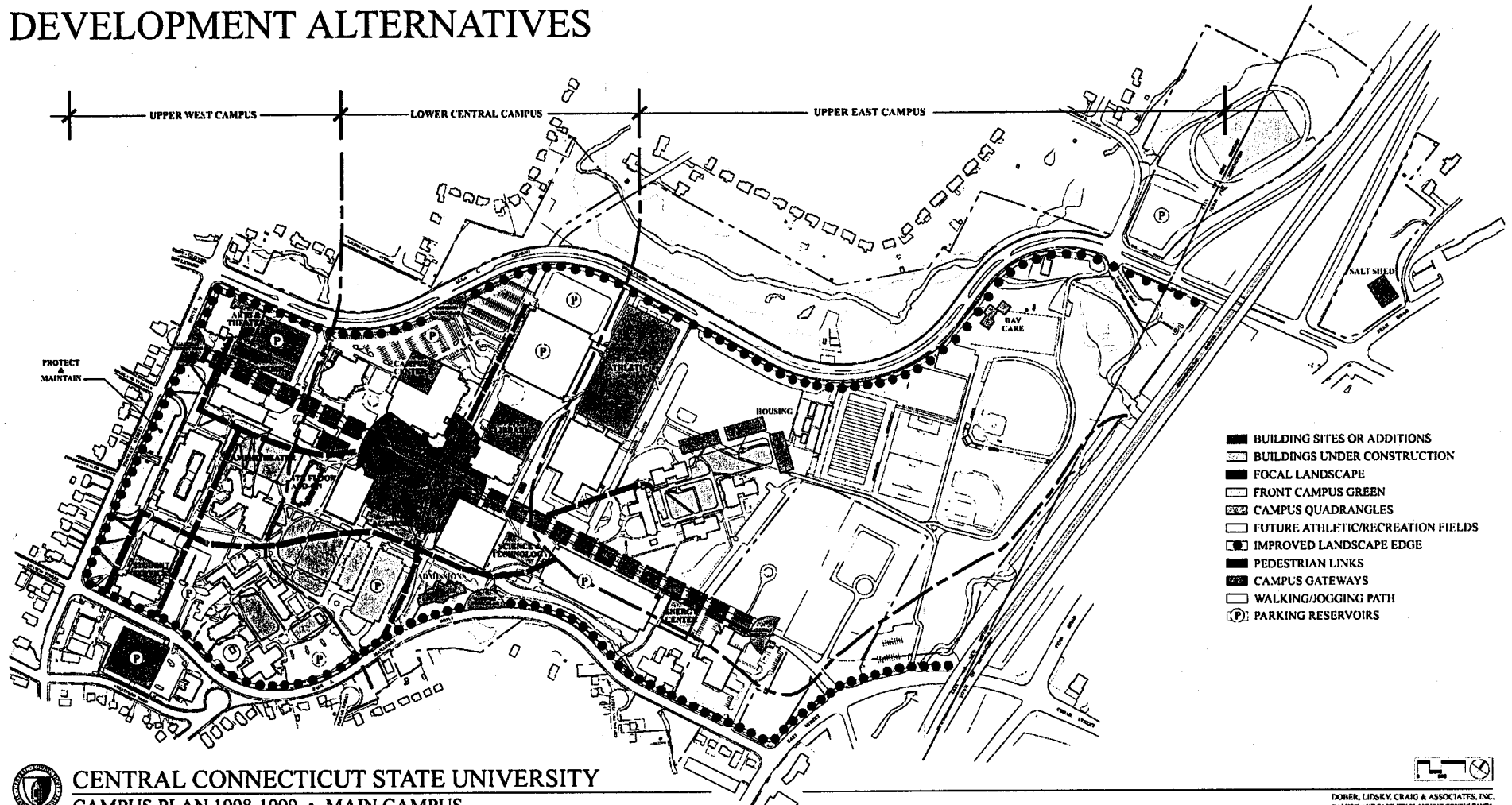
A future athletic and recreation track and performance soccer field (yellow green) is located north of Ella Grasso Boulevard. The north, south, and west edges of campus will be improved as indicated by the rows of green dots. Walking and jogging paths (yellow) will follow those campus boundaries, and then will meander through the play field area towards the north housing sector.

Major gateways are shown by the orange semicircles - one pedestrian and three vehicular. These elements will mark arrival to Central Connecticut State University for those on foot and those in automobiles.

Pedestrian links are the red, dashed lines. Strong ties to the campus spine and associated open space are south from the green space and parking at the new gateway, past the Campus Center and Library and north from the Classroom Building parking past the new academic building. The spine is also linked from the arts complex through the amphitheater quadrangle by Barnard and from the north residential complex. The Willard and DiLoreto complex at the south end of front campus is linked to the amphitheater quadrangle and east to the parking deck.

Sites for new construction are shown in blue, and labeled as to each use. Parking decks are shown with the letter P, which indicates a parking reservoir, either building or lot. The new Classroom Building, almost complete; and the adjacent parking deck and Energy Center, soon to be complete, are colored light blue.

DEVELOPMENT ALTERNATIVES



- BUILDING SITES OR ADDITIONS
- ▨ BUILDINGS UNDER CONSTRUCTION
- FOCAL LANDSCAPE
- FRONT CAMPUS GREEN
- ▨ CAMPUS QUADRANGLES
- FUTURE ATHLETIC/RECREATION FIELDS
- ▨ IMPROVED LANDSCAPE EDGE
- ▨ PEDESTRIAN LINKS
- ▨ CAMPUS GATEWAYS
- WALKING/JOGGING PATH
- ⊙ PARKING RESERVOIRS

 **CENTRAL CONNECTICUT STATE UNIVERSITY**
 CAMPUS PLAN 1998-1999 • MAIN CAMPUS

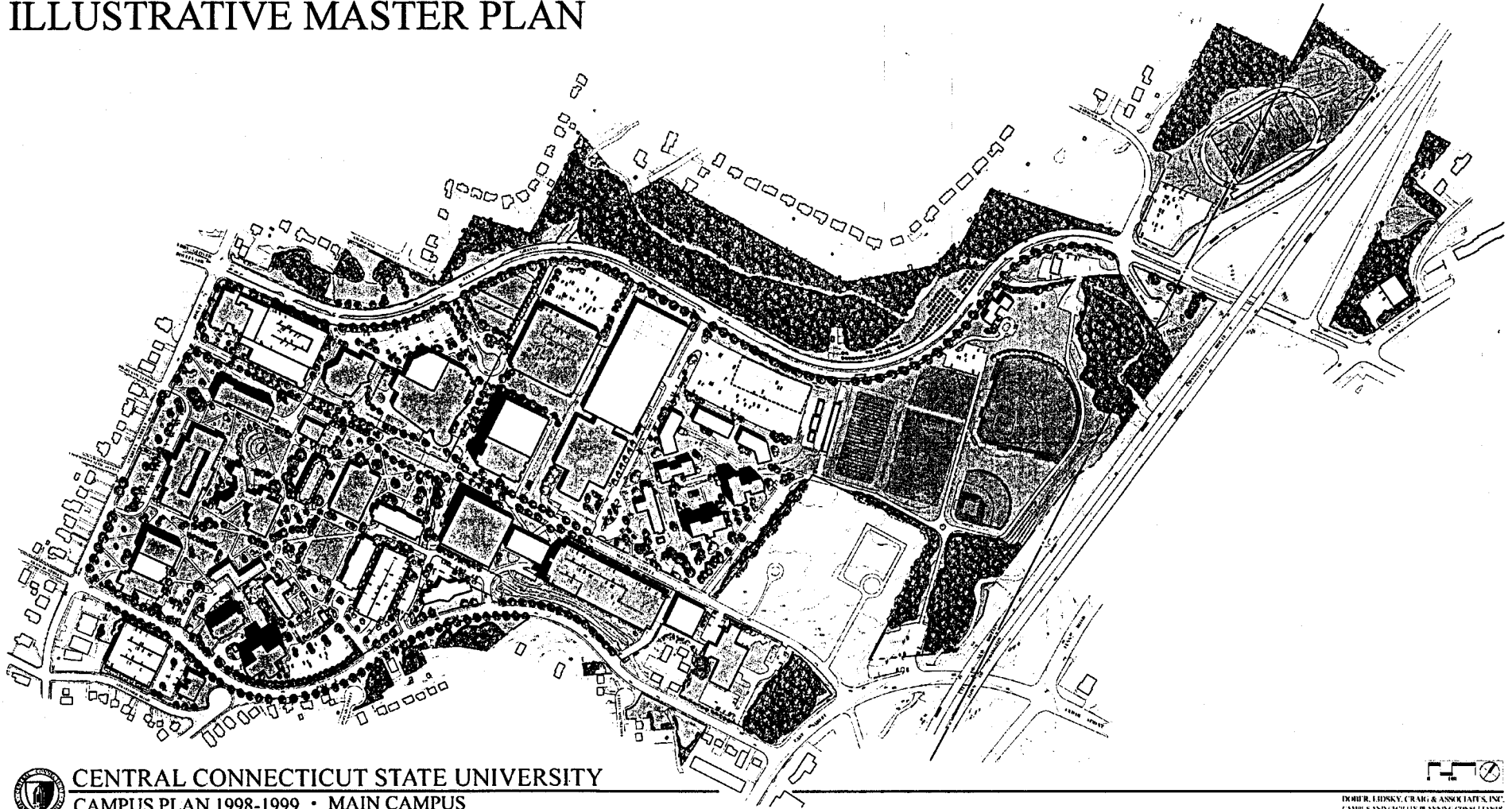

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The Illustrative Plan is a rendered air view of the campus as it might look when the Master Plan projects are complete. This vision of the Central Connecticut State University campus expresses all of the ideas discussed above, collected from the many on-campus interviews, discussions, and review sessions, and described in the Program for the Master Plan.

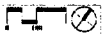
The Master Plan concept is illustrated on this drawing. It shows buildings of the sizes prescribed by the Program for the Master Plan and campus landscapes as conceived by the Master Plan. The architects for each of the construction projects will determine final building form and position on each site. The University, too, will influence the final physical resolution of the Master Plan, as projects may need to be redirected in response to changing academic and programmatic requirements. Funding opportunities will also be a factor in the realization of the Master Plan, both in sizing and sequencing.

The development of the east campus may impact improvements on the main campus in this planning cycle. Certainly this valuable land resource will affect development in future planning cycles when it could enhance campus life and recreation activities, and offer additional sites for student housing.

ILLUSTRATIVE MASTER PLAN



CENTRAL CONNECTICUT STATE UNIVERSITY
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 Campus and Facility Planning Consultants

Campus Plan 1998-1999

EAST CAMPUS PLANNING ZONE

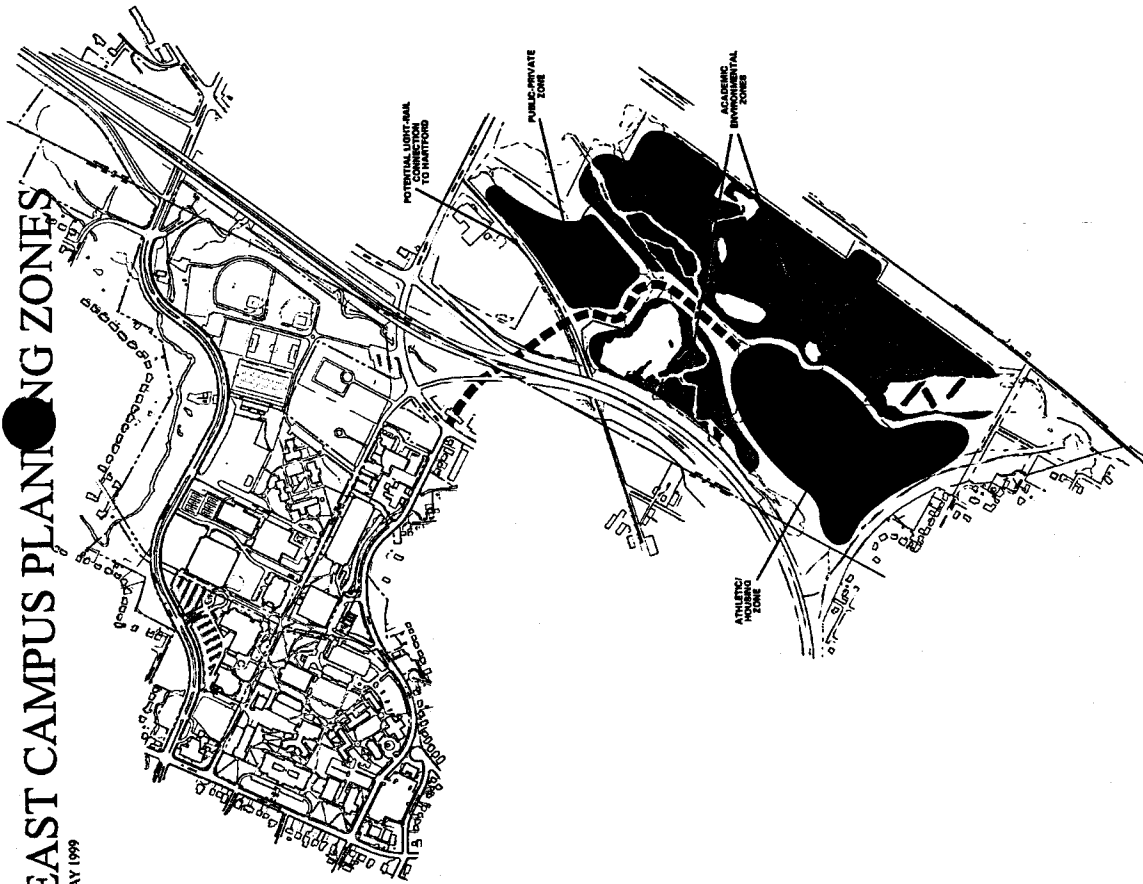
Drawing 15 shows the physical relationship of the two campus sectors, and depicts the planning zones prescribed for the east campus. First in a series of steps to improve this sector of campus will be to provide a feasible connection to the main campus. A new road is proposed, shown by the heavy, black dashed line. The suggested route is a continuation of Manafort Drive, under Route 9, into the center of the tract.

The fact that forty-three percent of the 152-acre site is classed as wetlands will constrict its use while at the same time providing visual enhancements and programmatic space for the sciences at CCSU. The University might also consider making some portion of this zone available to neighboring schools as an environmental study area. These areas of the site, where building cannot occur, are labeled as academic and environmental zones and are colored green.

The larger of the other two areas is the athletic and housing zone, at the south end of the campus. This will be developed for additional fields and other recreation activities, expansion of the student housing inventory, and perhaps additional student dining. The smaller zone at the north end of the site is a public-private zone, which will be developed for commercial uses. There is the potential for a light-rail connection to Hartford also at the north end. The public-private zone would be situated to take advantage of this link. A direct connection to Hartford, would be of great benefit to CCSU students and to the viability of the east campus.

EAST CAMPUS PLANNING ZONES

MAY 1999



CENTRAL CONNECTICUT STATE UNIVERSITY
CAMPUS PLAN 1998-1999



- ATHLETIC/HOUSING ZONE
- ATHLETIC/PUBLIC-PRIVATE ZONE
- ACADEMIC ENVIRONMENTAL ZONE
- PROPOSED NEW ROAD

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The projected phasing sequence for Master Plan projects is indicated by Diagram 2. The chart extends from the present to the year 2014, with all projects represented in one of the three five-year phases. The anticipated amounts of time for pre-construction activities such as design and bidding, as well as the construction period is shown by the shading of each bar.

The first four projects, shown with white bars, are those being completed as part of the previous planning cycle, and are included here for comprehensiveness. These projects are the East Hall Addition, the New Classroom Building, the Energy Center and New Utility Tunnel with enhanced landscaping along the Wells Street corridor, and the Student Center Addition and parking lot improvements. These projects should be complete by the end of the year 2002.

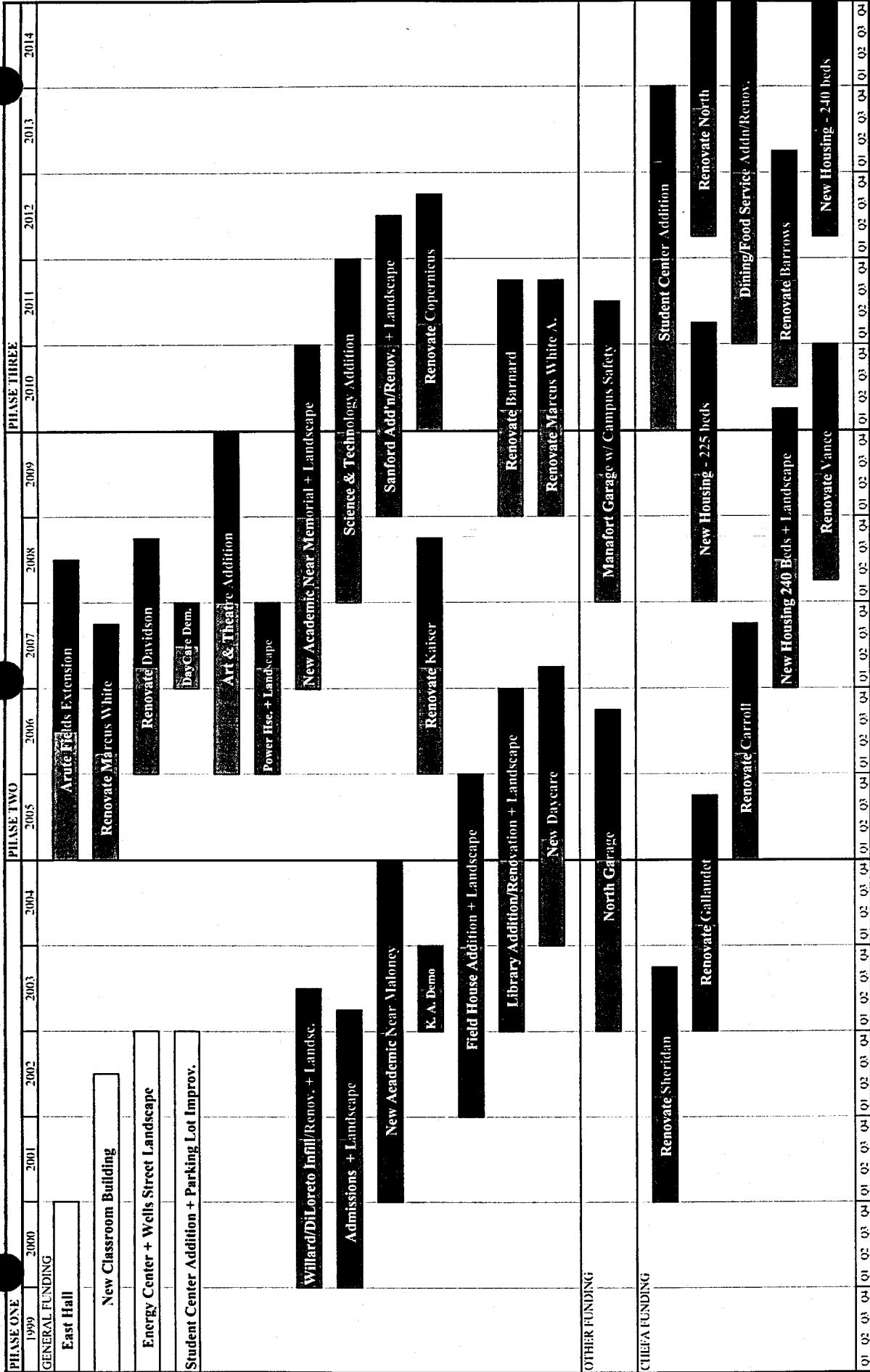
The University has identified twelve projects as the highest priority initiatives in its Master Plan. These are shown by the blue bars in Phase One that spans the five-year period from 2000 to 2004. These projects affect a broad spectrum of University activities and needs from academic to residential. Academic and related projects included are the Willard/DiLoreto infill addition and renovation, the new Admissions building, the new Academic building near Maloney Hall, the linked projects involving the demolition of Kaiser Annex and the construction of a new Fieldhouse connected to Kaiser Gym, the addition to Burritt Library, and the construction of a new Daycare facility. To alleviate difficult parking conditions at the heart of campus, the new parking deck near Welte Auditorium is also scheduled for Phase One. Residential projects in this period include renovations to Sheridan and Gallaudet.

Phase Two, running from 2005 to 2009, includes the initiation of twenty projects: fifteen academic and related, one parking, and four residential. These projects include one demolition, one grounds project, nine renovations, and nine new facilities. The academic and related projects are the extension of Arute Field, the demolition of the vacated Day Care space to create a site for the Art and Theater addition at Maloney Hall, the new Academic Building near Memorial Hall, an addition for the sciences and technology adjacent to Copernicus, the addition of a fifth level and renovation of Sanford, and renovations to Marcus White, Davidson, the Power House, Kaiser, Barnard and Marcus White Annex. The parking facility at Manafort Drive scheduled for this phase will also incorporate space to accommodate the Campus Safety function. The residential projects include a two new residences totaling 465 beds, and renovations to Carroll and Vance.

The third phase includes academic renovations to Copernicus Hall, and residential life improvements including: an addition to the Student Center, an addition and renovations to Memorial Hall, a new residence hall of 240 beds, and renovations to Barrows and Seth North.

A swing space resource will be important as renovations proceed. Seth North Hall will serve that function until the Campus Safety facility is built allowing Seth North to be renovated.

Diagram 2: Master Plan Phasing



KEY
 Previous Master Plan Projects
 Construction
 Demolition

Table 00: Project Summary lists the construction, renovation and demolition projects included in this planning cycle with the associated costs. The cost for each project is given in year 2000 dollars and, in the last column, has been adjusted for inflation to the estimated project completion date. The list is prioritized into three phases and three funding sources (General, Other, and CHEFA). Within each phase, projects are listed by funding source and type so that the order shown does not necessarily reflect the University's priorities.

The last column in the table reflects the amount that should be budgeted for the project to account for inflation. This figure has been derived by increasing the current cost by 3% per year to the projected completion dates.

Construction costs are for new buildings, additions, and those renovations that respond to programmatic need. Survey costs are those identified in the Existing Conditions Survey, prepared by Friar and Associates, inc., and address issues such as deferred maintenance, and code compliance. The telecommunications cost is for necessary network wiring. The associated landscape category includes an allowance for improvements such as paths, walkways, and landscape development.

With so many projects to be accomplished, not all can be achieved at one time. In view of this, the University has identified the highest priority for the following projects to be completed in the next five years.

- The Willard/DiLoreto Infill and Renovation project links these two buildings and creates a combined Student Services Center and Academic Building.
- A new Admissions Building to provide appropriate resource for this critical University function.
- A new Academic Building to provide contemporary facilities for several academic departments.
- The construction of a multi-purpose Fieldhouse structure to support Physical Education, Recreation and Athletics programs.
- A significant addition to the library and the renovation of Burritt create an 21st century information and media resource.
- The creation of a new Day Care facility with surrounding play area and landscaping.

Table 3: Project Summary

	NEW CONSTRUCTION	RENOVATION	DEMOLITION	GSF	SUBTOTAL CONSTR COST	SURVEY COST	TOTAL CONSTR COST	TELECOM COST	ASSOC LAND-SCAPE	TOTAL 2000 COST	INFLATED COST TO END OF CONSTR
2000 to 2005											
IA	Willard & DiLoreto Infill			34,080	\$5.2		\$5.2	\$0.5	\$0.3	\$6.0	\$6.6
IB		Willard Renovations		58,545	\$4.1	\$3.2	\$7.3	\$0.9	n/a	\$8.2	\$9.0
IC		DiLoreto Renovations		45,579	\$3.1	\$2.6	\$5.7	\$0.7	n/a	\$6.4	\$7.0
II	Admissions Building			16,930	\$2.6		\$2.6	\$0.2	\$0.1	\$2.9	\$3.2
III	New Academic I			62,640	\$11.3		\$11.3	\$0.9	\$0.6	\$12.8	\$14.4
IV		Sheridan Renovations		48,980	\$2.8	\$2.6	\$5.4	\$0.5	\$0.1	\$6.0	\$6.6
VA			Kaiser Annex	39,618	\$0.3		\$0.3			\$0.3	\$0.3
VB	Fieldhouse Addition			142,170	\$27.0		\$27.0	\$1.6	\$1.3	\$29.9	\$34.7
VIA	Library/Media/Computing Addition			161,980	\$29.1		\$29.1	\$1.8	\$1.4	\$32.3	\$38.6
VIB		Burritt Renovation		165,059	\$13.3	\$9.1	\$22.4	\$2.5	\$0.7	\$25.6	\$30.6
VII		Gallaudet Renovations		56,840	\$3.2	\$2.6	\$5.8	\$0.9	\$0.2	\$6.9	\$8.0
VIII	Day Care			5,710	\$1.1		\$1.1	\$0.1	\$0.1	\$1.2	\$1.5
2005 to 2010											
IXA			Day Care (Maloney)	3,146	\$0.03		\$0.03			\$0.03	\$0.04
IXB	North Parking Deck			315,000	\$10.1		\$10.1	\$0.1	\$0.5	\$10.7	\$12.8
X	Arute Fields Extension			(277,500)	\$1.4		\$1.4			\$1.4	\$1.8
XI		Marcus White Renovations		40,274	\$2.8	\$3.1	\$5.9	\$0.4	n/a	\$6.3	\$7.7
XII		Davidson Renovations		111,549	\$7.7	\$5.1	\$12.8	\$1.3	n/a	\$14.1	\$17.9
XIII	Art & Theater Addition			29,360	\$5.3		\$5.3	\$0.3	n/a	\$5.6	\$7.3
XIV		Carroll Renovations		53,649	\$3.1	\$1.4	\$4.5	\$0.6	n/a	\$5.1	\$6.3
XV		Power House		5,332	\$0.4	\$1.2	\$1.6	\$0.1	\$0.02	\$1.7	\$2.1
XVI		Kaiser Renovations		146,095	\$12.5	n/a	\$12.5	\$1.6	n/a	\$14.1	\$17.9
XVI	New Academic II			33,880	\$6.1		\$6.1	\$0.5	\$0.3	\$6.9	\$9.3
XVII	Student Housing			90,770	\$11.5		\$11.5	\$1.0	\$0.6	\$13.1	\$17.6
XVIII	Science & Technology Building			71,880	\$17.6		\$17.6	\$1.1	n/a	\$18.7	\$25.9
XIXA	Manafort Parking Deck			140,000	\$4.5		\$4.5	\$0.2	\$0.2	\$4.9	\$6.8
XIXB	Campus Police			11,200	\$1.7		\$1.7	\$0.2	\$0.1	\$2.0	\$2.7
XX	Student Housing			84,920	\$10.8		\$10.8	\$0.9	\$0.5	\$12.2	\$16.9
XXI		Vance Renovations		83,317	\$4.8	\$3.3	\$8.1	\$0.9	\$0.2	\$9.2	\$12.7
XXIIA	Sanford Addition			12,672	\$2.3		\$2.3	\$0.2	\$0.1	\$2.6	\$3.7
XXIIB		Sanford Renovation		37,808	\$3.0	\$2.3	\$5.3	\$0.6	n/a	\$5.9	\$8.2
XXIII		Barnard Renovation		94,168	\$7.6	\$5.4	\$13.0	\$1.0	n/a	\$14.0	\$19.4
XXIV		Marcus White Annex Renovations		25,205	\$2.0	\$1.8	\$3.8	\$0.3	n/a	\$4.1	\$5.8
2010 to 2014											
XXV	Student Center Addition			30,000	\$5.5		\$5.5	\$0.3	\$0.3	\$6.1	\$9.0
XXVI		Barrows Renovation		72,005	\$4.1	\$2.9	\$7.0	\$0.8	n/a	\$7.8	\$11.4
XXVIIA	Dining Addition			8,240	\$1.5		\$1.5	\$0.1	\$0.1	\$1.7	\$2.5
XXVIIB		Memorial Renovations		65,546	\$5.4	\$1.6	\$7.0	\$0.7	n/a	\$7.7	\$11.6
XXIX		Copernicus Renovations		181,261	\$19.9	n/a	\$19.9	\$2.0	n/a	\$21.9	\$31.2
XXX		North Renovations		32,110	\$1.8	\$1.1	\$2.9	\$0.3	n/a	\$3.2	\$4.8
XXVIII	Student Housing			90,770	\$11.5		\$11.5	\$1.0	\$0.6	\$13.1	\$19.8

ACKNOWLEDGMENTS

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