

SKIDMORE COLLEGE

2022 Campus Master Plan



SKIDMORE
COLLEGE



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A Letter from the President

THE SKIDMORE COLLEGE 2022 CAMPUS MASTER PLAN: STRENGTHENING OUR FUTURE CAMPUS

I am very pleased to present the Campus Master Plan for Skidmore College, a document that will guide our campus planning for the next decade and beyond. Created in partnership with Ayers Saint Gross, an architectural firm that specializes in higher education planning, this plan is the result of nearly 15 months of detailed collaborative conversations with every constituency of the College—staff, students, faculty, retirees, Board members, and Saratoga Springs community members. The fully engaged, collaborative process is one of the defining elements of this plan.

The Plan is **student-centered** from start to finish, asking with every project, “*how does this impact and support student learning?*” It also resonates with Skidmore’s current Strategic Plan, which emphasizes **access, sustainability, well-being, and integrated learning**—core concepts that appear throughout the Campus Master Plan. The Plan is ambitious, setting out aspirational goals for our campus’s future, and it is also “right-sized,” charting realistic and attainable renovations and creations at Skidmore that will align with our top priorities and values.

At Skidmore, we don’t just build buildings—we build concepts. The Billie Tisch Center for Integrated Sciences, for example, is a concept of science as integrated learning across disciplines and pedagogies; the Zankel Music Center is a concept of a conservatory-level music education in the context of the liberal arts; the Tang Teaching Museum at Skidmore is a concept of art and object education connected to all disciplines and elements of the College. This Master Plan reflects that understanding of how a great college campus should be constructed, in organic relation to the teaching and learning principles that animate the College. Our Plan reveals a profound commitment to the **residential liberal arts education**, responding to such questions as: *What does it mean to live and learn in residence? How can a broad-based approach to student health, wellness, fitness, and well-being animate the College’s mission? How can programming and space unite to create a student experience unique among liberal arts colleges?*

The Plan’s six guiding principles—**integration, flexibility, belonging, wellness, humility, and stewardship**—developed through the conversations with our entire campus, inform each element of the plan. Our overarching commitments to **Diversity, Equity and Inclusion**, and to **Sustainability** and the stewardship of the earth, form its foundation. This Campus Master Plan will inform and guide future strategic planning to steward our resources and best align our priorities and possibilities as we create an ever more successful and vibrant learning experience at Skidmore College.

Your President,
Marc C. Conner



Campus Master Plan Overview





INTRODUCTION

The Skidmore College 2022 Campus Master Plan is the culmination of many ideas gathered and amplified through a rigorous and collaborative planning and engagement process.

Over a 15-month process, a comprehensive physical analysis of the existing campus and its ability to support the College's population and strategic mission, combined with input from a diverse range of stakeholders, shaped the Campus Master Plan and its key themes. The Campus Master Plan is intended to be a framework for physical planning over the next decade and beyond.

PURPOSE*

The purpose of this planning effort is to:

1. Develop a long-term road map for the development of the physical campus that supports the College's strategic goals,
2. Ensure short-term investments in the campus are completed within the framework of the long-term plan,
3. Align priorities for campus improvements,
4. Engage the entire Skidmore community, including the Saratoga Springs community, to increase buy-in and support of the physical development of the campus,
5. Support fundraising to implement the physical plan ideas for the campus.

The 2022 Campus Master Plan is meant to be a living and flexible document that guides decision-making for the future of the physical campus.

*Routine maintenance of existing buildings will continue to occur outside of these proposed and comprehensive projects and have a separate implementation and funding strategy from that of the Campus Master Plan.

2015-2025 STRATEGIC PLAN

The Campus Master Plan used the goals of the 2015 Strategic Plan as a starting point for the planning process:

- **Integrative Learning and Education:** To develop students' capacities to create, imagine, and change the world, and to enhance the work of the faculty as teacher-scholars
- **Access:** To ensure access for all our students to an extraordinary educational experience
- **Well-Being:** To strengthen the inclusiveness, health, and well-being of our community
- **Sustainability:** To continue to build a sustainable institutional foundation for excellence

Click [here](#) for more information on *Creating Pathways to Excellence: The Plan for Skidmore College 2015–2025*.





GOALS

The Campus Master Plan reflects the College's shared values and principles to provide both visionary and practical ideas that guide future decision-making related to the physical campus. The goals of the Campus Master Plan are to:

1. **Foster creative learning and academic success**
2. **Enhance the student experience**
3. **Support a vibrant residential experience**
4. **Create a better campus landscape and improve campus edges**

The Campus Master Plan strategically weaves recommendations for **diversity, equity, inclusion (DEI)**, and **sustainability** throughout all proposed projects to make a more welcoming, accessible, and sustainable campus to all. As reflected in the 2015-2025 Strategic Plan, access, well-being, integrated learning, and sustainability are fundamental elements of fostering a nurturing, vibrant, diverse Skidmore community. These elements can also help shape decisions related to the physical environment and development of campus as Skidmore plans for inclusive, welcoming spaces for all.

COVID-19 PANDEMIC

The 2022 campus master planning process occurred during the COVID-19 pandemic. We endeavored to create a fluid, adaptive, and highly engaging planning process, and although more in-person events and engagement would have been preferred, we accomplished a highly collaborative planning process. In addition to online forums and listening sessions, the 2022 in-person student open house was highly successful and gathered feedback on the draft plan in conjunction with the online survey.

The pandemic, paired with increased awareness to systemic inequities, gave important context to several considerations during the planning process that will help position the college for the future:

- The physical campus will continue to be relevant for serendipitous encounters between students and scholars where creativity happens, ideas are explored, and learning experiences are created. Whether it's within academic buildings, athletic venues, offices, or residence halls, spending time on campus helps students learn to be contributing members of a community.
- A physical commitment to inclusive environments fosters integrity and student success. The creation of equitable environments involves careful consideration of many factors to identify and to nurture a sense of belonging and authenticity, including diversity, equity, mental health, and access.
- Students value open and unprogrammed places for interaction, connection, and belonging that foster and support student development and growth.
- As institutions reinvest in their facilities to strategically align their existing building stock with emerging values, there will be a new emphasis placed on high-touch experiences: makerspaces, tutoring and advising centers, incubator and start-up spaces, flexible research environments, and places for students and faculty to meet and collaborate.

Engaging Stakeholders

The process for the 2022 Campus Master Plan consisted of comprehensive engagement with a broad group of stakeholders through meetings, focus groups, tours, videos, interactive presentations, surveys, open forums, and a Campus Master Plan webpage that hosted current information on the process, recorded sessions, and content from completed milestones. The Planning Team, composed of design experts in campus planning, architecture, space analytics, and landscape architecture from Ayers Saint Gross, an internationally recognized design firm with expertise in planning for higher education, guided the engagement and process of the Campus Master Plan.

From the onset of the planning process, the following governance groups and committees at Skidmore guided the Campus Master Plan. In addition to these groups and committees, the larger campus community was invited to participate in multiple focus groups and virtual open forums at key points in the project.

■ **Board of Trustees**

The Board of Trustees was engaged through the entirety of the planning process, culminating their engagement with a final approval of the plan in Spring 2022.

■ **Institutional Policy and Planning Committee**

The Institutional Policy and Planning Committee (IPPC) was engaged and consulted throughout the planning process and provided additional guiding input as the plan developed.

■ **Steering Committee**

The Steering Committee guided the creation of the Campus Master Plan and provided a leadership lens to evaluate ideas and make final decisions. The Steering Committee was responsible for developing the guiding principles with the Ayers Saint Gross Planning Team, shaping process and direction, and considering input from the campus community and identified stakeholders. Members of the Steering Committee included the President, the President's Cabinet, and the Vice-Chair of IPPC.

■ **Task Force**

The Task Force guided engagement with the Skidmore community while providing diverse input throughout the creation of the Campus Master Plan. The Task Force was responsible for coordinating and providing information to the Ayers Saint Gross Planning Team about Skidmore's programmatic needs and synergies. The Task Force also worked with the Ayers Saint Gross Planning Team to develop robust processes for wide-ranging community engagement and participation in the campus master planning development, including regular updates to the campus community and organizing working groups and virtual listening sessions as needed. Members of the Task Force included representatives from Academic Affairs, Facilities, Student Affairs, Sustainability, Diversity, Equity, and Inclusion along with representation from faculty, staff, and students.

PARTICIPATING STAKEHOLDERS

In addition to Skidmore students, faculty, and staff, who played critical roles in all three phases of the campus master planning process, several focus groups were engaged during the planning process. These groups included over two hundred campus stakeholders, who offered diverse viewpoints about existing conditions and the future potential of the campus.

Focus Groups

- Program Drivers: focused on different programmatic elements of the Skidmore experience

Classrooms & Teaching Spaces // Teaching Labs & Research Spaces // Performing & Visual Arts Spaces // Collaboration, Library, & Study Spaces // Academic Support // Student Services // Student Organizations // Residential Life // Athletics & Recreation // Administration & Workplace // Dining Services

- Physical Drivers: focused on the physical elements of the campus experience

Campus Mobility // Facilities & Infrastructure // Real Estate

- Cross-Cutting Drivers: focused on overlapping themes and strategic goals

Integrative Learning & Education // Access // Well-Being // Diversity, Equity, & Inclusion // Sustainability Student Groups // Sustainability Faculty

Internal Campus Stakeholders

Friends of Skidmore Athletics (FOSA) // Alumni Association Board of Directors // Tang National Advisory Council // Retiree Initiative Planning Group (RIPG)

External Campus Stakeholders

Sustainable Saratoga // Pitney Meadows Community Farm // Saratoga Springs Preservation Foundation // Bikeatoga.org // Climate Smart Task Force in Saratoga Springs // Saratoga P.L.A.N. // Skidmore Neighbors

Comments and “sticky notes” on a campus map from an early listening session ▼



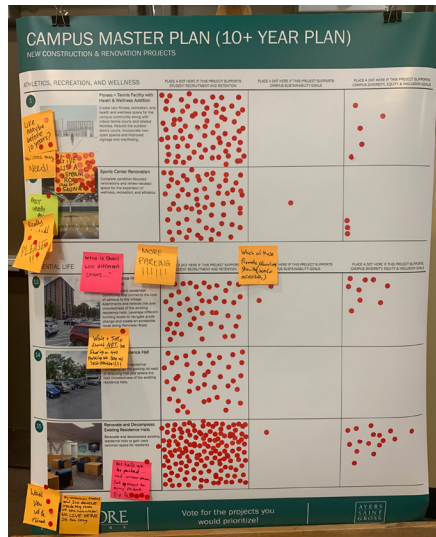
OPEN FORUMS

Within each of the three phases, the Campus Master Plan open forums served as listening sessions for both specific subject matter and general remarks. Insights discussed came from hundreds of participants representing a broad cross-section of the College community, including a forum with the Student Government Association (SGA) Senate and the Ayers Saint Gross Planning Team. The open forums were held virtually and led by the Ayers Saint Gross Planning Team with the main purpose of discussing the direction of the Campus Master Plan and obtaining feedback on specific strategies and key concepts. Students were also given the chance to share feedback on proposed projects at an in-person open house in the Dining Hall in February 2022. At the heart of these open forums was both the gathering of input from all constituencies, as well as the sharing of information about the process in transparent collaboration.

- April 2021
- August 2021
- October 2021
- December 2021
- February 2022
- April 2022



▲ Students giving feedback and sharing ideas at the Dining Hall Open House in February 2022.



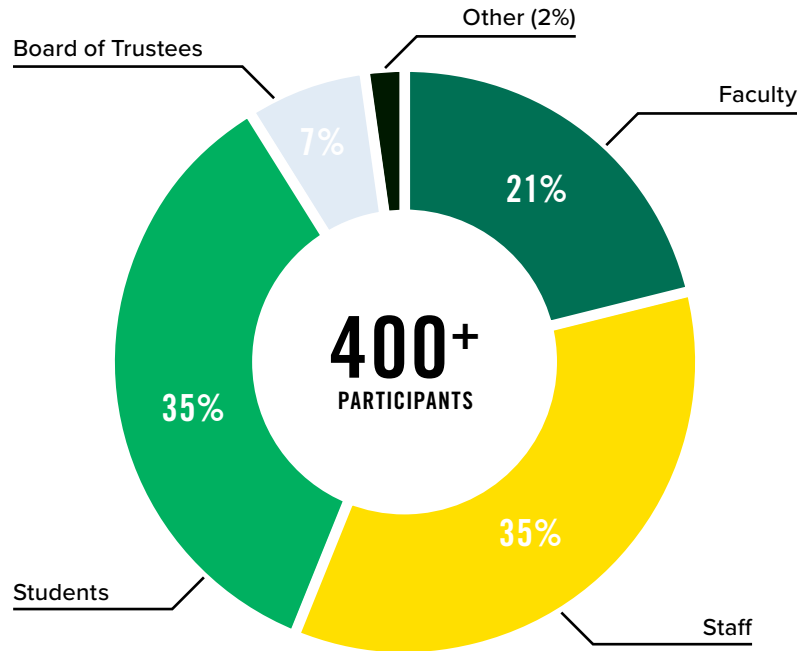
▲ Students voted on projects they felt supported student recruitment and retention, sustainability, and diversity, equity, and inclusion.

CAMPUS SURVEY

A major component of the Campus Master Plan was the prioritization of future projects. A survey was distributed campus-wide to gather input on the ranking of a select number of projects. The survey used four lenses to help evaluate priority projects:

- How well a project addresses a priority need of the College, how well it supports student recruitment, and how well it supports faculty and staff recruitment and retention.
- How well a project addresses the planning principles of the Plan.
- How well a project promotes sustainability and the responsible use of existing resources.
- How well a project promotes diversity, equity, and inclusion (DEI).

The survey gathered input from more than 400 participants: 35% students, 35% staff, 21% faculty, 7% Board of Trustees, and 2% other. The feedback was shared with the committees, who could then make more informed and broad-perspective decisions for the Campus Master Plan.



Planning Process and Schedule

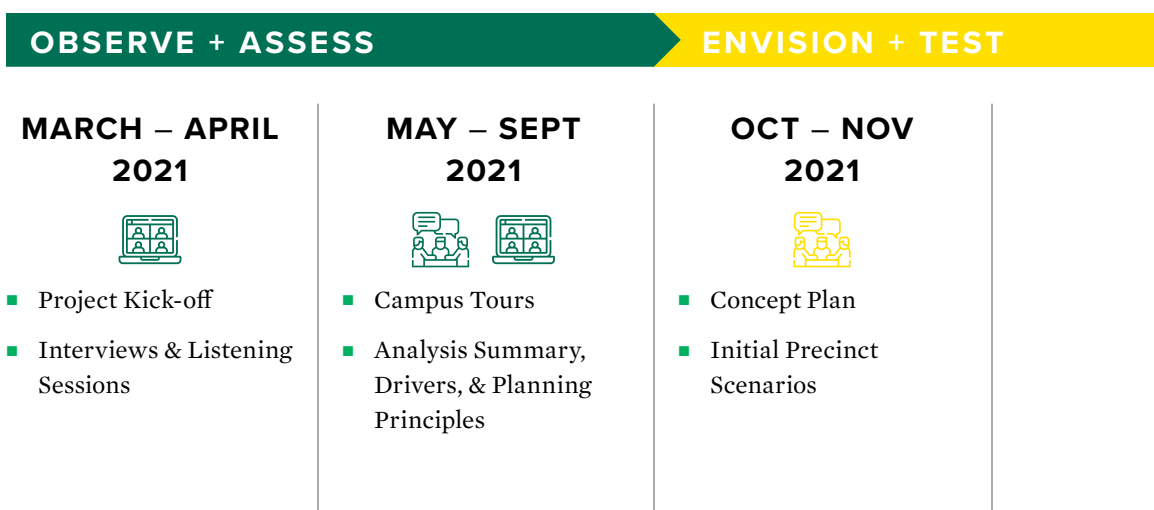
The 2022 Campus Master Plan is the result of a three-phase process with in-person and virtual interactive workshops that engaged members of the Skidmore and Saratoga Springs community in dialogue, fact-finding, and shaping of the plan. The workshops included virtual listening sessions for students, faculty, staff, and the community in addition to subsequent walking tours and in-person concept development charrettes that contributed to the evolution of the Campus Master Plan.

OBSERVE + ASSESS

The Observe and Assess phase included reviewing Skidmore’s strategic goals, engaging with stakeholders, touring campus, reviewing data, and assessing current campus conditions and programs. Campus strengths, challenges, and opportunities were summarized to determine key themes and drivers for the Campus Master Plan and to inform the planning principles that guide the plan. Listening sessions were organized by College, administrative unit, or topic group to understand campus-wide and individual needs and opportunities.

The 15-month planning process consisted of three phases of work:

- Observe + Assess
- Envision + Test
- Synthesize



ENVISION + TEST

Upon completion of the first phase, the Ayers Saint Gross Planning Team generated several alternative development scenarios as part of the Envision and Test phase to study Skidmore's campus in a greater level of detail and provide solutions that respond to the planning principles and physical opportunities and challenges on campus. Concepts explored alternatives for building use, campus land use, entries to campus, student housing, recreation and athletic facilities, student health and wellness, improvements to the open space network, circulation and accessibility, and parking and service.

SYNTHESIZE

The Synthesize phase compiled and further refined the work developed during the previous phases. Before the Campus Master Plan was finalized, a draft plan was reviewed with the various Skidmore Campus Master Plan committees and presented for feedback to the campus community during several virtual open forums. The draft plan was also shared campus-wide in a survey that collected feedback for the committees and the Ayers Saint Gross Planning Team to review in anticipation of the final plan. The Ayers Saint Gross Planning Team engaged with the Board of Trustees and Steering Committee to prioritize the proposed campus improvements and determine a near-term plan and long-term vision for campus with phasing, implementation, and funding in mind. The campus survey, open forums, draft plan meetings, and analysis of phasing, implementation, cost, and funding played a part in developing the final plan. The final plan and report provide a flexible road map for the College that will help guide near- and long-term decision-making for the physical campus and its relation to strategic goals.

SYNTHESIZE

**DEC – JAN
2021 – 2022**



- Refined Precinct Scenarios

**FEB – MAR
2022**



- Draft Plan
- Draft Phasing & Implementation
- Draft Funding Strategy

**APRIL
2022**



- Final Plan with Phasing, Implementation, & Funding Strategy

**MAY
2022**



- Final Plan Documentation
- Board of Trustees Approval
- Community Roll-out




Planning Framework





EXISTING CONDITIONS

Key Issues to Address



Early in the campus master planning process, the Ayers Saint Gross Planning Team conducted a campus assessment that helped generate a portrait of Skidmore's strengths and challenges.

This assessment offered a better understanding of the College’s interconnected physical realm, including:

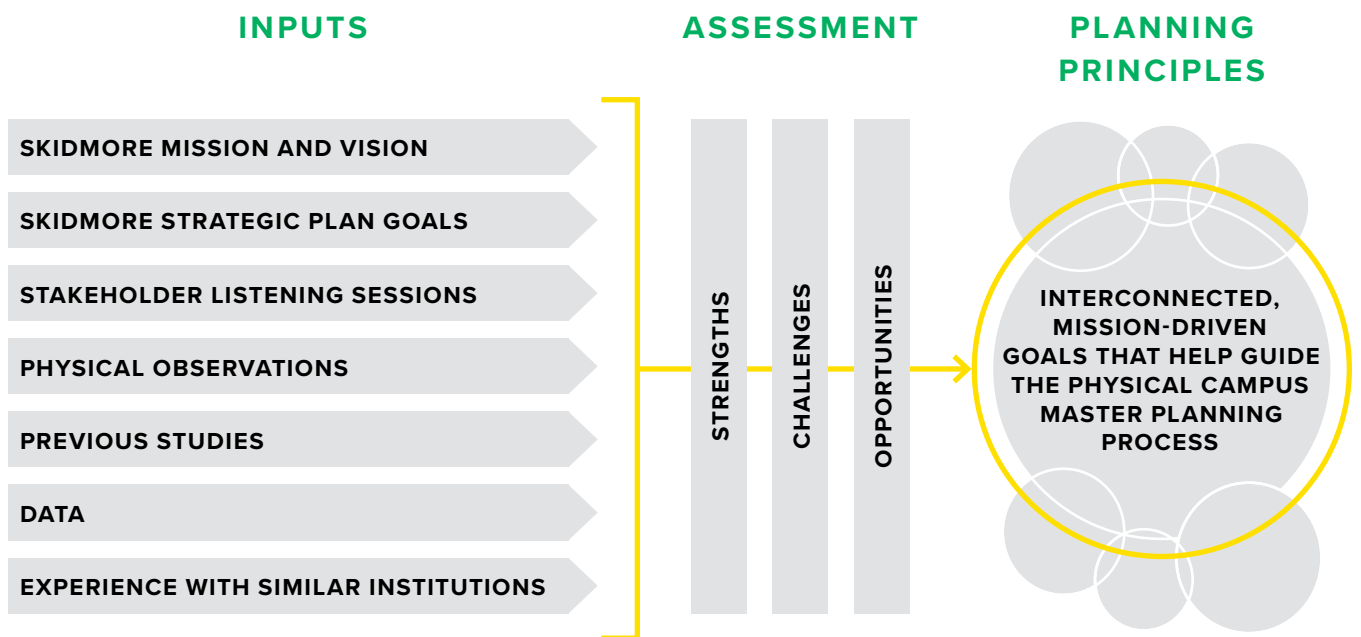
- The campus’s unique location within the City of Saratoga Springs and the North Woods,
- Character of entries, edges, and “first impressions,”
- Landscape character and quality,
- Co-curricular uses such as athletics, recreation, and student life,
- Mobility networks such as vehicular routes, parking, and pedestrian walkways,
- Adequacy of buildings for modern learning and research, and
- Sustainability initiatives.

[CLICK HERE FOR MORE ABOUT CAMPUS STRENGTHS](#)

These elements, combined with data analysis, in-person observations, and subsequent conversations, resulted in three key issues for the Campus Master Plan to address:

- 1. Student Experience:**
How can buildings and open spaces help students thrive?
- 2. Building Age and Condition:**
How can the College best prioritize and address renewal needs?
- 3. Campus Experience and Accessibility:**
How can we better announce campus entries, create a sense of place and purpose, and provide meaningful and accessible pedestrian circulation within campus?

Campus assessment components leading to the Campus Master Plan Planning Principles ▼



Student Experience

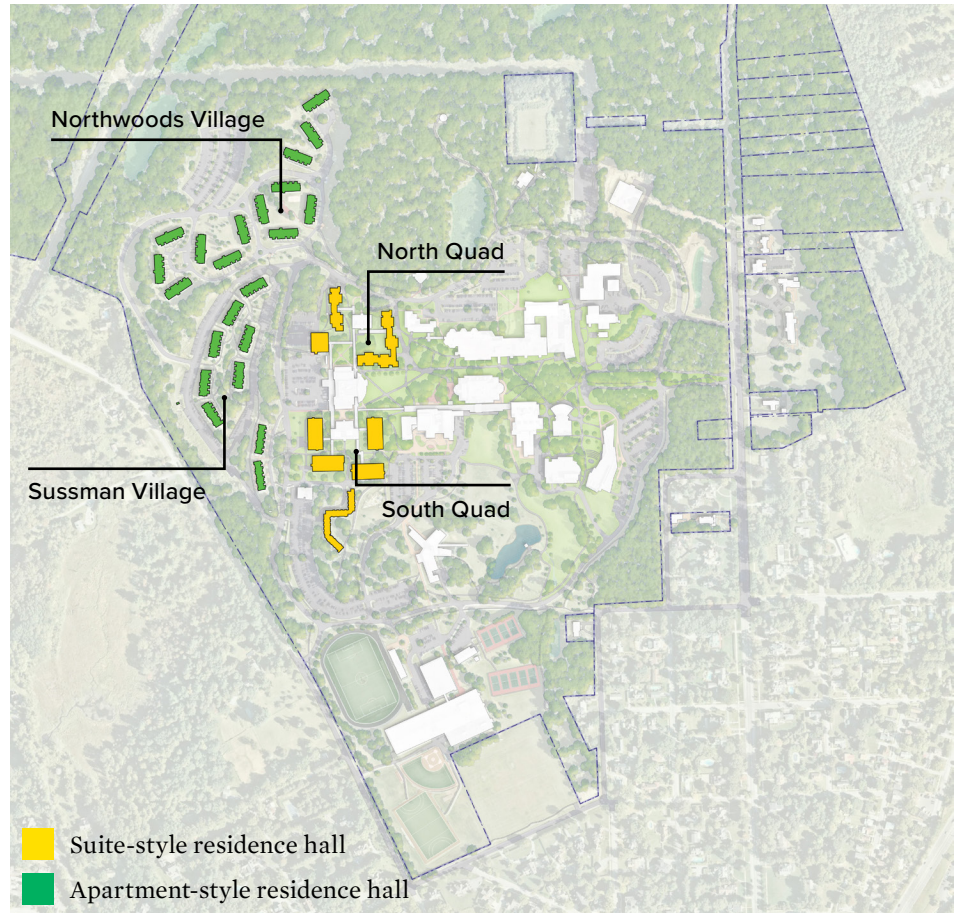
The North and South Quads and Wiecking Hall anchor the west portion of the core of campus while the Northwoods and Sussman Village Apartments are dispersed in the falling topography from the core. ▼

RESIDENTIAL EXPERIENCE

The student residential spaces at Skidmore have not seen any major improvements since the completion of the Sussman Village apartments in 2013. The original North and South Quad residence halls, which include Jonsson Tower, Wait, Howe-Rounds, Kimball, Penfield, McClellan, and Wilmarth Hall, are in major need of renovation to address condition issues as well as programmatic updates to meet the needs of students today.

Residence hall capacity has not kept pace with the growing student body over the years. Rooms that were originally built as doubles now serve as triples to accommodate the number of full-time on-campus student residents. Many of the suite-style residence halls at the heart of campus have had common space converted to additional beds. Remaining common space tends to be outdated, inadequately sized, absent of natural lighting, and limited in amenities. Non-residential units such as Campus Safety, Counseling, Health Promotions, Sustainability, and Residential Life have consumed additional square footage in several residence halls. Similarly, the apartment-style buildings have limited common space for residents to gather outside of their unit.

Common spaces within residential facilities, but outside of the unit, are essential in providing places for residents to gather, relax, study, and grow in community. Oftentimes these spaces are provided in a range of sizes so that different scales of community can be nurtured. Community on a campus can be fostered within a student's unit, floor, residence hall, precinct, and even the entire campus. Therefore, it is important to provide the appropriate amount of "outside the unit" space within residence halls so students can continue to grow in community with others.



▲ The common spaces in McClellan Hall, among others, are outdated and lacking in flexible seating, natural daylight, and appropriately programmed spaces.

[CLICK HERE FOR MORE ABOUT THE RESIDENTIAL EXPERIENCE](#)

STUDENT SOCIAL, SUPPORT, AND WELLNESS SPACE

Many buildings that support students are in need of renewal and repositioning to better serve students. Starbuck Center houses administrative services and academic support for students, but there is inadequate space for most of the departments. There are also some privacy concerns. The Williamson Sports Center is in poor condition and its space does not adequately serve student, faculty, and staff recreation or athletic needs. The Case Center is intended to be a meeting place for the entire Skidmore community and a hub for student activity; however, many of these uses are hidden throughout the building in inadequate, narrow, and dark spaces. Many of these spaces would benefit from being transformed to match the vibrancy, transparency, and flexibility of Wyckoff Center, a recently renovated space.

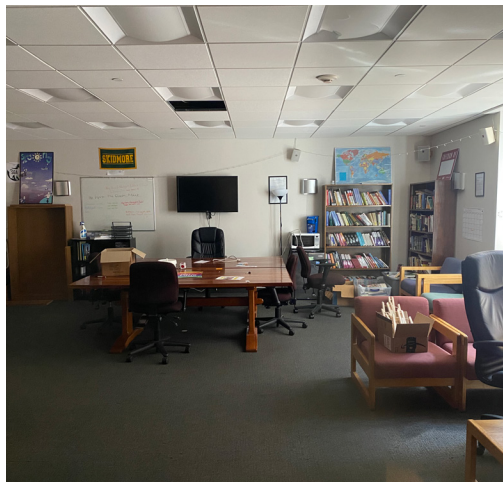
CLICK FOR MORE ABOUT THESE STUDENT SPACES



◀ Starbuck Center



◀ Williamson Sports Center



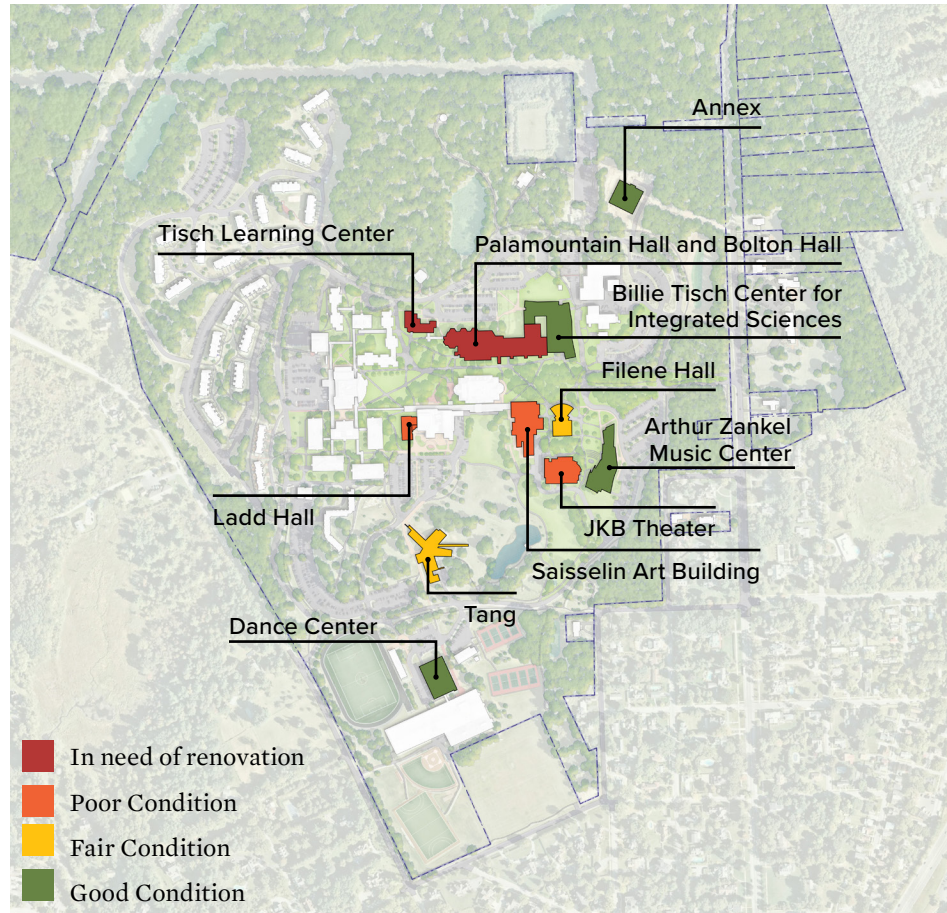
◀ Case Center

Building Age & Condition

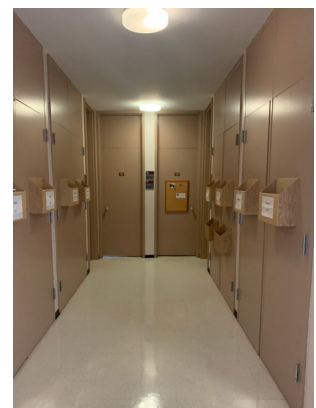
The academic buildings on campus range in their use and condition. Older academic buildings have siloed departments; lack adequate teaching, gathering, and support space; and have limited collaborative space. Collaboration outside the classroom or lab is an important in-person activity. Tisch Learning Center and Ladd Hall have tight hallways that limit serendipitous collaboration and cramped office suites that are difficult to find, making it challenging for students to locate their professors. Palamountain Hall is difficult to navigate with disorienting, maze-like corridors that isolate academic departments from other students, faculty, staff, and visitors. The classrooms in many of these buildings need to be updated to better support the learning needs of today's students and new pedagogies of the faculty. Many rooms have issues with natural lighting, finishes, human comfort, acoustics, technology, or fixed furniture that doesn't support discourse and collaboration. Some rooms are overcrowded and therefore cannot support different teaching modalities or active learning. How academic offices are grouped can impede faculty engagement with their colleagues or students. Dark, dead-end clusters or endless corridors with limited break-out space reinforce departmental siloes. How a building is organized is critical in fostering collaboration across disciplines. Many of these existing spaces fail to provide the flexibility and quality of space to meet specific needs at Skidmore.

[CLICK FOR MORE ABOUT ACADEMIC SPACES](#)

Condition of academic buildings on campus
(based on 2019 Facilities Condition Assessment) ▼



▲ Classroom in Tisch Learning Center



▲ Faculty offices in Palamountain Hall

Campus Experience & Accessibility

Vehicular circulation on campus including the three entrances and highlighting Perimeter Road which circulates the campus core ▼

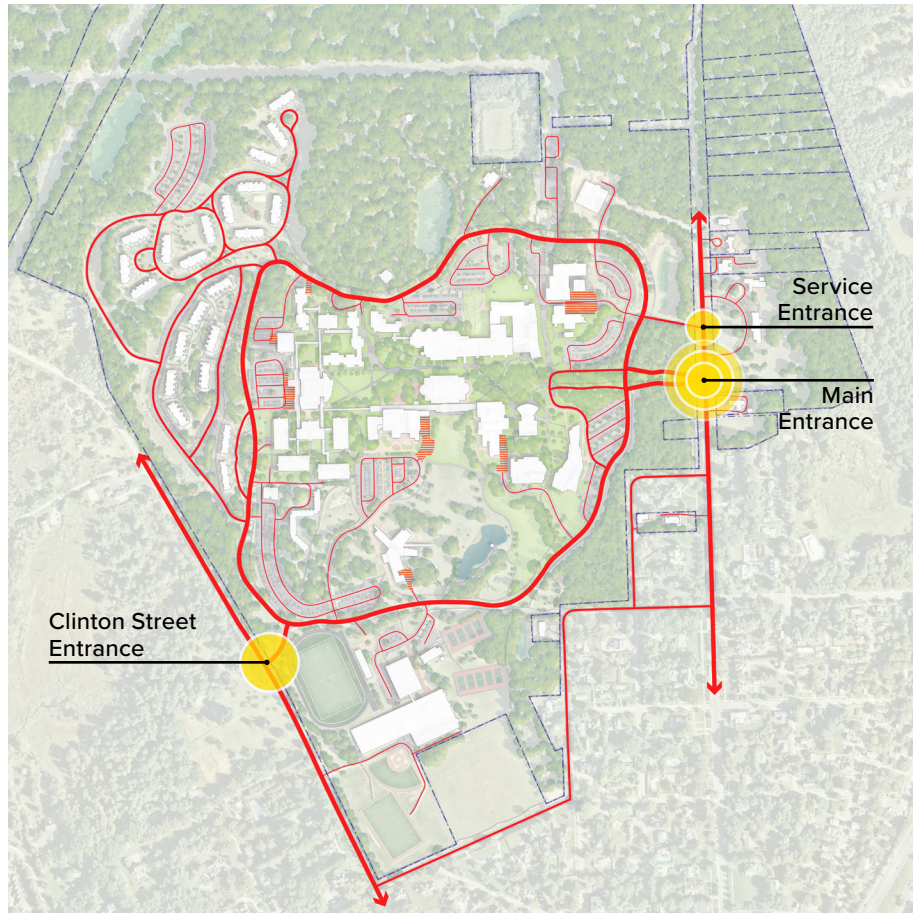
CAMPUS ENTRIES

The campus has three vehicular entrances with significant potential to enhance the appearance, identity, and arrival experience of campus. The approach along North Broadway to the main entrance has narrow sidewalks and disconnected sidewalk crossings, resulting in a streetscape that lacks a sense of identity. The campus entry is similarly tucked away and easily overlooked. This experience is an important piece of Skidmore’s “first impression” to visitors and prospective students, faculty, or staff, and a crucial opportunity to show the connection of the College to the city of Saratoga Springs.

The Clinton Street entrance provides direct access to athletic and recreation facilities, the Tang, and Case Center; however, the entrance experience is too modest and high-traffic speeds and a lack of signage create an unsafe environment for pedestrians, vehicles, and the larger neighboring community.

SIGNAGE AND WAYFINDING

Challenges with signage and wayfinding exist outside the buildings as well as inside. Confusing building layouts result in disorganized signage. Tucked away and decentralized spaces create additional access and wayfinding challenges.



▲ The main entrance signage is setback from North Broadway.

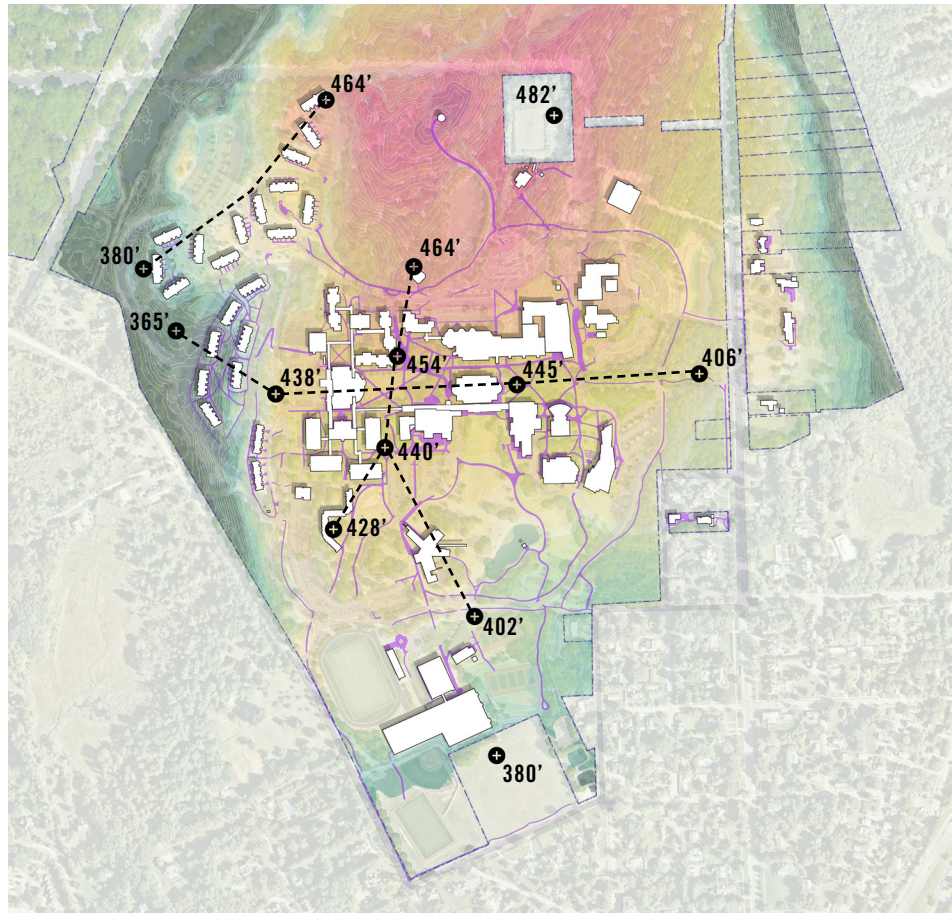


▲ Narrowed sidewalks along North Broadway towards campus

TOPOGRAPHY AND ACCESSIBILITY

Skidmore’s campus has numerous steep slopes that often require exterior stairs to navigate the grade change, creating accessibility issues throughout campus. The residential areas of campus, especially the apartments, have the greatest topography changes and pedestrian pathways between the residence halls and the academic core are often disjointed or entirely lacking. This creates significant accessibility challenges and unsafe conditions with overlapping modes of mobility. The Case Center and Starbuck Center provide accessible, internal routes of vertical circulation via elevators to navigate the grade change from the core of campus to the south campus. As buildings are renewed, it is important that these routes address universal design and are made more welcoming and easier to access.

CLICK FOR MORE ABOUT WELCOMING AND ACCESSIBILITY



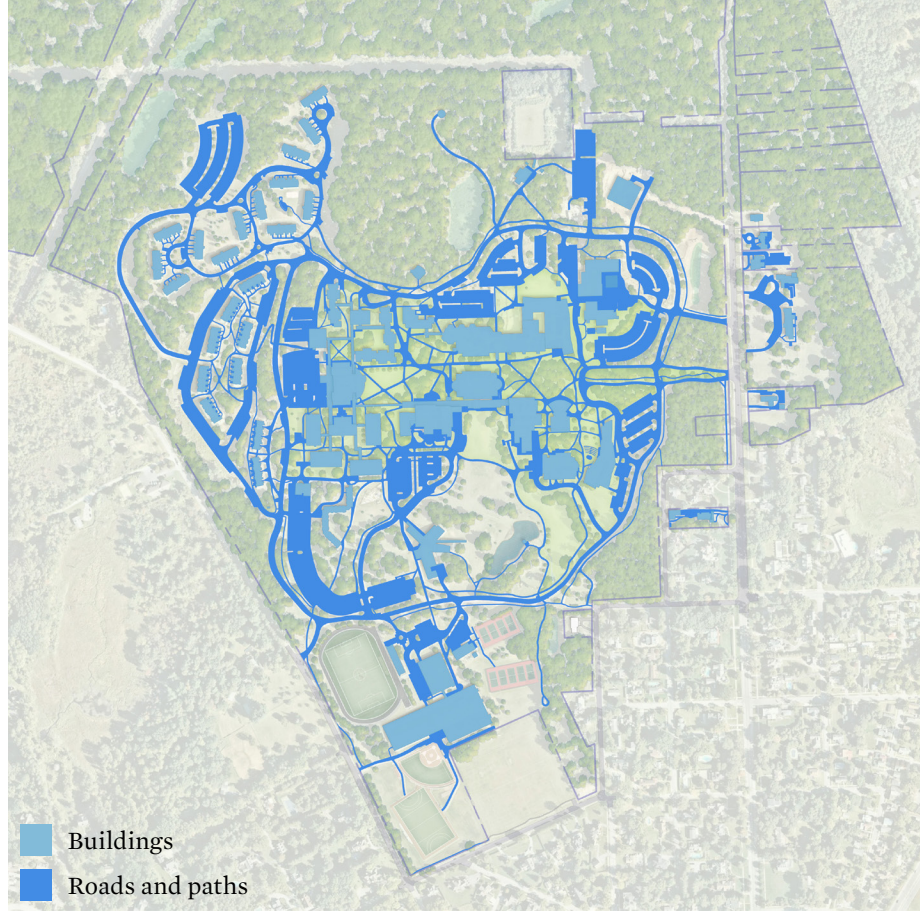
▲ Stair from Tower Lot to Murray-Aikins Dining Hall and campus core



▲ Steep pedestrian pathway from Perimeter Road to Sussman Village Apartments

IMPERVIOUS SURFACES

Despite having progressive sustainable energy practices and initiatives across campus, there is a significant amount of impervious surface. Due to the abundance of surface parking lots and steep topography, many of the adjacent neighborhoods experience high stormwater runoff. There are opportunities to comprehensively rethink stormwater management, pervious surface, and green roof strategies on campus moving forward.



▲ Existing portion of stormwater management system

BACK DOOR VERSUS FRONT DOOR

The main entrances to campus buildings are generally oriented to the pedestrian in the campus core. This leaves secondary entrances, back doors, parking lots, and loading areas facing important arrival points. As the campus has grown, service areas have become important arrival points and pedestrian circulation routes. The service entrance road off North Broadway is entered across from the Admissions Center and Williamson-Surrey Inn. Its intersection with Perimeter Road, which circulates the entire campus, results in a “front door” impression of service uses and parking lots full of equipment and service vehicles. This area is also visible from the main entrance drop off loop and the soon-to-be completed Billie Tisch Center for Integrated Sciences building.

Many parking lots lack designated pedestrian circulation paths and landscaping elements that break up the monotony of parking and create a safer and more comfortable walk from one’s car to the core of campus. Several loading areas, such as the ones adjacent to the Library/Case Center and the Dining Hall, detract from the pedestrian experience between Perimeter Road and the core of campus due to their high visibility and adjacency to critical pedestrian routes.

CLICK FOR MORE ABOUT
BACK DOOR VERSUS
FRONT DOOR



◀ View at intersection of Main Entrance and Perimeter Road looking towards Arts Quad B Lot

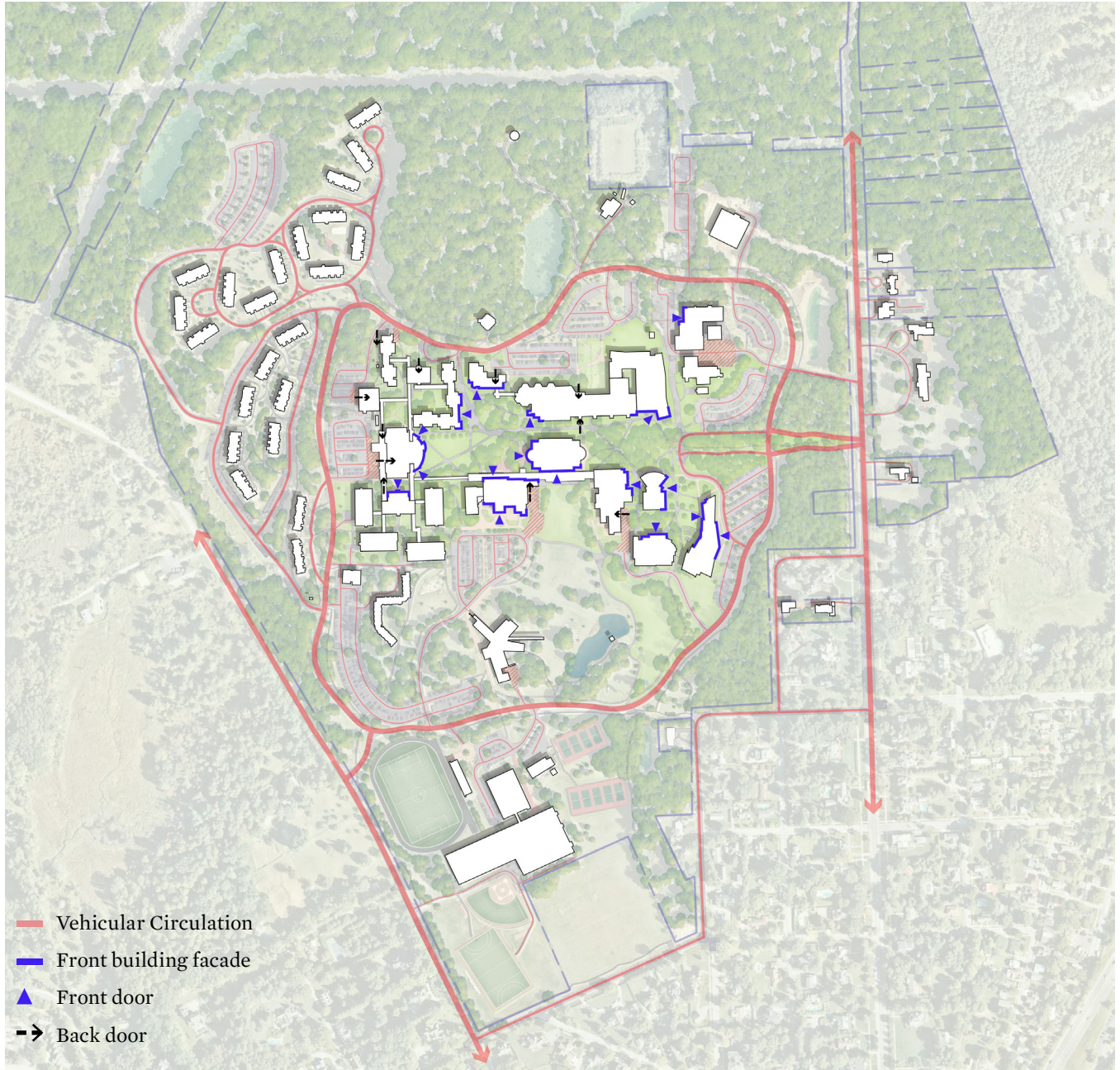


◀ Library/Case Center loading dock visible from pedestrian route from parking lot to Scribner Library




▲ Limited landscaping and marked pedestrian routes through Palamountain Lot

Front versus back entrances on campus▼



PLANNING PRINCIPLES

Synthesizing input from a vast cross-section of stakeholders, six planning principles emerged.



These planning principles shape and guide the vision for Skidmore's campus and support its students, faculty, staff, alumni, retirees, and the larger Saratoga Springs community. They reflect the ethos, culture, traditions, aspirations, and setting of Skidmore. While often ambitious in nature, these principles inform the intent, direction, and priorities for future development of the College and its periphery. The principles set the core values for physical planning decisions and are a benchmark to evaluate future planning decisions.

Integration

Foster creative learning, discovery, and collaboration across disciplines and departments

Belonging

Nurture inclusivity, a welcoming environment, and accessibility throughout campus and prioritize the campus core for learning and student engagement

Humility

Preserve the unique, understated beauty of campus while cultivating pride in its history, purpose, and mission

Flexibility

Design adaptive, student-centered spaces that promote academic success and educational experiences

Wellness

Support the holistic health and well-being of our students and entire campus community

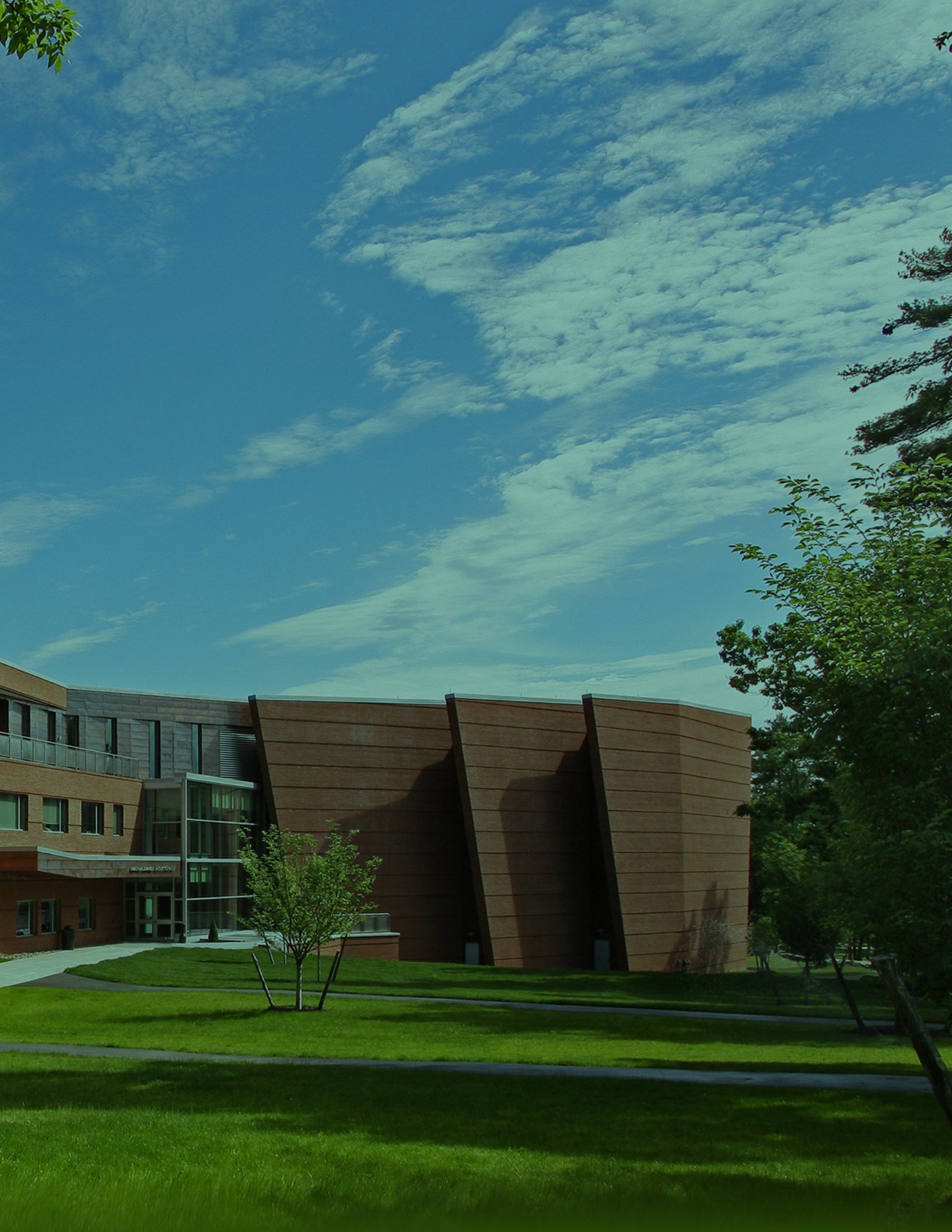
Stewardship

Maintain compactness and prioritize a sustainable campus environment



Vision for the Future





Campus Master Plan

FOSTER CREATIVE LEARNING & ACADEMIC SUCCESS

- 1 Tisch Learning Center Transformation
- 2 Palamountain Hall Renovation and Decompression
- 3 Condition-focused Renovations: Tisch Learning Center (included in #1), Palamountain Hall (included in #2), Bolton Hall, Ladd Hall (included in #8), Saisselin Art Building, JKB Theater
- 4 Dance Center Renovation
- 5 New Academic Building (A)

ENHANCE THE STUDENT EXPERIENCE

Student Support

- 6 Starbuck Center Renovation and Decompression
- 7 Case Center Transformation
- 8 Ladd Hall Transformation
- 9 Falstaff's Pavilion Renovation
- 10 Scribner Library Ground Floor Renovation
- 11 Admissions Center Relocation and Colton House Renovation

Athletics, Recreation, & Health and Wellness

- 12 Williamson Sports Center Renovation
- 13 Fitness, Tennis, & Health and Wellness Facility
- 14 Equestrian Facilities Renovation

SUPPORT A VIBRANT RESIDENTIAL EXPERIENCE

- 15 Residence Hall Renovations and Decompression: Jonsson Tower, Wiecking Hall, Howe-Rounds Hall, Wilmarth Hall, McClellan Hall, Wait Hall, Penfield Hall, Kimball Hall
- 16 Residence Hall Community (240 beds)




CREATE A BETTER CAMPUS LANDSCAPE AND IMPROVE CAMPUS EDGES

- 17 Case Center and Case Green Plaza Improvements
- 18 Scribner Library Exterior Stair
- 19 Sustainable Landscapes and Stormwater Management Initiatives
- 20 Outdoor Accessibility Improvements
- 21 Trail Network Expansion and Improvements
- 22 North Broadway and Clinton Street Entrances & Landscape Improvements
- 23 Greenberg Child Care Center Relocation

LONG-TERM OPPORTUNITIES

- 24 Academic Quad Expansion (Building B, Building C, and Parking Garage)
- 25 Tang Expansion
- 26 Arts Quad Infill
- 27 Athletics, Recreation, & Health and Wellness Expansion
- 28 Residence Hall Community (240 beds)
- 29 Ice Rink Facility (not labeled)

KEY

-  Building Renovations and Additions
-  New Construction
-  Long-term Opportunity



FOSTER CREATIVE LEARNING & ACADEMIC SUCCESS

The Campus Master Plan proposes numerous renovations to existing buildings and some new facilities to provide modern and flexible academic space that will foster creative learning and academic success.

Forward-looking improvements will increase the amount of collaboration and interdisciplinary space on campus, update and increase utilization of classrooms and class laboratories, and augment the presence of key academic programs and support spaces. The campus needs to have high-quality and appropriate learning, research, and study spaces appropriate for its high-quality faculty, that will accommodate technology and flexible, modern instructional pedagogies.

TISCH LEARNING CENTER TRANSFORMATION

The Tisch Learning Center is an academic building on campus that houses Psychology, Sociology, Social Work, History, and American Studies. The Psychology department will vacate its space in Tisch to relocate to the Billie Tisch Center for Integrated Sciences once it is complete in 2024. This leaves approximately 8,800 assignable square feet (asf) of vacant space that can be transformed for other academic uses and to address academic needs. Condition-focused renovations should occur throughout the building, and the ground floor should be transformed and renewed for active learning classrooms, informal study space, and collaborative academic spaces where students and faculty can interact more seamlessly in and amongst the various departments, developing new synergies. In any future renovation, the stairwell murals connecting Skidmore to the resistance to South African Apartheid should be preserved.

PALAMOUNTAIN HALL RENOVATION AND DECOMPRESSION

Palamountain Hall houses many academic departments and administrative units. The design of the building is disorienting due to maze-like corridors and dead-end office suites. Many classrooms are located in the core of the building and do not have natural daylight. Condition-focused renovations should occur throughout the building and some classrooms and office spaces should be decompressed to improve and incorporate formal and informal learning environments and collaboration space. These improvements can also help bring more natural light into the building. Enhanced wayfinding and signage are further opportunities to augment departmental identity and clarify circulation throughout the building.



◀ Alford Commons, Colby College



◀ Edward St. John Learning and Teaching Center, University of Maryland College Park



◀ Edward St. John Learning and Teaching Center, University of Maryland College Park



◀ Edward St. John Learning and Teaching Center, University of Maryland College Park

CONDITION-FOCUSED RENOVATIONS

Condition-focused renovations should be completed in buildings that are in poor condition. This includes Palamountain Hall and Tisch Learning Center as mentioned above, Bolton Hall, Ladd Hall, Saisselin Art Building, and JKB Theater.

DANCE CENTER RENOVATION

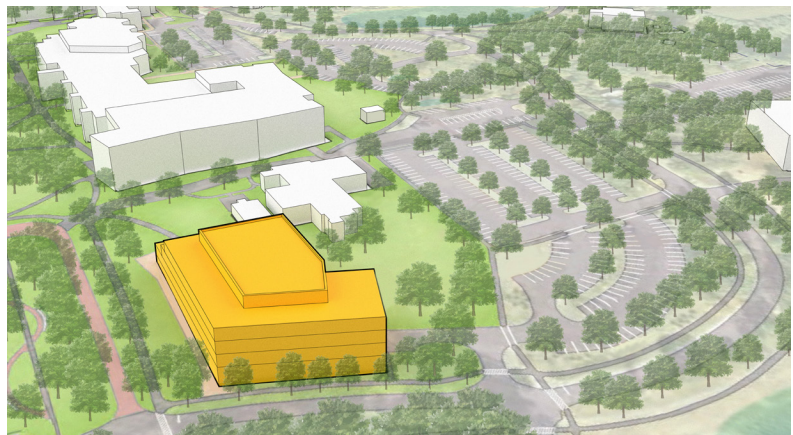
While the Dance Center is, comparatively, in better condition, there are many accessibility challenges throughout the building that limit student, faculty, and visitor use of important program spaces. Department offices are also spread out within the Dance Center and the Sports Center and often lack windows. These issues and any facility or programmatic needs that occur should be addressed through renovations.

NEW ACADEMIC BUILDING

While there are no immediate and significant new space needs for existing academic departments or future departments, a new academic building can provide additional space and accommodate the decompression of other overburdened academic buildings. A new academic building can create a purpose-built, integrated learning environment, address insufficient space in other academic buildings, and provide more artistic practice space in a holistic way. Such space should emerge from programmatic and academic priority discussions in the future, coordinated with future strategic planning.

The site for this building is along the drop-off loop at the entrance of campus in a service parking lot. The view as one enters campus through the main entry or service entry is of this elevated surface lot. Siting a new building here will improve the first impression of campus, create new open spaces and synergies with the Billie Tisch Center for Integrated Sciences, hide many back-of-house facilities, and expand the academic footprint of campus without infringing on the North Woods around the edge of today's campus.

Conceptual short-term development of an Academic Quad with siting for one new academic building. The demolition of North Hall provides additional short-term surface parking. ►





◀ Left and Right:
Edward St. John
Learning and Teaching
Center, University of
Maryland College Park

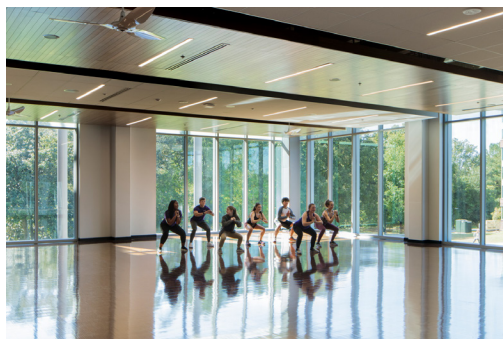


◀ Left and Right:
Edward St. John
Learning and Teaching
Center, University of
Maryland College Park



◀ Left: Hayden Library
Reinvention, Arizona
State University

Right: Edward St. John
Learning and Teaching
Center, University of
Maryland College Park



◀ Left: Interdisciplinary
Research and
Education Building,
University of North
Texas

Right: The Hub,
Clemson University

ENHANCE THE STUDENT EXPERIENCE

The Campus Master Plan emphasizes the importance of all aspects of student thriving, as well as students' academic experience and professional preparation.

Renovations to academic and student support facilities, enhanced collaboration spaces, new and renewed athletic and recreation facilities, additional health and wellness spaces, and new and renovated housing are key to accomplishing this. Enhancing student support spaces and incorporating health and wellness facilities will help ensure student success and well-being. Formal and informal student spaces should be located throughout campus to support diverse learners, interdisciplinary collaboration, studying, socialization, and teamwork.

Student Support

STARBUCK CENTER RENOVATION AND DECOMPRESSION

The Starbuck Center is home to many administrative and academic student support units including Financial Aid, Bursar, Student Academic Services (SAS), Academic Advising, Registrar, Off-Campus Study and Exchanges, and the Career Development Center. While there are many synergies between these departments, they have outgrown the amount of space in Starbuck, resulting in cramped offices and corridors with little informal space to gather. Some units have additional space needs that cannot be accommodated within Starbuck, such as SAS. These units need additional study to understand which spaces, whether existing or planned, can meet their current and future needs. A transformation of Starbuck can create more shared common space and a better environment for student support, and relocating some student-facing services elsewhere will better accommodate the space needs of the remaining units. Condition-focused renovations are also needed in this building.

CASE CENTER TRANSFORMATION

Case Center serves as a meeting place and student hub for the Skidmore community. It has dining options, event space, student club meeting rooms and resources, the Skidmore Shop, post office, Wyckoff Center, and other campus life offices and student space. However, the space and furniture is dated and multi-level spaces that are not easily accessed limit the amount of student activity and vibrancy within the building. A renovation of Case Center in conjunction with Ladd Hall will better support student life functions and greatly improve gathering spaces. A test kitchen, an identified need during the Campus Master Plan process, could potentially be located on the first floor across from the SPA in the News Room, which would need to be relocated.

Student Center,
University of Houston ▼



LADD HALL TRANSFORMATION

Numerous academic departments and student support programs reside in Ladd Hall, including Religious Studies, Philosophy, Gender Studies, Political Science, the Opportunity Program, and the Periclean Honors Forum lounge. The building layout consists of a double-loaded corridor of closed off office suites, study rooms, and classrooms, with little informal break out and collaboration space. Ladd Hall is co-located with the Case Center and serves as part of the accessible route from the higher elevation of the core of campus through Case and Ladd to the lower elevation of the south part of campus. Synergistic academic units can be relocated to a transformed Tisch in order to leverage this space that is in proximity to Case, which will improve the vibrancy and quality of student life functions. Some condition-focused renovations are needed in this building as well.

FALSTAFF'S PAVILION RENOVATION

Falstaff's Pavilion has great potential as a vibrant and active gathering space for students with its large open space and bar/dining access. Further collaboration between the Student Government Association (SGA) and other Student Affairs representatives will aid in creating a vision for this underutilized space.



◀ Falstaff's Pavilion



◀ Admission and
Financial Aid Center,
Grinnell College

SCRIBNER LIBRARY GROUND FLOOR RENOVATION

The 2019 Scribner Library First Floor Master Plan recommends a dynamic transformation of the ground floor to create a vibrant learning environment with more student collaboration space and updated study space. This renovation will continue to draw students, faculty, retirees, and staff to the Library as a place of learning, research, and inquiry for all constituencies on campus.

ADMISSIONS CENTER RELOCATION AND COLTON HOUSE RENOVATION*

In the future, there may be a need to increase the footprint of Skidmore’s outwardly facing programs along North Broadway. This would present the opportunity to relocate the Admissions Center from its current location, somewhat removed from the entrance to campus, to a renovated Colton House with an addition anchored across from the main entrance. This would create a state-of-the-art admissions center with easy access to the main campus entrance. This addition could incorporate a large gathering space that can be used by Admissions, the greater Saratoga Springs community, Skidmore retirees, and the Surrey-Williamson Inn as necessary.

*The Colton House is a contributing property to the North Broadway National Register Historic District, so any renovation or addition may need to go under further review with the appropriate groups.

2019 Scribner Library First Floor Master Plan ▼



Athletics, Recreation, & Health and Wellness

WILLIAMSON SPORTS CENTER RENOVATION

The current Sports Center does not meet the athletic and recreation needs of the College today since most spaces are outdated and inadequate. Condition-focused renovations and the expansion of wellness, recreation, and athletics have been long-deferred and are desperately needed. Some space in the Sports Center will be vacant when Health and Human Physiological Sciences moves to the Billie Tisch Center for Integrated Sciences in 2024. The renewal of this space should be incorporated with the whole building condition-focused renovations.

FITNESS, TENNIS, & HEALTH AND WELLNESS FACILITY

The construction of a new Fitness, Tennis, and Health & Wellness Facility adjacent to the Sports Center will help address some of the athletic, recreation, and health and wellness needs on campus. There is an opportunity to gather together all the Student Health and Wellness offices and facilities into a single, unified, newly created building that would elevate these functions to the priority they demand on a residential campus, and unify student health with fitness and wellness more broadly. Bringing together health and wellness related functions from across campus to one building will bring more vibrancy and activity to this part of campus and will facilitate a growing prioritization of the campus community's health and well-being while at Skidmore.

The Hub,
Clemson University ▶

The Sports Center renovation and a Fitness, Tennis, and Health & Wellness Facility should aim to meet the needs of all constituencies and incorporate new open spaces, improved signage and wayfinding, and new outdoor tennis courts, along with the relocation of the Greenberg Child Care Center to North Broadway. A future ice rink facility should be considered as a long-term opportunity in this area of campus. Additional study into the parking capacity of this part of campus is necessary to make sure that classes, campus events, athletic practices, performances, and recreational and wellness activities can successfully be accommodated.

First-Year Village,
Goucher College ▼



EQUESTRIAN FACILITIES RENOVATION


The highly successful Riding Program at Skidmore has facilities about one half mile from the main campus. While the program is nationally acclaimed, many of the facilities need renovation due to their poor condition. A renewed Equestrian Center, including both indoor and outdoor facilities, will continue to recruit top talent to the program and will provide recreational use to the general Skidmore community.



▲ 2018 Skidmore College Riding Center Facility Expansion Study

SUPPORT A VIBRANT RESIDENTIAL EXPERIENCE

An exceptional student residential experience is essential to recruitment and retention.



Strategic renovations to existing residence halls will address poor conditions and over-crowdedness from converting common space to beds and adding triples where they were not initially planned. These renovations and any new development can create the appropriate amount of common space, study space, and collaboration space. New and renovated residence halls provide a unique opportunity to meet the needs of today's students, including specific amenities and unit types that help students thrive while on campus.

EXISTING RESIDENCE HALL RENOVATIONS AND DECOMPRESSION

Existing residence halls need condition-focused renovations and programmatic renewal to address challenges previously mentioned. Jonsson Tower, Howe-Rounds, Kimball, McClellan, Penfield, and Wilmarth Halls need condition-focused renovations. Throughout the North and South Quad residence halls, beds should be strategically taken offline to increase the amount of common space on each floor and in each building for residents to come together and build community. These halls include:

- Jonsson Tower
- Wiecking Hall (potential for added test kitchen due to existing amenities)
- Kimball Hall
- McClellan Hall
- Penfield Hall
- Wilmarth Hall

Jonsson Tower, Howe-Rounds Hall, and Wiecking Hall have additional non-residential units that should be relocated to give back space to student residents. This includes Campus Safety, Health Services, WSPN Radio, Sustainability, Health Promotion, and Residential Life.

Further decompression of units, specifically from triples to doubles, will improve the student residence experience. These adjustments should be planned in conjunction with new beds coming online to house the current student population and any future growth.



◀ First-Year Village, Goucher College



◀ First-Year Village, Goucher College



◀ Bridge Hall, Ringling College of Art and Design

NEW RESIDENCE HALL

A new residence hall is needed to accommodate population growth over the past number of years, decompress the existing housing inventory, and provide for potential future growth. New residence halls should create vibrant communities that continue to weave together the physical campus as well as the social and academic community within the building. Incorporating amenities such as lounges, study and collaboration spaces, and potentially a test kitchen will continue to enhance and nurture the sense of community in these halls. Two residence hall communities are recommended, but only one is needed in the immediate future (the other can be acted upon in the future if necessary). Both residence hall communities provide at least 240 beds.

A new residence hall community inside of Perimeter Road to the north of Jonsson Tower can connect the core of campus to the Sussman Village and Northwoods Apartments. Different building levels can help navigate the significant grade change in this area of campus and create an accessible and complete route along Perimeter Road. A multi-level common space between the two residence halls will help facilitate horizontal and vertical accessible connections and a one-story parking structure with a green roof will maintain parking but incorporate a new green space that extends from the Case Green.

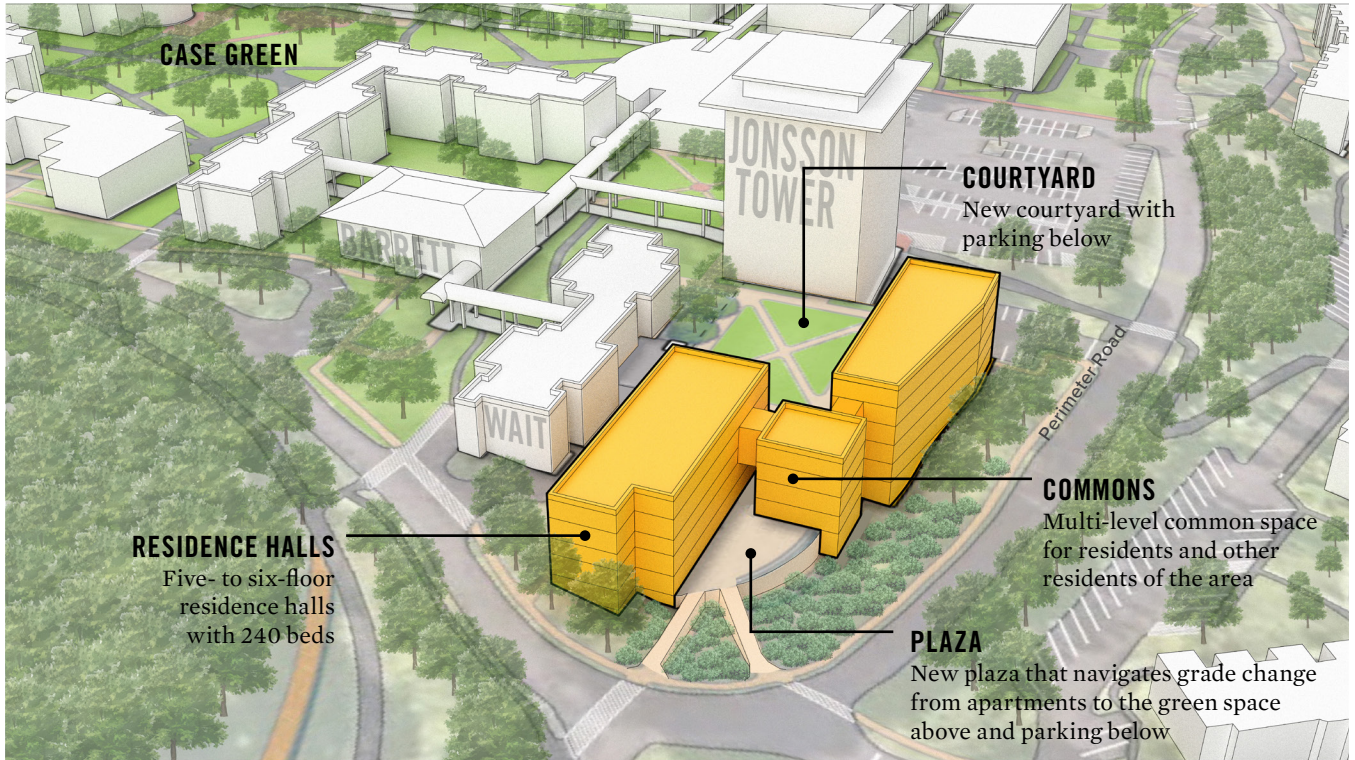
A new residence hall community on the West Lot west of Wiecking Hall can continue to extend the housing inventory to the south on relatively flat land. This community can extend the open space network from the South Quad and create synergies with Wiecking Hall. It can also draw the residential community closer to the Tang, Dance Center, Sports Center, and proposed Fitness, Tennis, and Health & Wellness Facility.

Silverstein Hall,
Denison University ▼

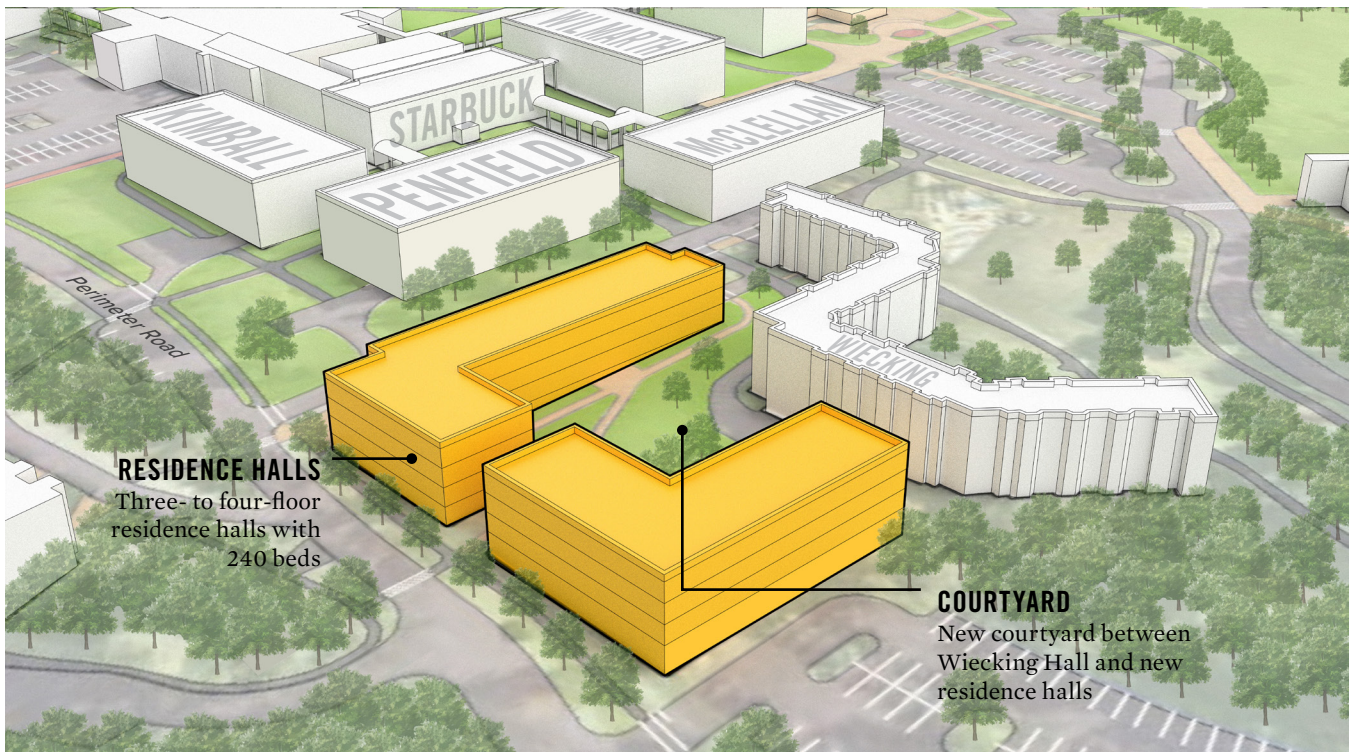


◀ Silverstein Hall,
Denison University

Conceptual new residence hall community north of Jonsson Tower that will help bridge the gap between the core of campus and the apartments ▼



Conceptual new residence hall community west of Wiecking Hall that will bring more density to the south portion of campus ▼



The Campus Master Plan builds upon the existing landscape of campus and its surrounding natural environment by strengthening and expanding the open space network and ecosystem.

The diversity of scale, character, and use of outdoor spaces within a campus adds to the richness of the collegiate experience. Outdoor spaces can range from active campus greens to intimate building courtyards. It is the variety of these experiences that make the campus memorable. A well-defined and accessible pedestrian experience is essential for all students, faculty, staff, and visitors to intuitively find their way from their arrival to campus to their destination.

The Campus Master Plan proposes new pedestrian pathways extending to campus edges and beyond and throughout parking lots to minimize vehicular and pedestrian conflicts. Appropriate sidewalk widths and pedestrian crossings are essential in prioritizing the pedestrian experience over the vehicular one. In addition to an improved open space network and pedestrian experience, the Campus Master Plan proposes developing and clarifying campus edges and gateways with a consistent character that elevates and integrates the Skidmore identity and enhances wayfinding.

Different open spaces across campus should be activated and programmed to continue to connect people to nature and each other. Public art and elements that celebrate institutional pride can unify different landscapes around campus and naturally bring people together. Activated spaces can incorporate fun elements such as tree swings, hammocks, fireplaces, and lighting to extend the evening and the season, and a range of furniture to encourage learning or social gathering throughout the year.



After: day-time ▼

CASE CENTER AND CASE GREEN PLAZA IMPROVEMENTS

Modest changes to Case Center Plaza help extend its use further into the shoulder seasons and evenings. The addition of an outdoor hearth provides a warm spot to meet outdoors, even when the seasons start to change. Flexible seating allows the space to be re-configured for a variety of uses and scales of groups. The addition of catenary lights, or string lights, brings a warm glow to the space in the evenings. These solutions have the potential to be implemented in the near-term and provide an immediate positive impact, defining a comfortable meeting space for the campus community.

After: night-time ►



Before ▼





◀ After: summer



◀ After: winter

▼ Before



SCRIBNER LIBRARY EXTERIOR STAIR

The southern balcony of Scribner Library has the potential to more seamlessly connect to the South Park. With the addition of a stair and ramping system that connects this green to the library, access between the spaces will be eased and an additional north/south circulation route will be more intuitive. This proposal has the added benefit of making the green more activated by allowing spill-out space from the library. The orientation of this outdoor space is ideal because of its southern exposure and solar orientation, which would extend its use in the early spring and late fall.

Before ▼



After ▼



Before ▼



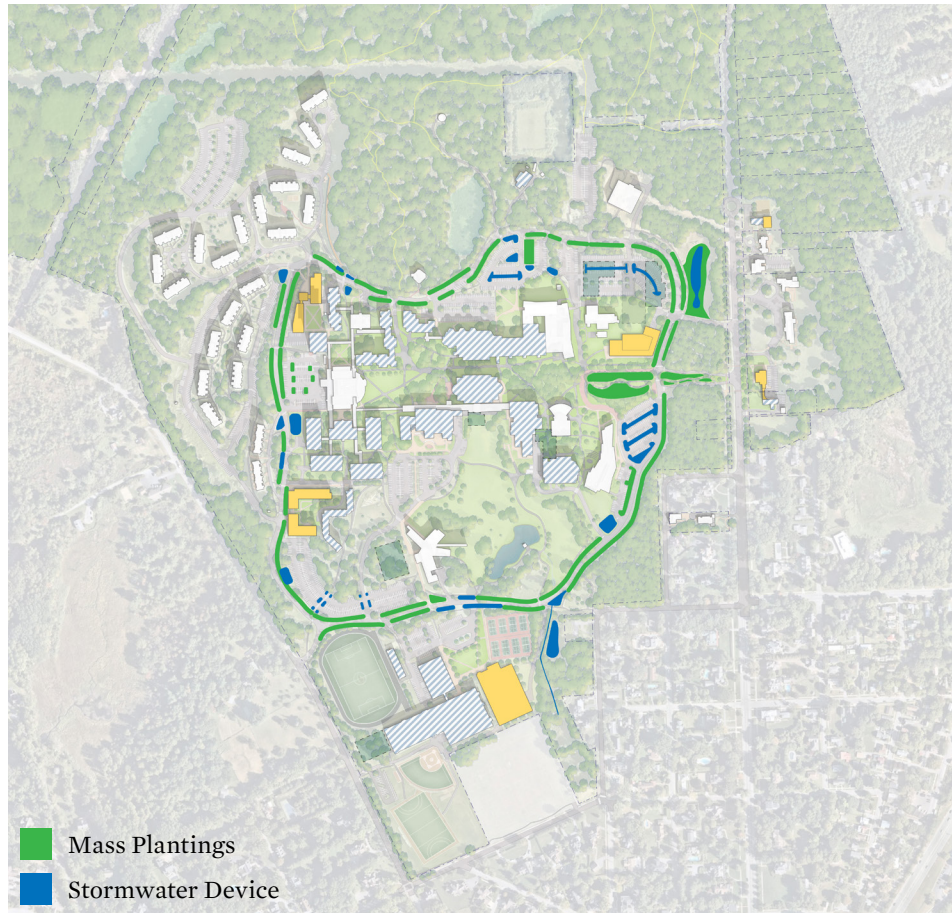
After ▼



SUSTAINABLE LANDSCAPES AND STORMWATER MANAGEMENT INITIATIVES

Implementing more sustainable landscapes, native plants and wildflowers, and comprehensive stormwater management strategies will improve the quality and diversity of campus landscapes and address some of the challenges neighboring entities face along the edges of campus. Increasing the diversity of native plant species in landscaping, including shrubs and trees, and establishing integrated pest management practices will make campus more pollinator-friendly and ensure resiliency for decades to come.

A localized stormwater management approach is suggested for Perimeter Road. The collection of stormwater immediately adjacent to the impervious surface in bio-retention basins allows water to be collected and recharged into the ground water system in a more manageable and sustainable method. This approach helps reduce the amount of runoff that goes directly into a more traditional retention basin or storm sewer system, while also providing natural filtration and cleaning of the runoff. Bio-retention basins are designed with an overflow to divert excess water in extreme rain events, while managing smaller rain events on their own. These systems are planted with vegetation that help clean and recharge the water while also adding beauty and seasonal interest. Bio-retention basins have the added benefit of visibly showing sustainable solutions. Pervious pavers are also suggested for parking lanes and other areas of campus to further help reduce and manage the stormwater run-off.



▲ Anheuser-Busch Foundation Native Plant Rain Garden, Webster University



▲ San Martin Drive, Johns Hopkins University

Before ▼



After ▼





▲ Before



◀ After: summer



◀ After: winter

▼ Before



San Martin Drive Pedestrian Bridge, Johns Hopkins University ▼

OUTDOOR ACCESSIBILITY IMPROVEMENTS

Small-scale interventions can make a big impact on the overall accessibility of campus. These projects are independent of larger scale building projects and can therefore occur whenever funding is available. Recommended projects include:

- Continuous pedestrian paths and bike lanes around Perimeter Road
- Complete sidewalk connections across campus and to adjacent streets.
- Elevated walkways and exterior public elevators to address significant grade change across campus



◀ San Martin Drive, Johns Hopkins University

TRAIL NETWORK EXPANSION AND IMPROVEMENTS

The North Woods trail system is a unique and important aspect of Skidmore’s campus that should be maintained and preserved. Skidmore should continue to add more accessible trails and clearer signage and consider adding programmatic elements such as informal seating, community gathering space, or circular-style teaching spaces. While increasing accessibility and use, it is also important to protect research projects located in the North Woods. These projects serve as an extension of the classrooms and laboratories from many disciplines across campus and therefore should not be disturbed. Any intervention in the North Woods should carefully consider its impact on the environment since the North Woods is home to several threatened plant species. Skidmore should continue to work with City partners to expand and connect the North Woods to surrounding trails, possibly in conjunction with a new trailhead at the intersection of Clinton Street and Daniels Road as part of the Sarah B. Foulke Friendship Trails System (see later discussion).



◀ Stono Preserve,
College of Charleston



◀ Stono Preserve,
College of Charleston

NORTH BROADWAY AND CLINTON STREET ENTRANCES & LANDSCAPE IMPROVEMENTS

The edges of campus along North Broadway and Clinton Street are part of the entry and arrival sequence and first impression of campus to visitors, students, faculty, and staff. These are important symbolic statements of the campus and it is important to maintain these streets and streetscape elements to preserve and uplift the identity of the College within the greater Saratoga Springs community.

North Broadway and the main entrance to campus should be improved with clearer and more comprehensive signage, new and widened sidewalks and crosswalks, and new street trees. The service entrance could be improved with better pedestrian connections across North Broadway. Creating a formal and landscaped turnaround circle at the end of North Broadway will convey a terminus to the campus, while still allowing local traffic through to the North Woods. Skidmore should consider working with the City to improve the Glen Mitchell Road segment that connects North Broadway to Maple Avenue Middle School and to create safer and more accessible pedestrian connections through this area.

The Clinton Street entrance needs to be improved through signage, landscaping, and traffic calming measures to create a safer environment for both vehicles and pedestrians. In addition to traffic calming measures, the City and Skidmore could work to incorporate a multi-modal path from Clinton Street to the Daniels Road intersection and Equestrian Center to make a safer connection for users and to expand on current recreational routes. In the past, the

City and Complete Streets have recommended pre-fab bridges to cross the railroad as part of this pedestrian connection. Faculty utilize the northern parcel of the North Woods along Clinton Street (not accessible from the foot trails) for at least four classes from Archaeology and Environmental Studies and Sciences. Incorporating a site for a small, crushed stone parking lot 0.6 miles from the Clinton entrance will support vehicle access, and this multi-use pathway would provide access by foot, bike, or scooter.

GREENBERG CHILD CARE CENTER RELOCATION

The Greenberg Child Care Center is relocating from the south part of campus next to the Sports Center to the north end of North Broadway in the Pine Cottage Annex. The plans include a 2,240 square foot addition to the rear of the existing building as well as a playground, new parking and drop off, and additional sidewalks. This relocation and upgrade marks a significant commitment to the child care center as a signature part of the College and opens up space in the south part of campus for expanded athletics, recreation, and health and wellness.

DIVERSITY, EQUITY, AND INCLUSION

Diversity, equity, and inclusion are foundational elements of the Campus Master Plan and are used as a lens to evaluate opportunities and ideas for campus.

All renovations to existing space and any new construction should be designed with diversity, equity, and inclusion (DEI) at the forefront so that all spaces are DEI spaces. However, while there are core components to designing DEI spaces, each institution has its own culture, identity, and history made up of many voices. The Campus Master Plan should continue to build upon Skidmore's DEI initiatives over the last several years.

From the DEI-focused engagement with campus stakeholders, the Ayers Saint Gross Planning Team heard that elements of space design such as transparency, flexibility, and scale can determine if a space feels welcoming or inclusive. Spaces should be designed for inclusivity through openness and transparency and should support a range of learning and living styles. Diverse scales and types of student-centered spaces, including cultural, religious, spiritual, club, and community and gathering spaces should represent every constituency at the College. Throughout these spaces, elements such as symbols, cultural markers, images, representation, and naming should be carefully curated so that they reinforce welcome and awareness. Thought should be given to how and in what way the campus and community can acknowledge histories and shared experiences.

Accessibility was another major topic discussed throughout the development of the Campus Master Plan. Existing accessibility challenges are in direct conflict with Skidmore's DEI goals. Accessibility and universal design should be incorporated across campus and within buildings to ensure equal access for all people on campus. Specific improvements have been covered in the various project descriptions preceding this section and include adjustments to and the expansion of pedestrian paths, incorporation of elevated walkways, clearer signage and wayfinding, and investments in vertical connections and elevator accessibility.

CLICK FOR MORE ABOUT DIVERSE, EQUITABLE, AND INCLUSIVE CAMPUS ENVIRONMENTS



◀ Diversity, Equity, and Inclusion Workshop, November 2021



◀ Images that resonated with workshop attendees




◀ How workshop attendees described welcoming and inclusive spaces



◀ Wyckoff Center, Case Center

SUSTAINABILITY

Sustainable practices in the natural and built environment have been highlighted and encouraged throughout the Campus Master Plan process.



Many sustainability initiatives on campus are physically out of sight, such as solar thermal panels on rooftops and geothermal systems beneath the ground. The College should continue to cultivate campus as a living-learning laboratory, where these campus projects are accessible and visible for classes and the community.

The College already has a robust Campus Sustainability Plan, which has helped shape a number of key initiatives that are at the forefront of the Campus Master Plan. These include:

1. An overwhelming consensus for preserving the North Woods
2. The most sustainable building is the one that already exists. The focus on renovations is essential to meet the College's energy goals for square footage and emissions and generally manage the campus's environmental footprint.
3. Improved visibility of sustainability efforts, potentially aided by educational and interpretive environmental signage, so students, faculty, and the community can experience campus as a living and learning environment. This increased awareness also encourages positive behaviors on the physical campus, both small and large, that contribute long-term to overall sustainability health.
4. Opportunities to advance practices surrounding waste management and food waste
5. The College should maximize the current paved parking lot space by prioritizing revisiting parking policies and practices, thus maintaining, rather than expanding, the amount of impervious surface on campus. As Skidmore plans for the future, the College must also anticipate the increase of electric vehicles and add EV parking accordingly.

6. Improved bike parking both in terms of the installed bike rack and rack locations.
7. Designated low-mow areas are a quick, low-cost boost for sustainability and can add beauty to some simple green hillsides. The Apartments' green, Annex area, and Wilson Chapel area should be considered.
8. In addition to the 2021 Sustainable Construction and Renovation policy, the College may consider additional certifications for any/all building projects, including Well Certified or Certified Living Building.



◀ Trippe Hall
Sustainability Signage,
Penn State University



◀ Few and Evans Halls,
Emory University

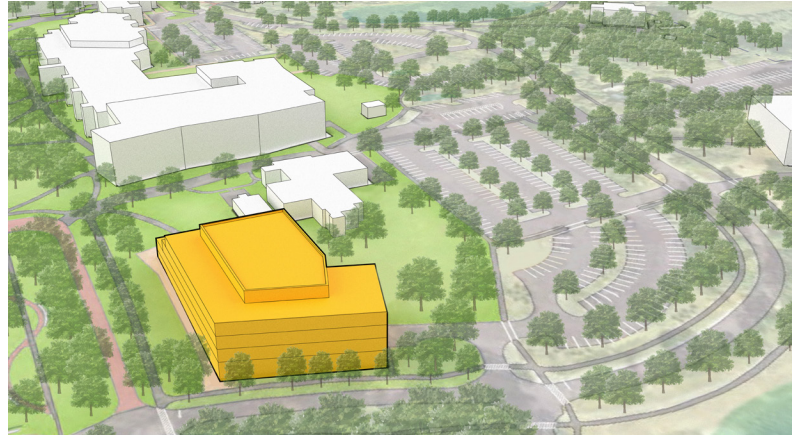
LONG-TERM OPPORTUNITIES

The Campus Master Plan identifies several long-term opportunities that preserve space and land for future needs on campus.

These needs are understood as well into the future and as yet undetermined, but it is important to note the capacity of campus to explore these possibilities if future strategic priorities require them.

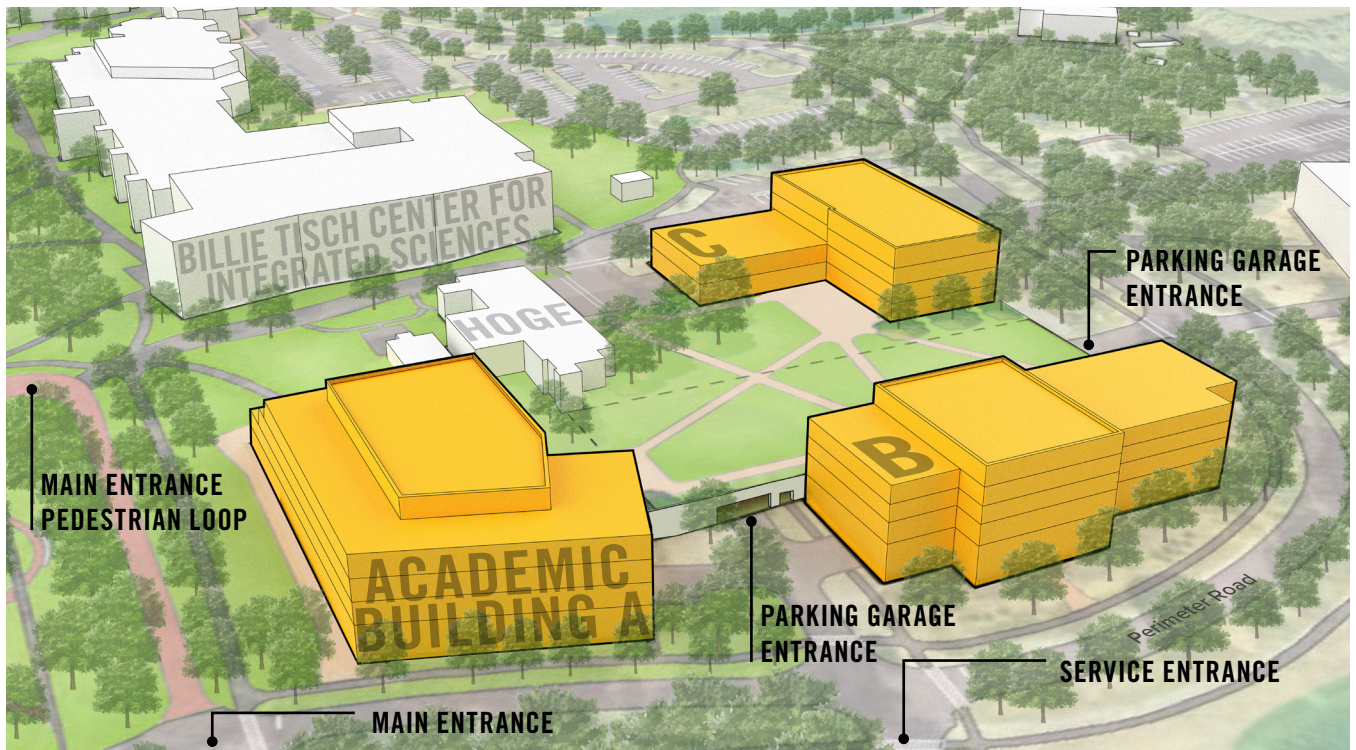
ACADEMIC QUAD EXPANSION

This service area of campus has the capacity to be expanded in the future to include two more buildings and a slip-deck parking structure to maintain the existing number of parking spaces. In this long-term scenario, a new open space and green roof anchors the three buildings and creates a new cluster of academic and administrative uses. It requires the relocation of units in North Hall and the Grounds building to the Annex and Pine Cottage in order to demolish both. Further study of the units in Hoge Hall and the adjacent greenhouse, chillers, and cooling towers is necessary to determine which elements remain in place or relocate elsewhere, especially as systems reach the end of their life cycle.



Conceptual short-term development of Academic Quad ▲

Conceptual long-term development of an Academic Quad with siting for two additional buildings as well as a slip-deck parking garage to account for loss of surface parking and existing grade change. The green roof extends the open space network from the core of campus to Perimeter Road. ▼



TANG EXPANSION

The Tang Teaching Museum at Skidmore is one of the signature elements of the College. There are ongoing maintenance needs at the building, which can be managed through the regular capital budget process, though the Museum has particular requirements (climate control, preservation-level conditions, etc.) that would recommend either a building maintenance endowment or a long-term plan for addressing these requirements through annual budgeting. Although defined as a teaching museum, inevitably the collections in the Tang have grown and will continue to grow, creating the need for additional storage and curatorial space. The Tang's teaching spaces are especially noteworthy, embodying the College's commitment to integrated and interdisciplinary teaching. Should the College consider expanding the footprint of the Tang to adapt to future storage needs and to add additional teaching spaces, the site west of the Tang would provide room for such expansion.

ARTS QUAD INFILL

While several of the buildings in the Arts Quad are in fair condition, there may be an opportunity in the future to reimagine them and how they function. If additional space is needed for athletics and recreation in the south part of campus, an infill site in the Arts Quad could be considered to relocate the Dance department and accommodate any other space needs of the departments in this area of campus.

ATHLETICS, RECREATION, & HEALTH AND WELLNESS EXPANSION

The small parcel of land directly west of the Williamson Sports Center could be maintained for future athletics, recreation, and health and wellness space needs.

RESIDENCE HALL COMMUNITY

As previously mentioned, the Campus Master Plan recognizes two sites for new residence hall communities. However, in the immediate future, both sites are not needed. Whichever site is not chosen for near-term construction should be preserved for future growth.

ICE RINK FACILITY

A future ice rink facility would provide first-rate facilities and a home for the hockey team, as well as a community recreation space that could foster opportunities for clubs and other activities. There are multiple locations within the campus that could accommodate such a project, depending on funding support and future strategic decisions.





Campus Master Plan





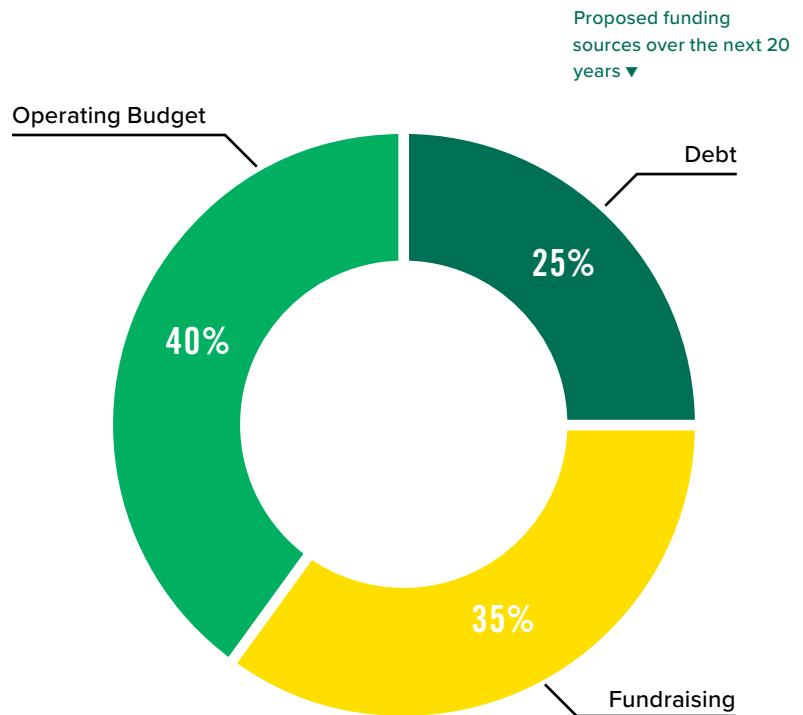
Implementation & Funding Strategy

The near-, mid-, and long-term projects will be implemented based on the College's strategic initiatives, needs, and available funding. During the planning process a Benefit on Investment metric was developed to help inform and prioritize projects.

Several projects in the plan work together and will be interrelated. When one project is completed, the new or renovated space will be used to vacate the subsequent spaces to be renovated. Although the phasing plan is flexible, shifts to certain projects will impact others due to the dependent nature of the implementation strategy. Some projects, such as the completion of Billie Tisch Center for Integrated Sciences, the relocation of the Greenberg Child Care Center, and a new residence hall, are required to enable other projects. Once the Billie Tisch Center for Integrated Sciences is complete in 2024, renovations can occur in other academic and student support buildings. When the Greenberg Child Care Center relocates to North Broadway, reinvestment in the south part of campus, especially the Fitness, Tennis, and Health & Wellness Facility and the Sports Center, can begin. A new residence hall will provide swing space, along with new beds, for existing residence halls to gradually come offline for renovations.

Some projects can occur independently of others, and just require the right funding and timing of construction or renovation. These include the Library Ground Floor Renovation, Falstaff's Pavilion Renovation, other condition-focused renovations, a new academic building, the Admissions Center Relocation and Colton House Renovation, Equestrian Facilities Renovation, and landscape and campus edge initiatives.

Based upon the proposed projects and initial phasing and implementation strategy, the total project costs range from \$300 to \$400 million. This estimation uses 2021 costs at various construction levels and includes a two percent enhancement for sustainability initiatives. The proposed funding sources for these projects over the next 20 years include the operating budget, fundraising, and debt. The operating budget, through capital transfers and surpluses, represents approximately 40 percent of total project costs. Fundraising through future capital campaigns covers approximately 35 percent of project costs, while debt opportunities in 2028 and 2033 fulfill the remaining 25 percent of project costs.





Campus Master Plan

NEAR-TERM & MID-TERM PROJECTS (0-10 YEARS)

Building Renovations and Additions

- 1 Tisch Learning Center Transformation
- 2 Palamountain Hall Renovation and Decompression
- 3 Starbuck Center Renovation and Decompression
- 4 Case Center Transformation
- 5 Ladd Hall Transformation
- 6 Falstaff's Pavilion Renovation
- 7 Scribner Library Ground Floor Renovation
- 8 Williamson Sports Center Renovation
- 9 Dance Center Renovation
- 10 Residence Hall Renovations and Decompression: Jonsson Tower, Wiecking Hall, Howe-Rounds Hall, Wilmarth Hall, McClellan Hall, Wait Hall, Penfield Hall, Kimball Hall
- 11 Greenberg Child Care Center Relocation

New Construction

- 12 Fitness, Tennis, & Health and Wellness Facility
- 13 Residence Hall Community (240 beds)

Open Space, Streetscape, and Gateway Improvements

- 14 Case Center and Case Green Plaza Improvements
- 15 Sustainable Landscapes and Stormwater Management Initiatives
- 16 Outdoor Accessibility Improvements
- 17 Trail Network Expansion and Improvements
- 18 North Broadway and Clinton Street Entrances & Landscape Improvements

LONG-TERM PROJECTS (10+ YEARS)

Building Renovations and Additions

- 19 Condition-focused Renovations: Palamountain Hall, Bolton Hall, Saisselin Art Building, JKB Theater
- 20 Equestrian Facilities Renovation
- 21 Admissions Center Relocation and Colton House Renovation
- 22 Arts Quad Infill
- 23 Athletics, Recreation, & Health and Wellness Expansion




New Construction

- 24 New Academic Building (A)
- 25 Tang Expansion
- 26 Residence Hall Community (240 beds)
- 27 Academic Quad Expansion (Building B, Building C, and Parking Garage)
- 28 Ice Rink Facility (not labeled)

Open Space, Streetscape, and Gateway Improvements

- 29 Scribner Library Exterior Stair

KEY

-  Building Renovations and Additions
-  New Construction
-  Long-term Opportunity



Regional Opportunities

ATHLETIC FIELDS

Skidmore has significant landholdings beyond the main campus boundaries. Some of these parcels include facilities such as the Equestrian Center, the Baseball Stadium, and a large solar field that generates substantial energy for campus. These landholdings have additional open space that provides flexibility for the future and opportunities to address changing needs related to athletic and recreation field needs in the near- and long-term.

The Baseball Stadium and solar field are collocated, which presents an opportunity to think about further concentration of any future needs in this location. A small number of campus stakeholders also expressed the desire to add some park elements such as a picnic structure, restrooms, and improved landscaping to the site in an effort to draw more people and create an amenity for both the campus and community.

CITY OF SARATOGA SPRINGS MISSING SIDEWALK LINKS

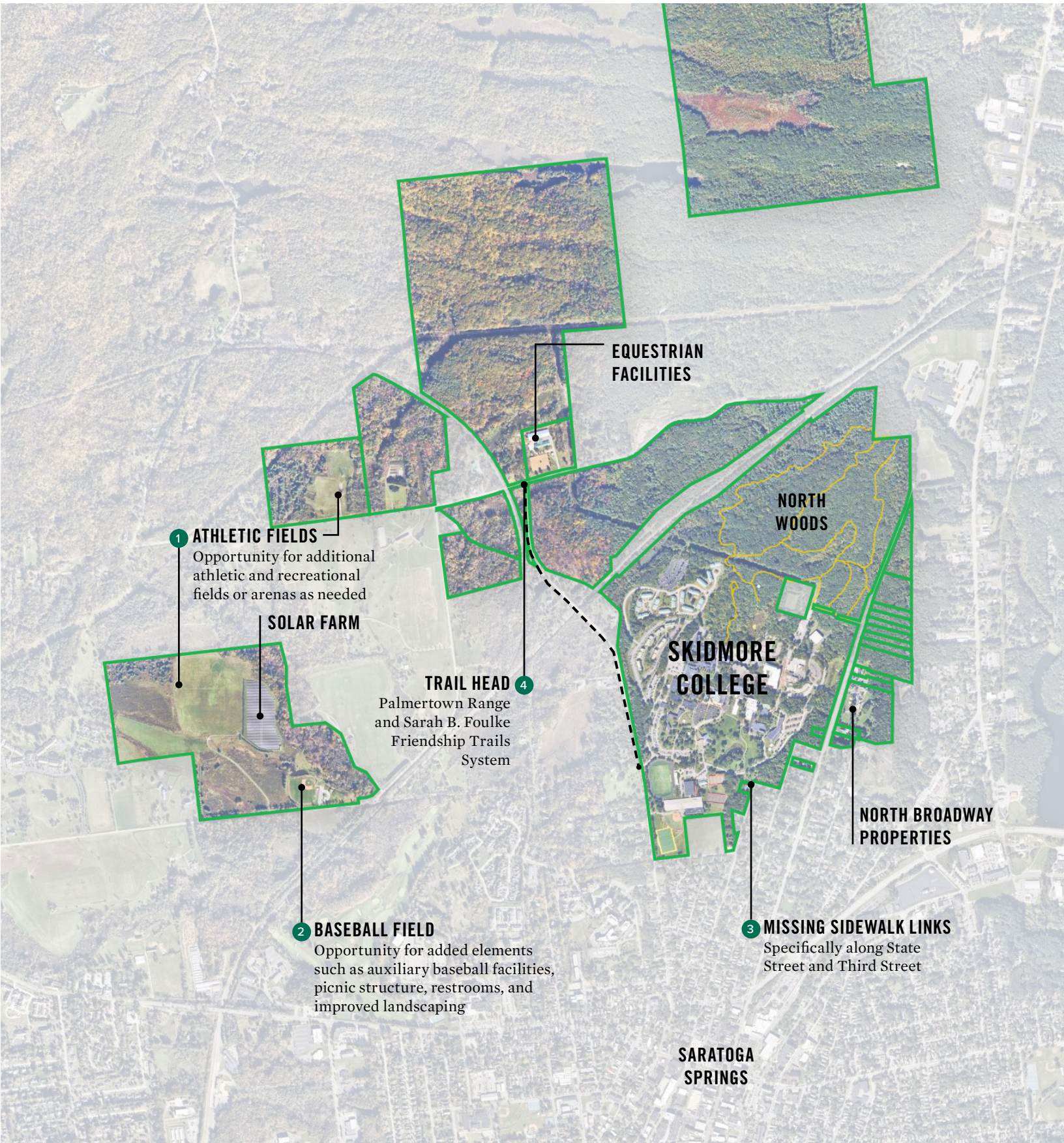
This project will install new sidewalks on public property to eliminate breaks and discontinuities in the sidewalk system and ensure connections to schools, parks, businesses, public facilities, Skidmore College, medical facilities, and residences. One of the proposed links is along State Street and Third Street, which has been a noted issue during the campus master plan process. This will also enhance safety for students walking to and from campus and the City center.

PALMERTOWN RANGE AND SARAH B. FOULKE FRIENDSHIP TRAILS SYSTEM

Skidmore has been a welcome community partner for the Palmertown Range project, a trail network connecting Saratoga Springs to Moreau Lake State Park with 40,500 acres of conserved land. In coming years, the College could support the establishment of the southern-most gateway to this trail system at the Clinton Street and Daniels Road intersection, connecting to the previously discussed multi-modal path along Clinton Street. This project will create opportunities for the Skidmore community to have labs, studies, and recreation less than a mile from campus, and it would create a tremendous City-College opportunity. This pathway also overlaps with the proposed Saratoga Greenbelt Trail and connects to a 24-mile shared-use path, which could yield City funding partnerships, federal infrastructure grant eligibility, and good City-College relations.

COMMUNITY HOUSING FOR RETIREES

Further study necessary, including a review of the Community Housing Report provided by the Retiree Initiative Planning Group.



1 ATHLETIC FIELDS
Opportunity for additional athletic and recreational fields or arenas as needed

SOLAR FARM

4 TRAIL HEAD
Palmertown Range and Sarah B. Foulke Friendship Trails System

2 BASEBALL FIELD
Opportunity for added elements such as auxiliary baseball facilities, picnic structure, restrooms, and improved landscaping

EQUESTRIAN FACILITIES

NORTH WOODS

SKIDMORE COLLEGE


NORTH BROADWAY PROPERTIES

3 MISSING SIDEWALK LINKS
Specifically along State Street and Third Street

SARATOGA SPRINGS

CONCLUSION

The 2022 Campus Master Plan is meant to be a **living and flexible document** that guides decision-making for the future of the physical campus.



It builds upon Skidmore's mission and strategic goals and emphasizes the core principles of integration, flexibility, belonging, wellness, humility, and stewardship. This vision for the future includes strategies to foster creative learning and academic success, enhance the student experience, support a vibrant residential experience, create a better campus landscape, and improve campus edges. Creative Thought Matters at Skidmore College and the 2022 Campus Master Plan aims to elevate this commitment in the physical and built environment in the years to come.

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